CHARTER SCHOOL APPLICATION

FOR THE

ACADEMY OF LANGUAGES AND INTERNATIONAL BUSINESS, INCORPORATED
(ALIBI)

2007-2008 School Year

September 5, 2006

Submitted to:

City of Milwaukee
City Clerk's Office
City Hall, Room 2005
200 East Wells Street
Milwaukee, Wisconsin 53202

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SUMMARY SHEET

Name of applicant:	Academy of Languages and International Business, Incorporated
Address of applicant:	11639 North River Road, Mequon, WI 53092
Phone number of applicant:	414-467-1282
Name of contact person:	Rose M. Martin
Whether applicant is an existing or new school:	New School
Proposed grade levels to be served:	9th through 12th
Proposed number of students to be served:	350 to 400
Name and title of person authorized to bind the corporation:	Rose M. Martin (ALIBI Director) David B. Holmes (President, ALIBI Board of Directors)

Please note that the address for ALIBI is the address for the initial principle agent of the non-profit corporation at the time of filing of the ALIBI Articles of Incorporation. ALIBI is in the process of securing an office space at a location within the City of Milwaukee that will be used as the operational base for school development efforts during the period through acquisition of the facility for the 1st year of operation. It is anticipated that a business office for ALIBI will open within the City of Milwaukee upon approval of charter.

Section 1.0
SCHOOL OPERATIONS

1.1 PERSON SEEKING TO ESTABLISH CHARTER SCHOOL

The "person" seeking to establish the charter school is the Academy of Languages and International Business, Incorporated (ALIBI) which is a non-profit, non-sectarian corporation established in April 2006 under Section 501(c)3 of the Internal Revenue Service (IRS) Code.

The purpose for the corporation is to establish and operate one or more public charter schools in the City of Milwaukee that will: (a) provide students with a learning environment in which to gain knowledge, understanding, and skills necessary to compete successfully in today's global economy, (b) promote the study of foreign languages, in particular Spanish and Mandarin Chinese, (c) develop and implement a curriculum utilizing a project-based learning format, (d) establish collaborative and cooperative learning programs with one or more schools located in Asia, Latin America, and/or Africa to complement the language and international business focus of the school, and (e) promote partnerships with Wisconsin and Milwaukee-area businesses with a global business focus to provide meaningful mentoring and internship opportunities for the students.

The names and addresses of the initial incorporators of ALIBI are:

Irene D. Alarcon	11639 North River Road, Mequon, WI 53092
David B. Holmes	11639 North River Road, Mequon, WI 53092
Rose M. Martin	608 South 26th Street, Sheboygan, WI 53081
Jeffrey T. Radtke	608 South 26th Street, Sheboygan, WI 53081
Jeffrey M. Speller	6524 Betsy Ross Place, Wauwatosa, WI 53213
Lynne R. Dixon-Speller	6524 Betsy Ross Place, Wauwatosa, WI 53213

ALIBI currently does not operate a school. The initial incorporators include one individual with 15 years of experience as a teacher and principal of both charter and non-charter school located in the City of Milwaukee. Another is a teacher with six years of experience working in three charter schools in Milwaukee. Other incorporators come from business and non-profit backgrounds. Additional information on three of the initial incorporators serving as members of the ALIBI Board of Directors is presented in Section 1.2. Detailed resumes for all of the incorporators are presented in Attachment A.
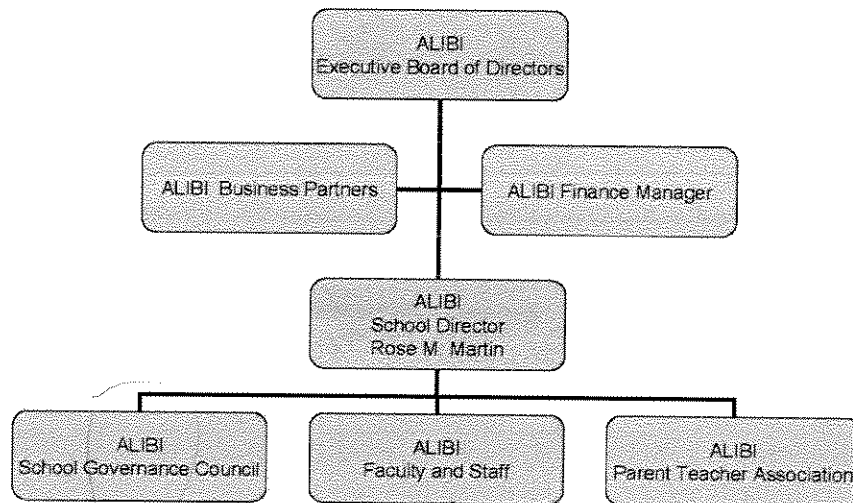
Rose M. Martin will serve as the Director of ALIBI. Rose R. Guajardo will serve as the Educational Leader. Social Security numbers, resumes, college transcripts and copies of licenses held by Mrs. Martin and Mrs. Guajardo are presented in Attachment A. The school has not yet hired a financial manager or other educational staff.

