



City of Milwaukee Common Council
2011 – 2012 Charter School Application

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Introduction:

Garden Homes Montessori School (Existing School)
2475 W. Roosevelt Dr.
Milwaukee, WI 53209
414-444-9024

Grade Levels Served: K4 – 6

Number of Students Served: 310

School Leader and School Contact Person: Carrie Driver-Johnson

Board Chair: Pastor Jeremy Mattek

Application Team:

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School Summary and Educational Program:

Garden Homes Montessori School is committed to providing the Garden Homes Community with quality educational opportunities to further the development of children into community leaders. To fulfill this commitment, Garden Homes Montessori uses methods developed by Dr. Maria Montessori, whose work is founded on brain-based research and emphasizes the holistic development of students. Dr. Montessori believed schools should provide opportunities for both intellectual and personal growth. Garden Homes Montessori aggressively pursues opportunities for children to achieve intellectual and personal goals through a studied application of classroom lessons combined with educational outings to various locations around Wisconsin.

Vision:

It is the vision of Garden Homes Montessori School to become an example on how to implement community-centered education using the Montessori Method. As a school and as a community leader, Garden Homes Montessori seeks to nurture its families and students so they may actualize their full potential.

Mission:

It is the mission of Garden Homes Montessori School to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method.

Section 1

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Section I: School Operations

A. Mission and Vision of the Charter School

It is the mission of Garden Homes Montessori School to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method. Staff will ensure such an environment by promoting parent involvement. Students are given thoughtful instruction to guide them as they continue their development into responsible, mature, and caring community members.

It is the vision of Garden Homes Montessori School to become an example on how to implement community-centered education using the Montessori Method. As a school and as a community leader, Garden Homes Montessori seeks to nurture its families and students so that they may actualize their full potential.

B. Persons Seeking to Establish a Charter School

Garden Homes Montessori School (GHMS), now in its eighth year of operation, began as a collaborative vision in 1997 with a small, but passionate group of Montessori teachers, parents, and community members. The goal was to create a school that combined the personal connection and family atmosphere of a private school with the accessibility of a public institution. This new, sustainable neighborhood school would not only provide exceptional Montessori education for community children, but also provide educational and vocational opportunities for the student's families.

School development was completed in collaboration with the Garden Homes Community of Schools and the MPS Neighborhood School Initiative.

GHMS was opened in 2002, because of the passionate and concerted efforts of committed educators, families, and community members with only one classroom, forty-seven students, and three staff. GHMS now has 6 classrooms, 225 students, and 37 staff. With support from the Elizabeth A. Brinn Foundation GHMS established a tuition reimbursement program in 2007. Designed to support low income adults to become Montessori trained and licensed teachers, the project focuses on assisting people who have the passion and the capacity for teaching, but not the means to pay for training and higher education. Program candidates build experience working at GHMS as teacher's aids, interns, volunteers, or in administrative roles. Eligible parents are provided an opportunity to "lead by example" by demonstrating to their children the benefits of seeking higher education. Since 2007, GHMS has provided tuition assistance scholarships to 15 adults. Three adults have completed their Montessori training and another six are in process or nearing completion.

GHMS is an MPS contract school with an allowance of 174 FTE and is in its third year of participation in the Milwaukee Parental Choice Program. The Board of Directors is comprised of individuals with many years of experience leading academic institutions in culturally diverse areas.

Carrie Driver-Johnson
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Carrie Driver Johnson has been the GHMS Head of School since February 2004. Before coming on board at GHMS, she was a business owner, a community organizer, parent volunteer, para-professional, and a teacher. As one of the founding visionaries of the school, she was recruited as a teacher in the second year of operation. One year later she was asked to become the Head of School. In six years of service to this school and community she has helped the school increase enrollment by 178 children. With her guidance, GHMS has been able to furnish support to promote higher education for our support staff and parents. With her continued passion and leadership, GHMS hopes to evolve further toward realizing our vision and mission.

C. Governance

The Board of Directors of Garden Homes Montessori School (GHMS) is the principal governing and policy-making entity of the organization. The Head of School is the chief executive of the organization, and reports directly to the Board of Directors. GHMS is a nonprofit organization. The Board of Directors can have no less than three members and no more than nine, plus the Head of School, who is a nonvoting member. Directors will hold office from the close of the annual meeting for a term of three years, or until their successors have been elected and qualified.

Functions of Board Chair:

- Assure that the Board fulfills its responsibilities for the governance of the school.
- Help the Head of School achieve the school's mission.
- Optimize relationships between the Board, the Head of School, and other school staff.

Primary Function of the Board of Directors:

- Motivate the school to actualize its potential to serve school families and the community and to fulfill all obligations to those stakeholders.

Primary Functions of the Head of School:

- Serve as chief executive of the school.
- Collaborate with the Board Chair to facilitate the Board's ability to fulfill its governance function and facilitate optimal interaction between the Board and school staff.
- Provide direction to the formulation of the school's mission, strategy, and annual goals and objectives.
- Facilitate the achievement of the annual goals and objectives.
- Serve as Financial Manager (GHMS is currently in the process of finding a competent replacement to relieve the Head of School of financial management duties. The small size

of our school has precluded the need for such an individual. However, in light of our plans to increase enrollment, the Board has decided to delegate financial duties to another experienced individual. GHMS can provide the necessary documents for this person to the review committee when he or she is hired).

The Articles of Incorporation and Bylaws for the school are given under Attachment B. An organizational chart, conflict of interest policy overview, and a listing of the names and expertise of current members of the Board of Directors are given under Attachment C.

The Board is comprised of individuals that represent stakeholder groups. A teacher representative sits as a board member to ensure that all board decisions are made in the best interests of the students. The MPS teacher of record at GHMS certifies that all policy decisions are in line with MPS guidelines and procedures. A parent serves on the GHMS Board of Directors to help formulate policy that is aligned with our mission of providing quality education for Garden Homes Community children.

Student discipline is dealt with by the Head of School, who makes the final decisions on all disciplinary matters. The Head of School does consider the advice of the teacher working with the student and the parents before rendering any decision. Decisions by the Head of School may be appealed to the Board of Directors via an established complaint procedure.

Internal employee disputes are always resolved in an appropriate and professional manner. Should an employee have a grievance they are to discuss the issue immediately with the Head of School. The Head of School will thoroughly investigate the matter until he or she can render an effective solution. The Head of School may consult the Board of Directors or any school resource he or she deems necessary to make a decision. If the disgruntled individual is unhappy they may contact the Board Chair to discuss their issue in a professional manner.

Communication is vital to the healthy operation of any school. Therefore, all meeting minutes will be available to all members of the school community. Individuals seeking that information should submit a request to the school operations manager who will consult the Head of School to determine the best means to lend the information. The Board of Directors will establish an annual calendar of meetings and make it known to the school community.

Parents have access to all teaching and teaching assistant staff every school day. The Operations Manager and Head of School are also available every school day for questions or concerns. GHMS prides itself on the level of parental and family involvement we encourage. Annual parent satisfaction surveys have revealed that our parents appreciate our efforts. GHMS requires parents to drop off and pick up their children. This affords them the opportunity to interact with and build a relationship with the teachers and staff dedicated to educating their children. Everyday while students are dropped off or picked up parents and teachers can be seen talking in the hallways and classrooms. This not only promotes parent – teacher interaction, but also parent – parent contact as well, familiarizing newer parents with the GHMS community.

Should a parent have an issue concerning the school, they may first speak with their child's teacher. If the parent and teacher cannot resolve the problem, they will consult the Head of

School. The Head of School will speak with both the parent and teacher to develop a fair and effective solution. If the parent is dissatisfied with the decision, they may contact the Board Chair.

GHMS Conflict of Interest Policy

GHMS prohibits its employees from engaging in any activity, practice, or conduct which conflicts with, or appears to conflict with, the interests of the school, its stakeholders, vendors, contractors, or suppliers. Since it is impossible to describe all of the situations that may cause or give the appearance of a conflict of interest, the prohibitions included in this policy are not intended to be exhaustive. Employees are expected to represent the school in a positive and ethical manner and have an obligation both to avoid conflicts of interest and to refer questions and concerns about potential conflicts to their supervisor.

Please see Appendix to the Bylaws in Attachment B for the Conflict of Interest Policy, associated Conflict of Interest Procedures, and the Individual Statement of Compliance Form.

D. Operational and Fiscal Management of School

An organization chart showing position titles and experience is given under Attachment C.

The Head of School is the chief executive of the school and the instructional leader. Carrie Driver-Johnson will hold this position (See Attachment F for resume). She will report directly to the Board of Directors. The Head of School will be an innovative school administrator with a belief in the importance of public education as a means to prepare children for their future as a United States citizen. He or she should have a deep understanding of Montessori pedagogy. The Head of School will work to develop a collaborative and trusting school culture that supports staff, facilitates the implementation of the school design as laid forth in the GHMS charter, and that is focused on student achievement, both personal and intellectual. We are especially interested in administrators who are invigorated by a new school environment, are comfortable with change, and who embody the belief that all students can achieve academic and personal excellence given the right opportunities. Experience working with and sensitivity to persons from diverse ethnic and socioeconomic backgrounds is essential for success in this position.

All members of the school staff report directly to the Head of School. The staff members are:

Teachers – Should a teacher hold AMI certification, but not a DPI license, a DPI licensed teacher will share their duties in the classroom. If a teacher holds a DPI license, but no AMI certification, an AMI certified teacher would share classroom duties. In this way there is one teacher who holds AMI certification and one holding a DPI license in every classroom. Should a teacher hold both a DPI license and have AMI certification, they will be permitted to lead a classroom by themselves. All lead teachers will have the help of one classroom assistant no matter their licenses or certification. This guarantees that each classroom has at least two adults supervising the students. Teachers are expected to maintain a safe and optimal Montessori learning environment and to interact with the students, parents, and Head of School to ensure academic success.

Teacher's Assistants – Teacher's Assistants will maintain the safety of the classrooms under the supervision of the lead teacher. They should have a basic grasp of the Montessori Methods and be able to interact appropriately with students of all ages.

Support Staff – With the exception of the Operations Manager, all staff that are not teachers are considered members of the support staff. Support staff is responsible for assisting the Head of School and/or teachers by completing tasks assigned to them. Tasks may include anything from helping prepare the school lunches to helping chaperone class field trips. Support staff is expected to be flexible and enthusiastic while helping maintain a safe school environment.

Business Manager – The Business Manager will be responsible for the school's financial, food service, facilities, and human resource needs. They are accountable for the fiscal management of the school with direction from the Board of Directors. The Business Manager will participate in regular and annual meetings.

Operations Manager – The Operations Manager is responsible for the routine operation of the school under the supervision of the Head of School. Duties include initiating the enrollment procedure for prospective students and providing basic secretarial services. The Operations Manager will interact with the students, parents, and other stakeholder in a professional manner according to the GHMS Personnel Manual.

E. Budget

Please see Attachment H for the Garden Homes Montessori School operating budget. The budget is based on the enrollment of 310 students. This represents an increase from the 225 students currently enrolled, but with 50 to 100 children already on a waiting list, the Board of Directors felt GHMS could garner the extra students. An alternate five-year budget has also been drafted for our contingency plan. The alternate budget is based on the enrollment of 225 students. We have been able to sustain enrollment of 225 students, so this figure was chosen as the basis of the alternative budget.

See Attachment H for a detailed budget with key assumptions. Monthly cash flow for the first year of operation is given under Attachment I. A more comprehensive list of budget assumptions can be found in Attachment O.

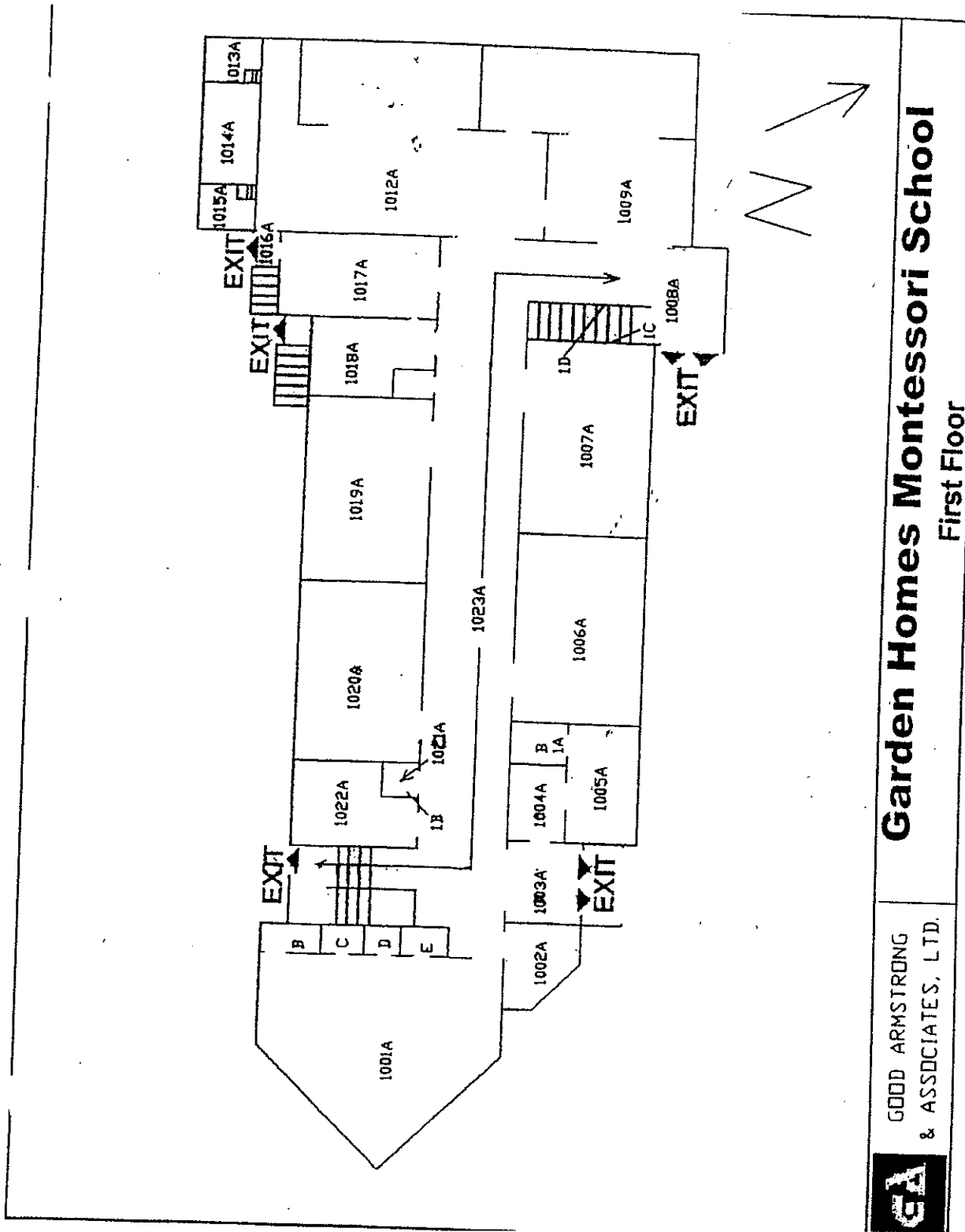
Significant differences between the proposed one-year budget and last year's budget for GHMS can be attributed to the increase in income due to the expected enrollment and per pupil funding increase. The upcoming budget has been designed to incorporate the Department of Public Instruction Grant, W2 Childcare, Title (I IIA, IID, IV) Funds, and grants and fundraising.

F. Facility

GHMS currently leases a building located at 2475 W Roosevelt Dr Milwaukee, WI 53209 from Garden Homes Lutheran Church and School. Our building has six classrooms. The hallways and classrooms provide ample space for extracurricular activities. GHMS has no cafeteria. Instead, the students eat in their classrooms, which we believe engenders a sense of responsibility to their classroom and its materials. Eating with fellow students also allows older students to exercise leadership and the younger students an opportunity to learn from and socialize with their older classmates.

Students have a 5,000 square foot recreational area in which to play and socialize. This area allows students from different classrooms to interact in a positive fashion. GHMS currently has plans to renovate the 5,000 square foot area into a natural playground replete with child safe water areas, organic walls, a school garden, and outdoor classrooms. GHMS has received funding from the Elizabeth A. Brinn foundation and the Bradley Foundation to support this project. Please see the GHMS Long Range Business Plan found in the appendix to the Financial Policies and Procedures Manual (Attachment J) for additional expansion plans.

Please see Section V, Part 1 for the GHMS Natural Playground Project Pamphlet.



Garden Homes Montessori School
First Floor

GOOD ARMSTRONG
& ASSOCIATES, LTD.



G. Insurance

GHMS is currently working with Mr. Ryan T. Smale of The Horton Group. Please see Attachment N for our insurance coverage's. GHMS will notify the Charter School Review Committee 30 days prior to a material change or termination of any policy.

H. Audits

Garden Homes Montessori School is currently engaged with Reilly, Penner, and Benton LLP. Please see Attachments G and O for all audit related material including an engagement letter, management letter, financial audit, etc.

Section 2

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Section II: Educational Program

A. Description of Educational Program

Academic Goals

Garden Homes Montessori School (GHMS) strives to meet all academic standards determined by the state of Wisconsin for primary and elementary students. Our school is also determined to maintain the highest professional standard for the teachers and support staff.

Currently, GHMS combines three sources to determine academic goals. Those sources are the AMI Montessori Teaching Albums, the Milwaukee Public Schools Learning Targets, and the State of Wisconsin Academic Standards. Our school has rigorously studied each source to incorporate their most beneficial aspects into our own goals. These goals are age appropriate, measurable, and reflect our commitment to creating the most intellectually stimulating environment.

Goals of Garden Homes Montessori School include:

1. To promote the highest standards of academic achievement for all students.
2. To assist each child in the development of personal autonomy.
3. To demonstrate and encourage the use of effective, positive communication skills.
4. To nurture the development of self-discipline, self-control, self-confidence, and positive self-esteem within each child.
5. To guide each child toward constructive decision-making and behavioral choices that demonstrates respect for self and others.
6. To foster the love of learning within the child.

GHMS is determined to cultivate a productive relationship with parents. That is why our school avoids bussing students to school. Parents who pick their children up from school are able to create a partnership with their child's instructor. Such a partnership encourages parents to be more invested in their child's education. Students who witness that teacher-parent interaction know their family and school are committed to helping them earn their education.

The teacher-parent bond also allows teachers, who continually monitor student progress, to offer suggestions to parents on how to nourish their child's intellectual curiosity at home. Teachers are also able to give brief, unofficial reports on their child's weekly accomplishments.

Throughout eight years of operation, GHMS has reported excellent attendance records. We believe this is an effective tool to measure the efficacy of our academic goals. On any given day, GHMS can report over 90 percent attendance rates, showing how advantageous a strong teacher-parent relationship can be. These attendance records indicate how committed our teachers, students, and parents are to achieving and eventually exceeding the academic goals identified in this application.

Progress will also be determined by standardized evaluations. These evaluations are further explained in the Educational Results Section. Rationale for choosing these particular assessments is also included.

Curriculum

Dr. Maria Montessori developed her curriculum through scientific observation of children. Dr. Montessori documented tendencies that drive children to learn. She documented characteristics and sensitivities that guide the lessons we give and the materials we offer the children. Materials and lessons are designed to appeal to the sensitive periods and give the gifts of our ancestors including reading, writing, speaking, mathematics, geometry, history, physical science, life sciences, health, geography, the arts, and practical life. The environment is designed to appeal to the student. It is child sized. The lesson materials are beautifully constructed and maintained.

The Montessori developmental strategies, materials and individualized lessons complement a wide variety of learning styles while facilitating opportunities to explore and strengthen individual academic strengths and weaknesses. Montessori and her cohorts were pioneers in developing pedagogy for special education. Montessori materials and lessons were initially developed to meet the needs of special needs children. Each child at Garden Homes Montessori School is treated as an individual with strengths and weaknesses. The child's strengths and innate interests are used to insure engagement and success, thus developing unique and individualized strategies to compensate for weaknesses. Garden Homes Montessori School has access to MPS special education services, a special education supervisor and itinerant primary and elementary special education teachers and speech pathologists. Children with IEPs are fully included in the Montessori Class at all levels.

The standardized teaching albums developed, reviewed, and modified by the Association Montessori International defines the Curriculum and Instruction Methods. Updates of this information are obtained by attending AMI refresher courses and conferences and site visits by AMI trainers.

Method of Instruction

Garden Homes Montessori uses methods developed by Dr. Maria Montessori, whose work is founded on brain-based research and emphasizes the holistic development of students. That is, Dr. Montessori believed schools should provide opportunities for both intellectual and personal growth. Garden Homes Montessori aggressively pursues opportunities for children to achieve intellectual and personal goals through a studied application of classroom lessons combined with educational outings to various locations around Wisconsin.

Excursions beyond the cityscape of Milwaukee allow students of Garden Homes Montessori to briefly experience life in Wisconsin's many bucolic settings. Garden Homes Montessori annually partners with Shirley May and Tracy Porter, owners of The Farm in beautiful Milton, Wisconsin. While at the 120-acre facility, students are able to ride horses and learn about necessary care for the animals. It was the belief of Dr. Montessori, and consequently it is the belief at Garden Homes Montessori, that regular outings beyond school walls are imperative for students' holistic education. Because of this, Garden Homes Montessori organizes many trips throughout the school year.

K3, K4, and K5 students are not separated. They work closely together in the same classrooms. The same is true for first, second, and third graders. Each three-year classroom is designed to match the developmental characteristics of the age. Older students learn leadership skills by working with their younger classmates. By interacting with the more advanced materials of their older classmates, younger students develop their intellectual curiosity and desire to learn.

Students from age three to six prepare for reading, writing, and mathematics through practical life work combined with sensorial, math, and language work. Students choose a work independently. Once they complete their work, they return the manipulative material they used to its appropriate place in the classroom. This allows children to develop their skills and responsibility. Children learn the value of the manipulative materials and become interested in maintaining them for future use. This promotes the wellbeing and order of the room in which they work. Students develop a bond with their academic environment.

Students in this age bracket build vocabularies by naming and describing the materials within the classroom. For example, a student may learn the concept of an equilateral triangle by seeing it, manipulating it, and finally describing it. They not only learn what an equilateral triangle is, and are thus able to apply language lessons to math studies, but also the meanings of both words in the concept. So the student has really learned three different ideas. They know the meaning of equilateral and triangle, but they also know the meaning of an equilateral triangle. Children use movable alphabet letters to write stories, and bells to explore music.

During this time students are also introduced to mathematics by bead materials that enable them to complete mathematics operations into the thousands. Using tangible materials to help learn an abstract idea helps students who are visual learners, augmenting the audible instructions given by the instructor.

Students from age six to nine move into a new multiage classroom that is prepared to address their changing characteristics. The teacher in the classroom will present lessons to small groups of students. A student is expected to explore the topic of that lesson within groups of their choosing. Teachers have a conference with the student to guide choices towards achieving academic goals. Lessons are combined with classroom materials to equip the student with the tools necessary to explore all academic subjects. Students in this age group begin to explore more complex math. Reading and writing skills are honed with new research and lessons. They begin to explore creative expression through music and art. Guided by classroom activities, the students begin to use their education in the community outside of school by traveling to local libraries, museums, etc. They are able to practice their leadership skills by having to plan and coordinate their excursions beyond school with peers and adults.

Students from age nine to twelve revisit areas they began to work in while in their old classrooms. They begin to explore those ideas in greater detail, completing more complex tasks and pursuing topics more aggressively. Eventually they will be able to compile a portfolio of all their work. A portfolio gives them tangible reference material for encouragement or for new ideas.

B. Educational Results

Educational results will be tracked by a variety of assessments. They will include:

1. Yearly administration of the WKCE
2. Classroom Assessments Based on Standards (CABS)
3. Montessori Assessments
4. Writing Rubric for Six Traits of Writing
5. On The Mark Reading Assessment
6. Jerry Johns Reading Assessment
7. IEP Goals and Benchmarks
8. Stanford Diagnostic Reading Test (SDRT)
9. Other Assessments required by the Charter School Review Committee

Garden Homes Montessori School follows the Montessori Plan. The elements of the Montessori plan are aligned to the Milwaukee Public Schools Learning Targets and the State of Wisconsin Department of Public Instruction Standards. Classroom Assessments Based on Standards (CABS) are implemented for students at all grade levels, as are standardized tests such as the WKCE. GHMS has decided to use the WKCE to help measure academic performance because it is used by MPS. Our school must successfully combine the standards defined by Montessori curriculum and those defined by MPS curriculum; the WKCE helps accomplish that goal.

Montessori assessments are implemented for all students. The assessment process used for the Montessori lessons utilizes a checklist of materials and lessons given. The students can be seen working with a teacher in a guided manner, or working independently either with the material and lesson directly or abstractly. Levels of work correspond to the levels of Bloom's Taxonomy of Cognitive Skills. The first level is knowledge and comprehension, followed by application and analysis, and then evaluation and synthesis. If a student does not progress through the work in a timely manner, a number of options are considered. The lesson may be presented again, presented in a modified manner, or the concept may be presented with an entirely different material or lesson. The lesson may be postponed and taken up at another time while a different area of strength is reinforced with new lessons. As a Montessori school, GHMS must use Montessori assessments to measure academic process.

Writing assessment is done using the six traits rubric. Students are given lessons on the use of a graphic organizer and check sheet to tick off elements of a well-written composition. Options include self-evaluation, peer evaluation, and teacher evaluation. Writing assessments of this nature allow students to work together. They learn how to critique their own work and how to constructively criticize the work of others. The option of teacher evaluation builds a relationship between instructor and student.

On The Mark is used for reading assessment as well as diagnostics. Reading skills are also assessed in social studies, science, math, and the arts. Support staff is enlisted when extra one-on-one is needed.

The proposed measures will be adopted as they are currently being used by MPS. Maintaining the standards already in use will allow for comparison and standardization.

Educational results are recorded in the student's cumulative folder and in school records. Beginning in the fall of 2010, these records will be stored on a school database not yet determined.

We are pleased to report that GHMS is meeting its own local goals as well as academic standards established by the state of Wisconsin. Overall school scores for the past two years can be found in the MPS School Improvement Plan, available in Attachment P. The Children's Research Center has compiled a comprehensive programmatic profile and education performance report for GHMS. This report can also be found in Attachment P.

Local Measures Matrix for Elementary Schools

Core Local Measures for All Years of School Operation:	Description of Outcome	Measurement of Assessment Form	Frequency of Measurement or Assessment	Students to Whom Measurement or Assessment Applies
1. Literacy	K4 - Grade 5 on the Mark Checklist	Listening to Reading	Monthly	K4 – Grade 3
2. Reading Comprehension	Jerry Johns Check	Listening to Reading	Monthly	Grades 4 – 5
3. Mathematics	MPS Math Target Goal Check Lists	Work Samples and Portfolio	Monthly	All Students
4. Writing	Six Traits of Writing Rubric	Writing Samples and Portfolio	Monthly	All Students
5. IEP Goals	Individual IEP Design	Individual IEP Design	Monthly	All Student with IEP's
Additional Local Measures Beginning in 2nd Year of School Operation:				
6. Science	Independent work with Montessori lessons	Observation Checklist and Portfolio	Daily	All Grades
7. Social Studies	Independent work with Montessori lessons	Observation Checklist and Portfolio	Daily	All Grades

C. Other Accountability Measures

The relationships between students and parents are the most important asset and resource at Garden Homes Montessori School (GHMS). On average, GHMS teachers and administrators see at least 90% of the parents or family members on a daily basis when children are either dropped off or picked up from school or our after-school program. GHMS offers no outside transportation arrangements, which requires all parents to commit to dropping off and picking up their children at GHMS daily or arranging outside transportation. To ensure Garden Homes Montessori School is successfully engaging parents in the academic process, parents complete an annual satisfaction survey. Survey data is included in Section V, Part 2.

Parents are strongly encouraged to chaperone school outings. Outings afford both the students and the parents an opportunity to experience Montessori instruction together in a setting outside the classroom. Such opportunities are available throughout the academic year and serve to maintain the parent's interest in their child's education.

Garden Homes Montessori School believes exposure to second and third languages beginning with the youngest children is important. We begin with in-depth language practice and study in the primary grades. Currently we have four staff members who only speak Spanish with the children. The children develop an "ear" for Spanish and the very young children pick up the language effortlessly.

Students at GHMS are expected to arrive on time each school day prepared to continue their lesson or start a new one. Attendance is thoroughly documented every day by the classroom instructor. That information is then entered into a permanent record contained in an attendance binder. Attendance records are also submitted to an MPS digital database. Attendance data is included in Attachment P.

GHMS also has applied for the AmeriCorps Farm to School Program to help develop sustainable, organic, and healthy food systems for our students. Proper nutrition is imperative to a successful academic career and the Farm to School Program represents activities to secure the proper food for our school. The application and an overview of AmeriCorps Farm to School Program can be found in Section V, Part 3. The Head of School at GHMS is also on the decision-making panel for Urban Food for Urban Schools (UFUS), which is another organization that is dedicated to providing locally grown, organic, healthy food to urban schools.

GHMS publishes and distributes an informative monthly school newsletter to our parent community. Our first issue was November 2009. The newsletter serves as an additional method to enhance the school – parent relationship through communication. Please see Section V, Part 4 for examples of our publications.

D. Qualifications of Teaching Staff

The Montessori teacher is trained to instruct children using Montessori materials. A Montessori teacher will cater lessons based on progress and needs of the students. This allows the students to repeat the work and choose other work that appeals to him or her. The instructor provides guidance through careful counseling of each student. Classroom teachers at GHMS hold the Association Montessori Internationale Certification (AMI) or are enrolled in certification programs. Staff is encouraged to attend educational conferences and pursue continuing education.

GHMS believes in continually providing staff development opportunities. Six teachers and teaching assistants began training in the Montessori Method during the summer of 2007, through AMI in Milwaukee, WI. Staff is also engaged in workshops focused on Jenson's theory of brain-based education.

Please see Attachment Q for requested applications for licenses, licenses currently held, and transcripts. See Attachment D for the personnel manual. Position listing of all part and full time positions and resumes and certifications of all full-time teaching and management persons can be found in Attachment U.

E. Admission Procedures

A lottery is held at the beginning of each academic year. Preference is given to siblings of students already attending GHMS. By giving preference to siblings, GHMS is able to maintain a close relationship with the surrounding community and foster that sense of community within the school.

Once a child is selected for enrollment, a registration packet is given to the child's guardian. An applicant must submit a birth certificate, immunization records, and proof of residency for the registration packet to be considered complete. Upon submission of the necessary documents the applicant meets with the head of school to determine their start date and classroom assignment.

GHMS prepares primary and elementary students for a productive and fulfilling high school and college career. The educational methods at GHMS are designed to allow a student to reach their full intellectual potential while developing their personal character so they may become a competent and compassionate leader in society.

The admission procedures used by GHMS are designed to encourage learning and diversity. Because the Montessori Method was originally implemented for children with special needs and at risk children, GHMS is uniquely suited to educate those students. GHMS does not discriminate in admissions to the school or to any class, program, or activity on the basis of gender, sexual orientation, disability, or on any other basis prohibited by local, state, or federal law (see also nondiscrimination policy in school handbooks). Students with social IEP or § 504 accommodations are also encouraged to apply. GHMS will not deny admission on the basis of disability. Discrimination complaints will be processed according to established procedures.

Please see Section V, Part 5 for an example of the GHMS registration packet.

F. Disciplinary Procedures

While GHMS has developed local disciplinary procedures, we also use MPS guidelines. Both disciplinary methods are included in the following section.

Garden Homes Montessori School uses a four-step approach to manage student behavioral concerns:

1. Student refusal to follow instructions and classroom disturbances.
 - a. Teacher's Role: Initiate behavioral redirection strategies.
 - b. Student's Role: Respect teacher guidance and pursue more appropriate behavior.
 - c. Parent's Role: Parents should help the teacher guide the student in making better decisions.
 - d. Head of School's Role: Should not be involved with minor infractions unless the unruly behavior continues.

2. Failure of behavioral redirection.
 - a. Teacher's Role: Initiate classroom time-outs for the student. Notify the Head of School so parents can be contacted. The Head of School may also work with the teacher to formulate a correction strategy.
 - b. Student's Role: Work respectfully with the teacher, parents, and the Head of School.
 - c. Parent's Role: Parents should help the teacher and Head of School develop methods to redirect the child.
 - d. Head of School's Role: Offer sound redirection solutions to both teachers and parents. Coordinate efforts of the teacher and parents to increase effectiveness.

3. Failure of redirection strategies and in class time-outs. Habitual insubordination and incessant classroom disruption.
 - a. Teacher's Role: Engage family, support personnel, and administrators to create a solution to the student's conduct issue.
 - b. Student's Role: Engage in homework or in-school work assignments related to improving conduct.
 - c. Parent's Role: Collaborate with teachers, support personnel, and administrators and support student's relationship with the school.
 - d. Head of School's Role: Coordinate efforts of family and all staff engaged with the student. May implement program modifications if deemed necessary to insure student success.

4. Reckless and/or abusive conduct.
 - a. Teacher's Role: Maintain a safe classroom environment for uninvolved students. Accurately report behavior to Head of School.
 - b. Student's Role: Answer all questions regarding their conduct accurately. They are expected to cooperate with all staff and family involved in guiding them toward making better decisions.
 - c. Parent's Role: Support the student in their relationship with the school. Continue teacher, staff, and Head of School collaboration.
 - d. Head of School's Role: The Head of School may form a committee to determine what appropriate actions are required. The Head of School will use the MPS policies described below should it be necessary to suspend or expel the student.

GHMS Grounds for Suspension

GHMS uses Level 2 of the MPS procedures described below.

GHMS Grounds for Expulsion

GHMS uses Level 4 of the MPS procedures described below.

MPS Disciplinary Procedures

Level 1: Conference/Intervention — At this level, school staff conducts a conference between any combination of students, parents/guardians, teachers, administrators and support staff. The conference may result in a behavior contract with the student, a warning to the student and/or parent/guardian or any other action authorized by the school in compliance with school district policies and procedures.

Level 2: Suspension — Suspension is defined as a temporary exclusion from the building, including classes and all school-related activities held during school, after school or on weekends. Parents or guardians are notified of the suspension and are expected to meet with a school administrator before the child returns to school. Suspensions usually last no more than three days. Suspensions involving Central Services may extend up to five days. See Disciplinary Due Process Procedures for details.

Level 3: Referral to the Division of Student Services — Serious breaches of discipline are referred to the Division of Student Services. The student receives a five-day suspension. A conference with the student, parent/guardian, school administrator and student services coordinator or designee may be held. The student has the right to be represented by legal counsel or by another person of his/her choice. The resulting disciplinary action may range from intervention to a recommendation

for expulsion. Parents may appeal the decision made at this conference by contacting the Division of Student Services at (414) 475-8159.

Level 4: Recommendation for Expulsion — This level of discipline is reserved for criminal acts or for the most serious violations of school rules. Students are given a written statement telling them of the expulsion process and their rights during the procedures. The process must be completed within 15 days. The student may be represented by legal counsel or by any person of his/her choice throughout the process. The process is as follows: A preliminary expulsion hearing is held with the student, parent/guardian, school administrator, and student services coordinator. The case can be scheduled for an expulsion hearing, dismissed or directed toward another action. An expulsion hearing is conducted. The student, parent/guardian, school administrator and student services coordinator go before an Independent Hearing Panel of district designated and trained Central Services staff and a community ombudsman. The panel may recommend expulsion and the length of the expulsion period or determine that the student should not be expelled. The Milwaukee Board of School Directors reviews the Independent Hearing Panel's decision within 30 days.

GHMS is pleased to report that no student was suspended or expelled during the prior school year.

G. Plan to Educate Children with Disabilities

A thorough description of procedures and education programming is available in Attachment T. A summary follows.

Dr. Maria Montessori started the Montessori Method as a program to meet the needs of children with special needs. The Montessori materials and lessons follow a continuum from the concrete to the abstract. They engage the child's hand and brain in a wide range of modalities. The lessons and didactic materials allow the teacher to adapt lessons to the special needs of a child. Children with special needs contribute to the strength of the Montessori Classroom. Garden Homes Montessori School follows the plan set forth by Dr. Maria Montessori for inclusion of children with special needs.

Special Needs are addressed on a continuum. Every day the teacher observes the children working after lessons and during their activities. The teacher records observations, makes notes and adjusts subsequent lessons based on the observations. When the teacher observes the child is not making expected progress with these interventions the next step is to notify the principal and conduct a Collaborative Support Team review. (At any time the teacher or parent deems necessary he or she may make a referral for IEP testing.) The support team of parents, teachers, administrators, and specialists further design interventions and implement them. If these interventions do not result in adequate progress a referral for testing is made through the administrator. Parents may refer a child at any time. The Milwaukee Public Schools Department of Special Services provides staffing for IEPs. Garden Homes Montessori School adapts the program to the interventions in the IEP and works with MPS special education teachers to deliver the IEP. The school monitors the interventions to assure success for the student.

MPS provides itinerant special education services to students with IEPs, precluding the need to partner with other agencies. GHMS will work to collaborate with other schools to meet the needs of our special education students. The Board of Directors does have a special education teacher they would like to hire as part of the school's comprehensive special education plan.

Please see Section V, Part 6 for data on the number of children with disabilities currently enrolled at GHMS and the disabilities they represent.

Section 3

Certification:

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

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

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

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

cedj I certify that the school named in the application is or will be nonsectarian.

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

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

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

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

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

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

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

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

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

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

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

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

CARRIE E. DRIVER-JOHNSON

Applicant Legal Name

Ced Driver-Johnson

Applicant Signature

3/16/10

Date

Section 4

Section IV: Attachments

Attachment A: Social security number and a resume, college transcripts and licenses supporting the educational background and other qualifications of the school leader (s), financial manager, and board members.

Attachment B: Description of legal structure of school and supporting documentation, including articles of incorporation, by-laws and tax determination letter.

Attachment C: Organization chart

Attachment D: Personnel manual

Attachment E: Operations Manual

Attachment F: Resumes of educational leader(s) and fiscal manager.

Attachment G: Financial statement for last full year if school is in operation for applicant and/or affiliated organization.

Attachment H: Estimated budget

Attachment I: Monthly cash flow projection for first year operation as charter school.

Attachment J: Financial Policies and Procedures Manual

Attachment K: Proof of building ownership or tenant status

Attachment L: Occupancy permit for school use; application for occupancy permit if in process.

Attachment M: Letter from Building Inspection Department regarding code compliance.

Attachment N: Certificate of insurance coverages

Attachment O: Certified financial audit and management letter for existing schools with audits.
For start-ups and schools without audits, an engagement letter as indicated under "Audits" guidelines. (Also CPA reports.)

Attachment P: Results from required assessments; data currently reported to MPS or DPI or other chartering entity (existing schools only).

Attachment Q: Copies of teaching licenses or applications and transcripts for teaching licenses for current staff.

Attachment R: Certification

Attachment S: Parent Handbook

Attachment T: IDEA policies and procedures manual including any agreements with collaborating agencies.

Attachment U: Certified staffing plan

Attachment A

Carrie E. Driver – Johnson

**Person Seeking the Charter
Educational Leader
Finance Manager
Non-Voting Board Member**

Resume
College Transcripts
Licenses

Carrie Driver-Johnson

N7639 Kettle Moraine Dr.
Whitewater, WI 53190
414-916-5782
sagefieldfarm@gmail.com

Education:

M.S. Loyola University of Maryland, Masters in Montessori Education: Emphasis in Montessori Primary, School Organizational Theory, Montessori and Complex Adaptive Systems (Chaos Theory), 2002

B.S. University of Wisconsin Whitewater, Biology/Chemistry, 1996

DPI License, Early Childhood Regular Education, 2007

AMI Elementary Diploma, Montessori Training Center of British Columbia, 2003

Association Montessori International (AMI) Montessori Primary Diploma, Midwest Montessori Institute, 2000

AMI Refresher Course, School Leadership, Austin, TX

Employment:

2009 - Present **Garden Homes Montessori School, Milwaukee, WI**
Administrator and Principal

2004 - 2009 **Garden Homes Montessori School, Milwaukee, WI**
Elementary Instructor and Administrator

2002 - 2004 **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher

2001 - 2002 **Saint Alcuin Montessori School of Dallas, Dallas, TX**
Middle School Science Teacher
Board Committee Member of "Bringing the Mission to Life"

1999 - 2001 **Montessori School of Lake Forest, Lake Forest, IL**
Primary / Elementary Montessori Practitioner
Strategic Planning Committee Member
Co-implementer and co-designer of Montessori Elementary Full Day Program

1998 - 1999 **Milwaukee City Wide Substitute and Long Term Primary Instructor**

Carrie Driver-Johnson
Employment Continued

- 1995 - 1997 **MacDowell Montessori School, Milwaukee, WI**
School Garden Coordinator and Grant Writer
School Governance Council
Strategic Planning Committee
- 1996 - 1997 **MacDowell Montessori School, Milwaukee, WI**
Special Education Assistant
Long-term
- 1995 - 1996 **MacDowell Montessori School, Milwaukee, WI**
Staff Assistant

Carrie Driver-Johnson
Additional Professional Activities

- Co-author of *Sagefield – A Montessori Erdkinder Vision*
- NAMTA conference presenter, Dallas, TX, 1992
- NAMTA Journal – *The School Garden*
- Host and Coordinator of Alcuin Montessori School Farm Experience
- AMI Conference Co-presenter: The Adolescent Farm Experience, Milwaukee, WI, 1992
- Montessori Institute of Milwaukee Board Member, Milwaukee, WI
- Co-designer of young adult internship programs for international sustainable agriculture students.
- Presenter and organizer of the Midwest Organic Sustainable Farming Conference
- Member and advisor Madison Area Community Supported Agriculture Coalition (MACSAC)
- Founding member of the Great Lakes Area Community Supported Agriculture Coalition (GLASCAC)
- Owner, Marketer, and Operator of “Peggy’s Biodynamic Garden.”
- Founding Member of the Montessori Center of Milwaukee, Milwaukee, WI
 - Advisor to Milwaukee Public School Board
 - Promoting Charter highbreds and partnership schools with community involvement.
 - Creatively pursuing Montessori teacher recruitment from within the community, and through parent education.
 - Designing Mentoring Programs for adult literacy and educational skill buildig.
 - Providing a Montessori Resource for the community, as well as information for parents about education from early childhood through adolescents.

Official Transcript

University of Wisconsin - Whitewater
 800 West Main Street
 Whitewater, WI 53190
 United States

Name : Carrie Driver Johnson
 Student ID: 1108806
 SSN : 390-56-5469

Russel Seal Not Required
Daniel Edlebeck
 Daniel Edlebeck, Registrar

Print Date : 2007-09-05

----- Beginning of Undergraduate Record -----
 1982 Fall Term

Course	Description	Attempted	Earned Grade	Points
POLISCI 360	RESOURCES LEGAL RESEARCH	1.00	1.00 A	4.000
TERM GPA : 4.000		1.00	1.00	4.000
CUM GPA : 4.000		1.00	1.00	4.000

1983 Spring Term

Course	Description	Attempted	Earned Grade	Points
CONFSCI 151	INTRO COMPUTER/BASIC LANG	1.00	1.00 A	4.000
REQ DESIGNATION : Gen Ed Math/Natural Sciences				
POLISCI 415	CRIMINAL JUSTICE/CONST	3.00	3.00 B	9.000
TERM GPA : 3.250		4.00	4.00	13.000
CUM GPA : 3.400		5.00	5.00	17.000

1985 Spring Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 142	GENERAL ZOOLOGY	5.00	5.00 A	20.000
REQ DESIGNATION : Gen Ed Laboratory				
CHEM 101	ELEMENTS	5.00	5.00 B	15.000
ENGLISH 101	FRESHMAN ENGLISH	3.00	3.00 A	12.000
TERM GPA : 3.615		13.00	13.00	47.000
CUM GPA : 3.556		18.00	18.00	64.000
Term Honors - Undergrad				

1985 Summer Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 141	GENERAL BOTANY	5.00	5.00 B	15.000

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 214	ECOLOGY AND MAN	3.00	3.00 A	12.000
REQ DESIGNATION : Gen Ed Math/Natural Sciences				
SOCIOLOGY 140	INTRODUCTORY SOCIOLOGY	3.00	3.00 B	9.000
REQ DESIGNATION : Gen Ed Social Science				
TERM GPA : 3.500		6.00	6.00	21.000
CUM GPA : 3.542		24.00	24.00	85.000

1985 Fall Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 230	HUMAN SEXUALITY	1.00	1.00 A	4.000
REQ DESIGNATION : Gen Ed Math/Natural Sciences				
BIOLOGY 306	MEDICAL TERMINOLOGY	1.00	1.00 B	3.000
CHEM 102	INTRODUCTORY CHEMISTRY	5.00	5.00 B	15.000
REQ DESIGNATION : Gen Ed Laboratory				
ENGLISH 102	FRESHMAN ENGLISH	3.00	3.00 B	9.000
HISTORY 325	WOMEN IN WESTERN WORLD	3.00	3.00 B	9.000
TERM GPA : 3.077		13.00	13.00	40.000
CUM GPA : 3.378		37.00	37.00	125.000

1986 Spring Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 490	WORKSHOP	3.00	3.00 A	12.000
Course Topic(s): LOCAL FLORA				
MATH 152	ELEMENTARY FUNCTIONS	5.00	5.00 O	5.000
REQ DESIGNATION : Gen Ed Math/Natural Sciences				
TERM GPA : 2.125		8.00	8.00	17.000
CUM GPA : 3.156		45.00	45.00	142.000

1986 Fall Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 141	GENERAL BOTANY	5.00	5.00 B	15.000

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Official Transcript

University of Wisconsin - Whitewater
 800 West Main Street
 Whitewater, WI 53190
 United States

Name : Carrie Driver Johnson
 Student ID: 1108806
 SSN : 390-56-5469

Raised Seal Not Required
Paul Edelbeck
 Daniel Edelbeck, Registrar

REQ DESIGNATION : Gen Ed Laboratory
 CHEM 104 INTRODUCTORY CHEMISTRY 5.00 5.00 C 10.000
 REQ DESIGNATION : Gen Ed Laboratory
 SPECEO 425 INTRO GIFTED EDUCATION 3.00 3.00 A 12.000
 TERM GPA : 2.846 TERM TOTALS : 13.00 13.00 37.000
 CUM GPA : 3.086 CUM TOTALS : 58.00 58.00 179.000

1987 Spring Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 327	PLANT PATHOLOGY	3.00	3.00 A	12.000
CHEM 251	ORGANIC CHEMISTRY	3.00	3.00 C	6.000
CHEM 261	ORGANIC CHEMISTRY LAB	2.00	2.00 B	6.000
EFOUND 212	EDUCATIONAL PSYCHOLOGY	3.00	3.00 B	9.000
SPECED 428	GEN INSTR MOLS GIFTED EO	3.00	3.00 A	12.000
TERM GPA :	3.214	TERM TOTALS :	14.00	45.000
CUM GPA :	3.111	CUM TOTALS :	72.00	224.000

1987 Summer Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 300	WRITING IN BIOLOGY	2.00	2.00 A	8.000
BIOLOGY 353	PLANT TAXONOMY	3.00	3.00 B	9.000
BIOLOGY 413	GENETICS	4.00	4.00 B	12.000
BIOLOGY 415	ENDOCRINOLOGY	3.00	3.00 C	6.000
CHEM 252	ORGANIC CHEMISTRY	3.00	3.00 C	6.000
CIFLD 210F	OBSRV PART-SECONDARY EOUC	2.00	2.00 S	4.000
TERM GPA :	2.733	TERM TOTALS :	17.00	41.000
CUM GPA :	3.046	CUM TOTALS :	89.00	265.000

1987 Fall Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 460	INTRODUCTORY MYCOLOGY	3.00	3.00 B	9.000
CHEM 352	QUANTITATIVE ANALYSIS	5.00	5.00 B	15.000
EFOUND 425	MEAS & EVAL IN SEC SCHOOL	3.00	3.00 C	6.000
HEALTHED 362	STRESS MANAGEMENT	3.00	3.00 A	12.000
REQ DESIGNATION : Gen Ed Physical Education				
TERM GPA :	3.000	TERM TOTALS :	14.00	42.000
CUM GPA :	3.078	CUM TOTALS :	117.00	354.000

1989 Summer Term

Course	Description	Attempted	Earned Grade	Points
ANTSTOIO 251	CERAMICS I	3.00	3.00 A	12.000
REQ DESIGNATION : Gen Ed Arts				
TERM GPA :	4.000	TERM TOTALS :	3.00	12.000
CUM GPA :	3.102	CUM TOTALS :	120.00	366.000

1989 Fall Term

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Official Transcript

University of Wisconsin - Whitewater
 800 West Main Street
 Whitewater, WI 53190
 United States

Name : Carrie Driver Johnson
 Student ID: 11088D6
 SSN : 390-56-5469

Raised Seal Not Required
Daniel Edlbeck
 Daniel Edlbeck, Registrar

Course	Description	Attempted	Earned Grade	Points	Course	Description	Attempted	Earned Grade	Points
ANTSTOIO 352	CERAMICS II	3.00	3.00 B	9.000	REQ DESIGNATION : Gen Ed Social Science				
PHILSPHY 390	FEMINIST PHILOSOPHY	3.00	3.00 B	9.000	TERM GPA :	4.000	TERM TOTALS :	3.00	3.00
REQ DESIGNATION : Gen Ed Humanities				CUM GPA :	3.125	CUM TOTALS :	141.50	141.50	436.000
SPEECH 110	FUNDAMENTALS OF SPEECH	2.00	2.00 B	6.000	1991 Fall Term				
TERM GPA :	3.000	TERM TOTALS :	8.00	24.000	Course	Description	Attempted	Earned Grade	Points
CUM GPA :	3.095	CUM TOTALS :	128.00	390.000	ENGLISH 368	AMER MINORITY WOMN WRITER	3.00	0.00 W	12.000
1990 Summer Term				REQ DESIGNATION : Gen Ed Humanities	RELIGST 303	EASTERN RELIGIOUS THOUGHT	3.00	3.00 B	9.000
PHYSICS 210	DESCRIPTIVE PHYSICS	3.00	3.00 A	12.000	REQ DESIGNATION : Gen Ed Humanities	TERM GPA :	3.000	TERM TOTALS :	3.00
REQ DESIGNATION : Gen Ed Mach/Natural Sciences				CUM GPA :	3.123	CUM TOTALS :	144.50	144.50	445.000
TERM GPA :	4.000	TERM TOTALS :	3.00	12.000	1992 Summer Term				
CUM GPA :	3.116	CUM TOTALS :	131.00	402.000	Course	Description	Attempted	Earned Grade	Points
1990 Fall Term				CIGENRL 798	INDIVIDUAL STUDIES	3.00	0.00 A	0.000	0.000
ANTHROPL 110	INTRODUCTORY ANTHROPOLOGY	3.00	3.00 B	9.000	Course Topic(s): IND ST: CURR DESIGN/DEVEL				
REQ DESIGNATION : Gen Ed Social Science				Grading Basis: Graduate credit earned-No Undergrad credit awarded					
ARTSTUDIO 498	INDEPENDENT STUDIES	1.00	1.00 C	2.000	TERM GPA :	0.000	TERM TOTALS :	0.00	0.000
ECON 212	ECON PRIN/PBLMS/POLICIES	3.00	3.00 B	9.000	CUM GPA :	3.123	CUM TOTALS :	144.50	144.50
REQ DESIGNATION : Gen Ed Social Science				1992 Fall Term					
PEGNRL 170	BEGINNING SELF OFFENSE	0.50	0.50 A	2.000	Course	Description	Attempted	Earned Grade	Points
REQ DESIGNATION : Gen Ed Physical Education				CIGENRL 725	CURR DESIGN AND DEVLPMNT	3.00	0.00 F	0.000	0.000
TERM GPA :	2.933	TERM TOTALS :	7.50	22.000	Grading Basis: Graduate credit earned-No Undergrad credit awarded				
CUM GPA :	3.106	CUM TOTALS :	138.50	424.000	EDFOUND 243	EDUC PLURALISTIC SOCIETY	3.00	3.00 A	12.000
1991 Summer Term				REQ DESIGNATION : Oiversity					
PSYCH 303	LEARNING AND CONDITIONING	3.00	3.00 A	12.000	TERM GPA :	4.000	TERM TOTALS :	3.00	3.00
REQ DESIGNATION : Gen Ed Social Science				CUM GPA :	3.141	CUM TOTALS :	147.50	147.50	457.000

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Official Transcript

University of Wisconsin - Whitewater
 800 West Main Street
 Whitewater, WI 53190
 United States

Name : Carrie Driver Johnson
 Student ID: 1108806
 SSN : 390-56-5469

Raised Seal Not Required
Daniel Edlebeck
 Daniel Edlebeck, Registrar

1993 Spring Term

Course	Description	Attempted	Earned Grade	Points
ASTRONY 350	ASTROPHOTOGRAPHY AMATEUR	3.00	3.00 D	3.000
ENGLISH 310	LIT FOR ADOLESCENTS	3.00	3.00 A	12.000
TERM GPA :		2.500	6.00	15.000
CUM GPA :		3.116	153.50	472.000

1993 Fall Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 498	INDEPENDENT STUDY	2.00	0.00 F	
Repeated : Repeated for Credit				
BIOLOGY 498	INDEPENDENT STUDY	1.00	0.00 F	
CHEM 498	IND STUDY - CHEMISTRY	3.00	3.00 B	9.000
TERM GPA :		1.500	6.00	9.000
CUM GPA :		3.054	159.50	481.000

Program : Letters & Sciences - Undergr
 1996-12-23 : Completed Program
 1996-12-23 : Biology BS Major
 1996-12-23 : Chemistry Minor

Undergraduate Career Totals

CUM GPA : 3.054 CUM TOTALS : 159.50 156.50 481.000

Degrees Awarded

Degree : Bachelor of Science
 Confer Date : 1996-12-23
 Plan : Biology Major
 Sub-Plan : General Biology Emphasis
 Plan : Chemistry Minor

----- Non-Course Milestones -----

WISCONSIN HUMAN RELATIONS CODE REQUIREMENTS - Requirement

- Completed

THIS DOCUMENT HAS A PURPLE COLORED BACKGROUND ON WHITE PAPER. AN OFFICIAL TRANSCRIPT MUST BEAR THE SIGNATURE OF THE REGISTRAR AND BE EITHER STAMPED OR SIGNED BY THE REGISTRAR.

Official Transcript

Name : Carrie Driver Johnson
Student ID: 1108806
SSN : 390-56-5469

University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190
United States

Raised Seal Not Required

Daniel Edlebeck

Daniel Edlebeck, Registrar

----- End of Transcript -----

THIS PAGE OF THIS DOCUMENT HAS A PURPLE COLORED BACKGROUND ON WHITE PAPER. AN OFFICIAL TRANSCRIPT MUST BEAR THIS SIGNATURE OF THE REGISTRAR.

Official Transcript

University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190
United States

Name : Carrie Driver Johnson
Student ID: 1108806
SSN : 390-56-5469

Raised Seal Not Required

Daniel Edlebeck

Daniel Edlebeck, Registrar

Print Date : 2007-09-05

----- Degrees Awarded -----

Degree : Bachelor of Science
Confer Date : 1996-12-23
Plan : Biology Major
Sub-Plan : General Biology Emphasis
Plan : Chemistry Minor

----- End of Transcript -----

THE FACE OF THIS DOCUMENT HAS A PURPLE COLORED BACKGROUND. ON WHITE PAPER, AN OFFICIAL TRANSCRIPT MUST BEAR THE SIGNATURE OF THE REGISTRAR. AN EMPROSSED SEAL IS NOT USED.

ACADEMIC RECORD

Issue Date: 02/25/10 Page: 1 of 1

Name: Carrie E. Driver-Johnson
 S.S.No.: 390-56-5469
 L.D.No.: 0739951
 Level: Graduate

LOYOLA COLLEGE
 IN MARYLAND
 4501 N. Charles St.
 Baltimore, MD
 21210-2699
 410-617-2000

COURSE KEY	TITLE	CREDITS	GRADE
Fall 98			
MO 630	IB Human Relt & Self Aware Yng Chld	3.00	A
MO 634	IB Found Montessori Method	3.00	A
MO 635	IB Perceptual-Motor Development	3.00	A
Term CA:	9.0 CE: 9.00 QP: 36.00 OPA: 4.0000		
Spring 99			
MO 636	IB Teaching Strategies & Social Dev	3.00	A
MO 631	IB Reading Curriculum & Instruction	3.00	A
Term CA:	6.0 CE: 6.00 QP: 24.00 OPA: 3.0000		
Fall 99			
MO 632	IB Mathematics & Science Curriculum	3.00	A
MO 633	IB Theatre & Music (Arts)	3.00	A
Term CA:	6.0 CE: 6.00 QP: 24.00 OPA: 4.0000		
Spring 00			
MO 828	IB Practicum	24.00	OPA: 4.0000
Term CA:	0.0 CE: 0.00 QP: 24.00 OPA: 4.0000		
Summer Alternate 01			
ED 600	44 Found of Research in Education	3.00	A
RS 769	41 Tch Students Sp Needs (Gr K-8)	3.00	A
ED 625	44 Advanced Study in Education	3.00	B
Term CA:	9.0 CE: 9.00 QP: 32.00 OPA: 3.557		
Degree: MEd, Master of Education Degree Date: 01/2002 Comprehensive Passed: 07/13/2000 Requirements Completed: 11/12/01 Major: Montessori Education Concentration: Primary			
Total CA:	36.0 CE: 36.00 QP: 140.01 OPA: 3.889		
END OF TRANSCRIPT			

UNOFFICIAL TRANSCRIPT

OFFICIAL TRANSCRIPT ONLY WHEN REGISTRAR'S SIGNATURE IS STAMPED RED, THE DATE IS STAMPED BLUE, AND THE DOCUMENT IS IMPRESSED WITH THE COLLEGE SEAL. THIS INFORMATION TO A THIRD PARTY WITHOUT THE WRITTEN PERMISSION OF THE COLLEGE IS PROHIBITED.

The Board of Trustees of
Loyola College

in Maryland

by virtue of the authority vested in it by the State of Maryland
and upon recommendation of the faculty
hereby confers upon

Carrie E. Driver-Johnson

the degree of

Master of Education

with all the rights and privileges pertaining to this degree.

In witness whereof the Seal of the College and the signatures of the
President and the Dean are hereunto affixed.

Given in the City of Baltimore, in the State of Maryland,
this month of January, in the year of our Lord,
Two thousand and two.

James J. Reddy
Dean, College of Arts and Sciences



Harold Reddy
President

UNIVERSITY OF WISCONSIN WHITEWATER

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM,
ON THE NOMINATION OF THE FACULTY, HAS CONFERRED UPON

CARRIE DRIVER-JOHNSEN

THE DEGREE OF
BACHELOR OF SCIENCE

TOGETHER WITH ALL HONORS, RIGHTS, AND PRIVILEGES BELONGING TO
THAT DEGREE. IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED.
GIVEN AT WHITEWATER IN THE STATE OF WISCONSIN, THIS TWENTY-THIRD DAY OF DECEMBER

NINETEEN HUNDRED NINETY-SIX.



M. W. Lyall
President of the Board
Katherine Lyall
President, University of Wisconsin System

A. Clayton Bushnell
Chancellor, University of Wisconsin - Whitewater

Wisconsin Department of Public Instruction

License

FILE NUMBER
390117

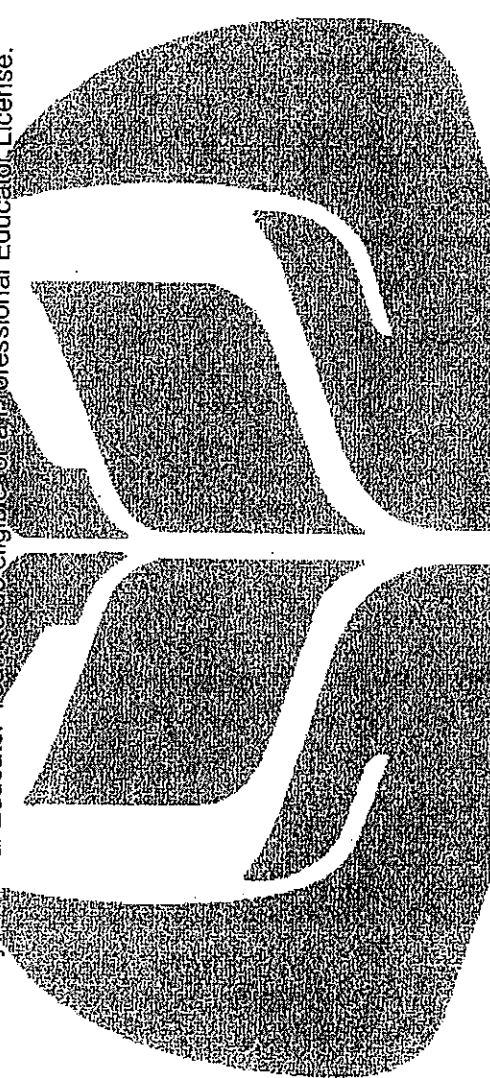
VALID 7/1/2007 THROUGH 6/30/2012

Initial Educator

CARRIE E DRIVER-JOHNSON

70 EARLY CHILDHOOD (birth-age 8) **777** REGULAR EDUCATION

The holder must be successfully employed in his/her respective license category for at least five years and complete a Professional Development Plan as verified by an Initial Educator. Fees 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, related experience, and licensure to the position, subject, and/or grade herein listed.



IN WITNESS WHEREOF I HAVE
HERE

HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

Elizabeth Burmaster
STATE SUPERINTENDENT



ASSOCIATION MONTESSORI INTERNATIONALE

Founded by Dr. Maria Montessori

MONTESSORI DIPLOMA

Elementary School

This is to certify that

Carrie Evelyn Driver Johnson

was a student of the 1st A.M.I. Montessori Training Course held at

Montessori Training Centre of British Columbia
(name of Training Centre)

Vancouver, Canada

(city and country)

and has studied the principles and practice of the Montessori method for children
from 6 to 12 years of age

The student passed the written and oral examinations

The diploma is valid only when attested below by all signatories

signed, for and on behalf of the ASSOCIATION MONTESSORI INTERNATIONALE

R. Montesso
President

Mary P. Hayes
Secretary

Mary Hayes
Examiner appointed by A.M.I.

Jean K. Miller
for the Course

date: 20 August 2003

*The holder of this diploma is not entitled to
train teachers*



ASSOCIATION MONTESSORI INTERNATIONALE

Founded by Dr. Maria Montessori

MONTESSORI DIPLOMA

Casa dei Bambini

This is to certify that

Carrie E. Driver - Johnson

was a student of the ***21st*** A.M.I. Montessori Training Course held at

Midwest Montessori Institute

(name of Training Centre)

Milwaukee, Wisconsin U.S.A.

(city and country)

and has studied the principles and practice of the Montessori method for children
from 3 to 6+ years of age

The student passed the written and oral examinations

The diploma is valid only when attested below by all signatories

signed, for and on behalf of the ASSOCIATION MONTESSORI INTERNATIONALE

[Signature]
President

[Signature]
Secretary

Mary Raudonis Lorio
Examiner appointed by A.M.I.

Hildegard Seifbacher
for the Course

date: *July 13, 2000*

*The holder of this diploma is not entitled to
train teachers*

Pastor Jeremy Mattek

Board Chair

Resume

Pastor Jeremy Mattek

6875 N. 107th Street
Milwaukee, WI 53224
414-444-1381
jmattek@gardenhomeslutheran.org

Education:

M.S. Wisconsin Lutheran Seminary, Masters of Divinity, 2004

B.A. Martin Luther College, Bachelor of Arts, 2000

Employment:

2004-Present **Garden Homes Lutheran Church Pastor, Milwaukee, WI**

As the only pastor of the church, I oversee the entire ministry and administration of both the church and the school. I shepherd over 400 souls in our church and over 200 more in our school.

2003-2004 **St. Marcus Lutheran School Latin Teacher, Milwaukee, WI**

I taught Latin to all eighth grade students four times per week throughout the entire school year. In doing so, I helped develop and implement an intense college preparatory educational curriculum.

2002-2003 **St. Marcus Lutheran Church Vicar (Intern to Pastor Mark Jeske), Milwaukee, WI**

I received a significant amount of ministry and leadership experience while learning from one of the most successful and visible Lutheran pastors in the country.

Pastor Jeremy Mattek
Additional Professional Activities

2005-Present **Association of Lutheran Development Executives**

2005-2007 **Thrivent Financial for Lutherans, North Milwaukee County Chapter**
Financial Director

I oversaw the income and distribution of funds for the chapter. The chapter distributes over \$35,000 in grants and gift matching programs each calendar year.

Robert J. Dvorak

Board Member

Resume

Robert J. Dvorak

4214 N. Stowell Ave
Shorewood, WI 53211
414-271-3400
rjd@hallingcayo.com

Education:

J.D. Marquette University, Juris Doctor, 1978

B.A. St. John's University, Bachelor of English, 1973

Employment:

2005 - Present **Halling & Cayo, S.C., Milwaukee, WI**

1996 - 2005 **Attorney Robert J. Dvorak, Milwaukee, WI**

1987 - 1996 **Dvorak & Fincke, S.C., Milwaukee, WI**

1983 - 1987 **Robert J. Dvorak, S.C., Milwaukee, WI**

1978 - 1983 **Public Defender, Milwaukee, WI**

The emphasis of my practice has been on criminal defense in state and federal court.

Robert J. Dvorak
Additional Professional Activities

Professional Affiliations:

1978 - Present National Association of Criminal Defense Lawyers

1978 - Present Wisconsin Bar Association-Criminal Law & Individual Rights Sections

1978 – Present ACLU

1987 - Present Wisconsin Association of Criminal Defense Lawyers

1991 - 1994 Amnesty International-Freedom Writer

1995 - 1999 Milwaukee Bar Association-Chair, Criminal Law Section

Bar Admissions:

Supreme Court of Wisconsin 1978

United States District Courts-W.D. and E.D. Wisconsin 1978

Supreme Court of Minnesota 1982

Seventh Circuit Court of Appeals 1987

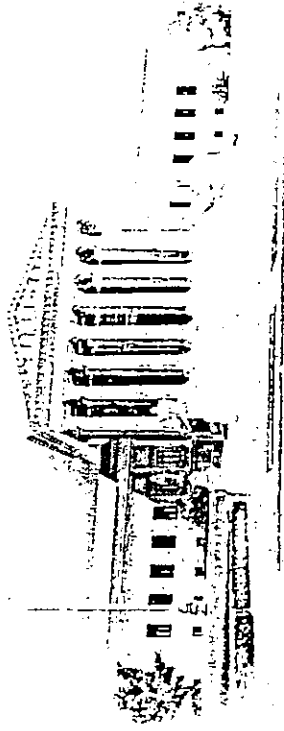
United States Supreme Court 1994

Recognition and Ratings:

Martindale-Hubbell Firm Rating – AV

Best Criminal Defense Lawyers, *Milwaukee Magazine*

Supreme Court of the United States of America



Robert F. Dvorak

of Milwaukee, State of Wisconsin

was on motion first made to the Court in his behalf by

Stephen M. Flynn

duly admitted and qualified as an Attorney and Counsellor of the Supreme Court of the United States on the thirty-first day of October, in the year of our Lord one thousand nine hundred and ninety-four and of the Independence of the United States of America the two hundred and nineteenth

*In testimony whereof as Clerk of said Court, I herewith set my hand and affix
the seal of the Court in Washington, D.C. this thirty-first
day of October, 1904*

William F. Suter

Clerk of the Court



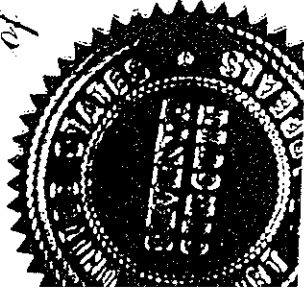
United States Court of Appeals

FOR THE
SEVENTH CIRCUIT

ROBERT J. DVORAK

was admitted and qualified as an Attorney and Counsellor of the United States Court of Appeals for the Seventh Circuit on the SIXTEENTH day of OCTOBER in the year of our Lord one thousand nine hundred and EIGHTY-SEVEN and of the Independence of the United States of America the two hundred and TWELFTH

An testimony whereof I, Thomas F. Shubbe, Clerk of said Court have hereunto set my hand and affixed the Seal of said Court, at the City of Chicago, this 16TH day of OCTOBER in the year of our Lord one thousand nine hundred and EIGHTY-SEVEN



Thomas F. Shubbe

Clerk ⁵⁵⁷⁴ United States Court of Appeals ⁵⁵⁷⁴ Seventh Circuit

THE UNITED STATES OF AMERICA



EASTERN

RUTH W. LA FAVE

EASTERN

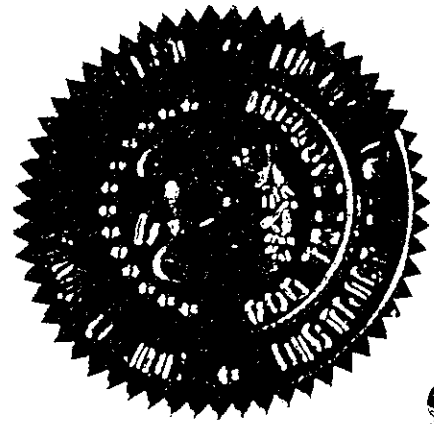
District of

WISCONSIN

I, Ruth W. La Fave, Clerk of the United States District Court for the EASTERN District of WISCONSIN, do hereby certify that

ROBERT J. DVORAK

was duly admitted and qualified as an Attorney and Counselor of said District Court on the 23rd day of MAY, 1978



In testimony whereof, I hereunto set my hand and affix the seal of said Court at my office in the MILWAUKEE District of WISCONSIN this 23rd day of MAY, 1978

Ruth W. La Fave

Clerk

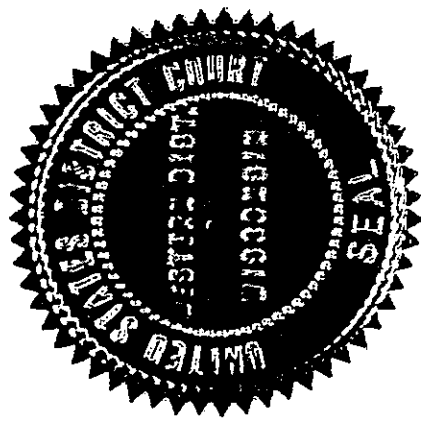
TRADE MARKED STAMPS OF AMERICA



WESTERN WISCONSIN
District of
J. JOSEPH W. SKUPNIEWITZ Clerk of the United States District
Court for the WESTERN WISCONSIN, do hereby certify that

ROBERT J. DVORAK
was duly admitted and qualified as an Attorney and Counselor of said
District Court, on the 22nd day of May, A. D. 19 78

In testimony whereof, I hereunto set my hand and affix the seal of
said Court, at my office in MADISON, in the WESTERN District
of WISCONSIN, this 22nd day of May, A. D. 19 78



JOSEPH W. SKUPNIEWITZ
Joseph W. Skupniewitz
Clerk.

Steven Huffman

Board Member

Resume
Licenses

Steven Huffman

9132 Sycamore Court
Bayside, WI 53217
414-540-1648
skhuffman@milwpc.com

Education:

M.A. University of Wisconsin – Milwaukee, Curriculum and Instruction, 1972

B.A. DePauw University, Bachelor of Arts, 1968

University of Wisconsin – Milwaukee, K-12 Administrative Certification

Employment:

2003-Present **Educational Consultant and Alternative Certification Administrator,
Milwaukee Teacher Education Center**

- Consulted schools on curriculum, teacher supervision, and administration.
- Designed, implemented, and supervised alternative state certification program for Montessori teachers.

1992 - 2003 **Elementary and K-8 Leadership Specialist, Milwaukee Public Schools**

- Selected, assigned, supported, supervised principals.
- Provided contractual and human resources functions for schools.

1978 - 1992 **Elementary School Principal, Milwaukee Public Schools**

- Principal U.S. Grant School 1978 – 1983.
- Founding principal of Greenfield Montessori School 1983 – 1992.

1973 - 1978 **Elementary School Assistant Principal, Hopkins Street School**

1968 - 1973 **Elementary School Teacher, Hopkins Street School**

Steven Huffman
Additional Professional Activities

- Founding board member and chair of Montessori Institute of Milwaukee.
- Former board member and chair of AMI/USA.
- Former board and executive committee member of AMI.
- Numerous Montessori related presentations at NAMTA, AMI – EAA, AMI/USA, and national magnet school conferences.

UNIVERSITY OF WISCONSIN

MILWAUKEE

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM,
ON THE NOMINATION OF THE FACULTY, HAS CONFERRED UPON

STEVEN BEN HUFFMAN

THE DEGREE OF
MASTER OF SCIENCE

TOGETHER WITH ALL HONORS, RIGHTS, AND PRIVILEGES BELONGING TO
THAT DEGREE. IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED.

GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN, THIS NINTH DAY OF JANUARY
IN THE YEAR OF OUR LORD NINETEEN HUNDRED SEVENTY-TWO.



[Signature]
President of the Board

[Signature]
President, University of Wisconsin System

[Signature]
Chancellor, University of Wisconsin - Milwaukee

STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION LICENSE

NUMBER
388943

LIFE LICENSE

ISSUED
7/1/1978

EXPIRES

STEVEN B HUFFMAN

POSITION

GRADE OR SUBJECT

1ST ELEMENTARY PRINCIPAL (OVER 10 TEACHERS)

This is to certify 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 AT THE CITY OF MADISON.

[Signature]

STATE SUPERINTENDENT

Wisconsin Department of Public Instruction LICENSE

LICENSE NUMBER

H1 55330388943

5-year License

ISSUED

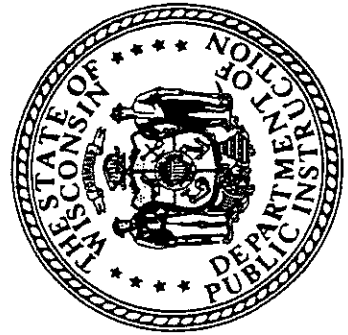
07/01/1996

EXPIRED

06/30/2001

STEVEN B HUFFMAN

51 PRINCIPAL (PRE-K-12)



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.

John T. Benson

STATE SUPERINTENDENT

Kimberly V. Walkes

Board Member

Resume

Kimberly V. Walkes

2969 North 46 Street
Milwaukee, WI 53210
414-871-0955
kimberly.walkes@sbcglobal.net

Education:

B.S. Alabama State University, Bachelor of Accounting, 1997

CPA Review Keller CPA Review Course, CPA Review Course for CPA Exam 2001

Employment:

2004 - Present **Partner, Hayes-Walkes Enterprise, Milwaukee, WI**

- Partner with my dad, Ronald Hayes, to form company.
- Specializes in income tax preparation for individuals, partnerships, fiduciaries and corporations, bookkeeping and audits.

2003 - Present **Senior Accountant, Extencicare Health Services, Inc., Milwaukee, WI**

- Analyze and review the accuracy of financial statements for corporate departments.
- Research questions raised by Corporate Office department heads and personnel.
- Review, maintain and reconcile balance sheet accounts.
- Create, enter and post adjusting, standard and recurring journal entries.
- Prepare audit schedules.
- Assist with creating annual budgets.

2000 – 2003 **Regional Accountant, Extencicare Health Services, Inc. Milwaukee, WI**

- Analyzed and reviewed the accuracy of financial statements for 17 nursing homes owned in Indiana.
- Prepared inter-company and state related journal entries to record transactions.
- Researched questions raised by Administrators and Regional Office Head Personnel of the regions.
- Prepared special analysis and reports identifying variances in the financial statements.
- Reviewed census, revenue and ancillary revenue transaction processed through the billing systems for reasonableness.
- Reviewed revenue variance analysis identifying the variances in terms of occupancy, mix and rate.

Kimberly V. Walkes
Employment Continued

1999 – 2000 **Accountant, Home Quality Management, Palm Beach Gardens, FL**

- Analyzed and reviewed the accuracy of financial statements for nursing homes owned in Kentucky.
- Prepared inter-company and state related journal entries to record transactions.
- Analyzed and reviewed census, revenue and ancillary revenue transaction processed through the billing systems for reasonableness.
- Prepared Account Analysis.

1997 - 1999 **Assistant Accounts Payable Supervisor, Fortis Health, Milwaukee, WI**

- Reconciled employee travel advance and accounts payables accounts.
- Responsible for Nightly Check Processing.
- Trained A/P Staff on new system.
- Attended Sales/Use Tax seminars.
- Supervised staff (3) with day-to-day functions.

Kimberly V. Walkes
Additional Professional Activities

- Proficient MS Access, MS Word and Ms Excel, Dunn and Bradstreet, Mas 90, AS400 and Oracle

John R. Wesenberg

Board Member

Resume

John R. Wesenberg

3203 N. 51st Blvd.
Milwaukee, WI 53216
414-873-6385
jwesenberg@wi.rr.com

Education:

M.S. in Ed Concordia University, Master of Science in Education, 1999

B.S. Dr. Martin Lutheran College (Now MLC), Bachelor of Science, 1975

State Certification Course Work, Wisconsin Lutheran College, 1996

Employment:

2004-Present **Administrator/Organist, Garden Homes Lutheran Church, Milwaukee, WI**

- Active role in facility planning for new education facility that allowed for doubling of enrollment.
- Guided school's accreditation process through WELSSA.

1990-2004 **Seventh / Eighth Grade Teacher / Principal / Organist, Garden Homes Lutheran Church and School, Milwaukee, WI**

- Brought our school into the technology age (student to computer ratio is 4 to 1), completion of ethernet networking, and development of school web page.
- Successfully secured \$60,000 grant for hands-on science and math curriculum.

1975-1990 **Third/Fourth Grade Teacher – Seventh/Eighth Grade Teacher Minister of Music, Garden Homes Lutheran Church and School, Milwaukee, WI**

- Directed adult and children's choir / served as organist.
- Received training / experience as an evangelist.
- Videotaped as part of "Feeding My Lambs" symbols synodical (WELS) Sunday School Training Program.

John R. Wesenberg
Additional Professional Activities

- 34 years teaching in a multi – cultural congregation and school in Milwaukee, Wisconsin.
- Served as principal for 18 of those 34 years.
- Commitment to assisting parents in the Christian education of their children.

Attachment B

Sec. 181.0202
Wis. Stats.

State of Wisconsin
Department of Financial Institutions

STATE OF WISCONSIN
FILED
JUL 29 2002
DEPARTMENT OF
FINANCIAL INSTITUTIONS

2002 JUL 22 8:00
STATE OF WISCONSIN

ARTICLES OF INCORPORATION - NONSTOCK CORPORATION

(NOTE: Do not use this form for organizing a for-profit business corporation. Use Form 2)

Executed by the undersigned for the purpose of forming a Wisconsin nonstock corporation under Ch. 181 of the Wisconsin Statutes, repealed and recreated by 1997 Wisconsin Act 79:

Article 1. Name of the corporation: Garden Homes Community
Montessori School Inc.

Article 2. The corporation is organized under Ch. 181 of the Wisconsin Statutes.

Article 3. Name of the initial registered agent: Mark C. Johnson

Article 4. Street address of the initial registered office: (The complete address, including street and number, if assigned, and ZIP code. P O Box address may be included as part of the address, but is insufficient alone.)

2475 W. Roosevelt Dr.
Milwaukee, WI 53209

Article 5. Mailing address of the initial principal office:

2475 W. Roosevelt Dr.
Milwaukee, WI 53209

Article 6. (Select and mark (X) one of the statements below)

The corporation will have members. OR The corporation will not have members.

① (OPTIONAL) Article 7. Name and address of the initial directors (minimum of three):

① Mark Johnson
3145 S. Vermont Av.
Milwaukee WI
53207

② E. Allen Sorum
5671 N. 34th St.
Milwaukee, WI
53209

③ John Wasenberg
3203 N. 51st Blvd.
Milwaukee, WI
53216

④ Jimmie Dorsey
8230 W. Denver Av.
Milwaukee WI 53223

WI - DFI CORP
FILE ID#

6032519

FILING FEE - \$35.00 SEE instructions, suggestions, and procedures on following pages.

DFI/CORP/102(R2/01) Use of this form is voluntary.

Articles of Incorporation
Garden Homes Community Montessori School Inc.

Article 8

8.01 Corporate Purposes. Purposes of the corporation shall be exclusively to establish and operate a Montessori School.

8.02 Prohibited Activities. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in its Articles of Incorporation. No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

8.03 Corporate Dissolution. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the County Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLES OF INCORPORATION
Nonstock Corporation

+

Mark Johnson
3145 S. Vermont Av.
Milwaukee WI 53207

+

◆ Your name, return address and phone number during the day: (414) 852-4740

INSTRUCTIONS (Continued)

Article 2. This statement is required by sec. 181.0202(1)(a).

Articles 3 & 4. The corporation must have a registered agent located at a registered office in Wisconsin. The address of the registered office is to describe the physical location where the registered agent maintains their business office. Set forth the street number and name, city and ZIP code in Wisconsin. P O Box addresses may be included as part of the address, but are insufficient alone. The corporation may not name itself as its own registered agent.

Article 5. The articles of incorporation must set forth the address of the corporation's principal office. "Principal office" means the office, whether in or outside Wisconsin, in which are located its principal executive offices.

Article 6. Select and check the appropriate box in article 5 to indicate if the corporation will or will not have members. A "member" means a person who has membership rights in a corporation in accordance with its articles of incorporation or bylaws.

Articles 7 & 8. These articles (or others you may wish to add) are provided for optional information that you may elect to include, such as the name and address of the initial directors, a purposes clause, tax-exempt provisions, etc. (NOTE: Corporations expecting to apply to Internal Revenue Service for federal TAX-EXEMPT STATUS are advised to obtain and read IRS Publication 557 "Tax-Exempt Status for Your Organization" before preparing these articles of incorporation, as the articles must contain particular language and provisions to meet federal tax code requirements.)

Article 9. Enter the name and complete address of each incorporator. There may be one or more incorporators. At least one incorporator is required to sign the document, although all incorporators may sign.

No certificate of incorporation will be issued. The "FILED" endorsement applied to this document by the Department of Financial Institutions is evidence that the articles of incorporation have been accepted. One or more "Received" endorsements may appear on the document, but do not indicate its acceptance for filing.

If the document is executed in Wisconsin, sec. 182.01(3) provides that it shall not be filed unless the name of the person (individual) who drafted it is printed, typewritten or stamped thereon in a legible manner. If the document is not executed in Wisconsin, enter that remark.

BYLAWS OF GARDEN HOMES MONTESSORI SCHOOL

ARTICLE I

Offices

Section 1. Principal Office. The corporation may have such offices, either within or without the State of Wisconsin, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 2. Registered Office and Registered Agent. The corporation shall maintain a registered office and registered agent in the State of Wisconsin. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed by notifying the Wisconsin Department of Financial Institutions pursuant to the provisions of the Wisconsin Nonstock Corporation Law ("WNCL").

ARTICLE II

Board of Directors

Section 1. General Powers. The affairs of the corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications of Directors.

- (a) The number of directors shall be determined by the Board of Directors from time to time but in no event less than three (3) nor more than nine (9) and shall serve for the term provided in Section 3 of this Article. No amendment of this section shall reduce the number of directors to less than the number required by the WNCL, which at the time of adoption of these bylaws is three (3).
- (b) Directors need not be residents of the State of Wisconsin.
- (c) Ex Officio Director. The President and Administrator of the corporation shall be an ex officio director of the corporation without voting rights. The ex officio director shall not be included in the total number of directors authorized in subsection (a) above.

Section 3. Election and Term.

- (a) Method of Election. Directors of this corporation shall be elected at the annual meeting of the Board of Directors.
- (b) Term of Office. Directors shall hold office from the close of the annual meeting for a term of three (3) years, or until their successors have been elected and qualified.

Section 4. Resignation. A director may resign at any time by filing a written resignation with the President and Administrator or the Secretary of the corporation.

Section 5. Removal. A director may be removed from office with or without cause by the vote of a majority of the other directors of this corporation either at a regular meeting or at any special meeting called for that purpose.

Section 6. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of directors, an interim director shall be elected by the Board of Directors of this corporation. An interim director shall serve until a successor is elected upon expiration of the term of office for that director.

Section 7. Annual Meeting. The annual meeting of the Board of Directors shall be held in the month of January in each year, at such time and places as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting.

Section 8. Regular Meetings. The Board of Directors may provide by resolution for regular or stated meetings of the Board, to be at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution.

Section 9. Special Meetings. Special meetings of the Board of Directors may be held At any time and place for any purpose or purposes, unless otherwise prescribed by the WNCL, on call of the President and Administrator or Secretary, and shall be called by the Secretary on the written request of not less than twenty (20%) of the directors then in office.

Section 10. Meetings By Telephone or Other Communication Technology.

- (a) Any or all directors may participate in a regular or special meeting or in a committee meeting of the Board of Directors by, or conduct the meeting through the use of, telephone or any other means of communication by which either: (i) all participating directors may simultaneously hear each other during the meeting or (ii) all communication during the meeting is immediately transmitted to each participating director, and each participating director is able to immediately send messages to all other participating directors.
- (b) If a meeting will be conducted through the use of any means described in subsection (a), all participating directors shall be informed that a meeting is taking place at which official business may be transacted. A director participating in a meeting by any means described in subsection (a) is deemed to be present in person at the meeting.

Section 11. Notice and Waiver of Notice.

(a) Notice. Notice of the date, time and place of any annual or special meeting shall be given by oral or written notice delivered personally to each director at least twenty-four (24) hours prior thereto, or by written notice given by other than personal delivery at least forty-eight (48) hours prior thereto. Notice shall be given in one of the methods described in Article III hereof. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the WNCL or under the provisions of the Articles of Incorporation or Bylaws of the corporation, a waiver thereof in writing, signed at the time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a director at a meeting

shall constitute a waiver of notice of such meeting, except where a director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 13. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the WNCL, or the Articles of Incorporation or Bylaws of the corporation.

Section 14. Action by Written Consent of Directors. As provided in the Articles of Incorporation, an action required or permitted to be taken at a board meeting may be taken by written action signed by two-thirds (2/3) of the directors then in office. All directors shall receive written notice of any action so taken, and the written notice is given, whichever is later.

Section 15. Presumption of Assent. A director of the corporation who is present at a meeting of the Board of Directors, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's dissent shall be entered into the minutes of the meeting or before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 16. Compensation. Directors of the corporation shall not receive compensation for serving as directors, but may receive reasonable compensations for other personal services rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

Section 17. Committees.

(a) Executive and Other Committees. The Board of Directors by resolution may create an Executive Committee or one or more other committees, each consisting of three or more directors designated by the Board of Directors, having such powers and duties, not inconsistent with subsection (b) hereof or any existing delegation of powers to a committee of directors, as may be provided in the resolution creating such committee as initially adopted or as thereafter supplemented or amended by further resolution adopted by similar vote. The Board of Directors may also designate persons who are not directors to serve as members of any such committee with the exception of the Executive Committee. Additionally, the Executive Committee shall have and may exercise, when the Board of Directors is not in session, all of the powers of the Board of Directors in the management of the business and affairs of the corporation.