1.2   SCHOOL GOVERNANCE

The ALIBI is a non-profit, non-sectarian corporation established under Section 501(c)3 of the IRS Code. A copy of ALIBI's Articles of Incorporation and Bylaws are presented in Attachment B. Copies of ALIBI's Employee Handbook/Employee Handbook and Operations Manual are presented in Attachments D and E, respectively.

The ALIBI will be governed by the ALIBI Board of Directors and will subject to City of Milwaukee, State of Wisconsin, and federal policies and requirements. A School Governance/Advisory Committee consisting of the Director, teachers and other staff elected by their peers, community leaders, and parents and students elected by their peers, will meet regularly to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise and make recommendations regarding more effective coordination and collaboration.

An organizational chart for school governance is presented below as well in Attachment C.

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                    │          ALIBI          │
                    │ Executive Board of      │
                    │ Directors               │
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  │ Partners       │                          │  Manager            │
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                    │          ALIBI          │
                    │     School Director     │
                    │      Rose M. Martin     │
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│    ALIBI     │         │    ALIBI     │          │     ALIBI       │
│ School       │         │ Faculty and  │          │ Parent Teacher  │
│ Governance   │         │ Staff        │          │ Association     │
│ Council      │         │              │          │                 │
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Academy of Languages and International Business, Inc.
Organizational Chart

1.2.1 ALIBI Board of Directors

Information on current members of the ALIBI Board of Directors, including names, business title, business address, phone numbers, and relevant educational, professional, and other experience is summarized below:

David B. Holmes, P.G. Senior Project Manager/Stockholder Symbiont 6737 West Washington Street, Suite 3440 West Allis, WI 53214 414-291-8840 President, ALIBI Board of Directors	• Bachelor of Science Degree, Geology, University of Wisconsin – Milwaukee (1984) • Master of Science Degree in Geosciences, University of Wisconsin – Milwaukee (1988) • City of Milwaukee resident from 1982 to 2004 • 20 years of professional experience as an environmental consultant
Mr. Holmes has 20 years experience as an environmental consultant in the Milwaukee area, addressing a broad range of environmental and scientific concerns for area businesses and governments. Mr. Holmes has managed more than 50 projects on behalf of the City of Milwaukee. Mr. Holmes has significant successful experience in grant writing. Mr. Holmes participated in a trade delegation to China in 2003, and has traveled extensively within Guatemala which are two countries targeted for the establishment of sister school relationships. Mr. Holmes brings expertise to the Board regarding environmental issues and requirements associated with the ALIBI building, and will also provide grant writing expertise and a scientists viewpoint.	
Jeffrey M. Speller Business Development Consultant 6524 Betsy Ross Place Wauwatosa, WI 53213 414-755-2722	• Bachelor of Science in Electrical Engineering, Tennessee State University (1993) • Milwaukee Associates in Commercial Real Estate (ACRE) Program (2005)
Mr. Speller has significant experience as a manager for major corporations including Tower Automotive, General Motors, and Sears. Mr. Speller has served on several educational boards. Mr. Speller is a parent of one current high school student and one recent high school graduate. Mr. Speller brings a broad range of corporate, management, and non-profit expertise to the ALIBI Board.	
Jeffrey T. Radtke Glaze Sprayer Kohler Company 444 Highland Drive Kohler, WI 920-457-4444	• U.S. Marine Corps (1986-1988) • 18 years employment at Kohler Company • Coach of youth sports teams • 19 year cancer survivor • Parent of an adopted special needs child recently graduated from high school.
Mr. Radtke has worked for 18 years for one of Wisconsin's oldest industrial firms and one that has been successful in meeting the challenges posed by the forces of globalization. Mr. Radtke brings some perspectives that may not otherwise be represented on the Board including as a parent of a special needs student, a factory worker at a Wisconsin corporation significantly affected by globalization, an armed services background, and as a cancer survivor.	
Wenbin Yuan President/CEO Dakota Intertek Corp. 16660 W. National Ave. New Berlin, WI 262-784-8844	• Bachelor of Science, Geological Engineering, Central-Southern Institute of Technology, China (1982). • Master of Science, Water Resources and Geology, Iowa State University (1990). • Ph.D. Program Studies in Civil/Environmental Engineering, Marquette University (1991-1994)

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Mr. Yuan brings a broad range of international business, scientific, educational, Chinese language instruction, and non-profit organizational experience. As a businessman, Mr. Yuan is the president and owner of a 20 employee, $3 to $5 million per year, contracting and construction firm. Mr. Yuan is the founder and current vice president of the non-profit Milwaukee Modern Chinese School, a weekend school which provides instruction in Mandarin to approximately 400 students in the Milwaukee area, and as such is the largest provider of Chinese language instruction in the Milwaukee metropolitan area. Mr. Yuan is a co-founder and past president of two national non-profit organizations, including the Society of Chinese American Professors and Scientists and American Chinese Scientists and Engineers. Mr. Yuan has personally organized and led five trade delegations to China with representatives of Milwaukee area businesses. Mr. Yuan served as a Chinese teacher in Milwaukee Modern Chinese School from 2001 to 2003, a seminar lecturer in Marquette University School of Business and Law School from 2002 to 2006, a lecturer at Taiyuan University of Technology in China from 1985 to 1987, and a lecturer in Shengyang Gold College in China from 1982 to 1985.

It is anticipated that Mr. Yuan will serve as a key resource for ALIBI in helping to establish an effective relationship with a sister school in China, in Chinese language instruction methods, and in facilitating student projects involving China.

Rose R. Guajardo Retired (2006) 5184 Lakeside Drive Greendale, WI 53129 414-421-8455 Former Principal of Aurora Weier Early College Bilingual High School Former Principal of La Causa Charter School (bilingual) Former Principal at Kagel Elementary School (a bilingual MPS school)	• Bachelor of Arts in Education, Alverno College • Masters Degree in Curriculum and Instruction (1966) University of Wisconsin –Milwaukee (1973) • Certification in Educational Administration and Supervision, University of Wisconsin – Milwaukee (1977)

Mrs. Guajardo is an educator with more than 30 years of experience as a teacher, central office supervisor, and principal in the Milwaukee Public Schools. Mrs. Guajardo served as principal for two charter schools and one MPS non-charter school. It is anticipated that Mrs. Guajardo will serve as a key resource for the ALIBI Board in addressing charter school startup issues, education of Hispanic students, and will serve as a laiasson with the Hispanic community. Mrs. Guajardo's experience as principal includes three bilingual schools one of which a startup.

Resumes for the five current ALIBI Board members are presented in Attachment C. The Board is racially/ethnically diverse. This diversity is consistent with the desired diversity of the student body and the unique focus of the school which will include study of Spanish and Mandarin Chinese, establishment of relationships with sister schools in Asia, Latin America, and Africa, and an international business focus.

The Board has identified four additional prospective Board members representing the certified public accounting, legal, international education, and human resources fields. It is anticipated that in addition to these four prospective members, that the Board will recruit three to five additional members from the international business, insurance, educational, and non-profit communities.

1.2.2 Dispute Resolution

Disputes at the executive level will be resolved at the regularly scheduled Board meetings, at which time they will be discussed and voted upon in accordance with the procedures outlined in the ALIBI Bylaws.

ALIBI's internal procedures for resolution of disputes relating to governance or management of the school or its policies and practices will provide for submittal of complaints or allegations in writing to the Executive Committee, which will then investigate the complaints or allegations, schedule a meeting with the parties involved, and hand down a decision. Disputes involving school policies will be submitted in writing to the Director and School Governance Council who will meet to discuss the dispute and provide a recommendation for resolution.

1.2.3 Parental Involvement

Parents are also welcome at the school. Their input is a valuable resource for improving our school and fulfilling our mission. In order to engage families at the beginning of the ALIBI educational journey, prospective parents and students are asked to participate in the enrollment process together. Attendance, school work, discipline, uniforms, and other related matters will be explained before contracts are signed, so that all parties are aware of the academic demands and expectations of the program. It is mandatory for parents to review and sign off on the Parent/Student Handbook that will be provided to students and parents at the time of enrollment. This start is the start of a mutually beneficial relationship between the school and families.

Various opportunities for collaboration between parents, teachers and administration will be provided and developed such as conferences, town hall meetings, cultural programs, events and fundraising. An e-Newsletter will be provided to students, parents and the community at large to inform regarding pertinent issues and happenings at ALIBI. ALIBI staff will teach additional language classes that will be open to parents, as well as business partners and community members.

Parents will be invited to participate in an advisory capacity on various committees such as School Governance Council, interview, budget and disciplinary committees.

ALIBI will use the following methods to report on parental involvement results:
- E-Newsletter
- Town Hall meetings
- Board meetings
- Annual report

1.3 OPERATIONAL AND FISCAL MANAGEMENT OF SCHOOL

Day to day management of the school will be performed by the Director in conjunction with an administrative team yet to be identified, but which will include a Finance Manager

and Educational Leader. Further discussion of the roles and responsibilities associated with each of these positions is provided below:

School Director – Rose M. Martin

The School Director will be responsible for the overall functioning of the school; reporting to the Board, CSRC, and DPI; hiring of staff; resolution of disputes within the school; teacher observation and evaluation; and other duties as assigned. The School Director will report to the ALIBI Board of Directors. The School Director will be a non-voting member of the School Governance Council.