(b) Nondelegable Powers; Alternative Members; Rules of Committees. No committee of directors shall be empowered to act in lieu of the entire Board of Directors in respect to election of officers or the filling of vacancies on the Board or on committees of directors created pursuant to this Section 17. All members of the Board of Directors who are not members of a given committee shall be alternate members of such committee and may take the place of any absent member or members at any meeting of such committee, upon request of the President and Executive Director or the chairman of such meeting. Each committee of directors shall fix its own rules governing the conduct of its activities, not

inconsistent with rules promulgated by the Board of Directors, and shall make such reports to the Board of Directors of its activities as the Board may request.

Section 18. Conflict of Interest.

(a) Each director shall disclose to the Board of Directors any duality of interest or possible conflict of interest whenever the duality or conflict pertains to matters being considered by the Board.

(b) Any director having duality of interest or conflict of interest on any matter shall abstain from voting on the matter and shall not be counted in determining the quorum for the vote on the matter. In addition, he or she shall not use his or her personal influence on the matter, but may briefly state his or her position on the matter and may answer pertinent questions from other directors since his or her knowledge may be of great assistance.

(c) The minutes of the meeting involving any such situation shall reflect that a disclosure was made, the abstention from voting, and the quorum situation.

(d) If a director is uncertain as to whether he or she has a duality or conflict of interest which requires abstention, or if a director asserts that another director has such a duality or conflict, the Board, by majority vote of those present other than the director having the possible conflict, shall decide whether abstention is required. If so, the director will be deemed to have abstained.

ARTICLE III
Methods of Giving Notice

Notice of any annual, regular or special meeting of members, any annual or special meeting of directors, and any other notice required to be given under these Bylaws or the WNCL may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier, and, if the area where published, or by radio, television or other form of public broadcast communication. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

(a) When received.

(b) When deposited in the U.S. Mail, if mailed postpaid and correctly addressed.

(c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

ARTICLE IV
Officers

Section 1. Number. The principal officers of the corporation shall be a President and Administrator, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. Officers shall be members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at its annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office from the close of the annual meeting for a term of one year, or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors, whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. The President and Administrator. The President and Administrator shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. The President and Administrator shall, when present, preside at all meetings of the Board of Directors. The President and Administrator shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the corporation as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President and Administrator. In general, the President and Administrator shall perform all duties incident to the office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. The Vice President. In the absence of the President and Administrator, or in the event of the President and Administrator's death, inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Executive Vice President, or if one shall not have been designated, the Vice President with longest service in that office) shall perform the duties of the President and Administrator, and when so acting shall have all the powers of and be subject to all the restrictions upon the President and Administrator. Any Vice President shall perform such other duties as from time to time may be assigned by the President and Administrator or by the Board of Directors. Vice Presidents may by their election have charge and supervision of designated portions of the corporation's affairs.

Section 7. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation if one is authorized by the Board of Directors, in which case the Secretary shall see that the seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President and Administrator or by the Board of Directors.

Section 8. The Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the corporation, and for moneys due and payable to the corporation from any source whatsoever, including the deposit of such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these

Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President and Administrator or by the Board of Directors.

Section 9. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 10. Additional Officers. Any additional officer not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Board of Directors.

Section 11. Compensation. Officers of the corporation may receive compensation for serving as officers, and may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

ARTICLE V Indemnification

Section 1. Mandatory Indemnification. The corporation shall, to the fullest extent permitted or required by Sections 181.041 to 181.053, inclusive, of the WNCL, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the corporation. The corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, vote of the Members, the WNCL or otherwise. All capitalized terms used in this Article V and not otherwise defined herein shall have the meaning set forth in Section 181.041 of the WNCL.

Section 2. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liabilities and advancement of Expenses under Section 1 of this Article by (a) the purchase of insurance on behalf of any one or more of such Directors, Officers, employees or agents, whether or not the corporation would be obligated to indemnify or advance Expenses to such Director, Officer, employee or agent under Section 1 of this Article, and (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

Section 3. Private Foundations. Notwithstanding the foregoing, whenever the corporation is a private foundation as defined in I.R.C. Section 509(a), it shall not make any indemnification which would give rise to a penalty excise tax under I.R.C. Chapter 42.

ARTICLE VI
Fiscal Year

The fiscal year of the corporation shall end on the last day of June in each year.

ARTICLE VII
Seal

The Board of Directors may provide a corporate seal and prescribe the form thereof.

ARTICLE VIII
Corporate Acts, Loans, and Deposits

Section 1. Corporate Acts. The President and Administrator shall have authority to sign, execute and acknowledge on behalf of the corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the corporation's regular business, which involve a total amount not greater than \$3,000. All deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the corporation's regular business which involve a total amount greater than \$3,000 shall be authorized by resolution of the Board of Directors or shall be co-signed by the Vice President, Secretary or Treasurer of the corporation. Except as otherwise provided by the WNCL or directed by the Board of Directors, the President and Administrator may authorize in writing any officer or agent of the corporation to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the corporation is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such attestation is not required to enable a document to be an act of the corporation.

Section 2. Loans. No moneys shall be borrowed on behalf of the corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits. All funds of the corporation, not otherwise employed, shall be deposited from time to time to the credit of the corporation in such banks, investment firms or other depositories as the Board of Directors may select.

ARTICLE IX
Amendments

Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors at any regular or special meeting thereof.

Section 2. Implied Amendments. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

APPENDIX TO BYLAWS
CONFLICT OF INTEREST POLICY
GARDEN HOMES MONTESSORI SCHOOL

ARTICLE I
Purpose

The purpose of this conflict of interest policy is to protect the interest of Garden Homes Montessori School (the Organization), a tax-exempt organization, when the Organization is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction.

ARTICLE II
Definitions

1. Interested Person:

A director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest:

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
- b. A compensation arrangement with the Organization, or with any entity or individual with which the Organization has a transaction or arrangement.
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts of favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate the alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the

member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV Records of Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI Annual Statements

Each director, principal officer, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of the conflicts of interest policy.
- b. Has read and understands the policy.
- c. Has agreed to comply with the policy.
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempted purposes.

ARTICLE VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews should be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

ARTICLE VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Exhibit 1 to Conflict of Interest Policy

Individual Statement of Compliance with Conflicts of Interest Policy

Note: This form is informational and not a formally adopted portion of the Bylaws. No specific form is required. Alternate forms or statements may be used as long as they contain the information substantially required by the policy.

In order to protect Garden Homes Montessori School, this disclosure statement requires you to provide information with respect to yourself and "affiliated persons." An individual is deemed "affiliated" by the following:

- Spouse, partner, mother, father, brother, sister, child, in-laws
- Any organization in which you participate in management or are employed by
- Any trust or estate which you have a beneficial interest
- Anyone else claimed as a dependent on your Federal income tax return

A. Property/Information

1. Have you or affiliated persons disclosed or used information or property relating to Garden Homes Montessori School for personal, financial or political use/advancement?

B. Outside

1. Have you or affiliated persons served, consulted or been employed by a business which is in direct competition with Garden Homes Montessori School?
2. Have you or affiliated persons held a material financial interest or ownership in a competitor and/or client of Garden Homes Montessori School?

C. Gifts

1. Have you or affiliated persons accepted gifts, favors, kickbacks, services or entertainment from Garden Homes Montessori School?

D. Family Relations

1. Have you been in a supervisory role to that of an affiliated person or a person in which you are romantically involved?
2. Have you been involved in evaluation, discipline, promotion, or salary adjustments of an affiliated person with whom you are involved romantically?

E. Outside Activities


1. I agree to conduct myself in a manner that places the best interest of Garden Homes Montessori School in the foremost of my mind?

F. Additional Conflicts – Please disclose any additional conflicts of interest:

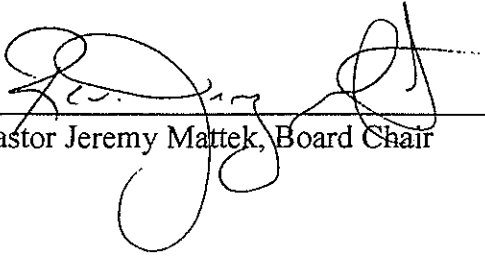
EXECUTED BY: _____

DATE: _____

Certified a true and correct copy of the Bylaws adopted on the 23rd day of March, 2010, by the Board of Directors of Garden Homes Montessori School.



Carrie E. Driver-Johnson, Head of School



Pastor Jeremy Mattek, Board Chair

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: June 3, 2005

GARDEN HOMES COMMUNITY MONTESSORI
SCHOOL INC
C/O MARK JOHNSON
2475 W ROOSEVELT DR
MILWAUKEE, WI 53209

Employer Identification Number:
73-1657353
DLN:
17053301007024
Contact Person:
TYRONE THOMAS ID# 95046
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
July 29, 2002
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

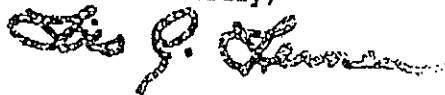
Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 578, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

Letter 947 (DO/CG)

CADDEN HOMES COMMUNITY MONTESSORI

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

GARDEN HOMES COMMUNITY MONTESSORI

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at www.irs.gov, and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500 between 8:30 a.m. - 5:30 p.m. Eastern time.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE Customer Account Services Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve your organization, provide the Customer Account Services Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you

Letter 947 (DO/CG)

GARDEN HOMES COMMUNITY MONTESSORI

are exempt from these requirements.

UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents; and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or, in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by

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providing a written statement listing any cash contribution or describing any donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

CONTRIBUTIONS OF MORE THAN \$75 AND
CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be

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found in the instructions for Form 990 and Form 990-EZ, or you may call our toll free number to obtain additional information on how to correct and report this transaction.

EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

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The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

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WISCONSIN DEPARTMENT OF REVENUE

Address Mail To: P.O. Box 8902, Madison, WI 53708-8902



EMPLOYER REGISTRATION CERTIFICATE

608-266-2776 • FAX 608-267-1030 • www.dor.state.wi.us

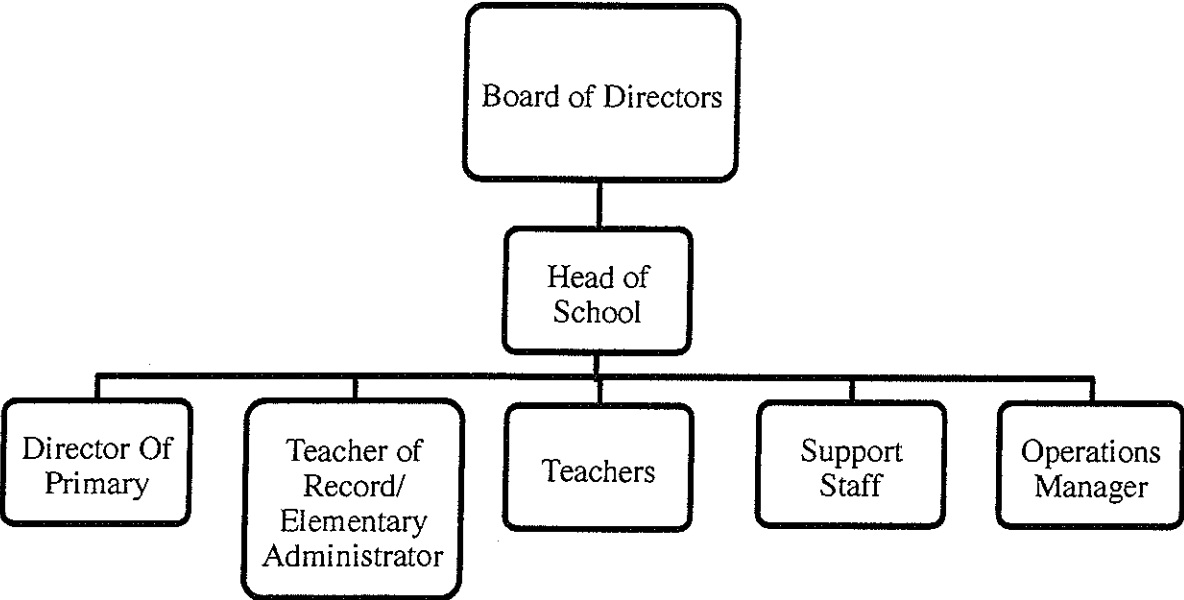
The employer whose name appears below is required to withhold and deposit Wisconsin Income Taxes from the wages of employees in accordance with Chapter 71 of the Wisconsin Statutes. Post this certificate at your place of business in a conspicuous place. It should be available for examination by any authorized employee of the Wisconsin Department of Revenue.

Notify the Department of any change in ownership or address by sending the information, including your Wisconsin Employer Identification number, to the address above.

REAL NAME AND MAILING ADDRESS	WIS. EMPLOYER IDENTIFICATION NUMBER	BUSINESS NAME AND ADDRESS
GARDEN HOMES COMMUNITY MNTSSRI SCHOOL INC 2475 W ROOSEVELT DR MILWAUKEE WI 53209	644955	GARDEN HOMES COMMUNITY MNTSSRI SCHOOL INC 2475 W ROOSEVELT DR MILWAUKEE WI 53209 40

Attachment C

Organization Chart



Board of Directors

Carrie Driver-Johnson

As a nonvoting board member, Carrie Driver-Johnson brings 15 years of experience working in culturally diverse educational institutions. Her role as the Head of School is to guide the school toward actualizing the vision and mission embraced by the teachers and staff. To facilitate this actualization, she is to collaborate with the Board of Directors. Since becoming Head of School, Carrie has routinely demonstrated sound leadership and judgment.

Robert J. Dvorak

Mr. Dvorak brings 32 years of legal experience, including professional affiliations with the ACLU and Amnesty International, to the GHMS Board. His ability to navigate through and solve legal issues will greatly enhance the Board's capacity to effectively respond to the growing needs of GHMS.

Steven Huffman

Mr. Huffman has extensive Montessori training and experience. He has served on multiple education boards, including time on the AMI and Montessori Institute of Milwaukee board. He brings a crucial and detailed understanding of Montessori pedagogy to the GHMS Board.

Pastor Jeremy Mattek

Pastor Mattek shares with the GHMS Board eight years of experience leading religious congregations and classrooms. He also has helped develop curriculum and manage finances. Both skills will prove critical as GHMS improves existing curriculum and navigates potential nonprofit business hurdles.

Kimberly V. Walkes

Her 13 years of experience with financial management brings another, more focused perspective on potential financial decisions. As a parent of GHMS students, Ms. Walkes can provide invaluable information on how Board decisions impacts her and her children as school stakeholders.

John Wesenberg

Mr. Wesenberg has 35 years teaching in a multi-cultural parochial school. He also served as principal for 18 of those 35 years, giving him a unique and useful dual perspective on how administrative decisions affect students in the classrooms. Not only will Mr. Wesenberg be able to help develop new curriculum, he will be able to predict how the implementation of new academic proposals will be received in the classroom.

Garden Homes Montessori School Conflict of Interest Policy:

GHMS prohibits its employees from engaging in any activity, practice, or conduct which conflicts with, or appears to conflict with, the interests of the school, its stakeholders, vendors, contractors, or suppliers. Since it is impossible to describe all of the situations that may cause or give the appearance of a conflict of interest, the prohibitions included in this policy are not intended to be exhaustive. Employees are expected to represent the school in a positive and ethical manner and have an obligation both to avoid conflicts of interest and to refer questions and concerns about potential conflicts to their supervisor.

Please see Appendix to the Bylaws in Attachment B for the Conflict of Interest Policy, associated Conflict of Interest Procedures, and the Individual Statement of Compliance Form.

Attachment D

Personnel Policies Handbook

Garden Homes Montessori School

Draft
March 2010

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PERSONNEL POLICIES HANDBOOK

Philosophy of Our School

Introduction

Garden Homes Montessori School is committed to providing the Garden Homes Community with quality educational opportunities to further the development of children into community leaders. To fulfill this commitment, Garden Homes Montessori uses methods developed by Dr. Maria Montessori, whose work is founded on brain-based research and emphasizes the holistic development of students. Dr. Montessori believed schools should provide opportunities for both intellectual and personal growth. Garden Homes Montessori aggressively pursues opportunities for children to achieve intellectual and personal goals through a studied application of classroom lessons combined with educational outings to various locations around Wisconsin.

Mission

It is the mission of Garden Homes Montessori School to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method.

Vision

It is the vision of Garden Homes Montessori School to become an example on how to implement community-centered education using the Montessori Method. As a school and as a community leader, Garden Homes Montessori seeks to nurture its families and students so they may actualize their full potential.

What Our Stakeholders Expect of Us

Each employee, student, parent, and volunteer represents GHMS in the community. Our approach to our job gives current and potential students and parents an image of our entire organization. Parents have entrusted their children to us to be educated. In education their children, we must always ensure that we make their children our highest priority. Parents expect for us to teach their children and to ensure that they achieve at the highest academic levels. They judge all of us by how they are treated when they have contact with any of us. Therefore, it is important that every member of our staff is courteous, friendly, helpful, and prompt in their attention to students, parents, and visitors to the school. If we keep parents satisfied, they will continue to send us their most precious resources – their children. If we keep community members satisfied, they will continue to help us nurture our success. As employees, we all must rise to the challenge of providing each of our constituencies with the excellent services that they expect from us.

What the School Expects From Employees

Equal Opportunity/Non-Discrimination Policy

GHMS complies with the equal opportunity policies, standards and all other applicable federal and state rules and regulations regarding nondiscrimination in employment.

It is the official policy of GHMS that no otherwise qualified person shall be excluded from employment, be denied the benefits of employment or otherwise be subjected to discrimination in any manner on the basis of race, age, sex, creed or religion, color, handicap or disability, marital or familial status, citizenship status, lawful source of income, veteran status, sexual orientation, national origin, ancestry, arrest record or conviction record or any other characteristic protected by law.

This policy applies to all employment decisions including, but not limited to recruitment, hiring, training, compensation, benefits, promotions, transfers, layoffs, discipline, termination and other conditions of employment.

To ensure compliance with all applicable federal and state rules and regulations regarding equal opportunity and nondiscrimination in employment, the Head of School will serve as our Equal Opportunity Coordinator. Any perceived discrimination issues regarding employment should be discussed with the Head of School, or if you are uncomfortable discussing the matter with the Head of School, you should contact the Chair of the Board of Directors as described in the Open Door Policy below.

Open Door Policy – Complaint Procedure

We recognize and value your many contributions to GHMS. Further, we encourage you as an employee to be involved in matters concerning your employment, and to share your insights or concerns with us because they are important to our ongoing business. If you have a concern, issue, or problem we ask that you utilize the steps below:

1. You should discuss the problem with the Head of School. Since the Head of School works with you regularly, he or she knows your position better than anyone and usually will know how to promptly solve the problem in a fair manner.
2. In the event a satisfactory solution has not resulted at Step 1, you may submit the problem to the Chair of the Board of Directors.

If you raise a concern through this procedure and you do not appeal it beyond the first step, GHMS will presume that the solution provided was acceptable to you.

Code of Ethics

Accident and Serious Illness

Any incident occurring to a staff member, or to a student under the care of a staff person, is to be reported to the main office immediately by the staff person concerned. Office personnel must immediately inform the Head of School or if he or she is unavailable, another administrative staff member.

Anti-Harassment Policy

Consistent with its Equal Employment Opportunity Policy, GHMS seeks to provide a work environment that is free from intimidation, harassment or offensive behavior based on race, color, creed, religion, sex, age, national origin or ancestry, marital status, physical or mental disability, sexual orientation or any other protected status under the law. Intimidation, harassment or offensive behavior may arise from a broad range of physical or verbal behavior. Examples of it may include, but are not limited to, the following:

1. Physical or mental abuse.
2. Unwelcome sexual advances or touching.
3. Sexual comments, jokes, stories or innuendos.
4. Racial, ethnic, or religious insults or slurs.
5. Requests for sexual favors used as a condition of employment or affecting any personnel decision such as hiring, promotion, compensation, or termination.
6. Display of sexually explicit or otherwise offensive posters, calendars, or materials.
7. Insults, slurs, or jokes about a person's mental or physical condition or disability.
8. Making sexual gestures with hands or body movements.
9. Intentionally standing close or brushing up against another employee.
10. Racial, ethnic, or religious jokes, comments, stories or innuendo.
11. Inappropriately staring at another employee or touching his or her clothing, hair, or body.
12. Whistling at another employee, cat calls.
13. Display or distribution of racially, ethnically, or religiously offensive materials.

14. Asking personal questions about another employee's sexual life.
15. Repeatedly asking out an employee who has stated that he or she is not interested.
16. Retaliation against an individual for reporting harassment in the workplace or participating in an investigation of a harassment complaint.

These activities are offensive and are inappropriate in the workplace. This policy against harassment applies throughout our work environment, whether on GHMS grounds, at work assignments outside the school premises or at school-sponsored social functions or otherwise.

Because GHMS prohibits any form of harassment on the basis of any protected status under the law, it vies such actions seriously. If you engage in such harassment, or retaliate against another because that person has made a report of harassment or participated in an investigation of a claim of harassment, you will be subject to discipline, up to and including termination. GHMS likewise prohibits such behavior by any client, customer, vendor or other person doing business with the school or others with whom we come into contact in the course of our business related duties.

It is your responsibility and that of every GHMS employee, to ensure that such prohibited conduct or activities do not occur. Accordingly, if you believe that you have been the subject of prohibited discrimination, harassment or retaliation, or if you have observed such behavior in the workplace, you must report the matter immediately to the Head of School. If you feel uncomfortable raising the matter with the Head of School, or if upon raising such issues the matter is not resolved to your satisfaction, you should immediately report the matter to the Chair of the Board of Directors.

GHMS will promptly investigate any such report and will keep the matter as confidential as possible, except to the extent necessary to pursue the investigation and to take corrective action. GHMS will take appropriate remedial action to enforce its strict prohibition of unlawful harassment, discrimination or retaliation in the workplace. Accordingly, if you violate this policy you will subject to disciplinary action up to and including discharge.

This policy enforces GHMS strong commitment to developing and maintaining a professional work environment comprised of people who respect one another and who believe in our high ideals. It is your responsibility and that of all of us, to sustain this tradition within the community.

Attendance and Punctuality

The school places a high value on good attendance. Regular attendance and punctuality are important aspects of an employee's work record and are considered when ranting promotions and salary increases. In order to provide good customer service, employees are expected to be present and ready to work at their scheduled starting times and are expected to work until their scheduled quitting times.

If you fail to report to work on time and when scheduled or fail to provide appropriate notice concerning your absence, you are subject to discipline up to and including termination. If you fail to either report to work or call in for three (3) successive workdays, the school will consider you to have voluntarily resigned your employment. If it was not your intent to resign, any such absence that is not excused will be grounds for immediate termination.

GHMS reserves the right to require an employee to provide appropriate documentation/authorization for any absences from work.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it into the school office by the end of the workday on which the employee returns.

Child Abuse and Neglect

If you have reason to suspect child abuse or neglect, the law mandates that you report this to Child Protective Services (414-220-SAFE) no matter when or where it happened. You should then inform the Head of School.

Conflict of Interest

GHMS prohibits its employees from engaging in any activity, practice, or conduct which conflicts with, or appears to conflict with, the interests of the school, its stakeholders, vendors, contractors, or suppliers. Since it is impossible to describe all of the situations that may cause or give the appearance of a conflict of interest, the prohibitions included in this policy are not intended to be exhaustive. Employees are expected to represent the school in a positive and ethical manner and have an obligation both to avoid conflicts of interest and to refer questions and concerns about potential conflicts to their supervisor.

Drug and Alcohol Testing Policy

GHMS is committed to dealing with drug and/or alcohol abuse in an appropriate and effective manner to the extent that such abuse impacts on the workplace and affects our employees and our ability to provide the highest level of confidence and services to our stakeholders.

The following behaviors are contrary to the standards of behavior we expect of you:

1. Reporting for work or working while under the influence of:
 - a. Prescribed medication or over the counter medication that may pose a direct threat of harm to your safety or that of others, unless prior approval has been obtained from the school.
 - b. Intoxicating beverages.
 - c. Illegal drugs.
2. Doing any of the following while on the job, during working hours (including lunch or other break periods), while on the school premises, while on school business or while operating or riding in a school vehicle:

- a. Possession, distribution, receipt, or use of intoxicating beverages.
 - b. Manufacture, distribution, receipt, possession, or use of illegal drugs or drug paraphernalia.
3. Use of alcohol or sale, transmittal, receipt, possession or use of illegal drugs off premises that adversely affects your work performance, safety, or the reputation of the school.
 4. Switching or adulterating a urine, blood, or other sample used for testing, refusing or failing to submit an acceptable urine, blood or other sample for testing when requested by GHMS or otherwise failing to fully cooperate in the testing process.

If you fail to comply with any of these standards you will receive discipline up to and including discharge.

You are subject to testing when, in the sole judgment of GHMS, reasonable suspicion exists to believe you may be using or under the influence of drugs or alcohol while on school premises, or on school business, while operating a school vehicle, or during working hours. In determining whether reasonable suspicion exists, GHMS may consider numerous circumstances, alone or in conjunction with other factors, including, but not limited to, dangerous or accident-prone conduct, an accident that indicates the possible use of drugs or alcohol, unexplained decrease in job performance, unexplained increase absenteeism, complaints from co-employees and other problems with interpersonal relations, drug or alcohol related signs such as the smell of such substances or the presence of drug paraphernalia, unexplained reduced short term memory, unexplained physical symptoms such as bloodshot eyes, dilated pupils, stuffy or runny nose, anxiety, or inability to concentrate, unsafe work practices or other violations of GHMS policies.

GHMS recognizes that in some cases, drug and alcohol dependency may constitute a serious illness that affects both an individual's safety and that of his or her co-employees, as well as the school. If you feel that you need help in dealing with such problems, GHMS encourages utilizing resources available in applicable health insurance plans or other sources. If you violate GHMS' drug/alcohol policy, or violate the school's job performance standards, however, you are then subject to discipline.

Employee Standards of Conduct and Discipline

In order to achieve the educational and organizational goals of GHMS, the Board of Directors believes it is sound personnel management practice to provide employees with information regarding the conduct that is expected of them. It is the intent of this policy to set the rules governing all employees. This section outlines the rules of employee conduct.

Any employee who violates any school policy, procedure, rule, or regulation shall be subject to disciplinary action. This may include oral warnings, suspensions without pay, demotion, or any other discipline up to and including termination. The nature of the discipline will depend upon the nature of the violation, the surrounding circumstances, and any other relevant factors.

If you feel the disciplinary action taken against you is wrong, you have the right to appeal. You may present an appeal of the matter under the Open Door- Compliant Procedure previously defined in this Handbook.

The following list of prohibited conduct is not intended to constitute the entire list of conduct for which discipline may be imposed. The mere fact that a possible violation is not listed does not mean that it would not result in disciplinary action.

1. Any form of dishonesty concerning your employment, including but not limited to providing false, inaccurate, or misleading information on any GHMS record or report.
2. Violation of the GHMS Equal Opportunity Employment Policy.
3. Engaging in conduct prohibited by GHMS' Drug/Alcohol Policy.
4. Possession of weapons while on GHMS' premises.
5. Violation of any GHMS work rule.
6. Failure to report an accident, work injury, fire, or theft immediately after the occurrence.
7. The use of profane or abusive language.
8. Insubordination, including the willful failure or refusal to obey any lawful or reasonable directions made and given by a superior.
9. Theft, willful damage, or the unauthorized use or removal of property belonging to GHMS or the employees of the school.
10. Failure or refusal to perform required job duties satisfactory.
11. Non-charitable or business related solicitation(s) resulting in direct or indirect personal gain to the solicitor.
12. Unexcused or excessive absenteeism or tardiness, including failure to follow appropriate reporting procedures for absences and tardiness.
13. Loafing, loitering, sleeping, or engaging in unauthorized personal business.
14. Failure to comply with health, safety, and sanitation requirements, rules, and regulations.
15. Unauthorized disclosure of confidential information or records.

16. Engaging in any activity, while on or off duty that significantly detracts from the school's image or reputation.

17. Failure or refusal to comply with school rules, policies, or procedures.

Financial Interest

Employees must disclose any financial interest they or their immediate family have in any firm that does business with GHMS. GHMS may require divestiture of such interest if it deems that financial interest to be in conflict with it's best interests.

Gifts to Staff

No employee shall accept money as a gift from any student. Gifts of appreciation given by a student or a class of students to an employee will be allowed, but students will be counseled to keep the costs of such gifts to a minimal level.

Orientation

GHMS provides employees with periodic feedback concerning work performance. GHMS does, however, recognize that during the initial stages of employment, more frequent feedback may be necessary. For this reason, during the first 90 days of employment, a performance appraisal will occur to determine how new employees are doing in meeting the overall responsibilities of the position. GHMS may extend the orientation period, at the discretion of the Head of School.

Outside Employment and Consulting Work

Employees are not to accept employment outside of the school that will conflict with their job responsibilities or interests of GHMS. No consulting work that is related to a person's position at GHMS should be taken without the express authorization of the Head of School.

Safety Rules

GHMS makes every effort to provide its employees and students with a safe and sanitary working environment. The cooperation of each employee is essential to the mutual goal of a fully safe and accident-free school environment. Safe working conditions and a safe environment depend upon safety awareness and proper action by all employees at all times. Failure to follow safety rules will subject an employee to corrective discipline according to the work rules.

Basic Safety Rules

1. Advise school office personnel of any potential safety hazards you may observe.
2. All accidents and injuries, however slight, should be reported to the Head of School or other administrative staff persons, if the Head of School is not available. Student

accidents and injuries sustained while under an employee's supervision, must be reported to the office, and the proper accident report should be completed that same day.

3. No smoking is allowed anywhere in the school or on school property.
4. All food should be properly stored. Food requiring refrigeration must be placed in the refrigerator.
5. All work areas must be kept clean, safe, orderly, and presentable at all times.
6. Conduct which would endanger yourself, students, parents, or another employee will not be tolerated.
7. Candles are not to be burned in the classrooms or other common areas in the school except in very special circumstances and only with the explicit permission of the Head of School.
8. Students are not to be given food, candy, or anything else to eat or drink without the permission of the Head of School.

Violence in the Workplace

GHMS is committed to providing a safe and healthy work environment, free from any threats or acts of violence. The school will not tolerate threats or acts of violence directed by one employee toward another. Violence is defined to include, but is not limited to, physical assault, aggressive behavior (either physical or verbal) directed at another individual, intentional destruction of school property, and intimidation through verbalized or implied threats and destruction of another's property. Any reported act or threat will be investigated as a serious violation of school policy. Any confirmed act or threat is grounds for disciplinary action, up to and including termination.

General Employment Policies

Cell Phones

The use of cell phones is not allowed during school hours, unless you are on break and in an area where a student cannot observe you.

Change of Status

Employees have a responsibility to keep the school informed of any change in marital or family status, such as marriage, divorce, separation, birth, death, etc. These changes could affect withholding, insurance, benefits calculations, etc. For the employees' protection, the school must have your correct address and phone number in case of emergency. The school will not be held responsible for not having a correct current address and phone number for an employee.

Closing School Due to Inclement Weather

GHMS may close for a full or part of a day because of inclement weather or emergency conditions. When such conditions exist, the Head of School will recognize the decision made by the Milwaukee Public School system. Should MPS decide to close, the Head of School will close GHMS. When it becomes necessary to open late or release students early, school officials will notify local television and radio stations as soon as a decision has been made.

Dress Code

All employees and students at GHMS shall maintain a professional dress code. It is the employee's responsibility to present a proper business appearance and be neat and clean.

Electronic Communication System Policy

Employees may have access to GHMS' electronic communication system, which includes telephones, voicemail, e-mail, and the Internet. The purpose of this system is to enhance your job performance on day-to-day assignments and to facilitate effective school communications. GHMS' electronic communication system is school property. All messages, information, and data sent and received by the electronic communication system are school property.

Incidental and occasional personal use of the electronic communication system is allowed, but such use will be subject to this policy. Examples of incidental or occasional personal use are use during breaks or lunch. Time should be limited to no more than a few minutes a day during working hours. This personal use is allowed when it does not interfere with an employee's work performance and when it does not violate any other provision of school policy. If the school determines that an employee's personal use of the electronic communication system is excessive, the employee will be disciplined and/or terminated from employment.

GHMS reserves the right to monitor and access the electronic communication system, including all documents, messages, or information created on it.

If an employee accesses the electronic communication system, they may not use the system in an offensive, harassing, illegal, or defamatory manner. GHMS prohibits the use of the electronic communication system to send or receive offensive or improper messages, such as sexually explicit messages, images, cartoons, unwelcome propositions, requests for dates, love letters, profanity, slander, libel, inappropriate slurs, or any other message that could be construed as harassment or disparagement of others.

Visiting websites on the Internet that contain sexually explicit or other offensive material is prohibited.

Employees may not improperly disclose confidential school information and materials via the electronic communication system. In addition, the use of the system to solicit for any cause during working time, or for illegal activities is prohibited.

Employees may not violate copyrights and trademarks. Employees may not copy, download, or use any image, text, video, audio material, software, or other copyright-protected or trademark-protected data without appropriate authorization. This restriction applies to copying copyright- or trademark-protected materials from someone else, the local area networks, or the Internet.

If an employee is subjected to email or other electronic communications involving improper language, jokes, harassment, sexually explicit images, or other communications that are in violation of the "No Offensive Use" subsection of this policy or of GHMS' Anti-Harassment Policy, they should immediately report the activity to the Head of School.

Fire Drills/Fire Procedures

It is the responsibility of any person who becomes aware of a fire in the building to pull the nearest alarm and be sure 911 is called. Fire drills will be held as required by the school. All employees should know exit routes as posted in all facilities. All employees shall demonstrate proficiency in using a fire extinguisher. All students shall be made safe exiting procedures in the event of a fire.

Be alert to the location of fire extinguishers. Use an extinguisher only on a small-contained fire.

School office personnel will attempt to determine the nature of the situation and direct the fire department to the location.

Fire safety requires that flammable materials and electrical equipment be handled carefully, in accordance with manufacturers' instructions.

When a fire alarm sounds:

1. All persons, including students, employees, and visitors, are required to evacuate the building in a quiet and orderly manner until the "all clear" message is relayed by authorities.
2. Close all windows and doors and turn out lights to control the spread of the fire.
3. Follow evacuation routes posted in each classroom.
4. Those who are in charge of specific areas (classrooms, kitchen, etc.) are responsible for counting the people in their area and reporting who is missing.
5. The elevator may NOT be used during a fire emergency or drill.

Hygiene

To insure a clean environment for our students and staff, employees are expected to maintain good personal hygiene. Frequent and thorough hand washing is highly desirable, especially after going to the lavatory, picking up non-sanitary objects or before serving students in the cafeteria

or other areas in the school. Special hand sanitizers are made available in specific locations in the school.

Keys

All rooms must remain locked when empty. Do not go into private offices without permission. No staff member is to give a key to any student at any time. Do not duplicate keys without permission from the Head of School. Upon termination, all keys must be returned to the Head of School.

Mail

Mail is distributed daily to mailboxes in the school office. Upon arrival at GHMS, employees are to check their mailbox. It is good practice to check at the end of the day as well. The most reliable source of information is email.

Non-Solicitation Policy

In order to prevent disruptions, soliciting is not permitted. An employee who is not on working may not solicit an employee who is on working time for any cause or distribute literature of any kind to that person. Whether on working time or not, no employee may distribute literature of any kind in work areas. Persons not employed by the school may not solicit for any purpose or engage in distribution of literature of any kind on the school premise at any time. The Head of School must approve exceptions to this policy in advance.

Parking

Please be mindful of parking restriction signs and other posted parking regulations. Unless an employee has a disabled parking sticker, parking in a disabled space is prohibited.

Personal Telephone Use Policy

Employees should limit making or receiving personal telephone calls during working hours. Employees must receive permission for long-distance calls, and list the call on the "Long Distance Call Log" so they can reimburse GHMS when the bill is received.

Prescription Drugs

A copy of Student Health Policies and Forms (Wis. Stats 118-29) is located in the school office.

Security

Security is important to GHMS. Employees are required to follow all security measures that have been put in place to ensure everyone's safety. Employees who are aware of breaches in our security plan have a duty to immediately inform the Head of School of such breaches so that they

may be rectified forthwith. Failure to report such information to management in a timely fashion will subject the employee to the discipline process.

Staff Belongings/Safety

Staff is discouraged from bringing personal or valued items to work at any of the facilities. They are responsible for the security of their personal belongings and money, and they must take necessary measures to make sure that their items are secured. GHMS will not reimburse staff for stolen money or damaged/stolen property. Additionally, damage to vehicles in the parking lots or on city streets is not reimbursable.

Tornado Procedures

If a tornado warning is issued, the Head of School will notify classroom instructors of proper protocol. The classroom instructors will then take charge of the safety of the students, with the help of teacher assistants. This will ensure complete accountability and safety of the students. Once accountability has been established, each classroom instructor will lead the class to the basement of the facility to await further instruction.

Transportation of Students

Due to an employee's personal liability, as well as the liability of the school, transportation of students is not allowed in personal vehicles.

Use of Tobacco Products on School Property

The use of tobacco products shall be prohibited at all times on school premises. The term "school premises" includes all property owned by, rented by, leased by, or under the control of the Board of Directors.

The following process for enforcement of this policy shall be employed:

1. Any violation of this policy by students shall be subject to current disciplinary procedures as listed in the Parent and Student handbook.
2. Citizens who are observed smoking or using tobacco products on school property shall be asked to refrain from doing so. If the individuals fail to comply with the request, they will be asked to leave the building and school property.
3. Employees who improperly use tobacco products will be subject to disciplinary action in accordance with the disciplinary policy.

Vandalism

If an employee sees any signs of vandalism in the building, they should notify the Business Manager so that it can be removed as soon as possible.

Visitors

Parents, community representatives, volunteers, and GHMS graduates are always welcome at the school. GHMS students and staff expect all visitors to respect the school's educational environment. Students from other schools are not allowed in the building unless a previous arrangement has been made with the appropriate GHMS staff person at least 24 hours in advance of the visit. A staff member or a designated student must accompany such students at all times.

What Employees Can Expect From the School

Days and Hours of Work

The basic workweek is forty hours, consisting of five eight-hour days, Monday through Friday. The workweek of some employees may vary from the school's normal business hours as described in the position description.

Job Opportunity Postings

The school believes in providing its employees with career advancement and promotional opportunities. To the extent possible, all job opportunities in the school will be posted for at least one week. However, the Head of School may decide to waive this posting procedure if he/she deems that an emergency, or a most unusual circumstance exists that requires an immediate hiring decision to be made to meet program obligations. GHMS may post opportunities outside and will select the best candidate for the position among all candidates.

Paid Time Off for Non-Teaching Employees

Non-teaching employees normally will not receive paid compensation either in additional salary or in paid time off for hours worked in excess of forty hours each workweek. However, at the discretion of the Head of School, on occasion when assigned activities require a non-teaching employee to work a substantial period of time beyond normal expectations, some paid time off may be granted.

Advance notice and approval of the use of paid time off is required prior to the use of such time. Such time will be given in an amount determined by the Head of School. Such paid time off must be used within a reasonable amount of time and may not be accumulated and carried over from year to year.

Work Schedules

The work schedule of teachers and educational assistants is based on a 10.5-month calendar. The work schedule of administrative staff is based on a 12-month calendar, unless otherwise specified in the position description and contract.

Certification and Licensure

Continuing Education

All teachers are expected to keep their professional training and knowledge current through ongoing courses and workshops in education. The Head of School will work with staff to develop professional growth and development plans. Completion of continuing education expectations may be accomplished at local colleges, universities, professional development conferences, or under whatever auspices such advanced training is available.

Non-Teaching Staff

Non-teaching staff persons are not required to hold teaching credentials, but must demonstrate subject knowledge and the ability to work well with children.

Other Staff, Substitutes, and Consultants

All other staff and consultants must demonstrate the abilities necessary to effectively carry out their responsibilities.

Regular Teaching Staff

Full-time, regular teaching staff in accordance with the Wisconsin Charter School law, shall hold a license to teach issued by the Department of Public Instruction (DPI) and shall immediately notify the school if they do not hold a valid license or if the license has been suspended, revoked, or expired. However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of GHMS and if they obtain a permit from the Wisconsin Department of Public Instruction.

Hiring Practices

Criminal Background Screening

It shall be the policy of GHMS that prior to the appointment of any person to either a full-time or part-time position, or as a volunteer, the school shall conduct a crime information records check through the Wisconsin department of justice and other appropriate information sources.

If a criminal background check reveals a conviction or pending charge, which the candidate failed to disclose as required on his/her application form, the school reserves the right to reject the application for employment.

If the criminal background check confirms a conviction or pending charge which the candidate acknowledged on the application form, a determination shall be made whether or not to reject the application based upon a consideration of the circumstances of the conviction/pending charge,

and whether the circumstances substantially relate to the circumstances of the particular position for which the candidate has applied.

GHMS will generally not hire any individual who has anything in their background, including but not limited to, convictions for criminal offenses which would render the individual unfit to work or otherwise have contact with students or employees.

If an applicant for a teaching position or currently employed teacher has been denied a teaching license or has had a relevant professional license revoked or suspended, the school will not hire or retain such applicant or current.

Health and Safety of Staff

After an offer of employment has been made by GHMS and accepted by an applicant, he/she must submit to a post-employment physical examination, which includes, but not limited to, a tuberculin test, a drug screen for illegal drug use, and an overall health assessment to ensure the employees fitness for employment in a school setting.

Hiring of Staff

The Board of Directors has the responsibility for hiring the Head of School. The Head of School shall be responsible for recommending the hiring of all staff for the school. The Board of Directors shall generally approve all new hires.

After an employee has been hired, the Business Manager is responsible for ensuring that all new employees complete the following:

1. W-4 form – Employee Withholding Certificate
2. Insurance application forms when benefits are applicable and the employee is eligible to be enrolled in the insurance program.
3. Employment Eligibility Verification Form (I-9).

The Business Manager will ensure that all employees receive the following information:

1. Personnel policies and all updates.
2. Insurance booklets
3. Time-keeping procedures, as applicable.
4. Travel reimbursement forms, as applicable.

All employees are expected to comply with GHMS personnel policies and procedures.

Payroll Procedures

GHMS pays employees twice a month, on the 15th and the end of the month. Employees should retain all payroll stubs for their records. The stubs provide information on a year-to-date basis. Each year employees will receive a statement of earnings (W-2) form for the previous year.

Performance Evaluations and Personnel Records

Employee Observations

All employees will be observed on an ongoing basis by their supervisor, using both formal and informal observations. Formal observations will include a pre-observation conference, as well as a post-observation conference. First-year employees shall typically have at least two formal observations prior to the three-month review. Prior to the six-month review, at least two additional formal observations will be conducted for first-year employees. Results of formal observations, consisting of the employee's and the Instructional Leader's observations and recommendations, will be put in writing and included within the employee's Professional Development Plan and Portfolio and the school's personnel file. Nothing in this section limits the Head of School from conducting other observations of an informal or unannounced nature.

Evaluation of the Head of School

The Head of School shall be evaluated by the Board of Directors prior to the end of each year's employment agreement based on criteria set forth by job responsibilities and accountability measures. Results of the evaluation shall be in writing and included in the Head of School's Professional Development Plan and Portfolio and the school's personnel file.

Formal Reviews – First Year Employees

For all first year employees, there generally shall be a formal review three months after the start of the school year. The purpose of the three-month review shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement, deficient work, and developing a clear plan for improvement. After six months from the start of the school year, a second review will be held to determine progress made toward the improvement plan. At that time, the Head of School will typically inform the employee and recommend to the Board of Directors whether the school should continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Professional Development Plan and Portfolio and the school's personnel file.

Formal Reviews – Returning Employees

For returning staff, there shall be a formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's professional growth program described above. At that time, the Head of School will typically inform the employee and recommend to the Board of Directors whether the school should continue employment for

the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Professional Development Plan and Portfolio and the school's personnel file.

Response to Observation and Review of Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Professional Development Plan and Portfolio

All instructional and professional staff will create and maintain a Professional Development Plan and Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement. After an initial meeting between the Head of School and the employee at which time mutual goals are reviewed and a professional growth program is developed, the employee will create the Plan and Portfolio. It shall include samples of work, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

Personnel File

The school shall maintain a separate personnel file for each employee. The personnel file will typically contain the evaluation documents discussed in this section, other employment-related documents, or any other correspondence (with the exception of medical records which will be kept in a separate, secure medical file).

Personnel Records

Personnel, medical, and similar records shall be handled in a manner designed to provide privacy. Medical records shall be kept in a locked file separate from the personnel records.

Letters of reference shall be treated as privileged information. Such letters will not be available for employee inspection.

The school will set up a personnel file for each employee. The employment application, employment agreement, letter of appointment, resume, I-9 form, and W-4 form will be placed in the personnel file.

Written termination notices that properly document the last day of work for termination, and any administrative actions necessary at the time of termination will also typically be maintained in the personnel files.

Employee Benefits

GHMS provides employee benefits designed to offer employees security from financial loss due to medical costs and illness. GHMS provides full-time salaried teachers and administrators \$500 per month to pursue their own insurance plans. In addition, employees typically receive paid leave for vacation, illness, and personal time. At the time of hire, eligibility for benefits will be included in the Offer of Employment letter. While current plan descriptions in all cases govern, including to the extent that there is conflict between the description and this Manual, the following summary will give a basic overview of the benefits program. GHMS retains the right to terminate or change benefits at any time.

Paid Holidays

The following ten holidays are paid holidays for all 10.5- and 12-month employees:

1. New Year's Eve
2. New Year's Day
3. Dr. Martin Luther King Day
4. Memorial Day
5. Fourth of July
6. Labor Day
7. Thanksgiving Day
8. Day After Thanksgiving
9. Christmas Eve
10. Christmas Day

A school-recognized holiday that falls on a Saturday will be observed on the preceding Friday. A school-recognized holiday that falls on a Sunday will be observed on the following Monday. Employees must work the regularly scheduled day before and after the holiday, unless otherwise excused, in order to receive holiday pay.

Paid Time Off

Employee eligibility for paid time off is based on the employment category that the employee is hired under. The employment category and eligibility for benefits is indicated in the written Offer of Employment and is given to each employee prior to his/her start date.

Establishment of Pay Rates

The Head of School shall propose pay rates for each position in the school and present such rates for review and approval to the Board of Directors. The Board of Directors for approval shall review the pay rate for the Head of School.

Pay Increases

All full-time employees may be considered for a pay increase once a year. At the sole discretion of GHMS, pay increases may be provided in the form of bonuses, one-time incentive awards, percentage wage increases, or any other form deemed appropriate. Pay increases are within the sole discretion of management and there is no guarantee that pay increases will be made every year or that every employee will get a pay increase. Pay increases will be based upon available funding, the employee's written performance evaluations, attendance record, and/or other relative written personnel documents. Pay increases are awarded strictly on merit. Seniority does not entitle an employee to a pay increase or job retention. To be eligible for an increase, each employee must:

1. Have been evaluated.
2. Be meeting or exceeding performance criteria as established in their performance review.
3. Have been in their current position for at least one year.

Types of Paid Leave

Bereavement Leave

Employees may take up to five days of paid leave for the death of their spouse or child (the term child includes stepchild or foster child). Up to three days of paid leave may be taken in the event of death of a parent, grandparent, grandchild, sister or brother, sister- or brother-in-law, mother- or father-in-law, son- or daughter-in-law, and legal guardian.

Jury Duty

GHMS encourages employees to participate in this civic obligation. Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Any employee, when advised of his/her notification of jury duty, must immediately inform his/her supervisor. An employee must submit written evidence of his/her payment amount for jury duty and the period he/she was required to serve. Employees must report to work when they are not required for actual jury duty. Full-time employees will receive their regular compensation for the period they are on jury duty for up to two weeks, and the check for juror fees is to be signed over to the school.

Personal Days

Each full-time employee is allowed two paid days off as personal leave each year during the fiscal year (July 1- June 30) to use for personal business or other matters. Such leave shall be at full pay and benefits. Personal days may not be carried over into the next fiscal year. A request to use personal leave must be approved in advance by the Head of School. If an employee is terminated or if an employee resigns, personal days not used prior to the effective date of termination or resignation are forfeited.

Sick Leave

Sick leave is available to employees to use because of employee illnesses, doctor's exam, or dental care. It also may be used for the illness of immediate family members (spouse and children) whose illness requires the employee's personal care.

Full-time employees shall accrue paid sick leave at the rate of five days per year. If specified in the employee's employment agreement, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full-time schedule. Sick leave is only granted for the reasons listed above, and will not be paid out if not utilized upon the employee's termination or resignation.

All employees shall inform the Head of School of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the Head of School. When an employee takes three or more consecutive sick days, the employee is required to provide written evidence of illness by a licensed physician. Employees must call in each day they are sick. Failure to properly notify the immediate supervisor shall be considered an unexcused absence and shall subject the employee to the disciplinary policy. Sick leave not utilized during the year may be carried over to the next year, except that any employee may accumulate only 90 days.

Vacation

All full-time, management, administrative, and other non-instructional staff who work a twelve-month schedule are eligible for vacation. The annual allotment of vacation time is ten days per year, which accrues pro-rated on a monthly basis. New employees may not use and will not be considered to have earned or accrued vacation time until they have completed six months of service. In the following month they will be credited with and have available for use half of their annual vacation allotment.

An employee may carry over up to five days of vacation into the following year with the advanced written approval of the Head of School. Any vacation time beyond one week (five days) that has not been used prior to June 30th will be forfeited.

The Head of School must approve scheduling of all vacations, and will take into consideration workload, deadlines, and other priorities prior to approving vacation time. Vacation time must generally be used in at least half-day increments.

Upon termination of employment, employees will be paid for any unused accrued vacation time.

Types of Unpaid Leaves of Absence

Military Leave

GHMS grants and treats military leaves of absence in accordance with applicable federal, state, and local laws. Leave requests should be made to the Head of School and advance notice is to be given unless military necessity or other circumstances make doing so impossible or unreasonable.

Unpaid Personal Leave

All regular full-time employees are eligible to request unpaid personal leaves of absence due to unusual circumstances. Such requests are granted at the sole discretion of GHMS. The school's policy is to use a reasonable, consistent, and fair approach toward granting time off. Criteria it may consider includes the reason for the request, the length of the leave, the effect of the workload on others, the frequency of such requests, the employee's attendance, performance record, and the needs of the school at the time of the request. If granted, such leaves generally will be made for no longer than one month.

Workplace Accidents/Workers' Compensation

Worker's compensation insurance is provided by GHMS to cover injuries that occur during the course of employment. Upon sustaining a work-related injury, the employee must immediately notify his/her supervisor. Notification should be in writing as soon as possible. In order to process Worker's Compensation claims, the employee must provide required information.

For minor injuries not requiring professional medical attention, there is a First Aid Kit located at the school office.

Accidents and injuries may indicate a need to review safety procedures. An injury could be the result of an unsafe condition that might cause injury to other employees or students as well.

Disciplinary action may be taken against an employee who fails to report an injury or unsafe condition as soon as possible to the Head of School. Also, failure to report an injury may also result in a denial of your claim for Workers' compensation benefits.

Employee Separation

Exit Interview

Whenever employment is terminated, either voluntarily (resignation) or involuntarily, the Business Manager will normally conduct an exit interview with the employee. Included in the exit interview may be:

1. A review of unpaid salary or expenses.
2. A computation of vacation pay that is due.
3. Providing closure on insurance plans and health insurance continuation options.
4. Return of property (keys, handbooks, manuals, other records, etc.).
5. The leaving of a forwarding address, if applicable.

Layoff

Given the possibility of enrollment fluctuations, an employee may be laid off due to inadequate enrollment or for other reasons due to lack of adequate funding. In this event, skill, ability, along with length of service are factors to be considered by the Head of School in deciding who shall be laid off. If an employee is released under this paragraph, the school will provide severance pay to the employee for one-month of the employee's salary, plus such payments as have actually been earned and paid prior to the release from employment. Should a vacancy become available subsequent to the layoff of an employee, the Head of School may recall and reinstate the employee. However, nothing in this section extends a mandatory right of recall to a laid off employee, nor a guarantee of severance.

Voluntary Termination or Resignation

In the case of voluntary termination or resignation, the employee is requested to give at least two weeks notice of his/her resignation. In all cases employees are requested to provide a written, signed notice of resignation. Although two weeks notice is expected when an employee decides to resign, this can vary due to particular circumstances. The termination date will be the last day the employee worked.

An employee who does not call in and is absent without leave for a period of three consecutive days is considered to have voluntarily terminated or resigned from his/her employment. If it was not the employee's intent to resign, any such absence that is not excused will be grounds for immediate termination.

Conclusion

GHMS welcomes all ideas, comments, suggestions, or expressions of dissatisfaction concerning the operations of the school. GHMS welcomes the opportunity to air concerns and think through challenges that we may occasionally face. It is only through maintaining and improving upon the school operations that we can create an exceptional school that lives up to its mission. We must put our customers (i.e. students, parents, community members) first at all times, and always provide them with quality service. This will keep students and parents coming back and the community supporters continuing to help GHMS nurture its vision.

We are certain that through this type of teamwork and pride, our efforts will result in the continuous improvement of our school. Thank you for taking the time to read this Handbook.

Welcome to Garden Homes Montessori School!

Appendix

As a charter school operating under the authority of the City of Milwaukee, this Appendix is required to be placed in the Personnel Policies Manual. The Rule Creating Charter School Subcommittee on Request for Investigation is appended and is hereby incorporated into the Personnel Policies Manual by reference.

The Rule Creating Charter School Subcommittee On Request for Investigation

I. Introduction

Section 330-29-2 of the Milwaukee Code of Ordinances (“MCO”) requires the Charter School Review Committee (“Committee”) to investigate, to hold a hearing subsequent to the investigation, and to make written findings and recommendations concerning the termination of a contract, and revocation of a charter whenever the Common Council, by motion, requests the committee to investigate a school concerning possible termination of a contract and revocation of a charter.

Section 330-29-3 MCO grants authority to, but does not require, the Committee to investigate a school concerning possible termination of a contract and revocation of a charter whenever an individual or group, other than the Common Council, so requests. Section 330-29-3 MCO also grants authority to the Committee to conduct an investigation on its own initiative. If the Committee determines that an investigation conducted under sec. 330-29-3 MCO discloses possible cause for termination of a contract and revocation of a charter, the Committee is required to hold a hearing and to make written findings and recommendations concerning termination of the contract and revocation of the charter.

The Committee’s obligation/authority to investigate and hold hearings and make written findings and recommendations under secs. 330-29-3 MCO is consistent with the Committee’s responsibility for ongoing review of the financial, education, staffing, and facility status of charter schools pursuant to secs. 330-27-41 MCO. Section 320-41-5-b MCO authorizes the Committee to adopt rules to assist the Committee in carrying out its responsibilities. Section 320-41-6-a MCO authorizes the Committee to establish such standing or ad hoc subcommittees as it deems necessary to carry out its responsibilities.

The purpose of this rule is to establish a standing committee to be called the Charter School Subcommittee on Requests for Investigations (“CSSRI”). The function of the CSSRI is to determine whether a request for investigation received from an individual or groups, other than the Common Council, under sec. 330-29-3 MCO should be granted or denied. If the request is granted, it is then the function to the CSSRI to conduct an investigation and to determine whether there is possible cause for termination of a contract and revocation of a charter. It is further the purpose of this rule to establish a procedure for the CSSRI to use in processing such requests for investigation from an individual or group, other than the Common Council.

II. Establishment of CSSRI

There is established a standing subcommittee of the Committee to be called the CSSRI. The CSSRI shall be responsible for determining whether a request for investigation from an individual or group, other than the Common Council, under sec. 330-29-3 MCO should be granted or denied. If a request for investigation is granted, the CSSRI shall conduct the investigation and shall report to the Committee as to whether the investigation revealed possible cause for termination of a contract and revocation of a charter.

The CSSRI shall be comprised of three members of the Committee, appointed by the Committee Chair.

III. Procedure for Processing Requests for Investigations

A request for investigation of a City charter school concerning possible termination of a contract and revocation of a charter from an individual or group, other than the Common Council, under sec. 330-29-3-3 MCO shall be in writing and shall be filed with the Committee Chair in care of the Director of the department of Administration, City Hall, Room 606, 200 E. Wells St., Milwaukee, WI 53202. A written request for investigation from an individual or group, other than the Common Council, shall identify which specific provision(s) of a contract between the city and the charter school is alleged to have been violated. The request shall state with particularity why the requester believes the contract provision(s) have been violated. Documents supporting this belief may be filed with the request. If the request alleges that a school has violated any state or federal law or regulation required to be complied with under the charter school contract, a copy of a final determination(s) of a court, agency, or tribunal possessing jurisdiction to render said final determination(s) shall accompany the request.

The Committee Chair shall forward requests for investigation filed by an individual or group, other than the Common Council, to the CSSRI. If the CSSRI determines that the allegations set forth in the written request for investigation present a matter of such serious nature that an expedited process is warranted, the CSSRI may dispense with an investigation and refer the matter directly to the Committee for hearing. If the CSSRI determines that the written request has not been properly filed, or that the request does not specify with particularity which provision(s) of a contract is alleged to have been violated, or that the request has not been properly documented, or if the request sets forth the allegations that, even if true, do not constitute grounds for possible termination of a contract and revocation of a charter, the CSSRI may deny the request for investigation. The CSSRI may also deny the request for investigation if the CSSRI determines that the written request sets forth allegations that would be more properly heard in another forum, such as a dispute resolution process and a labor contract or employee handbook, or in a court or agency or other tribunal possessing jurisdiction over the matter. The determination of the CSSRI to deny the request for investigation shall be final and not subject to appeal.

If the CSSRI determines that the request for investigation has been properly filed and documented and sets forth with particularity allegations which, if true, could be grounds for termination of a contract and revocation of a charter, and the request properly belongs before the

CSSRI, the CSSRI may conduct an investigation. The investigation may be limited to an examination of those matters that relate to the provision(s) of the contract alleged to have been violated. The investigation may include, but is not limited to, reviewing any documentation submitted in support of the request, gathering and reviewing additional documents and data and making inquiry of persons who may have knowledge of the subject matter. The CSSRI may utilize the services of an individual or group to conduct the investigation and to report back to the CSSRI with a recommendation as to whether the matter should proceed to hearing.

If the CSSRI determines, after investigation, that there are not grounds for possible termination of a contract and revocation of a charter the CSSRI shall dismiss the matter. The determination of the CSSRI to dismiss the matter shall be final and not subject to appeal. If the revocation of the charter is present, the matter shall be final and not subject to appeal. If the revocation of the charter is present, the matter shall be referred to the Committee with the recommendation that the Committee hold a hearing under sec. 330-29-3 MCO. If the Committee agrees with the recommendation of the CSSRI, the Committee shall set the matter for hearing. If the Committee disagrees with the recommendation and determines that the investigation does not disclose possible causes for termination of the contract and revocation of the charter, the Committee shall dismiss the matter without hearing. The determination of the Committee to dismiss the matter shall be final and not subject.

Attachment E

Operations Manual

Garden Homes Montessori School

Draft
March 2010

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OPERATIONS MANUAL

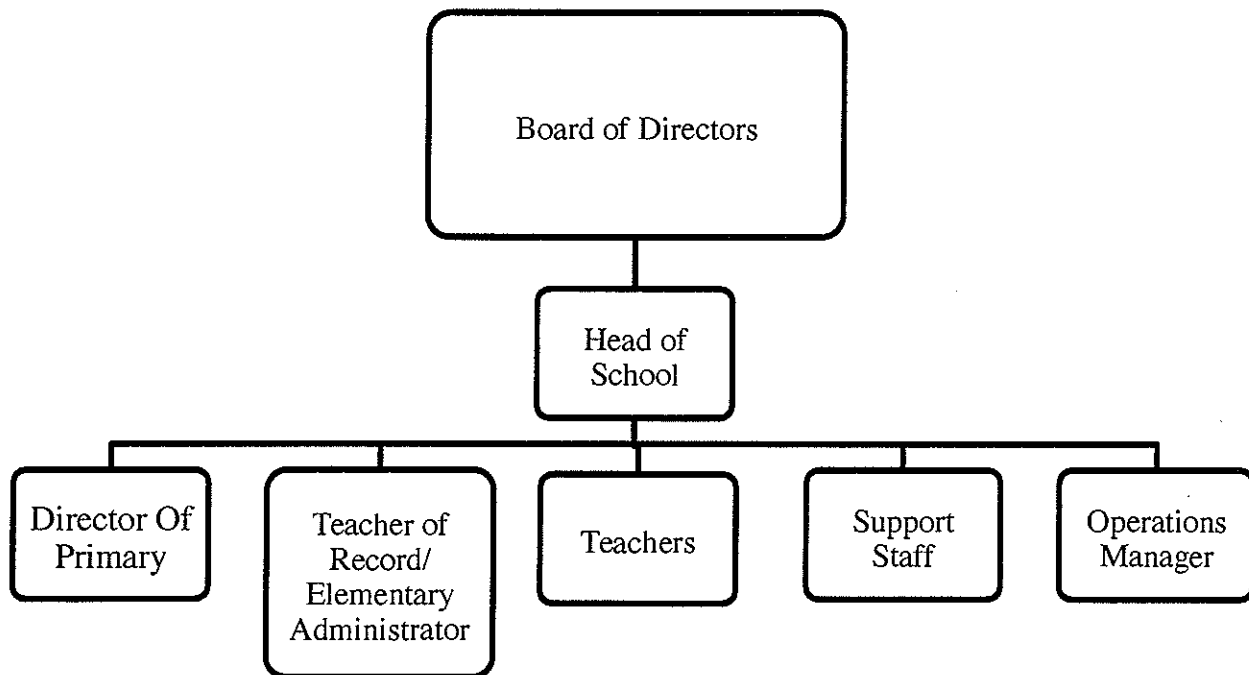
Mission

It is the mission of Garden Homes Montessori School to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method.

Vision

It is the vision of Garden Homes Montessori School to become an example on how to implement community-centered education using the Montessori Method. As a school and as a community leader, Garden Homes Montessori seeks to nurture its families and students so they may actualize their full potential.

Organization Chart



Organizational Structure

The Board of Directors of Garden Homes Montessori School (GHMS) is the principal governing and policy-making entity of the organization. The Head of School is the chief executive of the organization, and reports directly to the Board of Directors. GHMS is a nonprofit organization. The Board of Directors can have no less than three members and no more than nine, plus the Head of School, who is a nonvoting member. Directors will hold office from the close of the annual meeting for a term of three years, or until their successors have been elected and qualified.

Functions of the Board Chair

1. Assure that the Board fulfills its responsibilities for the governance of the school.
2. Help the Head of School achieve the school's mission.
3. Optimize relationships between the Board, the Head of School, and other school staff.

Primary Function of the Board of Directors

1. Motivate the school to actualize its potential to serve school families and the community and to fulfill all obligations to those stakeholders.

Primary Functions of the Head of School

1. Serve as chief executive of the school.
2. Collaborate with the Board Chair to facilitate the Board's ability to fulfill its governance function and facilitate optimal interaction between the Board and school staff.
3. Provide direction to the formulation of the school's mission, strategy, and annual goals and objectives.
4. Facilitate the achievement of the annual goals and objectives.

The Board is comprised of individuals that represent stakeholder groups. A teacher representative sits as a board member to ensure that all board decisions are made in the best interests of the students. The MPS teacher of record at GHMS certifies that all policy decisions are in line with MPS guidelines and procedures. A parent serves on the GHMS Board of Directors to help formulate policy that is aligned with our mission of providing quality education for Garden Homes Community children.

Student discipline is dealt with by the Head of School, who makes the final decisions on all disciplinary matters. The Head of School does consider the advice of the teacher working with the student and the parents before rendering any decision. Decisions by the Head of School may be appealed to the Board of Directors via an established complaint procedure.

Communication is vital to the healthy operation of any school. Therefore, all meeting minutes will be available to all members of the school community. Individuals seeking that information should submit a request to the school operations manager who will consult the Head of School to determine the best means to lend the information. The Board of Directors will establish an annual calendar of meetings and make it known to the school community.

Admissions Policy

A lottery is held at the beginning of each academic year. Preference is given to siblings of students already attending GHMS and for children residing near the school. By giving preference to siblings and neighborhood children, GHMS is able to maintain a close relationship with the surrounding community and foster that sense of community within the school.

Once a child is selected for enrollment, a registration packet is given to the child's guardian. An applicant must submit a birth certificate, immunization records, and proof of residency for the registration packet to be considered complete. Upon submission of the necessary documents the applicant meets with the head of school to determine their start date and classroom assignment.

GHMS prepares primary and elementary students for a productive and fulfilling high school and college career. The educational methods at GHMS are designed to allow a student to reach their full intellectual potential while developing their personal character so they may become a competent and compassionate leader in society.

The admission procedures used by GHMS are designed to encourage learning and diversity. Because the Montessori Method was originally implemented for children with special needs and at risk children, GHMS is uniquely suited to educate those students. GHMS does not discriminate in admissions to the school or to any class, program, or activity on the basis of gender, sexual orientation, disability, or on any other basis prohibited by local, state, or federal law (see also nondiscrimination policy in school handbooks). Students with social IEP or § 504 accommodations are also encouraged to apply. GHMS will not deny admission on the basis of disability. Discrimination complaints will be processed according to established procedures.

Diversity Policy

Each student at Garden Homes Montessori School (GHMS) has the right to a high quality education that will prepare them to be compassionate, intellectually competent, and productive members of society. This institution believes that all students – regardless of race, color, religion, national origin, socioeconomic status, gender, and physical or mental disability – benefit from high expectations for academic success. As an educational institution, it is incumbent on GHMS to remove any barriers to learning and achieving at the highest levels. Curriculum, instruction, and assessment practices will accommodate the needs of the culturally, economically, and socially diverse GHMS student population.

Diversity promotes the intellectual and emotional growth of each student and staff member at GHMS. New ideas and creativity flourish in diverse communities. Accordingly, GHMS will promote ongoing communication among students, teachers, parents, and other members of the

school community from diverse racial, ethnic, and cultural backgrounds, and will facilitate harmony and tolerance. The GHMS community will support programs and service activities within and outside of the school that contribute to the exchange of ideas among diverse groups and reinforce the notion that all people have intrinsic value and worth. GHMS will share with other schools and community institutions the knowledge it gains from fostering a culture that celebrates diversity.

Visitors

Parents, community representatives, volunteers, and GHMS graduates are always welcome at the school. GHMS students and staff expect all visitors to respect the school's educational environment. Students from other schools are not allowed in the building unless a previous arrangement has been made with the Head of School at least 48 hours in advance of the visit. A staff member or a designated student must accompany such students at all times.

Volunteers will be subject to a background check.

Excused and Unexcused Absences

A student's absence is considered "Excused" if (1) it is due to illness or injury of the student, death of an immediate family member, or observance of a religious occasion, and (2) it is verified by the parent or guardian. If a student is to be absent from school, the parent/guardian is requested to call the school on the day of the absence. A written note, signed by the parent/guardian, is to accompany the student upon his or her return to the school. Parents and guardians will be notified by 9:00 a.m. if their student is not in the school.

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

Early Dismissals

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

Tardiness

All students are expected to arrive at school by the designated time. Students should make allowances for the time it takes for bus transportation, if applicable, and delays due to inclement weather. Students who are excessively tardy to school will be subject to the disciplinary actions decided by the Head of School.

Inclement Weather Closing

GHMS may close for a full or part of a day because of inclement weather or emergency conditions. When such conditions exist, the Head of School will recognize the decision made by the Milwaukee Public School system. Should MPS decide to close, the Head of School will close GHMS. When it becomes necessary to open late or release students early, school officials will notify local television and radio stations as soon as a decision has been made.

Complaint Procedure

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

Step 1 – Contact the classroom teacher or staff member by phone or in writing. If there is a serious issue, parents/guardians may wish to schedule a meeting.

Step 2 – If after discussion no resolution has been reached, or if further discussion is desired, then the Head of School should be contacted.

Step 3 – If resolution of the issue is still not reached, contact the school for the name of phone number of the Chair of the Board of Directors.

Some complaints may be governed in a different procedural manner based upon the nature of the complaint. In those cases, step two may be different. The Head of School will notify the complainant at that time.

Grading Policy

Grades for GHMS students represent an integration of knowledge of content and its application. A student's possession of content knowledge guides his/her success in applying the knowledge in performance assessments.

GHMS uses a combination of MPS grading standards and Montessori grading standards.

MPS Standards:

1 = Minimal – Failure to progress through prescribed lessons.

2 = Basic – Rudimentary understanding of classroom lessons.

3 = Proficient – Demonstrates successful application of learned lessons.

4 = Advanced – Demonstrates successful application of learned lessons to abstract concepts.

Montessori Standards:

- 1 = Lesson Given – A student is introduced to new subjects and materials.
- 2 = Exploring Lesson – That student begins to accumulate knowledge of the subject by working with the materials.
- 3 = Working Independently – The Student intensely explores the subject through creative application of Montessori materials and independent discovery.
- 4 = Abstracting Lesson – The student applies knowledge to intangible concepts to further their understanding of their environment.

Academic Advising

All students at GHMS receive guidance from their classroom instructor and teaching assistant. The Head of School can also act as an academic advisor. GHMS believes in a comprehensive academic advising policy, meaning all adults directly invested in a student's education, i.e. the teacher, Head of School, teaching assistant, and guardian, may help develop an educational strategy to ensure that students succeed. The role of the academic advisors is to assure access to the resources necessary to achieve success as a student. In essence, the advisors should act as an advocate for the students.

Classroom instructors meet with students throughout the academic year. By requiring a guardian to pick up their student each day, GHMS encourages parent to teacher communication. If a student is experiencing academic difficulties, the teacher will report the issue to both the guardian responsible for the child and the Head of School. Should the teacher assistant notice an academic issue with a student, he or she will report their observation to the teacher as soon as possible. The teacher will then contact the Head of School to help formulate an appropriate strategy to assist the student. Impromptu meetings when deemed necessary are combined with formal conferences held twice per year to guarantee GHMS students are receiving the very best educational support.

Student Discipline

While GHMS has developed local disciplinary procedures, we also use MPS guidelines. Both disciplinary methods are included in the following section.

Garden Homes Montessori School uses a four-step approach to manage student behavioral concerns:

1. Student refusal to follow instructions and classroom disturbances.
 - a. Teacher's Role: Initiate behavioral redirection strategies.
 - b. Student's Role: Respect teacher guidance and pursue more appropriate behavior.

- c. Parent's Role: Parents should help the teacher guide the student in making better decisions.
 - d. Head of School's Role: Should not be involved with minor infractions unless the unruly behavior continues.
2. Failure of behavioral redirection.
- a. Teacher's Role: Initiate classroom time-outs for the student. Notify the Head of School so parents can be contacted. The Head of School may also work with the teacher to formulate a correction strategy.
 - b. Student's Role: Work respectfully with the teacher, parents, and the Head of School.
 - c. Parent's Role: Parents should help the teacher and Head of School develop methods to redirect the child.
 - d. Head of School's Role: Offer sound redirection solutions to both teachers and parents. Coordinate efforts of the teacher and parents to increase effectiveness.
3. Failure of redirection strategies and in class time-outs. Habitual insubordination and incessant classroom disruption.
- a. Teacher's Role: Engage family, support personnel, and administrators to create a solution to the student's conduct issue.
 - b. Student's Role: Engage in homework or in-school work assignments related to improving conduct.
 - c. Parent's Role: Collaborate with teachers, support personnel, and administrators and support student's relationship with the school.
 - d. Head of School's Role: Coordinate efforts of family and all staff engaged with the student. May implement program modifications if deemed necessary to insure student success.
4. Reckless and/or abusive conduct.
- a. Teacher's Role: Maintain a safe classroom environment for uninvolved students. Accurately report behavior to Head of School.
 - b. Student's Role: Answer all questions regarding their conduct accurately. They are expected to cooperate with all staff and family involved in guiding them toward making better decisions.
 - c. Parent's Role: Support the student in their relationship with the school. Continue teacher, staff, and Head of School collaboration.

- d. Head of School's Role: The Head of School may form a committee to determine what appropriate actions are required. The Head of School will use the MPS policies described below should it be necessary to suspend or expel the student.

GHMS Grounds for Suspension

GHMS uses Level 2 of the MPS procedures described below.

GHMS Grounds for Expulsion

GHMS uses Level 4 of the MPS procedures described below.

MPS Disciplinary Procedures

Level 1: Conference/Intervention — At this level, school staff conducts a conference between any combination of students, parents/guardians, teachers, administrators and support staff. The conference may result in a behavior contract with the student, a warning to the student and/or parent/guardian or any other action authorized by the school in compliance with school district policies and procedures.

Level 2: Suspension — Suspension is defined as a temporary exclusion from the building, including classes and all school-related activities held during school, after school or on weekends. Parents or guardians are notified of the suspension and are expected to meet with a school administrator before the child returns to school. Suspensions usually last no more than three days. Suspensions involving Central Services may extend up to five days. See Disciplinary Due Process Procedures for details.

Level 3: Referral to the Division of Student Services — Serious breaches of discipline are referred to the Division of Student Services. The student receives a five-day suspension. A conference with the student, parent/guardian, school administrator and student services coordinator or designee may be held. The student has the right to be represented by legal counsel or by another person of his/her choice. The resulting disciplinary action may range from intervention to a recommendation for expulsion. Parents may appeal the decision made at this conference by contacting the Division of Student Services at (414) 475-8159.

Level 4: Recommendation for Expulsion — This level of discipline is reserved for criminal acts or for the most serious violations of school rules. Students are given a written statement telling them of the expulsion process and their rights during the procedures. The process must be completed within 15 days. The student may be represented by legal counsel or by any person of his/her choice throughout the process. The process is as follows: A preliminary expulsion hearing is held with the student, parent/guardian, school administrator, and student services coordinator. The case can be scheduled for an expulsion hearing, dismissed or directed toward another action. An expulsion hearing is conducted. The student, parent/guardian, school administrator and student services coordinator go before an Independent Hearing Panel of district

designated and trained Central Services staff and a community ombudsman. The panel may recommend expulsion and the length of the expulsion period or determine that the student should not be expelled. The Milwaukee Board of School Directors reviews the Independent Hearing Panel's decision within 30 days.

Possession of Firearms and Weapons

GHMS is committed to providing a safe and healthy environment for all persons on its premises or attending any of its activities or functions. To aid in reaching that goal, GHMS shall strictly enforce a policy that no person shall possess, use or threaten use of a weapon, firearm, in imitation firearm or an imitation weapon, on school premises, in school vehicles, or at any school-related event. A weapon is defined as a firearm (loaded or unloaded), knife, razor, chemical irritant including pepper spray, martial arts devices, explosive devices, metal knuckle or any other object which, by the manner in which its use is capable of inflicting bodily harm. An imitation weapon is defined as a toy gun, non-working replica or weapon, cap gun, starter pistol, or any other object that could reasonably be mistaken as an actual weapon regardless of where it is manufactured for the purpose.

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

Exceptions to this policy shall be made for:

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

In the event that an employee, visitor, or student is suspected to be in violation of the Weapons Policy, immediate interaction is necessary, and the following guidelines will be used:

1. In the individual denies having a weapon but is suspected of being in possession of a weapon:
 - a. Explain the Weapons Policy to the individual.
 - b. Explain to the individual that would like to alleviate the fears of the staff/students by performing a search and/or "pat down." Ask if he/she would consent to such a search.
 - c. If the person agrees, ask him/her to empty his/her pockets and being the search or "pat down."
 - d. If the person does not agree, refer to #7.

2. The Head of School or another authorized representative will conduct a search or “pat down” of an individual only if the individual consents to the search or “pat down.”
 - a. If consent cannot be obtained, the decision of the Head of School must be made as to whether or not the person should remain on school property (see #7 below).
3. Another GHMS employee will witness any discussion between the employee, visitor, or student concerning the consent to a search of “pat down”.
4. Once consent has been obtained, the “pat down” or search will be completed as non-intrusively as possible. It should begin by asking the individual to voluntarily surrender any weapon in his/her possession and by having the individual voluntarily empty his/her pockets. If it becomes necessary to conduct a physical “pat down,” male personnel will “pat down” only male individuals and female employees will “pat down” only female individuals. The “pat down” or search will be witnessed by another employee and will be completed in a private room out of public view.
5. The employees involved in the “pat down” or search will complete a GHMS Incident Report Form. The written report will include a narrative describing the incident, the name of the suspect involved, the names of witnesses, a list of GHMS staff involved in the decision-making process, and a description of any weapon located.
6. If the individual suspected of being in possession of the weapon refuses to consent to a “pat down or search, the decision must be made as to whether or not his/her presence creates an undue risk for the remainder of the school community. The Head of School or his/her designee should make this decision.
 - a. If it is decided that the individual’s presence does create a risk, the Head of School should explain to the individual that if he or she does not consent to a search or “pat down,” the appropriate law enforcement authorities would be contacted immediately.
7. Weapons that are discovered as a result of a search or “pat down” will be turned over to the police. Illegal weapons include: brass knuckles, black jacks, saps, etc. The make, model, serial number, and a brief description of the weapon will be recorded on the incident report form that documents the search.

To protect the property and safety of our students, employees, and visitors, and to prevent the use and possession of firearms and weapons at GHMS, the school reserves the right to conduct a search of any employee’s work area and equipment and of any student’s work or study area. All employees and students are subject to this policy.

A search is part of an investigation. A search of an employee’s or student’s work area is not an accusation of wrongdoing. The school reserves the right to search as employee’s or student’s work area, including an office, desks, files, and lockers. All offices, desks, files, and lockers are school property, and are issued to employees and students for business use. These items can be searched at any time.

GHMS will search an employee's or student's work area for firearms or weapons only if the school has reasonable belief that the item in question is in the employee's or student's possession or under the employee's or student's control. If possible, before conducting the search, GHMS will ask the employee or student about the item in question, and will give the employee or student the opportunity to produce the item.

Refusal to submit to a search can lead to disciplinary action, including if warranted, termination of employment for employees and disciplinary action, including suspension or expulsion for students.

Reporting Suspected Child Abuse

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or an appropriate state agency (e.g. a state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Reports of Child Protective Services can be made to a local office. An employee may not delegate to or rely on another person to make the report.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the Head of School. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the Head of School before making a report to the appropriate agencies. In addition, employees must cooperate with any individual investigating suspected child abuse or neglect.

Reporting the concern to the Head of School does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or the Head of School against the desires of the duly authorized investigator is prohibited, and is subject to discipline, up to and including termination of employment.

Any questions about your responsibilities under this policy should be immediately directed to the Head of School.

Drug Free School Requirement

GHMS is committed to maintaining an environment that is drug free and alcohol free and will not tolerate the use of illegal drugs or alcohol in the workplace. GHMS prohibits the distribution, possession or use of illegal drugs and alcohol on school premises or as part of the school's activities.

Employees shall also not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours.

The drug prohibition policy includes the following:

1. Any controlled substance or dangerous drug defined by law, including, but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Any abuse of glue, aerosol paint, or any other chemical substance for inhalation, alcohol or any alcoholic beverage.
3. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs or substances.
4. An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.
5. An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use should not be considered to have violated this policy. However, employees who need to use prescription medications must adequately safeguard the medication so it is not accessible to students.

Employees who violate this policy shall be subject to disciplinary action, which may include referral to drug and/or alcohol counseling or rehabilitation programs, suspension, termination, and referral to appropriate law enforcement officials for prosecution.

Searches and Alcohol and Drug Testing

To assist GHMS in administering its drug free school policy, the school uses drug testing and searches to help administer the policy. Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places.

In addition, GHMS reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct, including the suspicion of the sale, possession, or use of controlled substances or alcohol on school property. GHMS may search the employee, the employee's personal items, work area, lockers, and private vehicles parked on school premises or work sites or used in school business.

Any controlled substance or alcohol found in an employee's possession or workspace will be confiscated. Suspected illegal substances will be turned over to appropriate law enforcement authorities. An employee may be required to furnish the school with a physician's name and/or prescription for confirmation of the prescription of a legal substance in the employee's possession. Failure to submit to a search will result in termination of employment.

If a supervisor or authorized school official has cause to believe or has a reasonable suspicion that an employee is impaired or is using illegal substances or alcohol at work, these findings and

observations shall be documented. After review and approval by the Head of School to another official designated by the Chair of the Board of Directors, the employee will be asked to consent to a test and sign a Chemical Screening Consent and Release Form. Employees who refuse to sign the form or who refuse to submit to the test are subject to discipline or terminated, depending on the circumstances.

A lab chosen by a designee of GHMS does all testing. The school determines the controlled substances for which testing is done. If an initial drug test is positive, a confirmation test is performed on the same specimen.

All results are to be kept confidential. The Head of School or other designated official informs the employee of the results. Employees with negative test results can return to work. A confirmed positive test result can subject the employee to discipline up to and including termination.

General Accounting

1. The GHMS Board of Directors formulates policies, delegates administration of the financial policies to the Head of School and reviews operations and activities. Full Board approval will be obtained for policies to be enacted.
2. The Head of School has responsibility for all non-academic operations and activities, including financial management.
3. Interim financial reports will be prepared in the modified accrual basis of accounting on a monthly basis. An annual financial report will be prepared in conformance with generally accepted accounting principles using the accrual basis of accounting.
4. Business management of GHMS will be preformed be a Business manger.
5. The Business Manger will report directly to the Head of School.
6. GHMS' fiscal year will be from July 1st through June 30th.
7. The lines of authority on the GHMS' organizational chart will be followed be all employees.
8. When the Head of School is the subject of a payment approval, approval from the Chair of the Board of Directors, or designee of the Board of Directors, is required.
9. Financial records and source documentation shall be retained for a period of seven years, unless a larger period is required be the Internal Revenue Code, Department of Instruction, or Charter Agreements with the City of Milwaukee.

Cash Receipts

1. All incoming mail that contains cash or checks will be opened by the Operations Manager, who will endorse them "For Deposit Only -- GHMS" and create a daily list of receipts. The checks or cash will then be forwarded to the Administrative Assistant, who will create a list of receipts and process the checks or cash.
2. The Head of School will periodically compare the receipt list to the deposit slips for accuracy.
3. Pre-numbered cash receipts will be completed at the time any cash is received.
4. The Operations Manager will complete a deposit slip. The deposit slip will include the name, account number, source and amount of each deposit.
5. Documentation of all receipts (copy of check, letter, etc.) will be attached to a duplicate deposit slip along with the validated bank deposit receipt and attached in the deposit book.
6. A list of all deposits and their general ledger codes will be entered into the computerized accounting program, which will then record the receipts into the general ledger system.
7. All deposits and their general will be made on the day of receipt or as soon as is practicable be the Head of School or Operations Manager.
8. Amounts not deposited will be held in a locked cabinet or safe and added to the deposit for the next day. No amount of cash will be left in the school over a weekend or during school break (e.g., winter break, spring break, or summer break).
9. All deposits will be deposited intact.
10. At the end of each month, all deposit records and check stubs will be used in bank statement reconciliations and the generation of accounting reports and reviewed by the Board Treasurer. Material variances, if any, shall be reported to the Chair of the Board.

Cash Disbursements

Check Authorization

1. All original invoices will be forwarded semi-monthly to the Administrative Assistant who will verify the accuracy of the invoice, match the purchase requisitions and delivery slips, and attach documentation to the invoice.
2. The Head of School will review and schedule invoices for payment taking into account any discount periods.

3. All invoices over \$10,000 along with all supporting documentation will be submitted by the Head of School to the Treasurer of the Board for approved invoices when signing the checks, at their discretion.

Checks

1. The Administrative Assistant will be responsible for all checks maintained at GHMS. The checks will be kept under lock and key.
2. All checks will be pre-numbered and used in sequence.
3. Checks will be prepared for an original vendor invoice whenever possible.
4. Checks will be made payable to specific payees and never to cash or bearer.
5. The Administrative Assistant will generate the two-part checks based on appropriate documentation for GHMS.
6. The Head of School, the Administrative Assistant will sign all checks. Two signatures are required on all checks over \$5,000.
7. The Operations Manager will stamp all invoices, "PAID".
8. Checks will be distributed by the Operations Manager as follows:
 - a. Original- Mailed to payee.
9. The Administrative Assistant will use the Quick Books accounting system to record all disbursements.
10. Voided checks will have "VOID" boldly written in ink across the face of the check and the signature portion of the original check will be defaced. The original of the voided check will be recorded and filed.
11. In no event will checks be:
 - a. Prepared unless these procedures are followed.
 - b. Prepared unless there is backup documentation.
 - c. Used in other than chronological order.
 - d. Signed blank.
 - e. Made out to cash or bearer.
 - f. Prepared on oral authorization.

Bank Reconciliation

1. Bank statements for GHMS will be received directly by the Board Treasurer, who will review the bank statement and cancelled checks for reasonableness. The statements will then be forwarded to the Administrative Assistant, who will immediately prepare the bank reconciliation.

2. Paid checks will be examined for date, name, amount, cancellation, and endorsement. Paid checks will be filled on a monthly basis.
3. An itemized listing of all outstanding checks for the month will be completed, retained and made available to the Treasurer of the Board upon request.
4. The reconciled bank balance will be compared to the bank account listed within the general ledger.
5. The Administrative Assistant will make note of any check outstanding greater than 60 days (30 days for payroll checks) and outstanding checks.
6. Outstanding checks greater than 6 months may be removed from the records only upon approval of the Board of Directors.
7. Material variances, if any, shall be immediately reported to the Chair of the Board.

Petty Cash

1. The school may, upon approval of the Chair of the Board, established a petty cash fund, including a change box, in an amount not greater than an amount established by the Board of Directors.
2. If established, the Administrative Assistant shall maintain the petty cash fund.
3. Any payment from petty cash shall be evidenced by a written receipt signed by the recipient of the payment, the Head of School, and the Administrative Assistant. The written receipt shall include the date, reason for payment, account code to be charged, and amount.
4. The petty cash fund may be replenished any time the total cash available is less than 50% of the total amount approved. The petty cash fund must be closed at the end of the school year and may, with approval of the Chair of the Board, be reopened the following year in an amount established by the Board of Directors.

Purchasing

Purchase Requisitions

1. Purchases may be made by direct purchase, Credit card, or purchase order as described herein. The Board of Directors may approve a school credit card in the name of the Head of School. Purchases greater than \$500 must be made by school credit card or purchase order only.
2. Purchases of less than \$1,000 may be made at the discretion of the Head of School without competitive quotations.
3. A purchase requisition form will be used for all purchases over \$500.

4. Bids or quotes are required for any purchase of a single item that costs greater than \$500, any purchase of bulk item when the total cost is greater than \$250, or any capital item. Bids or quotes are encouraged for all items.
5. All purchase requisition forms must be approved by the Head of School who will determine:
 - a. If funds are available in the budget for the expenditure.
 - b. If the expenditure is allowable under the revenue source.
 - c. If there are any special conditions for the purchase, e.g. if a check must accompany the purchase requisition form.
 - d. Determine if bids or quotes should be requested.
6. Capital items costing greater \$1,000 and not included in the annual budget require approval of the Board of Directors.
7. The Head of School, on the basis of up to three formal quotations, must approve all purchases of \$5,000 or more.
8. Approved purchase requisition will be distributed as follows:
 - a. Original- to be kept on file at the program site.
 - b. Copy sent to the vendor, if requested or necessary
9. All packing slips, receipts, or other paperwork will be signed and dated by the person accepting the delivery of goods. These will be forwarded to the Business Manager.
10. Invoices will be processed through the check approval system.