Mrs. Rose M. Martin will serve as the School Director. Copies of the DPI licenses issued to Mrs. Martin as well as her resume are presented in Attachment F.

Finance Manager

The Finance Manager will be responsible for the daily fiscal operations of the school. The Finance Manager will report to the School Director and the Board of Directors. The individual who will serve as the Finance Manager has not been identified. Recruitment of the Finance Manager will be the responsibility of the ALIBI Board. A Finance Manager will be hired prior to the start of the 2007-2008 School Year.

Educational Leader – Rose R. Guajardo

The Educational Leader will work in conjunction with the administrative team to plan and assist with the day to day functions of the school. The Educational Leader will report to the School Director and the Board of Directors. The Educational Leader for the planning period as well as the first year of school operation will be Rose R. Guajardo. Mrs. Guajardo is exceptionally qualified to serve as the Educational Leader for ALIBI. Copies of the DPI licenses issued to Mrs. Guajardo as well as her resume are presented in Attachment F.

Please note that Mrs. Guajardo is a member of the ALIBI Board of Directors and in this capacity, will provide critical guidance on educational issues during the planning period that will proceed opening of the school. It is anticipated that Mrs. Guajardo will resign from the Board of Directors at the time the school opens and she begins a paid position as the Educational Leader.

Responsibilities of Staff

The responsibilities of staff are to implement the curriculum as stated in the charter to the best of their ability, to participate in professional development, to serve as role models for all students, to establish good communication and relationships with the families of students, to adhere to all State, Federal laws and regulations, educational or other, and to adhere to the personnel policies as stated in the ALIBI Employee Handbook (Attachment D).

Fiscal Management

Detailed information on the planned fiscal management practices and procedures for the ALIBI are presented in the Operations Manual (Attachment E) as well as the Accounting Policies and Procedures Manual (Attachment J). The ALIBI Board will rely on the recommendations of our legal counsel (Michael Best & Friedrich LLP) and our Certified Public Accountant (Komisar Brady & Co., LLP) for implementation of additional procedures as necessary to provide for effective fiscal management, proper internal controls and investment of funds. It is anticipated that one member of each firm will serve on ALIBI's Board of Directors.

1.4 BUDGET

A first year and 5-year budget are presented in Attachment H, including detailed spreadsheets and discussions of: (1) sources and uses of funds; (2) basis for revenue estimates; (3) and contingency plans for revenue shortfalls.

5 Year Budget Projection

The 5 Year Budget for the ALIBI including an alternate 2007-2008 budget for different enrollment scenarios, shows a positive budget balance in each year. The budget is designed to support the mission of ALIBI taking into consideration the instructional program and delivery methods. The budget was modeled after budgets for other successful charter schools that are currently in operation in Milwaukee. The budget reflects a realistic fiscal plan that will enable ALIBI to implement and maintain its educational programs.

Budgeted revenues will exceed budgeted expenditures in each year, with the first year of operation showing the smallest excess, $221.971. The revenues in excess of expenditures will increase in years 2, 3 and 4. In year 5 there are still substantial excess revenues, but less than year 4. ALIBI will use excess revenues to solidify its financial condition enabling continued operations even if a future year proves to be lean. Further, the school may conduct fund raising for a building at a future date and will use some excess revenues for that venture.

Enrollment Projections

The long term enrollment target for ALIBI is 350 to 400 students. ALIBI currently does not operate a school; therefore, it is anticipated that most students to be enrolled at ALIBI will come from various types of schools throughout the City of Milwaukee. During the first year of operation, it is planned to enroll students only for 9th and 10th grades. The 11th grade will be added in the 2008-2009 school year, and the 12th grade in the 2009-2010 school year. Budgets have been developed for low, middle, and high enrollment scenarios. For the 2007-2008 school year, the low enrollment scenario would represent two class sections per grade level containing between 20 to 29 students per section, and resulting in a total enrollment of 80 to 119 students. The middle and high enrollment scenarios would include three and four class sections, respectively, per grade level, with total student enrollments of 120 to 175 and 176 to 225 students.

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First Year Cash Flow and Plans to Manage Deficits or Other Contingencies

A monthly cash flow projection for the first year of operation is presented in Attachment I. The budget is based on an estimated initial enrollment of 200 students. An alternate budget for the initial year has been created to enable planning in the event the initial enrollment is up to 100 students fewer than targeted. The school anticipates that 15% of the students will require special education services and that nearly all pupils will be eligible for free or reduced lunch.

Other Budget Information

ALIBI is not currently affiliated or in partnership with an existing organization that would guarantee financial performance, administer accounting procedures, or otherwise perform fiscal or financial procedures for ALIBI.

1.5   FACILITY

The ALIBI does not currently own or lease a facility. The ALIBI development team has been evaluating options for a facility for approximately the past one year including inspection of existing school facilities and other buildings that could potentially be renovated to serve as a small high school. ALIBI has secured the services of a professional realtor to assist with our efforts to locate a suitable facility. ALIBI is in the process of recruiting a local real estate developer to volunteer to serve as an advisor for our long term efforts to purchase and renovate and/or develop a permanent facility.

1.5.1   Facility Needs Analysis

A facility needs analysis was performed to estimate the overall space requirements for the facility as well as the number and size of classrooms, other teaching space, office space, and other areas. The analysis was performed for the first three years of school operation, during which time enrollment will expand from 9th and 10th grades only (in 2007-2008) to 9th through 12th grades (in 2009-2010). The analysis was also performed using three different enrollment scenarios for each year (low, middle, and high). The low enrollment scenarios assume an enrollment of between 80 and 119 students during the first school year, increasing to 160 to 239 during the third year of operation. The high enrollment scenarios assume an enrollment of between 176 to 225 students during the first school year increasing to 351 to 400 during the third year of operation (which also represents the targeted maximum school enrollment). A table summarizing the facility space needs analysis is provided in Attachment H.

It is planned to lease space during the first two years of operation, during which time the school will have lesser space needs as well as a tighter budget. The estimated total space needs for the various enrollment scenarios during the first two years of operation range from 13,400 to 21,200 square feet. Therefore, it is anticipated that the school will lease a space that can accommodate the highest enrollment scenario that might be achieved by the second year, but seeking flexibility in the lease agreement if possible such that less space can be leased if enrollments are closer to the low enrollment scenario.

During the third year of operation (2009-2010), it is planned that the ALIBI will move to a different, larger, facility that will serve as the permanent home for the school. If feasible, ALIBI will own the building. The estimated total space needs for the third year of operation range from 17,600 to 47,500 square feet. The large range in the estimated total space needs for this year reflects the possibility of including a 2,500 square foot stage/performance area as well as up to 16,500 square feet of space for athletic activities. If the financial condition of ALIBI is strong and enrollments are on tract for the high enrollment scenario (which equals the maximum targeted enrollment), then ALIBI will seek to provide these spaces as part of the permanent facility. The long-term enrollment projections for ALIBI should be possible to estimate with some accuracy by the beginning of the 2008-2009 school year, by which time enrollment data for the first two years of operation will be available. This will allow plans for the permanent facility to be modified as appropriate one year or more in advance of the date that the permanent facility would open.

1.5.2   Facility Strategy for First Two Years of Operation

As discussed in Section 1.5.1, it is anticipated that ALIBI will lease space for the first two years of operation (2007-2008 and 2008-2009), during which time ALIBI will undertake efforts to acquire a permanent facility to be owned by ALIBI.

The following objectives have been identified for the leasing of space:

1. **Building Needing Minimal Renovation** – ALIBI will seek to lease an existing building that requires minimal renovation in order to meet the school building code requirements. It is anticipated that the only buildings that will meet this objective will be vacant buildings that have previously been used as schools. As the intention is for the building to only serve as space during the startup phase of the school, any money spent on renovations will be more or less "money down the drain." Therefore, ALIBI will seek a space where renovation costs will be minimal or else borne by the property owner.

2. **Current Zoning that Permits Use as a High School** – ALIBI will if at all possible seek a facility for which the current zoning would allow use as a high school without the need for a conditional use permit or other variance.

3. **Favorable Location** – The leased space must be located in the City of Milwaukee. As the intent is to draw students from throughout the City of Milwaukee, a location within 5 miles of the City center is considered ideal. Central locations have a demonstrated ability to attract a wider and more diverse pool of applicants. Direct access to public transportation is considered critical. A location relatively near (within 1 mile) of Highway 43 or Highway 94 would also be considered optimal. The location should also be in an area that would be considered safe by students, staff, and visitors.

4. **Favorable Lease Rate** – Based on discussions with real estate professionals, lease rates for space that could be utilized as a school vary widely from approximately $7 to $14 per square foot. ALIBI's budget assumes an average lease rate of $12 per square foot during the 2007-2008 and 2008-2009 school years. The extent to

which more favorable rates can be negotiated will serve to strengthen the financial condition of the school.

5. **Flexible Square Footage Lease Options** – As described in detail in Section 1.5.1, it is anticipated that the total space needs for the school will increase during the first three years of operation in step with the increases in enrollment and staffing. Therefore, significant savings could be realized during the first two years of operation if it is possible to lease only the space required during each year of the startup phase.

6. **Flexible Lease Renewal Provisions** – The ideal lease would be for one year with guaranteed options to renew on an annual basis.