General

1. The purchase requisition files will be review monthly by the Operations Manager to determine which items have not been received. The Operations Manager will follow up on these items.
2. No Personal purchases will be made for employees. No purchases will be made for other organizations.
3. The Board of Directors must approve any variances for these procedures in writing.

Payroll

Hiring

1. The Board of Directors hires the Head of School who in turn hires the Operations Manager.
2. The Operations Manager will be responsible for seeing to it that all new employees complete the following:
 - a. W-4 form- Employee Withholding Certificate.
 - b. Insurance application forms when:

- i. Benefits are applicable.
 - ii. The employee is eligible to be enrolled in the insuring program.
 - c. Employee letter of hire.
 - d. Employment Eligibility Verification Form (I-9).
3. The Operations Manager will be responsible for giving all employees the following information:
 - a. Personnel policies and all updates.
 - b. Insurance booklets.
 - c. Time card procedures as applicable.
 - d. Travel reimbursement forms, if applicable.
4. All employees will comply with the personal policies of GHMS.
5. The Operations Manager will set up a personal file for each employee. The employment application, resume, I-9 form, and W-4 form will be placed in the personnel file.
6. The personal files will also contain letters of hire to the employee stating their current wage or annual salary.
7. Written termination notices that properly document reason for termination, unemployment will be maintained in the personnel files.
8. Physical controls will exist over personnel records that prevent their loss or view by unauthorized personnel.

Time Cards

1. Each nonexempt employee will be responsible for completing a time card on a weekly basis.
2. The Head of School shall review each completed time card, and if accurate sign, date and submit to the Operations Manager.
3. The Operations Manager will return incomplete time cards to the employee for completion or correction.

Payroll

1. The Administrative Assistant will gather all payroll information and review it with the Head of School.
2. The Administrative Assistant will be responsible for submitting accurate payroll information to the payroll service agency.
3. The Head of School will review payroll registers before payroll checks are distributed.
4. The Administrative Assistant will process claims for unemployment after review and approval by the Head of School.

5. The Administrative Assistant shall be responsible for timely and accurate submittal of payroll taxes and payment(s) for employee benefits.
6. The Administrative Assistant will periodically, but not less than monthly, reconcile payroll records with the general ledger and will assure that payroll tax withholdings have been properly transmitted. The reconciliation will be based on contracts/letters of employment, letters of employment, letters of termination and other approved payroll documents. Material variances, of any, shall immediately be reported to the Chair of the Board.
7. The Administrative Assistant, under the direction of the Head of School, will assure personally identifiable information is kept in a secure and locked place and that only individuals with a legitimate need to have access to such information is permitted said access.

Payroll Advances

There will be no payroll advances.

Travel Advances

1. All travel advance requests must be in writing and submitted to the Head of School for approval.
2. If a travel advance is approved, a check will be prepared in accordance with the "Cash Disbursements" section of this manual.
3. Travel advances will be reconciled at the end of the month in which they occur, with the regular travel reimbursement. A copy of the request will be kept for the reconciliation process. The employee must settle the advance account at the end of the month.
4. The Administrative Assistant will prepare the general journal entry reclassifying the travel advance.
5. Travel expenses incurred by the Head of School will be submitted to the Treasurer of the Board of Directors for approval.

Travel

1. The Head of School must approve all out-of-area travel in advance.
2. Each employee will complete the travel reimbursement form on a semi-monthly basis.
3. Mileage to and from an employee's residence to the location of his or her work site will not be paid by GHMS.
4. The cost of meals will only be reimbursed when an employee is in travel status. Travel meal expenses will be reimbursed at a per diem of \$35 per day or the documented cost of meals if below the per diem.

5. Reimbursement for mileage will be at the current applicable Internal Revenue Service Allowed Rate. Receipts must be attached to the travel form for lodging and common carrier (Train, Bus, Airline) transportation.
6. The Head of School will approve the travel voucher.
7. Incomplete travel forms will be returned to the employee.
8. Checks will be prepared in accordance with the "Cash Disbursements" section of this manual.
9. Travel allowances in excess of rates specified by the Internal Revenue Service must be reported as wages on IRS form W-2.

Consultants

1. Written contracts clearly defining work to be performed will be maintained by the Head of School, or designee for all consultation and contract services.
2. The qualifications of the consultants and reasonableness of fees will be considered in hiring consultants.
3. Consultant services will be paid for as work is being performed and upon receipt of an invoice.
4. The Head of School will approve all proposed consultancy contracts under \$5,000.

Property

Equipment will be defined as all items (purchased, government excess or donated with a unit cost of \$5,000 or more and useful life of more than one year.

Physical Inventory

1. The Head of School, with the help of any relevant parties, will prepare a listing of all equipment.
2. The Head of School and/or designee will take a physical inventory of all equipment sixty days prior to the end of the fiscal year, including on the listing the condition and location of the equipment and insure that all equipment is properly marked.
3. The Head of School, with the help of any relevant party, will review the property listing annually and prepare a report for the Board of Directors.
4. Inventories will be adequately safeguarded against loss, theft, or physical misuse.
5. The Head of School will be notified immediately of all cases of loss, damage or destruction of equipment and will make a report to the Board of Directors.

Purchase of Equipment

1. The Board of Directors and the appropriate funding source (if funding source requires notification) must approve all items costing \$5,000 or more.
2. Only equipment necessary to the completion of a program will be purchased for that program.
3. The purchase of equipment will comply with the procedure in the "Purchasing" section of this manual.
4. The Operations Manager will record all equipment in the general ledger. An entry must be made whenever the property is disposed of or acquired. The inventory listing will be reconciled to the general ledger on an annual basis.

Supplies

1. Supplies are the responsibility of the Operations Manager, who will keep an inventory of those supplies, which will be reviewed by the Head of School.

Capitalization Policy

It is the policy of GHMS to expense assets in the period purchased if these assets cost \$5,000 or less individually. Assets costing in excess of \$5,000 individually will be capitalized and depreciated in accordance with the school's depreciation policies. Repairs and improvements to real property and leasehold improvement will be capitalized if they cost in excess of \$5,000.

Leases

1. Legal counsel will review leases prior to submission to the Board of Directors for approval.
2. All leases will be executed and administrated by the Head of School following approval by the Board of Directors.
3. The Board of Directors must approve leases for space or items over \$5,000.
4. Leases will correspond to program years whenever possible.
5. The Operations Manager under the direction of the Head of School will keep copies of all leases on file.
6. All leases will include the statement, "All obligation of the Lessee under this lease shall terminate upon termination of funding by the Lessee from its primary funding source."

Insurance

1. The Operations Manager under the direction of the Head of School will maintain insurance policies in insurance files.
2. Insurance policies will correspond to the program year whenever possible.
3. The Head of School and the Board of Directors will carefully review insurance policies before renewal.
4. Casualty insurance coverage at limits approved by the Board of Directors will be maintained for:
 - a. Worker's compensation.
 - b. Property insurance on all facilities and equipment
 - c. Auto for owned, if any, and non-owned buildings, if any.
 - d. Boiler and machinery for owned buildings, if any.
 - e. General liability.
 - f. Educator's legal liability
 - g. Employee benefits liability
 - h. Other as required by lease agreements, if any.
 - i. Other as required by the charter school contract with the City of Milwaukee, if any.
5. The Head of School and a member of the board with knowledge of insurance shall review insurance policies before renewal.
6. The school will conduct periodic risk assessments and plans to reduce exposure to loss will be implemented as approved by the Board of Directors.

Telephones

1. Employees should limit making or receiving personal telephone calls during working hours. Employees must receive permission for long-distance calls and list the call on the "Long Distance Call Log," so they can reimburse GHMS when the bill is received.

Books and Original Entry

1. GHMS will utilize computer-based double entry bookkeeping/accounting system for all accounting for all funds.
2. The Assistant Administrator will record all receipts and disbursements in the computer-based ledger and will prepare the entry for input into the accounting system.
3. The Assistant Administrator will prepare general journal entries as needed. Adequate documentation will be maintained to support all entrees.

4. At the end of the month, the Assistant Administrator will interface the paid transactions into the general ledger, post the general journal entries in the general ledger, and prepare a trial balance.
5. Expense accounts in the general ledger will correspond to the budget, as much as possible.
6. The Head of School will review the books and trial balance at the end of the month.
7. A monthly budget status report will be generated by the Assistant Administrator, which will be reviewed by the Head of School and the Treasurer of the Board.
8. Interim financial statements will be presented to the Board of Directors on a periodic basis, but not less than quarterly.
9. The financial statement will be audited and fiscal policies and controls reviewed annually by an independent auditor selected by the Board of Directors. The Board will require that the audit be conducted in conformance with generally accepted auditing standards.

Donations, Gifts, and Fundraising

1. The Head of School must approve acceptance of gifts, with related restrictions or requirements, when such restrictions or requirements are consistent with the mission of the school and does not conflict with regulations or requirements of other funding sources/agencies.
2. The Assistant Administrator will keep record of all donations, including the donor's name, amount, date, and any restrictions related to the gift.
3. Donations will be accounted for in conformance with established procedures and as required by generally accepted accounting principles.
4. The Head of School, working with the Operations Manager, will establish procedures to assure donations and gifts are used as intended by the donor.
5. The Head of School may approve fundraising when the activity is consistent with the mission of the school and does not conflict with regulations or requirements of other funding sources/agencies.

Grants and Contracts

1. All school staff requests to solicit grant or enter into contracts through federal, state, and local or independent agencies are to be approved in advance by the Head of School.
2. The Head of School shall consider requirements for local matching funds and sustainability of objectives of a grant in the decision to approve the request. The Head of School may consult with the Assistant Administrator on fiscal matters related to the grant application.

3. The Board of Directors shall approve final grants and contracts.
4. The Head of School, working with the Operations Manager will:
 - a. Assure documentation necessary to support budgets and financial transactions related to grants and contracts are maintained and properly filled.
 - b. Assure grant and contract revenues are used only as permitted under the terms and conditions of the approval.
 - c. Supervise preparation of claims for reimbursement.

Budgets

1. The Assistant Administrator under the direction of the Head of School will prepare a budget for each school year.
2. The budget shall include all revenues and expenditures for all programs and activities of the school.
3. The budget shall list expenditures by broad categories specified by the Board of Directors and revenues by primary funding source (e.g. tuition, including charter school aid, fees, food service payments, grants and aids, etc.).
4. Supplemental information for capital items (items costing greater than \$1,000 with estimated useful life of greater than one year) and budgets for grants and contracts will be included in the annual budget and may be acted upon separately by the Board.
5. The Board of Directors shall approve the annual budget and changes to the overall budget.
6. The Head of School, with approval of the Treasurer of the Board, may reallocate expenditures within the budget so long as such reallocation does not violate terms of a grant program or charter school regulations and is consistent with the mission of the school.
7. Modification to the total budgeted revenues or expenditures requires approval of the Board of Directors.
8. A monthly review of the budget vs. actual cost will be made by the Assistant Administrator, which will be reviewed by the Head of School. Any modification to the budget required by the funding sources will be submitted and approved as needed.

Reports

1. The Assistant Administrator will prepare or supervise the preparation of fiscal claims, to be prepared in a timely manner. The food service vendor will have primary responsibility of the preparation of claims for food service reimbursements, a copy of such claims to be sent to the Assistant Administrator.
2. The food service vendor will prepare all reports required for compliance with regulations of the Child Nutrition (school lunch) Programs.

3. The Head of School will review all claims and reports prior to signing and submitting.
4. The Assistant Administrator will prepare or supervise the preparation of monthly budget reports, interim financial reports, and year-end financial statements.
5. The auditor will prepare the annual tax report, Form 990, Return of Organization Exempt form Income tax, which shall be reviewed and signed by the Chair of the Board.
6. The Assistant Administrator will advise the school of pending changes in reporting requirements and the fiscal and operational implications of such changes, if any.

Other

Accounts Receivable

1. The amount of all pledges and receivables will be recorded when received or earned during the fiscal year or within 90 days of the end of the fiscal year.
2. Documentation will be maintained for accounts receivable.
3. Invoices will be issued for any amount for which payment is not made or expected to be made within 7 days.
4. Accounts receivable will be reconciled not less than 60 days by Assistant Administrator, or trained designee.
5. The Board of Directors, such approval to be evidenced in the Board minutes, will approve any write-off of accounts receivable.
6. Loans to employees or members of the Board of Directors shall not be permitted.
7. The Head of School and the Treasurer of the Board will review accounts receivable monthly and annually.

Corporate Reports

1. The Head of School and/or Independent CPA will prepare all federal and state reports necessary for a corporation and will file them in a timely manner. The Operations Manager, under the direction of the Head of School, will maintain copies at GHMS.

Pupil Information

Accurate counting and reporting of the pupils in conformance with Department of Public Instruction (DPI) regulations is necessary to receive and retain state and federal aid to which the school is entitled.

The following procedures will help to assure students are counted and reported accurately:

1. Pupils shall be required to provide evidence of residency in the City of Milwaukee. For minor children, pupils will provide evidence of the address of their parent or guardian. Adult children may provide evidence of their personal address. Acceptable forms of evidence may include a utility bill, driver's license, rent receipt, etc.
2. The school shall secure evidence of age of enrolled pupils, such as birth certificate.
3. The Operations Manager will maintain a roster of all students in such form to capture all data necessary to meet reporting and audit requirements DPI. The Operations Manager will maintain the following pupil data.
 - a. Name and address
 - b. Date of birth
 - c. Grade in which enrolled
 - d. Date of enrollment
 - e. Attendance data
 - f. Parent/guardian name (and address if different from pupil's address)
4. The Operations Manager with assistance from other staff shall capture pupil attendance data as necessary to prove enrollment for purposes of counting students for state and federal aid. (Attendance for other school purposes may also be maintained in the same system.)
5. The Operations Manager shall prepare and file pupil count reports showing enrolment on the 3rd Friday in September and 2nd Friday in January. If the school is not in session on either of these dates, the Operations Manager will file a request for an alternate count date with the State Superintendent of Public Instruction.
6. The Operations Manager shall cause to be prepared appropriate reports of students with disabilities enrolled in the school as of December 1st of each year.
7. The Operations Manager shall assure that the food service vendor creates and maintains appropriate procedures to protect the identity of pupils eligible for free and reduced lunches.
8. The Operations Manager will assist the school in developing procedures to safeguard protected pupils information.

Food Service Program

1. The Operations Manager will assist the Board of Directors and Head of School in the selection of the food service vendor.
2. The Operations Manager will conduct a periodic audit, as required by the DPI, of food service policies and procedures to assure compliance with state and federal regulations.

3. The food service vendor will collect money for food service sales, maintain books of account, establish procedures for the safeguarding of assets, and assure compliance with all food service regulations.
4. The food service vendor will prepare and file all required reports. A copy of all reports will be provided to the Operations Manager, such reports to be available for review by the Head of School upon request.

Banking and Investments

1. The Board of Directors shall approve the bank(s) used by GHMS.
2. Banks will be selected based on physical proximity to the school, cost, references, community reputation and other factors deemed appropriate by the Board of Directors.
3. The school shall maintain up-to-date records of individuals with signature authority for financial transactions with the bank.
4. All financial transactions (e.g. deposits, check writing, investments) shall be conducted only through the bank(s) approved by the Board.
5. The Head of School shall be responsible for implementing procedures and practices to assure the safe keeping of cash and other negotiable financial instruments.
6. All negotiable instruments will be kept in a safe, locked place and out of sight while in the school, and deposited in accounts of the GHMS on a daily basis whenever possible.
7. Temporarily idle cash may be invested in instruments with a due date not greater than 12 months in bank certificates of deposits or demand deposits (e.g. savings account, money market account) of banks approved by the Board of instruments issued or guaranteed by the full faith and credit of the United States of America, unless specifically approved otherwise by the Board of Directors.
8. If securities are donated to the school, the Board of Directors shall decide whether to hold them in a brokerage account or sell them.

Attachment F

Carrie E. Driver – Johnson

Finance Manager

Resume

Carrie Driver-Johnson

N7639 Kettle Moraine Dr.
Whitewater, WI 53190
414-916-5782
sagefieldfarm@gmail.com

Education:

M.S. Loyola University of Maryland, Masters in Montessori Education: Emphasis in Montessori Primary, School Organizational Theory, Montessori and Complex Adaptive Systems (Chaos Theory), 2002

B.S. University of Wisconsin Whitewater, Biology/Chemistry, 1996

DPI License, Early Childhood Regular Education, 2007

AMI Elementary Diploma, Montessori Training Center of British Columbia, 2003

Association Montessori International (AMI) Montessori Primary Diploma, Midwest Montessori Institute, 2000

AMI Refresher Course, School Leadership, Austin, TX

Employment:

2009 - Present **Garden Homes Montessori School, Milwaukee, WI**
Administrator and Principal

2004 - 2009 **Garden Homes Montessori School, Milwaukee, WI**
Elementary Instructor and Administrator

2002 - 2004 **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher

2001 - 2002 **Saint Alcuin Montessori School of Dallas, Dallas, TX**
Middle School Science Teacher
Board Committee Member of "Bringing the Mission to Life"

1999 - 2001 **Montessori School of Lake Forest, Lake Forest, IL**
Primary / Elementary Montessori Practitioner
Strategic Planning Committee Member
Co-implementer and co-designer of Montessori Elementary Full Day Program

1998 - 1999 **Milwaukee City Wide Substitute and Long Term Primary Instructor**

Carrie Driver-Johnson
Employment Continued

1995 - 1997 **MacDowell Montessori School, Milwaukee, WI**
School Garden Coordinator and Grant Writer
School Governance Council
Strategic Planning Committee

1996 - 1997 **MacDowell Montessori School, Milwaukee, WI**
Special Education Assistant
Long-term

1995 - 1996 **MacDowell Montessori School, Milwaukee, WI**
Staff Assistant

Carrie Driver-Johnson
Additional Professional Activities

- Co-author of *Sagefield – A Montessori Erdkinder Vision*
- NAMTA conference presenter, Dallas, TX, 1992
- NAMTA Journal – *The School Garden*
- Host and Coordinator of Alcuin Montessori School Farm Experience
- AMI Conference Co-presenter: The Adolescent Farm Experience, Milwaukee, WI, 1992
- Montessori Institute of Milwaukee Board Member, Milwaukee, WI
- Co-designer of young adult internship programs for international sustainable agriculture students.
- Presenter and organizer of the Midwest Organic Sustainable Farming Conference
- Member and advisor Madison Area Community Supported Agriculture Coalition (MACSAC)
- Founding member of the Great Lakes Area Community Supported Agriculture Coalition (GLASCAC)
- Owner, Marketer, and Operator of “Peggy’s Biodynamic Garden.”
- Founding Member of the Montessori Center of Milwaukee, Milwaukee, WI
 - Advisor to Milwaukee Public School Board
 - Promoting Charter highbreds and partnership schools with community involvement.
 - Creatively pursuing Montessori teacher recruitment from within the community, and through parent education.
 - Designing Mentoring Programs for adult literacy and educational skill buildig.
 - Providing a Montessori Resource for the community, as well as information for parents about education from early childhood through adolescents.

Darlene Arnold

Montessori Educational Leader

Resume

Darlene Arnold

7010 N. 45th Street
Milwaukee, WI 53223
414-352-8662
darnold20@wi.rr.com

Education:

B.A. Ashford University, Early Childhood Administration, Currently Enrolled

AMI Diploma, Midwest Montessori Institute, 2000

Six Semesters, University of Wisconsin-Milwaukee, 1979 - 1981

Employment:

2003 - Current	Garden Homes Montessori School Director of Primary Montessori Primary Classroom Lead Teacher
2000 - 2003	New World Montessori Classroom Teacher
1993 - 2000	MacDowell Montessori Classroom Teacher
1985 - 1990	Mt. Sinai Alzheimer Adult Daycare Caretaker
1982 - 1985	Riverhills East Nursing Home Caretaker
1980 - 1982	UWM Daycare Childcare Provider

Darlene Arnold
Additional Professional Activities

- Foster Care for Milwaukee County
- Toys for Tots
- Candy Stripper at Cook Country Hospital

Mark C. Johnson

Educational Leader

Resume

Mark C. Johnson

3145 S. Vermont Ave.
Milwaukee, WI 53207
414-852-4740
markj444@gmail.com

Education:

M.S. University of Wisconsin-Whitewater, Gifted and Talented Curriculum and Instruction, 1991

B.A. Drake University, Psychology, 1973

Certified Trainer in Brain-Based Learning, Eric Jensen Learning, 2009

Teaching Certificate, Cardinal Stritch College, 1981

Elementary Montessori Certificate, Washington Montessori Institute, 1978

Employment:

2001 - Present **Garden Homes Montessori School, Milwaukee, WI**

Teacher of Record
Elementary Administrator
Primary Classroom Lead Teacher
Founded the School
Administration

2000 – 2002 **Milwaukee Public School, Milwaukee WI**
Special Education Teacher

1997 - 2002 **Milwaukee Public School, Milwaukee, WI**
Elementary Montessori Teacher

1997 - 2002 **MacDowell School Council, Milwaukee, WI**
Representative Teacher

Mark C. Johnson
Additional Professional Activities

- Published in North American Montessori Teacher's Association (NAMTA)
- Lectured for NAMTA
- Montessori Teacher Mentor

Attachment G

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Audited Financial Statements

Year Ended June 30, 2009

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Richard A. Raymaker
Steven C. Barney
Ben R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wagenen



Reilly, Penner & Benton LLP
Certified Public Accountants & Consultants

Celebrating Over 100 Years of Client Service

David A. Grotkin
Joel A. Joyce
Brian J. Mechenich
Carrie A. Gindt
Patrick G. Hoffert

Independent Auditors' Report

To the Board of Directors of
Garden Homes Montessori School

We have audited the accompanying statement of financial position of Garden Homes Montessori School as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion of these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Garden Homes Montessori School as of June 30, 2009, and the changes in net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 22, 2009 on our consideration of Garden Homes Montessori School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. 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 made for the purpose of forming an opinion on the basic financial statements of Garden Homes Montessori School taken as a whole. 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 Nonprofit Schools* and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

A large, handwritten signature in black ink that reads "Reilly, Penner & Benton, LLP".

October 22, 2009
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Financial Position
June 30, 2009

ASSETS

Current Assets:

Cash and equivalents	\$ 24,329
Prepaid Insurance	7,674
Total Current Assets	<u>32,003</u>

Property and Equipment:

Equipment and furniture	86,625
Computers and software	15,441
Leasehold improvements	5,000
Books	1,318
Construction in progress	6,065
Less: Accumulated depreciation	<u>(66,566)</u>
Net Property and Equipment	<u>47,883</u>

Total Assets	<u>\$ 79,886</u>
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LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts payable	\$ 6,066
Accrued wages	8,098
Total Current Liabilities	<u>14,164</u>

Net assets:

Unrestricted	56,786
Temporarily restricted	8,936
Total net assets	<u>65,722</u>

Total Liabilities and Net Assets	<u>\$ 79,886</u>
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The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Activities
Year Ended June 30, 2009

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Support and Revenue:			
MPS contract	\$ 1,149,618	\$ -	\$ 1,149,618
Milwaukee Parental Choice Program	164,837	-	164,837
Other grants	82,060	-	82,060
Lunch service	2,771	-	2,771
MPS before and after school program	83,559	-	83,559
Fundraising	1,833	-	1,833
Other income	772	-	772
Net assets released from restrictions	6,064	(6,064)	-
Total support and revenue	1,491,514	(6,064)	1,485,450
Expenses:			
Program:			
Wages	845,029	-	845,029
Payroll taxes	59,327	-	59,327
Rent	90,155	-	90,155
Utilities	16,679	-	16,679
Maintenance	23,054	-	23,054
Telephone	3,648	-	3,648
Classroom supplies and equipment	174,834	-	174,834
Postage	672	-	672
Fees and permits	1,455	-	1,455
Insurance	24,229	-	24,229
Transportation	585	-	585
Pupil support	42,692	-	42,692
Teacher support	21,149	-	21,149
Depreciation	18,053	-	18,053
Fundraising	2,052	-	2,052
Miscellaneous	579	-	579
Total program expense	1,324,192	-	1,324,192
General and Administration:			
Wages	104,442	-	104,442
Payroll taxes	7,333	-	7,333
Rent	911	-	911
Utilities	168	-	168
Maintenance	233	-	233
Telephone	3,648	-	3,648
Office supplies and equipment	14,124	-	14,124
Postage	671	-	671
Credit card and bank fees	1,345	-	1,345
Insurance	245	-	245
Professional fees	21,483	-	21,483
Miscellaneous	579	-	579
Total general and administrative expenses	155,182	-	155,182
Other Expenses:			
MPS contract funds refunded for prior year contracts	25,481	-	25,481
Total expenses	1,504,855	-	1,504,855
Change in net assets	(13,341)	(6,064)	(19,405)
Net assets, beginning of year	70,127	15,000	85,127
Net assets, end of year	\$ 56,786	\$ 8,936	\$ 65,722

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Cash Flows
Year Ended June 30, 2009

Cash flows from operating activities:		
Change in net assets	\$	(19,405)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		18,053
Changes in assets and liabilities:		
Receivables		47,513
Prepaid Insurance		(3,574)
Accounts payable		3,200
Accrued wages		2,851
Net cash provided by operating activities		<u>48,638</u>
Cash flows from investing activities:		
Acquisitions of property and equipment		<u>(24,932)</u>
Net decrease in cash and equivalents		23,706
Cash and equivalents, beginning of year		<u>623</u>
Cash and equivalents, end of year	\$	<u><u>24,329</u></u>

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Notes to Financial Statements
June 30, 2009

1. Significant Accounting Policies

School and Nature of Operations

Garden Homes Montessori School ("School") is a nonprofit School whose primary purpose is to provide educational services to pupils who are residents of the City of Milwaukee.

The School is supported substantially through a contract with Milwaukee Public Schools. The loss of this contract would significantly effect the School's ability to operate.

The School also participates in the Milwaukee Parental Choice Program.

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.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Schools*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time

Permanently restricted net assets – Net assets subject to donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School

Cash and Equivalents

The School considers demand deposits, savings, money market fund accounts and all highly liquid investments with an original maturity of three months or less to be cash and equivalents.

Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets, liabilities, revenues and expenses and the disclosure of contingent assets and liabilities. Actual results could differ from those estimates.

Property and Equipment

Expenditures for maintenance and repairs are charged to expense as incurred. Expenditures for property and equipment having an estimated useful life beyond one year are reported at cost and depreciated over the estimated useful life of the assets.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Notes to Financial Statements
June 30, 2009
(Continued)

1. Significant Accounting Policies (continued)

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, the School was incorporated under the nonprofit statutes of the State of Wisconsin and is not liable for Wisconsin income tax. Accordingly, no provision for income taxes has been provided.

In accordance with accounting principles generally accepted in the United States of America, the School has deferred the implementation of Financial Accounting Standards Board Interpretation (FIN) No. 48, Accounting for Uncertainty in Income Taxes. The interpretation requires additional disclosures on uncertain tax positions that may have been taken by the School. Management of the School evaluates the uncertain tax positions taken, if any, and consults with outside counsel as deemed necessary. The School does not anticipate that the eventual implementation of FIN No. 48 will have a material effect on its financial statements or note disclosures.

2. Financial Instruments

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and equivalents.

The School maintains its cash balances in one area financial institution. The School's combined deposits at the financial institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 through December 31, 2009. The School's bank balances may exceed FDIC coverage at various times during the year.

3. Related Party Transactions

Garden Homes Montessori School paid rent amounting to \$85,000 during the year to Garden Homes Lutheran Church. The Church's Pastor and two Elders of the Church are members of the School's Board of Directors.

The School has several employees that are related to each other. The Principal is married to the Head of School. They have three children who work are employees of the School. In addition to this family, there are 12 employees that are related either through marriage and/or children.

4. Subsequent Events

Management of the School has evaluated all subsequent events through October 22, 2009, for possible inclusion as a disclosure in the Financial Statements. The School has no subsequent events that require disclosure in the Financial Statements.

5. Concentrations

The School maintains cash balances at Milwaukee area financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. From time to time, the School's deposits may exceed the insured limit.

During the current year, the School received approximately 98 percent of its revenue from three sources.

6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes as of June 30, 2009:

Playground	\$ <u>8,936</u>
------------	-----------------

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2009

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA <u>Number</u>	Federal <u>Expenditures</u>
Milwaukee Public Schools Grant – All Local Funds	None	\$1,149,618

Note 1. Basis of Presentation

The accompanying schedule of federal awards is presented using the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Schools*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the basic financial statements.

Richard A. Raymaker
Steven C. Barney
Ben R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wagenen



Reilly, Penner & Benton LLP
Certified Public Accountants & Consultants

Celebrating Over 100 Years of Client Service

David A. Grotkin
Joel A. Joyce
Brian J. Mechenich
Carrie A. Gindt
Patrick G. Hoffert

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Garden Homes Montessori School
Milwaukee, Wisconsin

We have audited the financial statements of Garden Homes Montessori School as of and for the year ended June 30, 2009, and have issued our report thereon dated October 22, 2009. 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

Our consideration of the internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with accounting principles generally accepted in the United States of America, such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control. We consider the deficiencies described in the accompanying schedule of findings and responses to be significant deficiencies in internal control over financial reporting. (2009-1, 2009-2, 2009-3, 2009-4 and 2009-5.)

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, of the significant deficiencies described above, we consider all of the items to be material weaknesses.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

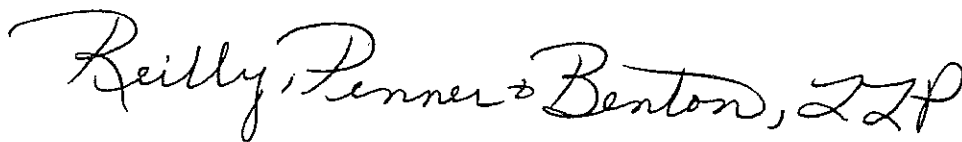
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, 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 instances of noncompliance that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as item 2009-5.

The School's response to the findings identified in our audit are described in the accompanying schedule of findings and responses. We did not audit the School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management, Board of Directors, others within the School, and Milwaukee Public Schools and is not intended to be and should not be used by anyone other than these specified parties.



October 22, 2009
Milwaukee, Wisconsin

Richard A. Raymaker
Steven C. Barney
Ben R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wagenen



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

To the Board of Directors of Garden Homes Montessori School
Milwaukee, Wisconsin

Compliance

We have audited the compliance of Garden Homes Montessori School 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, 2009. Garden Homes Montessori School's major federal programs are identified in the summary of auditor's 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 Garden Homes Montessori School's management. Our responsibility is to express an opinion on Garden Homes Montessori School'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, *Audits of States, Local Governments and Nonprofit Schools*. 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 Garden Homes Montessori School'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 Garden Homes Montessori School's compliance with those requirements.

In our opinion, Garden Homes Montessori School 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, 2009.

Internal Control Over Compliance

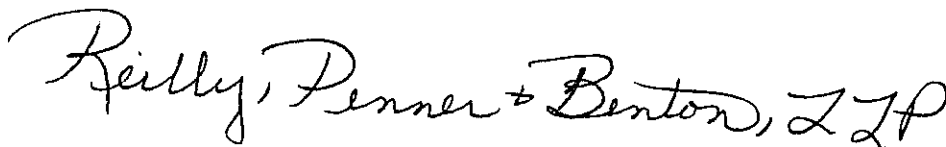
The management of Garden Homes Montessori School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Garden Homes Montessori School's internal control over compliance with the 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, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Garden Homes Montessori School's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in Garden Homes Montessori School's internal control that might be significant deficiencies or material weaknesses as defined below. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A control deficiency in Garden Homes Montessori School's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects Garden Homes Montessori School's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by Garden Homes Montessori School's internal control. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2008-1 to be a significant deficiency.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by Garden Homes Montessori School's internal control. We did not consider any of the deficiencies described in the accompanying schedule of findings and questioned costs to be material weaknesses.

This report is intended for the information of the audit committee, management and federal, state and local awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



October 22, 2009
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2009

Finding 2008-1

Segregation of Duties

The School operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the School. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individuals is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the School's financial affairs.

Finding 2008-2

Documentation of Expenses

During our audit, we noticed that the School's debit card transactions did not always have a receipt attached to them. We recommend that the School implement a policy that all debit card purchases have all receipts attached to the monthly bank statement as well as an explanation for expenses on all receipts. We also noted that with the use of the debit card, no one approved these transactions other than the person who used the card. We recommend that someone outside this process approve all debit card transactions. In addition, we noted a couple of disbursements that were not supported by a receipt.

Finding 2008-3

Significant Adjustments

One or more audit adjustments were required to prevent the School's financial statements from being materially misstated. This is indicative that management may not possess the expertise to properly record some of the School's financial transactions in accordance with accounting principles generally accepted in the United States of America. This condition represents a significant deficiency in internal controls. We recommend that management review the nature of these entries in order to determine if this type of adjustment could be made during the year as part of the ordinary financial reporting process. This would reduce the likelihood of this comment in the future and also increase the accuracy of interim financial statements.

Finding 2008-4

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with accounting principles generally accepted in the United States of America. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings (continued)

Year Ended June 30, 2009

Finding 2008-5

Section C of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with items 4, 5, 6, 7, and 13 of the contract. Items 1, 2, 3, 12, and 14 cannot be determined if compliance was achieved at this time. MPS official report card with all performance results for the district for the 2007-2008 school year will not be available until December of 2008.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2009

Finding 2009-1

Segregation of Duties

The School operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the School. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individuals is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the School's financial affairs.

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Finding 2009-3

Significant Adjustments

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Finding 2009-4

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with accounting principles generally accepted in the United States of America. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2009

Finding 2009-5

- A. Section C of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with item 11 of the contract. Items 1, 2 and 3 were in partial compliance. Not all early childhood students scored proficient or advanced in reading, writing and math. Items 13 and 14 can not be determined if compliance was achieved at this time. MPS official report card with all performance results for the district for the 2008-2009 school year will not be available until January of 2010.

Management's Response

See separate report from management.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009

A. Summary of Auditor's Results

Financial Statements

- | | |
|--|-------------|
| 1. Type of auditor's report issued: | Unqualified |
| 2. Internal control over financial reporting: | |
| a. Significant deficiencies identified not considered to be a material weakness? | No |
| b. Material weaknesses identified? | Yes |
| 3. Noncompliance material to financial statements noted? | No |

Federal Awards

- | | |
|---|-------------|
| 4. Internal control over major programs: | |
| a. Significant deficiencies identified not considered to be a material weakness? | Yes |
| b. Material weaknesses identified? | No |
| 5. Type of auditor's report issued on compliance for major programs: | Unqualified |
| 6. Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? | Yes |
| 7. Identification of major programs: | |

CFDA Number(s)	Name of Federal Program or Cluster
None	See Schedule of Federal Awards

- | | |
|---|------------------|
| 8. Dollar threshold used to distinguish between type A and type B programs: | <u>\$300,000</u> |
| 9. Auditee qualified as low-risk auditee? | No |

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009

B. Financial Statement Findings

See Pages 14-15

C. Federal Award Findings

Finding 2009-1 – Page 14

Garden Homes Montessori School

2475 West Roosevelt Drive, Milwaukee, Wisconsin 53209

Ph: 414.444.9024 Fax: 414.444.5782 Cell: 414.916.5782

Management's Response Regarding Findings Of

Independent Auditors' Report By

Reilly, Penner & Benton LLP CPA

For the year ending June 30, 2009

Finding 2009-1

Segregation of Duties

Management duties are spread out throughout the professional staff at Garden Homes Montessori School. In response to Finding 2009-1 we have begun to document this segregation of duties as well as document the implementation of these duties. These duties have expanded to the addition of a third person that is integrated into the accounting and reporting function. This person is the operations manager. The board of directors approves all major expenditures and is pre approved through the budget process. The budget is reviewed four times a year. Classroom supplies are budget and have teacher input. Each classroom has a budget for the school year. All classroom expenditures are pre approved by the Head of School for expenditures over \$100.00. The Head of School, the Administrative Assistant and an additional person that writes out the checks review receipts for classroom supplies.

Finding 2009-2

Documentation of Expenses

Documentation of expenses was carried out by having all expenditures conform to the annual, semi-annual, and adjusted budgets. When the receipts for these expenditures come in they are checked against the budget and budget categories which was established ahead of the expenditure. The receipts are attached to a receipt book in chronological order by date to facilitate easy access. We have adjusted our Documentation of Expenses process to include documentation of the fact they have been approved and documented. Persons other than the one making the purchase will document and sign off on receipts. Debit card purchase receipt have budget codes and

explanations indicated on the receipts and are pre approved by the Head of School the Head of School reviews the receipts for adherence to the budget and adequate explanation. The receipts are kept in a three ring binder in chronological order with copies attached to the debit card statement. If a receipts are found missing when the statement comes in they will be indicated with a post it note and tracked down immediately.

Finding 2009-3

Significant Adjustments

Two areas of adjustment were depreciation and segregating employee expenses (social security, Medicare, and unemployment taxes) into administrative and direct education expenses. Adjustments have been made to include depreciation. Segregating the expenses into educational and non-educational was done on the proposed and actual budget statements to MPS. These expenses were not segregated out on the monthly books as we used the statements as they came from the payroll preparation contractor. Our process now includes segregating these expenses out on a monthly basis. The Assistant Administrator continues work with Reilly, Penner & Benton LLP to maintain appropriated recordkeeping practices that will limit the need for adjustments at the end of the year.

Finding 2009-4

Preparation of Financial Statements

Garden Homes Montessori School continues to require assistance from the firm Reilly, Penner, and Benton LLP in preparing our financial statements and disclosures as we continue to develop and peruse the necessary expertise in this area. The Administrative Assistant had and will continue to work with Reilly, Penner, and Benton LLP.

Finding 2009-5

A. GHMS is currently assessing the compliance to the MPS performance criteria and will write a separate report.

Respectfully Submitted,

Carrie E. Driver-Johnson

Head of School

Garden Homes Montessori School

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Audited Financial Statements

Year Ended June 30, 2008

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Reilly, Penner & Benton LLP
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Richard A. Raymaker
Steven C. Barney
Steven R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wageningen
David A. Grotkin

Independent Auditors' Report

To the Board of Directors of
Garden Homes Montessori School

We have audited the accompanying statement of financial position of Garden Homes Montessori School as of June 30, 2008, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion of these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Garden Homes Montessori School as of June 30, 2008, and the changes in net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated November 3, 2008 on our consideration of Garden Homes Montessori School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. 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 made for the purpose of forming an opinion on the basic financial statements of Garden Homes Montessori School taken as a whole. 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 Nonprofit Organizations* and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

November 3, 2008
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Financial Position
June 30, 2008

ASSETS

Current Assets:

Cash and equivalents	\$	623
Receivables - MPS		47,513
Prepaid Insurance		4,100
Total Current Assets		<u>52,236</u>

Property and Equipment:

Equipment and furniture		72,726
Computers and software		10,473
Leasehold improvements		5,000
Books		1,318
Less: Accumulated depreciation		<u>(48,513)</u>
Net Property and Equipment		<u>41,004</u>

Total Assets	\$	<u><u>93,240</u></u>
---------------------	----	----------------------

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts payable	\$	2,866
Accrued wages		5,247
Total Current Liabilities		<u>8,113</u>

Net assets:

Unrestricted		70,127
Temporarily restricted		15,000
Total net assets		<u>85,127</u>

Total Liabilities and Net Assets	\$	<u><u>93,240</u></u>
---	----	----------------------

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Activities
Year Ended June 30, 2008

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenue:			
MPS grant	\$ 1,131,174	\$ -	1,131,174
Milwaukee Parental Choice Program	81,263	-	81,263
Other grants	25,278	15,000	40,278
Lunch service	4,247	-	4,247
MPS before and after school program	92,188	-	92,188
Fundraising	1,865	-	1,865
Other income	115	-	115
Total revenue	1,336,130	15,000	1,351,130
Expenses:			
Program:			
Wages	823,710	-	823,710
Payroll taxes	58,642	-	58,642
Rent	83,371	-	83,371
Utilities	14,790	-	14,790
Maintenance	17,511	-	17,511
Telephone	2,495	-	2,495
Classroom supplies and equipment	143,223	-	143,223
Postage	289	-	289
Fees and permits	1,499	-	1,499
Insurance	29,341	-	29,341
Pupil support	43,261	-	43,261
Teacher support	31,994	-	31,994
Depreciation	20,399	-	20,399
Total program expense	1,270,525	-	1,270,525
General and Administration:			
Wages	101,807	-	101,807
Payroll taxes	7,248	-	7,248
Rent	842	-	842
Utilities	149	-	149
Maintenance	177	-	177
Telephone	2,495	-	2,495
Office supplies and equipment	10,005	-	10,005
Postage	289	-	289
Credit card and bank fees	684	-	684
Insurance	296	-	296
Professional fees	13,471	-	13,471
Total general and administrative expenses	137,463	-	137,463
← Fundraising	523	-	523
Change in net assets	(72,381)	15,000	(57,381)
Net assets, beginning of year	142,508	-	142,508
Net assets, end of year	\$ 70,127	\$ 15,000	\$ 85,127

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Cash Flows
Year Ended June 30, 2008

Cash flows from operating activities:		
Change in net assets	\$	(57,381)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		20,399
Changes in assets and liabilities:		
Receivables		11,722
Prepaid insurance		(767)
Accounts payable		2,406
Cash overdraft		(15,580)
Accrued wages		(2,420)
Payroll taxes payable		(1,544)
Net provided by operating activities		<u>14,216</u>
Cash flows from investing activities:		
Acquisitions of property and equipment		<u>(1,000)</u>
Net decrease in cash and equivalents		(44,165)
Cash and equivalents, beginning of year		<u>44,788</u>
Cash and equivalents, end of year	\$	<u><u>623</u></u>

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI

Milwaukee, Wisconsin

Notes to Financial Statements

June 30, 2008

1. Significant Accounting Policies

Organization and Nature of Operations

Garden Homes Montessori is a nonprofit organization whose primary purpose is to provide educational services to pupils who are residents of the City of Milwaukee.

The organization is supported substantially through a contract with Milwaukee Public Schools. The loss of this contract would significantly affect the School's ability to operate.

The Organization also participates in the Milwaukee Parental Choice Program.

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.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time

Permanently restricted net assets – Net assets subject to donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School

Cash and Equivalents

The School considers demand deposits, savings, money market fund accounts and all highly liquid investments with an original maturity of three months or less to be cash and equivalents.

Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets, liabilities, revenues and expenses and the disclosure of contingent assets and liabilities. Actual results could differ from those estimates.

Property and Equipment

Expenditures for maintenance and repairs are charged to expense as incurred. Expenditures for property and equipment having an estimated useful life beyond one year are reported at cost and depreciated over the estimated useful life of the assets.

GARDEN HOMES MONTESSORI
Milwaukee, Wisconsin

Notes to Financial Statements
June 30, 2008
(Continued)

2. Financial Instruments

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and equivalents.

The School maintains its cash balances in one area financial institution. The School's combined deposits at the financial institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 through December 31, 2009. The School's bank balances may exceed FDIC coverage at various times during the year.

3. Related Party Transactions

Garden Homes Montessori School paid rent of \$80,000 during the year to Garden Homes Lutheran Church. The Church's Pastor and two Elders of the Church are members of the School's Board of Directors.

The School has several employees that are related to each other. The Principal is married to the Head of School. They have three children who work at the School. In addition to this family, there are 12 employees that are related either through marriage and/or through children.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2008

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA <u>Number</u>	Federal <u>Expenditures</u>
MPS Grant – All Local Funds	None	\$1,131,174

Note 1: Basis of Presentation

The accompanying schedule of federal awards is presented using the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the basic financial statements.



Reilly, Penner & Benton LLP
Certified Public Accountants & Consultants

1907 – Celebrating 100 Years of Client Service – 2007

Richard A. Raymaker
Steven C. Barney
Steven R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wageningen
David A. Grotkin

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Garden Homes Montessori School
Milwaukee, Wisconsin

We have audited the financial statements of Garden Homes Montessori School as of and for the year ended June 30, 2008, and have issued our report thereon dated November 3, 2008. 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Organization's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

Our consideration of the internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Organization's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Organization's financial statements that is more than inconsequential will not be prevented or detected by the Organization's internal control. We consider the deficiencies described in the accompanying schedule of findings and responses to be significant deficiencies in internal control over financial reporting. (2008-1, 2008-2, 2008-3, and 2008-4.)

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Organization's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, of the significant deficiencies described above, we consider all of the items to be material weaknesses.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

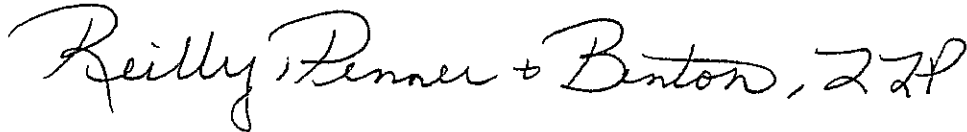
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, 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 instances of noncompliance that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as item 2008-5.

The Organization's response to the findings identified in our audit are described in the accompanying schedule of findings and responses. We did not audit the Organization's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management, Board of Directors, others within the Organization, and Milwaukee Public Schools and is not intended to be and should not be used by anyone other than these specified parties.



November 3, 2008
Milwaukee, Wisconsin



Reilly, Penner & Benton LLP
Certified Public Accountants & Consultants

1907 – Celebrating 100 Years of Client Service – 2007

Richard A. Raymaker
Steven C. Barney
Steven R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wagenen
David A. Grotkin

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

To the Board of Directors of Garden Homes Montessori School
Milwaukee, Wisconsin

Compliance

We have audited the compliance of Garden Homes Montessori School 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, 2008. Garden Homes Montessori School's major federal programs are identified in the summary of auditor's 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 Garden Homes Montessori School's management. Our responsibility is to express an opinion on Garden Homes Montessori School'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, *Audits of States, Local Governments and Nonprofit 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 Garden Homes Montessori School'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 Garden Homes Montessori School's compliance with those requirements.

In our opinion, Garden Homes Montessori School 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, 2008.

Internal Control Over Compliance

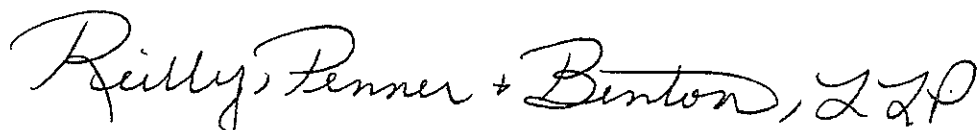
The management of Garden Homes Montessori School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Garden Homes Montessori School's internal control over compliance with the 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, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Garden Homes Montessori School's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in Garden Homes Montessori School's internal control that might be significant deficiencies or material weaknesses as defined below. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A control deficiency in Garden Homes Montessori School's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects Garden Homes Montessori School's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by Garden Homes Montessori School's internal control. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2008-1 to be a significant deficiency.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by Garden Homes Montessori School's internal control. We did not consider any of the deficiencies described in the accompanying schedule of findings and questioned costs to be material weaknesses.

This report is intended for the information of the audit committee, management and federal, state and local awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



November 3, 2008
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2008

Finding 2007-1

Segregation of Duties

The Organization operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the Organization. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individual is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the Organization's financial affairs.

Finding 2007-2

Reconciliation of Cash Accounts

The Organization had not reconciled its checking account from the amount shown on its financial statements as of June 30, 2007. As a result, an audit adjustment was required to accurately state the checking account balance. In order to maintain adequate internal controls and to ensure that financial information presented to management is accurate, it is critical that cash accounts be reconciled monthly on a timely basis.

Finding 2007-3

Documentation of Expenses

During our audit, we noticed that the School's debit card transactions did not always have a receipt attached to them. We recommend that the School implement a policy that all debit card purchases have all receipts attached to the monthly bank statement as well as an explanation for expenses on all receipts. We also noted that with the use of the debit card, no one approved these transactions other than the person who used the card. We recommend that someone outside this process approve all debit card transactions. In addition, we noted a couple of disbursements that were not supported by a receipt.

Finding 2007-4

Significant Adjustments

One or more audit adjustments were required to prevent the Organization's financial statements from being materially misstated. This is indicative that management may not possess the expertise to properly record some of the Organization's financial transactions in accordance with generally accepted accounting principles. This condition represents a significant deficiency in internal controls. We recommend that management review the nature of these entries in order to determine if this type of adjustment could be made during the year as part of the ordinary financial reporting process. This would reduce the likelihood of this comment in the future and also increase the accuracy of interim financial statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings (continued)

Year Ended June 30, 2008

Finding 2007-5

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with generally accepted accounting principles. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

Finding 2007-6

- A. Section I(D) – Item #9 of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with items 9 (a), (b), (c), (d) and (f) of the contract.
- B. Section I(P) – item # 4 of the contract with Milwaukee Public Schools requires that the School maintain adequate source records, including, but not limited to, invoices, payroll records, time sheets, and receipts. In several instances, the School did not have receipts for disbursements made, particularly receipts to support credit and debit card transactions.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2008

Finding 2008-1

Segregation of Duties

The Organization operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the Organization. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individual is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the Organization's financial affairs.

Finding 2008-2

Documentation of Expenses

During our audit, we noticed that the School's debit card transactions did not always have a receipt attached to them. We recommend that the School implement a policy that all debit card purchases have all receipts attached to the monthly bank statement as well as an explanation for expenses on all receipts. We also noted that with the use of the debit card, no one approved these transactions other than the person who used the card. We recommend that someone outside this process approve all debit card transactions. In addition, we noted a couple of disbursements that were not supported by a receipt.

Finding 2008-3

Significant Adjustments

One or more audit adjustments were required to prevent the School's financial statements from being materially misstated. This is indicative that management may not possess the expertise to properly record some of the School's financial transactions in accordance with generally accepted accounting principles. This condition represents a significant deficiency in internal controls. We recommend that management review the nature of these entries in order to determine if this type of adjustment could be made during the year as part of the ordinary financial reporting process. This would reduce the likelihood of this comment in the future and also increase the accuracy of interim financial statements.

Finding 2008-4

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with generally accepted accounting principles. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2008

Finding 2008-5

- A. Section C of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with items 4, 5, 6, 7, and 13 of the contract. Items 1, 2, 3, 12, and 14 can not be determined if compliance was achieved at this time. MPS official report card with all performance results for the district for the 2007-2008 school year will not be available until December of 2008.

Management's Response

See separate report from management.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2008

A. Summary of Auditor's Results

Financial Statements

- | | |
|--|-------------|
| 1. Type of auditor's report issued: | Unqualified |
| 2. Internal control over financial reporting: | |
| a. Significant deficiencies identified not considered to be a material weakness? | No |
| b. Material weaknesses identified? | Yes |
| 3. Noncompliance material to financial statements noted? | No |

Federal Awards

- | | |
|---|-------------|
| 4. Internal control over major programs: | |
| a. Significant deficiencies identified not considered to be a material weakness? | No |
| b. Material weaknesses identified? | Yes |
| 5. Type of auditor's report issued on compliance for major programs: | Unqualified |
| 6. Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? | Yes |
| 7. Identification of major programs: | |

CFDA Number(s)	Name of Federal Program or Cluster
----------------	------------------------------------

None	See Schedule of Federal Awards
------	--------------------------------

- | | |
|---|------------------|
| 8. Dollar threshold used to distinguish between type A and type B programs: | <u>\$300,000</u> |
| 9. Auditee qualified as low-risk auditee? | No |

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2008

B. Financial Statement Findings

See Pages 14-15

C. Federal Award Findings

Finding 2008-1 – Page 14

Garden Homes
Montessori School

2475 West Roosevelt Drive
Milwaukee, Wisconsin 53190
Phone: 414-444-9024
Fax: 414-444-5784
Cell: 414-852-4740

November 14, 2008

Manager's Response to Schedule of Findings
Year ending June 30, 2008

Finding 2008-1

Segregation of Duties

In the matter of financial reporting and segregation of duties the following process is in place. All major expenditures are pre-approved through the budget process. The budget is approved by the Garden Homes Community Montessori School Board of Directors. The budget is reviewed three times a year. Classroom supplies are budgeted. Each classroom has a budget. All classroom supply expenditures are pre-approved by the Head of School for expenditures over \$100.00. Receipts for classroom supplies are reviewed by the Head of School for compliance with the budget.

Finding 2008-2

Documentation of Expenses- 2

All debit card purchase receipts have budget codes and explanations indicated on the receipts and are pre approved by the head of school. Head of school will review the receipts for adherence to the budget and adequate explanation. Currently the receipts are kept in a three ring binder. The credit card statements are kept in a three ring binder. Both are organized in chronological order. As per the audit finding, they will be kept together in the same three ring binders with the receipts behind each statement. If any receipts are found missing when the statement comes in they will be indicated with a post it and be tracked down immediately.

Finding 2008- 3

Significant Adjustments.

In response to this finding the Head of School has attended an MPS Principals and Administrators Finance Training November 2008. In addition outside services for additional help with accounting will be pursued.

Finding 2008- 4

Preparation of Financial Statements

Garden Homes Montessori School has had statements and disclosures prepared by the firm Reily, Penner, and Benton LLP. In the future we will establish the expertise to do the statements and disclosures internally.

Finding 2008-5

Performance Criterion.

Performance Criterion can not be compared at this time because the MPS official report card against which the school performance is compared has not come out yet.

Respectfully,

Carrie E. Driver-Johnson
Head of School
Garden Homes Montessori School

Attachment H

Garden Homes Montessori School One-Year Operation Budget: Optimal Enrollment Plan

Comments and Underlying Assumptions

Major Assumptions:	Optimal	Minimum	
Number of Students	310.00	255	5 primary/ 5 lower el /2 upper el
Number of Teachers	16.00	14	(30+50) + 175 +60 = 315 max + 40 W2
Reviews:			(30+50) + 140 +30 = 255 max + 40 W2
Classrooms	12	11	
State Funding / Student	\$2,410,250.00	\$1,982,625.00	7775.00 *310 = 2,400,020.00
State Charter Implementation Grant	\$250,000.00	\$250,000.00	classroom materials
Grants and Fundraising	\$88,000.00	\$88,000.00	current school average per year
W2 Child Care (K3)	\$520,000.00	\$520,000.00	40 children * \$250 per week * 52 weeks
Title(I IIA, IID IV)	\$306,900.00	\$252,450.00	# of student *990
IDEA	\$0.00	\$0.00	no funds first year
Food Service Reimbursement	\$247,752.00	\$201,960.00	\$4.44 * 340 * 180 =\$
Total Revenues	\$3,822,902.00	\$3,295,035.00	
EXPENDITURES			
Staff Salaries			
Head of School	\$124,000.00	\$124,000.00	
Development Director	\$52,000.00	\$50,000.00	
IDEA	\$37,200.00	\$30,000.00	10% student population *\$1200
Teachers	\$965,000.00	\$865,000.00	
Assistants /Support Staff	\$300,000.00	\$255,000.00	
Administrative Assistants	\$44,000.00	\$40,000.00	
Social Worker/Counselor	\$30,000.00	\$0.00	
Operations Manager	\$55,000.00	\$55,000.00	
Business Manager/ Title Funds	\$46,000.00	\$30,000.00	
Total Salaries	\$1,653,200.00	\$1,449,000.00	
Total Benefits	\$462,896.00	\$405,720.00	salaries * 0.28
Total Staffing	\$2,116,096.00	\$1,854,720.00	
Classroom Materials:			
Books and Instructional Materials	\$330,000.00	\$300,000.00	30,000 * 11 Classrooms (Montessori Materials)
Classroom Supplies	\$66,000.00	\$54,000.00	6,000 * 11
Student Computers and Software	\$50,000.00	\$40,000.00	
Montessori Classroom Consumables	\$13,200.00	\$10,800.00	1,200 *11
Student Instructional Technology	\$10,000.00	\$6,000.00	
Developmental Studies Center	\$25,000.00	\$20,000.00	
Reading, Language, Math & Science	\$25,000.00	\$20,000.00	
Total Classroom Materials	\$519,200.00	\$450,800.00	
Pupil Support			
Staff Development	\$50,000.00	\$20,000.00	
Parent outreach	\$25,000.00	\$15,000.00	
Student recruitment and school marketing	\$10,000.00	\$8,000.00	
Testing	\$10,000.00	\$8,000.00	
Total Pupil Supplies	\$95,000.00	\$51,000.00	
Office Supplies			
Office Supplies	\$25,000.00	\$25,000.00	
Staff Computers and Software (#5staff)	\$16,000.00	\$10,000.00	
Postage	\$1,200.00	\$1,200.00	
Total Office Supplies	\$42,200.00	\$36,200.00	
Services & Contracts			
Audit and according	\$45,000.00	\$45,000.00	
Payroll service	\$12,000.00	\$8,000.00	
Educational psychologist/testing specialist	\$30,000.00	\$15,000.00	
Computer and database technical support	\$40,000.00	\$40,000.00	
Legal	\$20,000.00	\$15,000.00	
Waste disposal	\$7,800.00	\$7,800.00	

Copier lease	\$7,200.00	\$7,200.00	
Internet service	\$0.00	\$0.00	free roadrunner
Local area network & firewall	\$6,000.00		
Copier and Printers			included in office supplies
City of Milwaukee School Audit Service	\$48,205.00	\$39,652.50	.02*#*7775
Cleaning Service	\$13,000.00	\$13,000.00	classrooms are cleaned by staff
Telephone	\$10,000.00	\$10,000.00	
Security Alarm	\$12,000.00	\$5,000.00	
Total Services & Contracts	\$251,205.00	\$205,652.50	
Total Insurance	\$48,000.00	\$35,000.00	
Food Service			
Lunch/Breakfast 100%	\$279,720.00	\$235,764.00	#+(40)*180 *4.44
Total Food Service	\$279,720.00	\$235,764.00	
School Facilities			
Lease	\$98,000.00	\$98,000.00	
Utilities	\$40,000.00	\$40,000.00	
Maintenance	\$25,000.00	\$25,000.00	
Furniture (Classrooms, office, Multi-purpose)			included in classroom/office costs
Remodelling (leasehold improvement)	\$80,000.00	\$40,000.00	
Lease first and last months rent down payment	\$0.00	\$0.00	
Total School Facilities	\$243,000.00	\$203,000.00	
W2Child Care Summer Program			
Teacher hourly fees/curriculum/equipment	\$123,000.00	\$123,000.00	
School Summer Program	\$123,000.00	\$123,000.00	
Contingency Fund			
Total Contingency Fund	\$105,481.00	\$99,898.50	
TOTAL REVENUES	\$3,822,902.00	\$3,295,035.00	
TOTAL EXPENDITURES	\$3,822,902.00	\$3,295,035.00	
SURPLUS (DEFICIT)	\$0.00	\$0.00	

Attachment I

Garden Homes Montessori School Year 1 Monthly Cash Flow: Optimal Enrollment Plan

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun	Total	Annual Budget	Balance
Revenues													\$-	\$-	Accrued
W/ child care K3 funding	43333	43333	43333	43333	43333	43333	43333	43333	43333	43333	43333	43333	\$520,000.00	\$520,000.00	\$-
Line of Credit	200000														
State Charter	0	0	602563.5			602562.5		603562.5				602562.5	\$3,410,250.00	\$2,410,250.00	\$-
Implementation Grant	250000												\$350,000.00	\$350,000.00	\$-
Title Funds	0					76725				76725		76725	\$230,375.00	\$230,375.00	\$76,723.00
Food Service 4.44 per day	0	0	0	0	30969	30969	30969	30969	30969	30969	30969	30969	\$247,732.00	\$247,732.00	
IDEA	0	0	0	0	0	0	0	0	0	0	0	0	\$-	\$-	
Fundraising	43000				43000								\$88,000.00	\$88,000.00	
Total Revenues	\$828,333.00	\$433,233.00	\$645,815.50	\$433,233.00	\$74,302.00	\$753,399.50	\$74,302.00	\$478,844.50	\$74,302.00	\$151,027.00	\$74,302.00	\$753,399.50	\$3,746,177.00	\$3,823,997.00	\$76,723.00
EXPENDITURES													\$-	\$-	
Salaries													\$-	\$-	
Head of School	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$10,333.00	\$124,000.00	\$124,000.00	
Teachers	\$0.00	\$0.00	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$80,416.66	\$243,250.00	\$243,250.00	
Assistant/Support Staff	\$40,000.00	\$40,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$300,000.00	\$300,000.00	
Admin Assistants	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$3,667.00	\$44,000.00	\$44,000.00	
Operations Managers	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$4,584.00	\$55,000.00	\$55,000.00	
School Counselor	\$0.00	\$0.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$30,000.00	\$30,000.00	
IDEA			\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$3,100.00	\$37,200.00	\$37,200.00	\$37,200.00
Business Manager/Title Funds	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$3,033.34	\$36,000.00	\$36,000.00	
Development Director	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$4,334.00	\$52,000.00	\$52,000.00	
	\$66,793.34	\$66,793.34	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$124,768.00	\$300,793.40	\$1,453,200.00	
Benefits													\$-	\$-	
Retirement													\$-	\$-	
Health													\$-	\$-	
FICA													\$-	\$-	
Other													\$-	\$-	
28%	\$38,690.38	\$38,690.38	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$37,735.04	\$462,366.62	\$462,366.62	
Classroom Materials													\$-	\$-	
Books and Instructional Materials	100000			100000				130000					\$730,000.00	\$330,000.00	
Classroom Supplies		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$66,000.00	\$66,000.00	
Nonclassroom Consumables		\$650		\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$13,200.00	\$13,200.00	
Student Computers and Software				\$20000			\$30000					\$10000	\$50,000.00	\$50,000.00	
Developmental Student Center								\$25000				\$25000	\$50,000.00	\$50,000.00	
Student Instructional Technology							\$10000						\$10,000.00	\$10,000.00	
Teacher Computers & Software			\$16000										\$16,000.00	\$16,000.00	
Classroom Totals	\$100,000.00	\$7,150.00	\$21,500.00	\$138,150.00	\$7,150.00	\$21,150.00	\$7,350.00	\$142,150.00	\$7,150.00	\$7,150.00	\$5,500.00	\$5,000.00	\$933,200.00	\$933,200.00	\$933,200.00
Pupil Support													\$-	\$-	
Assessment fees				\$10,000.00									\$10,000.00	\$10,000.00	
Parent Involvement & School Funding	\$5,000.00											\$5,000.00	\$10,000.00	\$10,000.00	
Staff Development			\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,300.00	\$50,000.00	\$50,000.00	\$50,000.00	
Parent out reach		\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,300.00	\$25,000.00	\$25,000.00	\$25,000.00	
Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Pupil Support Totals	\$5,000.00	\$0.00	\$2,500.00	\$32,500.00	\$2,500.00	\$2,500.00	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$5,000.00	\$95,000.00	\$95,000.00	
Office Supplies													\$-	\$-	
Office supplies		\$500		\$500			\$500					\$500	\$2,000.00	\$2,000.00	
Staff Computers & Software													\$-	\$-	
Postage	\$0.00						\$600						\$1,200.00	\$1,200.00	
Office Supplies Totals	\$-	\$5,000.00	\$-	\$5,000.00	\$-	\$-	\$5,000.00	\$2,000.00	\$-	\$5,000.00	\$-	\$5,000.00	\$26,200.00	\$26,200.00	
Services & Contracts													\$-	\$-	
Audit/Accounting						\$25000						\$20000	\$45,000.00	\$43,000.00	
Payroll Service			\$1000	\$1000	\$1000	\$1000	\$1000	\$1000	\$1000	\$1000	\$1000	\$1000	\$12,000.00	\$12,000.00	
Edu. Psych. & Testing				\$3000	\$3000	\$3000	\$2000	\$3000	\$3000	\$3000	\$3000	\$3000	\$30,000.00	\$30,000.00	
Computer & database	\$333	\$233	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$40,000.00	\$40,000.00	
Legal												\$20000	\$20,000.00	\$20,000.00	
Waste disposal		\$650	\$650	\$650	\$36	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$7,800.00	\$7,800.00	
Copier & Printers		\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$650	\$7,200.00	\$7,200.00	
Copier Lease	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$-	\$-	
Internet Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$-	\$-	
LAN													\$-	\$-	
City of HOPE School Audit Service				\$12051.25			\$12033.35				\$12051.25	\$12051.25	\$48,203.00	\$48,203.00	
Clearing service				\$1300	\$1300	\$1300	\$1300	\$1300	\$1300	\$1300	\$1300	\$1300	\$13,000.00	\$13,000.00	
Telephons		\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$10,000.00	\$10,000.00	
Security alarm	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$800	\$12,000.00	\$12,000.00
Services & Contractors Totals	\$3,333.00	\$5,097.00	\$6,667.00	\$23,018.25	\$10,947.00	\$35,947.00	\$23,018.25	\$10,447.00	\$10,497.00	\$23,018.25	\$22,047.00	\$80,448.25	\$348,203.00	\$348,203.00	
Insurance Total	\$-	\$-	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$-	\$4,000.00	\$-	\$4,000.00	\$-	\$-	\$16,000.00	\$16,000.00	
Food Service													\$-	\$-	
Lunch 100%	\$-	\$-	\$-	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$14,300.00	\$143,000.00	\$143,000.00	
School Facilities													\$-	\$-	
Rent/Lease/Mortgage			\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$9,800.00	\$98,000.00	\$98,000.00	
Utilities			\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$40,000.00	\$40,000.00	
Furniture	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Maintenance			\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,500.00	\$2,500.00	\$2,500.00	\$25,000.00	\$25,000.00	
Remodeling		\$20,000.00			\$10,000.00		\$10,000.00						\$40,000.00	\$40,000.00	
Facilities Totals	\$0.00	\$20,000.00	\$14,300.00	\$36,300.00	\$26,300.00	\$36,300.00	\$26,300.00	\$16,300.00	\$16,300.00	\$48,900.00	\$16,300.00	\$16,300.00	\$243,000.00	\$243,000.00	
Lower High School Facilities		\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$20,500.00	\$123,000.00	\$123,000.00
w2 Totals	\$-	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$10,250.00	\$20,500.00	\$123,000.00	\$123,000.00
Total Revenues	\$828,333.00	\$433,233.00	\$645,8												

Garden Homes Montessori School Line of Credit:

GHMS is working with Jack Walden of Park Bank to secure a line of credit valued at \$100,000 for the first year and \$200,000 for the second year of operation.

Attachment J

Financial Policies and Procedures Manual

Garden Homes Montessori School

Draft
February 2010

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FINANCIAL POLICIES AND PROCEDURES MANUAL

General

1. Garden Homes Montessori School (GHMS) will have the Board of Directors formulate policies, delegate administration of the financial policies to the Head of School and review operation and activities. Full Board approval will be obtained for policies to be enacted.
2. The Head of School has responsibility for all non-academic operations and activities, including financial management.
3. Interim financial reports will be prepared in the modified accrual basis of accounting on a monthly basis. An annual financial report will be prepared in conformance with generally accepted accounting principles using the accrual basis of accounting.
4. Business management of GHMS will be performed by a Business manager.
5. The Business Manager will report directly to the Head of School.
6. GHMS' fiscal year will be from July 1st through June 30th.
7. The lines of authority on the GHMS' organizational chart will be followed by all employees.
8. When the Head of School is the subject of a payment approval, approval from the Chair of the Board of Directors, or designee of the Board of Directors, is required.
9. Financial records and source documentation shall be retained for a period of seven years, unless a larger period is required by the Internal Revenue Code, Department of Instruction, or Charter Agreements with the City of Milwaukee.

Cash Receipts

1. All incoming mail that contains cash or checks will be opened by the Operations Manager, who will endorse them "For Deposit Only -- GHMS" and create a daily list of receipts. The checks or cash will then be forwarded to the Administrative Assistant, who will create a list of receipts and process the checks or cash.
2. The Head of School will periodically compare the receipt list to the deposit slips for accuracy.
3. Pre-numbered cash receipts will be completed at the time any cash is received.
4. The Operations Manager will complete a deposit slip. The deposit slip will include the name, account number, source and amount of each deposit.

5. Documentation of all receipts (copy of check, letter, etc.) will be attached to a duplicate deposit slip along with the validated bank deposit receipt and attached in the deposit book.
6. A list of all deposits and their general ledger codes will be entered into the computerized accounting program, which will then record the receipts into the general ledger system.
7. All deposits and their general will be made on the day of receipt or as soon as is practicable be the Head of School or Operations Manager.
8. Amounts not deposited will be held in a locked cabinet or safe and added to the deposit for the next day. No amount of cash will be left in the school over a weekend or during school break (e.g., winter break, spring break, or summer break).
9. All deposits will be deposited intact.
10. At the end of each month, all deposit records and check stubs will be used in bank statement reconciliations and the generation of accounting reports and reviewed by the Board Treasurer. Material variances, if any, shall be reported to the Chair of the Board.

Cash Disbursements

Check Authorization

1. All original invoices will be forwarded semi-monthly to the Administrative Assistant who will verify the accuracy of the invoice, match the purchase requisitions and delivery slips, and attach documentation to the invoice.
2. The Head of School will review and schedule invoices for payment taking into account any discount periods.
3. All invoices over \$10,000 along with all supporting documentation will be submitted by the Head of School to the Treasurer of the Board for approved invoices when signing the checks, at their discretion.

Checks

1. The Administrative Assistant will be responsible for all checks maintained at GHMS. The checks will be kept under lock and key.
2. All checks will be pre-numbered and used in sequence.
3. Checks will be prepared for an original vendor invoice whenever possible.
4. Checks will be made payable to specific payees and never to cash or bearer.

5. The Administrative Assistant will generate the two-part checks based on appropriate documentation for GHMS.
6. The Head of School, the Administrative Assistant will sign all checks. Two signatures are required on all checks over \$5,000.
7. The Operations Manager will stamp all invoices, "PAID".
8. Checks will be distributed by the Operations Manager as follows:
 - a. Original- Mailed to payee.
9. The Administrative Assistant will use the Quick Books accounting system to record all disbursements.
10. Voided checks will have "VOID" boldly written in ink across the face of the check and the signature portion of the original check will be defaced. The original of the voided check will be recorded and filed.
11. In no event will checks be:
 - a. Prepared unless these procedures are followed,
 - b. Prepared unless there is backup documentation.
 - c. Used in other than chronological order.
 - d. Signed blank.
 - e. Made out to cash or bearer.
 - f. Prepared on oral authorization.

Bank Reconciliation

1. Bank statements for GHMS will be received directly by the Board Treasurer, who will review the bank statement and cancelled checks for reasonableness. The statements will then be forwarded to the Administrative Assistant, who will immediately prepare the bank reconciliation.
2. Paid checks will be examined for date, name, amount, cancellation, and endorsement. Paid checks will be filed on a monthly basis.
3. An itemized listing of all outstanding checks for the month will be completed, retained and made available to the Treasurer of the Board upon request.
4. The reconciled bank balance will be compared to the bank account listed within the general ledger.
5. The Administrative Assistant will make note of any check outstanding greater than 60 days (30 days for payroll checks) and outstanding checks.
6. Outstanding checks greater than 6 months may be removed from the records only upon approval of the Board of Directors.

7. Material variances, if any, shall be immediately reported to the Chair of the Board.

Petty Cash

1. The school may, upon approval of the Chair of the Board, established a petty cash fund, including a change box, in an amount not greater than an amount established by the Board of Directors.
2. If established, the Administrative Assistant shall maintain the petty cash fund.
3. Any payment from petty cash shall be evidenced by a written receipt signed by the recipient of the payment, the Head of School, and the Administrative Assistant. The written receipt shall include the date, reason for payment, account code to be charged, and amount.
4. The petty cash fund may be replenished any time the total cash available is less than 50% of the total amount approved. The petty cash fund must be closed at the end of the school year and may, with approval of the Chair of the Board, be reopened the following year in an amount established by the Board of Directors.

Purchasing

Purchase Requisitions

1. Purchases may be made by direct purchase, Credit card, or purchase order as described herein. The Board of Directors may approve a school credit card in the name of the Head of School. Purchases greater than \$500 must be made by school credit card or purchase order only.
2. Purchases of less than \$1,000 may be made at the discretion of the Head of School without competitive quotations.
3. A purchase requisition form will be used for all purchases over \$500.
4. Bids or quotes are required for any purchase of a single item that costs greater than \$500, any purchase of bulk item when the total cost is greater than \$250, or any capital item. Bids or quotes are encouraged for all items.
5. All purchase requisition forms must be approved by the Head of School who will determine:
 - a. If funds are available in the budget for the expenditure.
 - b. If the expenditure is allowable under the revenue source.
 - c. If there are any special conditions for the purchase, e.g. if a check must accompany the purchase requisition form.
 - d. Determine if bids or quotes should be requested.
6. Capital items costing greater \$1,000 and not included in the annual budget require approval of the Board of Directors.

7. The Head of School, on the basis of up to three formal quotations, must approve all purchases of \$5,000 or more.
8. Approved purchase requisition will be distributed as follows:
 - a. Original- to be kept on file at the program site.
 - b. Copy sent to the vendor, if requested or necessary
9. All packing slips, receipts, or other paperwork will be signed and dated by the person accepting the delivery of goods. These will be forwarded to the Business Manager.
10. Invoices will be processed through the check approval system.

General

1. The purchase requisition files will be review monthly by the Operations Manager to determine which items have not been received. The Operations Manager will follow up on these items.
2. No Personal purchases will be made for employees. No purchases will be made for other organizations.
3. The Board of Directors must approve any variances for these procedures in writing.

Payroll

Hiring

1. The Board of Directors hires the Head of School who in turn hires the Operations Manager.
2. The Operations Manager will be responsible for seeing to it that all new employees complete the following:
 - a. W-4 form- Employee Withholding Certificate.
 - b. Insurance application forms when:
 - i. Benefits are applicable.
 - ii. The employee is eligible to be enrolled in the insuring program.
 - c. Employee letter of hire.
 - d. Employment Eligibility Verification Form (I-9).
3. The Operations Manager will be responsible for giving all employees the following information:
 - a. Personnel policies and all updates.
 - b. Insurance booklets.
 - c. Time card procedures as applicable.
 - d. Travel reimbursement forms, if applicable.
4. All employees will comply with the personal policies of GHMS.

5. The Operations Manager will set up a personal file for each employee. The employment application, resume, I-9 form, and W-4 form will be placed in the personnel file.
6. The personal files will also contain letters of hire to the employee stating their current wage or annual salary.
7. Written termination notices that properly document reason for termination, unemployment will be maintained in the personnel files.
8. Physical controls will exist over personnel records that prevent their loss or view by unauthorized personnel.

Time Cards

1. Each nonexempt employee will be responsible for completing a time card on a weekly basis.
2. The Head of School shall review each completed time card, and if accurate sign, date and submit to the Operations Manager.
3. The Operations Manager will return incomplete time cards to the employee for completion or correction.

Payroll

1. The Administrative Assistant will gather all payroll information and review it with the Head of School.
2. The Administrative Assistant will be responsible for submitting accurate payroll information to the payroll service agency.
3. The Head of School will review payroll registers before payroll checks are distributed.
4. The Administrative Assistant will process claims for unemployment after review and approval by the Head of School.
5. The Administrative Assistant shall be responsible for timely and accurate submittal of payroll taxes and payment(s) for employee benefits.
6. The Administrative Assistant will periodically, but not less than monthly, reconcile payroll records with the general ledger and will assure that payroll tax withholdings have been properly transmitted. The reconciliation will be based on contracts/letters of employment, letters of employment, letters of termination and other approved payroll documents. Material variances, of any, shall immediately be reported to the Chair of the Board.

7. The Administrative Assistant, under the direction of the Head of School, will assure personally identifiable information is kept in a secure and locked place and that only individuals with a legitimate need to have access to such information is permitted said access.

Payroll Advances

There will be no payroll advances.

Travel Advances

1. All travel advance requests must be in writing and submitted to the Head of School for approval.
2. If a travel advance is approved, a check will be prepared in accordance with the "Cash Disbursements" section of this manual.
3. Travel advances will be reconciled at the end of the month in which they occur, with the regular travel reimbursement. A copy of the request will be kept for the reconciliation process. The employee must settle the advance account at the end of the month.
4. The Administrative Assistant will prepare the general journal entry reclassifying the travel advance.
5. Travel expenses incurred by the Head of School will be submitted to the Treasurer of the Board of Directors for approval.

Travel

1. The Head of School must approve all out-of-area travel in advance.
2. Each employee will complete the travel reimbursement form on a semi-monthly basis.
3. Mileage to and from an employee's residence to the location of his or her work site will not be paid by GHMS.
4. The cost of meals will only be reimbursed when an employee is in travel status. Travel meal expenses will be reimbursed at a per diem of \$35 per day or the documented cost of meals if below the per diem.
5. Reimbursement for mileage will be at the current applicable Internal Revenue Service Allowed Rate. Receipts must be attached to the travel form for lodging and common carrier (Train, Bus, Airline) transportation.
6. The Head of School will approve the travel voucher.
7. Incomplete travel forms will be returned to the employee.

8. Checks will be prepared in accordance with the "Cash Disbursements" section of this manual.
9. Travel allowances in excess of rates specified by the Internal Revenue Service must be reported as wages on IRS form W-2.

Consultants

1. Written contracts clearly defining work to be performed will be maintained by the Head of School, or designee for all consultation and contract services.
2. The qualifications of the consultants and reasonableness of fees will be considered in hiring consultants.
3. Consultant services will be paid for as work is being performed and upon receipt of an invoice.
4. The Head of School will approve all proposed consultancy contracts under \$5,000.

Property

1. Equipment will be defined as all items (purchased, government excess or donated with a unit cost of \$5,000 or more and useful life of more than one year.

Physical Inventory

1. The Head of School, with the help of any relevant parties, will prepare a listing of all equipment.
2. The Head of School and/or designee will take a physical inventory of all equipment sixty days prior to the end of the fiscal year, including on the listing the condition and location of the equipment and insure that all equipment is properly marked.
3. The Head of School, with the help of any relevant party, will review the property listing annually and prepare a report for the Board of Directors.
4. Inventories will be adequately safeguarded against loss, theft, or physical misuse.
5. The Head of School will be notified immediately of all cases of loss, damage or destruction of equipment and will make a report to the Board of Directors.

Purchase of Equipment

1. The Board of Directors and the appropriate funding source (if funding source requires notification) must approve all items costing \$5,000 or more.

2. Only equipment necessary to the completion of a program will be purchased for that program.
3. The purchase of equipment will comply with the procedure in the "Purchasing" section of this manual.
4. The Operations Manager will record all equipment in the general ledger. An entry must be made whenever the property is disposed of or acquired. The inventory listing will be reconciled to the general ledger on an annual basis.

Supplies

1. Supplies are the responsibility of the Operations Manager, who will keep an inventory of those supplies, which will be reviewed by the Head of School.

Capitalization Policy

It is the policy of GHMS to expense assets in the period purchased if these assets cost \$5,000 or less individually. Assets costing in excess of \$5,000 individually will be capitalized and depreciated in accordance with the school's depreciation policies. Repairs and improvements to real property and leasehold improvement will be capitalized if they cost in excess of \$5,000.

Leases

1. Legal counsel will review leases prior to submission to the Board of Directors for approval.
2. All leases will be executed and administrated by the Head of School following approval by the Board of Directors.
3. The Board of Directors must approve leases for space or items over \$5,000.
4. Leases will correspond to program years whenever possible.
5. The Operations Manager under the direction of the Head of School will keep copies of all leases on file.
6. All leases will include the statement, "All obligation of the Lessee under this lease shall terminate upon termination of funding by the Lessee from its primary funding source."

Insurance

1. The Operations Manager under the direction of the Head of School will maintain insurance policies in insurance files.
2. Insurance policies will correspond to the program year whenever possible.

3. The Head of School and the Board of Directors will carefully review insurance policies before renewal.
4. Casualty insurance coverage at limits approved by the Board of Directors will be maintained for:
 - a. Worker's compensation.
 - b. Property insurance on all facilities and equipment
 - c. Auto for owned, if any, and non-owned buildings, if any.
 - d. Boiler and machinery for owned buildings, if any.
 - e. General liability.
 - f. Educator's legal liability
 - g. Employee benefits liability
 - h. Other as required by lease agreements, if any.
 - i. Other as required by the charter school contract with the City of Milwaukee, if any.
5. The Head of School and a member of the board with knowledge of insurance shall review insurance policies before renewal.
6. The school will conduct periodic risk assessments and plans to reduce exposure to loss will be implemented as approved by the Board of Directors.

Telephones

1. Employees should limit making or receiving personal telephone calls during working hours. Employees must receive permission for long-distance calls and list the call on the "Long Distance Call Log," so they can reimburse GHMS when the bill is received.

Books and Original Entry

1. GHMS will utilize computer-based double entry bookkeeping/accounting system for all accounting for all funds.
2. The Assistant Administrator will record all receipts and disbursements in the computer-based ledger and will prepare the entry for input into the accounting system.
3. The Assistant Administrator will prepare general journal entries as needed. Adequate documentation will be maintained to support all entries.
4. At the end of the month, the Assistant Administrator will interface the paid transactions into the general ledger, post the general journal entries in the general ledger, and prepare a trial balance.
5. Expense accounts in the general ledger will correspond to the budget, as much as possible.

6. The Head of School will review the books and trial balance at the end of the month.
7. A monthly budget status report will be generated by the Assistant Administrator, which will be reviewed by the Head of School and the Treasurer of the Board.
8. Interim financial statements will be presented to the Board of Directors on a periodic basis, but not less than quarterly.
9. The financial statement will be audited and fiscal policies and controls reviewed annually by an independent auditor selected by the Board of Directors. The Board will require that the audit be conducted in conformance with generally accepted auditing standards.

Donations, Gifts, and Fundraising

1. The Head of School must approve acceptance of gifts, with related restrictions or requirements, when such restrictions or requirements are consistent with the mission of the school and does not conflict with regulations or requirements of other funding sources/agencies.
2. The Assistant Administrator will keep record of all donations, including the donor's name, amount, date, and any restrictions related to the gift.
3. Donations will be accounted for in conformance with established procedures and as required by generally accepted accounting principles.
4. The Head of School, working with the Operations Manager, will establish procedures to assure donations and gifts are used as intended by the donor.
5. The Head of School may approve fundraising when the activity is consistent with the mission of the school and does not conflict with regulations or requirements of other funding sources/agencies.

Grants and Contracts

1. All school staff requests to solicit grant or enter into contracts through federal, state, and local or independent agencies are to be approved in advance by the Head of School.
2. The Head of School shall consider requirements for local matching funds and sustainability of objectives of a grant in the decision to approve the request. The Head of School may consult with the Assistant Administrator on fiscal matters related to the grant application.
3. The Board of Directors shall approve final grants and contracts.
4. The Head of School, working with the Operations Manager will:
 - a. Assure documentation necessary to support budgets and financial transactions related to grants and contracts are maintained and properly filled.

- b. Assure grant and contract revenues are used only as permitted under the terms and conditions of the approval.
- c. Supervise preparation of claims for reimbursement.

Budgets

1. The Assistant Administrator under the direction of the Head of School will prepare a budget for each school year.
2. The budget shall include all revenues and expenditures for all programs and activities of the school.
3. The budget shall list expenditures by broad categories specified by the Board of Directors and revenues by primary funding source (e.g. tuition, including charter school aid, fees, food service payments, grants and aids, etc.).
4. Supplemental information for capital items (items costing greater than \$1,000 with estimated useful life of greater than one year) and budgets for grants and contracts will be included in the annual budget and may be acted upon separately by the Board.
5. The Board of Directors shall approve the annual budget and changes to the overall budget.
6. The Head of School, with approval of the Treasurer of the Board, may reallocate expenditures within the budget so long as such reallocation does not violate terms of a grant program or charter school regulations and is consistent with the mission of the school.
7. Modification to the total budgeted revenues or expenditures requires approval of the Board of Directors.
8. A monthly review of the budget vs. actual cost will be made by the Assistant Administrator, which will be reviewed by the Head of School. Any modification to the budget required by the funding sources will be submitted and approved as needed.

Reports

1. The Assistant Administrator will prepare or supervise the preparation of fiscal claims, to be prepared in a timely manner. The food service vendor will have primary responsibility of the preparation of claims for food service reimbursements, a copy of such claims to be sent to the Assistant Administrator.
2. The food service vendor will prepare all reports required for compliance with regulations of the Child Nutrition (school lunch) Programs.
3. The Head of School will review all claims and reports prior to signing and submitting.

4. The Assistant Administrator will prepare or supervise the preparation of monthly budget reports, interim financial reports, and year-end financial statements.
5. The auditor will prepare the annual tax report, Form 990, Return of Organization Exempt from Income tax, which shall be reviewed and signed by the Chair of the Board.
6. The Assistant Administrator will advise the school of pending changes in reporting requirements and the fiscal and operational implications of such changes, if any.

Other

Accounts Receivable

1. The amount of all pledges and receivables will be recorded when received or earned during the fiscal year or within 90 days of the end of the fiscal year.
2. Documentation will be maintained for accounts receivable.
3. Invoices will be issued for any amount for which payment is not made or expected to be made within 7 days.
4. Accounts receivable will be reconciled not less than 60 days by Assistant Administrator, or trained designee.
5. The Board of Directors, such approval to be evidenced in the Board minutes, will approve any write-off of accounts receivable.
6. Loans to employees or members of the Board of Directors shall not be permitted.
7. The Head of School and the Treasurer of the Board will review accounts receivable monthly and annually.

Corporate Reports

1. The Head of School and/or Independent CPA will prepare all federal and state reports necessary for a corporation and will file them in a timely manner. The Operations Manager, under the direction of the Head of School, will maintain copies at GHMS.

Pupil Information

Accurate counting and reporting of the pupils in conformance with Department of Public Instruction (DPI) regulations is necessary to receive and retain state and federal aid to which the school is entitled. These procedures will help to assure students are counted and reported accurately.

1. Pupils shall be required to provide evidence of residency in the City of Milwaukee. For minor children, pupils will provide evidence of the address of their parent or guardian. Adult children may provide evidence of their personal address. Acceptable forms of evidence may include a utility bill, driver's license, rent receipt, etc.
2. The school shall secure evidence of age of enrolled pupils, such as birth certificate.
3. The Operations Manager will maintain a roster of all students in such form to capture all data necessary to meet reporting and audit requirements DPI. The Operations Manager will maintain the following pupil data.
 - a. Name and address
 - b. Date of birth
 - c. Grade in which enrolled
 - d. Date of enrollment
 - e. Attendance data
 - f. Parent/guardian name (and address if different from pupil's address)
4. The Operations Manager with assistance from other staff shall capture pupil attendance data as necessary to prove enrollment for purposes of counting students for state and federal aid. (Attendance for other school purposes may also be maintained in the same system.)
5. The Operations Manager shall prepare and file pupil count reports showing enrolment on the 3rd Friday in September and 2nd Friday in January. If the school is not in session on either of these dates, the Operations Manager will file a request for an alternate count date with the State Superintendent of Public Instruction.
6. The Operations Manager shall cause to be prepared appropriate reports of students with disabilities enrolled in the school as of December 1st of each year.
7. The Operations Manager shall assure that the food service vendor creates and maintains appropriate procedures to protect the identity of pupils eligible for free and reduced lunches.
8. The Operations Manager will assist the school in developing procedures to safeguard protected pupils information.

Food Service Program

1. The Operations Manager will assist the Board of Directors and Head of School in the selection of the food service vendor.
2. The Operations Manager will conduct a periodic audit, as required by the DPI, of food service policies and procedures to assure compliance with state and federal regulations.
3. The food service vendor will collect money for food service sales, maintain books of account, establish procedures for the safeguarding of assets, and assure compliance with all food service regulations.

4. The food service vendor will prepare and file all required reports. A copy of all reports will be provided to the Operations Manager, such reports to be available for review by the Head of School upon request.

Banking and Investments

1. The Board of Directors shall approve the bank(s) used by GHMS.
2. Banks will be selected based on physical proximity to the school, cost, references, community reputation and other factors deemed appropriate by the Board of Directors.
3. The school shall maintain up-to-date records of individuals with signature authority for financial transactions with the bank.
4. All financial transactions (e.g. deposits, check writing, investments) shall be conducted only through the bank(s) approved by the Board.
5. The Head of School shall be responsible for implementing procedures and practices to assure the safe keeping of cash and other negotiable financial instruments.
6. All negotiable instruments will be kept in a safe, locked place and out of sight while in the school, and deposited in accounts of the GHMS on a daily basis whenever possible.
7. Temporarily idle cash may be invested in instruments with a due date not greater than 12 months in bank certificates of deposits or demand deposits (e.g. savings account, money market account) of banks approved by the Board of instruments issued or guaranteed by the full faith and credit of the United States of America, unless specifically approved otherwise by the Board of Directors.
8. If securities are donated to the school, the Board of Directors shall decide whether to hold them in a brokerage account or sell them.

APPENDIX TO FINANCIAL
POLICIES AND PROCEDURES MANUAL
GARDEN HOMES MONTESSORI SCHOOL
LONGE RANGE BUSINESS PLAN

Part I. Executive Summary:

- Mission Statement:** It is the mission of Garden Homes Montessori School (GHMS) to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method. Staff will ensure such an environment by promoting parent involvement. Students are guided by thoughtful instruction to guide them as they continue their development into responsible, mature, and caring community members.
- School Begin Date:** 2002
- Founders:** Three Milwaukee School Board members, four community organizations, many neighborhood families, and five Montessori teachers.
- Current Employees:** 37
- School Location:** 2475 W. Roosevelt Dr.
Milwaukee, WI 53207
- School Description:** Six classrooms
5,000 square foot recreational area
- School Growth:** Opened with only one classroom, forty-seven students, and three staff. GHMS now has 6 classrooms, 225 students, and 35 staff.

Part II. School Growth:

GHMS was opened because of the passionate and concerted efforts of committed educators, families, and community members with only one classroom, forty-seven students, and three staff. GHMS now has 6 classrooms, 225 students, and 35 staff. Currently there are 50 - 100 students on a waiting list.

GHMS projects a 37 percent growth rate for the next year. GHMS would like to maintain that growth for the next years during the sixth through twelfth grade expansion.

As a community centered educational institution, GHMS recognizes that Milwaukee County

families are pursuing quality Montessori education. GHMS can provide a safe and unique educational environment that can accommodate the specific needs of individual families.

Growth is achieved primarily through regular communication between school staff, families, and community families not enrolled. Although that strategy has yielded a reputation as a quality school, GHMS is currently exploring the development of a web page and other marketing strategies. In November of 2009, GHMS began publishing a monthly newsletter for parents and other school members to disseminate information on student activities.

GHMS recognizes the potential need to migrate to a larger site that is more conducive to building expansion. It is still possible to renovate and expand existing facilities.

Part III. School Strengths:

GHMS has expanded considerably during its eight consecutive years of operation in the Garden Homes Community of Milwaukee. Through the successful implementation of Montessori education methods and the continual inclusion of student families, GHMS has become a reputable community leader.

GHMS will continue to use parent satisfaction surveys to quantitatively measure the performance of our parent inclusion methods. Previous surveys have indicated a high level of parent satisfaction. A monthly newsletter has also been adopted to enhance parent to school communication. GHMS will continue to pursue marketing and communication strategies.

Staff surveys have also indicated a high level of job satisfaction.

Annual audit reports have certified the financial health of the school.

GHMS has complied with State of Wisconsin and district requirements for schools. Teachers are DPI licensed and AMI certified. WKCE test scores exceed the average reported for MPS. GHMS also complies with NCLB Standards and is not a SIFI.

GHMS has received \$200,000 in grants from local philanthropic organizations to promote staff development and improve the school environment.

Part IV. School Weaknesses:

While GHMS is an established and reputable educational institution, we recognize the weaknesses in our organization. The ability to recognize weakness is an imperative skill for a growing organization because it offers school staff the opportunity to develop and implement creative solutions.

One obstacle to our planned growth is the limited capacity of the building GHMS currently occupies.

MPS limits the number of student seats available to GHMS. These limitations prevent GHMS

from receiving funding for additional students.

GHMS recognizes the need for enhanced marketing strategies and is developing solutions to promote the school.

Part V. School Description:

GHMS has annually demonstrated the ability to satisfy community demands for high quality, safe, and nurturing education and has been able to develop strong relationships with stakeholder families.

Parents who enroll their children know they are making a commitment to their children. They know they are responsible for delivering their children on time everyday for class and for picking them up. They know they are expected to be involved in their child's intellectual and personal growth. GHMS also realizes this commitment and responds with compassionate and enthusiastic family outreach.

Part VI. School Management:

The Board of Directors of Garden Homes Montessori School is the principal governing and policy-making entity of the organization. The Head of School is the chief executive of the organization, and reports directly to the Board of Directors. GHMS is a nonprofit organization. The Board of Directors can have no less than three members and no more than nine, plus the Head of School, who is a nonvoting member. Directors will hold office from the close of the annual meeting for a term of three years, or until their successors have been elected and qualified.

Functions of Board Chair:

- Assure that the Board fulfills its responsibilities for the governance of the school.
- Help the Head of School achieve the school's mission.
- Optimize relationships between the Board, the Head of School, and other school staff.

Primary Function of the Board of Directors:

- Motivate the school to actualize its potential to serve school families and the community and to fulfill all obligations to those stakeholders.

Primary Functions of the Head of School:

- Serve as chief executive of the school.
- Collaborate with the Board Chair to facilitate the Board's ability to fulfill its governance function and facilitate optimal interaction between the Board and school staff.
- Provide direction to the formulation of the school's mission, strategy, and annual goals and objectives.
- Facilitate the achievement of the annual goals and objectives.

- Serve as Financial Manager (GHMS is currently in the process of finding a competent replacement to relieve the Head of School of financial management duties. The small size of our school has precluded the need for such an individual. However, in light of our plans to increase enrollment, the Board has decided to delegate financial duties to another experienced individual. GHMS can provide the necessary documents for this person to the review committee when he or she is hired).

Board of Directors

Carrie Driver-Johnson

As a nonvoting board member, Carrie Driver-Johnson brings 15 years of experience working in culturally diverse educational institutions. Her role as the Head of School is to guide the school toward actualizing the vision and mission embraced by the teachers and staff. To facilitate this actualization, she is to collaborate with the Board of Directors. Since becoming Head of School, Carrie has routinely demonstrated sound leadership and judgment.

Robert J. Dvorak

Mr. Dvorak brings 32 years of legal experience, including professional affiliations with the ACLU and Amnesty International, to the GHMS Board. His ability to navigate through and solve legal issues will greatly enhance the Board's capacity to effectively respond to the growing needs of GHMS.

Steven Huffman

Mr. Huffman has extensive Montessori training and experience. He has served on multiple education boards, including time on the AMI and Montessori Institute of Milwaukee board. He brings a crucial and detailed understanding of Montessori pedagogy to the GHMS Board.

Pastor Jeremy Mattek (Board Chair)

Pastor Mattek shares with the GHMS Board eight years of experience leading religious congregations and classrooms. He also has helped develop curriculum and manage finances. Both skills will prove critical as GHMS improves existing curriculum and navigates potential nonprofit business hurdles.

Kimberly V. Walkes

Her 13 years of experience with financial management brings another, more focused perspective on potential financial decisions. As a parent of GHMS students, Ms. Walkes can provide invaluable information on how Board decisions impacts her and her children as school stakeholders.

John Wesenberg

Mr. Wesenberg has 35 years teaching in a multi-cultural parochial school. He also served as principal for 18 of those 35 years, giving him a unique and useful dual perspective on how administrative decisions affect students in the classrooms. Not only will Mr. Wesenberg be able to help develop new curriculum, he will be able to predict how the implementation of new academic proposals will be received in the classroom.

Part VII. School Funding:

GHMS has a current budget of \$1,300,000. A new capital campaign will secure additional funding to improve the educational environment for our students.

GHMS has received \$200,000 in grants from local philanthropic organizations to promote staff development and improve the school environment.

GHMS is pursuing a line of credit of \$100,000 for the first year and \$200,000 for the second year from Park Bank. This school has operated with a balanced budget on a cash basis from 2002 - March 2010.

Part VIII. Summary:

To prepare for future challenges, GHMS is committed to initiating a capital campaign that will garner the necessary financial support for our anticipated school expansion.

GHMS will also continue developing the newsletter as an effective means to communicate with families and the community while aggressively pursuing supplemental communication strategies such as websites.

To address the limitations imposed by MPS, GHMS is committed to restructuring as a City of Milwaukee Charter School.

GHMS is expected to receive a line of credit of \$100,000 for the first year and \$200,000 for the second year from Park Bank to ensure solvency.

Garden Homes Montessori School is in its ninth year of operation as a community centered, holistic, and safe Montessori educational institution. Through extensive self-reflection, GHMS has illuminated the qualities that strengthen and the weaknesses that threaten this organization. It is the strong belief of the staff that the weaknesses delineated offers the school an opportunity to develop creative solutions that will ultimately facilitate the actualization of our mission and vision.

Attachment K

LEASE AGREEMENT

THIS LEASE AGREEMENT is made this 1st day of July, 2007 by and between Garden Homes Evangelical Lutheran Church (hereinafter Owner) and Garden Homes Montessori School (hereinafter Tenant.)

1. Owner leases to Tenant the entire school building known as, and located at, 2475 West Roosevelt Drive, Milwaukee, Wisconsin. The leased building shall be used and occupied only for the purpose of Tenant operating its school on the premises.

2. The term of this Lease shall commence on July 1st, 2007 and terminate on June 30th, 2008. On termination of this Lease, Tenant shall remove all of its property from the leased premises and surrender the premises to Owner unless the parties have agreed in writing to a renewal or modification of this Lease, or entered into a new written lease agreement for the premises. On termination of this lease, Tenant shall return the leased premises to Owner in good condition, ordinary wear and tear excepted.

3. As rent for the leased premises, Tenant agrees to pay to Owner the total sum of \$80,000.00 by equal payments of \$8,000 on the first day of the months September 2007 through June 2008, during the lease term. Tenant will also pay all utility, sewer, security, and general cleaning fees during the lease term. If any payment of rent shall remain unpaid for a period of 90 days after the due date thereof, then all rent for the unexpired term of this lease shall at once become due and payable.

4. Subject to strikes, accidents, need for repairs or improvements and any and all other causes beyond Owner's reasonable control, Owner will provide without additional charge reasonable maintenance necessary for Tenant's occupancy and use of the premises.

5. If, in any proceeding, Tenant's estate shall be brought into liquidation, or if attachment or execution shall issue against Tenant and not be satisfied, released or superceded within 30 days, or if Tenant deserts, vacates or closes the leased premises, then the rent for the entire unexpired term of this lease shall at once become due and payable.

6. If during the term of this lease, the building is so damaged by fire or other casualty, not resulting from Tenant's acts, that the leased premises are rendered wholly unfit for occupancy, and the leased premises cannot be repaired within 60 days from the occurrence of such damage, then this lease shall terminate from the date of such damage.

7. Tenant shall not make any alterations, additions or improvements to the leased premises without Owner's prior written consent. Owner reserves the right to make any and all alterations to the premises as may be required by Tenant, the expense of such alterations to be paid by Tenant.

~~8. Tenant shall not fasten any article, drill holes, drive nails or screws into the walls, floors or partitions nor may the same be painted, papered or otherwise covered or in any way marked or broken.~~

9. Tenant shall not do anything in the premises, or bring or keep anything therein, which will in any way increase or tend to increase the risk of fire or the rate of fire insurance, or which shall conflict with the regulations of the Fire Department or the fire laws, or with any insurance policy on the building or any part thereof, or which shall in any way conflict with any law, ordinance, rule or regulation affecting the occupancy and use of the leased premises.

10. Tenant shall hold Owner harmless from any loss or damage which Tenant, its agents or employees may sustain from:

(a) theft or burglary in or about the premises, by whomsoever committed;

(b) interruptions in any service, from any cause whatsoever;

(c) fire, water, rain, snow, steam, sewage, gas or odors, from any source whatsoever;

(d) damage or injury not caused by the negligence of Owner; and


(e) any strike, lockout or other labor disturbance, civil commotion or act of God affecting the Owner or the leased premises.

11. Tenant shall not assign this Lease or sublease the leased premises without Owner's prior written consent.

12. The covenants, conditions and agreements set forth in this Lease Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns.

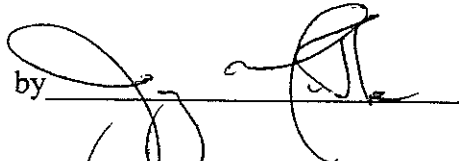
IN WITNESS WHEREOF, the parties have executed this Lease Agreement at Milwaukee, Wisconsin on this 1st day of July, 2007.

Garden Homes Montessori
School, Tenant

by 

by _____

Garden Homes Evangelical
Lutheran Church, Owner

by 

by _____

Attachment L



City of Milwaukee
Department of
City Development

CERTIFICATE OF OCCUPANCY

Location: 2475 W. ROOSEVELT DR. Issued: August 12, 2005 #573232

Issued to: Garden Homes Montessori School

Area: entire/possible basement

Use: School, elementary or secondary (School grades 3yr old through 8th grade)

NOT TRANSFERABLE

Occupancy must conform with provisions of chapters 230 and 235 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.



City of Milwaukee
Department of
City Development

No. 482727

CERTIFICATE OF OCCUPANCY

Location: 2475 W ROOSEVELT DR Issued: 08/26/02

Issued To: GARDEN HOMES EV LUTHERAN SCHOOL

Area: KINDERGARTEN CLASSROOM

*Use: LUTHERAN KINDERGARTEN CLASSROOM

NOT TRANSFERABLE

John A. Pomeroy
City Engineer

Occupancy must conform with provisions of chapters 230 and 235 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.

Commissioner, Dept. of City Development

Attachment M

Garden Homes Montessori School Building Code Compliance:

According to Mr. Brad Gollman, Building Inspector for the City of Milwaukee, who appeared at GHMS on 24 March 2010, because GHMS has been issued a Certificate of Occupancy from the City of Milwaukee the school was found to be in compliance with all code requirements for the City of Milwaukee.

Attachment N



CERTIFICATE OF LIABILITY INSURANCE

OP ID JJ
GARDE-6DATE (MM/DD/YYYY)
03/23/10

PRODUCER The Horton Group, Inc. - MW www.thehortongroup.com 19W24101 North Riverwood Dr. Waukesha WI 53188 Phone: 262-347-2600 Fax: 262-347-2700	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.	
	INSURERS AFFORDING COVERAGE	NAIC #
INSURED Garden Homes Community Montessori School, Inc. 2475 W Roosevelt Drive Milwaukee WI 53209	INSURER A: Philadelphia Insurance Company	
	INSURER B: West Bend Mutual	
	INSURER C:	
	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.

INSR ADD'L LTR	INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
A		GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	PHPK476685	10/28/09	10/28/10	EACH OCCURRENCE	\$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
						MED EXP (Any one person)	\$ 5,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 2,000,000
						PRODUCTS - COM/OP AGG	\$ 2,000,000
A		AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PHPK476685	10/28/09	10/28/10	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
						BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
		GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT	\$
						OTHER THAN AUTO ONLY: EA ACC	\$
						AGG	\$
A		EXCESS / UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000	PHUB285895	10/28/09	10/28/10	EACH OCCURRENCE	\$ 5,000,000
						AGGREGATE	\$ 5,000,000
							\$
							\$
							\$
B		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under SPECIAL PROVISIONS below	ZZZ061586807	09/13/09	09/13/10	<input checked="" type="checkbox"/> WC STATUTORY LIMITS	OTHER
						E.L. EACH ACCIDENT	\$ 100000
						E.L. DISEASE - EA EMPLOYEE	\$ 100000
						E.L. DISEASE - POLICY LIMIT	\$ 500000
A		OTHER	PHSD457052	10/28/09	10/28/10	D&O/EPL	\$2 mill Agg
A		Crime	PHPK476685	10/28/09	10/28/10	Emp Dis	\$570,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS
 \$1,000,000 / \$2,000,000 Educators Professional Liability Coverage Limit
 \$1,000,000. Auto Liability - Per Occurrence Basis Applies. Sexual Abuse/Molestation Limits: \$1,000,000/\$2,000,000 Aggregate

CERTIFICATE HOLDER INFOR-4 FOR INFORMATIONAL PURPOSES ONLY	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 <i>Joan Jones</i>
---	--

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

This Certificate of Insurance 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.

Cost Summary

All coverage information detailed in the preceding pages is subject to the terms, conditions, exclusions and limitations contained in the policies. Please read your policies for a complete explanation.

PREMIUM SUMMARY

Coverage	Carrier	2009-2010 Premium	2008-2009 Premium
Property	Philadelphia Insurance	\$ 733	\$714
Crime	Philadelphia Insurance	\$ 2,173	2,015
General Liability	Philadelphia Insurance	\$ 4,792	4,877
Commercial Auto	Philadelphia Insurance	\$ 2,269	2,356
Umbrella	Philadelphia Insurance	\$ 5,000	5,000
Sub-Total		\$14,967	\$14,962
D&O, EPL Coverage	Philadelphia Insurance	\$ 2,291	2,291
Total Annual Premium		\$17,258	17,253

The Horton Group receives compensation for its services in the form of commission from insurance companies and fees paid by clients.

In addition to commission and fee compensation, we may receive additional compensation from insurance companies in the form of contingent commission agreements, bonus commission, placement service or market service agreements. These forms of compensation are generally based on volume or risk performance of business placed with the insurer.

Upon request, the Horton Group is pleased to disclose all compensation amounts as well as any other contingent or similar agreements that may be in place.

PAYMENT TERMS

Direct Bill - Installments

Garden Homes Community Montessori School, Inc.

Effective:

October 28, 2009 To October 28, 2010

Presented by:

Ryan Smale

The Horton Group
N19 W24101 N Riverwood Drive
Waukesha, WI 53188
P 262-347-2604 – F 262-347-2704
www.thehortongroup.com

Locations

LOCATION #	DESCRIPTION
01	2475 W Roosevelt Drive Milwaukee, WI 53209

Property

NAMED INSURED

Garden Homes Community Montessori School, Inc.

INSURER

Insurance Company: Philadelphia Insurance Companies
Best Rating: A+

POLICY TERM

Effective Date: October 28, 2009
Expiration Date: October 28, 2010

CONDITIONS

Deductible: \$500
Cause of Loss: Special
Valuation: Replacement Cost

LOCATION	COVERAGE	COINSURANCE	LIMIT
001-001	Business Personal Property	90%	\$ 250,000
001-001	Elite Property Extension		Included

Elite Property - Enhancements

<input checked="" type="checkbox"/>	Business Personal Property	Within 1,250 Feet
<input checked="" type="checkbox"/>	Pollutant Cleanup and Removal	\$ 25,000
<input checked="" type="checkbox"/>	Fire Department Service Charge	\$ 25,000
<input checked="" type="checkbox"/>	Newly Acquired Property.....	90 Days
<input checked="" type="checkbox"/>	Personal Effects.....	\$5,000 / \$25,000
<input checked="" type="checkbox"/>	Property of Others	\$ 10,000
<input checked="" type="checkbox"/>	Valuable Papers.....	\$ 50,000
<input checked="" type="checkbox"/>	Property Off Premises – Including Stock.....	\$500,000
<input checked="" type="checkbox"/>	Property At Conventions, Fairs, Exhibitions or Special Events	\$ 25,000
<input checked="" type="checkbox"/>	Outdoor Property / Debris Removal.....	\$ 25,000
<input checked="" type="checkbox"/>	Emergency Vacating Expense.....	\$ 15,000
<input checked="" type="checkbox"/>	Identify Theft Expense	\$ 2,500
<input checked="" type="checkbox"/>	Terrorist Travel Reimbursement	\$ 1,000
<input checked="" type="checkbox"/>	Emergency Real Estate Consulting Fee	\$ 2,500
<input checked="" type="checkbox"/>	Temporary Meeting Space Reimbursement.....	\$ 250
<input checked="" type="checkbox"/>	Workplace Violence Counseling.....	\$ 1,000
<input checked="" type="checkbox"/>	Kidnap / Ransom.....	\$ 50,000
<input checked="" type="checkbox"/>	Key Individual Replacement Expense	\$ 50,000
<input checked="" type="checkbox"/>	Automated External Defibrillators (AED's)	\$ 5,000
<input checked="" type="checkbox"/>	Lease Cancellation Moving Expenses.....	\$ 2,500
<input checked="" type="checkbox"/>	Garages / Storage Sheds.....	\$ 5,000
<input checked="" type="checkbox"/>	Retaining Walls.....	\$ 5,000
<input checked="" type="checkbox"/>	Accounts Receivable.....	\$ 25,000
<input checked="" type="checkbox"/>	Business Income And Extra Expense (Including Contingent and Tuition / Fees).....	\$100,000
<input checked="" type="checkbox"/>	EDP Equipment.....	\$ 50,000
<input checked="" type="checkbox"/>	Fire Extinguisher Recharge.....	\$ 1,000
<input checked="" type="checkbox"/>	Lock Replacement.....	\$ 1,000
<input checked="" type="checkbox"/>	Reward Reimbursement.....	\$ 5,000
<input checked="" type="checkbox"/>	Inventory and Appraisals of Loss.....	\$ 1,000
<input checked="" type="checkbox"/>	Ordinance or Law – Undamaged Portion of the Building.....	Building Limit
<input checked="" type="checkbox"/>	Ordinance or Law – Demolition Cost.....	\$250,000
<input checked="" type="checkbox"/>	Ordinance or Law – Increased Cost of Construction.....	\$250,000
<input checked="" type="checkbox"/>	Spoilage.....	\$ 25,000
<input checked="" type="checkbox"/>	Pairs, Sets or Parts.....	Adjustment Included
<input checked="" type="checkbox"/>	Fine Arts.....	\$ 25,000
<input checked="" type="checkbox"/>	Back-up of Sewers – Flood Damage.....	\$ 25,000
<input checked="" type="checkbox"/>	Utility Services (Business Income and Extra Expense Coverage.....	Extension
<input checked="" type="checkbox"/>	Furs.....	\$ 5,000
<input checked="" type="checkbox"/>	Precious Metals	\$ 5,000
<input checked="" type="checkbox"/>	Property In Transit	\$ 50,000
<input checked="" type="checkbox"/>	Off Premises Power Failure.....	\$ 25,000
<input checked="" type="checkbox"/>	Dampness / Extremes of Temperature.....	Deletions Excluded
<input checked="" type="checkbox"/>	Earthquake Sprinkler Leakage.....	\$ 10,000

General Liability

NAMED INSURED

Garden Homes Community Montessori School, Inc.

INSURER

Insurance Company: Philadelphia Insurance Companies

Best Rating: A+

POLICY TERM

Effective Date: October 28, 2009

Expiration Date: October 28, 2010

LIMITS

General Aggregate	\$ 2,000,000
Products/Completed Operations Aggregate.....	\$ 2,000,000
Occurrence	\$ 1,000,000
Personal/Advertising Injury	\$ 1,000,000
Fire Legal Liability	\$ 100,000
Medical Payments.....	\$ 5,000
Educators Professional Liability – Per Occurrence	\$ 1,000,000
Educators Professional Liability – Per Aggregate.....	\$ 2,000,000
Abuse or Molestation – Per Person Abused Or Molested.....	\$ 1,000,000
Aggregate Per Policy Period.....	\$ 2,000,000

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

Milwaukee Public Schools
Office Of Board Governance

PREMIUM BASIS

Classification		Exposure
School	(Students)	225
Day Care	(Students)	50
Educators		15

Crime

NAMED INSURED

Garden Homes Community Montessori School, Inc.

INSURER

Insurance Company: Philadelphia Insurance Companies
Best Rating: A+

POLICY TERM

Effective Date: October 28, 2009
Expiration Date: October 28, 2010

COVERAGE'S

Coverage	Limit
Employee Dishonesty	\$550,000
Forgery & Alteration.....	\$ 50,000
Money & Securities Inside.....	\$ 50,000
Money & Securities Outside.....	\$ 50,000
Robbery.....	\$ 50,000
Burglary	\$ 50,000
Computer Fraud	\$ 50,000
Deductible – Employee Dishonesty.....	\$ 5,000
All Other Coverage's.....	\$ 1,000

Automobile

NAMED INSURED

Garden Homes Community Montessori School, Inc.

INSURER

Insurance Company: Philadelphia Insurance Companies

Best Rating: A+

POLICY TERM

Effective Date: October 28, 2009

Expiration Date: October 28, 2010

COVERAGE

Symbol	Coverage	Limit
7,8,9	Liability.....	\$ 1,000,000
2	Medical Payments.....	\$ 5,000
7	Uninsured Motorists.....	\$ 1,000,000
7	Underinsured Motorists	\$ 1,000,000
8	Hired Physical Damage.....	\$ 35,000
8	Comprehensive Deductible.....	\$ 100
8	Collision Deductible	\$ 1,000

Symbol 1: Any Auto

Symbol 2: Owned Autos

Symbol 3: Owned Private Passenger Autos Only

Symbol 4: Owned Autos Other Than Private Passenger Autos Only

Symbol 5: Owned Autos Subject to No-Fault

Symbol 6: Owned Autos Subject to a Compulsory Uninsured Motorist Law

Symbol 7: Specifically Described Autos

Symbol 8: Hired Autos Only

Symbol 9: Non-Owned Autos Only

INSURED VEHICLE

Year	Make	Model	Identification Number	Comprehensive / Collision Deductibles	Cost New
2002	Chevrolet	Suburban	1GNFK16Z32J139365	\$ 500/\$1,000	\$43,000

Umbrella

NAMED INSURED

Garden Homes Community Montessori School, Inc.

INSURER

Insurance Company: Philadelphia Insurance Companies

Best Rating: A+

POLICY TERM

Effective Date: October 28, 2009

Expiration Date: October 28, 2010

COVERAGE'S

Coverage Liability	Limit of
Products Completed Operations Aggregate.....	\$5,000,000
General Aggregate	\$5,000,000
Coverage A – Bodily Injury and Property Damage.....	\$5,000,000
Retained Limit	\$ 10,000
(Any One Occurrence)	

CONDITIONS

Employers' Liability Coverage Excluded

Attachment O

Richard A. Raymaker
Steven C. Barney
Steven R. Volz
Daniel R. Brophy
Thomas G. Wieland
Michael W. Van Wagenen



Reilly, Penner & Benton LLP
Certified Public Accountants & Consultants

Celebrating Over 100 Years of Client Service

David A. Grotkin
Joel A. Joyce
Brian J. Mechenich
Carrie A. Gindt
Patrick G. Hoffert

March 24, 2010

Ms. Carrie Driver-Johnson
Garden Homes Montessori School
2475 W. Roosevelt Drive
Milwaukee, WI 53209

Dear Ms. Driver-Johnson:

We are pleased to confirm our understanding of the services we are to provide for Garden Homes Montessori School (Organization) for the year ended June 30, 2012.

We will audit the statement of financial position of Garden Homes Montessori School as of June 30, 2012, and the related statements of activities, and cash flows for the year then ended. We will also perform the annual membership audit as required by Wisconsin Statute 118.40(2r). As part of our engagement, we will also prepare the Federal Form 990 for your School for the year ended June 30, 2012.

Audit Objective

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with generally accepted auditing standards established by the Auditing Standards Board (United States) and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion is other than unqualified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Audit Procedures

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

Audit Procedures (continued)

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization.

Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional standards.

Management Responsibilities

You are responsible for making all management decisions and performing all management functions; for designating an individual with suitable skill, knowledge, or experience to oversee the tax services and any other nonattest services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them.

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with U.S. generally accepted accounting principles. You are also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management Responsibilities (continued)

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring the Organization complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, or violations of contracts or grant agreements that we may report.

Audit Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

Our fees for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs. Our standard hourly rates vary according to the degree of responsibility involved and the experience of the personnel assigned to your audit.

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Reilly Penner + Benton, LLP

RESPONSE:

This letter correctly sets forth the understanding of Garden Homes Montessori School

Officer Signature: *Carrie Driver Johnson*
Title: *Head of School*
Date: *3/29/10*

Richard A. Raymaker
Steven C. Barney
Steven R. Volz
Daniel R. Brophy
Thomas G. Wieland
Michael W. Van Wagenen



Reilly, Penner & Benton LLP
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**Independent Accountants' Report
on Applying Agreed-Upon Procedures**

Garden Homes Montessori School
and City of Milwaukee Common Council

We have performed the procedures enumerated below, which were agreed to by Garden Homes Montessori School and the City of Milwaukee Common Council, solely to assist you with the City of Milwaukee Charter School Application. In conjunction with the City of Milwaukee Charter School Application, Garden Homes Montessori School's management is responsible for providing the School's long range business plan, first year budget and planned, documented internal control policies and procedures. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

1. Obtain the Garden Homes Montessori School One-Year Operation Budget including optimal and minimum enrollment plans and related budget assumptions for the fiscal year July 1, 2011 to June 30, 2012.
2. Obtain the planned Garden Homes Montessori School Financial Policies and Procedures Manual which includes as an appendix the Long Range Business Plan.
3. Read and discussed with management the Garden Homes Montessori School One-Year Operation Budget including optimal and minimum enrollment plans and related budget assumptions for the fiscal year July 1, 2011 to June 30, 2012 for reasonableness.
4. Read and discussed with management the Garden Homes Montessori School Financial Policies and Procedures Manual which includes as an appendix the Long Range Business Plan for reasonableness.

We believe that the Garden Homes Montessori School One-Year Operation Budget including optimal and minimum enrollment plans and related budget assumptions for the fiscal year July 1, 2011 to June 30, 2012 is reasonable. In addition, the Garden Homes Montessori School Financial Policies and Procedures Manual which includes as an appendix the Long Range Business Plan appear reasonable for an organization this size.

We were not engaged to, and did not conduct an audit, the objective of which would be the expression of an opinion on the aforementioned documents. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you. Furthermore, there will usually be differences between budgeted and actual financial results as well as changes in an organization's long range business plan because events and circumstances frequently do not occur as expected, and those differences may be material. We have no responsibility to update this report for events and circumstances occurring after the date of this report.

This report is intended solely for the information and use of Garden Homes Montessori School and the City of Milwaukee Common Council and is not intended to be and should not be used by anyone other than those specified parties.

Reilly, Penner & Benton, LLP

Milwaukee, Wisconsin
March 25, 2010

Garden Homes Montessori School One-Year Operation Budget: Optimal Enrollment Plan

Comments and Underlying Assumptions

Major Assumptions:	Optimal	Minimum	
Number of Students	310.00	255	5 primary/ 5 lower el /2 upper el
Number of Teachers	16.00	14	(30+50) + 175 +60 = 315 max + 40 W2
Reviews:			(30+50) + 140 +30 = 255 max + 40 W2
Classrooms	12	11	
State Funding / Student	\$2,410,250.00	\$1,982,625.00	7775.00 *310 = 2,400,020.00
State Charter Implementation Grant	\$250,000.00	\$250,000.00	classroom materials
Grants and Fundraising	\$88,000.00	\$88,000.00	current school average per year
W2 Child Care (K3)	\$520,000.00	\$520,000.00	40 children * \$250 per week * 52 weeks
Title(I IIA, IID IV)	\$306,900.00	\$252,450.00	# of student *990
IDEA	\$0.00	\$0.00	no funds first year
Food Service Reimbursement	\$247,752.00	\$201,960.00	\$4.44 * 340 * 180 =\$
Total Revenues	\$3,822,902.00	\$3,295,035.00	
EXPENDITURES			
Staff Salaries			
Head of School	\$124,000.00	\$124,000.00	
Development Director	\$52,000.00	\$50,000.00	
IDEA	\$37,200.00	\$30,000.00	10% student population *\$1200
Teachers	\$965,000.00	\$865,000.00	
Assistants /Support Staff	\$300,000.00	\$255,000.00	
Administrative Asslstants	\$44,000.00	\$40,000.00	
Social Worker/Counselor	\$30,000.00	\$0.00	
Operations Manager	\$55,000.00	\$55,000.00	
Business Manager/ Title Funds	\$46,000.00	\$30,000.00	
Total Salaries	\$1,653,200.00	\$1,449,000.00	
Total Benefits	\$462,896.00	\$405,720.00	salaries * 0.28
Total Staffing	\$2,116,096.00	\$1,854,720.00	
Classroom Materials:			
Books and Instructional Materials	\$330,000.00	\$300,000.00	30,000 * 11 Classrooms (Montessori Materials)
Classroom Supplies	\$66,000.00	\$54,000.00	6,000 * 11
Student Computers and Software	\$50,000.00	\$40,000.00	
Montessori Classroom Consumables	\$13,200.00	\$10,800.00	1,200 *11
Student instructional Technology	\$10,000.00	\$6,000.00	
Developmental Studies Center	\$25,000.00	\$20,000.00	
Reading, Language, Math & Science	\$25,000.00	\$20,000.00	
Total Classroom Materials	\$519,200.00	\$450,800.00	
Pupil Support			
Staff Development	\$50,000.00	\$20,000.00	
Parent outreach	\$25,000.00	\$15,000.00	
Student recruitment and school marketing	\$10,000.00	\$8,000.00	
Testing	\$10,000.00	\$8,000.00	
Total Pupil Supplies	\$95,000.00	\$51,000.00	
Office Supplies			
Office Supplies	\$25,000.00	\$25,000.00	
Staff Computers and Software (#Staff)	\$16,000.00	\$10,000.00	
Postage	\$1,200.00	\$1,200.00	
Total Office Supplies	\$42,200.00	\$36,200.00	
Services & Contracts			
Audit and according	\$45,000.00	\$45,000.00	
Payroll service	\$12,000.00	\$8,000.00	
Educational psychologist/testing specialist	\$30,000.00	\$15,000.00	
Computer and database technical support	\$40,000.00	\$40,000.00	
Legal	\$20,000.00	\$15,000.00	
Waste disposal	\$7,800.00	\$7,800.00	

Copier lease	\$7,200.00	\$7,200.00	
Internet service	\$0.00	\$0.00	free roadrunner
Local area network & firewall	\$6,000.00		
Copier and Printers			included in office supplies
City of Milwaukee School Audit Service	\$48,205.00	\$39,652.50	.02*#*7775
Cleaning Service	\$13,000.00	\$13,000.00	classrooms are cleaned by staff
Telephone	\$10,000.00	\$10,000.00	
Security Alarm	\$12,000.00	\$5,000.00	
Total Services & Contracts	\$251,205.00	\$205,652.50	
Total Insurance	\$48,000.00	\$35,000.00	
Food Service			
Lunch/Breakfast 100%	\$279,720.00	\$235,764.00	#+(40)*180 *4.44
Total Food Service	\$279,720.00	\$235,764.00	
School Facilities			
Lease	\$98,000.00	\$98,000.00	
Utilities	\$40,000.00	\$40,000.00	
Maintenance	\$25,000.00	\$25,000.00	
Furniture (Classrooms, office, Multi-purpose)			included in classroom/office costs
Remodeling (leasehold improvement)	\$80,000.00	\$40,000.00	
Lease first and last months rent down payment	\$0.00	\$0.00	
Total School Facilities	\$243,000.00	\$203,000.00	
W2Child Care Summer Program			
Teacher hourly fees/curriculum/equipment	\$123,000.00	\$123,000.00	
School Summer Program	\$123,000.00	\$123,000.00	
Contingency Fund			
Total Contingency Fund	\$105,481.00	\$99,898.50	
TOTAL REVENUES	\$3,822,902.00	\$3,295,035.00	
TOTAL EXPENDITURES	\$3,822,902.00	\$3,295,035.00	
SURPLUS (DEFICIT)	\$0.00	\$0.00	

Garden Homes Montessori School
Budget Assumptions

Garden Homes Montessori School has created two budget scenarios, an optimal enrollment of 310 students in Year 1 of charter and a lower that expected enrollment budget for 255 students in Year 1 of charter. This 225 is 30 more than current enrollment and 55 students less than optimal enrollment. This is how the budget addresses the enrollment shortfalls and a contingency plan.

Revenues:

1. Assume state pupil charter payment \$7742.00 per student.
2. Garden Homes Montessori School is eligible for two years of state DPI charter grants. These grants total \$500,000.00. Garden Homes Montessori School is submitting a planning and implementation grant proposal to DPI.
3. Assume no Title I funds for Year 1.
4. Assume Title II funds are increased 37% from 2009 /2010 = 34,000.00
5. Assume IDEA funds are the same for 2009/2010 = 12% of the population.
6. Assume Forty (40) K3 students enrolled as year round W2 childcare primary students. (Assume \$250.00 per week x 52 weeks)

Expenditures:

A. Salaries

1. Reduced the teachers', administrative assistant' salaries and the staff development fund in the minimal enrollment budget plan. In the optimal enrollment plan staffs current salaries will remain as budgeted, based on experience levels, qualifications and years of service with the school.
2. Garden Homes Montessori School will work with and outside agency (Cornerstone Behavioral Counseling Center) to provide services to family and students. These services are covered by the families insurances, including title II and badger care.
3. Garden Homes Montessori School will hire (John Osman) a mentor and coordinator to oversee state and federal grant proposals, implementation and reconciliation of said funds.

B. Benefits

1. Based on other charter school data, 28 percent is considered a reasonable estimate of benefits, including those listed on the budget. This is the number used in most charter proposal.

C. Classroom Materials

1. Under minimal enrollment, the budget assumes that the classroom begin with a full complement of Montessori Materials and a computer for each classroom, and will not need to be completely replenished each year: thus the decreasing budget over time. Under the optimal enrollment, technology will be expanded throughout the school to several computers in each classroom and every teacher will have a laptop as a teaching tool.

D. Pupil Support Needs

1. Includes pre - and post - enrollment assessments, including all assessments required in charter application. Also includes recruitment and school marketing costs.

E. Office Supplies

1. Amounts are based on previous year operating costs.

F. Services and Contracts

1. Audit fees are based on past years audits. (XXXX)
2. Payroll services will be provided by a third party and the amount is an estimate based on previous years costs. (XXXX)
3. Internet service is currently free from Roadrunner.
4. City of Milwaukee Audit service?

G. Insurance

1. (XXXX) is based on current years costs with and 37% increase for optimal enrollment. Adjustments will be made based on enrollment.

H. Food Service

1. This is based on a lunch program only. Each lunch is valued at \$2.32 per student per day. Assume 100% of the students need subsidized lunch. This is covered by revenues for the free lunch program for the low-income student population.

I. School Facilities

1. Under minimal enrollment, minimum is to be spent on remodeling until the third year. For optimal enrollment, the facility is enhanced every year starting in the first year.

2. The amounts for furniture are based on the minimal amount required for the facility and are included in the office and classroom line items

J. W2 Child Care Year Round Program

1. The budget is based on extrapolation of previous years expenses' and revenues.
2. W2 childcare will fund the K3 population of the Montessori Continuum.

K. Classroom

1. Optimum

- o 5 Primary
- o 4 Lower Elementary
- o 2 Upper Elementary

2. Minimum

- o 5 Primary
- o Lower Elementary
- o Upper Elementary

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Audited Financial Statements

Year Ended June 30, 2009

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Independent Auditors' Report

To the Board of Directors of
Garden Homes Montessori School

We have audited the accompanying statement of financial position of Garden Homes Montessori School as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion of these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Garden Homes Montessori School as of June 30, 2009, and the changes in net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 22, 2009 on our consideration of Garden Homes Montessori School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. 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 made for the purpose of forming an opinion on the basic financial statements of Garden Homes Montessori School taken as a whole. 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 Nonprofit Schools* and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

A handwritten signature in cursive script that reads "Reilly, Penner & Benton, LLP".

October 22, 2009
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Financial Position
June 30, 2009

ASSETS

Current Assets:

Cash and equivalents	\$ 24,329
Prepaid Insurance	7,674
Total Current Assets	<u>32,003</u>

Property and Equipment:

Equipment and furniture	86,625
Computers and software	15,441
Leasehold improvements	5,000
Books	1,318
Construction in progress	6,065
Less: Accumulated depreciation	<u>(66,566)</u>
Net Property and Equipment	<u>47,883</u>

Total Assets	<u>\$ 79,886</u>
---------------------	------------------

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts payable	\$ 6,066
Accrued wages	8,098
Total Current Liabilities	<u>14,164</u>

Net assets:

Unrestricted	56,786
Temporarily restricted	8,936
Total net assets	<u>65,722</u>

Total Liabilities and Net Assets	<u>\$ 79,886</u>
---	------------------

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Activities
Year Ended June 30, 2009

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Support and Revenue:			
MPS contract	\$ 1,149,618	\$ -	\$ 1,149,618
Milwaukee Parental Choice Program	164,837	-	164,837
Other grants	82,060	-	82,060
Lunch service	2,771	-	2,771
MPS before and after school program	83,559	-	83,559
Fundraising	1,833	-	1,833
Other income	772	-	772
Net assets released from restrictions	6,064	(6,064)	-
Total support and revenue	1,491,514	(6,064)	1,485,450
Expenses:			
Program:			
Wages	845,029	-	845,029
Payroll taxes	59,327	-	59,327
Rent	90,155	-	90,155
Utilities	16,679	-	16,679
Maintenance	23,054	-	23,054
Telephone	3,648	-	3,648
Classroom supplies and equipment	174,834	-	174,834
Postage	672	-	672
Fees and permits	1,455	-	1,455
Insurance	24,229	-	24,229
Transportation	585	-	585
Pupil support	42,692	-	42,692
Teacher support	21,149	-	21,149
Depreciation	18,053	-	18,053
Fundraising	2,052	-	2,052
Miscellaneous	579	-	579
Total program expense	1,324,192	-	1,324,192
General and Administration:			
Wages	104,442	-	104,442
Payroll taxes	7,333	-	7,333
Rent	911	-	911
Utilities	168	-	168
Maintenance	233	-	233
Telephone	3,648	-	3,648
Office supplies and equipment	14,124	-	14,124
Postage	671	-	671
Credit card and bank fees	1,345	-	1,345
Insurance	245	-	245
Professional fees	21,483	-	21,483
Miscellaneous	579	-	579
Total general and administrative expenses	155,182	-	155,182
Other Expenses:			
MPS contract funds refunded for prior year contracts	25,481	-	25,481
Total expenses	1,504,855	-	1,504,855
Change in net assets	(13,341)	(6,064)	(19,405)
Net assets, beginning of year	70,127	15,000	85,127
Net assets, end of year	\$ 56,786	\$ 8,936	\$ 65,722

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Statement of Cash Flows
Year Ended June 30, 2009

Cash flows from operating activities:		
Change in net assets	\$	(19,405)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		18,053
Changes in assets and liabilities:		
Receivables		47,513
Prepaid Insurance		(3,574)
Accounts payable		3,200
Accrued wages		2,851
Net cash provided by operating activities		<u>48,638</u>
Cash flows from investing activities:		
Acquisitions of property and equipment		<u>(24,932)</u>
Net decrease in cash and equivalents		23,706
Cash and equivalents, beginning of year		<u>623</u>
Cash and equivalents, end of year	\$	<u><u>24,329</u></u>

The accompanying notes to financial statements are an integral part of these statements.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Notes to Financial Statements
June 30, 2009

1. Significant Accounting Policies

School and Nature of Operations

Garden Homes Montessori School ("School") is a nonprofit School whose primary purpose is to provide educational services to pupils who are residents of the City of Milwaukee.

The School is supported substantially through a contract with Milwaukee Public Schools. The loss of this contract would significantly effect the School's ability to operate.

The School also participates in the Milwaukee Parental Choice Program.

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.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Schools*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time

Permanently restricted net assets – Net assets subject to donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School

Cash and Equivalents

The School considers demand deposits, savings, money market fund accounts and all highly liquid investments with an original maturity of three months or less to be cash and equivalents.

Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets, liabilities, revenues and expenses and the disclosure of contingent assets and liabilities. Actual results could differ from those estimates.

Property and Equipment

Expenditures for maintenance and repairs are charged to expense as incurred. Expenditures for property and equipment having an estimated useful life beyond one year are reported at cost and depreciated over the estimated useful life of the assets.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Notes to Financial Statements
June 30, 2009
(Continued)

1. Significant Accounting Policies (continued)

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, the School was incorporated under the nonprofit statutes of the State of Wisconsin and is not liable for Wisconsin income tax. Accordingly, no provision for income taxes has been provided.

In accordance with accounting principles generally accepted in the United States of America, the School has deferred the implementation of Financial Accounting Standards Board Interpretation (FIN) No. 48, Accounting for Uncertainty in Income Taxes. The interpretation requires additional disclosures on uncertain tax positions that may have been taken by the School. Management of the School evaluates the uncertain tax positions taken, if any, and consults with outside counsel as deemed necessary. The School does not anticipate that the eventual implementation of FIN No. 48 will have a material effect on its financial statements or note disclosures.

2. Financial Instruments

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and equivalents.

The School maintains its cash balances in one area financial institution. The School's combined deposits at the financial institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 through December 31, 2009. The School's bank balances may exceed FDIC coverage at various times during the year.

3. Related Party Transactions

Garden Homes Montessori School paid rent amounting to \$85,000 during the year to Garden Homes Lutheran Church. The Church's Pastor and two Elders of the Church are members of the School's Board of Directors.

The School has several employees that are related to each other. The Principal is married to the Head of School. They have three children who work are employees of the School. In addition to this family, there are 12 employees that are related either through marriage and/or children.

4. Subsequent Events

Management of the School has evaluated all subsequent events through October 22, 2009, for possible inclusion as a disclosure in the Financial Statements. The School has no subsequent events that require disclosure in the Financial Statements.

5. Concentrations

The School maintains cash balances at Milwaukee area financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. From time to time, the School's deposits may exceed the insured limit.

During the current year, the School received approximately 98 percent of its revenue from three sources.

6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes as of June 30, 2009:

Playground	\$ <u>8,936</u>
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GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2009

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA <u>Number</u>	Federal <u>Expenditures</u>
Milwaukee Public Schools Grant – All Local Funds	None	\$1,149,618

Note 1. Basis of Presentation

The accompanying schedule of federal awards is presented using the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Schools*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the basic financial statements.

Richard A. Raymaker
Steven C. Barney
Stephen R. Volz
Daniel R. Brophey
Thomas G. Wieland
Michael W. Van Wagenen



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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Garden Homes Montessori School
Milwaukee, Wisconsin

We have audited the financial statements of Garden Homes Montessori School as of and for the year ended June 30, 2009, and have issued our report thereon dated October 22, 2009. 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

Our consideration of the internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with accounting principles generally accepted in the United States of America, such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control. We consider the deficiencies described in the accompanying schedule of findings and responses to be significant deficiencies in internal control over financial reporting. (2009-1, 2009-2, 2009-3, 2009-4 and 2009-5.)

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, of the significant deficiencies described above, we consider all of the items to be material weaknesses.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

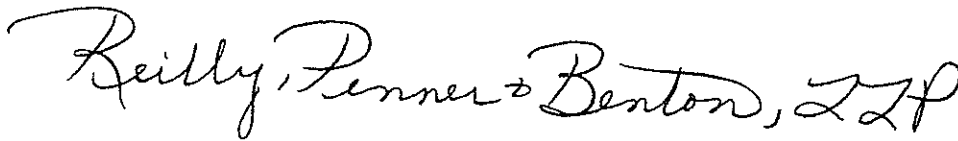
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, 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 instances of noncompliance that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as item 2009-5.

The School's response to the findings identified in our audit are described in the accompanying schedule of findings and responses. We did not audit the School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management, Board of Directors, others within the School, and Milwaukee Public Schools and is not intended to be and should not be used by anyone other than these specified parties.



October 22, 2009
Milwaukee, Wisconsin

Richard A. Raymaker
Steven C. Barney
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**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Directors of Garden Homes Montessori School
Milwaukee, Wisconsin

Compliance

We have audited the compliance of Garden Homes Montessori School 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, 2009. Garden Homes Montessori School's major federal programs are identified in the summary of auditor's 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 Garden Homes Montessori School's management. Our responsibility is to express an opinion on Garden Homes Montessori School'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, *Audits of States, Local Governments and Nonprofit Schools*. 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 Garden Homes Montessori School'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 Garden Homes Montessori School's compliance with those requirements.

In our opinion, Garden Homes Montessori School 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, 2009.

Internal Control Over Compliance

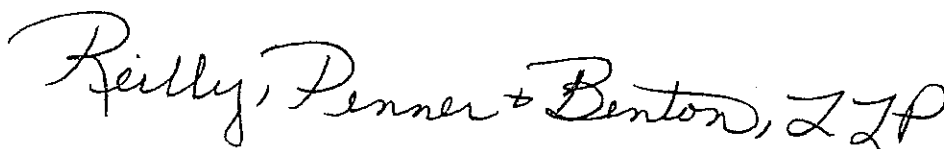
The management of Garden Homes Montessori School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Garden Homes Montessori School's internal control over compliance with the 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, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Garden Homes Montessori School's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in Garden Homes Montessori School's internal control that might be significant deficiencies or material weaknesses as defined below. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A control deficiency in Garden Homes Montessori School's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects Garden Homes Montessori School's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by Garden Homes Montessori School's internal control. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2008-1 to be a significant deficiency.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by Garden Homes Montessori School's internal control. We did not consider any of the deficiencies described in the accompanying schedule of findings and questioned costs to be material weaknesses.

This report is intended for the information of the audit committee, management and federal, state and local awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



October 22, 2009
Milwaukee, Wisconsin

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2009

Finding 2008-1

Segregation of Duties

The School operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the School. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individuals is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the School's financial affairs.

Finding 2008-2

Documentation of Expenses

During our audit, we noticed that the School's debit card transactions did not always have a receipt attached to them. We recommend that the School implement a policy that all debit card purchases have all receipts attached to the monthly bank statement as well as an explanation for expenses on all receipts. We also noted that with the use of the debit card, no one approved these transactions other than the person who used the card. We recommend that someone outside this process approve all debit card transactions. In addition, we noted a couple of disbursements that were not supported by a receipt.

Finding 2008-3

Significant Adjustments

One or more audit adjustments were required to prevent the School's financial statements from being materially misstated. This is indicative that management may not possess the expertise to properly record some of the School's financial transactions in accordance with accounting principles generally accepted in the United States of America. This condition represents a significant deficiency in internal controls. We recommend that management review the nature of these entries in order to determine if this type of adjustment could be made during the year as part of the ordinary financial reporting process. This would reduce the likelihood of this comment in the future and also increase the accuracy of interim financial statements.

Finding 2008-4

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with accounting principles generally accepted in the United States of America. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Summary Schedule of Prior Audit Findings (continued)

Year Ended June 30, 2009

Finding 2008-5

Section C of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with items 4, 5, 6, 7, and 13 of the contract. Items 1, 2, 3, 12, and 14 cannot be determined if compliance was achieved at this time. MPS official report card with all performance results for the district for the 2007-2008 school year will not be available until December of 2008.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2009

Finding 2009-1

Segregation of Duties

The School operates its accounting and reporting function with principally one-two individuals, which precludes a proper segregation of duties. This condition is not, however, unusual in entities the size of the School. It is important for management to be aware of this condition and to realize that the concentration of duties and responsibilities in one-two individuals is not desirable from a control point of view. Under these conditions, the most effective controls rest in management's knowledge and monitoring of matters relating to the School's financial affairs.

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During our audit, we noticed that the School's debit card transactions did not always have a receipt attached to them. We recommend that the School implement a policy that all debit card purchases have all receipts attached to the monthly bank statement as well as an explanation for expenses on all receipts. We also noted that with the use of the debit card, no one approved these transactions other than the person who used the card. We recommend that someone outside this process approve all debit card transactions.

Finding 2009-3

Significant Adjustments

One or more audit adjustments were required to prevent the School's financial statements from being materially misstated. This is indicative that management may not possess the expertise to properly record some of the School's financial transactions in accordance with accounting principles generally accepted in the United States of America. This condition represents a significant deficiency in internal controls. We recommend that management review the nature of these entries in order to determine if this type of adjustment could be made during the year as part of the ordinary financial reporting process. This would reduce the likelihood of this comment in the future and also increase the accuracy of interim financial statements.

Finding 2009-4

Preparation of Financial Statements

We were requested to prepare the financial statements and footnote disclosures for Garden Homes Montessori School, because the School currently does not internally possess the expertise to prepare these statements and footnote disclosures in accordance with accounting principles generally accepted in the United States of America. This condition, although very common, represents a significant deficiency in internal controls, as defined under current auditing standards.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Response
Year Ended June 30, 2009

Finding 2009-5

- A. Section C of the contract with Milwaukee Public Schools requires that the School meet certain performance criteria. The School was not in compliance with item 11 of the contract. Items 1, 2 and 3 were in partial compliance. Not all early childhood students scored proficient or advanced in reading, writing and math. Items 13 and 14 can not be determined if compliance was achieved at this time. MPS official report card with all performance results for the district for the 2008-2009 school year will not be available until January of 2010.

Management's Response

See separate report from management.

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009

A. Summary of Auditor's Results

Financial Statements

- | | |
|--|-------------|
| 1. Type of auditor's report issued: | Unqualified |
| 2. Internal control over financial reporting: | |
| a. Significant deficiencies identified not considered to be a material weakness? | No |
| b. Material weaknesses identified? | Yes |
| 3. Noncompliance material to financial statements noted? | No |

Federal Awards

- | | |
|---|-------------|
| 4. Internal control over major programs: | |
| a. Significant deficiencies identified not considered to be a material weakness? | Yes |
| b. Material weaknesses identified? | No |
| 5. Type of auditor's report issued on compliance for major programs: | Unqualified |
| 6. Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? | Yes |
| 7. Identification of major programs: | |

CFDA Number(s)	Name of Federal Program or Cluster
None	See Schedule of Federal Awards

- | | |
|---|------------------|
| 8. Dollar threshold used to distinguish between type A and type B programs: | <u>\$300,000</u> |
| 9. Auditee qualified as low-risk auditee? | No |

GARDEN HOMES MONTESSORI SCHOOL
Milwaukee, Wisconsin

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009

B. Financial Statement Findings

See Pages 14-15

C. Federal Award Findings

Finding 2009-1 – Page 14

Garden Homes Montessori School

2475 West Roosevelt Drive, Milwaukee, Wisconsin 53209

Ph: 414.444.9024 Fax: 414.444.5782 Cell: 414.916.5782

Management's Response Regarding Findings Of

Independent Auditors' Report By

Reilly, Penner & Benton LLP CPA

For the year ending June 30, 2009

Finding 2009-1

Segregation of Duties

Management duties are spread out throughout the professional staff at Garden Homes Montessori School. In response to Finding 2009-1 we have begun to document this segregation of duties as well as document the implementation of these duties. These duties have expanded to the addition of a third person that is integrated into the accounting and reporting function. This person is the operations manager. The board of directors approves all major expenditures and is pre approved through the budget process. The budget is reviewed four times a year. Classroom supplies are budget and have teacher input. Each classroom has a budget for the school year. All classroom expenditures are pre approved by the Head of School for expenditures over \$100.00. The Head of School, the Administrative Assistant and an additional person that writes out the checks review receipts for classroom supplies.

Finding 2009-2

Documentation of Expenses

Documentation of expenses was carried out by having all expenditures conform to the annual, semi-annual, and adjusted budgets. When the receipts for these expenditures come in they are checked against the budget and budget categories which was established ahead of the expenditure. The receipts are attached to a receipt book in chronological order by date to facilitate easy access. We have adjusted our Documentation of Expenses process to include documentation of the fact they have been approved and documented. Persons other than the one making the purchase will document and sign off on receipts. Debit card purchase receipt have budget codes and

explanations indicated on the receipts and are pre approved by the Head of School the Head of School reviews the receipts for adherence to the budget and adequate explanation. The receipts are kept in a three ring binder in chronological order with copies attached to the debit card statement. If a receipts are found missing when the statement comes in they will be indicated with a post it note and tracked down immediately.

Finding 2009-3

Significant Adjustments

Two areas of adjustment were depreciation and segregating employee expenses (social security, Medicare, and unemployment taxes) into administrative and direct education expenses. Adjustments have been made to include depreciation. Segregating the expenses into educational and non-educational was done on the proposed and actual budget statements to MPS. These expenses were not segregated out on the monthly books as we used the statements as they came from the payroll preparation contractor. Our process now includes segregating these expenses out on a monthly basis. The Assistant Administrator continues work with Reilly, Penner & Benton LLP to maintain appropriated recordkeeping practices that will limit the need for adjustments at the end of the year.

Finding 2009-4

Preparation of Financial Statements

Garden Homes Montessori School continues to require assistance from the firm Reily, Penner, and Benton LLP in preparing our financial statements and disclosures as we continue to develop and peruse the necessary expertise in this area. The Administrative Assistant had and will continue to work with Reily, Penner, and Benton LLP.

Finding 2009-5

A. GHMS is currently assessing the compliance to the MPS performance criteria and will write a separate report.

Respectfully Submitted,

Carrie E. Driver-Johnson

Head of School

Garden Homes Montessori School

Attachment P

GARDEN HOMES MONTESSORI SCHOOL

2008-2009 Report Card

School Information	
Address	2475 W ROOSEVELT DR
Phone	414-444-9024
Fax	414-444-5784
Site Number	0623
School Operation	8:00 - 2:45

Administration (Principal/School Leader)	
School Year (08-09)	MARK JOHNSON
School Year (09-10)	MARK JOHNSON
08-09 Administrator Years at Site	6

Board Member	DIRECTOR BONDS
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Schools Identified for Improvement	
Years on SIFI	0

Grades Kgn. - 6 Contracted Site

Student Enrollment			
Student Groups	06-07	07-08	08-09
Gender			
Male	180	176	192
Female	72	70	104
Ethnicity			
Kindergarten	34	30	20
Grade 1	25	29	25
Grade 2	27	23	20
Grade 3	8	16	19
Grade 4	6	4	N/A
Grade 5	4	3	1
Grade 6	4	1	3
Groups			
Native American	1%	1%	1%
African American	94%	95%	95%
Hispanic	N/A	1%	1%
White	1%	1%	2%
Special Education	5%	7%	3%
English Language Learners	N/A	N/A	N/A
Free/Reduced Lunch	85%	74%	77%

Student Movement			
Student Movement	06-07	07-08	08-09
Mobility Rate	7%	18%	13%
Stability Rate	58%	56%	59%

School Profile

The mission of Garden Homes Montessori is to provide for the children of Milwaukee within the Garden Homes Community and beyond a carefully planned and stimulating environment that helps children develop an excellent foundation for creative learning by using the Montessori Method which was developed by Dr. Maria Montessori. Garden Homes Montessori has multi-age classrooms that are designed to match the developmental characteristics of the age, 3K-5K, 1st-3rd, or 4th-6th. Flexible grouping at all grade levels allows the student to advance according to their individual academic level. Since providing a full day educational program is a major goal for Garden Homes Montessori, all of the children participate in a structured and disciplined learning environment that has high expectations for learners. Garden Homes Montessori operates in before- and after-school program to support working families and enrich children with cultural and academic activities in a healthy supportive environment including music and second language lessons. This program operates year round.

GARDEN HOMES MONTESSORI SCHOOL

Ethnicity and Gender

Gr. Subject	Year	Students Enrolled	Partic. Rate	Percent of Students Scoring Proficient/Above																											
				Total				Asian				Native American				African American				Hispanic				Whites				Gender			
				State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate	State	MPS	School	Partic. Rate
3 Reading	06-07	9	100%	81%	62%	11%	73%	67%	0%	72%	71%	N/A	N/A	60%	57%	13%	63%	58%	N/A	88%	81%	N/A	77%	57%	20%	84%	67%	100%			
	07-08	16	100%	80%	60%	25%	74%	75%	N/A	71%	62%	N/A	N/A	57%	53%	25%	81%	63%	N/A	85%	77%	N/A	76%	56%	22%	83%	64%	29%			
	08-09	18	100%	79%	58%	72%	73%	66%	100%	87%	64%	N/A	N/A	56%	52%	69%	81%	59%	N/A	85%	74%	100%	76%	54%	50%	82%	63%	100%			
3 Math	06-07	9	100%	74%	46%	11%	72%	59%	0%	62%	56%	N/A	N/A	42%	36%	13%	57%	49%	N/A	81%	87%	N/A	74%	46%	20%	73%	45%	10%			
	07-08	16	100%	74%	48%	15%	75%	81%	N/A	62%	42%	N/A	N/A	44%	38%	9%	57%	52%	N/A	81%	81%	N/A	74%	47%	11%	74%	49%	0%			
	08-09	16	100%	76%	51%	50%	75%	67%	100%	61%	56%	N/A	N/A	45%	40%	50%	59%	53%	N/A	83%	72%	100%	76%	50%	50%	76%	51%	63%			
4 Reading	06-07	6	100%	82%	62%	33%	73%	69%	N/A	76%	63%	N/A	N/A	61%	57%	33%	84%	81%	N/A	87%	79%	N/A	80%	80%	33%	84%	64%	133%			
	07-08	4	100%	81%	60%	75%	74%	68%	N/A	73%	59%	N/A	N/A	57%	53%	75%	66%	84%	N/A	87%	78%	N/A	79%	57%	50%	84%	64%	100%			
	08-09	N/A	N/A	82%	60%	N/A	75%	69%	N/A	74%	62%	N/A	N/A	58%	53%	N/A	85%	83%	N/A	87%	80%	N/A	79%	56%	N/A	84%	65%	N/A			
4 Language	06-07	6	100%	77%	58%	0%	72%	66%	N/A	87%	80%	N/A	N/A	54%	52%	0%	81%	58%	N/A	82%	76%	N/A	73%	53%	0%	81%	63%	0%			
	07-08	4	100%	76%	54%	50%	71%	63%	N/A	85%	54%	N/A	N/A	51%	47%	50%	62%	57%	N/A	82%	74%	N/A	72%	50%	50%	80%	59%	50%			
	08-09	N/A	N/A	76%	57%	N/A	73%	70%	N/A	84%	55%	N/A	N/A	53%	50%	N/A	62%	59%	N/A	82%	76%	N/A	73%	52%	N/A	81%	63%	50%			
4 Math	06-07	6	100%	77%	52%	17%	76%	72%	N/A	71%	70%	N/A	N/A	48%	42%	17%	82%	57%	N/A	84%	72%	N/A	79%	53%	33%	76%	50%	0%			
	07-08	4	100%	77%	50%	26%	76%	63%	N/A	65%	64%	N/A	N/A	47%	41%	26%	81%	52%	N/A	83%	72%	N/A	77%	51%	50%	76%	49%	0%			
	08-09	N/A	N/A	81%	59%	N/A	80%	73%	N/A	72%	55%	N/A	N/A	55%	50%	N/A	87%	62%	N/A	87%	79%	N/A	82%	80%	80%	76%	49%	0%			
4 Science	06-07	8	100%	77%	49%	0%	70%	68%	N/A	66%	76%	N/A	N/A	44%	39%	0%	88%	53%	N/A	85%	74%	N/A	78%	50%	0%	77%	49%	0%			
	07-08	4	100%	75%	49%	60%	68%	53%	N/A	63%	48%	N/A	N/A	45%	39%	50%	57%	50%	N/A	82%	72%	N/A	75%	47%	50%	75%	48%	50%			
	08-09	N/A	N/A	78%	49%	N/A	70%	63%	N/A	87%	60%	N/A	N/A	45%	39%	N/A	59%	54%	N/A	83%	72%	N/A	78%	48%	N/A	76%	51%	N/A			
4 Social Studies	06-07	6	100%	91%	76%	33%	86%	83%	N/A	87%	71%	N/A	N/A	78%	74%	33%	81%	78%	N/A	95%	89%	N/A	91%	76%	67%	92%	79%	0%			
	07-08	4	100%	91%	77%	100%	89%	81%	N/A	87%	71%	N/A	N/A	75%	72%	100%	84%	84%	N/A	95%	90%	N/A	91%	74%	100%	92%	79%	100%			
	08-09	N/A	N/A	91%	78%	N/A	89%	86%	N/A	86%	80%	N/A	N/A	75%	72%	N/A	85%	83%	N/A	95%	90%	N/A	90%	76%	100%	92%	78%	100%			
5 Reading	06-07	5	100%	84%	64%	20%	76%	71%	N/A	76%	68%	N/A	N/A	63%	59%	20%	88%	63%	N/A	89%	82%	N/A	82%	62%	100%	87%	67%	50%			
	07-08	3	100%	84%	64%	33%	78%	78%	N/A	81%	84%	N/A	N/A	61%	57%	33%	70%	70%	N/A	90%	80%	N/A	82%	60%	0%	87%	69%	100%			
	08-09	1	100%	81%	59%	100%	74%	67%	N/A	72%	72%	N/A	N/A	58%	51%	100%	66%	61%	N/A	87%	78%	N/A	79%	56%	N/A	83%	62%	100%			
5 Math	06-07	5	100%	75%	46%	0%	74%	63%	N/A	65%	49%	N/A	N/A	42%	37%	0%	57%	45%	N/A	82%	68%	N/A	75%	46%	0%	75%	46%	0%			
	07-08	3	100%	76%	46%	0%	78%	69%	N/A	69%	68%	N/A	N/A	44%	38%	0%	69%	53%	N/A	82%	69%	N/A	77%	46%	0%	76%	48%	0%			
	08-09	1	100%	76%	53%	100%	79%	69%	N/A	68%	69%	N/A	N/A	50%	44%	100%	84%	58%	N/A	84%	74%	N/A	79%	53%	N/A	79%	53%	100%			

For 2007-08 and 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Reading (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA. For 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Language (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA. The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled. State targets for meeting adequate yearly progress for 2007-08 and 2008-09 = 67.5% for Reading and 47.5% for Mathematics. This Student Participation Rate is based on the number of students enrolled taking the WKCE plus the number taking the Metacross Alternate Assessment.

N/A Indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Ethnicity and Gender

Gr.	Subject	Year	Students Enrolled	Partic. Rate	Percent of Students Scoring Proficient/Above																											
					Total				Asian				Native American				African American				Hispanic				White				Gender			
					State	MPS	School	Rate	State	MPS	School	Rate	State	MPS	School	Rate	State	MPS	School	Rate	State	MPS	School	Rate	State	MPS	School	Rate	State	MPS	School	Rate
6	Reading	06-07	1	100%	85%	62%	50%	N/A	76%	64%	N/A	75%	75%	N/A	62%	57%	50%	68%	64%	N/A	91%	79%	N/A	82%	56%	100%	86%	68%	59%			
		07-08	2	100%	85%	61%	100%	N/A	75%	70%	N/A	57%	55%	100%	70%	66%	N/A	83%	81%	N/A	91%	77%	N/A	83%	59%	100%	87%	64%	84%			
		06-09	3	100%	83%	59%	100%	N/A	76%	67%	N/A	74%	63%	100%	67%	63%	N/A	89%	85%	N/A	89%	75%	N/A	80%	53%	100%	87%	68%	100%			
6	Math	06-07	2	100%	76%	40%	0%	N/A	62%	52%	N/A	60%	31%	0%	57%	44%	N/A	83%	63%	N/A	83%	63%	N/A	75%	39%	0%	77%	42%	10%			
		07-08	1	100%	76%	43%	100%	N/A	77%	69%	N/A	61%	39%	100%	59%	48%	N/A	82%	64%	N/A	83%	64%	N/A	76%	42%	100%	76%	43%	N/A			
		08-09	3	100%	77%	46%	0%	N/A	77%	69%	N/A	60%	49%	0%	59%	52%	N/A	84%	66%	N/A	83%	66%	N/A	76%	45%	0%	77%	48%	0%			
7	Reading	06-07	1	100%	84%	58%	0%	N/A	74%	69%	N/A	77%	58%	N/A	57%	51%	0%	67%	60%	N/A	90%	82%	N/A	82%	55%	0%	87%	81%	N/A			
		07-08	N/A	N/A	N/A	N/A	N/A	N/A	78%	68%	N/A	76%	81%	N/A	61%	54%	0%	67%	69%	N/A	90%	82%	N/A	82%	55%	0%	87%	81%	N/A			
		08-09	N/A	N/A	N/A	N/A	N/A	86%	64%	N/A	77%	62%	N/A	64%	58%	N/A	71%	68%	N/A	91%	78%	N/A	82%	57%	N/A	87%	86%	N/A	N/A			
7	Math	06-07	1	100%	79%	44%	0%	N/A	75%	60%	N/A	87%	58%	N/A	42%	34%	0%	62%	53%	N/A	84%	70%	N/A	79%	45%	0%	79%	44%	N/A			
		07-08	N/A	N/A	N/A	N/A	77%	40%	N/A	75%	61%	N/A	65%	83%	N/A	41%	31%	N/A	58%	46%	N/A	84%	83%	N/A	77%	40%	N/A	77%	40%	N/A		
		08-09	N/A	N/A	N/A	N/A	78%	48%	N/A	80%	68%	N/A	84%	35%	N/A	44%	36%	N/A	63%	57%	N/A	84%	65%	N/A	77%	45%	N/A	79%	48%	N/A		
8	Reading	06-07	N/A	N/A	84%	62%	N/A	76%	67%	N/A	75%	85%	N/A	57%	57%	N/A	67%	63%	N/A	89%	79%	N/A	81%	57%	N/A	87%	88%	N/A	N/A			
		07-08	N/A	N/A	84%	59%	N/A	76%	67%	N/A	75%	76%	N/A	53%	88%	63%	N/A	88%	63%	N/A	90%	80%	N/A	81%	57%	N/A	87%	84%	N/A			
		08-09	N/A	N/A	85%	62%	N/A	80%	71%	N/A	76%	70%	N/A	62%	66%	N/A	70%	66%	N/A	82%	70%	N/A	82%	55%	N/A	87%	64%	N/A	N/A			
8	Language	06-07	N/A	N/A	62%	35%	N/A	49%	40%	N/A	43%	33%	N/A	29%	33%	N/A	40%	37%	N/A	89%	59%	N/A	89%	30%	N/A	96%	30%	N/A	88%	41%	N/A	
		07-08	N/A	N/A	63%	38%	N/A	54%	44%	N/A	45%	41%	N/A	39%	33%	N/A	41%	35%	N/A	89%	80%	N/A	82%	30%	N/A	96%	33%	N/A	89%	43%	N/A	
		08-09	N/A	N/A	63%	38%	N/A	59%	50%	N/A	42%	46%	N/A	32%	32%	N/A	41%	38%	N/A	89%	80%	N/A	82%	32%	N/A	97%	32%	N/A	89%	44%	N/A	
8	Math	06-07	N/A	N/A	75%	40%	N/A	74%	57%	N/A	60%	62%	N/A	38%	31%	N/A	38%	49%	N/A	55%	49%	N/A	75%	41%	N/A	82%	39%	N/A	89%	44%	N/A	
		07-08	N/A	N/A	75%	38%	N/A	73%	57%	N/A	64%	41%	N/A	28%	31%	N/A	37%	28%	N/A	56%	45%	N/A	83%	41%	N/A	78%	40%	N/A	75%	39%	N/A	
		08-09	N/A	N/A	76%	48%	N/A	79%	66%	N/A	64%	88%	N/A	46%	40%	N/A	60%	54%	N/A	85%	68%	N/A	85%	47%	N/A	78%	49%	N/A	78%	49%	N/A	
8	Science	06-07	N/A	N/A	75%	39%	N/A	62%	50%	N/A	61%	56%	N/A	31%	31%	N/A	51%	43%	N/A	60%	54%	N/A	85%	39%	N/A	74%	39%	N/A	75%	39%	N/A	
		07-08	N/A	N/A	76%	42%	N/A	66%	52%	N/A	62%	57%	N/A	35%	31%	N/A	44%	45%	N/A	69%	66%	N/A	83%	41%	N/A	75%	41%	N/A	74%	39%	N/A	
		08-09	N/A	N/A	76%	42%	N/A	69%	53%	N/A	59%	57%	N/A	42%	35%	N/A	55%	45%	N/A	69%	66%	N/A	83%	41%	N/A	75%	41%	N/A	74%	39%	N/A	
8	Social Studies	06-07	N/A	N/A	83%	52%	N/A	79%	71%	N/A	72%	69%	N/A	46%	46%	N/A	52%	46%	N/A	66%	56%	N/A	89%	74%	N/A	80%	50%	N/A	84%	54%	N/A	
		07-08	N/A	N/A	81%	50%	N/A	73%	63%	N/A	71%	73%	N/A	49%	42%	N/A	84%	56%	N/A	66%	56%	N/A	89%	74%	N/A	80%	51%	N/A	81%	50%	N/A	
		08-09	N/A	N/A	81%	52%	N/A	78%	65%	N/A	69%	73%	N/A	51%	45%	N/A	64%	55%	N/A	88%	74%	N/A	80%	50%	N/A	82%	54%	N/A	80%	54%	N/A	

For 2007-08 and 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Reading (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA. For 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Language (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA.

The percent of students enrolled scoring at/below proficient = sum of students reaching the proficient/below level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2006-07 = 87.5% for Reading and 47.5% for Mathematics.

State targets for meeting adequate yearly progress for 2007-08 and 2008-09 = 74% for Reading and 58% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE plus the number taking the Wisconsin Alternate Assessment.

N/A indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Other Student Groups and Mean Scale Scores

WKCE-CRT		Percent of Other Student Groups Scoring Proficient/Above												Mean Scale											
		Special Education Status						English Language Learner Status								Economic Status									
		SPED			Non-SPED			ELL			Non-ELL					FRL	Non-FRL								
		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School			State	MPS	School							
3	Reading	06-07	9	100%	51%	31%	0%	86%	68%	13%	58%	48%	N/A	83%	84%	11%	67%	57%	11%	88%	82%	N/A	459	437	403
		07-08	16	100%	51%	32%	N/A	84%	66%	25%	55%	56%	N/A	81%	60%	23%	66%	55%	25%	87%	80%	N/A	458	433	380
		08-09	18	100%	49%	31%	0%	84%	64%	81%	56%	49%	N/A	81%	60%	72%	65%	54%	72%	88%	78%	N/A	457	431	445
3	Math	06-07	9	100%	53%	26%	0%	77%	49%	13%	58%	46%	N/A	75%	45%	11%	58%	41%	11%	83%	86%	N/A	434	401	355
		07-08	18	100%	54%	31%	N/A	77%	51%	6%	57%	49%	N/A	75%	48%	9%	59%	44%	16%	87%	87%	N/A	432	402	340
		08-09	18	100%	54%	33%	0%	80%	54%	33%	58%	48%	N/A	78%	51%	36%	61%	45%	56%	83%	86%	N/A	435	404	412
4	Reading	06-07	6	100%	52%	32%	N/A	87%	69%	33%	53%	47%	N/A	84%	64%	33%	68%	58%	20%	89%	81%	100%	477	477	450
		07-08	4	100%	50%	29%	N/A	87%	67%	75%	57%	55%	N/A	83%	61%	75%	68%	56%	67%	89%	79%	100%	476	444	435
		08-09	N/A	N/A	N/A	50%	30%	N/A	87%	67%	N/A	58%	55%	N/A	83%	61%	N/A	68%	59%	80%	80%	N/A	477	447	N/A
4	Language	06-07	6	100%	56%	35%	N/A	80%	63%	0%	55%	47%	N/A	78%	60%	0%	83%	54%	0%	84%	77%	0%	286	279	270
		07-08	4	100%	52%	28%	N/A	80%	60%	30%	54%	47%	N/A	77%	55%	50%	62%	50%	33%	84%	73%	100%	296	279	270
		08-09	N/A	N/A	53%	32%	N/A	80%	63%	N/A	57%	53%	N/A	78%	58%	N/A	63%	52%	N/A	85%	77%	N/A	295	278	N/A
4	Math	06-07	6	100%	53%	30%	N/A	81%	56%	17%	60%	52%	N/A	79%	52%	17%	82%	47%	20%	86%	72%	0%	466	435	382
		07-08	4	100%	52%	28%	N/A	81%	55%	25%	58%	48%	N/A	78%	50%	25%	61%	46%	33%	85%	70%	0%	466	434	408
		08-09	N/A	N/A	57%	36%	N/A	85%	64%	N/A	64%	57%	N/A	82%	59%	N/A	69%	54%	N/A	89%	77%	N/A	472	444	N/A
4	Science	06-07	6	100%	57%	28%	N/A	81%	53%	0%	52%	45%	N/A	78%	50%	0%	60%	44%	10%	87%	73%	0%	300	277	235
		07-08	4	100%	58%	33%	N/A	78%	51%	50%	51%	42%	N/A	77%	49%	50%	59%	43%	33%	84%	88%	100%	297	275	250
		08-09	N/A	N/A	58%	33%	N/A	79%	53%	N/A	53%	48%	N/A	78%	50%	33%	61%	44%	N/A	85%	71%	N/A	298	276	N/A
4	Social Studies	06-07	6	100%	80%	58%	N/A	93%	82%	33%	75%	69%	N/A	93%	79%	33%	83%	75%	40%	96%	91%	0%	298	281	242
		07-08	4	100%	80%	54%	N/A	93%	82%	100%	81%	73%	N/A	82%	77%	100%	85%	74%	100%	95%	87%	100%	297	279	287
		08-09	N/A	N/A	79%	59%	N/A	93%	82%	N/A	81%	77%	N/A	92%	78%	N/A	84%	75%	N/A	95%	91%	N/A	297	280	N/A
5	Reading	06-07	5	100%	53%	33%	0%	89%	71%	25%	56%	43%	N/A	86%	67%	20%	70%	60%	20%	91%	83%	N/A	485	453	400
		07-08	3	100%	53%	29%	N/A	90%	72%	33%	61%	61%	N/A	85%	65%	33%	72%	61%	0%	81%	80%	50%	485	452	433
		08-09	1	100%	46%	28%	N/A	87%	67%	100%	54%	49%	N/A	83%	60%	100%	67%	54%	N/A	89%	78%	100%	482	450	523
5	Math	06-07	5	100%	47%	26%	0%	80%	50%	0%	54%	37%	N/A	76%	47%	0%	57%	41%	0%	84%	87%	N/A	489	455	348
		07-08	3	100%	47%	24%	N/A	81%	53%	0%	65%	45%	N/A	77%	48%	0%	80%	43%	0%	85%	70%	0%	493	455	405
		08-09	1	100%	60%	28%	N/A	83%	59%	100%	58%	47%	N/A	80%	54%	100%	64%	48%	N/A	87%	72%	100%	496	461	493

For 2007-08 and 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Reading (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA. For 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Language (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2006-07 = 87.5% for Reading and 47.5% for Mathematics.

State targets for meeting adequate yearly progress for 2007-08 and 2008-09 = 74% for Reading and 58% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE plus the number taking the Wisconsin Alternate Assessment.

N/A Indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Other Student Groups and Mean Scale Scores

Gr.	Subject	Year	WKCE-CRT		Percent of Other Student Groups Scoring Proficient/Above												Mean Scale						
			Students Enrolled	Partic. Rate	Special Education Status				English Language Learner Status				Economic Status				State	School					
					SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL								
					State	School	State	School	State	School	State	School	State	School	State	School							
6	Reading	06-07	2	100%	51%	24%	71%	50%	57%	39%	N/A	87%	84%	50%	59%	72%	59%	06-07	503	485			
		07-08	1	100%	51%	28%	70%	100%	57%	46%	N/A	87%	63%	100%	100%	71%	57%	07-08	503	464			
		08-09	3	100%	47%	23%	67%	100%	54%	48%	N/A	85%	60%	100%	100%	89%	55%	08-09	503	462			
6	Math	06-07	2	100%	42%	18%	45%	0%	55%	35%	N/A	77%	41%	0%	58%	36%	0%	85%	59%	06-07	513	472	
		07-08	1	100%	41%	21%	48%	100%	54%	38%	N/A	77%	43%	100%	100%	57%	38%	N/A	86%	60%	07-08	514	473
		08-09	3	100%	42%	19%	42%	0%	52%	44%	N/A	78%	45%	0%	60%	42%	N/A	86%	66%	08-09	514	475	
7	Reading	06-07	1	100%	49%	23%	69%	0%	56%	35%	N/A	86%	60%	0%	89%	64%	0%	92%	77%	06-07	513	474	
		07-08	N/A	N/A	50%	28%	70%	N/A	58%	44%	N/A	86%	63%	N/A	71%	58%	N/A	92%	75%	07-08	514	474	
		08-09	N/A	N/A	50%	28%	73%	N/A	58%	51%	N/A	87%	65%	N/A	73%	60%	N/A	92%	78%	08-09	517	478	
7	Math	06-07	1	100%	43%	20%	59%	0%	59%	40%	N/A	80%	45%	0%	67%	40%	0%	88%	62%	06-07	535	495	
		07-08	N/A	N/A	41%	20%	54%	N/A	50%	31%	N/A	78%	41%	N/A	58%	37%	N/A	86%	57%	07-08	533	491	
		08-09	N/A	N/A	41%	23%	52%	N/A	57%	48%	N/A	79%	47%	N/A	81%	42%	N/A	87%	64%	08-09	536	497	
8	Reading	06-07	N/A	N/A	48%	28%	70%	N/A	58%	32%	N/A	85%	64%	N/A	70%	59%	N/A	91%	76%	06-07	527	480	
		07-08	N/A	N/A	47%	22%	69%	N/A	57%	42%	N/A	86%	61%	N/A	70%	58%	N/A	91%	72%	07-08	528	486	
		08-09	N/A	N/A	48%	25%	72%	N/A	58%	45%	N/A	86%	64%	N/A	71%	59%	N/A	91%	76%	08-09	528	488	
8	Language	06-07	N/A	N/A	25%	15%	40%	N/A	25%	15%	N/A	64%	37%	N/A	42%	31%	N/A	71%	52%	06-07	395	371	
		07-08	N/A	N/A	25%	15%	44%	N/A	29%	22%	N/A	64%	40%	N/A	44%	34%	N/A	71%	54%	07-08	396	372	
		08-09	N/A	N/A	26%	15%	44%	N/A	29%	22%	N/A	65%	39%	N/A	44%	34%	N/A	72%	53%	08-09	397	370	
8	Math	06-07	N/A	N/A	37%	19%	45%	N/A	31%	22%	N/A	76%	41%	N/A	45%	35%	N/A	84%	68%	06-07	543	501	
		07-08	N/A	N/A	37%	18%	44%	N/A	32%	23%	N/A	76%	41%	N/A	45%	35%	N/A	84%	68%	07-08	542	494	
		08-09	N/A	N/A	41%	22%	55%	N/A	33%	24%	N/A	80%	49%	N/A	44%	34%	N/A	87%	72%	08-09	546	505	
8	Science	06-07	N/A	N/A	41%	17%	44%	N/A	37%	17%	N/A	76%	41%	N/A	44%	34%	N/A	84%	68%	06-07	398	363	
		07-08	N/A	N/A	43%	19%	45%	N/A	44%	32%	N/A	76%	40%	N/A	45%	35%	N/A	84%	68%	07-08	400	365	
		08-09	N/A	N/A	44%	21%	48%	N/A	43%	27%	N/A	78%	44%	N/A	46%	36%	N/A	84%	69%	08-09	400	366	
8	Social Studies	06-07	N/A	N/A	52%	25%	58%	N/A	57%	28%	N/A	84%	54%	N/A	57%	48%	N/A	90%	74%	06-07	397	367	
		07-08	N/A	N/A	49%	23%	57%	N/A	55%	41%	N/A	82%	51%	N/A	64%	46%	N/A	88%	73%	07-08	395	364	
		08-09	N/A	N/A	49%	23%	59%	N/A	54%	37%	N/A	82%	55%	N/A	64%	48%	N/A	89%	74%	08-09	396	364	

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State targets for meeting adequate yearly progress for 2007-08 and 2008-09 = 74% for Reading and 58% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE plus the number taking the Wisconsin Alternates Assessment.

N/A indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Ethnicity and Gender

Grade Point Average		Cumulative (full year) Grade Point Average																	
		Total		Ethnicity						Gender									
				Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female			
Gr.	Year	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
MS	GPA	2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A	N/A	
		2.27	N/A	2.97	N/A	2.17	N/A	2.08	N/A	2.42	N/A	2.71	N/A	2.09	N/A	2.46	N/A	N/A	
		2.31	N/A	2.97	N/A	2.07	N/A	2.14	N/A	2.41	N/A	2.76	N/A	2.12	N/A	2.50	N/A	N/A	

Other Student Groups

Grade Point Average		Cumulative (full year) Grade Point Average											
		Special Education Status		English Lang.		Learner Status		Economic Status					
								FRL		Non-FRL			
Gr.	Year	SPED	School	ELL	School	Non-ELL	School	FRL	School	Non-FRL	School		
MS	GPA	1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A
		1.96	N/A	2.35	N/A	2.44	N/A	2.25	N/A	2.18	N/A	2.68	N/A
		2.03	N/A	2.37	N/A	2.43	N/A	2.29	N/A	2.22	N/A	2.69	N/A

MS indicates Middle grade students.
 N/A indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Ethnicity and Gender

Student Attendance Rate		Percent of Actual Days of Attendance																	
		Total						Ethnicity						Gender					
		State	MPS	School	Asian	Hispanic	White	State	MPS	School	African American	Hispanic	White	State	MPS	School	Male	Female	
Gr. ES	Year 06-07	96%	93%	93%	97%	96%	95%	93%	91%	93%	94%	96%	94%	90%	96%	95%	92%	93%	93%
	Year 07-08	95%	92%	93%	88%	95%	97%	92%	91%	92%	94%	93%	95%	91%	95%	95%	92%	91%	92%
	Year 08-09	N/A	92%	93%	N/A	95%	93%	N/A	91%	94%	N/A	92%	94%	92%	N/A	92%	93%	N/A	93%

* State target for meeting annual yearly progress in student attendance is 85% in 2008-09.

Other Student Groups

Student Attendance Rate		Percent of Actual Days of Attendance																	
		Special Education Status						English Language Learner Status						Economic Status					
		State	MPS	School	Non-SPED	FRL	Non-FRL	State	MPS	School	ELL	FRL	Non-FRL	State	MPS	School	FRL	Non-FRL	
Gr. ES	Year 06-07	94%	90%	88%	96%	93%	N/A	95%	N/A	N/A	92%	93%	N/A	92%	93%	N/A	95%	96%	
	Year 07-08	94%	90%	85%	96%	93%	N/A	94%	N/A	N/A	92%	93%	N/A	91%	93%	N/A	95%	93%	
	Year 08-09	N/A	90%	80%	N/A	93%	94%	N/A	95%	N/A	92%	93%	N/A	92%	94%	N/A	95%	93%	

State data for 2008-09 is not available at this time.