7. **Favorable Amenities** – ALIBI will seek to lease a facility that includes amenities that will enhance the experience of the students and staff, such as secure and free parking, access to athletic facilities, etc.

8. **Facility Meeting the HTH/ALIBI Design Criteria** – To the extent practicable, ALIBI will seek to lease space in a building that satisfies design criteria specified in Section 1.5.4.

ALIBI recognizes that if our proposal for a school is accepted, that we may be issued a conditional charter contingent upon completing arrangements to lease or buy an appropriate facility, and receipt of an occupancy certificate for school use. Once we have identified a facility, we will submit a copy of our occupancy permit application to the technical reviewer.

1.5.3 Long Term Facility Strategy

As discussed in Section 1.5.1, it is planned that ALIBI will move to a permanent facility at the beginning of the 2009-2010 school year. A key objective for ALIBI will be to either own the facility, or to have a favorable long-term lease. According to a study conducted of more than 3,000 charter schools by the Ewing Marion Kauffman Foundation ("Debunking the Real Estate Risk of Charter Schools,") charter schools that own their facilities have a much lower rate of failure:

> *"of the 109 charter schools in the Kauffman Foundation sample that had closed, only five (4.58 percent) actually owned or had a mortgage on their building at the time of closing."*

Therefore, ownership of a facility as soon as practicable is a key strategy in the long-term success and viability of ALIBI.

Plans for the permanent facility will likely need to be finalized by approximately the beginning of the second year of operation. The plans for the permanent facility will be evaluated by the ALIBI Board at that time, based on:

- the financial condition of ALIBI,

- the enrollment levels achieved during the first two years of operation (which should be known by September 2008), and

- the response of area businesses, foundations, and philanthropists in providing financial and other support for the school.

Fund raising efforts for the permanent facility will begin as soon as conditional approval of the charter is provided by the City of Milwaukee Charter Review Committee.

1.5.4   ALIBI School Design Philosophy

ALIBI is being modeled after a nationally recognized successful small school model, High Tech High (HTH), which currently operates seven schools in California. ALIBI seeks to emulate HTH's success which has included achieving approximately 100% high school graduation rates, 100% of graduating students continuing on to college, and enrollment applications that are ten times greater than available slots for enrollment. HTH has identified school design as a key component of their success and has developed a detailed school design "in recognition that the underlying principles of their academic program - personalization, common intellectual mission, and adult world connection has implications for architectural design." The program emphasizes team teaching, integrated curriculum, project-based learning, community-based internships, and assessment through presentation and exhibition.

The HTH facilities include several types of spaces that are not found in traditional school facilities:

1. The Commons Room

The Commons Room or Commons is a centrally located meeting space that supports community building and the public exhibition and presentation of student work. The Commons offers opportunities for the formal and informal gathering of students, teachers, and visitors. Soft seating and coffee tables provide a lounge-like atmosphere, while stackable chairs stored in adjacent storage areas allow the Commons to be transformed into a formal presentation hall for over 175 visitors. The High Tech High (HTH) and High Tech International (HTHI) Commons areas are fully equipped with LCD projectors, audio-visual systems, and projection screens. Each Commons can accommodate its whole school population during weekly community meetings, and has a wrap-around curtain that encloses the space for more private gatherings. Ranging in size from 2,000 to 2,500 square feet, and with the ability to expand into adjacent circulation spaces, the Commons is used alternately as a waiting area, lounge, classroom, large group presentation area, whole school meeting area, small group and advisory meeting area, black box theater, computer lab, and study space.

2. Student Workstations

Student Workstations provide students with a space to do individual and small group project work as well as computer-based research and study. HTH students in grades 10 and 11 have access to these workstations throughout the day while

their academic classes take place in acoustically private, glass-walled project rooms. Teachers and students have visual access to the project rooms from their workstations and vice versa.

3. Project Rooms

HTH facilities provide areas for the "making and doing" of student projects and are used alternately for direct instruction and project-based work. Project rooms range from 600-850 square feet in size. They have sinks and non-carpeted floors for easy clean-up.

4. Multi-Purpose Seminar Rooms

HTH facilities provide adaptable seminar spaces for teaching and learning called Multi-Purpose Seminar Rooms. These rooms can be adapted for team teaching, as well as for direct, project-based, and computer-based instruction. HTH seminar rooms range in size from 750-950 square feet. Movable wall partitions allow sets of adjacent seminar rooms to open to each other for team teaching or for large group events and presentations. Banks of desktop computers are provided at a ratio of one computer to every two students, thus allowing teacher teams to fully outfit their classes for computer use as needed. Upper cabinets and shelving provide storage and display areas for student projects, books, materials, and equipment. All seminar rooms contain sinks for easy clean-up. Seminar rooms used as science labs are provided with "chem surf" table tops but their furniture remains movable.