Ethnicity and Gender

Promotion from Grade 4 to Grade 5		Percent Promoted From Grade 4 to 5																	
		Total						Ethnicity						Gender					
		State	MPS	School	Asian	Hispanic	White	State	MPS	School	Afr. Amer.	Hispanic	White	State	MPS	School	Male	Female	
Students Enrolled	Year 06-07	5	88%	100%	100%	N/A	100%	97%	100%	97%	97%	98%	N/A	98%	100%	97%	100%	100%	
	Year 07-08	2	97%	50%	98%	N/A	96%	50%	98%	98%	98%	98%	N/A	97%	97%	97%	97%	100%	
	Year 08-09	N/A	98%	N/A	96%	N/A	96%	N/A	97%	98%	98%	98%	N/A	98%	98%	98%	98%	98%	

Other Student Groups

Promotion from Grade 4 to Grade 5		Percent Promoted From Grade 4 to 5																	
		Special Education Status						English Lang. Learner Status						Economic Status					
		State	MPS	School	Non-SPED	FRL	Non-FRL	State	MPS	School	ELL	FRL	Non-FRL	State	MPS	School	FRL	Non-FRL	
Students Enrolled	Year 06-07	5	93%	N/A	97%	100%	97%	100%	98%	100%	97%	100%	99%	100%	100%	99%	100%	100%	
	Year 07-08	2	98%	N/A	97%	50%	97%	50%	97%	97%	97%	97%	97%	97%	97%	97%	97%	100%	
	Year 08-09	N/A	99%	N/A	98%	N/A	98%	N/A	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	

ES Indicates Elementary grade students.

N/A Indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Ethnicity and Gender

Student Attendance Rate	Gr.	Year	Percent of Actual Days of Attendance																							
			Ethnicity																							
			Total		Asian		Native American		African American		Hispanic		White		Male		Female									
State	School	MPS	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School									
Attend Rate	MS	06-07	95%	83%	89%	87%	N/A	92%	88%	93%	84%	90%	96%	92%	85%	88%	94%	91%	85%	88%	94%	91%	85%	88%	94%	91%
		07-08	95%	95%	89%	97%	N/A	91%	87%	96%	84%	90%	96%	92%	85%	88%	94%	91%	85%	88%	94%	91%	85%	88%	94%	91%
		08-09	N/A	91%	90%	N/A	N/A	84%	88%	91%	N/A	91%	N/A	N/A	N/A	N/A	N/A	92%	N/A	N/A	N/A	N/A	N/A	N/A	90%	94%

* State target for meeting annual yearly progress in student attendance is 85% in 2008-09.

Other Student Groups

Student Attendance Rate	Gr.	Year	Percent of Actual Days of Attendance																	
			English Language Learner Status																	
			Special Education Status		ELL		Non-ELL		FRL		Non-FRL									
State	School	MPS	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School			
Attend Rate	MS	06-07	83%	N/A	85%	80%	93%	N/A	91%	N/A	89%	93%	N/A	88%	93%	N/A	83%	N/A		
		07-08	83%	96%	85%	90%	96%	N/A	92%	N/A	88%	96%	N/A	88%	96%	N/A	92%	88%		
		08-09	N/A	N/A	86%	N/A	91%	91%	N/A	89%	91%	100%	N/A	86%	100%	N/A	93%	90%		

State data for 2008-09 is not available at this time.

Ethnicity and Gender

Promotion from Grade 8 to Grade 9	Year	Students Enrolled	Percent Promoted From Grade 8 to 9																	
			Ethnicity																	
			Total		Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female			
MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School			
Promotion Rate	06-07	N/A	97%	N/A	97%	N/A	97%	N/A	100%	N/A	97%	98%	N/A	97%	98%	N/A	97%	98%		
	07-08	N/A	97%	N/A	97%	N/A	97%	N/A	98%	N/A	97%	98%	N/A	97%	98%	N/A	97%	98%		
	08-09	N/A	98%	N/A	93%	N/A	97%	N/A	97%	N/A	98%	98%	N/A	97%	98%	N/A	97%	98%		

Other Student Groups

Promotion from Grade 8 to Grade 9	Year	Students Enrolled	Percent Promoted From Grade 8 to 9													
			English Lang. Learner Status													
			Special Education Status		ELL		Non-ELL		FRL		Non-FRL					
MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School					
Promotion Rate	06-07	N/A	98%	N/A	97%	N/A	95%	N/A	97%	N/A	97%	98%	N/A	97%	98%	N/A
	07-08	N/A	97%	N/A	97%	N/A	96%	N/A	97%	N/A	97%	98%	N/A	97%	98%	N/A
	08-09	N/A	99%	N/A	97%	N/A	86%	N/A	98%	N/A	97%	98%	N/A	97%	98%	N/A

MS Indicates Middle grade students.
N/A indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Student Suspension Rate

# of Students Suspended	Percent of Total Enrolled		
	06-07	07-08	08-09
Total	0	0%	0%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
K5	0%	0%	0%
1	0%	5%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	50%	N/A
5	0%	0%	0%
Total	0%	3%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
K5	26%	40%	30%
1	28%	24%	24%
2	19%	30%	25%
3	0%	50%	11%
4	67%	0%	N/A
5	100%	100%	0%
Total	28%	35%	22%

Suspensions By Category

Year	Total # of Suspensions	Percent of Total		
		Learning Environment	Personal Phys. Safety	Weapons
06-07	0	N/A	N/A	N/A
07-08	0	N/A	N/A	N/A
08-09	0	N/A	N/A	N/A

School Climate Survey

Area	Group	No. of Surveys Returned (08-09)	Overall Mean Score (All Questions in each Area)						Sample Question	Group	Percent Answering Each Possible Response			
			06-07		07-08		08-09				Strongly Agree	Disagree	Strongly Disagree	No Response
			School	District	School	District	School	District						
Rigor	ES/MS Students	0	*	3.2	*	3.2	*	3.3	Students at my school are given challenging work.	ES/MS Students	*	*	*	*
	Staff	9	3.7	3.0	N/A	3.1	3.1	3.1		Staff	77.8%	22.2%	0.0%	0.0%
	Parents	54	3.7	3.3	3.7	3.3	3.6	3.4		Parents	72.2%	22.2%	1.9%	3.7%
Safety	ES/MS Students	0	*	2.9	*	3.0	*	3.1	My school makes sure that classrooms are safe and orderly.	ES/MS Students	*	*	*	*
	Staff	9	3.6	3.0	N/A	3.0	3.0	3.0		Staff	88.9%	11.1%	0.0%	0.0%
	Parents	54	3.5	3.2	3.3	3.2	3.5	3.3		Parents	72.2%	24.1%	0.0%	3.7%
Environment	ES/MS Students	0	*	2.9	*	3.0	*	3.1	My school has a friendly and welcoming atmosphere.	ES/MS Students	*	*	*	*
	Staff	9	3.7	3.1	N/A	3.1	3.1	3.1		Staff	88.9%	11.1%	0.0%	0.0%
	Parents	54	3.7	3.3	3.6	3.4	3.7	3.5		Parents	85.2%	13.0%	1.9%	0.0%
Governance	ES/MS Students	0	*	2.7	*	2.8	*	2.9	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	*	*	*	*
	Staff	9	3.7	3.0	N/A	3.0	3.0	3.0		Staff	44.4%	44.4%	11.1%	0.0%
	Parents	54	3.7	3.2	3.7	3.3	3.6	3.3		Parents	66.7%	24.1%	9.3%	0.0%

Data Source: 2008-2009 MPS School Climate Surveys

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

* Data for consultant groups with 10 or fewer surveys returned is suppressed, except for Staff.

N/A indicates: Not available / Not applicable

GARDEN HOMES MONTESSORI SCHOOL

Student Suspension Rate

# of Students Suspended	Percent of Total Enrolled		
	06-07	07-08	08-09
Total	0	0%	0%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
6	N/A	N/A	0%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	N/A	N/A	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
6	50%	0%	67%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	50%	0%	67%

Suspensions By Category

Year	Total # of Suspensions	Percent of Total		
		Learning Environment	Personal Phy. Safety	Weapons
06-07	0	N/A	N/A	N/A
07-08	0	N/A	N/A	N/A
08-09	0	N/A	N/A	N/A

School Climate Survey

Area	Group	No. of Surveys Returned (08-09)	Overall Mean Score (All Questions in each Area)						Sample Question	Group	Percent Answering Each Possible Response				
			06-07		07-08		08-09				Strongly Agree	Disagree	Strongly Disagree	No Response	
			School	District	School	District	School	District							
Rigor	ES/MS Students	0	*	3.2	*	3.2	*	3.3	ES/MS Students	77.8%	22.2%	0.0%	0.0%	0.0%	
	Staff	9	3.7	3.0	N/A	3.1	3.1	3.1	Staff	72.2%	22.2%	1.9%	0.0%	0.0%	
	Parents	54	3.7	3.3	3.7	3.3	3.6	3.4	Parents	72.2%	22.2%	1.9%	0.0%	0.0%	
Safety	ES/MS Students	0	*	2.9	*	3.0	*	3.1	ES/MS Students	88.9%	11.1%	0.0%	0.0%	0.0%	
	Staff	9	3.6	3.0	N/A	3.0	3.0	3.0	Staff	88.9%	11.1%	0.0%	0.0%	0.0%	
	Parents	54	3.5	3.2	3.3	3.2	3.5	3.3	Parents	72.2%	24.1%	0.0%	0.0%	3.7%	
Environment	ES/MS Students	0	*	2.9	*	3.0	*	3.1	ES/MS Students	88.9%	11.1%	0.0%	0.0%	0.0%	
	Staff	9	3.7	3.1	N/A	3.1	3.7	3.1	Staff	88.9%	11.1%	0.0%	0.0%	0.0%	
	Parents	54	3.7	3.3	3.6	3.4	3.7	3.5	Parents	85.2%	13.0%	1.9%	0.0%	0.0%	
Governance	ES/MS Students	0	*	2.7	*	2.8	*	2.9	ES/MS Students	44.4%	44.4%	11.1%	0.0%	0.0%	
	Staff	9	3.7	3.0	N/A	3.0	3.5	3.0	Staff	66.7%	24.1%	9.3%	0.0%	0.0%	
	Parents	54	3.7	3.2	3.7	3.3	3.6	3.3	Parents	66.7%	24.1%	9.3%	0.0%	0.0%	

Data Source: 2008-2009 MPS School Climate Surveys

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

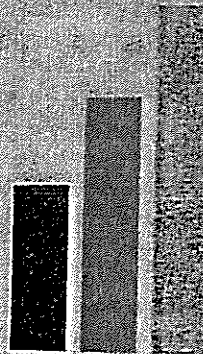
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 N/A indicates: Not available / Not applicable

Garden Homes Montessori School

Programmatic Profile and Educational Performance

Report Date: March 2010

Prepared by:
Susan Gramling
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I. INTRODUCTION

In February 2010, Garden Homes Montessori School (GHMS) contracted with Children's Research Center (CRC) to collect and report data regarding the school's day-to-day operations and academic outcomes. The process used to gather the information in this report included the following steps.

- CRC staff visited the school and conducted an interview in March 2010 with the head of school. CRC staff toured the school's classrooms and met several of the teachers. Critical documents were identified and reviewed, and copies were obtained for CRC files.
- CRC staff gathered data regarding student demographics, attendance, student mobility and stability, and the school's annual yearly progress (AYP) status from the Wisconsin Department of Public Instruction (DPI) WINSS and the Milwaukee Public Schools (MPS) Research and Assessment websites.
- The school provided paper data to CRC, including the Wisconsin Knowledge and Concepts Examination (WKCE) and MPS benchmark test results.
- CRC staff compiled and analyzed results.

This is the first Programmatic Profile and Education Report to examine educational outcomes at GHMS.

II. PROGRAMMATIC PROFILE

Garden Homes Montessori School
2475 West Roosevelt Drive
Milwaukee, WI 53209

Telephone: (414) 444-9024

Educational Director: Mark Johnson
Head of School: Carrie Driver-Johnson

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy¹

GHMS started in the fall of 2002 as part of the Neighborhood School Initiative. GHMS is located in the Garden Homes neighborhood in the north central area of Milwaukee, on the corner of Roosevelt and Atkinson.² GHMS is contracted through the Milwaukee Public Schools (MPS) and provides education to students in grades K3–8 in a low income area of Milwaukee, Wisconsin. In addition to enrolling MPS students, for the past three years GHMS has enrolled students through the Milwaukee Parental Choice Program (MPCP). GHMS is a part of the Garden Homes Community of Schools, a group of schools committed to providing high-quality and diverse educational choices to families.

GHMS's vision is to become a model for the implementation of community-centered education, where the potential of a community, its families, and its children are supported and nurtured. The school's mission is to provide, for the children of the Garden Homes community and the City of Milwaukee, all the elements necessary for a safe, optimal, and successful holistic education using the methods developed by Dr. Maria Montessori, known as the Montessori method.

¹ Information for this section is taken from the GHMS Educational Plan for 2008–09, located on the MPS website, as well as information shared by the head of school.

² GHMS currently rents a one-story 1950s-era brick school building.

2. Description of Educational Programs and Curriculum³

The Montessori method was developed by Dr. Maria Montessori. She developed her curriculum through scientific observation of children. Dr. Montessori documented tendencies that drive children to learn. She documented characteristics and sensitivities that guide the lessons we give and the materials we offer the children. Materials and lessons are designed to appeal to the sensitive periods and give the gifts of our ancestors, including reading, writing, speaking, mathematics, geometry, history, physical science, life sciences, health, geography, the arts, and practical life. The environment is designed to appeal to the student. It is child sized. The lesson materials are beautifully constructed and maintained.

The Montessori developmental strategies, materials, and individualized lessons complement a wide variety of learning styles while facilitating opportunities to explore and strengthen individual academic strengths and weaknesses. Montessori and her cohorts were pioneers in developing pedagogy for special education. Montessori materials and lessons were initially developed to meet the needs of special needs children. Each child at GHMS is treated as an individual with strengths and weaknesses. The child's strengths and innate interests are used to ensure engagement and success, thus developing unique and individualized strategies to compensate for weaknesses. GHMS has access to MPS special education services, a special education supervisor, and itinerant primary and elementary special education teachers and speech pathologists. Children with individualized education programs (IEPs) are fully included in the Montessori class at all levels.

³ Information for this section is taken from the GHMS Educational Plan for 2008–09, located on the MPS website.

B. Student Population

1. Enrollment by Grade Level

During the 2004–05 school year, GHMS had 105 students enrolled in pre-kindergarten (pre-K) and kindergarten classes. In 2005–06, students from first to sixth grade were added to the school’s roster. Enrollment numbers increased to 175 in 2005–06, 176 in 2006–07, and 176 in 2007–08. In 2008–09, GHMS began accepting students from the MPCP. That year, there were 216 students enrolled in grades pre-K through eight; 191 of those students were MPS students and 25 were MPCP students (see Table 1).

Table 1										
Garden Homes Montessori School Enrollment by Grade Level										
Grade Level	School Year									
	2004–05		2005–06		2006–07		2007–08		2008–09*	
	N	%	N	%	N	%	N	%	N	%
Pre-K	76	72.4%	93	53.1%	70	39.8%	70	39.8%	104	48.1%
Kindergarten	29	27.6%	27	15.4%	33	18.8%	30	17.0%	20	9.3%
1st	0	0.0%	28	16.0%	24	13.6%	29	16.5%	25	11.6%
2nd	0	0.0%	8	4.6%	27	15.3%	23	13.1%	20	9.3%
3rd	0	0.0%	9	5.1%	8	4.5%	16	9.1%	18	8.3%
4th	0	0.0%	4	2.3%	6	3.4%	4	2.3%	10	4.6%
5th	0	0.0%	3	1.7%	4	2.3%	3	1.7%	8	3.7%
6th	0	0.0%	3	1.7%	4	2.3%	1	0.6%	4	1.9%
7th	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.9%
8th	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.4%
Total	105	100.0%	175	100.0%	176	100.0%	176	100.0%	216	100.0%

*In 2008–09, 25 of the students enrolled were MPCP students and 191 were MPS students.
 Note: Data regarding the grade levels of MPS students were found at the Wisconsin DPI website, <http://data.dpi.state.wi.us>. Grade-level data for MPCP students were provided by GHMS.

2. Enrollment by Race/Ethnicity⁴

The majority (over 80%) of students enrolled at GHMS during the past five school years were African American. A small percentage of students during each school year represented other race/ethnic groups, including Caucasian, Hispanic, Asian, and American Indian (see Table 2).

School Year	Total Enrollment	Race/Ethnicity				
		African American	Caucasian	Hispanic	Asian	American Indian
2004-05	105	81.0%	4.8%	1.9%	7.6%	4.8%
2005-06	175	89.1%	4.0%	1.7%	4.0%	1.1%
2006-07	176	93.2%	1.7%	0.0%	4.5%	0.6%
2007-08	176	95.5%	1.7%	0.6%	1.7%	0.6%
2008-09	191	94.8%	3.1%	1.0%	0.5%	0.5%

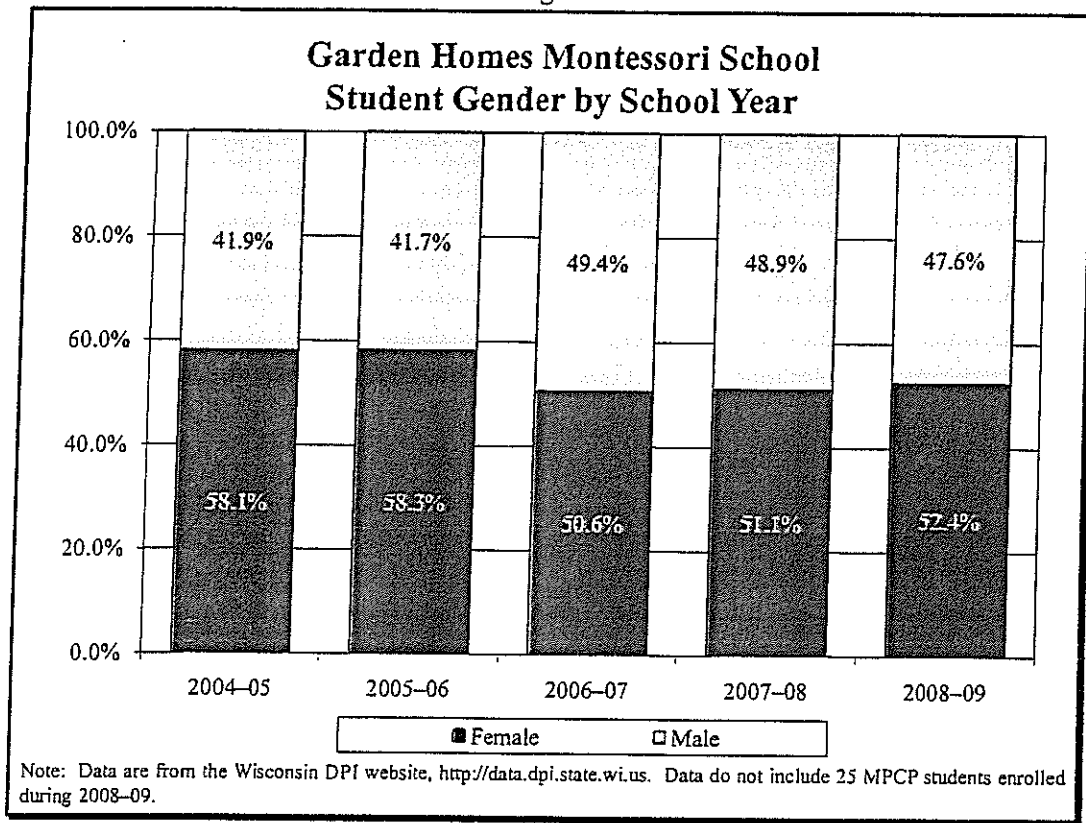
Note: Data are from the Wisconsin DPI website, <http://data.dpi.state.wi.us>. Data do not include 25 MPCP students enrolled during 2008-09.

⁴ Enrollment by race/ethnicity data do not include 25 MPCP students enrolled at GHMS during the 2008-09 school year.

3. Enrollment by Gender⁵

Over 50% of MPS students enrolled at GHMS from 2004–05 through 2008–09 were female. The rate of female students decreased from 58% in 2004–05 and 2005–06 to just over 50% during the last three school years (2006–07 through 2008–09; see Figure 1).

Figure 1



4. Student Mobility and Stability⁶

Student mobility is calculated by dividing the number of students received by the school during the year by the number of students enrolled on the third Friday of September.⁷ Student stability is related to the number of years that a student remains in one school. In MPS, stability

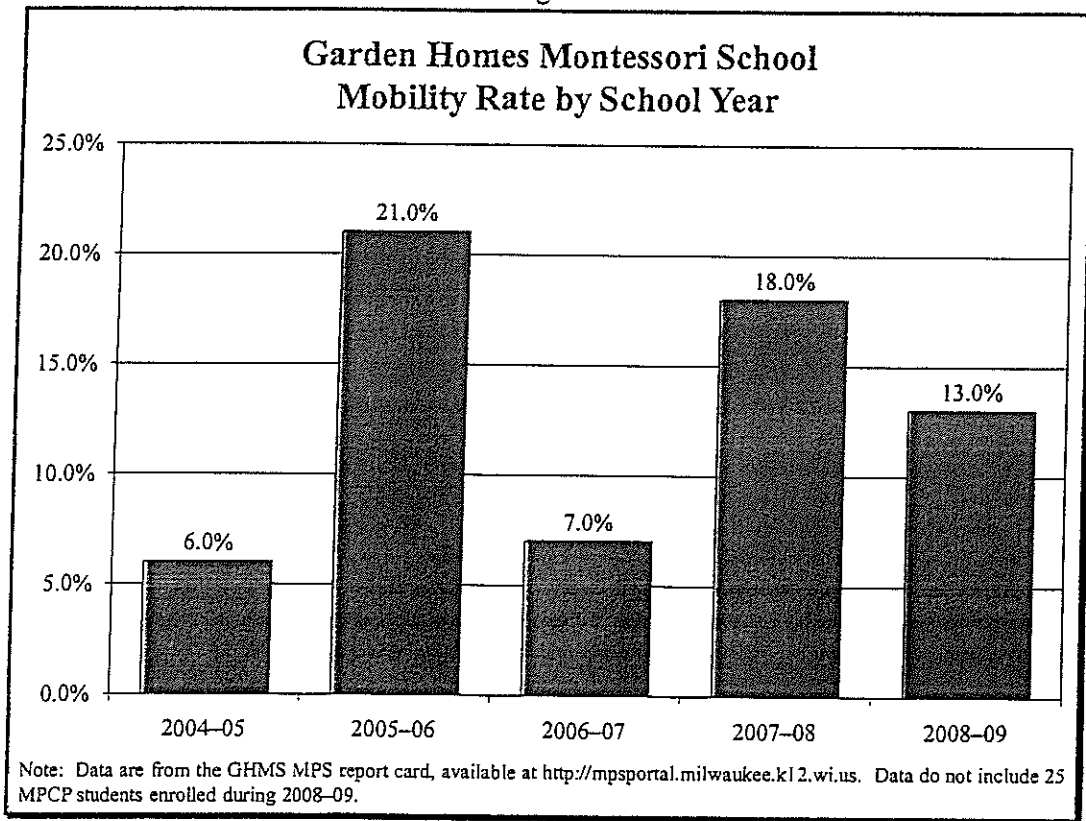
⁵ Enrollment by gender data do not include 25 MPCP students enrolled at GHMS during the 2008–09 school year.

⁶ Data do not include 25 students from MPCP enrolled during 2008–09.

⁷ MPS website: <http://mpsportal.milwaukee.k12.wi.us>.

is defined as the percentage of students enrolled in a school from one year to the next, excluding newly entering and promoted students.⁸ Lower student mobility rates and higher stability rates show that the same students are in the school from year to year. Mobility rates have ranged from 6.0% to 21.0% from 2004–05 to 2008–09 (see Figure 2). Note that the school’s leadership explained that since the school expanded beyond the primary level for the 2005–06 academic year, it may be possible that school mobility has been affected by lack of transportation provided by the school and variable gas prices.

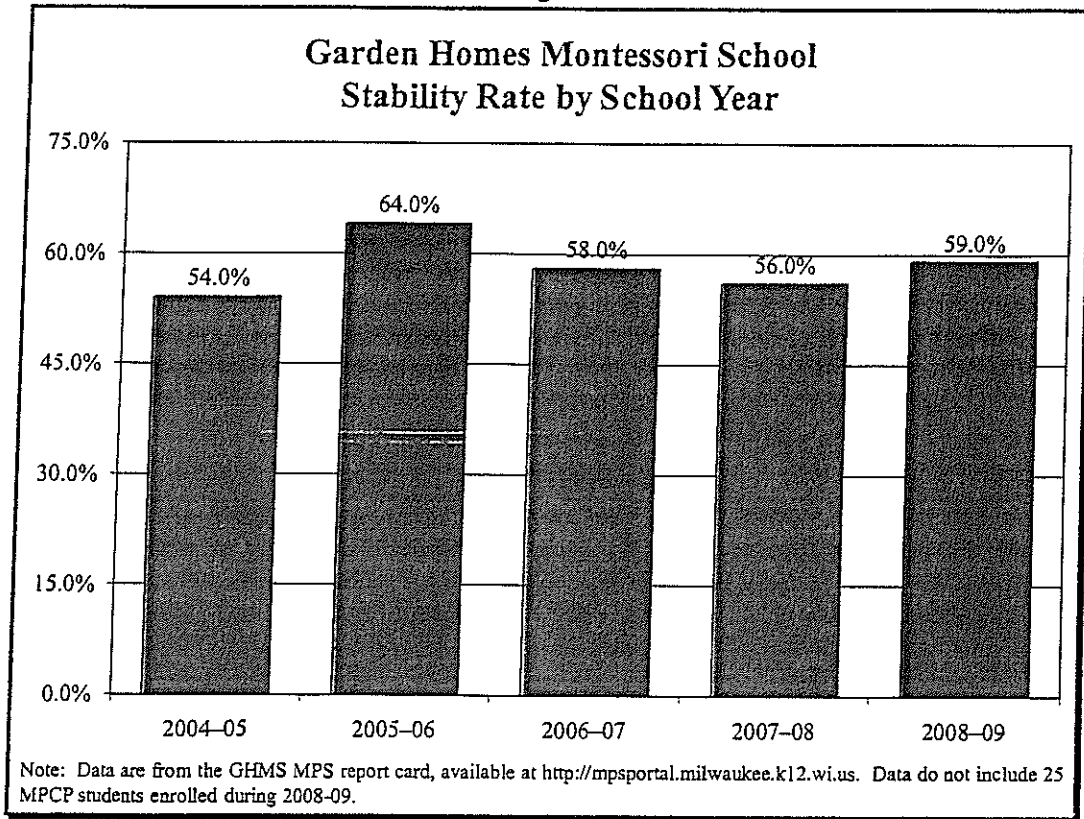
Figure 2



⁸ MPS website: <http://mpsportal.milwaukee.k12.wi.us>.

GHMS stability rates for MPS students ranged from 54.0% to 64.0% from 2004–05 through 2008–09 (see Figure 3).

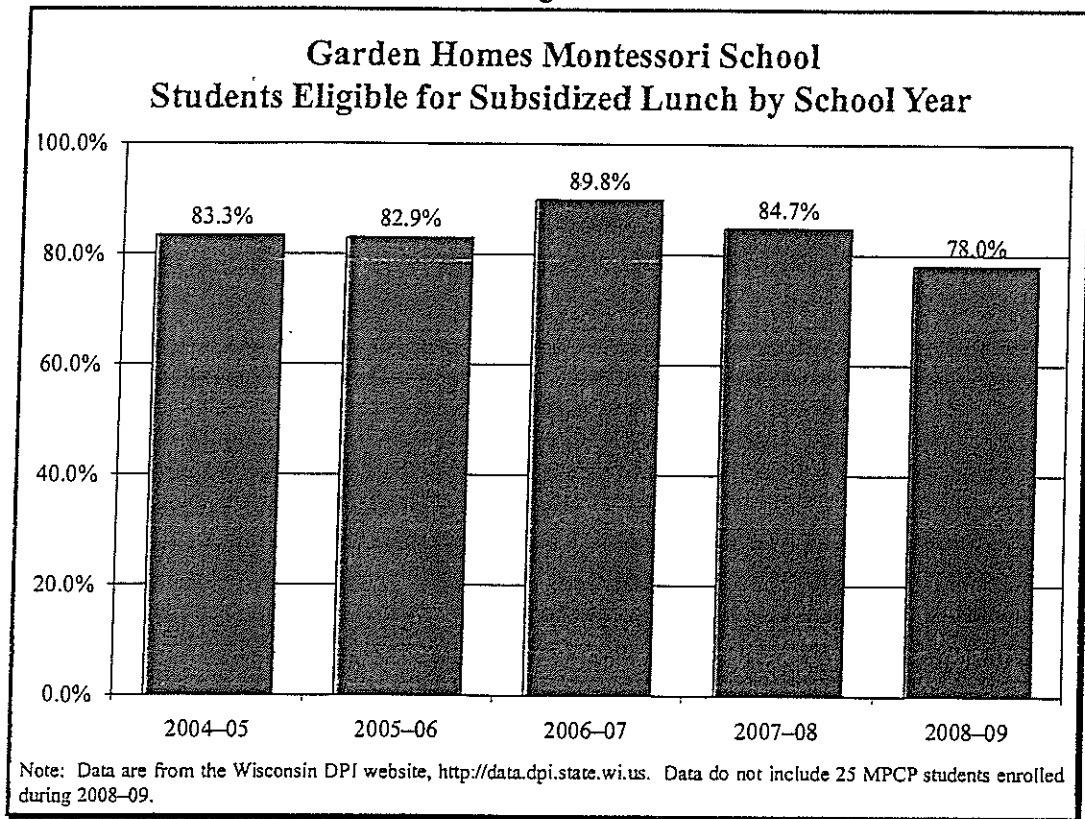
Figure 3



5. Enrollment by Eligibility for Free/Reduced Lunch⁹

The rate of GHMS students eligible for free/reduced lunch was over 80% from 2004–05 through 2008–09. The rate declined slightly to 78% during the 2008–09 school year (see Figure 4).

Figure 4

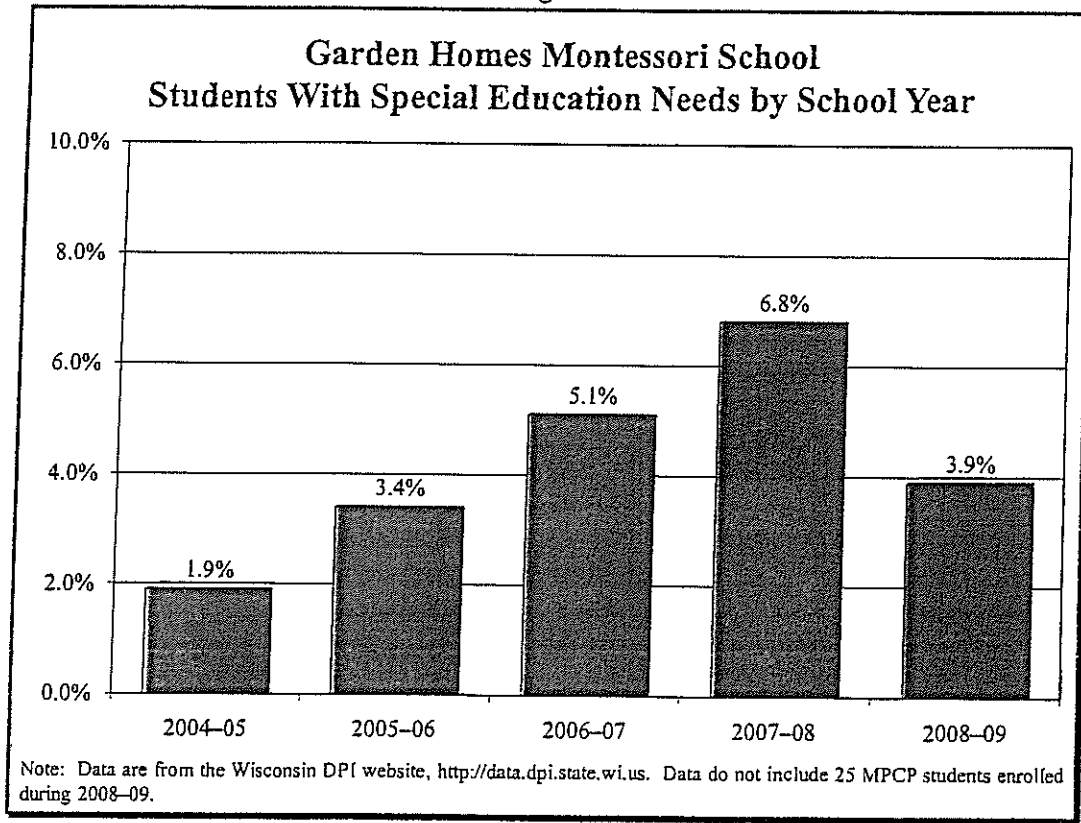


⁹ Data do not include 25 MPCP students enrolled at GHMS in 2008–09.

6. Special Education Needs Status¹⁰

Special education needs status was available on the Wisconsin DPI website for MPS students enrolled in GHMS. The percentage of students with special education needs varied by school year and ranged from 1.9% in 2004–05 to 6.8% in 2007–08 (see Figure 5).

Figure 5



¹⁰ Results do not include 25 students enrolled under MPCP during the 2008-09 school year.

C. School Structure

1. Areas of Instruction¹¹

GHMS follows the Montessori instructional style and curriculum, which changes as students mature. The following is a description of the instructional approach and curriculum for the various classroom groupings.

a. *Primary Classroom: Students Age 3 to 6*

Children age 3 to 6 develop a strong sense of order and preparation for reading, writing, and mathematics through practical life work, sensorial work, language, and math works. Through independent work with manipulative materials, children develop skills and responsibility. The children independently choose a work, work with it, and return it to the shelf for another child to use. Vocabulary is built by children naming and describing the materials, such as “the equilateral triangle” or the “the bitter taste.” Golden bead materials are used to introduce the children to mathematics operations into the thousands. Children use movable alphabet letters to write stories. They use bells to explore tone and play music. GHMS is committed to providing a quality early childhood environment, and offers all-day K3 and K4 programs.

b. *Elementary Classroom: Students Age 6 to 9*

Students age 6 to 9 move into a multi-age classroom prepared to address their changing characteristics. Teachers present lessons to small groups of students. The students follow up with work they choose in groups they choose. The teacher conferences with the individual student to guide choices and plan for meeting academic expectations. Lessons and materials are designed to equip the student with keys to research history and science. They explore and

¹¹ Information for this section is taken from the GHMS Educational Plan for 2008–09, located on the MPS website.

practice advanced work in mathematics and geometry, discovering mathematical formulas. They develop language skills while reading and writing about interests they research. They compose music and explore expression through art. Guided by their interests, students extend exploration into the community, utilizing museums, libraries, and businesses in the Going Out program. The students develop leadership skills and a strong sense of responsibility for self and others.

c. Upper Elementary Classroom: Students Age 9 to 13

Students age 9 to 13 work together in a multi-age classroom revisiting and completing in-depth work and research in the areas they began to explore in the 6-to-9 classroom. Students refine their skills and develop portfolios of their work.

2. Classrooms

The school currently has six classrooms, which are organized in the following manner:¹²

- There are three primary classrooms with K3, K4, and K5 students aged 2.5 through 6 years. These rooms are staffed with one Montessori-trained teacher, one DPI-licensed teacher, and one Spanish-speaking assistant. Two of these classrooms have an additional assistant.
- There is one elementary classroom with first- through third-grade students, one Montessori-trained teacher, one DPI-licensed teacher, and two full-time assistants.
- There is one elementary classroom with first- through fourth-grade students, one dually certified teacher (Montessori-trained and DPI-licensed), one DPI-licensed teacher, and two full-time assistants.
- There is one upper elementary classroom with fourth- through eighth-grade students, one DPI-licensed teacher, and two assistants. There are additional teachers who support this classroom as well, depending on the subject area. For example, a Montessori-trained teacher with a science background is brought in for science.

¹² Based on an interview with the head of school.

3. Teacher Information

As described in its 2008–09 MPS education plan, GHMS places a high priority on staff development and community educational outreach. The school has received substantial foundation support to be used for community and staff development. GHMS maintains a policy of hiring staff from its pool of families and setting educational development goals with each staff member.¹³ The head of school reported that all of the DPI-licensed teachers who are not yet trained in Montessori will be taking the Montessori training.

During the 2009–10 school year to date, the school has reported that there were 18 teachers employed at GHMS. Fifteen of the teachers were employed full-time and 3 were employed at part-time. There were 8 classroom teachers, 4 Spanish teachers, 3 special education teachers, 2 art teachers, and 1 music teacher.¹⁴ One of the classroom teachers also served as the education director, and another classroom teacher served as the head of school. Additionally, there is a part-time speech pathologist.¹⁵ Ten of the full- and part-time teachers hold a Wisconsin DPI License or permit, and 5 of the full-time teachers hold an Association Montessori Internationale Montessori accreditation.

Ten of the 15 teachers employed by GHMS began teaching there prior to the 2009–10 school year. Five of the teachers were new to GHMS this year (2009–10).

In addition to educational staff, the school employs an operations manager (who acts as a secretary and greeter), a kitchen staff person, an information technology person (who also works with students at times), a part-time staff member who works with the students and publishes the school newsletters, and a three-quarters-time publicist/fundraiser who also assists students with projects.

¹³ GHMS MPS Education Plan, 2008–09.

¹⁴ The three special education teachers are MPS itinerant special education teachers and work only part-time at GHMS.

¹⁵ GHMS's speech pathologist is also employed by MPS and works only part-time at GHMS.

4. Hours of Instruction/School Calendar

GHMS enrolls students in K3 through the eighth grade. Classes follow the Montessori method and practice full inclusion of students with special needs. The school provides 180 days of instruction. The academic day begins at 8:00 a.m. and ends at 3:15 p.m. for all students.¹⁶ Generally, the GHMS academic year begins about a week earlier than MPS and ends a week earlier than MPS. Spring and winter break are the same as MPS; however, GHMS has a different schedule of banking and record-keeping days.

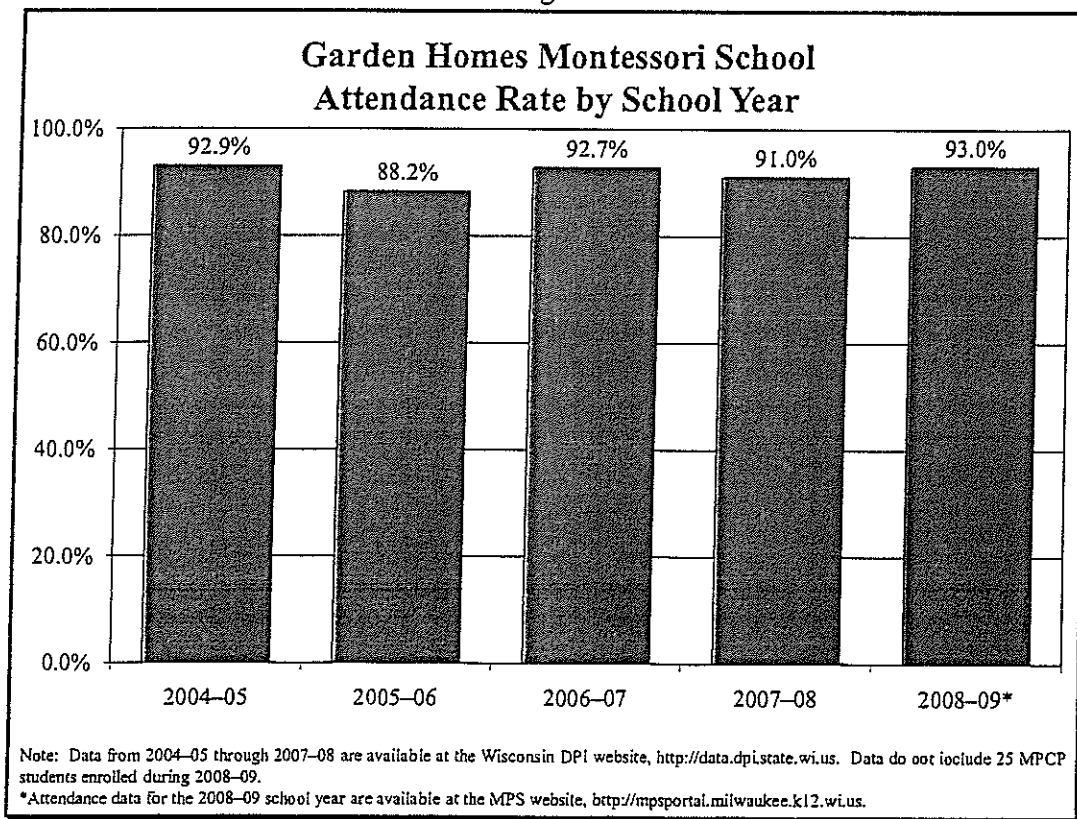
¹⁶ The school is open from 7:00 a.m. – 6:00 p.m. for child care.

III. EDUCATIONAL PERFORMANCE

A. Attendance¹⁷

Attendance rates represent the average number of days attended by all MPS students enrolled at the school during the course of each school year. At GHMS, a student is considered present for the day if he/she is at school by 8:45 a.m. As Figure 6 shows, attendance rates were above 85% during each school year from 2004–05 through 2008–09, with attendance over 90% for four of those years.¹⁸ This exceeds the MPS attendance standard of 85%.

Figure 6



¹⁷ In 2008-09 and 2009-10, GHMS also enrolled students under MPCP. Attendance data for those students are not included in this analysis.

¹⁸ Attendance data for 2008-09 were not yet available on the DPI website. The attendance rate for 2008-09 was reported on the school's MPS report card for that school year.

B. Educational Performance

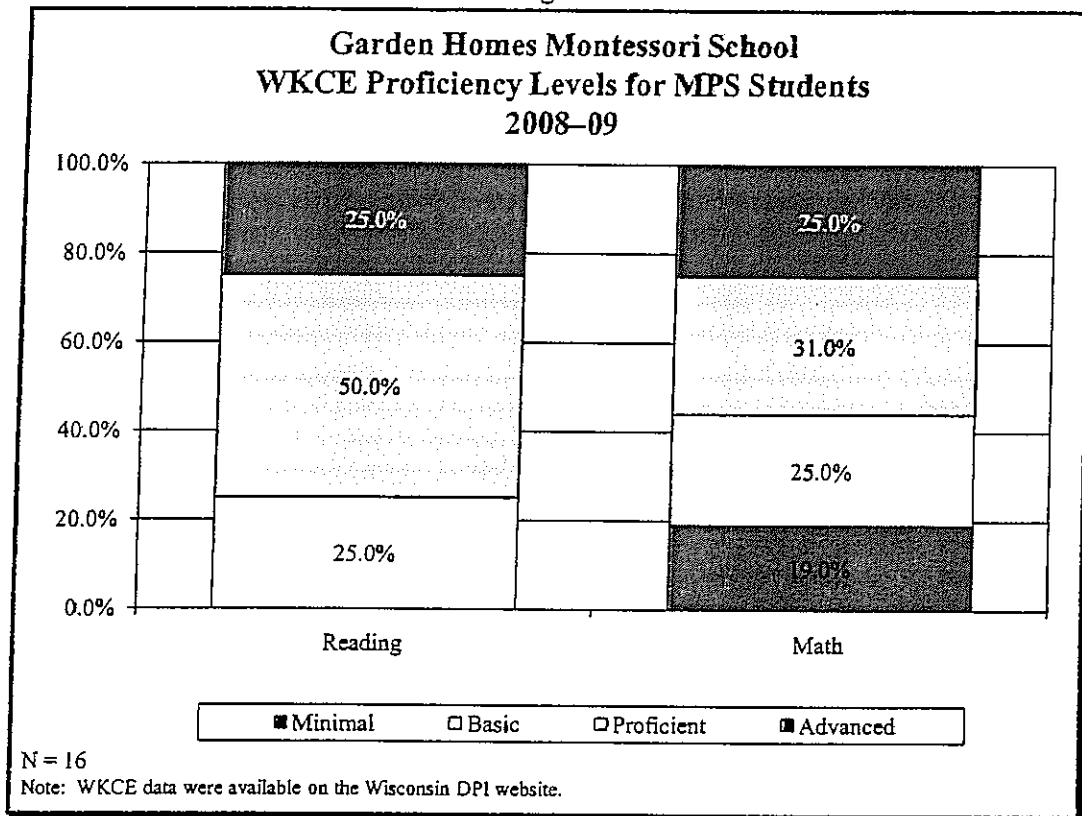
1. WKCE

The State of Wisconsin requires that public school students in third through eighth grade take the WKCE. The WKCE meets federal No Child Left Behind requirements that students in third through eighth grades be tested in reading and mathematics. Students in fourth and eighth grades are also tested in language arts, science, and social studies. Based on results, students are placed in one of four proficiency categories—advanced, proficient, basic, or minimal—in each content area. Prior to the 2008–09 school year, GHMS had too few students in grade 3 or above to report WKCE results. Results for the school year were available from the Wisconsin DPI website for MPS students enrolled in GHMS who were administered the WKCE in 2008–09 and/or 2009–10.

a. 2008–09 Results for MPS Students¹⁹

As illustrated in Figure 7, 75.0% of MPS students enrolled at GHMS in 2008–09 scored proficient (50.0%) or advanced (25.0%) in reading. Over half scored proficient (31.0%) or advanced (25.0%) in math.

Figure 7



¹⁹ The WKCE was administered to only a few MPCP students in the fall of 2008. Due to the small number, 2008–09 WKCE results for MPCP students are not included in this report.

b. 2009–10 Results for MPS and MPCP Students

During the fall 2009–10 testing window, 27 MPS students in third through sixth grade and 21 MPCP students in fourth through eighth grade took the WKCE reading and math tests. Additionally, 11 MPCP and 5 MPS students took the language arts test, 11 MPCP and 6 MPS students took the science test, and 11 MPCP and 5 MPS students took the social studies test. Results for all students are presented in Figure 8. As shown, 66.7% of students were proficient or advanced in reading, 56.2% of students were proficient or advanced in math, 1 (6.3%) student was proficient in language arts, 23.5% of students were proficient in science, and 18.8% of students were proficient in social studies at the time of the fall 2009 test.

Figure 8

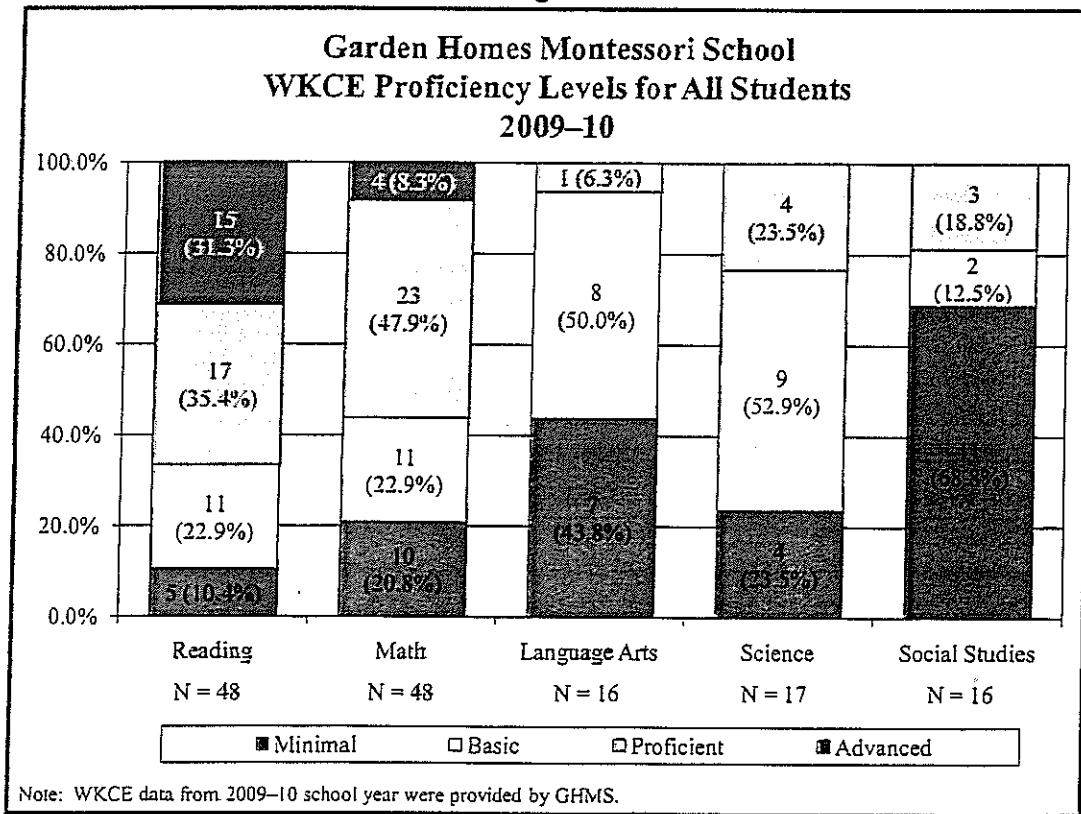
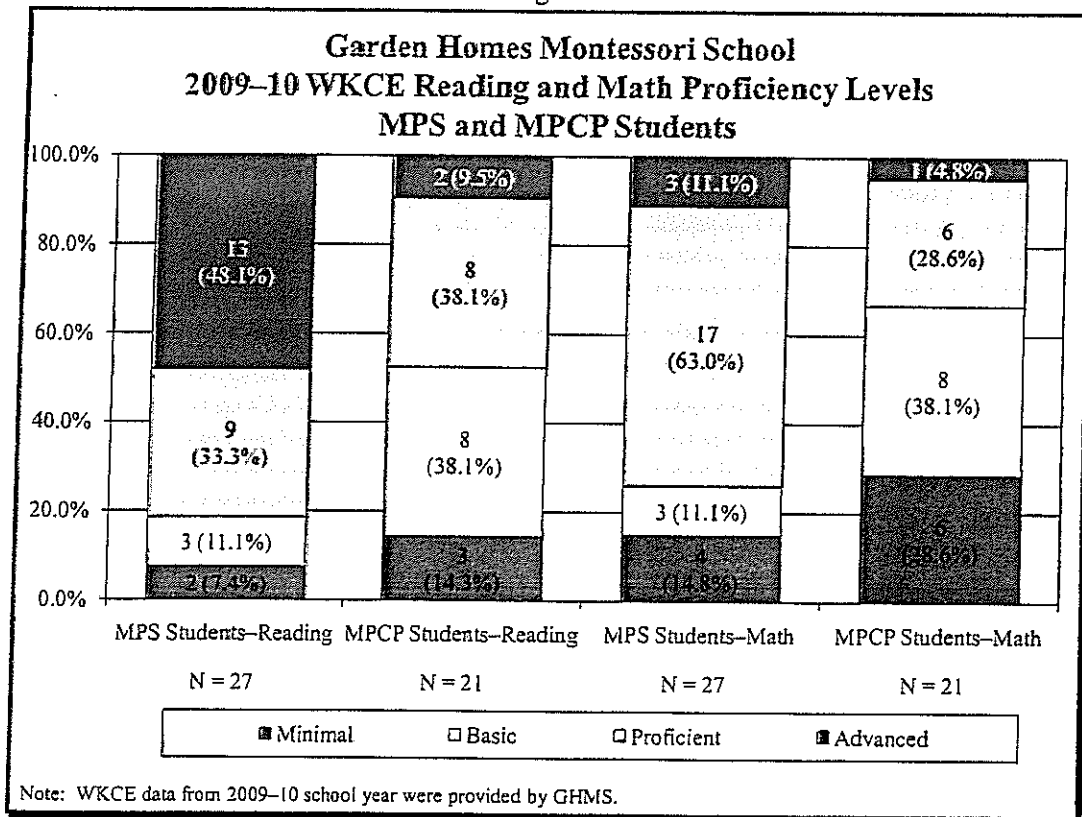


Figure 9 presents 2009–10 WKCE reading and math results for MPS and MPCP students. Due to the small number of students who completed the language arts, science, and social studies tests, there were not enough in each of the two groups to provide a meaningful comparison. Of the 27 MPS students who completed the WKCE reading test, 81.4% were proficient or advanced compared to 47.6% of the 21 MPCP students who completed the test. Almost three quarters (74.1%) of MPS students who completed the WKCE math test were proficient or advanced, while 33.4% of MPCP students were proficient or advanced in math.

Figure 9



Note that results from 2008–09 to 2009–10 cannot be compared, as the cohorts may consist of different students. Individual student data for each year were not available at the time of this report.

2. MPS Benchmark Assessments

MPS schools administer the MPS benchmark assessments to MPS students in third through ninth grade.²⁰ The test consists of reading and math sections. Scores from each section are mapped to State of Wisconsin Assessment Frameworks; results provide teachers and administrators with an estimate of student proficiency in each area. Since MPS began using benchmark assessments, tests have been administered three or four times per school year. In 2007–08, the tests were administered four times and in 2008–09, benchmark tests were administered three times. Students were given the test three times during the 2009–10 academic year. The first test, typically administered in September, reflects student status on last year's spring skills.²¹ The second test, generally administered in the winter, shows students' mid-year progress on the current year's skills. The third test, which is administered in the spring, also shows student progress on the current year's skills. GHMS provided individual test results from the test given in December 2009 for students in the third and fourth grades and aggregate test results for the 2007–08, 2008–09, and 2009–10 school years.

a. *Results for 2009–10*

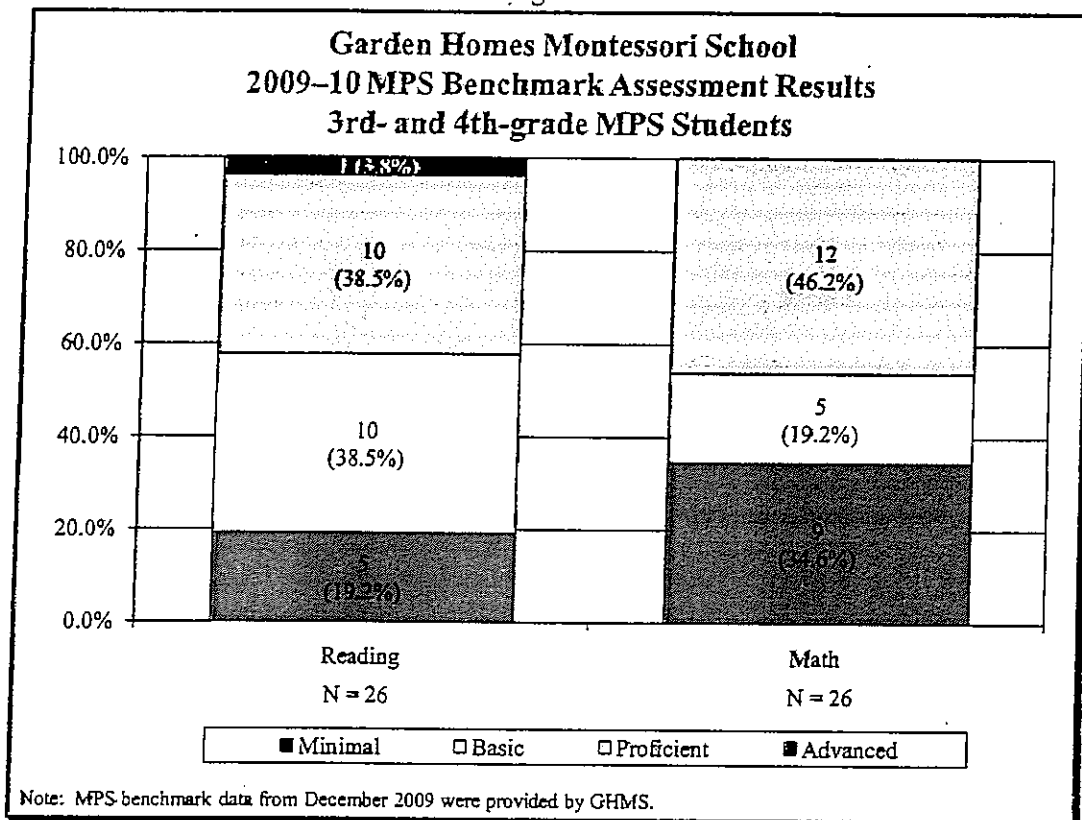
GHMS provided results from the December 2009 benchmark assessment reading and math tests, the second test administration of the current school year. At the time of the December 2009 test, 42.3% of third- and fourth-grade students were proficient or advanced in reading and 46.2% of students were proficient in math (see Figure 10). When additional 2009–10 assessment data become available, the school can use the change in scores between

²⁰ MPCP students did not take the MPS benchmark assessments. Therefore, benchmark assessment results are only available for MPS students enrolled at GHMS.

²¹ See www.ThinkLinkLearning.com for further information.

tests to measure student progress from the beginning to the middle to the end of the school year.²²

Figure 10



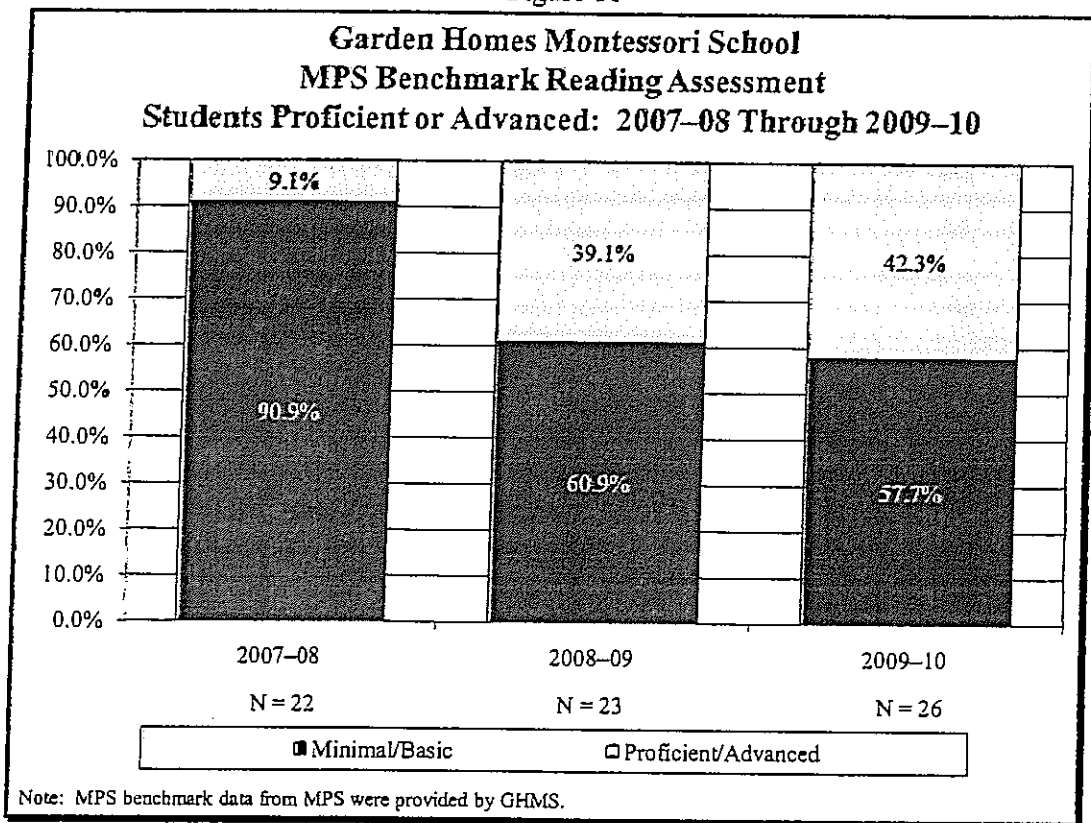
b. *MPS Benchmark Reading Results: 2007-08 Through 2009-10*

In addition to providing information regarding student progress within one school year, test results can also be used to measure student progress from one year to the next. At the time of this report, only aggregate results were available. Therefore, it was not possible to track individual student progress from 2007-08 to 2009-10. However, it is still possible to examine how well the students at GHMS performed overall during those three school years. Figure 11

²² Six students who completed the benchmark tests in the fall of 2009 also took the benchmark tests during the 2008-09 school year. Due to the small number of students who completed the tests both years, year-to-year student progress was not included in this report.

shows the number of students who were proficient or advanced at the time of the second reading test administered during each of the past three school years. For example, 9.1% of students were proficient or advanced at the time of the January 2008 reading assessment, 39.1% of students were proficient or advanced at the time of the January 2009 reading assessment, and 42.3% of students were proficient or advanced at the time of the December 2009 reading assessment.²³

Figure 11

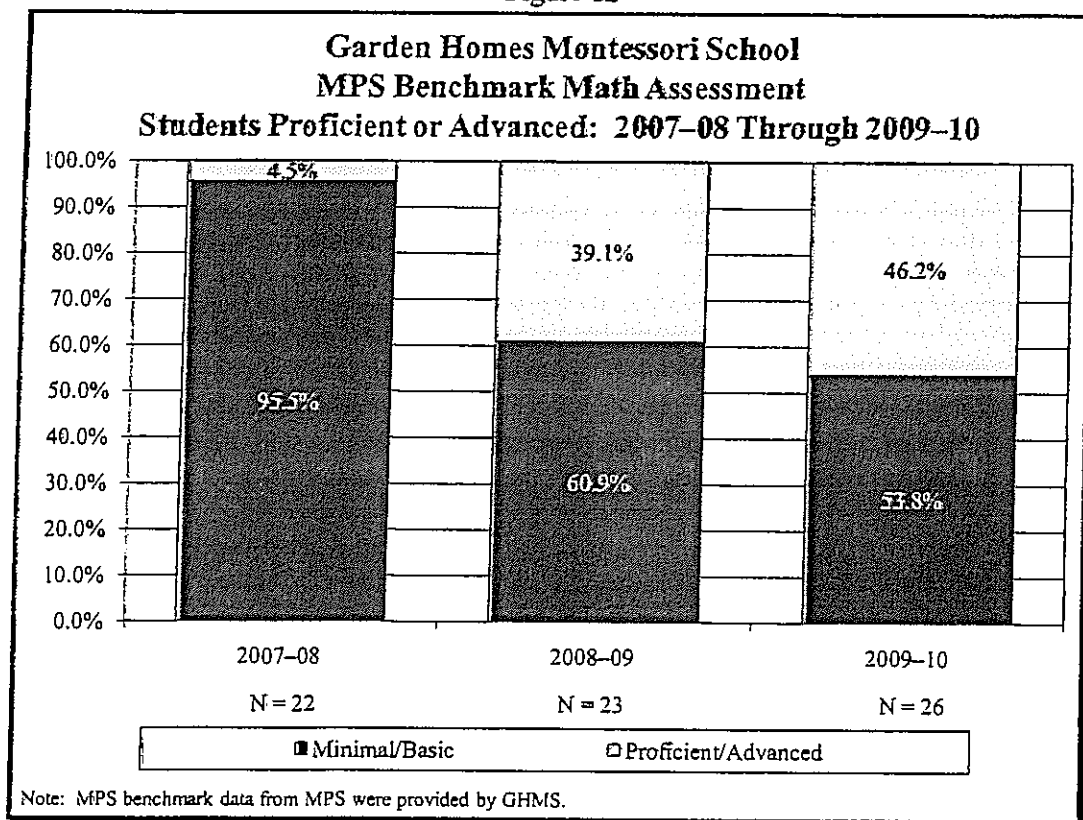


²³ Each year, students taking the benchmark assessments were enrolled in a variety of grade levels. Proficiency status was determined based on criteria for each student's individual grade level.

c. *MPS Benchmark Math Results: 2007–08 Through 2009–10*

Figure 12 shows proficiency level status for the benchmark math test over the past three school years. At the time of the January 2008 math assessment, only 4.5% of GHMS students were proficient or advanced. By the time of the January 2009 assessment, 39.1% of students were proficient or advanced, and at the time of the most recent assessment in December 2009, 46.2% of students were proficient or advanced in math.²⁴

Figure 12



²⁴ These cohorts of students are not necessarily the same students; analysis of year-to-year student academic progress requires individual student data.

3. Student Promotion System—Classroom Assessments Based on Standards

MPS students in fourth and eighth grade are promoted to the next grade level based on a set of three criteria: performance on Classroom Assessments Based on Standards (CABS), performance on the WKCE, and teacher recommendation.²⁵ Students must meet at least one of these criteria to be promoted from fourth to fifth grade and from eighth to ninth grade. The first criterion considered is a student's performance on CABS. If the student does not meet this criterion, performance on the WKCE may be considered when determining student promotion. If a student fails to meet either of the assessment criteria, teacher recommendation may be considered.

The CABS are performance- and standards-based assessments used by teachers to evaluate student progress toward achieving grade-level standards in each of six areas: reading, writing, English/language arts, math, science, and social studies. Teachers evaluate student progress each semester on a four-level scale (1 = minimal, 2 = basic, 3 = proficient, 4 = advanced) and record the level for content area into the Student Promotion System (SPS). The school uses the information stored in SPS to determine student promotion from fourth and eighth grade.²⁶ GHMS provided CABS scores from January and June 2009 and January 2010. Results of the proficiency level criteria for the last three semesters (i.e., January 2009, June 2009, and January 2010) are presented below.

As illustrated, 57.0% of students scored proficient or advanced in English/language arts in January 2009. In June 2009, 82.0% of students scored in the proficient or advanced range. In January 2010, 56.0% of students were proficient or advanced in English/language arts.

²⁵ Although these criteria are used to determine promotion from fourth to fifth and eighth to ninth grade, students complete CABS every year.

²⁶ Information about CABS was gathered from the MPS Assessment Handbook, available at http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/gateway/PTARGS_0_2_42282_0_0_18/assessment_handbook.pdf.

Table 3						
Garden Homes Montessori School Student Promotion System—Classroom Assessment Based on Standards Percent Proficient/Advanced by Subject January 2009, June 2009, and January 2010						
School Year/ Semester	Subject					
	English/ Language Arts	Mathematics	Reading	Science	Social Studies	Writing
January 2009	57.0%	42.0%	44.0%	70.0%	65.0%	38.0%
June 2009	82.0%	83.0%	76.0%	91.0%	91.0%	76.0%
January 2010	56.0%	60.0%	56.0%	62.0%	62.0%	56.0%

Note: Percent based on number of students enrolled at the time of each test. Data from the MPS data warehouse were provided by GHMS.

C. Annual Review of the School's Adequate Yearly Progress

1. Background Information

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school's performance on four objectives:

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, DPI releases an annual review of school performance for each school with information about whether the school has met the criteria for each of the four required adequate AYP objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as identified for improvement, the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this status.

The possible school status designations are as follows:

- “Satisfactory,” which means that the school is not in improvement status;
- SIFI, or “School Identified for Improvement,” which means that the school did not meet AYP for two consecutive years in the same objective;
- SIFI levels 1–5, which means that the school missed at least one of the AYP objectives and is subject to state requirements and additional Title I sanctions, if applicable, assigned to that level;
- SIFI levels 1–4 Improved, which means that the school met AYP in the year tested, but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to return to satisfactory status from improvement status;
- Title I status, which identifies whether Title I funds are directed to this school. If so, the school is subject to federal sanctions.²⁷

2. AYP Review Summary

According to GHMS’s *Adequate Yearly Progress Review Summaries*, published by DPI, the school has demonstrated satisfactory performance on all four objectives: test participation, attendance, reading, and mathematics, for its MPS students over the past four school years.²⁸ In addition, DPI reported that GHMS received a satisfactory designation for improvement status for the past five years even though the number of students who took the WKCE that year was too small for reporting purposes (see Table 4).²⁹

²⁷ For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.

²⁸ For a copy of the GHMS AYP summaries, see <http://www2.dpi.state.wi.us>.

²⁹ Table 3 includes N/A for all objectives during 2004–05 and for test participation during 2005–06 and 2006–07. N/A is recorded when group size is very small or when a test or measure is not required.

Table 4					
Garden Homes Montessori School AYP Status by School Year					
Objective	School Year				
	2004-05	2005-06	2006-07	2007-08	2008-09
Test participation	N/A	N/A	N/A	Yes	Yes
Other academic indicator	N/A	Yes	Yes	Yes	Yes
Reading	N/A	Yes	Yes	Yes	Yes
Mathematics	N/A	Yes	Yes	Yes	Yes
Met AYP	N/A	Yes	Yes	Yes	Yes
Improvement Status	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Attachment Q

Carrie E. Driver - Johnson

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 12 13:11:27 CST 2010

Name: **CARRIE E DRIVER-JOHNSON**

Educator File Number: **390117**

Most Recent:

Application (with payment) received: **September 14, 2007**

Licenses/Permits:

Valid: **July 1, 2007 through June 30, 2012**

License Type: **20 Initial Educator** Advancement
Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**
Subject: **777 REGULAR EDUCATION**

Prior Licenses/Permits:

Valid: **July 1, 1997 through June 30, 2000**

License Type: **13 Short-Term Substitute Permit**
Position/Level: **43 SUBSTITUTE TEACHER**
Subject: **N/A**
Low Grade: **KG Kindergarten** High Grade: **12 Twelfth Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepd1/lisearch.html

Jason Goldsmith

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 12 13:09:28 CST 2010

Name: **JASON M GOLDSMITH**

Educator File Number: **722342**

Most Recent:

Application (with payment) received: **November 17, 2009**

Licenses/Permits:

Valid: **July 1, 2009 through June 30, 2010**

License Type: **09 Emergency Permit** District Request

Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**

Subject: **777 REGULAR EDUCATION**

Educator License Lookup Introduction: **dpi.wi.gov/tepd/lisearch.html**

Mark C. Johnson

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 12 13:01:42 CST 2010

Name: **MARK CLINTON JOHNSON**Educator File Number: **120657****Most Recent:**Application (with payment) received: **June 30, 2009****Licenses/Permits:**Valid: **July 1, 2009 through June 30, 2014**License Type: **40 Professional Educator** RenewalPosition/Level: **45 ELEMENTARY TEACHER**Subject: **083 PREKINDERGARTEN THROUGH GRADE 3**Low Grade: **PK Pre-Kindergarten** High Grade: **03 Third Grade****Prior Licenses/Permits:**Valid: **July 1, 2004 through June 30, 2009**License Type: **40 Professional Educator** RenewalPosition/Level: **45 ELEMENTARY TEACHER**Subject: **083 PREKINDERGARTEN THROUGH GRADE 3**Low Grade: **PK Pre-Kindergarten** High Grade: **03 Third Grade**Valid: **July 1, 2000 through June 30, 2001**License Type: **10 Emergency License**Position/Level: **47 GRADES PREKINDERGARTEN-9**Subject: **811 LEARNING DISABILITIES**Low Grade: **PK Pre-Kindergarten** High Grade: **09 Ninth Grade**Valid: **July 1, 1999 through June 30, 2004**License Type: **05 5-year License**Position/Level: **45 ELEMENTARY TEACHER**

Subject: 083 PREKINDERGARTEN THROUGH GRADE 3
Low Grade: PK Pre-Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1994 through June 30, 1999

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 083 PREKINDERGARTEN THROUGH GRADE 3
Low Grade: PK Pre-Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1988 through June 30, 1993

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1988 through June 30, 1993

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 080 PRE-KINDERGARTEN
Low Grade: PK Pre-Kindergarten High Grade: PK Pre-Kindergarten

Valid: July 1, 1983 through June 30, 1988

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1983 through June 30, 1988

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 080 PRE-KINDERGARTEN
Low Grade: PK Pre-Kindergarten High Grade: PK Pre-Kindergarten

Valid: July 1, 1980 through June 30, 1983

License Type: 03 3-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: **July 1, 1980 through June 30, 1983**

License Type: **03 3-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **080 PRE-KINDERGARTEN**

Low Grade: **PK Pre-Kindergarten** High Grade: **PK Pre-Kindergarten**

Valid: **July 1, 1978 through June 30, 1980**

License Type: **04 3-year Non-Renewable License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **113 FIRST THRU THIRD GRADE**

Low Grade: **01 First Grade** High Grade: **03 Third Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepdll/search.html

Laura E. Pierson

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 12 13:12:17 CST 2010

Name: **LAURA ELLIE PIERSON**

Educator File Number: **722318**

Most Recent:

Application (with payment) received: **November 16, 2009**

Licenses/Permits:

Valid: **July 1, 2009 through June 30, 2010**

License Type: **09 Emergency Permit** District Request

Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**

Subject: **777 REGULAR EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepdli/search.html

Ryan Schuettpelz

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 13:52:29 CDT 2010

Name: **RYAN PAUL SCHUETTPELZ**

Educator File Number: **719135**

Most Recent:

Application (with payment) received: **June 25, 2009**

Licenses/Permits:

Valid: July 1, 2009 through June 30, 2014

License Type: **20 Initial Educator** Advancement

Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)**

Subject: **777 REGULAR EDUCATION**

Valid: July 1, 2009 through June 30, 2014

License Type: **20 Initial Educator** Advancement

Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)**

Subject: **859 ADAPTIVE EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepdl/lisearch.html

Stacey Sievert

Primary Classroom Teacher

Application for DPI License
Transcripts



Wisconsin Department of Public Instruction
LICENSE APPLICATION—
EMERGENCY LICENSE OR PERMIT
 PI-1602-EL (Rev. 07-06)
 Page 2

FOR INFORMATION CONTACT
 Telephone No. (608) 266-1028
 Voice Mail No. 1-800-266-1027
 Web Site dpi.wi.gov/tepd

Collection of Social Security Number is a requirement of s.118.19(1m).
 Application forms are available at dpi.wi.gov/tepd/applications.html

I. APPLICANT INFORMATION

Legal Name First Stacy	Middle Lee	Last Sievert
Previous Name(s)	Social Security Number 393-94-6552	Date of Birth Mo./Day/Yr. 09/02/72
Address 215 Fairview Ave		P.O. Box
City South Milwaukee	State WI	Zip Code 53172 Zip Plus 4 digits
Primary Telephone (include area code) 414-764-4804	Ext.	Alternate Telephone (include area code) 414-324-0642
Email Address sieverts@uwm.edu		
Current District of Employment MPS	Most Recent Wisconsin Educator License Issue Year Expire Year	

II. TYPE OF EMERGENCY LICENSE OR PERMIT

Applicant Completes Parts A & B

PART A – Please answer all that apply:

- 1) I have already completed an educator training program Yes (if yes, answer question # 2) No (if no, skip to question # 3)
- 2) I hold or have held a Wisconsin educator license Yes (if yes, skip to # 4) No (if no, answer # 2a)
 - 2a. I have applied for regular licensure in Wisconsin Yes (if yes, skip to # 4) No

If no to question 2a, answer question 3 and submit with this application a PI-1612 Institutional Endorsement form. This form is available on our website at: dpi.wi.gov/tepd
- 3) I have attached original transcripts from an accredited college (<http://lope.ed.gov/accreditation>) verifying a bachelor's degree
 - 3a. I have previously submitted these transcripts Yes (if yes, skip to # 4) No (if no, answer # 3a)
 - Yes (if yes, answer # 4) No

*If no to question 3a, answer # 4 and either attach original transcripts to this application or send them to:
 DPI Educator Licensing, PO Box 7841, Madison, WI 53707*

4) This emergency assignment is in:

Subject(s) Montessori	Grade(s) 1-3rd
---------------------------------	--------------------------

and this is a:
 First time request for an emergency license/permit or
 Renewal of an emergency license/permit (see also Part V – Approved Program Verification)

PART B—Applicant's Verification

I UNDERSTAND that the issuance or denial of a emergency license or permit is at the discretion of the state superintendent. Renewal of this emergency license or permit will be considered only if the employing administrator requests renewal and satisfactorily explains the need, and if six semester credits (or the equivalent) in an approved program are satisfactorily completed between the beginning date of the emergency license or permit and August 31st of the year the license/permit expires. Verification in Part V—Approved Program Verification is required for renewal.

Applicant Signature Date Signed Mo./Day/Yr. **11/09/09**

For DPI Use Only <input type="checkbox"/> FP <input type="checkbox"/> Conduct	Amount of Remittance \$100	For Bank Use Only Date Stamp
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III. SCHOOL DISTRICT JUSTIFICATION FOR REQUEST

Check here if this is a Charter School.

School District Requesting Emergency Licensure

Telephone Area/No.

CESA No.

LEA No.

MPS/Garden Homes Montessori

414-444-9024

School District Mailing Address Street or PO Box

City

Zip Code

2475 W. Roosevelt

Milwaukee

53209

—INFORMATION ON THE REQUESTED EMERGENCY LICENSE/PERMIT IS AS FOLLOWS—

Employee Name First, Middle, Last

Social Security No.

Begin Mo./Day/Yr

Ending Mo./Day/Yr.

Stacey Lee Sievert

393-94-6552

8/25/09

7/30/10

Subject(s) and grade(s) of this emergency request:

Subject(s)

Grade(s)

Montessori

birth-11

This emergency assignment is:

Full-time (teaching in emergency subject(s) all day)

Part-time (teaching in the emergency subject(s) _____ % of the school day)

Long-term substitute emergency license/permit

Fully explain and justify the need for this request below. This justification is a determining factor in the issuance or denial of the request. If fully licensed candidates are available, the request will be denied unless the justification clearly indicates the specific reason each licensed applicant was not employed. Attach additional 8.5" x 11" sheet, if needed.

7/1/77 - birth-age 11 Garden Homes Montessori School is requesting an emergency permit or license for Stacy Sievert. She is currently in training to be a Montessori teacher & enrolled at Alverno in pursuit of a DPE license. Due to the national & state shortage of trained Montessori teachers we have been unable to hire teachers with completed state & DPE teacher cer.

The following questions also apply for those teaching in core academic subjects as defined by NCLB. NCLB requires that all teachers of core academic subjects must be "highly qualified". As defined by NCLB, a teacher on an emergency license or permit in a core subject(s) is considered highly qualified ONLY IF:

- Yes No 1. the educator has demonstrated their content knowledge in the core subject(s) in which s/he will be teaching through either a major, a minor, or completion of Wisconsin's Praxis II content test(s);
- Yes No 2. the educator is enrolled in an approved teacher training program that will be completed in three years;
- Yes No 3. the district provides high quality professional development before and while teaching and intensive supervision or mentoring while teaching.

IV. SIGNATURE OF EMPLOYING ADMINISTRATOR

I ACKNOWLEDGE that the justification given and the answers to the "highly qualified" questions above (if applicable) are true.

Name of Employing Administrator Type or print clearly.

Title

CARRIE E DRIVER-JOHNSON

HEAD of School

Signature of Employing Administrator

Date Signed Mo./Day/Yr.

C. E. Driver-Johnson

V. APPROVED PROGRAM VERIFICATION To RENEW a one-year emergency license or permit, (including long-term substitute)

I, THE CERTIFYING OFFICER, CONFIRM that the applicant is enrolled in this institution's state-approved education program which is designed to be completed within three years.

Within the last year the applicant has completed at least six credits or the equivalent toward Licensure Program

Signature of Certifying Officer

Date Signed Mo./Day/Yr.

Name of Institution/Program Provider

>



Wisconsin Department of Public Instruction
CONDUCT AND COMPETENCY REVIEW

PI-1602-A (Rev. 05-07)
 Page 1

ANSWER ALL QUESTIONS

- Carefully read all instructions on following page.
- This form must be completed and included with your licensing application. Failure to complete this form will delay the processing of your application.
- Your signature on this form must be notarized. Most schools have a notary public on staff.

License application forms are available at:
<http://dpi.wi.gov/tepd/applications.html>

For purposes of this application, "teaching" applies to all licensed school personnel which includes, but is not limited to, classroom teachers, counselors, social workers, psychologists, administrators, school library media specialists, substitute teachers, special education aides, etc.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR* <small>Previously Reported</small>	1. Have you ever been disciplined for alleged misconduct in the course of any employment or as a member of any licensed or regulated profession, including but not limited to verbal, physical, or sexual abuse or harassment?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	2. Have you ever resigned, been disciplined or dismissed from any teaching or other school position, in part, for alleged (check any which apply) <input type="checkbox"/> immoral conduct or <input type="checkbox"/> incompetence Definitions on next page.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	3. Have you ever had a certificate or license to teach or perform other school duties denied, revoked or suspended?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	4. Is disciplinary action of your educationally related license or employment currently pending in any jurisdiction?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	5. Have you ever been convicted of violating any civil law, local ordinance, state law, or federal law for actions involving sexual conduct, physical abuse of a child, and/or contributing to the delinquency of a child?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	6. Have you ever been convicted of any criminal offense (including criminal traffic matters, not general traffic violations) in any jurisdiction? (check any which apply) <input type="checkbox"/> felony or <input type="checkbox"/> misdemeanor
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	7. Have you ever participated in a deferred prosecution program resulting from a criminal investigation?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	8. Are you currently on probation in any jurisdiction?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	9. Have you ever been acquitted or found not guilty of a criminal offense involving sexual conduct or harm or threat of harm to another, for reasons of insanity, mental disease or defect, diminished mental capacity or comparable legal defense or basis?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	10. Is any criminal charge or investigation pending against you in any jurisdiction?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> PR	11. Have you (or a school district where you worked) ever been a party to a civil settlement, award, or agreement of any kind that involved an allegation concerning your conduct as an educator or in an educationally related position?

Fingerprinting Requirement 12. Carefully read the instructions on the following page to determine whether or not you are required to submit fingerprints with your license application.

Check the appropriate box(es) below to indicate your response.

I am required to submit fingerprints with my application. Indicate status of prints below.
 Fingerprint cards enclosed OR Fingerprints will be submitted separately

I am not required to submit fingerprints with my application. I understand that I may be required to supply proof that fingerprints are not required at this time.

For any "Yes" response to questions 1-11, attach a written 8 1/2" x 11" explanation. Submit certified copies of any criminal complaint and if convicted, a copy of the criminal judgment. Also, submit any other relevant court documents pertinent to any of the questions raised.

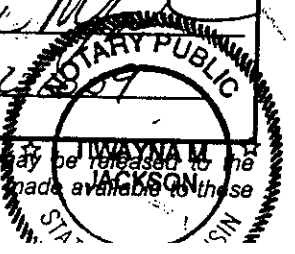
*If you have reported a "Yes" response on a previous application, check PR (previously reported) instead of Yes on this application if no further conviction(s) has occurred.

IMPORTANT: You must respond to ALL questions 1-12.

UNDER OATH, I swear that all information on this form and the accompanying license application and documentation are true to the best of my knowledge. Any false statements may result in denial, revocation, or suspension of license.

I **HEREBY AUTHORIZE** any of my previous employers, law enforcement agencies, and the courts to release, to the Wisconsin Department of Public Instruction, information which pertains to my responses to questions on this form.

Name Print or type Stacey Lee Sievert	Sworn and signed before me this <u>10th</u> day of <u>November</u> in the year <u>2009</u> .
Signature (Sign in blue or black ink in presence of a Notary Public) <i>Stacey Lee Sievert</i>	Notary Public, <i>[Signature]</i>
Local Security No.** 393-94-6552	My commission expires on <u>11-22-2009</u>



**Collection of social security number is a requirement of s. 118.19(1m) and (1r). The social security number may be released to the Department of Justice, Department of Revenue, and the Department of Workforce Development. Such information is made available to these governmental agencies for official purposes only.

Alverno

C O L L E G E

ADMISSIONS OFFICE

August 20, 2009

Stacey Sievert
215 Fairview Ave
South Milwaukee WI 53172

Dear Stacey,

We are pleased to inform you that your application for admission to Alverno College's post-baccalaureate licensure program for the Fall 2009 Semester has been approved.

We want to take this opportunity to congratulate you on your acceptance to Alverno, one of only four colleges nationwide recognized for its exemplary teacher education program in the 2006 critical report, *Educating School Teachers*. Arthur Levine, author of the report, said,

Unlike many schools of education that talk about exemplary teaching methods but don't go beyond the rhetoric, the whole of Alverno, not just the education division, stresses the modeling of good teaching.

Acceptance is conditional upon receipt of official transcripts from University of Wisconsin - Milwaukee. Please arrange to have transcripts sent to the Admissions Office as soon as possible.

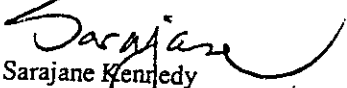
As you progress through your program, a student number will be used to help identify your records. Please note that your student number is 190130.

The School of Education will notify you regarding registration procedures for the next semester.

Welcome to Alverno College, whose reputation for academic excellence annually attracts over 500 national and international educators to workshops on teaching, learning and assessment. Our faculty and staff look forward to meeting you and assisting you in achieving your academic and professional goals.

We are sure that you will find your course of study both challenging and rewarding.

Sincerely,



Sarajane Kennedy
Associate Director of Admissions
Post Graduate and Graduate Education Studies

Enc.