5. Shared Teacher Offices

HTH facilities provide shared office spaces where teams of teachers can work together with access to adjacent Multi-Purpose Seminar Rooms. Because teachers work together and plan curriculum in cross-discipline teams, their offices and classrooms are clustered together.

6. Specialty Labs

Specialty Labs provide students access to state-of-the-art technology and equipment. Specialty Labs provide teachers and students with technology, equipment, and classroom facilities that support in-depth study and project work in particular subject areas related to the focus and curriculum of the school.

7. Gallery Spaces

HTH facilities provide multiple venues for the exhibition of student work.

ALIBI will seek to integrate the HTH school design components into the design of our permanent facility. If practicable, these spaces will also be included within the leased space to be occupied by ALIBI during the first two years of operation.

Four members of the ALIBI planning team recently toured three of the HTH schools in San Diego, all of which were located within renovated industrial buildings on a former naval base. This demonstrated effective use by HTH of renovated industrial facilities is significant in that many of these types of facilities are potentially available for redevelopment in the City of Milwaukee. HTH staff has offered to provide ALIBI with further assistance in implementing these design principles.

1.6 LIABILITY INSURANCE

ALIBI will satisfy the minimum liability insurance coverage specified in the City of Milwaukee Charter Application as summarized below:

Type of Coverage	Minimum Amount	
Commercial general liability	Each occurrence	$1,000,000
	Personal & advertising	
	injury limit	$1,000,000
	General aggregate	$2,000,000
	Products – completed	
	operations aggregate	$2,000,000
	Medical expense	$ 10,000
Umbrella (Excess liability)	Each occurrence	$5,000,000
	General aggregate	$5,000,000
Fidelity bond	Bond coverage in an amount not less than 50 percent of the total costs for all employees of the school and employees of subcontractors responsible for financial decisions, including the CEO and CFO and board members and all subcontractors.	
Workers Compensation	Bodily injury - accident	$100,000 each accident
	Bodily injury - disease	$100,000 per employee
		$500,000 policy limit
Auto Liability	Combined single limit	$1,000,000 each accident
Errors and Omissions/School leaders	Aggregate limit	$1,000,000

All coverage will be written on an occurrence form except for the errors and omission coverage. The City of Milwaukee will be named as an additional insured under the Commercial General Liability, Auto Liability and Umbrella policies. Certificates demonstrating coverage in the amounts listed will be provided to the Charter School Review Committee and will specify that a 30-day notice prior to a material change to or termination of any policy. Insurance will be one component of an overall risk management program to be developed by the ALIBI Board prior to opening of the school in consultation with ALIBI's insurance broker and ALIBI's legal counsel, Michael Best &

Friedrich LLP, 100 East Wisconsin Avenue, Suite 3300, Milwaukee, Wisconsin 53202-4108.

ALIBI has obtained a quote from a broker for the insurance coverage specified by the City. Coverage will be phased in per deadlines specified by our contract with the City of Milwaukee.

1.7 AUDITS

Attachment O presents two letters of engagement from Komisar Brady & Co., LLP, a certified public accountant (CPA) with offices located at 633 West Wisconsin Avenue, Milwaukee, Wisconsin, 53203-1907. We believe that Komisar Brady meets the CPA selection and acceptability criteria specified by the technical review committee.

ALIBI is not currently in operation as a school. Therefore, as specified in the letter of engagement, Komisar Brady & Co. LLP will prepare the following reports assessing the business and financial viability of the school:

- A report that the internal control structure that ALIBI will implement will provide reasonable assurance that the control objectives will be achieved.

- An assessment of ALIBI's business plan or an agreed upon procedures audit of ALIBI's organization, operations, personnel, and budget.

- A Financial Statements Audit with accompanying audit opinion letter and management letter for the most recently completed fiscal year.

If awarded a charter, ALIBI will agree contractually to submit an annual independent audit and management letter to the Charter School Review Committee within 90 days of the close of the fiscal year(s).

Section 2.0
EDUCATIONAL PROGRAMS

This section presents the educational programs for the Academy of Languages and International Business, Incorporated (ALIBI).

2.1 DESCRIPTION OF EDUCATIONAL PROGRAM

ALIBI understands the responsibility of providing a high quality educational program and therefore, has established rigorous and standards-driven goals for its staff and students. The curriculum implemented at ALIBI will include all core subject areas mandated by the State, and will enhance learning through the use of a project-based learning approach as well as through participation by students in community service projects and internships with regional businesses, and corporations.

Each student will have an academic growth plan that will identify the specific steps, courses and academic activities that the students will perform to fulfill their obligations towards the completion of the required courses for graduation and to obtain their diploma from the ALIBI.