Name: Sievert, Stacey Lee
 Campus ID: 990-71-3699
 Birthdate: 02-SEP-1972
 Menasha Senior High School
 Units: SPCH1 ENGL5 SPAN2 ALG1 GEOM1 BIOL1 GSCI1 BSCI3
 Letters & Science Undergrad / English
 Education Non-Degree / Secondary Education
 WI Percentile: 61
 Graduation Date: JUN-1990
 Requested By: SIEVERTS
 23-AUG-2008
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UW - MILWAUKEE UNDERGRADUATE
 ACADEMIC RECORD/CREDIT EVALUATION
 CAMPUS COPY

---Academic History---

Program : Letters & Science Undergrad
 1990-08-26 Letters and Science Undecided
 Education Undergraduate
 1992-01-15 Exceptional Education
 Early Childhood - Exceptional Education Needs
 Letters & Science Undergrad
 1992-08-26 Letters and Science Undecided
 Education Undergraduate
 1993-01-15 Education
 Biology 6-12
 Letters & Science Undergrad
 1994-01-15 Letters and Science Undecided
 English
 University Special Students
 1998-08-26 University Special Student-has a degree
 Education Non-Degree
 1999-08-02 Secondary Education

Effective: 03-30-1992
 -192 156013 001 Grade Changed | To F
 -Incomplete Lapsed
 1992-01-03 No Action

Fall 1991 UWM Credit
 AFRICOL 100 Black Reality: Intro (D) GECH 3.00 B 9.00
 ANTHRO 13 The Languages of the Deaf 1.00 @F 0.00
 COMPLIT 133 Twentieth-Century Humanities GERH 3.00 B 9.00
 GEOG 125 Challenge/Prob of Phys Environ GERN 3.00 # D+ 3.99
 ENGLISH 203 Intro to Creative Writing GERA 3.00 B 9.00
 SPT&REC 182 Tennis I 1.00 A 4.00
 Term GPA: 2.818 GPA Credit: 11.00 Progress Credit: 26.00
 Cum GPA: 3.001 Cum Totals: 27.00 Cum Totals(Degree): 31.00
 81.02

Spring 1992 UWM Credit
 EXCEDUC 200 Fieldwork in Exceptional Educ 2.00 CR 0.00
 Course Topic(s):
 PSYCH 101 Early Childhood Exc Educ Needs GERS 3.00 B+ 9.99
 PHYSICS 107 Introduction to Psychology GERN 3.00 C+ 6.99
 MUSIC 345 Physics in Everyday Life GERA 2.00 B 6.00
 MATH 95 Beginning Guitar 0.00 R C+ 0.00
 HIST 152 Essentials of Algebra GERS 3.00 B 9.00
 Term GPA: 2.907 GPA Credit: 11.00 Progress Credit: 16.00
 Cum GPA: 2.974 Cum Totals: 38.00 Cum Totals(Degree): 39.00
 113.00

Effective: 08-28-1992
 -292 360200 001 Grade Changed | To C
 1992-06-28 No Action

Summer 1992 UWM Credit
 MUSIC 489 Workshop 2.00 A 8.00
 Course Topic(s):
 Term GPA: 4.000 GPA Credit: 2.00 Progress Credit: 2.00
 Cum GPA: 3.025 Cum Totals: 40.00 Cum Totals(Degree): 41.00
 121.00

1992-08-24 No Action

Fall 1980 UWM Credit
 MATH 90 Basic Mathematics 0.00 C+ 0.00
 ENGLISH 101 Intro to College Writing 3.00 B 9.00
 ED PSY 100 Learning Skills Laboratory 2.00 B 6.00
 COMMUN 101 Introduction to Communication GERS 3.00 B 9.00
 Term GPA: 3.000 GPA Credit: 8.00 Progress Credit: 11.00
 Cum GPA: 3.000 Cum Totals: 8.00 Cum Totals(Degree): 8.00
 No Action

Spring 1981 UWM Credit
 POL.SCI 175 Intro International Relations GERS 3.00 A- 11.01
 MATH 95 Essentials of Algebra 0.00 # F 0.00
 ED POL 202 Volunteers for Credit 3.00 NC 0.00
 COMMUN 103 Public Speaking GERH 3.00 B- 8.01
 SPT&REC 114 Weight Training I 1.00 A 4.00
 THRPTTP 100 Introduction to the Theatre GERA 3.00 # C- 5.01
 SPT&REC 170 Kerata I 1.00 B 3.00
 Term GPA: 3.263 GPA Credit: 8.00 Progress Credit: 26.02
 Cum GPA: 3.126 Cum Totals: 16.00 Cum Totals(Degree): 50.02

Effective: 11-12-1991
 -291 310202 001 Grade Changed | To Nc
 -Incomplete Lapsed
 1991-06-22 No Action

Name: Steven, Stacey Lee
Campus ID: 990-71-3889

UW - MILWAUKEE UNDERGRADUATE
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Term	Course	Grade	Credits	GPA	Progress Credit	Cum Totals (Degree)
Fall 1992	UWM Credit					
BIO SCI 170	Human Anatomy and Physiology	W	3.00	0.00		
ENGLISH 204	Intro Writing-Creative Writing	B+	3.00	9.99		
ENGLISH 243	Women's Literature	A-	3.00	11.01		
SPANISH 103	Fiction of the 1970's	# B	4.00	12.00		
Term GPA: 3.500	GPA Credit: 8.00					
Cum GPA: 3.087	Cum Totals: 48.00					
Effective: 10-21-1992						
-193 204170 401 Grade Changed To W						
1993-01-06	No Action					
Spring 1993	UWM Credit					
GEDG 125	Challenge/Prob of Phys Environ	R	3.00	3.99		
HIST 160	Latin American Society/Culture	D+	3.00	9.99		
THRP/TPP 100	Introduction to the Theatre	B+	3.00	8.01		
SPT/REC 130	Ballroom Dance I	R B-	1.00	4.00		
MATH 108	Contemporary Applications Math	A	3.00	8.01		
Term GPA: 2.815	GPA Credit: 13.00					
Cum GPA: 2.983	Cum Totals: 59.00					
1993-05-24	No Action					
Summer 1993	UWM Credit					
ENGLISH 222	English Writers: Modern Period	A	3.00	12.00		
MUSIC 489	Workshop	A	1.00	4.00		
Course Topic(s):	Bluingalong Wknd-Folk/Militar					
Term GPA: 4.000	GPA Credit: 4.00					
Cum GPA: 3.048	Cum Totals: 63.00					
1993-08-23	No Action					
1994-01-06	No Action					
Fall 1993	UWM Credit					
ENGLISH 497	Study Abroad		3.00			
Course Topic(s):	London and 19 & 20th Cen Engld					
ENGLISH 497	Study Abroad		3.00			
Course Topic(s):	The British Theatre					
L&S HUM 497	Study Abroad		3.00			
Course Topic(s):	Culture and Style					
L&S SS 497	Study Abroad		3.00			
Course Topic(s):	Modern Britain					
Term GPA: 3.418	GPA Credit: 12.00					
Cum GPA: 3.107	Cum Totals: 75.00					
1994-01-06	No Action					
Spring 1994	UWM Credit					
ENGLISH 451	Chaucer		3.00			
ENGLISH 430	Advanced Writing Workshop	A-	3.00	11.01		
ENGLISH 412	Poetry & the Creative Process	A	3.00	12.00		
ENGLISH 485	Major Women Writers	A	3.00	12.00		
Course Topic(s):	Milestones-20th Century Poetry					
SPANISH 103	First-Semester Spanish	R B	4.00	12.00		
Term GPA: 3.688	GPA Credit: 18.00					
Cum GPA: 3.209	Cum Totals: 91.00					
1994-05-24	No Action					
Fall 1994	UWM Credit					
ENGLISH 423	Advanced Workshop in Poetry		3.00			
ENGLISH 440	Intro Peer Tutoring & Practice		3.00			
SPANISH 104	Second-Semester Spanish	A-	3.00	11.01		
ENGLISH 517	Studies in African-Amer Lit(D)	C-	4.00	6.88		
Course Topic(s):	Shifting Terrain-20th Century					
Term GPA: 3.052	GPA Credit: 13.00					
Cum GPA: 3.189	Cum Totals: 104.00					
1995-01-04	No Action					
Spring 1995	UWM Credit					
BIO SCI 100	Survey of Zoology	CR	3.00	0.00		
ENGLISH 304	English Lit: The 19th Century	A-	3.00	11.01		
ENGLISH 547	Approches-Literary Criticism	A-	3.00	11.01		
Course Topic(s):	Queer Literary Theory					
ENGLISH 423	Advanced Workshop in Poetry	A-	3.00	11.01		
SPANISH 203	Third Semester Spanish	B-	3.00	6.01		
Term GPA: 3.420	GPA Credit: 12.00					
Cum GPA: 3.213	Cum Totals: 116.00					

Effective: 05-28-1994
-Uwm London Study Program
-London, England 1/93-94

39.88
331.70

105.00

Progress Credit:
Cum Totals(Degree):

12.00
76.00

Progress Credit:
Cum Totals(Degree):

13.00
105.00

Progress Credit:
Cum Totals(Degree):

12.00
116.00

Progress Credit:
Cum Totals(Degree):

15.00
120.00

Progress Credit:
Cum Totals(Degree):

16.00
192.00

Progress Credit:
Cum Totals(Degree):

64.00

Progress Credit:
Cum Totals(Degree):

63.00

Progress Credit:
Cum Totals(Degree):

68.00
372.74

Effective: 09-15-1995
 -296 350423 001 Grade Changed | To: A-
 1996-05-23 No Action

Fall 1995 UWM Credit
 ENGLISH 689 Independent Reading 12.00
 ENGLISH 307 Amer Lit: Beginnings to 1865 9.00
 BIO SCI 206 Biology of Women 6.01
 SPANISH 204 Fourth-Semester Spanish 6.00
 Term GPA: 2.688 GPA Credit: 12.00
 Cum GPA: 3.182 Cum Totals: 129.00
 Progress Credit: 132.00
 Cum Totals(Degree): 132.00

Effective: 03-08-1996
 -196 350307 001 Grade Changed | To: B
 1998-01-05 No Action

Spring 1996 UWM Credit
 ENGLISH 423 Advanced Workshop in Poetry
 Term GPA: 0.000 GPA Credit: 0.00
 Cum GPA: 3.182 Cum Totals: 129.00
 Progress Credit: 3.00A
 Cum Totals(Degree): 132.00

1986-05-21 No Action
 Bachelor of Arts
 Degree Conferred 1998-06-12
 College of Letters and Science
 English
 Degree GPA 3.161

Fall 1996 UWM Credit
 ENGLISH 616 Advanced Workshop in Poetry 9.00
 MUSIC 150 Beginning Guitar 6.00
 Term GPA: 3.000 GPA Credit: 5.00
 Cum GPA: 3.168 Cum Totals: 133.00
 Progress Credit: 137.00
 Cum Totals(Degree): 137.00

Effective: 02-28-1999
 -199 350618 001 Grade Changed | To: B
 1999-01-07 Advisor's OK To Continue

Spring 1999 UWM Credit
 ENGLISH 616 Advanced Workshop in Poetry 11.01
 Term GPA: 3.670 GPA Credit: 3.00
 Cum GPA: 3.187 Cum Totals: 136.00
 Progress Credit: 140.00
 Cum Totals(Degree): 140.00

1999-05-27 No Action

Fall 1999 UWM Credit
 CURRINS 546 Rdg-Contnl Area-Mid/Jr/Sr High 3.00
 ED PSY 330 Intro to Learning, Development 3.00
 Term GPA: 3.500 GPA Credit: 6.00
 Cum GPA: 3.161 Cum Totals: 142.00
 Progress Credit: 146.00
 Cum Totals(Degree): 146.00

2000-01-07 No Action
 Spring 2000 UWM Credit
 ENGLISH 215 Literary/Imagination 3.00
 ENGLISH 416 Poetry Workshops 3.00
 Term GPA: 3.500 GPA Credit: 6.00
 Cum GPA: 3.194 Cum Totals: 148.00
 Progress Credit: 152.00
 Cum Totals(Degree): 152.00

2000-05-30 No Action

Fall 2000 UWM Credit
 ENGLISH 309 American Lit: 1940 to Present 3.00
 SPT&REC 112 Yoga I 1.00
 ENGLISH 618 Seminar in Poetry Writing 3.00
 Course Topic(s): Composition by Field
 ENGLISH 616 Advanced Workshop in Poetry 3.00
 ENGLISH 547 Approaches-Literary Criticism 3.00
 Course Topic(s): Writers Writing Criticism
 Term GPA: 3.750 GPA Credit: 12.00
 Cum GPA: 3.236 Cum Totals: 160.00
 Progress Credit: 164.00
 Cum Totals(Degree): 164.00

2001-01-04 No Action

Spring 2001 UWM Credit
 ED POL 530 Urban Education; Foundations 3.00
 COMPLIT 309 Masterpieces 20th Century Lit 3.00
 ENGLISH 212 Grammar and Usage 3.00
 ENGLISH 618 Advanced Workshop in Poetry 3.00
 Term GPA: 3.753 GPA Credit: 12.00
 Cum GPA: 3.272 Cum Totals: 172.00
 Progress Credit: 176.00
 Cum Totals(Degree): 176.00

2001-05-29 No Action

Summary
 CUM GPA CREDITS 172.000
 CUM DEGREE CREDITS 176.000
 CUM GRADE POINTS 662.790
 UNDERGRAD GPA 3.272

---Test Results---
 ACT COMP 1889-10-01 18
 ACT ENGL 1989-10-01 20

3.00 A 12.00
 3.00 B 9.00
 Progress Credit: 6.00
 Cum Totals(Degree): 146.00
 461.76

GERH 3.00 B 9.00
 3.00 A 12.00
 Progress Credit: 6.00
 Cum Totals(Degree): 152.00
 472.76

3.00 B 9.00
 1.00 NR 0.00
 3.00 A 12.00
 3.00 A 12.00
 3.00 A 12.00

Progress Credit: 12.00
 Cum Totals(Degree): 164.00
 45.00
 617.76

3.00 A- 11.01
 GERH 3.00 A- 11.01
 3.00 A- 11.01
 3.00 A 12.00
 Progress Credit: 12.00
 Cum Totals(Degree): 176.00
 45.03
 662.79

Name Sievert, Stacey Lee
Campus ID 990-71-3889

UW - MILWAUKEE UNDERGRADUATE
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ACT	MATH	1989-10-01	17	
ACT	READ	1989-10-01	17	
ACT	SCIRE	1989-10-01	16	
PPSTC	MATH	1999-01-02	316	
PPSTC	READ	1999-01-02	331	
PPSTC	WRITE	1999-01-02	324	
Placement:	PPST Math Not Satisfied			Level: 10M
Placement:	PPST Reading Satisfied			Level: 20R
Placement:	PPST Writing Satisfied			Level: 20W
PPSTC	MATH	1999-04-28	312	
PPSTC	READ	1999-04-28	0	
PPSTC	WRITE	1999-04-28	0	
Placement:	PPST Math Not Satisfied			Level: 10M
PPST	MATH	1999-08-12	174	
PPST	READ	1999-08-12	0	
PPST	WRITE	1999-08-12	0	
Placement:	PPST Math Satisfied			Level: 20M

---Milestones---

GER math proficiency satisfied
GER English proficiency satisfied
2 units of a single foreign language

Sievert, Stacey Lee
215 Fairview Ave
South Milwaukee WI 53172-1228
414/768-0240
SIEVERTS@UWM.EDU

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IF COURSES IN PROGRESS INCLUDE ANY REPEAT OF PREVIOUS COURSEWORK, STATED
GPA MAY NOT BE ACCURATE

---End Of File---

Name Sievert, Stacey Lee
 Campus ID 890-71-3689

SA 1996-05-12 UW Milwaukee Milwaukee WI

UW - MILWAUKEE
 GRADUATE ACADEMIC RECORD
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Issued 23-AUG-2008
 Page 1

Academic History

Program : Education Graduates
 2005-04-04 Educational Psychology MS
 Concentration: Community Counseling

Fall 2005 UWM Credit
 COUNS 800 Introduction to Counseling 3.00 A 12.00
 ED PSY 824 Educ Statistical Methods I 3.00 B 9.00
 COUNS 711 Foundations Career Development 3.00 A 12.00
 Term GPA: 3.667 GPA Credit: 9.00
 Cum GPA: 3.667 Cum Totals: 9.00

2006-01-04 No Action
 Spring 2006 UWM Credit
 COUNS 714 Essentials Counseling Practice 3.00 A 12.00
 COUNS 710 Counseling: Theory and Issues 3.00 A 12.00
 ENGLISH 813 Spec Topic in Creative Writing 3.00 A- 11.01
 Course Topic(s): Writing Life Stories
 Term GPA: 3.690 GPA Credit: 9.00
 Cum GPA: 3.778 Cum Totals: 18.00

2006-05-31 No Action
 Summer 2006 UWM Credit
 COUNS 775 Supervised Pract 1-Comm Couns 3.00 S 0.00
 Term GPA: 0.000 GPA Credit: 0.00
 Cum GPA: 3.778 Cum Totals: 18.00

Fall 2006 UWM Credit
 COUNS 804 Family Syst Thry/Rsrch/Practice 3.00 A 12.00
 COUNS 970 Superv Pract 2-Commun Couns 3.00 S 0.00
 COUNS 715 Multicultural Counseling 3.00 A 12.00
 Term GPA: 4.000 GPA Credit: 6.00
 Cum GPA: 3.634 Cum Totals: 24.00

2007-01-03 No Action
 Spring 2007 UWM Credit
 ED PSY 640 Human Developmt-Thry/Research 3.00 A- 11.01
 ED PSY 720 Technqs Educ/Psych Measurement 3.00 A 12.00
 COUNS 870 Superv Pract 2-Commun Couns 3.00 S 0.00
 Term GPA: 3.635 GPA Credit: 6.00
 Cum GPA: 3.634 Cum Totals: 30.00

2007-05-30 No Action

Summer 2007 UWM Credit
 COUNS 820 Appraisal/Clin Decision-Making 3.00 A 12.00
 COUNS 812 Clinical Studies in Counseling 3.00 A 12.00
 Term GPA: 4.000 GPA Credit: 6.00
 Cum GPA: 3.862 Cum Totals: 36.00

2007-08-28 No Action
 Fall 2007 UWM Credit
 COUNS 799 Independent Reading 1.00 A 4.00
 COUNS 800 Group Counseling Theory 3.00 A 12.00
 Term GPA: 4.000 GPA Credit: 4.00
 Cum GPA: 3.876 Cum Totals: 40.00

2008-01-02 No Action
 Master of Science Educational Psychology MS
 Concentration: Community Counseling
 Conferred 2007-12-16

Summary
 CUM GPA CREDITS 40.000
 CUM GRADE POINTS 165.020
 GRADUATE GPA 3.876

---Test Results---
 PPSTC WRITE 1999-01-02 324
 PPSTC READ 1999-01-02 331
 PPSTC MATH 1999-01-02 316
 PPSTC WRITE 1999-04-28 0
 PPSTC MATH 1999-04-28 312
 PPSTC READ 1999-04-28 0
 PPST MATH 1999-06-12 174
 PPST READ 1999-06-12 0
 PPST WRITE 1999-06-12 0

Name Sievert,Stacey Lee
Campus ID 990-71-3699

UW - MILWAUKEE
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Issued 23-AUG-2008
Page 2

Sievert,Stacey Lee
215 Fairview Ave
South Milwaukee WI 53172-1228
414/768-0240
SIEVERTS@UWM.EDU

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---End Of File---

Chara Stamp

Primary Classroom Lead Teacher

DPI License

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 13:53:36 CDT 2010

Name: **CHARA STAMP**Educator File Number: **708718****Most Recent:**Application (with payment) received: **March 16, 2009****Licenses/Permits:**Valid: **July 1, 2008 through June 30, 2013**License Type: **42 Professional Educator with Stipulations** ContinuationPosition/Level: **39 GRADES 5-9**Subject: **550 ART**Low Grade: **05 Fifth Grade** High Grade: **09 Ninth Grade**Valid: **July 1, 2008 through June 30, 2013**License Type: **42 Professional Educator with Stipulations** ContinuationPosition/Level: **29 GRADES 9-12**Subject: **550 ART**Low Grade: **09 Ninth Grade** High Grade: **12 Twelfth Grade****Prior Licenses/Permits:**Valid: **December 1, 2008 through June 30, 2009**License Type: **10 Emergency License** District RequestPosition/Level: **70 EARLY CHILDHOOD (birth-age 8)**Subject: **777 REGULAR EDUCATION**Educator License Lookup Introduction: dpi.wi.gov/tepd/lisharech.html

Attachment R

Certification:

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

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

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

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

cedj I certify that the school named in the application is or will be nonsectarian.

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

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

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

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

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

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

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

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

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

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

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

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

CARRIE E DRIVER-JOHNSON

Applicant Legal Name

Carrie E Driver-Johnson

Applicant Signature

3/16/10

Date

Attachment S

Parent and Student Handbook

Garden Homes Montessori School

Draft
March 2010

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PARENT AND STUDENT HANDBOOK

Curriculum

Mission Statement

It is the mission of Garden Homes Montessori School to provide for the children of Garden Homes Community and the City of Milwaukee all the elements necessary for a safe, optimal, and successful holistic education using the Montessori Method. Staff will ensure such an environment by promoting parent involvement. Students are given thoughtful instruction to guide them as they continue their development into responsible, mature, and caring community members.

It is the vision of Garden Homes Montessori School to become an example on how to implement community-centered education using the Montessori Method. As a school and as a community leader, Garden Homes Montessori seeks to nurture its families and students so that they may actualize their full potential.

GHMS Goals

1. To promote the highest standards of academic achievement for all students.
2. To assist each child in the development of personal autonomy.
3. To demonstrate and encourage the use of effective, positive communication skills.
4. To nurture the development of self-discipline, self-control, self-confidence and to nurture self-esteem within each child.
5. To guide each child toward constructive decision-making and behavioral choice demonstrate respect for self and others.
6. To foster the love of learning within the child.

GHMS provides equal participation and opportunities to all of its students and all employees who submit a timely application based upon space or position availability, without regard to ethnicity, national origin, creed, gender, sexual orientation, physical disability, age, proficiency in the English language or athletic ability.

It is GHMS Schools' policy that harassment will not be tolerated and such behavior will be subject to disciplinary actions. If an administrator, teacher, assistant, or other employee of GHMS becomes aware of behaviors or language that could be considered harassment, or knows that students or parents are involved in such behavior, appropriate action to correct the behavior will be taken.

GHMS Curriculum & Philosophy

Dr. Maria Montessori developed her curriculum through scientific observation of children. Dr. Montessori documented tendencies that drive children to learn. She documented characteristics and sensitivities that guide the lessons we give and the materials we offer the children. Materials and lessons are child sized and designed to appeal to the student. The lesson materials are beautifully constructed and maintained.

Languages

Garden Homes Montessori School believes exposure to second and third languages beginning with the youngest children is important. We follow with in depth language practice and study into the elementary grades.

Suggestions For Applying Montessori In Your Home

1. Parent Role as Teacher

You are your child's first and most valued teacher. When your child expresses a desire to do something in your home, for example, cooking, show him/her how to do it in a way that s/he will be able to repeat alone. Demonstrate using as few words as possible and performing each action as clearly and carefully as possible. Your child learns more by watching than by listening, although both are avenues by which your child absorbs and processes information. Once you have demonstrated something to your child, allow him/her to do it alone and without correction (this could be difficult, but you will both benefit).

Your Primary child learns much from the process of an activity and is not product oriented (like adults) at this young age. Affirm the positive in his/her actions, and encourage him/her to do the activity right away. You may have to fight the urge to correct or criticize.

Present your child with real work. These tasks will build character, self-esteem and intellect. Your child will attempt to model him/herself based upon your actions. Model the behaviors you would like to see your child acquire.

2. Creating a Montessori "prepared environment" in your home.

Establish order. First create a daily routine that your young child can depend upon. Set times for play, meals and bed and keep to them whenever possible. Allow flexibility, but try to hold to the times that you set, so that your young child knows what to expect.

"Have a place for everything and everything in its place". As adults, this can be difficult. You can create variety and limit your child's toys by rotating them each month or week. Consider clearing out toy chests and replacing them with low shelves. Make child-sized work areas and eating areas. Lower the rod in your child's closet so s/he can hang up his/her own clothing. Allow your child to place folded clothing in designated space.

3. Activities

Allow your child to select his/her own clothing. If you are not comfortable with the choice, allow them to select between two sets of clothes. Whenever you find yourself in a struggle with your child, encouraging them to choose between two options often diffuses the situation.

Allow your child to pack his/her own lunch. Make good, healthy foods they enjoy available to them.

Have plenty of paper, colored pencils, and books available for your child to work with, as well as scissors, glue and other craft materials.

Policies and Procedures

Hours Of Operation

Full Day Primary and Elementary Students: 8:00 a.m. – 3:00 p.m.

Half Day Primary Students: 8:00 a.m. – 12:30 p.m.

Our Full Day Program* offers extended hours Monday through Friday:

7:00 a.m. – 8:00 a.m.

12:30 p.m. – 6:00 p.m.

3:00 p.m. – 6:00 p.m.

*Participants in the Full Day Program must be enrolled in advance.

Regular Front Desk Hours*: 7:00 a.m. – 6:00 p.m.

Regular Teachers' Hours: 7:30 a.m. – 4:00 p.m.

Summer Office Hours: 7:00 a.m. – 6:00 p.m.

*All school personnel can be contacted by calling the front desk: (414) 444-9024

All Visitors

All visitors to the school, including parents, must check in at the front desk before entering the classroom areas. A "Visitor" or "Volunteer" pass will be issued at the front desk.

Please **do not leave your children or other precious valuables unattended in your car** while parked near the school. GHMS cannot be responsible for any vandalism or thefts that may occur.

Enrollment Process

GHMS is a public school accepting students in the following order:

1. Current Enrollees
2. Siblings
3. New Enrollees

A lottery is held at the beginning of each academic year. Preference is given to siblings of students already attending GHMS and for children residing near the school. By giving preference to siblings and neighborhood children, GHMS is able to maintain a close relationship with the surrounding community and foster that sense of community within the school.

Once a child is selected for enrollment, a registration packet is given to the child's guardian. An applicant must submit a birth certificate, immunization records, and proof of residency for the registration packet to be considered complete. Upon submission of the necessary documents the applicant meets with the head of school to determine their start date and classroom assignment.

GHMS prepares primary and elementary students for a productive and fulfilling high school and college career. The educational methods at GHMS are designed to allow a student to reach their full intellectual potential while developing their personal character so they may become a competent and compassionate leader in society.

The admission procedures used by GHMS are designed to encourage learning and diversity. Because the Montessori Method was originally implemented for children with special needs and at risk children, GHMS is uniquely suited to educate those students. GHMS does not discriminate in admissions to the school or to any class, program, or activity on the basis of gender, sexual orientation, disability, or on any other basis prohibited by local, state, or federal law (see also nondiscrimination policy in school handbooks). Students with social IEP or § 504 accommodations are also encouraged to apply. GHMS will not deny admission on the basis of disability. Discrimination complaints will be processed according to established procedures.

An application for enrollment will be accepted when the following items have been returned to the office:

1. Completed enrollment application – signed, initialed, and dated
2. Completed emergency card
3. Current Immunization records
4. Copy of birth certificate

Please note that enrollment is on a yearly basis. Students are not automatically placed the following school year without completion of a current enrollment form. Re-enrollment during specified time periods may lessen the chance of being placed on the school waiting list.

Withdrawal Procedure & Policy

If it becomes necessary for a student to withdraw from GHMS before completing the ten (10) month academic year, written notification (not verbal) must be provided to the front desk at least thirty (30) days prior to the withdrawal date.

Late Payments

Timely payments for GHMS students are essential to meet our financial responsibilities. Accounts 30 days in arrears, without previous payment arrangements with the financial administrator, will result in the student's non-admission to school until the account becomes current.

Age Requirements

GHMS enrolls students K3 through the sixth grade. Primary classes (three – five year olds) – Children entering the Primary program should be three (3) by September 1st.

Classroom Placement

Students age 3 to 6

K3, K4, and K5 students are not separated. They work closely together in the same classrooms. The same is true for first, second, and third graders. Each three-year classroom is designed to match the developmental characteristics of the age. Older students learn leadership skills by working with their younger classmates. By interacting with the more advanced materials of their older classmates, younger students develop their intellectual curiosity and desire to learn.

Students from age three to six prepare for reading, writing, and mathematics through practical life work combined with sensorial, math, and language work. Students choose a work independently. Once they complete their work, they return the manipulative material they used to its appropriate place in the classroom. This allows children to develop their skills and responsibility. Children learn the value of the manipulative

materials and become interested in maintaining them for future use. This promotes the well-being and order of the room in which they work. Students develop a bond with their academic environment.

Students in this age bracket build vocabularies by naming and describing the materials within the classroom. For example, a student may learn the concept of an equilateral triangle by seeing it, manipulating it, and finally describing it. They not only learn what an equilateral triangle is, and are thus able to apply language lessons to math studies, but also the meanings of both words in the concept. So the student has really learned three different ideas. They know the meaning of equilateral and triangle, but they also know the meaning of an equilateral triangle. Children use movable alphabet letters to write stories, and bells to explore music.

During this time students are also introduced to mathematics by bead materials that enable them to complete mathematics operations into the thousands. Using tangible materials to help learn an abstract idea helps students who are visual learners, augmenting the audible instructions given by the instructor.

Students ages 6 to 9

Students from age six to nine move into a new multiage classroom that is prepared to address their changing characteristics. The teacher in the classroom will present lessons to small groups of students. A student is expected to explore the topic of that lesson within groups of their choosing. Teachers have a conference with the student to guide choices towards achieving academic goals. Lessons are combined with classroom materials to equip the student with the tools necessary to explore all academic subjects. Students in this age group begin to explore more complex math. Reading and writing skills are honed with new research and lessons. They begin to explore creative expression through music and art. Guided by classroom activities, the students begin to use their education in the community outside of school by traveling to local libraries, museums, etc. They are able to practice their leadership skills by having to plan and coordinate their excursions beyond school with peers and adults.

Students ages 9 to 12

Students from age nine to twelve revisit areas they began to work in while in their old classrooms. They begin to explore those ideas in greater detail, completing more complex tasks and pursuing topics more aggressively. Eventually they will be able compile a portfolio of all their work. A portfolio gives them tangible reference material for encouragement or for new ideas.

Attendance

GHMS considers regular school attendance essential for success in school. It is important that parents and students recognize the relationship between academic success and regular school attendance. Students should remain out of school only when it is absolutely necessary, in order for your child to achieve to his/her maximum potential.

In the Montessori classroom it is important for students to report to class promptly each day. Arriving with the rest of his/her classmates will help your child adjust more easily to the school day and more quickly become a part of any activities that may already be in progress. Punctuality is important for students.

If for any reason you should arrive late for class, sign in at the front desk. The state requires all school absences, along with the cause of absence, be recorded and kept current. If your child will be out of school or late arriving for class, please call the office by 8:00 a.m. When your child returns, a written excuse must be provided and kept on file.

All absences not verified by the parent/guardian or administrative authorization will remain unexcused. If a parent does not have access to a phone, a note will be accepted for verification purposes. For absences greater than one day in length, the school should be notified each day of the absence. GHMS will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

1. Schedule medical/dental appointments after school except in an emergency and
2. Schedule family vacations during school vacation and recess periods.
3. THIRD FRIDAY (September) and SECOND FRIDAY (January) are important attendance dates when all students must be in attendance to ensure accurate funding allocations to GHMS.

Regular attendance is critical in establishing continuity and community for your child. In addition, funding provided by the state is impacted by each student's daily attendance. The annual budget is based on the attendance records of the school and full funding depends upon your child's daily attendance. Adjustments are made in the funds we receive based on the Average Daily Attendance. In order for us to continue to offer the quality educational services that all children deserve, your child's regular attendance is essential.

Compulsory Attendance

The law states that all parents must have their child(ren) regularly attend school sessions as approved by the Superintendent of Public Instruction that total not less than one hundred eighty school days.

Unauthorized absence from school is considered truancy and will be treated as such. Continued violation may lead to suspension from school, with re-admittance only with permission from the Board.

Chronic Health Conditions

When a student is identified as possibly requiring services as a student with a chronic health condition (via registration, screening procedures, attendance data or parent referral), the parents shall submit a written medical certification to the Principal, which will include:

1. Medical diagnosis
2. Medical prognosis
3. Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient absences to require homebound services, may interfere with regular school attendance.
4. Doctor's signature

Instructional needs of any student with a chronic health condition shall be reviewed yearly and an updated medical certification shall be obtained for each school year to verify the need for continuing instructional modifications. If applicable. Homework assignments will be provided during absences of students with chronic health conditions and credit will be given for course work completed within established time lines.

Arrivals and Dismissals

Punctuality is a form of courtesy and shows respect for your child's teacher, your child's classmates and school policy. Punctuality is a result of conscious time management. It is a learned skill involving effective use of time at home and at school. Late arrivals disrupt the class, and students who miss a great deal of time are more likely to encounter difficulty in keeping up with their work. On some occasions lateness and absences are unavoidable. However, if habitual lateness and absenteeism appear to be a problem, parents will be consulted to discuss strategies for resolution that will support everyone involved.

Arrivals

Please walk your child from your vehicle to the front entrance of the school. Primary students should be walked to their classrooms. Elementary students may walk to their classrooms without the aid of a parent or assistant. All students should be in their classrooms by 7:55 a.m. to begin promptly at 8:00 a.m.

If arrival is any time after 8:00 a.m. as a courtesy to other children in the classroom, bring your child to the front desk and someone will escort your child to his/her classroom whenever possible.

We encourage you to visit our school with your child prior to starting school. This will help your child become familiar with the atmosphere and order of the classroom. Separation anxiety is natural in young children when they are saying good-bye for the first time. Usually, children adapt quickly (in only a few days). You can trust that the teachers will notify you if your child is over stressed from separation. We suggest that you say good-bye to your child instead of slipping

away without any form of closure. Usually stressed behavior subsides once parents are out of their child's sight range.

Dismissals

Curbside pick up is available from 12:25 – 12:45 PM for half day students and from 2:55- 3:15 PM for full day students. You must come into the school to sign out your child.

Regular classroom activities continue in the afternoon for K5 primary and elementary full day students. GHMS offers a full day program for those parents who would like their primary students to remain at school until the end of day pick up time. The additional cost for this service is \$20.00 per week (unless otherwise arranged). Students are supervised by classroom assistants.

Identification is required from any adult who is not known to school personnel who comes to pick up a child. We reserve the right not to release a child to anyone other than the custodial parent, or authorized person if s/he is not listed on the emergency card and/or are not able to provide identification.

If someone else is scheduled to pick up your child, please bring a note, signed and dated to the front desk. In cases of doubt, we will phone the custodial parent to confirm that someone else has been authorized to pick up the child.

During pick up times the sign-out procedures must move swiftly and safely. As a courtesy to others waiting in line, keep all conversations with staff to a minimum. Please, call your child's teacher to make an appointment to discuss your child.

Late Pick-Ups

For your convenience, GHMS offers a full day program to all students. The cost of the Full Day Program is \$20.00 per week (unless otherwise arranged). When enrolled, you may use the Program from 7:00 a.m. to 8:00 a.m. in the mornings and from 3:00 p.m. to 6:00 p.m. in the afternoons. If you arrive after 6:00 p.m. to pick up your child, you will be charged a fee of \$1.00 for each minute after six o'clock.

As a courtesy to our staff, please call the office if you are going to be late picking up your child for any reason.

The student's parent or legal guardian assumes full responsibility for the manner, safety and protection of the student in traveling to and from school. Transportation for Special Education students who qualify because of their disability will be made by consultation with the Administration.

Parking

Garden Homes Montessori Schools has experienced break-ins to cars parked near the building. **Please do not leave your child/ren unattended in your vehicle or in the parking lot at any time.** Make sure that your purse, diaper bag, gym bag or anything else that may look like its contents could be of importance is out of site.

Special Needs

GHMS Schools follows _____ procedures as directed by the State Department of Education. If a teacher is concerned about a child's progress, the teacher will discuss his/her concerns with the _____ and the child's parents. Together they will develop a plan to support the child, which can include outside resources when necessary. If a parent has a concern, s/he should discuss their concern with the teacher. GHMS will provide information on outside resources available to parents who may require more assistance and/or assessments for their students.

Teachers and Teacher In-Service Days

The role of the teacher is to guide each child's learning, provide knowledge of the materials and act as a catalyst between the child and the learning environment.

The Montessori teacher is trained in offering lessons with the materials to the children. The teacher gives the lessons based on the individual's progress and needs. The student is then free to repeat the work and choose other works that appeal to him/her. The teacher councils the student to help develop constructive choices. Teachers at GHMS hold the Association Montessori International Certification (AMI).

GHMS Schools provides regular professional development training for all teachers. These **Teacher In-Service** workshops and seminars are used for curriculum articulation and staff development training. Please refer to the school calendar for this year's in-service dates.

Field Trips

Students may be bused to and from field trip destinations if activities fee funds allow or they may be driven by parent volunteers who meet the school's guidelines. All students must have a written consent form from parent(s)/legal guardian(s) and the most current emergency information on file to be eligible to participate. Parents may be asked to pay an additional fee to cover the cost of each field trip.

Extra-Curricular Activity

Extracurricular activity is any optional, non-credit, educational or recreational activity which supplements the educational program of the school, whether offered before, during or after regular school hours. Extracurricular Activities are used to support the following programs and activities:

1. Outdoor Environment Program including the gardens
2. Art, Spanish, Music, Physical Education
3. Classroom Technology
4. Field Trips
5. Special Classroom and School Presentations, Performances, Speakers and Events

An Extracurricular Activities Fee might be required for some activities.

Parent Communication, Conferences, and Progress Reports

GHMS sends home occasional correspondence to keep parents informed of activities and special events. Two parent conference dates are scheduled each year during the months of November and April. See your school calendar for specific dates. You may schedule additional conferences at any time. However, during class time, the teachers' full attention must be with the class. If you would like to speak with a teacher, arrange to meet in advance outside of class time.

Parent Education

Parents are encouraged to attend the meetings designed to enhance the understanding of your child's education and GHMS. The Montessori classroom atmosphere and approach to education differs from traditional public school. The more you know, the more you are able to support your child's learning experience. Check the front desk for any changes/updates.

School and Parent Partnering

Please see pages _____ of this document for the GHMS Parent - School Policy.

Student Records and Personal Information

The Family Educational Rights and Privacy Act of 1974 provides all parents with the right to inspect, review and seek correction of their child's educational records. Student records may be released to authorized school personnel or another school in which the student is enrolling ONLY with the signed, written, and dated request from that child's legal parent/guardian. Directory information will be gathered for each student. This information will include name, parents' names, student's primary address, phone number, and date of birth of each student. Information will not be printed in a student directory without permission from the student's parent or legal guardian.

Biting Policy

If a child bites another child and blood is drawn, the biter will be sent home for the rest of the day. If a child becomes a chronic biter, you may be asked to remove your child from school until the behavior disappears.

Dress Code

Students must wear safe presentable clothing to school. Chest, belly and backside must be covered. Pants must be pulled up and secured. Students go out for recess nearly every day. Listen to the weather and dress for the weather. Please send your child in clothing that is easy to put on and remove, in case your child gets wet or has a bathroom accident.

Each child is required to have a change of clothing in his/her cubby at all times. It is the parents' responsibility to make sure clothing is labeled and replaced as needed. Be sure to label the baggie containing your child's extra clothing. Velcro tennis shoes are preferred.

In cooler weather children need an extra sweater or sweat shirt to wear in case it gets cold. Children may not wear their outdoor coats in school for they are too bulky to walk in.

Gym class and physical education is conducted before or after recess. Students must wear gym shoes for recess and gym class (no open toed shoes).

Jewelry – when it presents a safety hazard or creates a distraction impacting the learning environment for student or others – shall not be worn.

Other types of clothing, dress, or grooming may be questionable if in violation of health or safety standards, modesty, or common values. If inappropriate clothing is worn, the student will be asked to change. Clothing with offensive words, slogans, pictures, or statements of disrespect or other messages staff believes to be disruptive are inappropriate and are not allowed.

Clothing which is revealing, such as tube tops, tops with spaghetti straps, short shorts, off the shoulder shirts, short or slit skirts, halter tops and midriff shirts, visible undergarments and clothes with holes that are revealing, etc., are also inappropriate in the school environment.

Caps and hats should be worn on the playground and removed in the classroom.

Any clothing that promotes alcohol, drugs or tobacco products is also inappropriate in the school environment.

Tobacco Policy

GHMS is a no smoking facility. By state law no person is allowed to possess any form of tobacco on school grounds, or in any vehicle transporting children. GHMS Schools does not allow any clothing to be worn by any students or the use of any other materials that promote the use of tobacco.

GHMS Classroom Observation Guidelines for Visitors

GHMS School has an open classroom observation policy. Appointments may be arranged for observations beginning in October. This allows the children an opportunity to settle into their new class routine. We encourage observation, as this leads to a richer understanding of the Montessori Method and philosophy.

Your presence in the classroom may have an affect on the behavior of the children. Becoming familiar with and following these simple guidelines for classroom observation will help you, your child, and your child's classmates:

1. Please set up your observation date with your child's teacher. At that time he/she will go over details, i.e. where she would like you to observe while in the classroom.
2. Check in at the front desk before proceeding to your child's classroom.
3. Please observe from the teacher-designated areas.
4. Begin by watching the group as a whole.
5. Notice how the children initiate activities.
6. Note the different length of time the children are involved in their work. Children have different levels of concentration and ability to become absorbed in their work. Some children, even when distracted, have the ability to return easily to their work.
7. Observe the interactions between and among children working in small groups.
8. Notice different types of activities in which the children are engaged.
9. Notice how the teacher presents lessons. You will see that individual reactions to the presentations will vary.
10. Observe your child in relation to the points mentioned above.

Naps

Most toddlers rest in the afternoon. Most Primary students do not require sleeping, but some children do need to nap and will do in their own classrooms for a short period after lunch. Your input is welcome.

Toys and Other Inappropriate Objects At School

Do not send pacifiers, bottles, toys, cars, dolls, stuffed animals, candy or money to school with your child.

Lunch Policy

If your child stays for lunch and does not order one, please pack a nutritious lunch. Suggestions for a healthy lunch include:

1. Foods that provide healthy protein such as beans, peas, cheese, low-fat cottage cheese, lean meats, fish, and poultry.
2. Avoid: Excessive use of butter, margarine, mayonnaise, and processed foods.
3. Keep all sugars to a minimum. Read food labels for clues on sugar content. Some foods that are low in sugar are fresh fruits, fruit canned in its own juice or water or packed whole grain cookies. Avoid: Kool-Aid, sugary cakes, candy, cereal, milk.
4. Pack food with adequate starch and fiber: Vegetables, fruits, whole grain breads and cereals.
5. Choose foods that are low in sodium (salt). Examples of high sodium foods **children should consume in small quantities**: Potato chips, pretzels, salted nuts, condiments, cured meats, and pickled foods.

** Please note that while GHMS Schools encourages healthy lunches and eating habits, we also realize that sugary, sweet foods are often not only present at, but also represent special, celebratory events for our students and families. We do allow these foods to be served at such special events. We continue to encourage you to provide lunches that align with our healthy lunch suggestions.

School Health Policy

Sick Children

1. If a student becomes ill or injured during school hours, s/he will be brought to the front desk and parents will be notified to pick up their child.
2. It is important that we have the most current information on your **Blue Cards**. Please put all changes in telephone numbers or emergency contacts in writing and fax, e-mail, send or hand-deliver to the front desk.
3. Please do not send your child to school on days when any of the following symptoms are present: Fever, rash, cough, any discharge of discolored or profuse amounts of mucus from the nose, diarrhea or a sore throat. If your child shows any other signs of illness, s/he should be kept home. Please report contagious diseases to the front desk so we can alert staff and other parents to watch for symptoms.
4. If any child appears to be ill upon arrival s/he will not be allowed to attend class. This is an Wisconsin State Health Department requirement and is enforced by this school to protect the ill child as well as the rest of the students and faculty.

Medication

1. Prescription medication may be administered with the physician's written request and a signed/dated permission slip from the child's legal parent/guardian. Medication must be in the original prescription bottle (your pharmacist may give you a second, labeled bottle in which to send only the amount of medication needed during school hours).
2. Any and all medication to be given during school hours must be labeled with the child's full name.
3. Medication may be brought (by an adult only) directly to the front desk. It is not acceptable to send it in a child's backpack, lunch box, etc. No medication may be administered without a signed medication form.
4. It is the responsibility of the parent to make sure there is enough medication in the office.

*The school is not responsible when a child's medication runs out.

Immunizations

The state immunization law requires all students to have an immunization record on file for school attendance. If your child is exempt from immunizations, a signed immunization waiver must be on file. These forms can be found at the front desk. All records must be on file **prior to a student attending school. Please note:** The state mandates that a child without an immunizations record on file will not be allowed to attend classes until the school receives this information.

Emergency Information Card

A child will not be admitted unless an emergency card is on file. Parents are asked to notify the office in writing immediately if an address or telephone number on the emergency card changes. We must have a way to contact you in case of an emergency.

Child Abuse

GHMS Schools maintains strict adherence to Wisconsin laws and statutes governing the reporting of suspected child abuse. All individuals required to report suspected child abuse are protected by state law from criminal liability.

Insurance

GHMS Schools carries an insurance policy that complies with the requirements of the State of Wisconsin.

Board Of Directors And Administrative Team

The Board of Directors for Garden Homes Montessori School is responsible for meeting the mandates of the Wisconsin State Board of Education and the overall operation of the contract school.

The Board of Directors includes:

Carrie Driver - Johnson
Robert J. Dvorak
Steven Huffman
Jeremy Mattek
Kimberly V. Walkes
John Wesenberg

The Administrative Team includes:

Carrie Driver – Head of School
Qwandis Huggis - Operations Manager
Mark C. Johnson - Elementary Administrator/Teacher of Record
Darlene Arnold - Director of Primary

Garden Homes Montessori School is a Public School for grades K3-6, licensed, regulated and monitored by the Wisconsin Department of Health, which is located at _____. The phone number for the Wisconsin Department of Health is _____. Reports can be viewed upon request in the main office of Garden Homes Montessori School.

Please complete the parent and student signature form located on the following pages and return to your child's teacher on or before your child's first day of school. Thank you.



2475 W. Roosevelt Dr.
Milwaukee, WI 53209

414-444-9024 Work Phone
414-444-5784 Work Fax Phone
gardenhomes@excite.com

Parental Involvement Policy:

The teachers and staff at Garden Homes Montessori School are committed to providing a diverse, nurturing environment that will enable students to develop both their character and intellect to its fullest potential. To accomplish this imperative goal, Garden Homes Montessori will use the Montessori philosophy and methods. Teachers and staff are committed to collaborating with parents to ensure that student's learn how to exercise personal and academic skills in a culturally diverse society.

To facilitate the development of a quality school-parent relationship, Garden Homes Montessori School commits to the following:

1. Convene an initial annual meeting to inform families regarding Title I and School Improvement Plan. Each meeting will occur at the beginning of every academic year.
2. Offer flexible meetings for parents. Such meetings should include time to share experiences, brainstorm about creative programs to involve families, and participate in decisions about the education of their children. Teachers are available to speak with and if necessary, schedule a meeting at the beginning and end of each school day.
3. Involve families in planning, review, and improvement of the educational program. Families are asked to explore creative educational methods to augment the Montessori strategies.
4. Provide parents timely information about the educational program, including a description of the school curriculum and the assessments used to measure student's progress. A monthly newsletter has been implemented to communicate with parents about the educational program. School curriculum and assessments used are discussed during parent-teacher conferences.
5. Implement a School-Parent-Compact, which outlines how schools, parents, and students will share responsibility for ensuring student achievement. Such a compact has already been implemented. Garden Homes Montessori School will continue to improve the existing compact.
6. Build capacity to ensure the effectiveness involvement of families. Each school must provide assistance to families to help them understand academic standards, assessments, and the education program that will help their children meet the standards. Schools should provide training and materials and must coordinate with other programs, such as

literacy training programs, in order to help families help their children at home. Garden Homes Montessori partners with parents to help them help educate their children by discussing with them the teacher's expectations and the details of Montessori methods.

7. Provide full opportunities for participation of parents with limited English proficiency and parents with disabilities. Garden Homes Montessori School accommodates parents with limited English proficiency and parents with disabilities.

School-Parent Compact:

Garden Homes Montessori School Teachers and Staff believe that, in a culturally diverse society and school, respect for different opinions is vital to a healthy educational institution. Contrasting opinions should be articulated in a constructive and positive fashion. Teachers and staff are equally responsible for providing a safe environment that is conducive to the overall well-being and education of the students. To this end, the students, teachers, and parents agree to the following:

Student: I have read and agree to the statements below. I also support the general mission of my school.

1. Come to school prepared to work.
2. Get to school on time and attend every day excepting illness and emergencies.
3. Behave in a respectful manner toward other students, teachers, and self.
4. Show care for the school environment.
5. Follow school rules.
6. Leave all gum, candy, and toys at home.
7. Solve difficulties peacefully.

Signature: _____ Date: _____

Teachers and Staff: I have read and agree to the statements below. I also support the general mission of my school.

1. Provide high quality Montessori curriculum and instruction that will result in students achieving state and MPS academic goals.
2. Provide a supportive and welcoming environment.
3. Work with families annually to individualize and renew our School Family Compacts.
4. Engage in regular two-way communication with or families.
5. Communicate with parents on a regular basis on the progress of the student.
6. Allow and encourage classroom observations and visits for any parent who signs the visitor's log in the school office and gets clearance for a visit.

Signature: _____ Date: _____

Families: I have read and agree to the statements below. I also support the general mission of my school.

1. Get Students to school on time and ready to learn every day excepting illness and emergencies.
2. Provide support in the home for learning.
3. Get involved in regular two-way communication with school staff.
4. Support the implementation of school rules.

Signature: _____ Date: _____

I have read and agree to all of the above statements in both the Parental Involvement Policy and School-Parent Compact.

Signature: _____ Date: _____

1. I/We have received a copy of the GHMS School Parent/Student Handbook of policies and procedures. _____ (Parent/Guardian Initial)

2. I/We have read through the handbook and I/we am/are aware that this handbook contains important information on: the enrollment process, school attendance, student arrivals/dismissals, student drop off and pick up procedures, tuition/fees payment, refund policies, public school and charter school withdrawal procedures, student records, park day procedures, Montessori birthday traditions, classroom observation guidelines, student health records, special needs policies, Code of Behavior and Policy of Support, napping procedures, toys, snacks, lunches and other important school information. _____ (Parent/Guardian Initial)

3. I/We understand and agree that it is my/our responsibility to follow these policies and procedures during the time my child is enrolled as a student in Mission Montessori and/or Garden Homes Montessori School. _____ (Parent/Guardian Initial)

4. I/We agree to abide by and support the policies and procedures of Mission Montessori Schools. _____ (Parent/Guardian Initial)

Student's Name _____ Teacher _____

Parent/Guardian: _____ Date _____

Parent/Guardian: _____ Date _____

Attachment T

Special Education Plan for Garden Homes Montessori School

Specific protocols, forms, reports, timelines, definitions, and procedures will be defined by State Chapters 115 and 118 and the Wisconsin Department of Public Instruction.

1. Garden Homes Montessori School (GHMS) will be responsible for ensuring special education services under the provision of Free and Appropriate Public Education (FRAPE) as a Charter Operator (per sec. 115.775, Wis. Stats.) in the least restrictive environment (LRE).
2. The Education Plan developed by Dr. Maria Montessori was first designed as a special education program and is well suited to the requirements of IDEA, FRAPE, and LRE.
3. GHMS will record and maintain documentation for the following processes: Identification, Referral, Evaluation, Eligibility, IEP Team and Plan Development, IEP Accountability, and Reevaluation.
4. GHMS will communicate all required reports to the Wisconsin Department of Public Instruction as required by the Wisconsin DPI.
5. GHMS will follow a policy of open enrollment for all children. There will be no restrictions as to special needs, gender, race, religion, sexual orientation, creed, national origin, physical, mental, emotional or learning special needs or handicap, pregnancy status, marital status, or parental status as required by State of Wisconsin Statute 118.13.
6. GHMS will conduct child find activities for children in the community as well as screen for special needs in the school population.
7. GHMS will adhere to all time lines established for notification of parents or response to referral, testing, evaluation, IEP design and implementation. Identification, Referral, Evaluation, Eligibility, IEP Team and Plan Development, IEP Accountability, and Reevaluation.
8. GHMS will be responsible for employing trained and qualified personnel for supervision, evaluation, and implementation of the process. Identification, Referral, Evaluation, Eligibility, IEP Team and Plan Development, IEP Accountability, and Reevaluation.
9. GHMS will be responsible for employing trained and qualified personal for supervision, evaluation, implementation and delivery of special services as designated by the IEP.
10. GHMS will adhere to all notification, recording, and reporting formats and compliance requirements as designated and required for: Referral, Evaluation, Eligibility, IEP Team and Plan Development, IEP Accountability, and Reevaluation.
11. GHMS will be the Local Education Agency (LEA) for students in the school.

12. The Head of School will be or designate the LEA representative for the school.
13. GHMS will be responsible for including sufficient resources in the budget to fund services.
14. GHMS will be responsible for making projections and plans for special education needs.
15. GHMS will be responsible for informing parents, staff, and students as to rights and responsibilities under IDEA, FRAPE, and LEA.
16. GHMS will maintain support and advocacy for students, parents, and educators in the Special Education Process.
17. GHMS will be responsible for staff development to assure non special education certified staff are prepared to fulfill responsibilities to students with special needs.
18. GHMS will provide transition services for students moving into high school and the community.
19. GHMS will comply with all Federal statutes with respect to special education. Each participating public education agency must ensure that all programs for children will be operated in compliance with all applicable federal statutes, rules, and regulations. Following are federal requirements, which must be adhered to in the provision of programs and services to children with disabilities. References are to the federal regulations in 34 CFR, Part 300, Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities; Final Rule (08-2006), unless otherwise specified.
20. The following guidelines from: Model 2r Charter School Special Education Policies and Procedures Developed by Special Education Team November 2008; Amended August 2009, Wisconsin Department of Public Instruction Madison, Wisconsin will be used in their entirety as the plan for the GHMS implementation of IDEA.

Model 2r Charter School
Special Education
Policies and Procedures

Developed by
Special Education Team

November 2008; Amended August 2009

Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

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Model 2r Charter School Special Education Policies and Procedures

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), 2r charter schools are required to establish written policies and procedures for implementing federal special education laws. *Model 2r Charter School Special Education Policies and Procedures* has been developed to assist 2r charter schools meet their obligation to establish and implement special education requirements. The model policies and procedures are derived from IDEA regulations and applicable state special education requirements. The IDEA regulations may be found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006). State special education requirements may be found at Subchapter V of Chapter 115, Wis. Stats., and PI 11, Wis. Admin. Code.

A 2r charter school may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

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. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5

- "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 with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing 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 a child with a disability 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.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- "2r Charter school" means a school established by charter by one of the entities listed in Wis. Stats. §118.40(2r)(b).
- "Child" means any person between the ages of 3 and 21, inclusive, who has not graduated from high school with a regular high school diploma, and includes a child who is homeless, a foster child, a child who is a ward of the state, or in the custody of a public child welfare agency.

34 CFR §§ 300.19, 300.45, and 300.101, 300.102(a)(3)(i)

- "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 behavioral disability;
 - orthopedic impairments;
 - autism;
 - traumatic brain injury;
 - other health impairments; and/or
 - learning disabilities.

If the 2r charter school 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 2r charter school and consistent with Department of Public Instruction rules, include a child aged 3 through 5 who, by reason of his or her developmental delay, needs special education and related services.

NOTE: Under IDEA 2004 a LEA, which includes 2r charter schools, using the term developmental delay must conform to both the State's definition of that term and to the age range that has been adopted by the State [34CFR300.111(b)(3)].

34 CFR § 300.8 and 300.311(b)

- "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).

34 CFR § 300.9

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

34 CFR § 300.530(i)(1)

- "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "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.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "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. See Appendix.

34 CFR § 300.611(b)

- "Elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- "Equipment" means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "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.

34 CFR § 300.15

- "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 2r charter school in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8), 34 CFR § 300.511(b) & (c)

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.

- "Homeless children" has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "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 federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "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.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22

- "IEP Team" means a group of individuals described in 34 CFR § 330.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.

34 CFR § 300.23

- "Limited English Proficiency" has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).

- "Local educational agency," except as otherwise provided, means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of schools districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

34 CFR § 300.28(a)

- "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).

34 CFR § 300.29

- "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.

34 CFR § 300.107

- "Parent" means any of the following:
 1. a biological or adoptive parent (The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.)
 2. a foster parent, if the right and responsibility of all of the individuals listed in number 1 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;
 3. a legal guardian;
 4. a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives or an individual who is legally responsible for the child's welfare ; or
 5. a person assigned as a surrogate parent under 34 CFR § 300.519

If a judicial decree or order identifies a specific person or persons from 1-4 of the list to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.)

34 CFR § 300.30

- "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.

34 CFR § 300.611(c)

- "Personally identifiable" means information that 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.

34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), Charter Schools operating under Wis. Stat. § 118.40(2r), County Children with Disabilities Education Board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

- "Pupil Records" means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

- "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. "Related services" does not include a medical device that is surgically implanted, the optimization of device functioning,

maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34

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.

- "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.

- "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" means services provided by a qualified occupational therapist, and 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, and includes teaching students the following, as appropriate:
- 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);
 - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - to understand and use remaining vision and distance low vision aids, as appropriate; and
 - other concepts, techniques, and tools.
- "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 IEP.
- "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 educational needs of children as indicated by psychological tests, interviews, direct observations, 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 health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.
- "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.
- "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 in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
- "Speech-language pathology services" include:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;
 - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- "Transportation" includes:
 - travel to and from school and between schools;
 - travel in and around school buildings; and
 - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

- "School day" 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.

34 CFR § 300.11

- "Scientifically-based research" has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- "Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- "Serious bodily injury" has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- "Special education" means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child's 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 and is considered special education rather than a related service under Wisconsin standards;
- travel training; and
- vocational education.

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 that result from the child's disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards of the 2r charter school 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.

34 CFR § 300.39

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42

- 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.

34 CFR § 300.323(e) and (f)

- "Transition services" means a coordinated set of activities for a child with a disability that:
 - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living, or
 - community participation

- is based on the individual child's needs, taking into account the child's strengths, 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 provision of a functional vocational evaluation.

34 CFR § 300.43

- "Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "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.

34 CFR § 300.530(i)(4) See Appendix.

Full Educational Opportunity Goal

It is the goal of the 2r charter school to provide full educational opportunity to all children with disabilities served by the 2r charter school. The 2r charter school has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the 2r charter school including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The 2r charter school provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107; 300.109; 300.110; 300.201

Free Appropriate Public Education

General. All children with disabilities for whom the 2r charter school is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children between the ages of 3 and 21, inclusive who have not graduated from high school with a regular high school diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR §§ 300.101(a), 300.102(a)(3)(iv), 300.156

The 2r charter school 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. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the 2r charter school provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR §§ 300.102(a)(3)(iii); 300.305(e)(3)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the 2r charter school provides services,

although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

Hearing Aids and External Components of Surgically Implanted Medical Devices. The 2r charter school ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The 2r charter school ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

Physical Education. Physical education services, specially designed if necessary, are made available to every child with a disability unless the 2r charter school does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the 2r charter school provides the services directly or makes arrangements for those services to be provided through other public or private programs. The 2r charter school ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

Assistive Technology. The 2r charter school makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

Extended School Year. The 2r charter school ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public

education to the child. The 2r charter school does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

Participation in Assessments. Children with disabilities attending this 2r charter school are included in all state-wide and 2r charter school assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or 2r charter school assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

34 CFR § 300.157; Wis. Stats. 118.30(1)(r)

Methods of Ensuring a Free Appropriate Public Education. If a public agency, other than a 2r charter school 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 2r charter school provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the 2r charter school 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 2r charter school obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the 2r charter school 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 benefits or 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 benefits or insurance or
 - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the 2r charter school 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 2r charter school:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the 2r charter school to access their private insurance does not relieve the 2r charter school of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154

The 2r charter school timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

34 CFR § 300.210

Public Information

The 2r charter school regularly publicizes information about its special education procedures and services. Further, the 2r charter school makes available to any person, upon request, all documents relating to the 2r charter school's eligibility for state and federal special education funds.

34 CFR § 300.212

If the 2r charter school receives a notice from the Department of Public Instruction that it is in noncompliance with respect to federal special education law or applicable state special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the 2r charter school until the Department of Public Instruction is satisfied that the 2r charter school is complying with that requirement, the 2r charter school gives public notice of the pending state actions.

34 CFR § 300.222(b)

Child Find

General. The 2r charter school identifies, locates, and evaluates all children with disabilities enrolled in the 2r charter school, regardless of the severity of their disability, who are in need of special education and related services including children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, 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.

34 CFR § 300.111

Referral. The 2r charter school accepts and processes referrals of children attending the 2r charter school suspected to have a disability. The 2r charter school has written procedures for accepting and processing referrals. Licensed 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 local educational agency 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 local educational agency documents and dates the receipt of each referral.

At least annually, the 2r charter school informs parents of each student at the 2r charter school and persons required by law to make referrals about the local educational agency's referral and evaluation procedures.

The local educational agency provides information and inservice opportunities for its licensed staff to familiarize them with the local educational agency's referral procedures.

Wis. Stat. § 115.777

NOTE: 2r charter schools are required to locate and identify children with disabilities. One method of doing this is to establish a referral system and policies and procedures for referrals as described above.

IEP Team

Participants. The IEP 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 education environment;
- at least one special education teacher of the child who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the 2r charter school:
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about the available resources of the school (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;

- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code, Chap. OT 4 and Chap. PT 5

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Stats. § 459.24, Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or 2r charter school other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or 2r charter school) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;

In addition to the above members, the 2r charter school invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the 2r charter school takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321

IEP Team Attendance. An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the 2r charter school agree, in writing, that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the 2r charter school consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

34 CFR § 300.321(e)

Parent Participation in IEP Team Meetings. The 2r charter school takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team 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; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child turns 16, or younger if determined appropriate by the IEP Team the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the 2r charter school will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the 2r charter school uses other methods to ensure parent participation, including individual or conference calls.

The 2r charter school may conduct meetings without a parent in attendance if the 2r charter school is unable to convince the parents that they should attend. In this case the 2r charter school 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 2r charter school takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

The 2r charter school gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322, 34 CFR § 300.306(a)(2)

Evaluation

General. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as appropriate:

- review existing evaluation data on the child, including evaluations and information provided by the child's parents, current classroom-based, local, or state assessments, classroom-based 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, to determine:
 - whether the child is a child with a disability, as defined in 34 CFR § 300.8 and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - the present levels of academic achievement and related developmental 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
 - 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 IEP and to participate, as appropriate, in the general education curriculum.
- The 2r charter school administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305

The 2r charter school 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 2r charter school requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The 2r charter school provides the parents of the child with proper written notice, of any evaluation procedures the school proposes to conduct.

34 CFR § 300.304(a)

Initial Evaluations. The 2r charter school obtains informed consent from the child's parent before administering assessments 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.

34 CFR § 300.300(a)

If the child is a ward of the state and is not residing with the child's parent, the 2r charter school is not required to obtain informed consent from the parent for an initial evaluation if: the 2r charter school cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in a 2r charter school or seeking to be enrolled in a 2r charter school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the 2r charter school may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

The 2r charter school does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the 2r charter school.

34 CFR § 300.300(d)(3)

Determination of Eligibility or Continuing Eligibility (Initial and Reevaluation). Following a review of existing data and administration of assessments and other evaluation materials (if any), a group of qualified professionals and the parent of the child (evaluation team) determine 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 34 CFR § 300.8, the evaluation team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the 2r charter school 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 2r charter school ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

Timeline. The 2r charter school determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child enrolls in this 2r charter school before the previous public agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The 2r charter school conducts a meeting to develop an IEP within 30 days of a determination that a child is a child with a disability, and as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.

34 CFR §§ 300.301; 300.309(c); 300.323

Reevaluation. In conducting reevaluations, the 2r charter school:

- 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 2r charter school determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The 2r charter school shall reevaluate a child no more than once a year unless the child's parents and the 2r charter school agree otherwise, and at least once every three years unless the child's parent and 2r charter school agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the 2r charter school provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3)

In conducting a reevaluation, the 2r charter school obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The 2r charter school proceeds without consent only if it 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 IEP meeting without a parent in attendance. If the parent of a child enrolled in a 2r charter school or seeking to be enrolled in a 2r charter school refuses to provide consent, the 2r charter school is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

34 CFR § 300.300(c) and (d)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, 2r charter school 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, and to determine the child's educational needs. The 2r charter school conducts such an assessment if the parent requests it.

34 CFR § 300.305(d)

Evaluation Safeguards. When a 2r charter school evaluates a child with a disability, it:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic 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 IEP, including information related to enabling the child to be involved in and progress in the general education 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:
 - assessments 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 and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;

- any assessments 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 assessments or evaluation materials;
- assessments 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;
- assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure);
- the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used and;
- the evaluation is sufficiently comprehensive to identify all of 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.

34 CFR § 300.304

Evaluation Report. When the 2r charter school determines a child's eligibility, the evaluation team prepares an evaluation report that includes documentation of the determination of eligibility for special education. The 2r charter school gives a copy of the evaluation report including the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a)

Additional Requirements for specific Learning Disabilities. For evaluation of a child suspected of having a specific 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, and
- 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; and
- at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

34 CFR § 300.308

- The child must be observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- In determining whether a child has a specific learning disability, the evaluation team must decide to:
 - use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
 - have at least one member of the evaluation team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained; or
 - in the case of a child of less than school age or out of school, an evaluation team member must observe the child in an environment appropriate for a child of that age.

34 CFR § 300.310

- The evaluation report includes a statement of:
 - whether the child has a specific learning disability;
 - the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
 - the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning;
 - the educationally relevant medical findings, if any;
 - whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and;
 - the child does not make sufficient progress to meet age or State-approved grade-level standards; or

- the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age state-approved grade level standards or intellectual development;
 - the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
 - if the child has participated in a process that assesses the child's response to scientific, research-based intervention-
 - the instructional strategies used;
 - the student-centered data collected;
 - documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance data that would be collected, strategies for increasing the child's rate of learning; and the parent's right to request an evaluation.
- Each evaluation team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the evaluation team member's conclusions, the member submits a separate statement presenting his or her conclusions.

34 CFR § 300.311

Determination of Eligibility

A child shall be identified as a child with a disability if the 2r charter school has determined from an evaluation conducted in accordance with §§ 300.304 through 300.311 that the child is a child with a disability as defined in §§ 300.8, 300.111(b)(3) and 300.307(b) and in accordance with the eligibility criteria contained in these policies.

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
 - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency; and,
- The child does not otherwise meet the eligibility criteria under 34 CFR §§300.8 300.111(b)(3) and 300.307(b).

34 CFR §§ 300.8, 300.306(b).

Areas of Impairment

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

Wis. Admin. Code § PI 11.36

Autism. 34 CFR § 300.8 (c)(1) Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction—and verbal and nonverbal 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 behavioral disability as defined in Wis. Admin. Code § 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. Wis. Admin. Code § PI 11.36(1)

Cognitive disability means significantly subaverage intellectual functioning, exists concurrently with deficits in adaptive behavior and that adversely affects educational performance. The evaluation 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 evaluation team can use this information for program planning.

Emotional Behavioral Disability. Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the 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 evaluation 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 behavioral 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 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 evaluation 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 evaluation team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the evaluation team's written evaluation summary.

The evaluation 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. Wis. Admin. Code § PI 11.36(4)

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 Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

Specific Learning Disability. Wis. Admin. Code § PI 11.36(6)

Specific learning disability pursuant to Wis. Stat. § 115.76(5)(a)10., 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 evaluation 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 Wis. Stat. § 115.782. The evaluation 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 evaluation 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. The 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 evaluation 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 evaluation 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 of 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 evaluation team determined that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the evaluation 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 evaluation team shall document the reasons for and data used to make its determination that the child has an information processing deficit.

The evaluation 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 Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 115.76(5)(a)10.

If the evaluation team is concerned that a child has a significant discrepancy in oral expression or listening comprehension, the evaluation 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 Wis. Admin. Code § 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 Wis. Admin. Code § 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 Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 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 evaluation team shall determine whether the child is no longer a child with a disability.

NOTE: IDEA 2004 modified the evaluation procedures for the identification of children with specific learning disabilities. The evaluation procedures relating to the identification of specific learning disabilities provide that: 1) States may not require the use of significant discrepancy as part of a determination of SLD, 2) States must permit the use of a process based on a child's responses to scientifically-based intervention as part of its determination of a SLD, and 3) States may permit the use of other alternative research-based procedures to determine whether a child has a SLD. IDEA 2004 also added reading fluency skills as an area of identification for SLD. The department model Form ER-2 identifies additional documentation required when a child is evaluated for Specific Learning Disabilities. For all SLD initial and re-evaluations initiated since October 2006 this documentation is required.

Orthopedic Impairment. Wis. Admin. Code § PI 11.36(2)

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. 34 CFR § 300.8 (c)(9); Wis. Admin. Code § PI 11.36(10)

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 asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

Significant Developmental Delay. Wis. Admin. Code § PI 11.36(11)

Significant Developmental delay means children, ages 3, 4 and 5 years of age or below compulsory school attendance age who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- 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 screenings 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 are used to document significant delays of at least one and one-half standard deviations below the mean in two 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 are used to document the significant delays.

NOTE: IDEA 2004 permits the identification of children with significant developmental delay (SDD) through the age of nine. The department's current rule under PI 11.36 of the Wis. Adm. Code, relating to SDD permits identification only to the age of six. The Department of Public Instruction has promulgated a proposed rule amending PI 11.36(11)(a) to extend the SDD age limit through age nine. Because the proposed rule has not been adopted as this date, the model policies do not reflect this change.

Speech and Language Impairment. Wis. Admin. Code § PI 11.36(5)

Speech or language impairment of speech or sound production, voice fluency, or language that significantly affects educational performance or social, emotional or vocational development. The evaluation 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 evaluation 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 evaluation 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 evaluation 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 evaluation 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. Wis. Admin. Code § PI 11.36(9)

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 is considered.

Visual Impairment. Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The evaluation 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.

Developing, Reviewing and Revising IEPs

IEP in Effect. At the beginning of each school year 2r charter school has in effect an IEP for each enrolled child with a disability. The 2r charter school ensures that a meeting to develop an IEP is conducted within 30 days of determination that the child is a child with a disability. The 2r charter school ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The 2r charter school develops and implements an IEP for each child with a disability served by that school including children placed in or referred to a private school or facility by the 2r charter school.

The 2r charter school ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The 2r charter school ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The 2r charter school provides special education and related services to a child with a disability in accordance with the child's IEP.

The 2r charter school gives a copy of the IEP to the child's parents at no cost.

34 CFR §§ 300.322(f), 300.323(a),(c)and(d)

IEP Development. In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

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

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

34 CFR § 300.324(a)

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

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

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

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

If a participating agency, other than the 2r charter school fails to provide transition services described in the IEP, the 2r charter school reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c)

Amendments to the IEP. In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the 2r charter school may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the 2r charter school informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. Upon request the 2r charter school gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4) and (6)

IEP Content. The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education 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 academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, 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 to enable the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum and to 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 education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state- wide or 2r charter school assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or 2r charter school assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP, and the anticipated frequency, duration and location of those services and modifications;
- beginning not later than in the first IEP that will be in effect when the child is 16 or younger if determined appropriate by the IEP team and updated annually thereafter until

the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;

- beginning at least one year before the child attains the age of 18 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;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320

Placement

The 2r charter school ensures that a full and individual initial evaluation is conducted before the initial provision of special education and related services to a child with a disability and an educational placement is provided to implement each child's IEP. Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a); 300.116(b)

Least Restrictive Environment. The 2r charter school ensures the following:

- Unless the IEP 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 education 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 2r charter school ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The 2r charter school ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The 2r charter school provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The 2r charter school ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR §§ 300.114 through 300.117

Notice of Placement. Following the development of a child's IEP a written notice, that meets the content requirements of notice as described in the notice section contained in these policies and is given to the child's parent(s) a reasonable amount of time before implementing the IEP.

34 CFR § 300.503

Consent For Placement. The 2r charter school obtains informed and 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.

The 2r charter school makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the 2r charter school cannot provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of

special education and related services, the 2r charter school will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the 2r charter school requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the 2r charter school requests such consent.

34 CFR § 300.300(b)

Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Stats. § 448; Wis. Admin. Code § OT 4; Wis. Admin. Code § PT 5

Physical Therapists' Licensure and Service Requirements. The 2r charter school ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.

34 CFR § 300.18; Wis. Stats. §§118.19(1), 118.40(2r)(b)2., 448.51; Wis. Admin. Code §§ PI 34.34(16) and PT 5

Responsibility of A School Physical Therapist. The 2r charter school ensures the following:

- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child.
- A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Stats. §§ 448.50(4) and 448.56(1); Wis. Admin. Code § PT 5

Delegation and Supervision of Physical Therapy.

- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
 - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the school physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent school physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.

Wis. Stats. §. 448.56; Wis. Admin. Code § PT 5

School Physical Therapist Assistants' Qualifications and Supervision of Physical Therapy. The 2r charter school ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapist assistants.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies and in accordance with Wis. Admin. Code § PT 5.

Wis. Stats. §§118.19(1), 118.40(2r)(b)2., 448.535; Wis. Admin. Code §§ PI 11.24(8) PI 34.34(15) and PT 5

Occupational Therapists' Licensure and Service Requirements. The 2r charter school ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

34 CFR § 300.503; Wis. Stats. §§118.19(1), 118.40(2r)(b)2., 448.961(1); Wis. Admin. Code §§ PI 34.34(14) and OT 4

Responsibility of a School Occupational Therapist. The 2r charter school ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Stats. § 448.96; Wis. Admin. Code § OT 4

Delegation and Supervision of Occupational Therapy. The 2r charter school ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience.

- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:
 - the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
 - the school occupational therapist has direct face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the school occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent school occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising school occupational therapist who has delegated the act.

Wis. Stats. § 448.96(6); Wis. Admin. Code § OT 4

School Occupational Therapy Assistants' Qualifications and Supervision. The 2r charter school ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Stats. §§ 448.96(6) and 448.961(2); Wis. Admin. Code §§ PI 34.34(15) and OT 5

Transition from Birth to Three Programs

The 2r charter school participates with 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, if any, operated by the 2r charter school. The 2r charter school participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in a special education preschool program operated by the 2r charter school, the 2r charter school has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

Transfer Pupils

In-State Transfer Students. When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) enrolls in this 2r charter school within the same school year, this 2r charter school (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until this 2r charter school either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The 2r charter school 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 2r charter school does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet federal and applicable state requirements.

34 CFR § 300.323(e)

Out-of-State Transfer Students. When a child with a disability (who had an IEP that was in effect in a previous public agency in another State) enrolls in this 2r charter school within the same school year, this 2r charter school, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until this 2r charter school:

- Conducts an evaluation and determines eligibility if determined to be necessary by this 2r charter school; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

Transmittal of Records. When this 2r charter school receives a transfer pupil with a disability and does not receive the pupil's records from the child's previous public agency, this 2r charter school takes reasonable steps, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled.

When this 2r charter school receives such a request for records for a transfer pupil, this 2r charter school promptly transfers the pupil's records to the requesting public agency.

34 CFR § 300.323(g)

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 2r charter school notifies parents consistent with the policies in the *Parent Participation in IEP Team Meetings* section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that 2r charter school personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The parent of a child with a disability is a member of the group that makes decisions on the educational placement of their child. In implementing this policy, the 2r charter school 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 2r charter school uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the group without the involvement of the parent if the 2r charter school is unable to obtain the parent's participation in the decision. In this case, the 2r charter school must have a record of its attempt to ensure parent involvement.

CFR §§ 300.501, 300.322

Notice. The 2r charter school ensures a child's parents are provided prior written notice a reasonable time before it proposes to initiate or change, or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the 2r charter school proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the charter school takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503

Procedural Safeguards Notice. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
 - the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504

Independent Educational Evaluations. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the 2r charter school about an independent evaluation, the 2r charter school 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 2r charter school. "Public expense" means the 2r charter school 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 2r charter school, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the 2r charter school demonstrates in a due process hearing that the evaluation obtained by the parent did not meet 2r charter school criteria.

If a parent requests an independent educational evaluation, the 2r charter school may ask for the parent's reason why he or she objects to the public evaluation. However, the 2r charter school does not require the explanation and does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the 2r charter school conducts an evaluation with which the parent disagrees.

If the 2r charter school initiates a hearing and the final decision is that the 2r charter school's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the 2r charter school an evaluation obtained at private expense, the results of the evaluation must be considered by the 2r charter school, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

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

evaluation and the qualifications of the examiner, is the same as the criteria that the 2r charter school 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 2r charter school does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

34 CFR § 300.502

Surrogate Parents. The 2r charter school ensures the rights of a child are protected if no parent can be identified; the 2r charter school, after reasonable efforts, cannot locate a parent; the child is a ward of the State; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the 2r charter school assigns an individual to act as a surrogate for the parents. The 2r charter school has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The 2r charter school ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the 2r charter school, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the 2r charter school solely because he or she is paid by the 2r charter school to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The 2r charter school makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519

Mediation. When a 2r charter school participates in a mediation under the Wisconsin Special Education Mediation System, the 2r charter school:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediation agree;

- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties, and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court or in a district court of the United States. The agreement is signed by a representative of the 2r charter school who has the authority to bind the 2r charter school.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506, Wis. Stat. § 115.797

Due Process Hearings. When the 2r charter school files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the Department of Public Instruction and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the 2r charter school will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the 2r charter school used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and

- (except when the parents and 2r charter school agree in writing to waive a resolution meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a resolution meeting with the child's parents, a representative of the 2r charter school who is authorized to make decisions on behalf of the agency, and the relevant member(s) of the IEP team who have specific knowledge of the facts identified in the hearing request as determined by the parent and the agency. If the meeting resolves any subject matter of the hearing request, the parents and the 2r charter school will execute and sign a legally binding agreement. The agreement is enforceable in any state court or in a district court of the United States.

When the 2r charter school is a party to a due process hearing under Wis. Stat. § 115.80, the 2r charter school:

- 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 2r charter school evaluations that the 2r charter school intends to use at the hearing; and
- except as provided in the "discipline" section of the 2r charter school policies, the 2r charter school does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under special education law, the 2r charter school exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law .

34 CFR §§ 300.502(e), 300.507, 300.508, 300.510, 300.512 and 300.518 Wis. Stat. § 115.80

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 2r charter school transfers the rights of parents under the Individuals with Disabilities Education Act to the individual pupil. The 2r charter school provides any required notices to both the parents and the adult pupil. The 2r charter school notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520

Discipline Procedures

Authority of School Personnel. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of the Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the 2r charter school provides services to the child if the 2r charter school also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because,

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The 2r charter school determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the 2r charter school provides services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The 2r charter school applies the relevant disciplinary procedures for children without disabilities to a child with a disability only if, as a result of the manifestation determination review, the 2r charter school determines the behavior of the child was not a manifestation of the child's disability. The 2r charter school applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR §§ 300.530; 300.536

Placement in Interim Alternative Educational Settings. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, the child receives either:
 - a functional behavior assessment, unless the 2r charter school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or

- if a behavioral intervention plan already has been developed, reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the 2r charter school notifies the parents of that decision and provides the parents a procedural safeguards notice.

34 CFR § 300.530(h)

When the 2r charter school determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the 2r charter school believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

34 CFR § 300.532

Manifestation Determination Reviews.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the 2r charter school the parent, and relevant members of the child's IEP team (as determined by the parent and the 2r charter school):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the 2r charter school, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the 2r charter school's failure to implement the IEP.

If the 2r charter school, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the 2r charter school's failure to implement the IEP, the 2r charter school takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting, or the parent and 2r charter school agree to a change of placement

as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the 2r charter school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

CFR § 300.530(d)(e) and (f)

Placement During Appeals.

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the 2r charter school believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and the 2r charter school may agree to a different placement during the appeal.

Unless 2r charter school and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the 2r charter school conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR §§ 300.532; 300.533

Protections for Children Not Yet Eligible For Special Education and Related Services. The 2r charter school provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the 2r charter school if the 2r charter school 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 2r charter school has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative

personnel of the 2r charter school, or a teacher of the child, that the child is in need of special education and related services;

- the parent of the child requested a special education evaluation of the child; or
- the teacher of the child, or other personnel of the 2r charter school, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the school or to other supervisory personnel of the school.

The 2r charter school does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an special education evaluation of the child or has refused special education services; or
- the 2r charter school conducted an evaluation and determined that the child was not a child with a disability.

If the 2r charter school does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the 2r charter school may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

34 CFR § 300.534

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 2r charter school 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 2r charter school's evaluation and information provided by the parents, the 2r charter school provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and applicable state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

When the 2r charter school 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 2r charter school transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permit transmission.

34 CFR § 300.535

Confidentiality of Information

Notice to Parents. The 2r charter school 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 2r charter school of the activity.

34 CFR § 300.612(b)

The 2r charter school 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 2r charter school;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the 2r charter school 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 2r charter school 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.

34 CFR § 300.612(a)

Access Rights. The 2r charter school permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the school under the Individuals with Disabilities Education Act-Part B. The 2r charter school complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the 2r charter school 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 2r charter school presumes that the parent has authority to inspect and review records relating to his or her child unless the 2r charter school has been advised that the parent does not have authority under state law.

34 CFR § 300.613

The 2r charter school 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 2r charter school), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

34 CFR § 300.614

The 2r charter school provides parents on request a list of the types and locations of education records collected, maintained or used by the school. 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.

34 CFR §§ 300.615, 300.616

The 2r charter school 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 2r charter school does not charge a fee to search for or to retrieve information in educational records.

34 CFR § 300.617

Amendment of Records at Parent's Request. A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the 2r charter school to amend the information. The 2r charter school decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the 2r charter school decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing.

34 CFR § 300.618

The 2r charter school, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

34 CFR § 300.619

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 2r charter school 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 2r charter school 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 2r charter school.

34 CFR §§ 300.619-621

Any explanation placed in the records of the child is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

34 CFR § 300.620(c)(2)

Consent. Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act, 34 CFR § 99. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exception:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.

34 CFR § 300.622

Safeguards. The 2r charter school protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the 2r charter school 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 2r charter school maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally-identifiable information.

34 CFR § 300.623

Destruction of Information. The 2r charter school informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 CFR § 300.624

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 2r charter school provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

34 CFR § 300.625(b) and (c)

Parentally Placed Children in Private Schools When FAPE is At Issue

The 2r charter school is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the 2r charter school made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is then considered a parentally placed private school child with a disability.

34 CFR § 300.148

Children with Disabilities in Private Schools Placed or Referred by the 2r Charter School

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the 2r charter school as a means of providing special education and related services, the 2r charter school ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

Development, review, and revision of the IEP. Before the 2r charter school places a child with a disability in, or refers a child to, a private school or facility, the 2r charter school initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The 2r charter school ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the 2r charter school uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the 2r charter school. If the 2r charter school permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the 2r charter school ensures the parents and a 2r

charter school representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the 2r charter school retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

2r Charter School Reporting to State

The 2r charter school in providing for the education of children with disabilities enrolled in its school has established and implemented policies, procedures and programs that are consistent with federal special education requirements policies and procedures, and applicable state requirements, policies and procedures. The 2r charter school will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or applicable state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or applicable state law or regulations.

34 CFR § 300.201

The 2r charter school files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of federal and applicable state special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The 2r charter school provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under the IDEA and applicable state laws, including information related to the performance of children with disabilities participating in 2r charter school special education programs.

34 CFR § 300.211

The 2r charter school 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:

- statements of assurance as required by applicable federal law;
- assurances that the 2r charter school in providing for the children with disabilities enrolled in its school, has in effect policies, procedures, and programs that are consistent with the IDEA and applicable state law;

- the 2r charter school's plan for ensuring that all personnel necessary to carry out the requirements of the IDEA are appropriately and adequately prepared according to federal law and applicable state law;
- the data regarding children with disabilities and nondisabled children enrolled in the 2r charter school that the Department of Public Instruction is required to collect or report to be in compliance with 20 USC 1400 to 1482; and
- any other information the Department of Public Instruction requires to permit its review of the plan.

34 CFR §§ 300.200, 300.207, 300.209(c), 300.211

Appendix of Federal Law and Regulations Referenced in the Model Policies and Procedures

34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- (a) The term means those records that are:
- (1) Directly related to a student; and
 - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
 - (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.
 - (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
 - (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - (ii) Made, maintained, or used only in connection with treatment of the student; and
 - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 - (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

(2) The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 USC 1365(h) – Definition of Serious Bodily Injury

(3) the term “serious bodily injury” means bodily injury which involves—

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term “bodily injury” means—

(A) a cut, abrasion, bruise, burn, or disfigurement;

(B) physical pain;

(C) illness;

(D) impairment of the function of a bodily member, organ, or mental faculty; or

(E) any other injury to the body, no matter how temporary.

29 USC 3002(19) - Definition of Universal Design

The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 USC 930(g)(2) - Definition of Weapon

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

20 USC 7801(37) – Definition of Scientifically Based Research

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

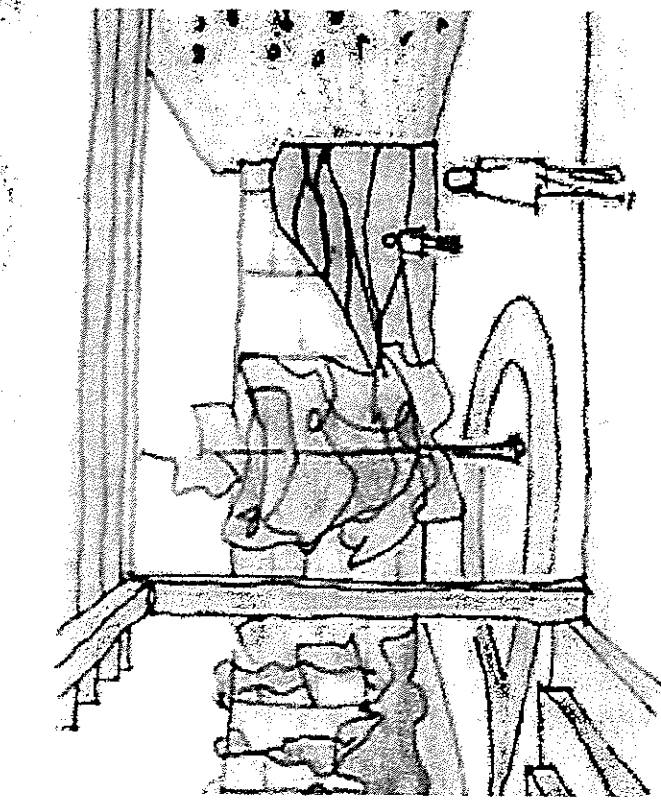
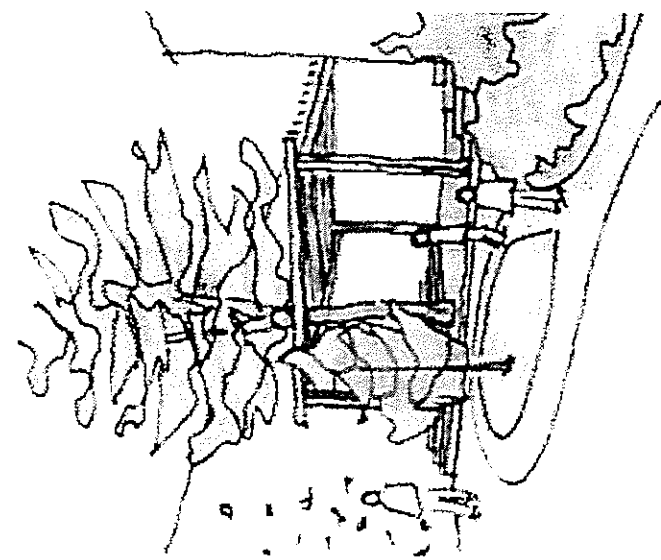
(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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Creating a safe and enriching educational environment is the cornerstone of the GHMS vision. Consistent with that vision, in 2008, the Board identified a need to renovate the existing playground - essentially a decaying, partially fenced in, cement parking lot located on the south side of the building - into a lush and vibrant outdoor classroom.



ENVIRONMENTAL STEWARDSHIP

Restoring the play area's ground surface to permeable materials will allow rainfall to infiltrate back into the soil instead of running off into storm drains. Garden beds will offer sensory experiences as well as opportunities for stewardship by the students. Other elements of the plan include a vine-covered overhead trellis to provide shade, a slide with a shape resembling local landforms, a patio-like raised platform with built-in seating for outdoor lessons, as well as a spiral-climb climbing wall and tricycle path to provide a space for active play.

Our project will help revitalize the school and community while providing a natural sanctuary for the students, staff, and parents of Garden Homes Montessori School.

GARDEN HOMES MONTESSORI SCHOOL

Student Suspension Rate

# of Students Suspended 08-09	Percent of Total Enrolled	
	06-07	07-08
Total	0	0%

Suspensions By Category

Year	Total # of Suspensions	Percent of Total		
		Learning Environment	Personal Phys. Safety	Weapons
06-07	0	N/A	N/A	N/A
07-08	0	N/A	N/A	N/A
08-09	0	N/A	N/A	N/A

Student Retention Rate

Gr.	Percent of Total Enrolled	
	06-07	07-08
KS	0%	0%
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	50%
5	0%	0%
Total	0%	3%

Student Truancy Rate

Gr.	Percent of Total Enrolled	
	06-07	07-08
KS	26%	40%
1	28%	24%
2	19%	30%
3	0%	50%
4	67%	0%
5	100%	100%
Total	28%	35%

School Climate Survey

Area	Group	No. of Surveys Returned (08-09)	Overall Mean Score (All Questions in each Area)						Sample Question	Group	Percent Answering Each Possible Response			
			06-07		07-08		08-09				Strongly Agree	Disagree	Strongly Disagree	No Response
			School	District	School	District	School	District						
Rigor	ES/MS Students	0	*	3.2	3.2	*	3.2	3.2	ES/MS Students	77.8%	0.0%	0.0%	0.0%	
	Staff	9	3.7	3.0	N/A	3.1	3.1	3.1	Staff	72.2%	22.2%	0.0%	0.0%	
	Parents	54	3.7	3.3	3.7	3.3	3.6	3.4	Parents	72.2%	22.2%	1.9%	0.0%	
Safety	ES/MS Students	0	*	2.9	3.0	*	3.0	3.1	ES/MS Students	86.9%	11.1%	0.0%	0.0%	
	Staff	9	3.6	3.0	N/A	3.0	3.5	3.0	Staff	72.2%	24.1%	0.0%	0.0%	
	Parents	54	3.5	3.2	3.3	3.2	3.5	3.3	Parents	86.9%	11.1%	0.0%	0.0%	
Environment	ES/MS Students	0	*	2.9	3.1	*	3.0	3.1	ES/MS Students	88.9%	11.1%	0.0%	0.0%	
	Staff	9	3.7	3.1	N/A	3.1	3.7	3.1	Staff	88.9%	11.1%	0.0%	0.0%	
	Parents	54	3.7	3.3	3.8	3.4	3.7	3.5	Parents	85.2%	13.0%	1.9%	0.0%	
Governance	ES/MS Students	0	*	2.7	2.8	*	2.8	2.9	ES/MS Students	44.4%	44.4%	11.1%	0.0%	
	Staff	9	3.7	3.0	N/A	3.0	3.5	3.0	Staff	66.7%	24.1%	9.3%	0.0%	
	Parents	54	3.7	3.2	3.7	3.3	3.6	3.3	Parents	66.7%	24.1%	9.3%	0.0%	

Data Source: 2008-2009 MPS School Climate Surveys

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.
N/A indicates: Not available / Not applicable

2007-08 Parent Climate Survey for Garden Homes Montessori School

What is your gender?

Response	Count	Percent	0	20	40	60	80	100
Male	9	27.3%						
Female	24	72.7%						
No Response	0	0.0%						

Which ethnic group describes you best?

Response	Count	Percent	0	20	40	60	80	100
African-American	31	93.9%						
Asian	0	0.0%						
Hispanic	1	3.0%						
Native American	0	0.0%						
White	0	0.0%						
No Response	1	3.0%						

How many children do you have attending MPS?

Response	Count	Percent	0	20	40	60	80	100
1	17	51.5%						
2	6	18.2%						
3	7	21.2%						
4	1	3.0%						
5 or more	1	3.0%						
No Response	1	3.0%						

How many children do you have attending the school for which you are completing this survey?

Response	Count	Percent	0	20	40	60	80	100
1	21	63.6%						
2	7	21.2%						
3	3	9.1%						
4	1	3.0%						
5 or more	1	3.0%						
No Response	0	0.0%						

Rate your child's school's use of technologies (i.e. e-mail, MPS portal, school's webpage, Parent Assistant, ParentLink automated phone system, online gradebook, etc.) for collaboration and communication between the home and school.

Response	Count	Percent	0	20	40	60	80	100
No Use	4	12.1%						
Limited Use	12	36.4%						
Consistent Use	13	39.4%						
Advanced Use	0	0.0%						
Don't Know	4	12.1%						
No Response	0	0.0%						

My child's school has a friendly and welcoming atmosphere.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	26	78.8%						
Agree	7	21.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school has high expectations with regard to student achievement.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	27	81.8%						
Agree	6	18.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child arrives at school focused on learning.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	25	75.8%						
Agree	7	21.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

I am given the opportunity to be included in decision-making that affects my child's school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

My child's school prepares students to do well on state, district and classroom tests.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	9	27.3%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

My child is given challenging work at school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	2	6.1%						

My child looks forward to coming to school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	7	21.2%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	1	3.0%						

My child's school makes sure that students are safe and orderly while outside on school grounds.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	16	48.5%						
Agree	13	39.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	1	3.0%						

My child's school building is neat, clean and well-maintained.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	13	39.4%						
Agree	19	57.6%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

When students at my child's school break the rules, staff members help them improve their behavior.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	21	63.6%						
Agree	12	36.4%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school uses its financial and human resources effectively.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	18	54.5%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	6	18.2%						
No Response	1	3.0%						

The teachers and staff at my child's school and I work well together as a team.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	9	27.3%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

I am given the opportunity to have input regarding the behavioral expectations of students at my child's school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	0	0.0%						

I feel comfortable expressing my opinion or speaking up at school meetings.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	25	75.8%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school regularly communicates with me using a variety of different methods.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	19	57.6%						
Agree	12	36.4%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	0	0.0%						

My child's school provides me with the information, resources and support that enhance my parenting skills.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school gives me information and resources that help me support my child with their school work.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school offers me enough ways to support the school as a volunteer.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	21	63.6%						
Agree	10	30.3%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						



Notice of Intent to Apply*
AmeriCorps Farm To School Program



Due on 04/10/2010
Please email: Camilla.vargas@wi.gov

* Not required but highly recommended

Name: *Carrie E. Driver - Johnson*

Title: *Head of School*

Organization: *Garden Homes Montessori & Montessori School of Garden Homes*



Date: *3/15/10*

Street Address: *2475 W. Roosevelt Dr*

State, Zip Code: *Milwaukee, WI 53209*

Phone Number: *414-444-9024 / 414-916-5782*

Email: *sagefieldfarm@gmail.com*
gardenhomes@excite.com

	<p align="center">Request for Partnership Form AmeriCorps Farm To School Program Applications must be <u>received</u> by 4:30 p.m May 17th, 2010.</p> <p align="center">Email applications are strongly encouraged. Support letters where required may be faxed to 608-224-5111; Camilla.vargas@wi.gov</p>	
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Partner Site Requirements

1. Assist with the recruitment and hiring of volunteers for your site
2. Identify an onsite supervisor who will have meetings at least one time per week with each AmeriCorps Member and help to accomplish the goals of the local project by coaching the Member.
3. Provide orientation, workspace, basic office supplies and access to phone, computer and Internet.
4. Assist with the creation of an advisory council of local community members and target population to provide guidance for AmeriCorps volunteers at your site. Members could include teachers, professors, local food organization representatives, WI Physical, Activity & Nutrition counselors, PTO/PTA organizations, UW Extension agricultural or nutrition agents, local government and school board members and farmers.
5. Contribute \$3,500 cash match annually for two half time AmeriCorps members
6. Provide data on how this program helps address nutrition and community building needs in your community. Some examples could include: measures of poor nutrition, poverty rates, number of children on school lunch assistance programs, weak economic activity, poor job opportunities and assets including number of agricultural producers/food processors/local food advocates, diversity of agricultural producers, strong interest among community members.

As a potential partner site organizer, my organization, school or school system and I commit to all of the above requirements.

<i>CARRIE E DRIVER-JOHNSON</i>	<i>Garden Homes Montessori</i>
Printed Name	Organization, Title
<i>[Signature]</i>	<i>Montessori School of Garden Homes 3/15/10</i>
Signature	Date
<i>2425 W. Roosevelt Dr.</i>	<i>Milwaukee, WI 53209</i>
Street Address	State, Zip Code
<i>414-444-9024 / 414-916-5785</i>	<i>Gardenhomes@excite.com</i>
Phone Number	Email
	<i>safeheldfarm@gmail.com</i>

1. Please identify your organization, your program supervisor, the school(s) that you will serve and your partners.
2. How will your site provide support to the AmeriCorps Member?
3. Please provide any information that demonstrates the need for an AmeriCorps – Farm to School Program in your community.
4. Please include any additional information that you believe would be relevant to our selection process.

Thank you for your application. We will notify all applicants of our final selection by July 2nd, 2010.

	<p>Request for Partner-Site Applications AmeriCorps Farm To School Program 2010 – 2011 Applications Intent to apply request: April 6th, 2010 Application submission deadline: May 17th, 2010 Target date for grant award notification: July, 2nd, 2010</p>	
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The AmeriCorps Farm to School program provides an innovative approach to decreasing childhood obesity by promoting healthy eating habits in students K-12 and increasing access to local foods in schools. In anticipation of receiving additional funds to expand the program we are requesting partner-site applications to host two half-time AmeriCorps Members.

Overview

AmeriCorps is the national service program that provides Americans of many ages and backgrounds with education awards in exchange for a year or two of community service. The Wisconsin State AmeriCorps program is managed and administered by Serve Wisconsin (<http://www.servewisconsin.org>).

AmeriCorps State and National programs in Wisconsin enroll their members' in a term of service during the fall. AmeriCorps members receive a living allowance (instead of a wage), which is distributed to the member in equal payments, every two weeks. In addition, AmeriCorps members receive an education award that can be used to pay tuition or to pay back qualified student loans.

The WI Department of Agriculture, Trade & Consumer Protection (DATCP) in partnership with the WI Department of Public Instruction (DPI), the WI Department of Health Services (DHS), WI Rural Partners and the Center for Integrated Agricultural Systems (CIAS) received an AmeriCorps State Grant to support a statewide Farm to School AmeriCorps program. There is a good chance we will receive additional funding for Members in 2010-2011 and will be adding new partner sites to our project which will begin August 15th, 2010.

We need to identify partner schools, school districts, or groups of schools/districts that are interested in developing a Farm to School program in their area. Eligible partner sites can be managed by schools, school organizations or non school organizations but each site must specifically outline the school(s) that they will serve and have a letter of support from those school(s). Examples of host sites include non-profit organizations, state agencies, universities and schools.

Applications

Request for Partnership Applications must be received by 4:30 p.m. May 17th, 2010. Email applications are strongly encouraged. Support letters, where required, may be faxed to 608-224-5111.

AmeriCorpsFarmtoSchool@wi.gov
 WI Department of Agriculture Trade & Consumer Protection
 Camilla Vargas
Camilla.vargas@wi.gov
 608-224-5017 phone
 608-224-5111 fax

Proposed Program

The AmeriCorps – Farm to School Program aims to build healthy communities by:

- Improving child nutrition through the implementation of educational activities for students and families about healthy eating choices.
- Developing strong communities by creating future community leaders and connecting schools with local farmers and food businesses.

Each of the partner host sites will receive two, half-time AmeriCorps members. Since each community is unique, it will have the flexibility to customize AmeriCorps member assignments or member structure to meet the needs specific to each community or, in the case of smaller schools, groups of communities. The program provides each host-site:

1) One member to help identify WI farmers and food businesses interested in selling food products to partner site schools. This member will work closely with food procurement officers and other school officials to identify opportunities for bringing healthy, local foods into schools. They will help track the barriers, opportunities and successes around bringing WI food products into WI schools and can help with integrating the purchase of fresh, local foods into policy documents such as Wellness Plans.

2) The second half-time member will act as a nutrition, education and outreach expert. This individual will help bring information about healthy food choices into the classrooms. Nutrition and menu development assistance may also be provided to cafeteria meal planners. They may also bring nutrition and healthy eating information into the broader community to affect healthy eating choices in the home.

3) All AmeriCorps members will be managed by the central program manager housed at DATCP but each site must provide a site supervisor to help guide AmeriCorps members in their communities.

Partner Site Requirements

In order to be considered for the AmeriCorps – Farm to School Program, sites must commit to the following responsibilities:

- Assist with the recruitment and hiring of volunteers for your site.
- Identify an onsite supervisor who will meet at least once per week with each AmeriCorps member to help track program progress and provide assistance and advice.
- Provide orientation, workspace, basic office supplies and access to phone, computer and Internet.
- Assist with the creation of an advisory council of local community members and target population to provide guidance for AmeriCorps volunteers at your site. Members could include teachers, professors, local food organizations, WI Physical, Activity & Nutrition counselors, PTO/PTA organizations, UW Extension agents, local government, chambers of commerce, civic organizations, interested citizens and parents, school boards and farmers.
- Contribute \$3,500 cash match annually for each pair of half-time AmeriCorps members. These funds will be used as cash match for the estimated \$480,000 annual program cost.

- Provide data on how this program will help address nutrition and community building needs/opportunities in your area. Some examples could include: measures of poor nutrition; poverty rates; number of children on school lunch assistance programs; weak economic activity; poor job opportunities; wealth of agricultural producers/food processors/local food advocates; diversity of agricultural producers; or strong interest among community members and goals of school Wellness Plans.

Sites that can provide the following additional support will receive higher levels of consideration:

- Outline other non-cash grant match (staff time, office supplies, office space)
- Provide room and/or board for volunteers
- Show strong partnerships with school, community, farmers
- Show strong community and/or school desire for impacting change in the goal areas
- Strong supervisor dedication to childhood nutrition and local agricultural development
- Strong needs documentation for site location

AmeriCorps – Farm to School Program Central Program Management

Total program management will be housed at DATCP. DATCP will be responsible for providing:

- Overall program manager to supervise members and project
- Living allowance payments and payroll activities for all members
- Additional grant cash and in-kind matching
- Technical assistance for sourcing local foods
- Nutrition information and assistance
- Train AmeriCorps members on local food procurement, nutrition education and outreach
- Required reports and documentation to AmeriCorps State Commission
- Member training and ongoing assistance

Timing

In order to be considered for this opportunity, please fill out and return the attached notice of intent to apply by **4:30 pm April 6th, 2010** and the request for partnership form by **4:30 pm on May 17th, 2010**. Match funds are not required until after the program is awarded.

04/06/2010– Notice of Intent to Apply Due (not required but highly recommended)

05/17/2010– Request for Partnership Form Deadline

07/02/2010– Anticipated Award notification

08/15/2010- Program Implementation

Please contact Camilla Vargas at the WI Department of Agriculture, Trade & Consumer Protections. Phone: 608-224-5017, Email: Camilla.Vargas@wi.gov.

TRANSMISSION VERIFICATION REPORT

TIME : 03/15/2010 17:48
NAME :
FAX : 14144445784
TEL :
SER.# : C9N991659



DATE, TIME	03/15 17:48
FAX NO./NAME	16082245111
DURATION	00:00:41
PAGE(S)	02
RESULT	OK
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03/17/2010 13:23

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PAGE 05

	<p>Notice of Intent to Apply* AmeriCorps Farm To School Program</p> <p>Due on 04/10/2010 Please email: Camilla.vargas@wi.gov</p>	
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* Not required but highly recommended

Name: *Carrie E. Diver - Johnson*

Title: *Head of School*

Organization: *Garden Homes Montessori & Montessori School of Garden Homes*

Date: *3/15/10*

Street Address: *2475 W. Roosevelt Dr*

State, Zip Code: *Milwaukee, WI 53209*



Phone Number: *414-444-9024 / 414-916-5782*

Email: *sagefieldfarm@gmail.com
gardenhomes@excite.com*

GARDEN HOMES GAZETTE

NOVEMBER

November 2009

2	3	4	5	6
9	10 Veteran's Day 	11	12	13
16	17 Parent Teacher Meetings	18	19	20
23	24	25	26 Thanksgiving 	27 Thanksgiving Recess. NO SCHOOL NO FULL DAY
30				

Welcome to the first edition of the Garden Homes Gazette. We wanted a way to share all the wonderful experiences the students have while attending Garden Homes Montessori in an entertaining format. A newsletter is the perfect solution. Each monthly edition will feature informative articles on everything we do here. We hope you enjoy every issue. Thanks for reading!

To The Farm

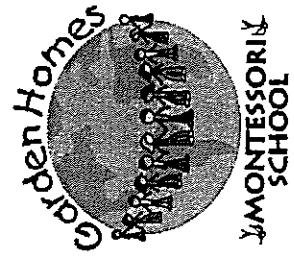
Spend any time with the children of Garden Homes Montessori School and it becomes clear that they benefit from a strong group of passionate, caring, and responsible adults. Who are these people? They are the teachers, staff, and parents of Garden Homes who work everyday for the children enrolled in this school and make outings possible. What is an outing? Similar to what is commonly referred to as field trips in traditional education, outings in Montessori education are an extension of the classroom. They allow children to explore the physical world and apply classroom lessons to real world situations. The most recent outing to Shirley May's

farm in Milton Wisconsin, a beautiful 120 acre facility that is home to 50 horses, chickens, sheep, and pigs, gave the kids a little taste of the country. Every smiling face showed not just how fun the activities were, but also how valuable they were. Riding a horse, enjoying a hayride, and chasing a giant soccer ball in a 20-acre pasture are worthwhile activities just for the experience alone, but there is a hidden benefit as well. The children develop intellectually by learning about the various animals, but also nurture personally. They are able to develop



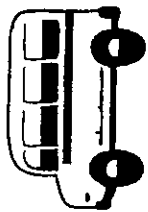
rooms, he decided to create a charity that would offer comfortable housing as an alternative. Under the leadership of Ed Rensi, the McDonald's regional manager, local restaurants donated proceeds from Shamrock Shake sales to the effort. In 2010, the 300th Ronald McDonald House will open.

If you would like to help and are in the habit of drinking soda you can do more than just recycle those empty cans. Milwaukee's Ronald McDonald House will recycle the tabs to pay for operating costs. Each tab is valuable because it is pure aluminum, unlike the rest of the can that is contaminated by paint and other impurities. How much do the tabs help? 1,267 tabs make one pound and one pound of aluminum is sold for 40 cents. So rather than just recycle your soda can, take a second and tear off the tab. Collect them in an old milk jug or anything else handy and bring them into school. Every little tab makes a difference.



2475 W Roosevelt Drive
Milwaukee, WI 53209
Milwaukee County

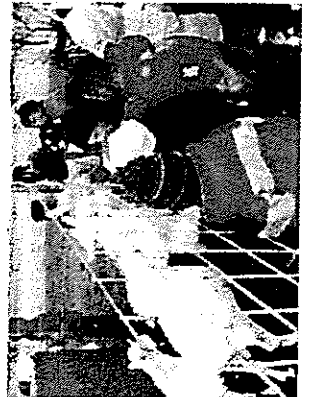
Phone: (414) 444-9024
Fax: (414) 444-5784
E-mail: gardenhomes@excite.com



as people.
 Being on a farm and interacting with horses is an unfamiliar experience for most people, but the kids were surprisingly confident. Each child approached the horses confidently, with respect for the animal and whoever was giving instructions. Without incident, each student clambered aboard the saddle, hung on, and with a smile said they were ready to ride. Of course, some of them had been to this farm before and certainly remembered how to act, but that is the point. The first time they traveled to the farm, maybe it took longer for them to become comfortable. Having repeated the outing, they become more confident in less time. Eventually they will reach complete confidence at the farm.

A Frighteingly Fun Time

What may appear to be a standard field trip to a pumpkin farm in rural Wisconsin is so much more to the kids at Garden Homes Montessori. It is one more memory of their experience at this school. This school that is teaching them not only all of the skills necessary to be successful, but also how to grow as caring, compassionate individuals. Each outing, whether it is to a farm to ride a horse, or to pick out the perfect pumpkin is just one



Reaching complete confidence is often called mastery in Montessori education. Students are introduced to a new lesson and repeat it until mastery is reached. It will take a long time to reach mastery at the farm, but each adventure is a step closer. Eventually, the kids will be able to develop their riding skills and learn more about horse care. This teaches responsibility and respect for animals in an exciting environment outside the classroom.

step in the education process.

The first step to get us to Swans Pumpkin Farm was to line up outside in front of the bus, a process that the teachers here are becoming quite good at. When everyone found a place in line and had their coats zipped and buttoned up, the kids shuffled aboard the bus to find a seat. We set off from school and within half an hour many of the students had fallen asleep. Chaperones and teachers on the bus would not know that from the noise level, for the kids who remained awake chatted excitedly among themselves.

After passing through a few lazy towns, we arrive at our destination. Teachers and chaperones ushered the students off the bus to organize them into something like a line. This proved more difficult than at the school, as the kids were even more excited now that we were at the farm. Before the adventure began, the staff at Swans gave a brief introduction and laid down some rules. As soon as they were done, the kids were marched over to a pen where goats were being kept.

Goat treats were given to everyone who wanted them. Those who wanted to feed the animals bravely approached the hungry goats and stuck out their little hand to feed them.

When the feeding frenzy was over and after a few squirts of hand sanitizer, the group marched off to find more fun. More fun was found shortly in the form of a puppet show. When the audience was quiet, the show began. Starting with a donkey and chicken duo and ending with a farmer and cow, the show told the story of how each tiny pumpkin seed grew into a big, orange pumpkin. With a song, the puppets went home and sadly, the show was over. The fun was far from over though.



Two huge tractors idled in an area not far from the puppet show tent. They were soon spotted by the kids who stayed in line as best they could, although once the pirate decorations on the tractor became visible the line became less straight and more of a squiggle. Seated on the straw covered trailers the kids were treated to a trip through a wild cornfield haunted by ghosts, pirates, ships, and graveyards. A few kids yelled, some screamed, but everyone made it through the haunted hayride so they could pick out their prize pumpkin.

After lunch and with pumpkins in tow, the kids formed into a line one more time that day so they could get on the bus and go to their home away from home, Garden Homes Montessori.

Joy House Food and Clothing Drive

We are currently collecting non-perishable food items and small children's clothing to donate to Joy House shelter for women and children. Every night as many as 100 mothers and children find temporary shelter at Joy House, let's help them out! Gather up your children's old clothes that are still in good condition and bring them in. A little bit goes a long way!



Soda Can Tabs: Donate for Ronald McDonald House

Imagine your child is terribly sick from a disease that is treatable only in certain locations around the world. Besides the stress and worry associated with caring for an ill child, you have to find housing while your child is helped at a specialized treatment center far away from home. Where will you live and how will you get there? Not only that, but what if you want to learn more about how you can better care for your child? Where do you look for more information? If you are familiar with the mission of the many Ronald McDonald Houses located around the world, then you know that Ronald McDonald Charities can be a great help in this time of need.

For families that are in the situation described above, Ronald McDonald Charities not only provide housing, but information to help answer the many questions families may have about their sick child or children. Annually, about 4 million children around the world are assisted in their time of need. Each Ronald McDonald House caters to its particular location. Such a customized approach allows each facility to offer the most help possible. Just like any other house though, bills have to be paid. Each house relies on donations to pay for all of its operating costs and to provide services at little to no cost for families.

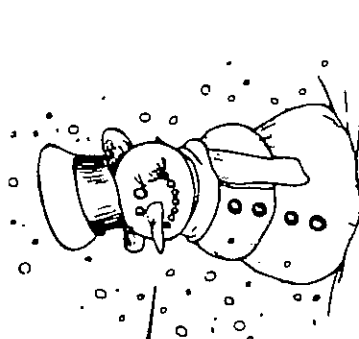
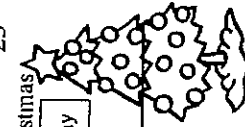
How did this effort get started? With the help of Eagles player Fred Hill and general manager Jim Murray, Dr. Audrey Evans, and local McDonald's stores the first Ronald McDonald House opened in Philadelphia in 1974. Fred Hill's daughter had leukemia and while sitting for hours with other families in hospital waiting

GARDEN HOMES GAZETTE

December 2009

DECEMBER

1	2	3	4
7	9 Parent Meeting	10	11
14	16	17	18
21	22	23	24
Winter Recess Begins - No School - Full Day Open		No School - No Full Day	
28	29	30	31
No School - Full Day Open		New Year's Eve	
		No School - No Full Day	
Christmas			



WINTER IS BACK!

Whether you are ready or not, Wisconsin winter is nertly upon us and with it comes subzero temperatures and piles of the white stuff. Ready the shovels, snow blowers, ice scrapers, salt, and whatever else your assault on Old Man Winter requires before you get stuck in the cold. Remember too, when you get to work or when your kids get to school. Kids still go outside for recess and you still have to get to your car after work. When temperatures drop below zero, even a few minutes exposure to the elements can be harmful. Gloves, boots, snow pants, and a thick winter coat are must have items during the cold months. If snow pants and big, puffy jackets aren't "cool" around the playground anymore, pair layers of long sleeve shirts and a hooded windbreaker or any other jacket that is winter resistant. Sweatpants paired with breakaway workout pants are



Reminders for Safe Pickup and Drop-off

For the safety of the students and parents at Garden Homes Montessori we have a few reminders for safely parking while dropping off and picking up your children. Please do not double park, as it disrupts traffic flow in front of the building. Please keep an eye out for your

Remember: School resumes on Monday January 4th.

kids. They should be with you at all times. If you see a child that has wandered off please help them find an adult they know such as their teacher or Ms. Qwandis. Please park at least five feet away from the cones. This makes for smoother drop-offs and pickups. Thank You.



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E-mail: gardenhomes@excite.com



great for playing in the snow and are easier to take off than traditional snow pants. The more layers, the better!

Every kid loves to romp in the snow during recess on a crisp December day. Snowmen and snow forts are all the rage until clothes get wet and kids have to sit in them for the rest of the school day. While we do have some dry clothes available at the school for kids to change into, supplies are extremely limited and should not be relied upon. An easy solution is to pack an extra pair of socks, pants, shirt, or sweatshirt for your kids. You can tuck the clothes in their backpack or put them in a plastic bag to give to your child's teacher. The teacher can store them in the classroom in case they are needed. If your student does need them, the teacher can send the wet clothes home in the plastic bag the dry clothes were stored in.

Wisconsin winters may not improve, but we can easily prepare ourselves for the cold months ahead! Are you ready for winter?



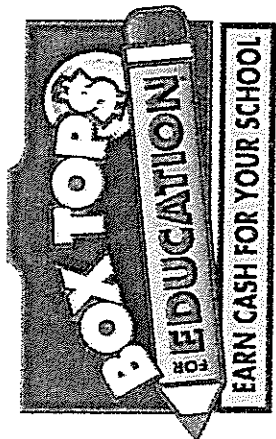
Dont Forget

- Gloves
- Hat
- Jacket
- Boots
- Snow Pants
- Extra Socks
- Extra Pants
- Extra Shirt
- Extra Sweatshirt

Box Tops For Education

Since 1996, Box Tops for Education has earned over \$300 million for schools all over the United States. Through the program, schools have been able to earn money for books, supplies, and other educational materials for their students. Each Box Top, which can be found on a number of products, earns 10 cents for our school.

The Box Tops really do make a difference for



the kids at Garden Homes Montessori and for our community by allowing the school to purchase books, Montessori materials, and much more. All of these materials create a more effective educational environment that will better prepare students for their future. So in this season of giving, you can give a gift to our school by simply cutting out the Box Tops found on many of the products you already purchase. Bring the Tops to school and turn them into your student's teacher. They will collect and submit them to boxtops4education.com. A school can earn a maximum of \$20,000 per year, so let's make that our goal for 2010. Everyone can help, so start a collection at work, at home, in your neighborhood, or wherever. Every Box Top makes a difference.

For a list of participating brands, visit boxtops4education.com or just look for the Box Tops for Education label on store products.

A Christmas Tree

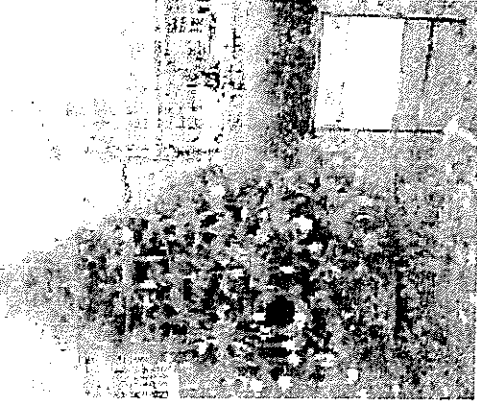
Fully embracing the spirit of the Christmas season, students at Garden Homes Montessori decorated a Christmas tree at Cathedral Square Park. Not only did their efforts help benefit the community, but it gave the kids a sense that while receiving gifts during the Christmas season is fun, giving can be equally rewarding.

In keeping with Dr. Maria Montessori's teachings, which emphasize peace and the spirit of giving, the kids were asked to create their own ornaments.

They worked on these for weeks before the outing and were very proud of their creations. On the day of the outing, kids took a city bus to the park and did very well during the ride. Ms Chinn, one of the teachers chaperoning the trip says she, "was very proud of them, for sure." Once there, they picked out a tree, slipped hot chocolate, and dined on cookies.

Kids were also asked to write about what the world would be like if all people had peace in their lives. Responses were

memorable and included, "people would get along so well." Another student wrote, "more people would reach their goals, follow their dreams and be successful." Inspiring words that can serve as a reminder to all of us during this season and throughout the year that we can work together, we can reach our goals, and we can follow our dreams.



The decorated Christmas tree at Cathedral Square Park.

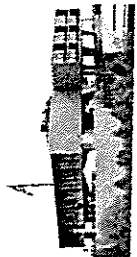
Shop At Pick'n Save, Earn Money for GHMS

If you already shop at a local Pick'n Save, then you are probably familiar with their Advantage Plus Savers Card. You can apply for the card online or at the Customer Service Desk at any Pick'n Save location. Benefits are many and include discounts on advertised and unadvertised products, the Checkout Values Program, and participation in the We Care Program.

The Checkout Values program saves you additional money at the point of purchase every time you shop. Just give the card to the cashier and they scan it at the register to save you money. Sign Up for the We Care Program

at the Customer Service Desk at any store location. If you sign up, Roundy's Supermarket, Inc. will give a percentage of the money from your purchases to Garden Homes Montessori. With this money Garden Homes Montessori can purchase school supplies to help make our school a better place for your children. Every little bit helps, so apply for an Advantage Plus Savers Club card and sign up for the We Care Program.

More information can be found at picksave.com or at the Customer Service Desk of your local Pick'n Save store.



Directions To:
 Milwaukee War Memorial
 2475 W Roosevelt Dr.
 750 N. Lincoln Memorial Dr.



Starting from GHMS
 Milwaukee, WI 53209



Turn RIGHT onto N
 TEUTONIA AVE



Turn LEFT onto W
 CAPITOL DR
 WI-190 E.



Turn SLIGHT RIGHT
 toward I-43 S.



Turn SLIGHT RIGHT
 onto N DR MARTIN
 LUTHER KING JR DR.



Turn SLIGHT RIGHT
 onto N 9TH ST.



Merge onto I-43 S via
 the ramp on the LEFT.



Merge onto I-794 E
 via EXIT 72B toward
 LAKEFRONT.



Take the LINCOLN
 MEM DRIVE exit, EXIT
 1F, on the LEFT.



Merge onto N
 LINCOLN MEMORIAL
 DR.



750 N LINCOLN
 MEMORIAL DR is on
 the RIGHT.

experience as a member of the Boys and Girls Club of Greater Milwaukee, the Milwaukee Tennis and Education Foundation, American Red Cross in Southeastern Wisconsin, Alma Center, and Artworks Milwaukee.

Velvela Phillips became the first black woman to graduate from the University of Wisconsin Madison in 1951. She was the highest ranking woman in Wisconsin state office during the 20th Century and was the first African American to be elected to the National Committee from either the Democratic or Republican parties. In 2002, Velvela Phillips was appointed Distinguished Professor of Law at Marquette University and chaired the congressional campaign of Gwen Moore.

Alderman Ashanti Hamilton was raised on the north side of Milwaukee. A graduate of Marquette University, he later earned his Juris Doctorate degree from Thurgood Marshall Law School at Texas Southern University. His career includes extensive activism work with various organizations such as the Upward Bound Program. Alderman Hamilton has also worked with first district alderman Marvin Pratt.

All of the teachers and staff at Garden Homes Montessori thank you for your culinary contributions and we especially want to thank you for joining us during our celebration of Black History Month.

Soccer Balls For Iraq



Students at Garden Homes Montessori School recently heard

a story of a boy in Iraq who doesn't have any toys to play with. He and his friends especially enjoy soccer, but they don't have a ball to play. The children were shocked by what they heard. Shocked that a kid, much like themselves half a world away, goes without the basic playthings they have.

In the spirit of giving, the students decided they should help. But how

can they help kids in Iraq if they are here in Milwaukee? It so happens that Ms. Carrie, the principal here, used to teach a young man currently serving in Iraq, Ms. Carrie contacted him to tell him about the student's plan. After discussing the details with his commanding officer, he emailed Carrie with great news. The school could send him the soccer balls, so he and his fellow soldiers can distribute them.

Motivated by the news, Garden Homes Montessori collected 90 soccer balls and six air pumps to send to Iraq. Included in the package are pictures of the students here and a request for pictures of the kids who receive a soccer ball. Those pictures will be far more than a simple token of remembrance. They are a reminder to kids of very different cultures that they are capable of helping one another and bettering each other's lives.

Winter Weather Continues

Sadly the holidays are over, but winter weather is far from finished. Old Man Winter is just warming up. January and February can be two of the coldest months of the year. Last January, Milwaukee saw temperatures reach -12 degrees.

Remember, the threat of cold temperatures dipping to -5 degrees, weather doesn't end when you get to work or when your kids get to school. Kids still go outside for recess and you still have to get to your car after work. When temperatures drop below zero, even a few minutes exposure to the elements can be harmful. Gloves, boots, snow pants, and a thick winter coat are must have items during the cold months. If snow pants and big, puffy jackets aren't "cool" around the playground anymore, pair layers of long sleeve shirts and a hooded winter jacket that is water resistant. Sweatpants paired

with breakaway workout pants are great for playing in the snow and are easier to take off than traditional snow pants. The more layers, the better!

Students enjoy playing in the snow until their clothes get wet and they have to sit in them for the rest of the day. We do have some dry clothes available at the school for kids to change into, however, supplies are extremely limited and should not be relied upon. An easy solution is to pack an extra pair of socks, pants, shirt, or sweatshirt for your kids. You can tuck the clothes in their backpack or put them in a plastic bag to give to your child's teacher. The teacher can store them in the classroom in case they are needed. If your student does need them, the teacher can send the wet clothes home in the plastic bag the dry clothes were stored in.

Wisconsin winters may not get warmer, but we can easily prepare ourselves for the cold months ahead!

Pennies For Peace



Founded by Greg Montessori, Pennies for Peace is an organization that helps construct and supply schools in rural Pakistan and Afghanistan.

Greg's personal philosophy is that a majority, if not all, of the problems currently ailing that area of the world can be solved with education. Without even a basic academic foundation, children in those areas will remain isolated in mountain villages away from any opportunity to develop intellectually. An education gives those kids the necessary confidence and knowledge to travel to cities where they can continue on to high school or college. Elementary education also helps empower young girls and women in those countries, giving them the tools to become more independent.

Greg was inspired to help kids in Pakistan and Afghanistan during

his attempt to climb K2, the second highest peak in the world. He got lost hiking off the mountain and was rescued by local villagers who provided him with food, clothing, and water. As he regained strength, he would wander around the village. One day he came upon a group of kids sitting outside on the cold ground. A teacher stood in front of them. Greg had accidentally walked into a lesson, but the kids had no books, pencils, and paper, not even a roof over their heads.

The village could only afford for the teacher to come three days a week according to the village leader. Greg told him that he would build a school for the village when he returned. So Greg flew back to the United States determined to raise enough money to build a school, but with few resources available he had no idea how to raise enough money. He began writing letters to businessmen and politicians; anyone who he thought might have the financial means to donate. All of his efforts were fruitless until one man decided to write him a check for \$12,000, roughly the amount Greg thought he would need to build a school.

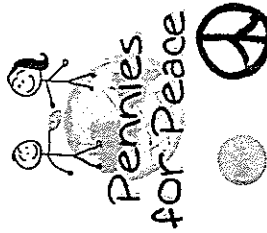
With money in his pocket, Greg returned to Pakistan to purchase all the necessary materials to finally start building the school. It took him years to finish the first school, but now he has succeeded in building 78 schools in Pakistan and Afghanistan.

Garden Homes Montessori has decided to partner with Marquette University High School to collect pennies for Pennies for Peace. The money will be collected at the end of each month and sent to Pennies for Peace. One penny may be worthless in the United States, but it can purchase a pencil for a young student in Pakistan or Afghanistan. Jars will be placed around school with the Pennies for Peace logo to collect donations. Please give only pennies. We really can promote peace in an unstable and insecure region. Thank you.

Don't Forget

- Gloves
- Hat
- Boots
- Snow Pants
- Extra Socks
- Extra Pants
- Extra Shirt
- Extra Sweatshirt

A Pennies Value:
 If you purchased a product for a penny in 1913, that same item would cost you 22 cents in 2009.
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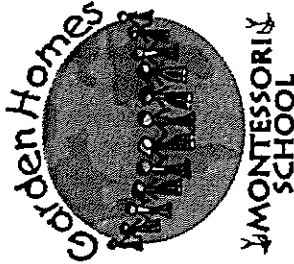


GARDEN HOMES GAZETTE



A Memorable Event!

February 2010



2475 W Roosevelt Drive
Milwaukee, WI 53209
Milwaukee County

Phone: (414) 444-9024
Fax: (414) 444-5784

Email: gardenhomes@excite.com

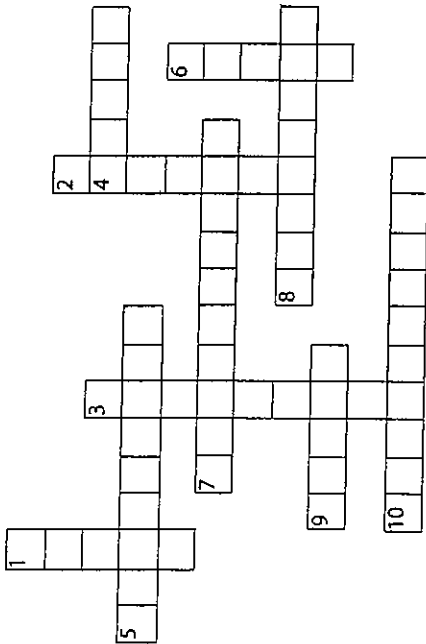
our school achieve something greater than any one individual exemplifies the ideas of all the leaders honored. In a sense, that is 'The Dream Dr. Martin Luther King talked about at the Lincoln Memorial 47 years ago. Each song lyric or word of a speech was more than a simple history lesson. It was a lesson in how to bring people together to share in each other's accomplishments. Of course the night was a lot of fun too. Ms. Darlene said the kids "had a blast," and Vel Phillips, "lit up," when she received all those roses. For months before the big night, the halls of Garden Homes Montessori were filled with the melodies of students practicing. Each smiling face that night was proud to show what they had done and what they had worked on for so long.

The Black History Program became a memorable event not only because the kids were cute, but also because every person there gave just a little something to the group, to the school. Whether it was music,

True, many schools have programs of varying types. A class performs a musical routine, or kids present the crafts they have constructed during class for a small group of parents and teachers. It helps the kids release some creative energy while introducing them to being in front of a crowd. People remember the night because the kids were cute. Rarely do those events have the energy and creativity expressed during the Garden Homes Montessori School Black History Program. To witness 500 people fill Memorial Hall was to witness the product of a community effort. From the kids who performed, to the parents who drove their child to the Milwaukee War Memorial, everyone had a part to play in the program.

Mr. Jason gave the night rhythm and Ms. Kim Walks managed it. Parents brought food, and the children brought the stories. Velveta Phillips brought heritage, culture, and knowledge of what is required to change society. To have

Valentine's Day Crossword Puzzle



DOWN

- Cupid steals one of these
- Someone who esteems or respects
- Card or gift given on Valentine's Day
- Cupid's arrow pierces this

ACROSS

- Paper lace often used in making Valentine cards
- Made from roasted ground cacao beans
- One who is loved
- The second month of the year
- The god of love, son of Venus
- A friendly relationship

FEBRUARY

BLACK HISTORY MONTH

February 13th:
Boy Scouts Pack 0462
Winter Blast at Garden Park on Saturday from 9am-1 pm. Please bring one can of soup per Cub Scout.



"At the center of non-violence stands the principle of love."

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Groundhog Day

Lincoln's Birthday

President's Day

No School

Washington's Birthday

Spencer Truth
22



Feature 11 Member



It's still
cold
outside!

Don't Forget

- Gloves
- Hat
- Jacket
- Boots
- Snow Pants
- Extra Socks
- Extra Pants
- Extra Shirt
- Extra Sweatshirt

a car ride, a helping hand, or just food, everyone contributed. For Garden Homes Montessori the Black History Program was more than a tribute to Milwaukee's leaders. It was the coming together of a community to celebrate culture, heritage, and the impact black leaders have made in Milwaukee. Perhaps most importantly, it gave the students here the idea that they can change

History of Black History Month

their surroundings for the better. Black History Month actually started as a one-week effort to preserve African American heritage and culture. Under pressure from the Omega Psi Phi fraternity, Dr. Carter Woodson created Negro History and Literature Week in 1926. Dr. Woodson, the son of former slaves and a Harvard graduate, understood the importance of education and the need for African Americans to recognize their impact on American history.

He cofounded the Association for the Study of Negro Life and History in 1915, to document the contributions African Americans have made to the United States and the world. With help from the ASNLH, he published educational materials for teachers, students, and entire communities. He even produced reading materials, photographs, and plays about black culture.

Although he died in 1950, Dr. Woodson's legacy survives. Communities across America embraced his idea and expanded it to what Black History Month is today. For the entire month of February schools educate their students about African American

heritage. Why was February chosen? In this month both Abraham Lincoln, who issued the Emancipation Proclamation, and Frederick Douglass, a leading abolitionist, were born.

To learn more about Black History Month, visit biography.com.

Pennies For Peace

Founded by Greg Mortenson, Pennies for Peace is an organization that helps construct and supply schools in rural Pakistan and Afghanistan. Greg's personal philosophy is that a majority, if not all, of the problems currently ailing that area of the world can be solved with education. Without even a basic academic foundation, children in those areas will remain isolated in mountain villages away from any opportunity to develop intellectually. An education gives those kids the necessary confidence and knowledge to travel to cities where they can continue on to high school or college. Elementary education also helps empower young girls and women in those countries, giving them the tools to become more independent.

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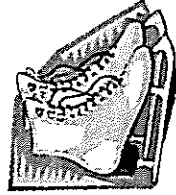
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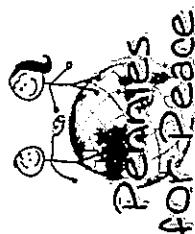


Skating Scouts



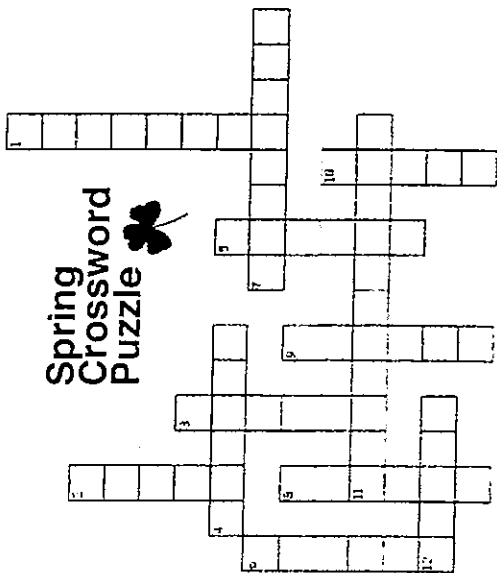
On January 14, an unseasonably warm day, Red Arrow Park played host to the Girl Scouts of Garden Homes Montessori. Ms Darlene said, "It was a perfect winter scene," with snow on the ground, lights on the trees, and hot chocolate from Starbucks. It took the kids some time to notice the picturesque scene they played in. With the unique excitement only ice skates and chocolate can inspire they flew around the rink, not always on their skates, but flying nonetheless, blissfully unaware of the hidden winter magic. Finally when the sun had set just low enough, the lights winked on, bathing the entire park with a little leftover Christmas Spirit. It was the perfect winter scene indeed.

Saturday February 20th the Girl Scouts will be attending the Winter Fest at Havenwood Nature Center from 10am-3pm. There will be snow shaving, making bird feeders and outdoor camping.



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Spring Crossword Puzzle



- DOWN**
1. Yellow flower that makes a nice spring bouquet
 2. Dutch springtime flower
 3. Wear this on your head to fancy picnics or parades
 5. A small pool of water
 6. Fragrant bunches of purple flowers that grow on a bush
 8. Wear this to keep warm
 9. The season between winter and summer
 10. Break out of an egg

- ACROSS**
4. To begin to grow and give off shoots or buds
 7. Baby duck
 11. Larval form of a butterfly
 12. Sow these in the ground in spring to get a harvest in the fall

MARCH

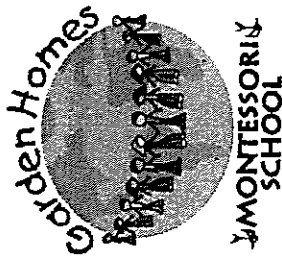
March 18 & 19: Primary parent teacher conferences
NO SCHOOL, PRIMARY full day open.
 March 19: Parent teacher conferences **NO SCHOOL** full day open.
 March 24: Parent Meeting
 April 2-9: Spring Break



"At the center of non-violence stands the principle of love."

GARDEN HOMES GAZETTE

March 2010



2475 W Roosevelt Drive
 Milwaukee, WI 53209
 Milwaukee County

Phone: (414) 444-9024
 Fax: (414) 444-5784
 Email: gardenhomes@excite.com



Women's History Month

March is Women's History Month. What started as a seven-day commemoration of women's contribution to society, culture, and history grew into the month-long celebration observed around the world today. The idea started in California, 31 years ago, and soon spread throughout the country until Congress declared it an official holiday in 1988.

Every year the celebration is given a theme by the National Women's History Project. This year's theme, "Writing Women Back into History," celebrates efforts to document women's accomplishments throughout history. Women's History Month coincides with International Women's Day. On March 8th, around the world people celebrate with festivals and demonstrations.

For more information visit www.history.com.

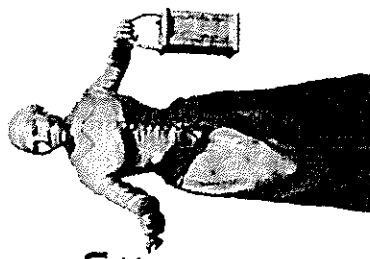


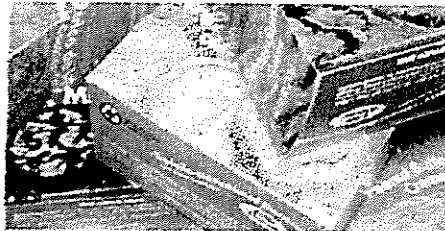
Photo from harrietinbaltimore.com

Harriet Tubman A Spy, Abolitionist and Scout

Born into slavery in approximately 1815, Harriet Tubman was the renowned conductor of the Underground Railroad; the route slaves often took to freedom in the northern United States. She left her free husband and family to begin her career as a leader to southern slaves in 1849. Drawing from her innate intelligence



Don't Forget!
Spring Break
is April 2 - 9.



and vast amounts of courage, she traveled to the South nineteen times while dodging bounty hunters bent on stopping her activities. At one point the reward for capturing her was forty thousand dollars.

The Civil War did not stop her heroism. Rather it inspired her to further commit herself to helping secure freedom for thousands of slaves in the South. She worked as a nurse, helping wounded white and black soldiers. With her talent for scouting she helped lead Northern soldiers against the South by searching for ammunition dumps and food stores.

After the war she lived in New York where she started the Home for Indigent and Aged Negroes. There she cared for her parents and other needy members of the black community. She paid for her home by selling biographies and giving speeches. Her most memorable appearance was at the organizing meeting of the National Association of Colored Women in 1896 in Washington, D.C. Two generations came together to celebrate the strength of black women and to continue their struggle for a life of dignity and respect. Harriet Tubman, the oldest member present, was the embodiment of their strength and their struggle.

Visit www.history.com to read more about Harriet Tubman.

Dr. Seuss' Birthday

On March 2, 1904, Theodor Seuss Geisel, better known as Dr. Seuss, was born in Springfield, Massachusetts to Henrietta Seuss Geisel and Theodor Robert. His father and grandfather were successful brewers in the city. The German family encountered economic and social hardship during World War I and later during Prohibition. Through hard work and determination, the family eventually recovered their business.

During his childhood, his mother often sang rhymes to her children to lull them to sleep at night. Dr. Seuss credited her with giving him the knack for creating the rhymes we are so familiar with. Without her, we may never have heard what I'd had to say. After high school he attended Dartmouth College, where he worked for the college's humor magazine, Jack-O-Lantern. After leaving the publication he continued contributing, signing his work "Seuss." This is the first record of the now famous pseudonym.

Ted's first published book was *And to Think That I Saw It on Mulberry Street*. Although getting it published proved extremely difficult, it was rejected 27 times

before being accepted by Vanguard Press. However, it was the publication of *The Cat in the Hat* that made Dr. Seuss a household name.

Theodor Seuss Geisel died on September 24, 1991. At the time of his death, he had written and illustrated 44 children's books. Over 200 million copies, translated into more than 15 languages, have been sold around the world.

Gandhi Inspiration for Dr. MLK Jr.



Dr. Martin Luther King Jr. drew much of his inspiration for nonviolent action from a hero of Indian independence, Mahatma Gandhi. India used to be controlled by the British Government. It was Gandhi's mission to help India gain independence from the British, but he did not believe in a violent solution because he felt it would only make his mission more difficult to accomplish.

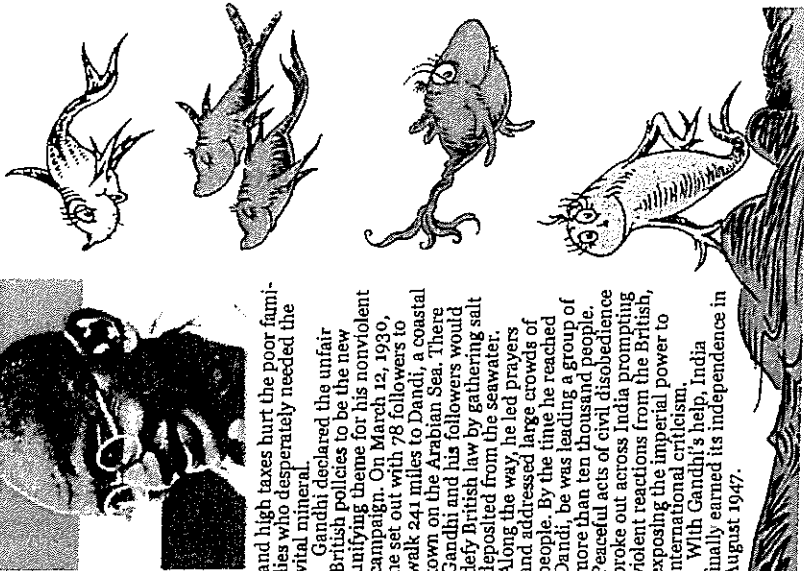
Britain passed the Salt Acts, a law that made it illegal for Indians to collect their own salt, which is a very important ingredient in Indian cooking. This allowed British companies to control the price of all the salt in India. In addition to the high prices demanded by the companies, the British government also levied severe salt taxes. The combination of high prices



and high taxes hurt the poor families who desperately needed the vital mineral.

Gandhi declared the unfair British policies to be the new unifying theme for his nonviolent campaign. On March 12, 1930, he set out with 78 followers to walk 241 miles to Dandi, a coastal town on the Arabian Sea. There Gandhi and his followers would defy British law by gathering salt deposited from the seawater. Along the way, he led prayers and addressed large crowds of people. By the time he reached Dandi, he was leading a group of more than ten thousand people. Peaceful acts of civil disobedience broke out across India prompting violent reactions from the British, exposing the imperial power to international criticism.

With Gandhi's help, India finally earned its independence in August 1947.



Girl Scout Cookie Pick Up

Finally the wait is over: Girl Scout Cookies are here. Suddenly the weather is just a little warmer, the grey skies appear a little sunnier, and spring seems a little nearer. The cookies craved by all await your pickup at Garden Homes Montessori School. Talk to Ms. Darlene about your order and hopefully there will be extra boxes available for purchase.

Boy Scout Popcorn Sale

Don't forget about the Boy Scouts during your Girl Scout cookie induced coma. They will sell popcorn until March 30th. All types are available, from caramel corn to just popping seeds. You will find something you like no matter your tastes. Boy Scouts that collect money from popcorn sales should keep their money at school with Ms. Darlene. This will make it easier for everyone to keep track of who has paid and who has not. Thank you.



Wisconsin Department of Public Instruction
MILWAUKEE PARENTAL CHOICE PROGRAM
STUDENT APPLICATION
 MPS-PCP-3A (Rev. 12-09)

INSTRUCTIONS: A separate form must be completed for each child applying under this program. Type or Print clearly in ink. Return completed form to the school.

This collection is a requirement of s. 119.23, Wis. Stats.

School Applying To <i>No Abbreviations</i>				Grade Level For School Year 2010-2011	
Student's Last Name		First Name		M.I.	Date Of Birth <i>Month/Day/Yr.</i>
Student's Home Street Address		City	State	ZIP	Telephone Area/No.
Parent/Guardian Last Name		First Name		M.I.	School Attended During 2009-2010 School Year

STUDENT ELIGIBILITY

Please answer the following three (3) questions to determine the student's eligibility for the Milwaukee Parental Choice Program (MPCP) in the 2010-2011 school year.

- Yes No 1. Did your child participate in the MPCP during the 2009-2010 school year?
- Yes No 2. Does your child have a sibling that participated in the MPCP during the 2009-2010 school year? Sibling means a brother or sister who shares at least one parent by birth or adoption or by his or her parents' current marriage. If you answered "Yes" to question 2, complete the following sibling information. *List only one sibling.*

Sibling Name	Sibling Date of Birth <i>Mo./Day/Yr.</i>	School Sibling Attended During 2009-2010
--------------	--	--

New MPCP Students Only
(175% of Federal Poverty Level)

3a. If you answered **No** to both questions 1 and 2, check the box that corresponds with your household size. Then, check "Yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3a, do not answer 3b.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 19,464?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 26,186?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 32,908?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 39,630?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 46,352?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 53,074?	<input type="checkbox"/>	<input type="checkbox"/>
___	<input type="checkbox"/> Is your yearly income at or below \$ _____?	<input type="checkbox"/>	<input type="checkbox"/>

Continuing MPCP Students and their Siblings Only
(220% of Federal Poverty Level)

3b. If you answered **Yes** to either question 1 or 2, check the box that corresponds with your household size. Then, check "yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3b, do not answer 3a.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 24,468?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 32,918?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 41,368?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 49,818?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 58,268?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 66,718?	<input type="checkbox"/>	<input type="checkbox"/>
___	<input type="checkbox"/> Is your yearly income at or below \$ _____?	<input type="checkbox"/>	<input type="checkbox"/>

For each additional household member above 6, add \$6,722 to the \$53,074 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

For each additional household member above 6, add \$8,450 to the \$66,718 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

Household Size includes any parents, grandparents, children, other relatives and unrelated people who live in your household. Foster children are counted as a household of one (1) and only the foster child's income is counted.

Maximum Yearly Income is based on your Adjusted Gross Income (AGI) on the federal income tax return (line 37 of Form 1040, line 21 of Form 1040A, or line 4 of Form 1040EZ) for the prior calendar year (2009 for the 2010-11 choice program.) You must provide the school with a federal income tax return for the prior year if filed. If you did not file a 2009 tax return, you must provide the school with 2009 income documentation. You may also provide evidence of expected income for the current calendar year that makes you eligible.

PARENT or GUARDIAN SIGNATURE

For Use of Parent or Guardian: I as the parent or guardian certify that all of the above information is true and correct. I understand that any of the information on this application, including income and residency documentation, may be subject to further review and verification by school and/or state officials.

Signature of Parent or Guardian <i>Must be the same name as listed above.</i>	Date Signed <i>Mo./Day/Yr.</i>
---	--------------------------------

For Use of School: I, as the administrator responsible for pupil admissions, have reviewed the student application and have concluded that it is properly and completely filled out to the best of my knowledge. I attest that documents verifying income and residency are on file at the school.	Based on the information provided by the parent or guardian, the student is eligible.
	<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of School Administrator or Designee <i>Print or Type</i>	Date Application Received <i>Mo./Day/Year</i>
---	---

School Administrator or Designee Signature ➤	Date Signed
--	--------------------



MILWAUKEE PUBLIC SCHOOLS

Office of Academic Excellence

GARDEN HOMES MONTESSORI SCHOOL, 2475 West Roosevelt Drive

Milwaukee, Wisconsin 53209 Phone: 414-444-9024 Fax: 414-444-5784 Cell: 414-444-852-4740

Division of Early Childhood Programs

- STAFF PERSON CHECK OFF THE FOLLOWING ITEMS
- Entry
 - Withdrawal
 - Change of Address
- o VERIFY BIRTHDATE
- o VERIFY SPELLING OF STUDENT'S NAME
- o VERIFY ADDRESS
- o INCLUDE IMMUNIZATION RECORDS

MPS ID# _____

DATA ENTRY/WITHDRAWAL FORM

School Name GARDEN HOMES MONTESSORI SCHOOL Site No. _____

Name _____

Print legibly

Address _____

City _____ Zip Code _____

**Date of Birth _____ Gender: M F Current Level _____

Ethnic Code: Am. Indian Black Asian Hispanic White Other

Student Contact Information

Father _____ Mother _____

Student Lives with: Mother Father Guardian

Address: _____

Home Telephone _____ Work Number _____

Parent/Guardian Signature _____

Entry Date

Withdrawal Date

Check Here if Child requires services.

Check Here if Child Requires Services

Previous School: (Please write it out)

Withdrawal Reason: _____

Name of School Child is Transferring to _____

****Circle to reflect information take from birth certificate. Please verify correct spelling of name. Include Immunization records for new students.**

Check here if parent has formally requested that directory data not be disclosed pursuant to S. 118.125(j)(1).Stats.

All information should be complete and verified by the school administrator before faxing this form to Early Childhood 475-8737.

Administrator's Signature: _____ Date _____

GARDEN HOMES MONTESSORI SCHOOL
2475 W ROOSEVELT DR.
MILWAUKEE, WI 53209

Dear Families,

We here at Garden Homes Montessori School, believe whole-heartedly in the Montessori method of education and development of the Child. We are excited to promote the Montessori Philosophy, and our school, by means of a promotional school video and photographs. The video will include interviews with staff members; other Montessori officials, parents and of course video footage of the children at work in their classrooms.

Garden Homes Montessori School has also implemented the "ENGAGEMENT READING PROGRAM". This program involves the children co writing a book about themselves and their work, photographs of the children are used to illustrate the books.

In order to commence such projects, we need your written permission to include your child in the video and in the photos. Please fill out, sign and date the permission slip below and return to the front desk. Your co-operation in this project is greatly appreciated.

Thank you,

Photograph/ Video Permission

I, _____ (print your name),
give my permission to Garden Homes Montessori School to include my
child _____ (print child's name), in
school photographs and videos and to use the photographs and videos for
promotional and educational purposes. I understand that there will be no financial
compensation for the use of or inclusion in the photographs or videos.

Signed _____ Date _____

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.
53209

414 444 9024

Milwaukee, WI

Milwaukee Parental Private School Choice Program Tuition Payment Authorization

The undersigned, parent of a student enrolled at Garden Homes Montessori School, authorizes the school to:

- 1) Receive from the Wisconsin Department of Public Instruction periodic checks made out to the parent in consideration of a scholarship granted to the child of the parent to attend the school under the Milwaukee Parental School Choice Program, and
- 2) Endorse such periodic checks on behalf of the parent payable only to the school as payment toward tuition being charged by the school for the education of the child of the parent under the provisions of Wisconsin Statute §119.23 and regulations promulgated thereunder.

The school is authorized to inform the Wisconsin Department of Public Instruction or the Milwaukee Public School District of the existence of this Authorization, and such entities are entitled to rely upon this Authorization, until receiving written notification that it has been rescinded.

PARENT PORTION

Parent/Guardian SIGNATURE

Date

Parent/Guardian PRINT Name

Student's Name – PRINT

SCHOOL PORTION – approved by

SIGNATURE

Date

PRINT Name

On Behalf of Garden Homes Montessori School

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.

Milwaukee, Wi 53209

Teacher: _____

Today's Date: _____

I, _____, enroll my child,
(enter YOUR name above)

_____ in GHMS's "Before & After School Program."
(enter the child's name above)

My child will attend GHMS's "Before & After School Program" during the hours
of _____
(enter hours child will be in program)

I agree to pay \$ _____ a week.
(enter negotiated payment agreed upon above)

Thank you,

GHMS Day Care staff
and
Carrie Driver
Head of School

My Documents / Full Day Care Price Agreement

*Phone 414 - 444 -9024 * Fax 414 - 444 - 5784 *Email - gardenhomes@excite.com
Garden Homes Montessori School Intellect with Integrity
"WHERE WE ARE ALL SUPER HEROS" (Kelsey Johnson)

PLEASE DETACH AND KEEP

GARDEN HOMES MONTESSORI SCHOOL

SCHOOL CALENDAR ~ 2009 / 2010

2009

AUGUST 21	STAFF RETURNS
AUGUST 24	ELEMENTARY SCHOOL BEGINS NEW K-3 VISIT BY INVITATION 9:00 - 10:00 AM
SEPTEMBER 7	LABOR DAY - NO SCHOOL - NO FULL DAY
SEPTEMBER 17	PARENT MEETING
OCTOBER 14	PARENT MEETING
OCTOBER 21 -22	PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
	PRIMARY - FULL DAY OPEN
OCTOBER 23	PARENT TEACHER CONFERENCES - NO SCHOOL - FULL DAY OPEN
NOVEMBER 18	PARENT MEETING
NOVEMBER 26-27	THANKSGIVING RECESS - NO SCHOOL - NO FULL DAY
DECEMBER 9	PARENT MEETING

DECEMBER 21 - 31	WINTER RECESS BEGINS - NO SCHOOL - FULL DAY OPEN
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2010

JANUARY 1	NO SCHOOL - NO FULL DAY
JANUARY 13	PARENT MEETING
JANUARY 4	<u>SCHOOL RESUMES</u>
JANUARY 22	BLACK HISTORY PROGRAM
FEBRUARY 11	AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 12	AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 15	MID SEMESTER BREAK - NO SCHOOL - FULL DAY OPEN
FEBRUARY 16	BANKING DAY - NO SCHOOL - FULL DAY OPEN
FEBRUARY 24	
MARCH 18 & 19	PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
	PRIMARY - FULL DAY OPEN
MARCH 19	PARENT TEACHER CONFERENCE - NO SCHOOL - FULL DAY OPEN
MARCH 24	PARENT MEETING

APRIL 2 - 9	SPRING BREAK - NO SCHOOL - FULL DAY CLOSED 4/2 & 4/5
	FULL DAY OPEN 4/3 -4/9
APRIL 12	<u>SCHOOL RESUMES</u>

APRIL 28	PARENT MEETING
MAY 19	PARENT MEETING
MAY 31	MEMORIAL DAY - NO SCHOOL - NO FULL DAY
JUNE 1 / 3	<u>SCHOOL RESUMES</u>
JUNE 4	SCHOOL PICNIC - LAST DAY OF SCHOOL
JUNE 7	SUMMER PROGRAM BEGINS

EMERGENCY CONTACT CARD
PLEASE KEEP THIS INFORMATION CURRENT

Medical Alert _____
 Student ID# _____

STUDENT'S NAME _____ Last _____ First _____ Middle _____ Date of Birth _____

Homeroom No./Grade _____ Bus Route _____ (if applicable)

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____

Address (print) _____ Number _____ Street _____ Zip Code _____ Telephone/Pager No. _____
 Place of Employment _____ Employer's Name _____ Address _____ Zip Code _____ Telephone/Pager No. _____ (Circle Shift 1 2 3)

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____
 Address (print) _____ Number _____ Street _____ Zip Code _____ Telephone/Pager No. _____

Place of Employment _____ Employer's Name _____ Address _____ Zip Code _____ Telephone/Pager No. _____
 Student lives with (Name) _____ Specify relationship (other) _____ (Circle Shift 1 2 3)

Siblings at same school _____
 Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
 Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____

Check box with 'X' if legal restrictions are in effect. The principal must be provided with a copy of the court order that prevents the people you list below from visiting your child in school.

EMERGENCY CONTACTS: Please list in order of preference 3 relatives or friends who can be contacted if parents/guardians cannot be reached.
 Name (1) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No

Name (2) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No
 Name (3) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No

In case of serious illness or injury, the principal or designee will contact the City of Milwaukee Fire Department Emergency Medical Service at 911, if emergency medical care is required. Parents/Guardians are responsible for all conveyance and medical expenses incurred on behalf of their children.
 Signed: _____ Date _____
 (Parent/Legal Guardian)

SDD – Significant Developmental Delay
 SPL = Speech and Language
 SLD = Specific Learning Disability
 OHI = Other Health Impairment

Garden Homes Motessori School
 Children with Learning Disabilities
 and Disabilities Represented

STUDENT	GRADE	DISABILITY
1	4	SLD
2	2	OHI
3	4	OHI
4	2	OHI
5	3	SLD
6	2	OHI
7	2	SLD
8	1	OHI
9	2	OHI
10	3	SLD
11	1	SPL
12	1	SDD
13	1	OHI
14	3	SDD
15	1	SPL
16	1	SPL
17	1	SPL
18	1	OHI
19	1	SPL
20	1	SPL
21	1	OHI
22	K5	SPL
23	1	SPL
24	K3	SPL



Wisconsin Department of Public Instruction
MILWAUKEE PARENTAL CHOICE PROGRAM
STUDENT APPLICATION
 MPS-PCP-3A (Rev. 12-09)

INSTRUCTIONS: A separate form must be completed for each child applying under this program. Type or Print clearly in ink. Return completed form to the school.

This collection is a requirement of s. 119.23, Wis. Stats.

School Applying To No Abbreviations				Grade Level For School Year 2010-2011	
Student's Last Name		First Name		M.I.	Date Of Birth Month/Day/Yr.
Student's Home Street Address		City	State	ZIP	Telephone Area/No.
Parent/Guardian Last Name		First Name		M.I.	School Attended During 2009-2010 School Year

STUDENT ELIGIBILITY

Please answer the following three (3) questions to determine the student's eligibility for the Milwaukee Parental Choice Program (MPCP) in the 2010-2011 school year.

- Yes No 1. Did your child participate in the MPCP during the 2009-2010 school year?
- Yes No 2. Does your child have a sibling that participated in the MPCP during the 2009-2010 school year? Sibling means a brother or sister who shares at least one parent by birth or adoption or by his or her parents' current marriage. If you answered "Yes" to question 2, complete the following sibling information. *List only one sibling.*

Sibling Name	Sibling Date of Birth Mo./Day/Yr.	School Sibling Attended During 2009-2010
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New MPCP Students Only
 (175% of Federal Poverty Level)

3a. If you answered **No** to both questions 1 and 2, check the box that corresponds with your household size. Then, check "Yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3a, do not answer 3b.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 19,464?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 26,186?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 32,908?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 39,630?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 46,352?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 53,074?	<input type="checkbox"/>	<input type="checkbox"/>
__	<input type="checkbox"/> Is your yearly income at or below \$ ____?	<input type="checkbox"/>	<input type="checkbox"/>

Continuing MPCP Students and their Siblings Only
 (220% of Federal Poverty Level)

3b. If you answered **Yes** to either question 1 or 2, check the box that corresponds with your household size. Then, check "yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3b, do not answer 3a.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 24,468?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 32,918?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 41,368?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 49,818?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 58,268?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 66,718?	<input type="checkbox"/>	<input type="checkbox"/>
__	<input type="checkbox"/> Is your yearly income at or below \$ ____?	<input type="checkbox"/>	<input type="checkbox"/>

For each additional household member above 6, add \$6,722 to the \$53,074 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

For each additional household member above 6, add \$8,450 to the \$66,718 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

Household Size includes any parents, grandparents, children, other relatives and unrelated people who live in your household. Foster children are counted as a household of one (1) and only the foster child's income is counted.

Maximum Yearly Income is based on your Adjusted Gross Income (AGI) on the federal income tax return (line 37 of Form 1040, line 21 of Form 1040A, or line 4 of Form 1040EZ) for the prior calendar year (2009 for the 2010-11 choice program.) You must provide the school with a federal income tax return for the prior year if filed. If you did not file a 2009 tax return, you must provide the school with 2009 income documentation. You may also provide evidence of expected income for the current calendar year that makes you eligible.

PARENT or GUARDIAN SIGNATURE

For Use of Parent or Guardian: I as the parent or guardian certify that all of the above information is true and correct. I understand that any of the information on this application, including income and residency documentation, may be subject to further review and verification by school and/or state officials.

Signature of Parent or Guardian <i>Must be the same name as listed above.</i>	Date Signed Mo./Day/Yr.
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For Use of School: I, as the administrator responsible for pupil admissions, have reviewed the student application and have concluded that it is properly and completely filled out to the best of my knowledge. I attest that documents verifying income and residency are on file at the school.	Based on the information provided by the parent or guardian, the student is eligible. <input type="checkbox"/> Yes <input type="checkbox"/> No
---	---

Name of School Administrator or Designee <i>Print or Type</i>	Date Application Received Mo./Day/Year
---	--

School Administrator or Designee Signature ➤	Date Signed
--	--------------------



- STAFF PERSON CHECK OFF THE FOLLOWING ITEMS**
- Entry
 - Withdrawal
 - Change of Address
- o VERIFY BIRTHDATE
 o VERIFY SPELLING OF STUDENT'S NAME
 o VERIFY ADDRESS
 o INCLUDE IMMUNIZATION RECORDS

MPS ID# _____

DATA ENTRY/WITHDRAWAL FORM

School Name GARDEN HOMES MONTESSORI SCHOOL Site No. _____

Name _____
 Print legibly

Address _____

City _____ Zip Code _____

**Date of Birth _____ Gender: M F Current Level _____

Ethnic Code: Am. Indian Black Asian Hispanic White Other

Student Contact Information

Father _____ Mother _____

Student Lives with: Mother-- Father-- Guardian

Address: _____

Home Telephone _____ Work Number _____

Parent/Guardian Signature _____

Entry Date	Withdrawal Date
<input type="checkbox"/> Check Here if Child requires services. Previous School: (Please write it out) _____	<input type="checkbox"/> Check Here if Child Requires Services Withdrawal Reason: _____ Name of School Child is Transferring to _____

****Circle to reflect information take from birth certificate. Please verify correct spelling of name. Include Immunization records for new students.**

Check here if parent has formally requested that directory data not be disclosed pursuant to S. 118.125(j)(1).Stats.

All information should be complete and verified by the school administrator before faxing this form to Early Childhood 475-8737.

Administrator's Signature: _____ Date _____

**GARDEN HOMES MONTESSORI SCHOOL
2475 W ROOSEVELT DR.
MILWAUKEE, WI 53209**

Dear Families,

We here at Garden Homes Montessori School, believe whole-heartedly in the Montessori method of education and development of the Child. We are excited to promote the Montessori Philosophy, and our school, by means of a promotional school video and photographs. The video will include interviews with staff members; other Montessori officials, parents and of course video footage of the children at work in their classrooms.

Garden Homes Montessori School has also implemented the "ENGAGEMENT READING PROGRAM". This program involves the children co writing a book about themselves and their work, photographs of the children are used to illustrate the books.

In order to commence such projects, we need your written permission to include your child in the video and in the photos. Please fill out, sign and date the permission slip below and return to the front desk. Your co-operation in this project is greatly appreciated.

Thank you,

Photograph/ Video Permission

I, _____ (print your name),
give my permission to Garden Homes Montessori School to include my
child _____ (print child's name), in
school photographs and videos and to use the photographs and videos for
promotional and educational purposes. I understand that there will be no financial
compensation for the use of or inclusion in the photographs or videos.

Signed _____ Date _____

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.
53209

414 444 9024

Milwaukee, WI

Milwaukee Parental Private School Choice Program Tuition Payment Authorization

The undersigned, parent of a student enrolled at Garden Homes Montessori School, authorizes the school to:

- 1) Receive from the Wisconsin Department of Public Instruction periodic checks made out to the parent in consideration of a scholarship granted to the child of the parent to attend the school under the Milwaukee Parental School Choice Program, and
- 2) Endorse such periodic checks on behalf of the parent payable only to the school as payment toward tuition being charged by the school for the education of the child of the parent under the provisions of Wisconsin Statute §119.23 and regulations promulgated thereunder.

The school is authorized to inform the Wisconsin Department of Public Instruction or the Milwaukee Public School District of the existence of this Authorization, and such entities are entitled to rely upon this Authorization, until receiving written notification that it has been rescinded.

PARENT PORTION

Parent/Guardian SIGNATURE

Date

Parent/Guardian PRINT Name

Student's Name - PRINT

SCHOOL PORTION - approved by

SIGNATURE

Date

PRINT Name

On Behalf of Garden Homes Montessori School

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.

Milwaukee, Wi 53209

Teacher: _____

Today's Date: _____

I, _____, enroll my child,
(enter YOUR name above)

_____ in GHMS's "Before & After School Program."
(enter the child's name above)

My child will attend GHMS's "Before & After School Program" during the hours
of _____
(enter hours child will be in program)

I agree to pay \$ _____ a week.
(enter negotiated payment agreed upon above)

Thank you,

GHMS Day Care staff
and
Carrie Driver
Head of School

My Documents / Full Day Care Price Agreement

*Phone 414 - 444 -9024 * Fax 414 - 444 - 5784 *Email - gardenhomes@excite.com
Garden Homes Montessori School Intellect with Integrity
"WHERE WE ARE ALL SUPER HEROS" (Kelsey Johnson)

PLEASE DETACH AND KEEP

GARDEN HOMES MONTESSORI SCHOOL

SCHOOL CALENDAR ~ 2009 / 2010

2009

AUGUST 21 STAFF RETURNS
AUGUST 24 ELEMENTARY SCHOOL BEGINS **NEW K-3 VISIT BY INVITATION 9:00 - 10:00 AM**
SEPTEMBER 7 LABOR DAY - NO SCHOOL - NO FULL DAY
SEPTEMBER 17 PARENT MEETING
OCTOBER 14 PARENT MEETING
OCTOBER 21 -22 PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
PRIMARY - FULL DAY OPEN
OCTOBER 23 PARENT TEACHER CONFERENCES - NO SCHOOL - FULL DAY OPEN
NOVEMBER 18 PARENT MEETING
NOVEMBER 26-27 THANKSGIVING RECESS - NO SCHOOL - NO FULL DAY
DECEMBER 9 PARENT MEETING

DECEMBER 21 - 31 WINTER RECESS BEGINS - NO SCHOOL - FULL DAY OPEN

2010

JANUARY 1 NO SCHOOL - NO FULL DAY
JANUARY 13 PARENT MEETING
JANUARY 4 **SCHOOL RESUMES**
JANUARY 22 BLACK HISTORY PROGRAM
FEBRUARY 11 AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 12 AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 15 MID SEMESTER BREAK - NO SCHOOL - FULL DAY OPEN
FEBRUARY 16 BANKING DAY - NO SCHOOL - FULL DAY OPEN
FEBRUARY 24
MARCH 18 & 19 PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
PRIMARY - FULL DAY OPEN
MARCH 19 PARENT TEACHER CONFERENCE - NO SCHOOL - FULL DAY OPEN
MARCH 24 PARENT MEETING

APRIL 2 - 9 SPRING BREAK - NO SCHOOL - FULL DAY CLOSED 4/2 & 4/5
FULL DAY OPEN 4/3 -4/9
APRIL 12 **SCHOOL RESUMES**

APRIL 28 PARENT MEETING
MAY 19 PARENT MEETING
MAY 31 MEMORIAL DAY - NO SCHOOL - NO FULL DAY
JUNE 1 / 3 **SCHOOL RESUMES**
JUNE 4 SCHOOL PICNIC - LAST DAY OF SCHOOL
JUNE 7 SUMMER PROGRAM BEGINS



EMERGENCY CONTACT CARD
PLEASE KEEP THIS INFORMATION CURRENT

Medical Alert _____
Student ID# _____

STUDENT'S NAME _____ Last _____ First _____ Middle _____ Date of Birth _____

Homerom No./Grade _____ Bus Route _____ (if applicable)

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____

Address (print) _____ Number _____ Street _____ Zip Code _____ Telephone/Pager No. _____
Place of Employment _____ Employer's Name _____ Address _____ Telephone/Pager No. _____
(Circle one) _____ (Circle Shift 1 2 3)

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____
Address (print) _____ Number _____ Street _____ Zip Code _____ Telephone/Pager No. _____
Place of Employment _____ Employer's Name _____ Address _____ Telephone/Pager No. _____
(Circle one) _____ (Circle Shift 1 2 3)

Student lives with (Name) _____ Specify relationship (other) _____
Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
Siblings: at same school _____

Check box with "X" if legal restrictions are in effect. The principal must be provided with a copy of the court order that prevents the people you list below from visiting your child in school.

EMERGENCY CONTACTS: Please list in order of preference 3 relatives or friends who can be contacted if parents/guardians cannot be reached.
Name (1) _____ Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No
Name (2) _____ Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No
Name (3) _____ Last Name (Please Print) _____ First Name (Please Print) _____ Last Name (Please Print) _____ First Name (Please Print) _____
Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No
In case of serious illness or injury, the principal or designee will contact the City of Milwaukee Fire Department Emergency Medical Service at 911, if emergency medical care is required. Parents/Guardians are responsible for all conveyance and medical expenses incurred on behalf of their children.
Signed: _____ Date _____
(Parent/Legal Guardian) _____ (over)

EMERGENCY CONTACT CARD

INFORMATION IN CASE OF EMERGENCY (To be completed by parent/guardian)

The well being of your child is very important. Frequently, when children become seriously ill or injured, we find it difficult to locate the parents/guardians or the family physician for immediate action. We request your cooperation in completing this report.

IMPORTANT! The following information about your child will help us in the event of an emergency. Check and comment on any serious condition(s) your child has:

- _____ asthma/breathing problem _____ allergies (Circle: food, plant, medication, animal)
- _____ heart condition _____ other allergies (list) _____
- _____ seizures _____ other disease (list) _____
- _____ diabetes _____ other concerns _____
- _____ dietary needs/concerns _____ Does your child need any special assistance or accommodations due to his/her health problems? _____

COMMENTS:

- If any of the above are checked, is an emergency plan necessary? Yes No
- My child wears glasses or contact lenses. Yes No
- My child has a diagnosed hearing impairment. Yes No
- My child wears a hearing aid. Yes No

Is your child required to take a prescription medicine during school time? Yes No
If you checked yes, a prescription authorization form must be on file with the principal.

Physician's Name _____, Phone No. _____

Adults authorized to pick up your child other than adults listed as emergency contacts. No child will be dismissed to anyone other than the persons designated by the parent/guardian.

Name (Print) _____ Address _____ Telephone No./Pager _____ Relationship _____

Name (Print) _____ Address _____ Telephone No./Pager _____ Relationship _____

Other Concerns: (Non-participation in holidays, restraining orders, etc.) _____
I hereby give my consent for MPS to have and use the above information about my child in the event of an emergency and to share with MPS officials. This consent shall remain in force until revoked by me with written notice to the principal.

Signed (Parent/Guardian) _____ (Date) _____
PARENT/GUARDIAN CONSENT FOR EXTRA CURRICULAR AND OFF-CAMPUS EDUCATIONAL ACTIVITIES, INCLUDING FIELD TRIPS.

I hereby give my consent to have my child, _____, take part in any and all school board approved activities/field trips arranged by the school unless I notify the principal in writing to the contrary. This consent will remain in force until revoked by me on written notice to the principal.

Signed (Parent/Guardian) _____ (Date) _____

PARENT/GUARDIAN MUST NOTIFY THE SCHOOL WHENEVER THERE IS A CHANGE OF INFORMATION OR LEGAL RESTRICTIONS THAT MAY HAVE IMPLICATIONS FOR THE STUDENT.

FOR OFFICE USE ONLY
 Screen 36 1 Date _____ Screen 37 Updated Date _____ Emergency Medical Plan Date _____



GHMS Full-/Part-Time Position Listing
As of March 1, 2010

Person Completing This Roster: Carrie E. Driver - Johnson
Date Completed: 3/12/10

Teacher's Name (Please be sure to include the person's middle initial)	Title (e.g., classroom teacher, art teacher, speech pathologist)	Full- or Part-time? (FT/PT)	Long-term Substitute? (Yes/No)	Grade or Level(s) Taught	Date Originally Began Teaching at This School (MM/YY)	Holds AMI Montessori Accreditation? (Yes/No)	Holds a Valid WI DPI License or Permit? (Yes/No)	If WI DPI License or Permit, Indicate Number and Expiration Date	Information on the DPI Website? (Yes/No)
Carrie E Driver - Johnson	Teacher/Head of School	FT	NO	K3-K5	08/02	Primary Elementary	Yes	390117 6/12	Yes
Mark C Johnson	Teacher/Teacher of Record/Elementary Administrator	FT	NO	1-8	08/01	Primary Elementary	Yes	120657 6/14	Yes
Ryan Schuettpelz	Teacher	FT	NO	1-8	08/09	No	Yes	719135 6/14	Yes
Stacey Severt	Teacher	FT	NO	1-3	08/08	No	No	X	X
Jason Goldsmith	Classroom Teacher/Music	FT	NO	K3-K5	08/08	No	Yes	722342 6/10	Yes
Laura Ellie Pierson	Classroom Teacher/Art Primary	FT	NO	K3-K5	08/09	No	Yes	722316 6/10	Yes
Kenneth Cooper	Teacher	FT	NO	K3-K5	08/07	Primary	No	X	X
Darlene Arnold	Teacher/ Director of Primary	FT	NO	K3-K5	08/01	Primary	No	X	X
Priyanka Vyas	Teacher	FT	NO	1-6	08/06	Elementary	No	X	X
Chara Stamp	Teacher	FT	NO	4-8	12/08	No	Yes	708718 6/13	Yes
Ashley Petry	Teacher/Art Elem	FT	NO	1-8	11/09	No	No	X	X
Elizabeth Sixtco	Spanish Teacher	FT	NO	K3-K5	08/06	No	No	X	X
Susana Correa	Spanish Teacher	FT	NO	K3-K5	12/09	No	No	X	X
Margarita Martinez	Spanish Teacher	FT	NO	K3-K5	08/07	No	No	X	X
Lucero Sixtco	Spanish Teacher	FT	NO	K3-K5	01/10	No	No	X	X
Wendy Wasserman	Speech Path	PT	NO	K3- K5	MPS	No	Yes	05934 6/12	Yes
Joyce Donovan	MPS itinerate Special Education	PT	NO	K3- K5	MPS	No	Yes	103757 6/13	Yes
Carol Lemmerman	MPS itinerate Special Education	PT	NO	1-6	MPS	No	Yes	181827 6/10	Yes
Carol Schweinhert	MPS itinerate Special Education	PT	NO	1-6	MPS	No	Yes	480900 6/14	Yes

Teacher's Name (Please be sure to include the person's middle initial)	Title (e.g., classroom teacher, art teacher, speech pathologist)	Full- or Part-time? (FT/PT)	Long-term Substitute? (Yes/No)	Grade or Level(s) Taught	Date Originally Began Teaching at This School (MM/YY)	Holds AMI Montessori Accreditation? (Yes/No)	Holds a Valid WI DPI License or Permit? (Yes/No)	If WI DPI License or Permit, Indicate License or Permit Number and Expiration Date	Information on the DPI Website? (Yes/No)
Keegan Mager	Support Staff	PT							
Anny Rankin	Support Staff	PT							
DeAndria Edgeston	Support Staff	FT							
Shacola Gilespie	Support Staff	FT							
LaDonna Walton	Support Staff	FT							
Marveda Toombs	Support Staff	PT							
Candice Vales	Support Staff	PT							
Calyn Johnson	Support Staff	PT							
Megan Arnold	Support Staff	PT							
Jadelyn Driver	Support Staff	PT							
Jake Dyer	Support Staff	PT							
Christopher Hippensteel	Support Staff	FT							
Qwandis Huggins	Operations Manager	FT							
Evelyn Johnson	Support Staff	PT							
Ron Pershings Jr.	Support Staff	PT							
Mary Truss	Support Staff	PT							
Catherine Alexander	Support Staff	PT							
Audry Von Barker	Support Staff	PT							

Darlene Arnold

**Director of Primary
Primary Montessori Lead Teacher**

Resume
AMI Diploma

Darlene Arnold

7010 N. 45th Street
Milwaukee, WI 53223
414-352-8662
darnold20@wi.rr.com

Education:

B.A. Ashford University, Early Childhood Administration, Currently Enrolled

AMI Diploma, Midwest Montessori Institute, 2000

Six Semesters, University of Wisconsin-Milwaukee, 1979 - 1981

Employment:

2003 - Current	Garden Homes Montessori School Director of Primary Montessori Primary Classroom Lead Teacher
2000 - 2003	New World Montessori Classroom Teacher
1993 - 2000	MacDowell Montessori Classroom Teacher
1985 - 1990	Mt. Sinai Alzheimer Adult Daycare Caretaker
1982 - 1985	Riverhills East Nursing Home Caretaker
1980 - 1982	UWM Daycare Childcare Provider

Darlene Arnold
Additional Professional Activities

- Foster Care for Milwaukee County
- Toys for Tots
- Candy Stripper at Cook Country Hospital

Diploma No. *MMI 240*



ASSOCIATION MONTESSORI INTERNATIONALE

Founded by: Dr. Maria Montessori

MONTESSORI DIPLOMA

Casa dei Bambini

This is to certify that

Darlene Arnold

was a student of the

21st

A.M.I. Montessori Training Course held at

Midwest Montessori Institute

(name of Training Centre)

Milwaukee, Wisconsin

(city and country)

U.S.A.

and has studied the principles and practice of the Montessori method for children
from 3 to 6+ years of age

The student passed the written and oral examinations

The diploma is valid only when attested below by all signatories

signed, for and on behalf of the ASSOCIATION MONTESSORI INTERNATIONALE

COPY COPY COPY
[Handwritten signatures and names]

The holder of this diploma is not entitled to train teachers

date: ***July 13, 2000***

Carrie E. Driver - Johnson

**Head of School
Primary Classroom Lead Teacher**

Resume
DPI License
AMI Diploma

Carrie Driver-Johnson

N7639 Kettle Moraine Dr.
Whitewater, WI 53190
414-916-5782
sagefieldfarm@gmail.com

Education:

- M.S. Loyola University of Maryland, Masters in Montessori Education: Emphasis in Montessori Primary, School Organizational Theory, Montessori and Complex Adaptive Systems (Chaos Theory), 2002
- B.S. University of Wisconsin Whitewater, Biology/Chemistry, 1996
- DPI License, Early Childhood Regular Education, 2007
- AMI Elementary Diploma, Montessori Training Center of British Columbia, 2003
- Association Montessori International (AMI) Montessori Primary Diploma, Midwest Montessori Institute, 2000
- AMI Refresher Course, School Leadership, Austin, TX

Employment:

- 2009 - Present **Garden Homes Montessori School, Milwaukee, WI**
Administrator and Principal
- 2004 - 2009 **Garden Homes Montessori School, Milwaukee, WI**
Elementary Instructor and Administrator
- 2002 - 2004 **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher
- 2001 - 2002 **Saint Alcuin Montessori School of Dallas, Dallas, TX**
Middle School Science Teacher
Board Committee Member of "Bringing the Mission to Life"
- 1999 - 2001 **Montessori School of Lake Forest, Lake Forest, IL**
Primary / Elementary Montessori Practitioner
Strategic Planning Committee Member
Co-implementer and co-designer of Montessori Elementary Full Day Program
- 1998 - 1999 **Milwaukee City Wide Substitute and Long Term Primary Instructor**

Carrie Driver-Johnson
Employment Continued

1995 - 1997 **MacDowell Montessori School, Milwaukee, WI**
School Garden Coordinator and Grant Writer
School Governance Council
Strategic Planning Committee

1996 - 1997 **MacDowell Montessori School, Milwaukee, WI**
Special Education Assistant
Long-term

1995 - 1996 **MacDowell Montessori School, Milwaukee, WI**
Staff Assistant

Carrie Driver-Johnson
Additional Professional Activities

- Co-author of *Sagefield – A Montessori Erdkinder Vision*
- NAMTA conference presenter, Dallas, TX, 1992
- NAMTA Journal – *The School Garden*
- Host and Coordinator of Alcuin Montessori School Farm Experience
- AMI Conference Co-presenter: The Adolescent Farm Experience, Milwaukee, WI, 1992
- Montessori Institute of Milwaukee Board Member, Milwaukee, WI
- Co-designer of young adult internship programs for international sustainable agriculture students.
- Presenter and organizer of the Midwest Organic Sustainable Farming Conference
- Member and advisor Madison Area Community Supported Agriculture Coalition (MACSAC)
- Founding member of the Great Lakes Area Community Supported Agriculture Coalition (GLASCAC)
- Owner, Marketer, and Operator of “Peggy’s Biodynamic Garden.”
- Founding Member of the Montessori Center of Milwaukee, Milwaukee, WI
 - Advisor to Milwaukee Public School Board
 - Promoting Charter highschools and partnership schools with community involvement.
 - Creatively pursuing Montessori teacher recruitment from within the community, and through parent education.
 - Designing Mentoring Programs for adult literacy and educational skill building.
 - Providing a Montessori Resource for the community, as well as information for parents about education from early childhood through adolescents.

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 14:05:47 CDT 2010

Name: **CARRIE E DRIVER-JOHNSON**

Educator File Number: **390117**

Most Recent:

Application (with payment) received: **September 14, 2007**

Licenses/Permits:

Valid: **July 1, 2007 through June 30, 2012**

License Type: **20 Initial Educator** Advancement
Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**
Subject: **777 REGULAR EDUCATION**

Prior Licenses/Permits:

Valid: **July 1, 1997 through June 30, 2000**

License Type: **13 Short-Term Substitute Permit**
Position/Level: **43 SUBSTITUTE TEACHER**
Subject: **N/A**
Low Grade: **KG Kindergarten** High Grade: **12 Twelfth Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepd/lisearch.html

Qwandis L. Huggis

Operations Manager

Resume

Qwandis L. Hugghis

3512 N. 41st St.
Milwaukee, WI 53216
414-871-2070
qwandis.hugghis@att.net

Education:

B.S. University of Wisconsin – Milwaukee, Accounting, Currently Enrolled

Employment:

2005 - Present **Garden Homes Montessori School, Milwaukee, WI**
Operations Manager

- Managing all data entry for the school.
- Answering phone calls, as well as sending and receiving all mail.
- Completing all paper work, including: incident referral forms, attendance on E.S.I.S., admitting new students and employees, withdrawing students, as well as handling all student records, all staff records, and all staff time sheets.
- Assisting with the children's needs as necessary (i.e. band-aids, ice packs, etc.).
- Assisting with cleaning the building whenever needed.
- Formulating all letters to go home for parents.
- Entering all necessary student information on the MPS website, such as immunizations and new addresses.
- Maintaining all employee records, such as maintaining all of the necessary employment forms for them.
- Collecting and depositing all lunch money.
- Participates and coordinates school fundraisers.
- Passes out employee payroll checks.

1996 – 2005 **Interiorscapes - Plant Market, Milwaukee, WI**
Professional Interior Horticultural Technician

- My responsibilities included taking care of and maintaining living plants.

1996 - 1998 **The Boys & Girls Club of America, Milwaukee, WI**
Receptionist/Secretary

- I was responsible for ensuring that members had their ID cards in order to enter.

1996 - 1997 **McDonald's, Milwaukee, WI**
Cashier

- Customer service and handling customer's payments.

Qwandis L. Hugghis
Employment Continued

1996 **Summerfest, Milwaukee, WI**
 Concert Usher

- I was responsible for taking tickets to get through the concert doors.

Mark C. Johnson

**Teacher of Record
Elementary Administrator
Primary Classroom Lead Teacher**

Resume
DPI License
AMI Diploma

Mark C. Johnson

3145 S. Vermont Ave.
Milwaukee, WI 53207
414-852-4740
markj444@gmail.com

Education:

- M.S. University of Wisconsin-Whitewater, Gifted and Talented Curriculum and Instruction, 1991
- B.A. Drake University, Psychology, 1973
- Certified Trainer in Brain-Based Learning, Eric Jensen Learning, 2009
- Teaching Certificate, Cardinal Stritch College, 1981
- Elementary Montessori Certificate, Washington Montessori Institute, 1978

Employment:

- 2001 - Present **Garden Homes Montessori School, Milwaukee, WI**
Teacher of Record
Elementary Administrator
Primary Classroom Lead Teacher
Founded the School
Administration
- 2000 – 2002 **Milwaukee Public School, Milwaukee WI**
Special Education Teacher
- 1997 - 2002 **Milwaukee Public School, Milwaukee, WI**
Elementary Montessori Teacher
- 1997 - 2002 **MacDowell School Council, Milwaukee, WI**
Representative Teacher

Mark C. Johnson
Additional Professional Activities

- Published in North American Montessori Teacher's Association (NAMTA)
- Lectured for NAMTA
- Montessori Teacher Mentor

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 14:06:22 CDT 2010

Name: **MARK CLINTON JOHNSON**Educator File Number: **120657****Most Recent:**Application (with payment) received: **March 17, 2010****Licenses/Permits:**Valid: **July 1, 2009 through June 30, 2014**License Type: **40 Professional Educator** RenewalPosition/Level: **45 ELEMENTARY TEACHER**Subject: **083 PREKINDERGARTEN THROUGH GRADE 3**Low Grade: **PK Pre-Kindergarten** High Grade: **03 Third Grade****Prior Licenses/Permits:**Valid: **July 1, 2004 through June 30, 2009**License Type: **40 Professional Educator** RenewalPosition/Level: **45 ELEMENTARY TEACHER**Subject: **083 PREKINDERGARTEN THROUGH GRADE 3**Low Grade: **PK Pre-Kindergarten** High Grade: **03 Third Grade**Valid: **July 1, 2000 through June 30, 2001**License Type: **10 Emergency License**Position/Level: **47 GRADES PREKINDERGARTEN-9**Subject: **811 LEARNING DISABILITIES**Low Grade: **PK Pre-Kindergarten** High Grade: **09 Ninth Grade**Valid: **July 1, 1999 through June 30, 2004**License Type: **05 5-year License**Position/Level: **45 ELEMENTARY TEACHER**

Subject: 083 PREKINDERGARTEN THROUGH GRADE 3
Low Grade: PK Pre-Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1994 through June 30, 1999

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 083 PREKINDERGARTEN THROUGH GRADE 3
Low Grade: PK Pre-Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1988 through June 30, 1993

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1988 through June 30, 1993

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 080 PRE-KINDERGARTEN
Low Grade: PK Pre-Kindergarten High Grade: PK Pre-Kindergarten

Valid: July 1, 1983 through June 30, 1988

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1983 through June 30, 1988

License Type: 05 5-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 080 PRE-KINDERGARTEN
Low Grade: PK Pre-Kindergarten High Grade: PK Pre-Kindergarten

Valid: July 1, 1980 through June 30, 1983

License Type: 03 3-year License
Position/Level: 45 ELEMENTARY TEACHER
Subject: 103 KINDERGARTEN THRU THIRD GRADE
Low Grade: KG Kindergarten High Grade: 03 Third Grade

Valid: July 1, 1980 through June 30, 1983

License Type: **03 3-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **080 PRE-KINDERGARTEN**

Low Grade: **PK Pre-Kindergarten** High Grade: **PK Pre-Kindergarten**

Valid: **July 1, 1978 through June 30, 1980**

License Type: **04 3-year Non-Renewable License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **113 FIRST THRU THIRD GRADE**

Low Grade: **01 First Grade** High Grade: **03 Third Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepd/licsearch.html

Kenneth Cooper

Primary Montessori Lead Teacher

Resume
AMI Diploma

Kenneth Cooper

2565 S. Wentworth Ave.
Milwaukee, WI 53207
414-364-8370
romanpowers@gmail.com

Education:

B.A. Ashford University, Early Childhood Administration, Currently Enrolled

AMI, Director of Montessori, 2009

Employment:

2007 - Present **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher

2003 – 2007 **Macy's/Marshall Field's, Wauwatosa, WI**
Personal Shopper/Lifestyle Consultant

2001 – 2003 **Macy's/Marshall Field's, Chicago, IL**
Commission Sales

2005 – 2007 **Garden Homes Montessori School, Milwaukee, WI**
Black History Program Coordinator/Support Staff

1999-2001 **Jolly's on Harwood, Wauwatosa, WI**
Bartender/Server

Kenneth Cooper
Additional Professional Activities

2003 – Current

Badgerland Striders, Milwaukee, WI
Member

2004 - 2007

Business Networking International (BNI), Milwaukee, WI
Platinum Chapter Member

MIM - P2



MONTESSORI DIPLOMA

Casa dei Bambini

This is to certify that

Kenneth A. Cooper (Roman Powers)

is a graduate of the **1st** Montessori Course of Study

Montessori Institute of Milwaukee

Milwaukee, Wisconsin, U.S.A.

This diploma is given to the holder of the Montessori Certificate
from 3 to 6+ years of age
The student must have received and passed the
Montessori Certificate of the Montessori Institute of Milwaukee
and must have completed the Montessori Course of Study

Adolf
Lynne Lawrence
Molly O'Dougherty
Paulo Heintz

Jason Goldsmith

Primary Classroom Lead Teacher

Resume
DPI License

Jason M. Goldsmith

649 S. 62nd St.
Milwaukee, WI 53214
414-750-1801
jasonmgoldsmith@gmail.com

Education:

Two Semesters, University of Wisconsin – Milwaukee, Jazz Pedagogy, 2005

Two Semesters, Gateway Technical College, Early Childhood Education, 2003

B.M. University of Wisconsin – Whitewater, Saxophone Performance, 2002

Employment:

2009 - Present **Garden Homes Montessori School, Milwaukee, WI**
Music Instructor/Classroom Assistant

2000 - Present **Independent Contractor, Milwaukee, WI**
Music

2005-2007 **Sendik's Food Market, Wauwatosa, WI**
Meat Cutter

2004-2005 **Heating, Ventilation, and Air Conditioning, Milwaukee, WI**
Assistant

2003-2004 **Head Start, Milwaukee, WI**
Substitute Teacher's Assistant

Jason M. Goldsmith
Additional Professional Activities

- 2007 – Present **MYSO, Milwaukee, WI**
Jazz Combo Mentor
- 2007 – 2008 **The Boys and Girls Club, Milwaukee, WI**
Piano Instructor
- 1994 - Present **Various High Schools, Southeastern WI**
Jazz Clinician
- 1997 – 2003 **UWW Summer Jazz Camp, Whitewater, WI**
Faculty

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 14:07:16 CDT 2010

Name: **JASON M GOLDSMITH**

Educator File Number: **722342**

Most Recent:

Application (with payment) received: **November 17, 2009**

Licenses/Permits:

Valid: **July 1, 2009 through June 30, 2010**

License Type: **09 Emergency Permit** District Request

Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**

Object: **777 REGULAR EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepd/lishow.html

Laura E. Pierson

Primary Classroom Lead Teacher

Resume
DPI License

Laura E. Pierson

3424 N. Palmer St.
Milwaukee, WI 53211
513-708-8187
elliepierson@gmail.com

Education:

M.F.A. The University of North Carolina at Chapel Hill, Studio Art, 2008
B.A. Sewanee: The University of The South, Tennessee, Fine Arts, 2003
Course Work in Elementary PK-3 & Montessori Education, Belmont University, 2006
The Road to Santiago, Language and Culture Studies, Spain, 2002

Employment:

2009 - Present **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher

2009 ***Surrealist Space*, Wofford College, Spartanburg, SC**
Adjunct Professor

2008 - 2009 **COLORS Inner-City Youth Art Program, Spartanburg, SC**
Art Instructor, Digital Media

2008 **Grades K-5 After School Arts Immersion, Carrboro, NC**
Art Instructor, Mixed Media

2007 – 2008 ***Photography I.*, University of North Carolina, Chapel Hill, NC**
Teaching Fellow

2006 – 2007 ***Conceptual Photography*, University of North Carolina, Chapel Hill, NC**
Teaching Assistant

2007 - 2008 **Chapel Hill – Carrboro City Schools, Chapel Hill, NC**
Substitute Teacher, Grades K-12

2007 **Spence's Community Educational Farm, Chapel Hill, NC**
Counselor, Grades K-6

2007 **Summer Creative Arts Program, Carrboro, NC**
Art Instructor, Photography/Sculpture

Laura E. Pierson
Employment Continued

- 2006 **Glendale Spanish Immersion Elementary School, Nashville, TN**
Teaching Apprenticeship
- 2006 **The Toddler House, Nashville, TN**
Montessori Classroom Assistant
- 2006 **Davidson County Public Schools, Nashville, TN**
Substitute Teacher, Grades K-12

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 14:08:19 CDT 2010

Name: **LAURA ELLIE PIERSON**

Educator File Number: **722318**

Most Recent:

Application (with payment) received: **November 16, 2009**

Licenses/Permits:

Valid: **July 1, 2009 through June 30, 2010**

License Type: **09 Emergency Permit** District Request

Position/Level: **70 EARLY CHILDHOOD (birth-age 8)**

Subject: **777 REGULAR EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepdllisearch.html

Ryan P. Schuettpelz

Primary Classroom Lead Teacher

Resume
DPI License

Ryan Schuettpelz

17750 Redvere Dr.
Brookfield, WI 53045
262-352-4764
Schoop2679@aol.com

Education:

B.S. University of Wisconsin – Whitewater, Elementary/Middle Education 1-8, 2009

Teaching Education Experience:

- 2010 **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher
- 2009 **Harmony Elementary, Milton, WI**
Student Teaching
- 2009 **Clayton North Primary, Clayton, VIC, Australia**
Student Teaching
- 2008 **Jefferson Middle, Janesville, WI**
Field Experience
- 2007 **Summit View Elementary, Waukesha, WI**
Field Experience
- 2006 **Elm Elementary, Milwaukee, WI**
Field Experience

Ryan Schuettpelz
Additional Professional Activities

- 04/2008 – Present **Kettle Moraine Boys (under 13), Kettle Moraine, WI**
Assistant Coach
- 02/2009 – 03/2009 **International Studies, Victoria, Australia**
Student Teacher
- 08/2008 – 12/2008 **Women’s Varsity Reserve Soccer, Whitewater, WI**
Head Coach
- 08/2007 – 12/2007 **Men’s Varsity Soccer, Whitewater, WI**
Assistant Coach
- 04/2006 – 08/2006 **St. Coletta, Jefferson, WI**
Caregiver to adults with physical and cognitive disabilities
- 04/2006 – 06/2006 **Whitewater Youth Co-ed (under 10) Soccer, Whitewater, WI**
Volunteer Head Coach

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 14:06:49 CDT 2010

Name: **RYAN PAUL SCHUETTPELZ**

Educator File Number: **719135**

Most Recent:

Application (with payment) received: **June 25, 2009**

Licenses/Permits:

Valid: **July 1, 2009 through June 30, 2014**

License Type: **20 Initial Educator** Advancement

Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)**

Subject: **777 REGULAR EDUCATION**

Valid: **July 1, 2009 through June 30, 2014**

License Type: **20 Initial Educator** Advancement

Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)**

Subject: **859 ADAPTIVE EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepd/licsearch.html

Stacey Sievert

Primary Classroom Teacher

Resume

Stacey L. Sievert

215 Fairview Ave.
South Milwaukee, WI 53172
414-342-0642
Sieverts@uwm.edu

Education:

- M.S. University of Wisconsin-Milwaukee, Masters of Science in Educational Psychology,
Community Counseling, 2007
- B.A. University of Wisconsin-Milwaukee, English Literature, 2001

Employment:

- 2008 - Present **Garden Homes Montessori School, Milwaukee, WI**
Primary Classroom Teacher
- 2005 – 2008 **New Perspectives Assisted Living Center, Brookfield, WI**
Activity Coordinator
- 2006 - 2007 **The Healing Center/The Benedict Center, Milwaukee, WI**
Intern Counselor
- 2003 - 2005 **Laureate Group, Bayside, Wisconsin**
Activities Therapist
- 2001 – 2004 **Huntington Learning Center, Glendale, WI**
Teacher
- 2001 – 2003 **Woodland Pattern Book Center, Milwaukee, WI**
Poetry Teacher
- 2002 – 2003 **Catholic East Elementary School, Milwaukee, WI**
Substitute Teacher
Teacher's Assistant
- 1998 – 2001 **Linden Grove Nursing Home, New Berlin, WI**
Activities Therapist

Stacey L. Sievert
Additional Professional Activities

- 2006 **UWM's 2nd Annual Career Workshop for Counselors, Milwaukee, WI**
Coordinator
- 2005 – 2006 **Community Counseling - School of Educational Psychology, Milwaukee, WI**
Student Representative
- 1990 – 1991 **The Guest House of Milwaukee, Milwaukee, WI**
Homeless Shelter Volunteer

Chara Stamp

Primary Classroom Lead Teacher

Resume
DPI License

Chara Stamp

2362 E. Oklahoma Ave.
Milwaukee, WI 53207
414-380-0724
cstamp@gmail.com

Education:

B.A. Tufts University, Bachelor in Anthropology 1994
BFA Massachusetts College of Art, Art Education 2001
Certification Project G.L.A.D. 2007
Guided Language Acquisition
Design, Issaquah District, WA
Guided Language Acquisition Design (GLAD) Certification
Wisconsin Department of Public Instruction, 2008
Professional Educator with Stipulations

Employment:

2008 - Present **Garden Homes Montessori School, Teacher Grades 4 - 8**

- Developing and teaching art lessons.
- Instructing small groups in math, reading, and social studies.
- Assisting with curriculum design in all subjects.

2006 - 2008 **Arts Academy, Foster High School, Visual Arts Teacher Grades 9 - 12**

- Curriculum design and teaching of General Art.
- Designing and maintaining course website to support delivery of curriculum.
- Academic advising of 20 high school students.

Summer 2006 **Experience Music Project and Science Fiction Museum, Summer Arts Camp Coordinator**

- Coordinating youth camp programs at two sites.
- Processing camper registration and maintaining data base.
- Initiating program outreach to Seattle area public and private schools.

Chara Stamp
Resume Continued

2005 - 2006 **Shoreline YMCA, After School Program Coordinator Grades 7 - 8**

- Overseeing and developing after school activities for a free, on -site, drop-in program.
- Supervising staff and volunteers.
- Mediating the partnership of YMCA, Shoreline Teen Programs, and Kellogg Middle School

2003 - 2004 **Eighth Module Summer Enrichment Program, CSW, Visual Arts Teacher Grades 7 - 12**

- Curriculum design and teaching of 3D, mixed media, video, and art history.
- Organizing and installing monthly student art shows.
- Overseeing yearbook design and coordinating layout.

2001 - 2002 **Charles River Creative Arts Program, Visual Arts Teacher Grades 3 - 10**

- Curriculum design and teaching of ceramics, 3D art, and puppetry.
- Mentoring counselors-in-training.

Wisconsin Department of Public Instruction

Wisconsin Educator License/Permit Information

Information valid as of Fri Mar 19 13:53:36 CDT 2010

Name: **CHARA STAMP**Educator File Number: **708718****Most Recent:**Application (with payment) received: **March 16, 2009****Licenses/Permits:**Valid: **July 1, 2008 through June 30, 2013**License Type: **42 Professional Educator with Stipulations** ContinuationPosition/Level: **39 GRADES 5-9**Subject: **550 ART**Low Grade: **05 Fifth Grade** High Grade: **09 Ninth Grade**Valid: **July 1, 2008 through June 30, 2013**License Type: **42 Professional Educator with Stipulations** ContinuationPosition/Level: **29 GRADES 9-12**Subject: **550 ART**Low Grade: **09 Ninth Grade** High Grade: **12 Twelfth Grade****Prior Licenses/Permits:**Valid: **December 1, 2008 through June 30, 2009**License Type: **10 Emergency License** District RequestPosition/Level: **70 EARLY CHILDHOOD (birth-age 8)**Subject: **777 REGULAR EDUCATION**Educator License Lookup Introduction: dpi.wi.gov/tepd/llsearch.html

Priyanka Vyas

Primary Montessori Lead Teacher

Resume
AMI Diploma

Priyanka Vyas

4869 W. Maple Leaf Cir.
Greenfield, WI 53220
414-243-6723
pvyas@yahoo.com

Education:

- M.Ed. Loyola College, Masters of Education in Montessori Elementary Teaching for Ages 6-12, 2006
- B.Com. H.A. College of Commerce, Ahmedabad, India, Bachelor of Commerce, 2000

Employment:

- 2006 - Present **Garden Homes Montessori School, Milwaukee, WI**
Montessori Primary Classroom Lead Teacher
- 2005 – 2006 **Milwaukee Multicultural Academy, Milwaukee WI**
Lead Teacher
- 2003 – 2004 **St. Kabir School, Ahmedabad, India**
Assistant Teacher
- 2003 **Thumbelina Nursery and Kindergarten School, Ahmedabad, India**
Substitute Teacher
- 2003 **Euro Kids, Ahmedabad, India**
Facilitator

Priyanka Vyas
Additional Professional Activities

- 2006 **Summer Reading Club, Princeton, New Jersey**
Volunteer
- 2003 **Broad Horizons Center for Learning and Recreation for Kids,**
Ahmedabad, India
Art Coordinator

Diploma No. *MIM 267*



ASSOCIATION MONTESSORI INTERNATIONALE

Founded by Dr. Maria Montessori

MONTESSORI DIPLOMA

Elementary School

This is to certify that

Priyanka Vyas

was a student of the

17th

A.M.I. Montessori Training Course held at

Montessori Institute of Milwaukee

Institute of Training Center

Milwaukee, Wisconsin

Institute of Training Center

and has studied the principles and practice of the Montessori method for children
from 6 to 12 years of age

The student passed the written and oral examinations

The diploma is valid only when attested below by all signatories

signed, for and on behalf of the ASSOCIATION MONTESSORI INTERNATIONALE

Hilla Patel

President

Mary P. Hayes

Secretary

Mary Hayes

Examiner appointed by A.M.I.

Alynn S. Travis

for the Course

date: *May 27, 2005*

*The holder of this diploma is not entitled to
renew teachers*

Section 5

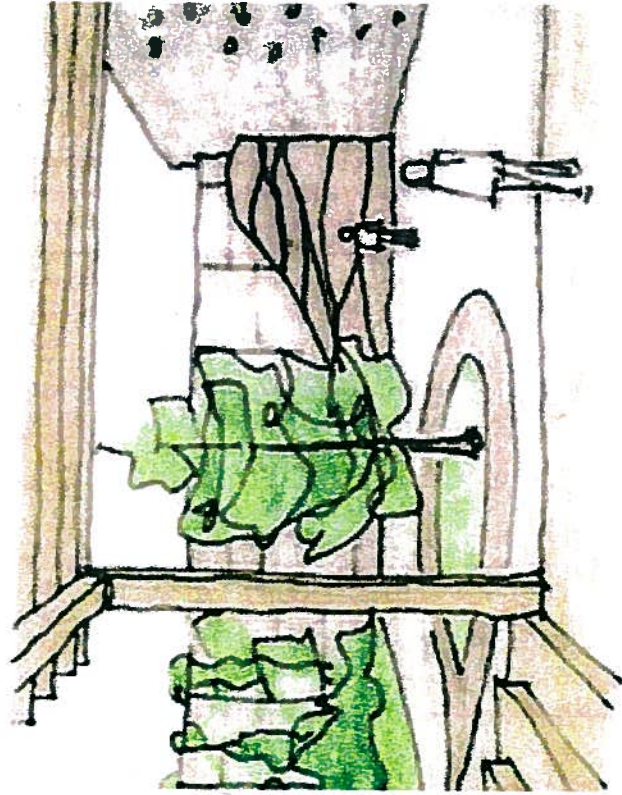
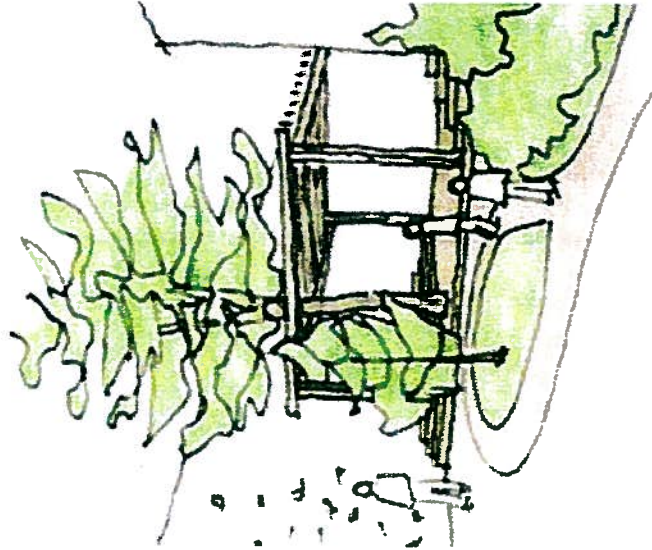
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Part 1

Creating a safe and enriching educational environment is the cornerstone of the GH:MS vision. Consistent with that vision, in 2008, the Board identified a need to renovate the existing playground - essentially a decaying, partially fenced in, cement parking lot located on the south side of the building - into a lush and vibrant outdoor classroom.



ENVIRONMENTAL STEWARDSHIP

Restoring the play area's ground surface to permeable materials will allow rainfall to infiltrate back into the soil instead of running off into storm drains. Garden beds will offer sensory experiences as well as opportunities for stewardship by the students. Other elements of the plan include a vine-covered overhead trellis to provide shade, a slide with a shape resembling local landforms, a patio-like raised platform with built-in seating for outdoor lessons, as well as a sport court, climbing wall, and tricycle path to provide a space for active play.

Our project will help revitalize the school and community while providing a natural sanctuary for the students, staff, and parents of Garden Homes Montessori School.

Part 2

GARDEN HOMES MONTESSORI SCHOOL

Student Suspension Rate

# of Students Suspended	Percent of Total Enrolled		
	06-07	07-08	08-09
Total	0	0%	0%

Suspensions By Category

Year	Total # of Suspensions	Percent of Total			
		Learning Environment	Personal Phys. Safety	Weapons	
06-07	0	N/A	N/A	N/A	N/A
07-08	0	N/A	N/A	N/A	N/A
08-09	0	N/A	N/A	N/A	N/A

Student Retention Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
K5	0%	0%	0%
1	0%	5%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	50%	N/A
5	0%	0%	0%
Total	0%	3%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	06-07	07-08	08-09
K5	28%	40%	30%
1	28%	24%	24%
2	19%	30%	25%
3	0%	50%	11%
4	67%	0%	N/A
5	100%	100%	0%
Total	28%	35%	22%

School Climate Survey

Area	Group	No. of Surveys Returned (08-09)	Overall Mean Score (All Questions in each Area)						Sample Question	Percent Answering Each Possible Response					
			06-07		07-08		08-09			Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	
			School	District	School	District	School	District							
Rigor	ES/MS Students	0	*	3.2	*	3.2	*	*	3.3	Students at my school are given challenging work.	77.6%	22.2%	0.0%	0.0%	0.0%
	Staff	9	3.7	3.0	N/A	3.1	3.7	3.1	3.1	72.2%	22.2%	1.9%	0.0%	3.7%	
Safety	Parents	54	3.7	3.3	3.7	3.3	3.6	3.4	3.4	My school makes sure that classrooms are safe and orderly.	88.9%	11.1%	0.0%	0.0%	0.0%
	ES/MS Students	0	*	2.9	*	3.0	*	3.1	3.1	72.2%	22.2%	1.9%	0.0%	3.7%	
Environment	Parents	9	3.8	3.0	N/A	3.0	3.5	3.0	3.0	My school has a friendly and welcoming atmosphere.	88.9%	11.1%	0.0%	0.0%	0.0%
	ES/MS Students	54	3.5	3.2	3.3	3.2	3.5	3.3	3.3	85.2%	13.0%	1.9%	0.0%	0.0%	
Governance	Staff	0	*	2.9	*	3.0	*	3.1	3.1	Staff, parents and students have the opportunity to be included in decisions that affect our school.	44.4%	44.4%	11.1%	0.0%	0.0%
	Parents	9	3.7	3.3	3.6	3.4	3.7	3.5	3.5	68.7%	24.1%	9.3%	0.0%	0.0%	

Data Source: 2008-2009 MPS School Climate Surveys

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff

N/A indicates Not available / Not applicable

2007-08 Parent Climate Survey for Garden Homes Montessori School

What is your gender?

Response	Count	Percent	0	20	40	60	80	100
Male	9	27.3%						
Female	24	72.7%						
No Response	0	0.0%						

Which ethnic group describes you best?

Response	Count	Percent	0	20	40	60	80	100
African-American	31	93.9%						
Asian	0	0.0%						
Hispanic	1	3.0%						
Native American	0	0.0%						
White	0	0.0%						
No Response	1	3.0%						

How many children do you have attending MPS?

Response	Count	Percent	0	20	40	60	80	100
1	17	51.5%						
2	6	18.2%						
3	7	21.2%						
4	1	3.0%						
5 or more	1	3.0%						
No Response	1	3.0%						

How many children do you have attending the school for which you are completing this survey?

Response	Count	Percent	0	20	40	60	80	100
1	21	63.6%						
2	7	21.2%						
3	3	9.1%						
4	1	3.0%						
5 or more	1	3.0%						
No Response	0	0.0%						

Rate your child's school's use of technologies (i.e. e-mail, MPS portal, school's webpage, Parent Assistant, ParentLink automated phone system, online gradebook, etc.) for collaboration and communication between the home and school.

Response	Count	Percent	0	20	40	60	80	100
No Use	4	12.1%						
Limited Use	12	36.4%						
Consistent Use	13	39.4%						
Advanced Use	0	0.0%						
Don't Know	4	12.1%						
No Response	0	0.0%						

My child's school has a friendly and welcoming atmosphere.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	26	78.8%						
Agree	7	21.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school has high expectations with regard to student achievement.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	27	81.8%						
Agree	6	18.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child arrives at school focused on learning.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	25	75.8%						
Agree	7	21.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

I am given the opportunity to be included in decision-making that affects my child's school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

My child's school prepares students to do well on state, district and classroom tests.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	9	27.3%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

My child is given challenging work at school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	2	6.1%						

My child looks forward to coming to school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	7	21.2%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	1	3.0%						

My child's school makes sure that students are safe and orderly while outside on school grounds.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	16	48.5%						
Agree	13	39.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	1	3.0%						

My child's school building is neat, clean and well-maintained.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	13	39.4%						
Agree	19	57.6%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

When students at my child's school break the rules, staff members help them improve their behavior.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	21	63.6%						
Agree	12	36.4%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school uses its financial and human resources effectively.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	18	54.5%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	6	18.2%						
No Response	1	3.0%						

The teachers and staff at my child's school and I work well together as a team.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	24	72.7%						
Agree	9	27.3%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

I am given the opportunity to have input regarding the behavioral expectations of students at my child's school.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	23	69.7%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	0	0.0%						

I feel comfortable expressing my opinion or speaking up at school meetings.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	25	75.8%						
Agree	8	24.2%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school regularly communicates with me using a variety of different methods.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	19	57.6%						
Agree	12	36.4%						
Disagree	0	0.0%						
Strongly Disagree	0	0.0%						
Not Sure	2	6.1%						
No Response	0	0.0%						

My child's school provides me with the information, resources and support that enhance my parenting skills.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						



My child's school gives me information and resources that help me support my child with their school work.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	20	60.6%						
Agree	12	36.4%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	0	0.0%						
No Response	0	0.0%						

My child's school offers me enough ways to support the school as a volunteer.

Response	Count	Percent	0	20	40	60	80	100
Strongly Agree	21	63.6%						
Agree	10	30.3%						
Disagree	1	3.0%						
Strongly Disagree	0	0.0%						
Not Sure	1	3.0%						
No Response	0	0.0%						

Part 3

	<p>Notice of Intent to Apply* AmeriCorps Farm To School Program</p>	
<p>Due on 04/10/2010 Please email: Camilla.vargas@wi.gov</p>		

* Not required but highly recommended

Name: *Carrie E. Diver - Johnson*

Title: *Head of School*

Organization: *Garden Homes Montessori & Montessori School of Garden Homes*



Date: *3/15/10*

Street Address: *2475 W. Roosevelt Dr*

State, Zip Code: *Milwaukee, WI 53209*

Phone Number: *414-444-9024 / 414-916-5782*

Email: *sagefieldfarm@gmail.com*
gardenhomes@excite.com

	<p>Request for Partnership Form AmeriCorps Farm To School Program Applications must be <u>received</u> by 4:30 p.m May 17th, 2010.</p> <p>Email applications are strongly encouraged. Support letters where required may be faxed to 608-224-5111; Camilla.vargas@wi.gov</p>	
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Partner Site Requirements

1. Assist with the recruitment and hiring of volunteers for your site
2. Identify an onsite supervisor who will have meetings at least one time per week with each AmeriCorps Member and help to accomplish the goals of the local project by coaching the Member.
3. Provide orientation, workspace, basic office supplies and access to phone, computer and Internet.
4. Assist with the creation of an advisory council of local community members and target population to provide guidance for AmeriCorps volunteers at your site. Members could include teachers, professors, local food organization representatives, WI Physical, Activity & Nutrition counselors, PTO/PTA organizations, UW Extension agricultural or nutrition agents, local government and school board members and farmers.
5. Contribute \$3,500 cash match annually for two half time AmeriCorps members
6. Provide data on how this program helps address nutrition and community building needs in your community. Some examples could include: measures of poor nutrition, poverty rates, number of children on school lunch assistance programs, weak economic activity, poor job opportunities and assets including number of agricultural producers/food processors/local food advocates, diversity of agricultural producers, strong interest among community members.

As a potential partner site organizer, my organization, school or school system and I commit to all of the above requirements.

CARRIE E DRIVER-JOHNSON	Garden Homes Montessori
Printed Name	Organization, Title
<i>Carrie E Johnson</i>	Montessori School of Garden Homes 3/15/10
Signature	Date
2475 W. Roosevelt Dr.	Milwaukee, WI 53209
Street Address	State, Zip Code
414-444-9024 / 414-916-5785	gardenhomes@excite.com
Phone Number	Email
	sagefieldfarm@gmail.com

1. Please identify your organization, your program supervisor, the school(s) that you will serve and your partners.
2. How will your site provide support to the AmeriCorps Member?
3. Please provide any information that demonstrates the need for an AmeriCorps – Farm to School Program in your community.
4. Please include any additional information that you believe would be relevant to our selection process.

Thank you for your application. We will notify all applicants of our final selection by July 2nd, 2010.

	<p>Request for Partner-Site Applications AmeriCorps Farm To School Program 2010 - 2011 Applications Intent to apply request: April 6th, 2010 Application submission deadline: May 17th, 2010 Target date for grant award notification: July, 2nd, 2010</p>	
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The AmeriCorps Farm to School program provides an innovative approach to decreasing childhood obesity by promoting healthy eating habits in students K-12 and increasing access to local foods in schools. In anticipation of receiving additional funds to expand the program we are requesting partner-site applications to host two half-time AmeriCorps Members.

Overview

AmeriCorps is the national service program that provides Americans of many ages and backgrounds with education awards in exchange for a year or two of community service. The Wisconsin State AmeriCorps program is managed and administered by Serve Wisconsin (<http://www.servewisconsin.org>).

AmeriCorps State and National programs in Wisconsin enroll their members' in a term of service during the fall. AmeriCorps members receive a living allowance (instead of a wage), which is distributed to the member in equal payments, every two weeks. In addition, AmeriCorps members receive an education award that can be used to pay tuition or to pay back qualified student loans.

The WI Department of Agriculture, Trade & Consumer Protection (DATCP) in partnership with the WI Department of Public Instruction (DPI), the WI Department of Health Services (DHS), WI Rural Partners and the Center for Integrated Agricultural Systems (CIAS) received an AmeriCorps State Grant to support a statewide Farm to School AmeriCorps program. There is a good chance we will receive additional funding for Members in 2010-2011 and will be adding new partner sites to our project which will begin August 15th, 2010.

We need to identify partner schools, school districts, or groups of schools/districts that are interested in developing a Farm to School program in their area. Eligible partner sites can be managed by schools, school organizations or non school organizations but each site must specifically outline the school(s) that they will serve and have a letter of support from those school(s). Examples of host sites include non-profit organizations, state agencies, universities and schools.

Applications

Request for Partnership Applications must be received by 4:30 p.m. May 17th, 2010. Email applications are strongly encouraged. Support letters, where required, may be faxed to 608-224-5111.

AmeriCorpsFarmtoSchool@wi.gov
 WI Department of Agriculture Trade & Consumer Protection
 Camilla Vargas
Camilla.vargas@wi.gov
 608-224-5017 phone
 608-224-5111 fax

Proposed Program

The AmeriCorps – Farm to School Program aims to build healthy communities by:

- Improving child nutrition through the implementation of educational activities for students and families about healthy eating choices.
- Developing strong communities by creating future community leaders and connecting schools with local farmers and food businesses.

Each of the partner host sites will receive two, half-time AmeriCorps members. Since each community is unique, it will have the flexibility to customize AmeriCorps member assignments or member structure to meet the needs specific to each community or, in the case of smaller schools, groups of communities. The program provides each host-site:

- 1) One member to help identify WI farmers and food businesses interested in selling food products to partner site schools. This member will work closely with food procurement officers and other school officials to identify opportunities for bringing healthy, local foods into schools. They will help track the barriers, opportunities and successes around bringing WI food products into WI schools and can help with integrating the purchase of fresh, local foods into policy documents such as Wellness Plans.
- 2) The second half-time member will act as a nutrition, education and outreach expert. This individual will help bring information about healthy food choices into the classrooms. Nutrition and menu development assistance may also be provided to cafeteria meal planners. They may also bring nutrition and healthy eating information into the broader community to affect healthy eating choices in the home.
- 3) All AmeriCorps members will be managed by the central program manager housed at DATCP but each site must provide a site supervisor to help guide AmeriCorps members in their communities.

Partner Site Requirements

In order to be considered for the AmeriCorps – Farm to School Program, sites must commit to the following responsibilities:

- Assist with the recruitment and hiring of volunteers for your site.
- Identify an onsite supervisor who will meet at least once per week with each AmeriCorps member to help track program progress and provide assistance and advice.
- Provide orientation, workspace, basic office supplies and access to phone, computer and Internet.
- Assist with the creation of an advisory council of local community members and target population to provide guidance for AmeriCorps volunteers at your site. Members could include teachers, professors, local food organizations, WI Physical, Activity & Nutrition counselors, PTO/PTA organizations, UW Extension agents, local government, chambers of commerce, civic organizations, interested citizens and parents, school boards and farmers.
- Contribute \$3,500 cash match annually for each pair of half-time AmeriCorps members. These funds will be used as cash match for the estimated \$480,000 annual program cost.

- Provide data on how this program will help address nutrition and community building needs/opportunities in your area. Some examples could include: measures of poor nutrition; poverty rates; number of children on school lunch assistance programs; weak economic activity; poor job opportunities; wealth of agricultural producers/food processors/local food advocates; diversity of agricultural producers; or strong interest among community members and goals of school Wellness Plans.

Sites that can provide the following additional support will receive higher levels of consideration:

- Outline other non-cash grant match (staff time, office supplies, office space)
- Provide room and/or board for volunteers
- Show strong partnerships with school, community, farmers
- Show strong community and/or school desire for impacting change in the goal areas
- Strong supervisor dedication to childhood nutrition and local agricultural development
- Strong needs documentation for site location

AmeriCorps – Farm to School Program Central Program Management

Total program management will be housed at DATCP. DATCP will be responsible for providing:

- Overall program manager to supervise members and project
- Living allowance payments and payroll activities for all members
- Additional grant cash and in-kind matching
- Technical assistance for sourcing local foods
- Nutrition information and assistance
- Train AmeriCorps members on local food procurement, nutrition education and outreach
- Required reports and documentation to AmeriCorps State Commission
- Member training and ongoing assistance

Timing

In order to be considered for this opportunity, please fill out and return the attached notice of intent to apply by **4:30 pm April 6th, 2010** and the request for partnership form by **4:30 pm on May 17th, 2010**. Match funds are not required until after the program is awarded.

04/06/2010– Notice of Intent to Apply Due (not required but highly recommended)

05/17/2010– Request for Partnership Form Deadline

07/02/2010– Anticipated Award notification

08/15/2010- Program Implementation

Please contact Camilla Vargas at the WI Department of Agriculture, Trade & Consumer Protections. Phone: 608-224-5017, Email: Camilla.Vargas@wi.gov.

TRANSMISSION VERIFICATION REPORT

TIME : 03/15/2010 17:48
NAME :
FAX : 14144445784
TEL :
SER. # : C9N991669



DATE, TIME	03/15 17:48
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DURATION	00:00:41
PAGE(S)	02
RESULT	OK
MODE	STANDARD ECM

03/15/2010 13:23

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PAGE 05

	<p>Notice of Intent to Apply* AmeriCorps Farm To School Program</p> <p>Due on 04/10/2010 Please email: Camilla.vargas@wi.gov</p>	
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* Not required but highly recommended



Name: *Carrie E. Diver - Johnson*
Title: *Head of School*
Organization: *Garden Homes Montessori & Montessori School of Garden Homes*
Date: *3/15/10*
Street Address: *2475 W. Roosevelt Dr*
State, Zip Code: *Milwaukee, WI 53209*
Phone Number: *414-444-9024 / 414-916-5782*
Email: *sagefieldfarm@gmail.com*
gardenhomes@excite.com

Part 4

GARDEN HOMES GAZETTE

NOVEMBER

November 2009

2	3	4	5	6
9	10 Veteran's Day 	11	12	13
16	17 Parent Teacher Meetings	18	19	20
23	24	25	26 Thanksgiving 	27 Thanksgiving Recess. NO SCHOOL NO FULL DAY
30				

Welcome to the first edition of the Garden Homes Gazette. We wanted a way to share all the wonderful experiences the students have while attending Garden Homes Montessori in an entertaining format. A newsletter is the perfect solution. Each monthly edition will feature informative articles on everything we do here. We hope you enjoy every issue. Thanks for reading!

To The Farm

Spend any time with the children of Garden Homes Montessori School and it becomes clear that they benefit from a strong group of passionate, caring, and responsible adults. Who are these people? They are the teachers, staff, and parents of Garden Homes who work everyday for the children enrolled in this school and make outings possible. What is an outing? Similar to what is commonly referred to as field trips in traditional education, outings in Montessori education are an extension of the classroom. They allow children to explore the physical world and apply classroom lessons to real world situations. The most recent outing to Shirley May's

farm in Milton Wisconsin, a beautiful 120 acre facility that is home to 50 horses, chickens, sheep, and pigs, gave the kids a little taste of the country. Every smiling face showed not just how fun the activities were, but also how valuable they were. Riding a horse, enjoying a hayride, and chasing a giant soccer ball in a 20-acre pasture are worthwhile activities just for the experience alone, but there is a hidden benefit as well. The children develop intellectually by learning about the various animals, but also mature personally. They are able to develop

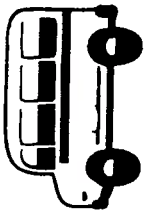


2475 W Roosevelt Drive
Milwaukee, WI 53209
Milwaukee County

Phone: (414) 444-9024
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Email: gardenhomes@excite.com

rooms, he decided to create a charity that would offer comfortable housing as an alternative. Under the leadership of Ed Rensi, the McDonald's regional manager, local restaurants donated proceeds from Shamrock Shake sales to the effort. In 2010, the 300th Ronald McDonald House will open.

If you would like to help and are in the habit of drinking soda you can do more than just recycle those empty cans. Milwaukee's Ronald McDonald House will recycle the tabs to pay for operating costs. Each tab is valuable because it is pure aluminum, unlike the rest of the can that is contaminated by paint and other impurities. How much do the tabs help? 1,267 tabs make one pound and one pound of aluminum is sold for 40 cents. So rather than just recycle your soda can, take a second and tear off the tab. Collect them in an old milk jug or anything else handy and bring them into school. Every little tab makes a difference.



as people.

Being on a farm and interacting with horses is an unfamiliar experience for most people, but the kids were surprisingly comfortable. Each child approached the horses confidently, with respect for the animal and whoever was giving instructions. Without incident, each student clambered aboard the saddle, hung on, and with a smile said they were ready to ride. Of course, some of them had been to this farm before and certainly remembered how to act, but that is the point. The first time they traveled to the farm, maybe it took longer for them to become comfortable. Having repeated the outing, they become more confident in less time. Eventually they will reach complete confidence at the farm.

A Frighteingly Fun Time

What may appear to be a standard field trip to a pumpkin farm in rural Wisconsin is so much more to the kids at Garden Homes Montessori. It is one more memory of their experience at this school. This school that is teaching them not only all of the skills necessary to be successful, but also how to grow as caring, compassionate individuals. Each outing, whether it is to a farm to ride a horse, or to pick out the perfect pumpkin is just one



Reaching complete confidence is often called mastery in Montessori education. Students are introduced to a new lesson and repeat it until mastery is reached. It will take a long time to reach mastery at the farm, but each adventure is a step closer. Eventually, the kids will be able to develop their riding skills and learn more about horse care. This teaches responsibility and respect for animals in an exciting environment outside the classroom.

Goat treats were given to everyone who wanted them. Those who wanted to feed the animals bravely approached the hungry goats and stuck out their little hand to feed them.

When the feeding frenzy was over and after a few squirts of hand sanitizer, the group marched off to find more fun. More fun was found shortly in the form of a puppet show. When the audience was quiet, the show began. Starting with a donkey and chicken duo and ending with a farmer and cow, the show told the story of how each tiny pumpkin seed grew into a big, orange pumpkin. With a song, the puppets went home and sadly, the show was over. The fun was far from over though.



Two huge tractors idled in an area not far from the puppet show tent. They were soon spotted by the kids who stayed in line as best they could, although once the pirate decorations on the tractor became visible the line became less straight and more of a squiggle. Seated on the straw covered trailers the kids were treated to a trip through a wild cornfield haunted by ghosts, pirate ships, and graveyards. A few kids yelled, some screamed, but everyone made it through the haunted hayride so they could pick out their prize pumpkin.

After lunch and with pumpkins in tow, the kids formed into a line one more time that day so they could get on the bus and go to their home away from home, Garden Homes Montessori.

Joy House Food and Clothing Drive

We are currently collecting non-perishable food items and small children's clothing to donate to Joy House shelter for women and children. Every night as many as 100 mothers and children find temporary shelter at Joy House, let's help them out! Gather up your children's old clothes that are still in good condition and bring them in. A little bit goes a long way!



Soda Can Tabs: Donate for Ronald McDonald House

Imagine your child is terribly sick from a disease that is treatable only in certain locations around the world. Besides the stress and worry associated with caring for an ill child, you have to find housing while your child is helped at a specialized treatment center far away from home. Where will you live and how will you get there? Not only that, but what if you want to learn more about how you can better care for your child? Where do you look for more information? If you are familiar with the mission of the many Ronald McDonald Houses located around the world, then you know that Ronald McDonald Charities can be a great help in this time of need.

For families that are in the situation described above, Ronald McDonald Charities not only provide housing, but information to help answer the many questions families may have about their sick child or children. Annually, about 4 million children around the world are assisted in their time of need. Each Ronald McDonald House caters to its particular location. Such a customized approach allows each facility to offer the most help possible. Just like any other house though, bills have to be paid. Each house relies on donations to pay for all of its operating costs and to provide services at little to no cost for families.

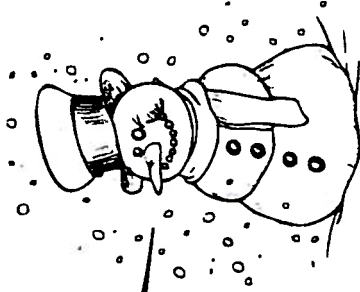
How did this effort get started? With the help of Eagles player Fred Hill and general manager Jim Murray, Dr. Audrey Evans, and local McDonalds stores the first Ronald McDonald House opened in Philadelphia in 1974. Fred Hill's daughter had leukemia and while sitting for hours with other families in hospital waiting

GARDEN HOMES GAZETTE

December 2009

DECEMBER

	1	2	3	4
7	8	9	10	11
		Parent Meeting		
14	15	16	17	18
21	22	23	24	25
Winter Recess Begins - No School - Full Day Open			No School - No Full Day	Christmas
28	29	30	31	
No School - Full Day Open		No School - No Full Day	New Year's Eve	



WINTER IS BACK!

Whether you are ready or not, Wisconsin winter is nearly upon us and with it comes subzero temperatures and piles of the white stuff. Ready the shovels, snow blowers, ice scrapers, salt, and whatever else your assault on Old Man Winter requires before you get stuck in the cold. Remember too, the threat of cold weather doesn't end when you get to work or when your kids get to school. Kids still go outside for recess and you still have to get to your car after work. When temperatures drop below zero, even a few minutes exposure to the elements can be harmful. Gloves, boots, snow pants, and a thick winter coat are must have items during the cold months. If snow pants and big, puffy jackets aren't "cool" around the playground anymore, pair layers of long sleeve shirts and a hoody with a windbreaker or any other jacket that is water resistant. Sweatpants paired with breakaway workout pants are

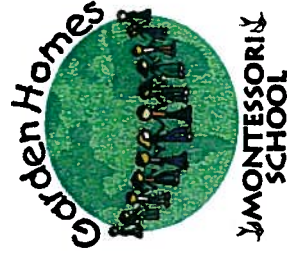


Reminders for Safe Pickup and Drop-off

For the safety of the students and parents at Garden Homes Montessori we have a few reminders for safely parking while dropping off and picking up your children. Please do not double park, as it disrupts traffic flow in front of the building. Please keep an eye out for your

Remember: School resumes on Monday January 4th.

kids. They should be with you at all times. If you see a child that has wandered off please help them find an adult they know such as their teacher or Ms. Qwandis. Please park at least five feet away from the cones. This makes for smoother drop-offs and pickups. Thank You.



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great for playing in the snow and are easier to take off than traditional snow pants. The more layers, the better!

Every kid loves to romp in the snow during recess on a crisp December day. Snowmen and snow forts are all the rage until clothes get wet and kids have to sit in them for the rest of the school day. While we do have some dry clothes available at the school for kids to change into, supplies are extremely limited and should not be relied upon. An easy solution is to pack an extra pair of socks, pants, shirt, or sweatshirt for your kids. You can tuck the clothes in their backpack or put them in a plastic bag to give to your child's teacher. The teacher can store them in the classroom in case they are needed. If your student does need them, the teacher can send the wet clothes home in the plastic bag the dry clothes were stored in.

Wisconsin winters may not improve, but we can easily prepare ourselves for the cold months ahead! Are you ready for winter?

Don't Forget

- Gloves
- Hat
- Jacket
- Boots
- Snow Pants
- Extra Socks
- Extra Pants
- Extra Shirt
- Extra Sweatshirt

A Christmas Tree

Fully embracing the spirit of the Christmas season, students at Garden Homes Montessori decorated a Christmas tree at Cathedral Square Park. Not only did their efforts help beautify the community, but it gave the kids a sense that while receiving gifts during the Christmas season is fun, giving can be equally rewarding.

In keeping with Dr. Maria Montessori's teachings, which emphasize peace and the spirit of giving, the kids were asked to create their own ornaments.

They worked on these for weeks before the outing and were very proud of their creations. On the day of the outing, kids took a city bus to the park and did very well during the ride. Ms Chara, one of the teachers chaperoning the trip says she, "was very proud of them, for sure." Once there, they picked out a tree, sipped hot chocolate, and dined on cookies.

Kids were also asked to write about what the world would be like if all people had peace in their lives. Responses were



The decorated Christmas tree at Cathedral Square Park.

memorable and included, "people would get along so well." Another student wrote, "more people would reach their goals, follow their dreams and be successful." Inspiring words that can serve as a reminder to all of us during this season and throughout the year that we can work together, we can reach our goals, and we can follow our dreams.

Shop At Pick'n Save, Earn Money for GHMS

If you already shop at a local Pick'n Save, then you are probably familiar with their Advantage Plus Savers Card. You can apply for the card online or at the Customer Service Desk at any Pick'n Save location. Benefits are many and include discounts on advertised and unadvertised products, the Checkout Values Program, and participation in the We Care Program.

The Checkout Values program saves you additional money at the point of purchase every time you shop. Just give the card to the cashier and they scan it at the register to save you money. Sign Up for the We Care Program

at the Customer Service Desk at any store location. If you sign up, Roundy's Supermarket, Inc. will give a percentage of the money from your purchases to Garden Homes Montessori. With this money Garden Homes Montessori can purchase school supplies to help make our school a better place for your children. Every little bit helps, so apply for an Advantage Plus Savers Club card and sign up for the We Care Program.

More information can be found at picknsave.com or at the Customer Service Desk of your local Pick'n Save store.

Box Tops For Education

Since 1996, Box Tops for Education has earned over \$300 million for schools all over the United States. Through the program, schools have been able to earn money for books, supplies, and other educational materials for their students. Each Box Top, which can be found on a number of products, earns 10 cents for our school.

The Box Tops really do make a difference for

the kids at Garden Homes Montessori and for our community by allowing the school to purchase books, Montessori materials, and much more. All of these materials create a more effective educational environment that will better prepare students for their future. So in this season of giving, you can give a gift to our school by simply cutting out the Box Tops found on many of the products you already purchase. Bring the Tops to school and turn them into your student's teacher. They will collect and submit them to boxtops4education.com. A school can earn a maximum of \$20,000 per year, so let's make that our goal for 2010. Everyone can help, so start a collection at work, at home, in your neighborhood, or wherever. Every Box Top makes a difference.

For a list of participating brands, visit boxtops4education.com or just look for the Box Tops for Education label on store products.



experience as a member of the Boys and Girls Club of Greater Milwaukee, the Milwaukee Tennis and Education Foundation, American Red Cross in Southeastern Wisconsin, Alna Center, and Artworks Milwaukee.

Velvalea Phillips became the first black woman to graduate from the Law School of Wisconsin Madison in 1951. She was the highest ranking woman in Wisconsin state office during the 20th Century and was the first African American to be elected to the National Committee from either the Democratic or Republican parties. In 2002, Velvalea Phillips was appointed Distinguished Professor of Law at Marquette University and chaired the congressional campaign of Gwen Moore.

Alderman Ashanti Hamilton was raised on the north side of Milwaukee. A graduate of Marquette University, he later earned his Juris Doctorate degree from Thurgood Marshall Law School at Texas Southern University. His career includes extensive activism work with various organizations such as the Upward Bound Program. Alderman Hamilton has also worked with first district alderman Marvin Pratt.

All of the teachers and staff at Garden Homes Montessori thank you for your culinary contributions and we especially want to thank you for joining us during our celebration of Black History Month.

Soccer Balls For Iraq



Students at Garden Homes Montessori School recently heard

a story of a boy in Iraq who doesn't have any toys to play with. He and his friends especially enjoy soccer, but they don't have a ball to play. The children were shocked by what they heard. Shocked that a kid, much like themselves half a world away, goes without the basic playthings they have.

In the spirit of giving, the students decided they should help. But how

can they help kids in Iraq if they are here in Milwaukee? It so happens that Ms. Carrie, the principal here, used to teach a young man currently serving in Iraq. Ms. Carrie contacted him to tell him about the student's plan. After discussing the details he emailed Carrie with great news. The school could send him the soccer balls, so he and his fellow soldiers can distribute them.

Motivated by the news, Garden Homes Montessori collected 90 soccer balls and six air pumps to send to Iraq. Included in the package are pictures of the students here and a request for pictures of the kids who receive a soccer ball. Those pictures will be far more than a simple token of remembrance. They are a reminder to kids of very different cultures that they are capable of helping one another and bettering each other's lives.

Winter Weather Continues

Sadly the holidays are over, but winter weather is far from finished. Old Man Winter is just warming up. January and February can be two of the coldest months of the year. Last January, Milwaukee saw temperatures reach -12 degrees. February was no better, with temperatures dipping to -5 degrees.

Remember, the threat of cold weather doesn't end when you get to work or when your kids get to school. Kids still go outside for recess and you still have to get to your car after work. When temperatures drop below zero, even a few minutes exposure to the elements can be harmful. Gloves, boots, snow pants, and a thick winter coat are must have items during the cold months. If snow pants and big, puffy jackets aren't "cool" around the playground anymore, pair layers of long sleeve shirts and a hooded with a wind-breaker or any other jacket that is water resistant. Sweatpants paired

with breakaway workout pants are great for playing in the snow and are easier to take off than traditional snow pants. The more layers, the better!

Students enjoy playing in the snow until their clothes get wet and they have to sit in them for the rest of the day. We do have some dry clothes available at the school for kids to change into, however, supplies are extremely limited and should not be relied upon. An easy solution is to pack an extra pair of socks, pants, shirt, or sweatshirt for your kids. You can tuck the clothes in a backpack or put them in a plastic bag to give to your child's teacher. The teacher can store them in the classroom in case they are needed. If your student does need them, the teacher can send the wet clothes home in the plastic bag the dry clothes were stored in.

Wisconsin winters may not get warmer, but we can easily prepare ourselves for the cold months ahead!

Pennies For Peace



Founded by Greg Mortenson, Pennies for Peace is an organization that helps construct and supply schools in rural Pakistan and Afghanistan. Greg's personal philosophy is that a majority, if not all, of the problems currently ailing that area of the world can be solved with education.

Without even a basic academic foundation, children in those areas will remain isolated in mountain villages away from any opportunity to develop intellectually. An education gives those kids the necessary confidence and knowledge to travel to cities where they can continue on to high school or college. Elementary education also helps empower young girls and women in those countries, giving them the tools to become more independent.

Greg was inspired to help kids in Pakistan and Afghanistan during

his attempt to climb K2, the second highest peak in the world. He got lost hiking off the mountain and was rescued by local villagers who provided him with food, clothing, and water. As he regained strength, he would wander around the village. One day he came upon a group of kids sitting outside on the cold ground. A teacher stood in front of them. Greg had accidentally walked into a lesson, but the kids had no books, pencils, and paper, not even a roof over their heads.

The village could only afford for the teacher to come three days a week according to the village leader. Greg told him that he would build a school for the village when he returned. So Greg flew back to the United States determined to raise enough money to build a school, but with few resources available he had no idea how to raise enough money. He began writing letters to businessmen and politicians; anyone who he thought might have the financial means to donate. All of his efforts were fruitless until one man decided to write him a check for \$12,000, roughly the amount Greg thought he would need to build a school.

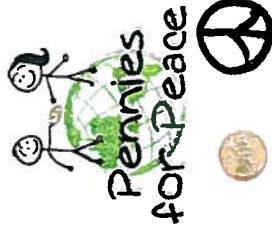
With money in his pocket, Greg returned to Pakistan to purchase all the necessary materials to finally start building the school. It took him years to finish the first school, but now he has succeeded in building 78 schools in Pakistan and Afghanistan.

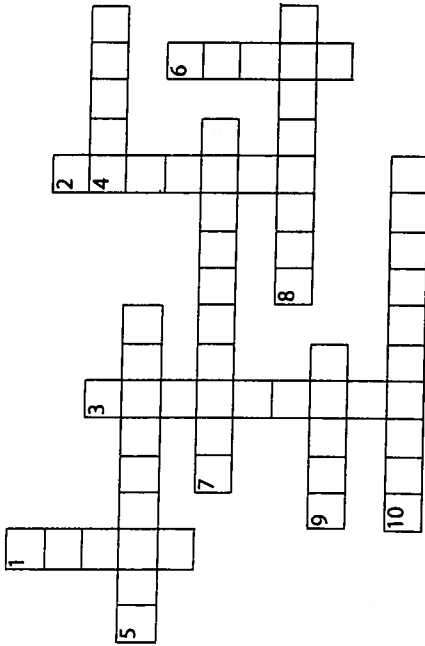
Garden Homes Montessori has decided to partner with Marquette University High School to collect pennies for Pennies for Peace. The money will be collected at the end of each month and sent to Pennies for Peace. One penny may be worthless in the United States, but it can purchase a pencil for a young student in Pakistan or Afghanistan. Jars will be placed around school with the Pennies for Peace logo to collect donations. Please give only pennies. We really can promote peace in an unstable and insecure region. Thank you.

Don't Forget

- Gloves
- Hat
- Jackets
- Boots
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Valentine's Day Crossword Puzzle

DOWN

- Cupid shoots one of these
- Someone who esteems or respects
- Card or gift given on Valentine's Day
- Cupid's arrow pierces this

ACROSS

- Paper lace often used in making Valentine cards
- Made from roasted ground cacao beans
- One who is loved
- The second month of the year
- The god of love, son of Venus
- A friendly relationship

FEBRUARY

BLACK HISTORY MONTH

February 13th:
Boy Scouts Pack 0462
Winter Blast at Garden
Park on Saturday from
9am- 1pm. Please bring one
can of soup per Cub Scout.



"At the center of non-violence stands the principle of love."

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Groundhog Day

Lincoln's Birthday

President's Day

No School

Washington's Birthday

GARDEN HOMES GAZETTE



February 2010

A Memorable Event!

True, many schools have programs of varying types. A class performs a musical routine, or kids present the crafts they have constructed during class for a small group of parents and teachers. It helps the kids release some creative energy while introducing them to being in front of a crowd. People remember the night because the kids were cute. Rarely do those events have the energy and creativity expressed during the Garden Homes Montessori School Black History Program. To witness 500 people fill Memorial Hall was to witness the product of a community effort. From the kids who performed, to the parents who drove their child to the Milwaukee War Memorial, everyone had a part to play in the program.

Mr. Jason gave the night rhythm and Ms. Kim Walks managed it. Parents brought food, and the children brought the stories. Velveta Phillips brought heritage, culture, and knowledge of what is required to change society. To have

our school achieve something greater than any one individual exemplifies the ideas of all the leaders honored. In a sense, that is The Dream Dr. Martin Luther King talked about at the Lincoln Memorial 47 years ago. Each song lyric or word of a speech was more than a simple history lesson. It was a lesson in how to bring people together to share in each other's accomplishments.

Of course the night was a lot of fun too. Ms. Darlene said the kids, "had a blast," and Vel Phillips, "lit up," when she received all those roses. For months before the big night, the halls of Garden Homes Montessori were filled with the melodies of students practicing. Each smiling face that night was proud to show what they had done and what they had worked on for so long.

The Black History Program became a memorable event not only because the kids were cute, but also because every person there gave just a little something to the group, to the school. Whether it was music,



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History of Black History Month

a car ride, a helping hand, or just food, everyone contributed. For Garden Homes Montessori the Black History Program was more than a tribute to Milwaukee's leaders. It was the coming together of a community to celebrate culture, heritage, and the impact black leaders have made in Milwaukee. Perhaps most importantly, it gave the students here the idea that they can change

their surroundings for the better. Black History Month actually started as a one-week effort to preserve African American heritage and culture. Under pressure from the Omega Psi Phi fraternity, Dr. Carter Woodson created Negro History and Literature Week in 1926. Dr. Woodson, the son of former slaves and a Harvard graduate, understood the importance of education and the need for African Americans to recognize their impact on American history.

He cofounded the Association for the Study of Negro Life and History in 1915, to document the contributions African Americans have made to the United States and the world. With help from the ASNLH, he published educational materials for teachers, students, and entire communities. He even produced reading materials, photographs, and plays about black culture.

Although he died in 1950, Dr. Woodson's legacy survives. Communities across America embraced his idea and expanded it to what Black History Month is today. For the entire month of February schools educate their students about African American

heritage. Why was February chosen? In this month both Abraham Lincoln, who issued the Emancipation Proclamation, and Frederick Douglass, a leading abolitionist, were born.

To learn more about Black History Month, visit biography.com.

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Skating Scouts



On January 14, an unseasonably warm day, Red Arrow Park played host to the Girl Scouts of Garden Homes Montessori. Ms Darlene said, "it was a perfect winter scene," with snow on the ground, lights on the trees, and hot chocolate from Starbucks. It took the kids some time to notice the picturesque scene they played in. With the unique excitement only ice skates and chocolate can inspire they flew around the rink, not always on their skates, but flying nonetheless, blissfully unaware of the hidden winter magic. Finally when the sun had set just low enough, the lights winked on, bathing the entire park with a little leftover Christmas Spirit. It was the perfect winter scene indeed.

Saturday February 20th the Girl Scouts will be attending the Winter Fest at Havenwood Nature Center from 10am-3pm. There will be snow shaving, making bird feeders and outdoor camping.



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Its still cold outside!

Don't Forget

- Gloves
- Hat
- Jacket
- Boots
- Snow Pants
- Extra Socks
- Extra Pants
- Extra Shirt
- Extra Sweatshirt

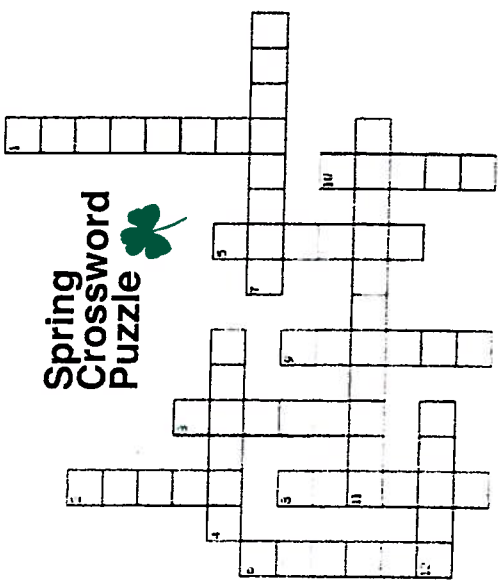
GARDEN HOMES GAZETTE

March 2010



- DOWN**
1. Yellow flower that makes a nice spring bouquet
 2. Dutch springtime flower
 3. Wear this on your head to fancy picnics or parades
 5. A small pool of water
 6. Fragrant bunches of purple flowers that grow on a bush
 8. Wear this to keep warm
 9. The season between winter and summer
 10. Break out of an egg

- ACROSS**
4. To begin to grow and give off shoots or buds
 7. Baby duck
 11. Larval form of a butterfly
 12. Sow these in the ground in spring to get a harvest in the fall



Spring Crossword Puzzle

MARCH

March 18 & 19: Primary parent teacher conferences
NO SCHOOL-PRIMARY full day open.
 March 19: Parent teacher conferences **NO SCHOOL** full day open.
 March 24: Parent Meeting
 April 2-9: Spring Break



"At the center of non-violence stands the principle of love."



Women's History Month

March is Women's History Month. What started as a seven-day commemoration of women's contribution to society, culture, and history grew into the month long celebration observed around the world today. The idea started in California, 31 years ago, and soon spread throughout the country until Congress declared it an official holiday in 1981.

Every year the celebration is given a theme by the National Women's History Project. This year's theme, "Writing Women Back into History," celebrates efforts to document women's accomplishments throughout history. Women's History Month coincides with International Women's Day. On March 8th, around the world people celebrate with festivals and demonstrations.

For more information visit www.history.com.



Photo from harriet.tubmanhistory.com

Harriet Tubman A Spy, Abolitionist and Scout

Born into slavery in approximately 1815, Harriet Tubman was the renowned conductor of the Underground Railroad; the route slaves often took to freedom in the northern United States. She left her free husband and family to begin her career as a leader to southern slaves in 1849. Drawing from her innate intelligence

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8	9	10	11	12
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22	23	24	25	26

Read Across America Day (March 2)
 St. Patrick's Day (March 17)
 Primary Parent Teacher Conferences (March 18-19)
 Parent Teacher Conferences (March 25-26)
 Parent Meeting (March 24)



**Don't Forget!
Spring Break
is April 2-9.**



and vast amounts of courage, she traveled to the South nineteen times while dodging bounty hunters bent on stopping her activities. At one point the reward for capturing her was forty thousand dollars.

The Civil War did not stop her heroism. Rather it inspired her to secure freedom for thousands of slaves in the South. She worked as a nurse, helping wounded white and black soldiers. With her talent for scouting she helped lead Northern soldiers against the South by searching for ammunition dumps and food stores.

After the war she lived in New York where she started the Home for Indigent and Aged Negroes. There she cared for her parents and other needy members of the black community. She paid for her home by selling biographies and giving speeches. "Her most memorable appearance was at the organizing meeting of the National Association of Colored Women in 1896 in Washington, D.C. Two generations came together to celebrate the strength of black women and to continue their struggle for a life of dignity and respect. Harriet Tubman, the oldest member present, was the embodiment of their strength and their struggle."

Visit www.history.com to read more about Harriet Tubman.

Dr. Seuss' Birthday

On March 2, 1904, Theodor Seuss Geisel, better known as Dr. Seuss, was born in Springfield, Massachusetts to Henrietta Seuss Geisel and Theodor Robert. His father and grandfather were successful brewers in the city. The German family encountered economic and social hardship during World War I and later during Prohibition. Through hard work and determination, the family eventually recovered their business.

During his childhood, his mother often sang rhymes to her children to lull them to sleep at night. Dr. Seuss credited her with giving him the knack for creating the rhymes we are so familiar with. Without her, we may never have heard what Ted had to say.

After high school he attended Dartmouth College, where he worked for the college's humor magazine, Jack-O-Lantern. After leaving the publication he continued contributing, signing his work "Seuss." This is the first record of the now famous pseudonym.

Ted's first published book was *And to Think That I Saw It on Mulberry Street*. Although getting it published proved extremely difficult, it was rejected 27 times

before being accepted by Vanguard Press. However, it was the publication of *The Cat in the Hat* that made Dr. Seuss a household name.

Theodor Seuss Geisel died on September 24, 1991. At the time of his death, he had written and illustrated 44 children's books. Over 200 million copies, translated into more than 15 languages, have been sold around the world.

Gandhi Inspiration for Dr. MLK Jr.

Dr. Martin Luther King Jr. drew much of his inspiration for nonviolent action from a hero of Indian independence, Mahatma Gandhi. India used to be controlled by the British Government. It was Gandhi's mission to help India gain independence from the British, but he did not believe in a violent solution because he felt it would only make his mission more difficult to accomplish.

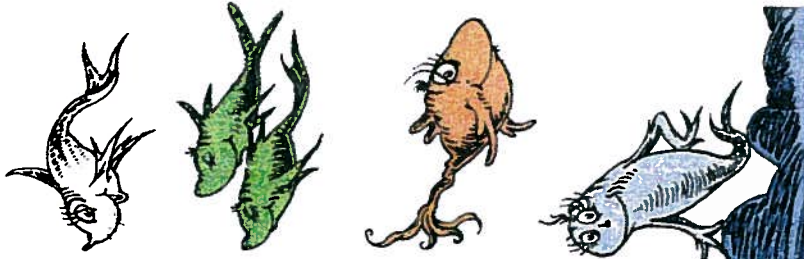
Britain passed the Salt Acts, a law that made it illegal for Indians to collect their own salt, which is a very important ingredient in Indian cooking. This allowed British companies to control the price of all the salt in India. In addition to the high prices demanded by the companies, the British government also levied severe salt taxes. The combination of high prices



and high taxes hurt the poor families who desperately needed the vital mineral.

Gandhi declared the unfair British policies to be the new unifying theme for his nonviolent campaign. On March 12, 1930, he set out with 78 followers to walk 241 miles to Dandi, a coastal town on the Arabian Sea. There Gandhi and his followers would defy British law by gathering salt deposited from the seawater. Along the way, he led prayers and addressed large crowds of people. By the time he reached Dandi, he was leading a group of more than ten thousand people. Peaceful acts of civil disobedience broke out across India prompting violent reactions from the British, exposing the imperial power to international criticism.

With Gandhi's help, India finally earned its independence in August 1947.



Girl Scout Cookie Pick Up

Finally the wait is over. Girl Scout Cookies are here. Suddenly the weather is just a little warmer, the grey skies appear a little sunnier, and spring seems a little nearer. The cookies craved by all await your pickup at Garden Homes Montessori School. Talk to Ms. Darlene about your order and hopefully there will be extra boxes available for purchase.

Boy Scout Popcorn Sale

Don't forget about the Boy Scouts during your Girl Scout cookie induced coma. They will sell popcorn until March 30th. All types are available, from caramel corn to just popping seeds. You will find something you like no matter your tastes. Boy Scouts that collect money from popcorn sales should keep their money at school with Ms. Darlene. This will make it easier for everyone to keep track of who has paid and who has not. Thank you.

Part 5



Wisconsin Department of Public Instruction
MILWAUKEE PARENTAL CHOICE PROGRAM
STUDENT APPLICATION
 MPS-PCP-3A (Rev. 12-09)

INSTRUCTIONS: A separate form must be completed for each child applying under this program. Type or Print clearly in ink. Return completed form to the school.

This collection is a requirement of s. 119.23, Wis. Stats.

School Applying To <i>No Abbreviations</i>				Grade Level For School Year 2010-2011	
Student's Last Name		First Name		M.I.	Date Of Birth <i>Month/Day/Yr.</i>
Student's Home Street Address		City	State	ZIP	Telephone <i>Area/No.</i>
Parent/Guardian Last Name		First Name		M.I.	School Attended During 2009-2010 School Year

STUDENT ELIGIBILITY

Please answer the following three (3) questions to determine the student's eligibility for the Milwaukee Parental Choice Program (MPCP) in the 2010-2011 school year.

- Yes No 1. Did your child participate in the MPCP during the 2009-2010 school year?
- Yes No 2. Does your child have a sibling that participated in the MPCP during the 2009-2010 school year? Sibling means a brother or sister who shares at least one parent by birth or adoption or by his or her parents' current marriage. If you answered "Yes" to question 2, complete the following sibling information. *List only one sibling.*

Sibling Name	Sibling Date of Birth <i>Mo./Day/Yr.</i>	School Sibling Attended During 2009-2010
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New MPCP Students Only
(175% of Federal Poverty Level)

3a. If you answered **No** to both questions 1 and 2, check the box that corresponds with your household size. Then, check "Yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3a, do not answer 3b.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 19,464?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 26,186?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 32,908?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 39,630?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 46,352?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 53,074?	<input type="checkbox"/>	<input type="checkbox"/>
___	<input type="checkbox"/> Is your yearly income at or below \$ ____?	<input type="checkbox"/>	<input type="checkbox"/>

Continuing MPCP Students and their Siblings Only
(220% of Federal Poverty Level)

3b. If you answered **Yes** to either question 1 or 2, check the box that corresponds with your household size. Then, check "yes" if your yearly income level is at or below the amount listed for your household size or "No" if your income is higher than the amount listed. If you answer 3b, do not answer 3a.

Household Size	Maximum Yearly Income	Yes	No
1	<input type="checkbox"/> Is your yearly income at or below \$ 24,468?	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Is your yearly income at or below \$ 32,918?	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Is your yearly income at or below \$ 41,368?	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Is your yearly income at or below \$ 49,818?	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Is your yearly income at or below \$ 58,268?	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Is your yearly income at or below \$ 66,718?	<input type="checkbox"/>	<input type="checkbox"/>
___	<input type="checkbox"/> Is your yearly income at or below \$ ____?	<input type="checkbox"/>	<input type="checkbox"/>

For each additional household member above 6, add \$6,722 to the \$53,074 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

For each additional household member above 6, add \$8,450 to the \$66,718 to determine the maximum yearly income. List household size and maximum income on the above blank lines.

Household Size includes any parents, grandparents, children, other relatives and unrelated people who live in your household. Foster children are counted as a household of one (1) and only the foster child's income is counted.

Maximum Yearly Income is based on your Adjusted Gross Income (AGI) on the federal income tax return (line 37 of Form 1040, line 21 of Form 1040A, or line 4 of Form 1040EZ) for the prior calendar year (2009 for the 2010-11 choice program.) You must provide the school with a federal income tax return for the prior year if filed. If you did not file a 2009 tax return, you must provide the school with 2009 income documentation. You may also provide evidence of expected income for the current calendar year that makes you eligible.

PARENT or GUARDIAN SIGNATURE

For Use of Parent or Guardian: I as the parent or guardian certify that all of the above information is true and correct. I understand that any of the information on this application, including income and residency documentation, may be subject to further review and verification by school and/or state officials.

Signature of Parent or Guardian <i>Must be the same name as listed above.</i>	Date Signed <i>Mo./Day/Yr.</i>
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For Use of School: I, as the administrator responsible for pupil admissions, have reviewed the student application and have concluded that it is properly and completely filled out to the best of my knowledge. I attest that documents verifying income and residency are on file at the school.	Based on the information provided by the parent or guardian, the student is eligible. <input type="checkbox"/> Yes <input type="checkbox"/> No
---	---

Name of School Administrator or Designee <i>Print or Type</i>	Date Application Received <i>Mo./Day/Year</i>
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School Administrator or Designee Signature

Date Signed





MILWAUKEE PUBLIC SCHOOLS
Office of Academic Excellence

Division of Early Childhood Programs

GARDEN HOMES MONTESSORI SCHOOL, 2475 West Roosevelt Drive
Milwaukee, Wisconsin 53209 Phone: 414-444-9024 Fax: 414-444-5784 Cell: 414-444-852-4740

- STAFF PERSON CHECK OFF THE FOLLOWING ITEMS**
- Entry
 - Withdrawal
 - Change of Address
- VERIFY BIRTHDATE
 - VERIFY SPELLING OF STUDENT'S NAME
 - VERIFY ADDRESS
 - INCLUDE IMMUNIZATION RECORDS

MPS ID# _____

DATA ENTRY/WITHDRAWAL FORM

School Name GARDEN HOMES MONTESSORI SCHOOL Site No. _____

Name _____

Print legibly

Address _____

City _____ Zip Code _____

**Date of Birth _____ Gender: M F Current Level _____

Ethnic Code: Am. Indian Black Asian Hispanic White Other

Student Contact Information

Father _____ Mother _____

Student Lives with: Mother Father Guardian

Address: _____

Home Telephone _____ Work Number _____

Parent/Guardian Signature _____

Entry Date

Check Here if Child requires services.

Previous School: (Please write it out)

Withdrawal Date

Check Here if Child Requires Services

Withdrawal Reason: _____

Name of School Child is Transferring to

****Circle to reflect information take from birth certificate. Please verify correct spelling of name. Include Immunization records for new students.**

Check here if parent has formally requested that directory data not be disclosed pursuant to S. 118.125(j)(1).Stats.

All information should be complete and verified by the school administrator before faxing this form to Early Childhood 475-8737.

Administrator's Signature: _____ Date _____

**GARDEN HOMES MONTESSORI SCHOOL
2475 W ROOSEVELT DR.
MILWAUKEE, WI 53209**

Dear Families,

We here at Garden Homes Montessori School, believe whole-heartedly in the Montessori method of education and development of the Child. We are excited to promote the Montessori Philosophy, and our school, by means of a promotional school video and photographs. The video will include interviews with staff members; other Montessori officials, parents and of course video footage of the children at work in their classrooms.

Garden Homes Montessori School has also implemented the "ENGAGEMENT READING PROGRAM". This program involves the children co writing a book about themselves and their work, photographs of the children are used to illustrate the books.

In order to commence such projects, we need your written permission to include your child in the video and in the photos. Please fill out, sign and date the permission slip below and return to the front desk. Your co-operation in this project is greatly appreciated.

Thank you,

Photograph/ Video Permission

I, _____ (print your name),
give my permission to Garden Homes Montessori School to include my
child _____ (print child's name), in
school photographs and videos and to use the photographs and videos for
promotional and educational purposes. I understand that there will be no financial
compensation for the use of or inclusion in the photographs or videos.

Signed _____ Date _____

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.
53209

414 444 9024

Milwaukee, WI

Milwaukee Parental Private School Choice Program Tuition Payment Authorization

The undersigned, parent of a student enrolled at Garden Homes Montessori School, authorizes the school to:

- 1) Receive from the Wisconsin Department of Public Instruction periodic checks made out to the parent in consideration of a scholarship granted to the child of the parent to attend the school under the Milwaukee Parental School Choice Program, and
- 2) Endorse such periodic checks on behalf of the parent payable only to the school as payment toward tuition being charged by the school for the education of the child of the parent under the provisions of Wisconsin Statute §119.23 and regulations promulgated thereunder.

The school is authorized to inform the Wisconsin Department of Public Instruction or the Milwaukee Public School District of the existence of this Authorization, and such entities are entitled to rely upon this Authorization, until receiving written notification that it has been rescinded.

PARENT PORTION

Parent/Guardian SIGNATURE

Date

Parent/Guardian PRINT Name

Student's Name - PRINT

SCHOOL PORTION - approved by

SIGNATURE

Date

PRINT Name

On Behalf of Garden Homes Montessori School

GARDEN HOMES MONTESSORI SCHOOL

2475 W. Roosevelt Dr.

Milwaukee, Wi 53209

Teacher: _____

Today's Date: _____

I, _____, enroll my child,
(enter YOUR name above)

_____ in GHMS's "Before & After School Program."
(enter the child's name above)

My child will attend GHMS's "Before & After School Program" during the hours
of _____.
(enter hours child will be in program)

I agree to pay \$ _____ a week.
(enter negotiated payment agreed upon above)

Thank you,

GHMS Day Care staff
and
Carrie Driver
Head of School

My Documents / Full Day Care Price Agreement

*Phone 414 - 444 -9024 * Fax 414 - 444 - 5784 *Email - gardenhomes@excite.com
Garden Homes Montessori School Intellect with Integrity
"WHERE WE ARE ALL SUPER HEROS" (Kelsey Johnson)

PLEASE DETACH AND KEEP

GARDEN HOMES MONTESSORI SCHOOL

SCHOOL CALENDAR ~ 2009 / 2010

2009

AUGUST 21 STAFF RETURNS
AUGUST 24 ELEMENTARY SCHOOL BEGINS **NEW K-3 VISIT BY INVITATION 9:00 - 10:00 AM**
SEPTEMBER 7 LABOR DAY - NO SCHOOL - NO FULL DAY
SEPTEMBER 17 PARENT MEETING
OCTOBER 14 PARENT MEETING
OCTOBER 21 -22 PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
PRIMARY - FULL DAY OPEN
OCTOBER 23 PARENT TEACHER CONFERENCES - NO SCHOOL - FULL DAY OPEN
NOVEMBER 18 PARENT MEETING
NOVEMBER 26-27 THANKSGIVING RECESS - NO SCHOOL - NO FULL DAY
DECEMBER 9 PARENT MEETING

DECEMBER 21 - 31 WINTER RECESS BEGINS - NO SCHOOL - FULL DAY OPEN

2010

JANUARY 1 NO SCHOOL - NO FULL DAY
JANUARY 13 PARENT MEETING
JANUARY 4 **SCHOOL RESUMES**
JANUARY 22 BLACK HISTORY PROGRAM
FEBRUARY 11 AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 12 AMI CONFERENCE - NO SCHOOL - FULL DAY OPEN
FEBRUARY 15 MID SEMESTER BREAK - NO SCHOOL - FULL DAY OPEN
FEBRUARY 16 BANKING DAY - NO SCHOOL - FULL DAY OPEN
FEBRUARY 24
MARCH 18 & 19 PRIMARY PARENT TEACHER CONFERENCES - NO SCHOOL
PRIMARY - FULL DAY OPEN
MARCH 19 PARENT TEACHER CONFERENCE - NO SCHOOL - FULL DAY OPEN
MARCH 24 PARENT MEETING

APRIL 2 - 9 SPRING BREAK - NO SCHOOL - FULL DAY CLOSED 4/2 & 4/5
FULL DAY OPEN 4/3 -4/9
APRIL 12 **SCHOOL RESUMES**

APRIL 28 PARENT MEETING
MAY 19 PARENT MEETING
MAY 31 MEMORIAL DAY - NO SCHOOL - NO FULL DAY
JUNE 1 / 3 **SCHOOL RESUMES**
JUNE 4 SCHOOL PICNIC - LAST DAY OF SCHOOL
JUNE 7 SUMMER PROGRAM BEGINS



Medical Alert _____
Student ID# _____

EMERGENCY CONTACT CARD
PLEASE KEEP THIS INFORMATION CURRENT

STUDENT'S NAME _____ Last _____ First _____ Middle _____ Date of Birth _____

Homeroom No./Grade _____ Bus Route _____ (if applicable) _____

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____

Address (print) _____ Number _____ Street _____ Telephone/Pager No. _____

Place of Employment _____ Zip Code _____ Telephone/Pager No. _____ (Circle Shift 1 2 3)

Parent/Legal Guardian (print) _____ Last _____ First _____ Language Spoken _____

Address (print) _____ Number _____ Street _____ Telephone/Pager No. _____

Place of Employment _____ Zip Code _____ Telephone/Pager No. _____ (Circle Shift 1 2 3)

Student lives with (Name) _____ Specify relationship (other) _____

Siblings at same school _____ Telephone/Pager No. _____

_____ Last Name (Please Print) First Name (Please Print) Last Name (Please Print) First Name (Please Print)

Check box with "X" if legal restrictions are in effect. The principal must be provided with a copy of the court order that prevents the people you list below from visiting your child in school.

EMERGENCY CONTACTS: Please list in order of preference 3 relatives or friends who can be contacted if parents/guardians cannot be reached.

Name (1) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No

Name (2) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No

Name (3) _____ Address _____ Relationship _____ Phone/Pager No. _____ Can pick child up? Yes No

In case of serious illness or injury, the principal or designee will contact the City of Milwaukee Fire Department Emergency Medical Service at 911, if emergency medical care is required. Parents/Guardians are responsible for all conveyance and medical expenses incurred on behalf of their children.

Signed: _____ (Parent/Legal Guardian) _____ Date _____

Part 6

SDD – Significant Developmental Delay
SPL = Speech and Language
SLD = Specific Learning Disability
OHI = Other Health Impairment

Garden Homes Motessori School
Children with Learning Disabilities
and Disabilities Represented

STUDENT	GRADE	DISABILITY
1		4 SLD
2		2 OHI
3		4 OHI
4		2 OHI
5		3 SLD
6		2 OHI
7		2 SLD
8		1 OHI
9		2 OHI
10		3 SLD
11		1 SPL
12		1 SDD
13		1 OHI
14		3 SDD
15		1 SPL
16		1 SPL
17		1 SPL
18		1 OHI
19		1 SPL
20		1 SPL
21		1 OHI
22		K5 SPL
23		1 SPL
24		K3 SPL