2.1.1 Academic Goals

The underlying goals for the academic program at the Academy of Languages and International Business, Incorporated is for students to develop the following attributes, abilities, and skills:

- **Critical Thinking:** Critical thinking is the ability to apply recognized principles of logic to the analysis of judgments, values or extended presentations. The critical thinker is able to subject personal work as well as published statements to rational analysis. This individual is also able to apply logical principles in ways that solve problems effectively through information-seeking and objective evaluation.

- **Communication Skills:** Communication skills are those capacities, which enable a person to express ideas orally and in writing in a clear, correct, concise and thoughtful style. The ability to listen carefully and to read with confidence and comprehension is included within these capacities.

- **Community Awareness (Global):** Community awareness refers to one's sensitivity to the socio-economic, political, cultural and ecological environment. Such awareness is extended to more global dimensions when it takes into account the multitude of nations, races, traditions, belief systems, values and lifestyles that constitute the world-wide community of humankind.

- **Respect and Tolerance for Others:** Respect and tolerance for others' social and ethical beliefs are demonstrated by attitudes of openness, empathy and good will toward all life styles and philosophies that do not infringe upon another person's freedom.

- **Teamwork and Collaboration:** Teamwork/collaboration involves one's ability to work effectively with others in common activity. An effective team member commits talents and resources to the common project or goal and contributes fully to its joint achievement.

- **Life-Long Learning:** A life-long learner is willing to update and upgrade skills periodically, to develop abilities and supplement knowledge long after a degree has been earned, and to subject concepts and formulations learned early to the test of continuing relevance later in life.

- **Knowledge Application:** Knowledge application refers to how a person translates theoretical or abstract concepts into practical applications. Such knowledge affects one's work, thinking, environment, social and family life daily.

- **Science and Technology Skills:** Science/technology skills are those aptitudes and competencies which enable one to utilize contemporary science and technology both in the workplace and in one's personal life knowledgeably and effectively. These skills are not necessarily those of an expert but are consistent with the level of scientific and technical development manifested in one's personal and professional environment.

2.1.2 Curriculum

The required curriculum for students in each grade level at ALIBI is described below:

9th GRADE CURRICULUM		10th GRADE CURRICULUM	
Courses		**Courses**	
English	1 credit	Geometry	1 credit
Algebra I or Math I	1 credit	History	1 credit
World Geography	1 credit	Physical Science	1 credit
Biology	1 credit	Spanish II or Mandarin Chinese II	1 credit
Physical Education	0.5 credits	English 10	1 credit
Spanish I or Mandarin Chinese I	1 credit	Physical Education	0.5 credits
Technology	1 credit	Health	0.5 credits
		Elective	0.5 credits
Additional Requirements		**Additional Requirements**	
Perform one community service project		*Complete one learning project based on research*	
Complete one presentation on project		*Complete one presentation on learning project*	
Begin Digital Learning Portfolio		*Continue development of Digital Learning Portfolio*	
		Perform one community service project	

11th GRADE CURRICULUM		12th GRADE CURRICULUM	
Courses		**Courses**	
English 11 (American Literature)	1 credit	English 12 (World Literature)	1 credit
Algebra II/Math II	1 credit	Trigonometry	1 credit
U.S. History	1 credit	Civics and Economics	1 credit
Spanish III or Mandarin Chinese III	1 credit	Spanish IV or Mandarin Chinese IV	1 credit
Chemistry and Lab	1 credit	Psychology	0.5 credits
Physical Education	0.5 credits	Consumer Education	0.5 credits
Multimedia Production (Tech)	0.5 credits	Business Internship	1 credit
Business Internship	0.5 credits		
Additional Requirements		**Additional Requirements**	
Complete one presentation based on internship		*Complete one presentation based on internship*	
Continue development of Digital Learning Portfolio		*Complete Digital Learning Portfolio*	
Begin preparing College Portfolio		*Complete College Portfolio*	

In the 9th grade, all students will begin the development of a digital portfolio that will highlight their projects, abilities and skills. During their first semester, students will learn some of skills needed for this on-going assignment, such as use of hyper-test markup language (html), basic website architecture, how to create and manipulate digital images and electronic extras like "Flash." Each portfolio will typically include:

- A cover page.

- A personal statement where students introduce themselves and provide links to other sections of the portfolio.

- Work samples from classes, projects, and internships, along with personal reflections on progress towards learning goals.

- Foreign language sections where students describe themselves, their family, and their community in either Spanish or Mandarin Chinese.

- A resume suitable for the work place.

- Contact information.

Thereafter, students will continue to develop their portfolios at each grade level, as they hone their skills.

Students will be required to meet each of the following requirements in order to graduate:

- All students will have completed the above core curriculum with a grade of C or better.

- All students will demonstrate proficiency on required standardized tests and assessments.

- All students will demonstrate proficiency in formal and informal assessments based on standards.

- All students will demonstrate proficiency in either Spanish or Chinese as a second language based on formal and informal assessments.

- All students will participate in a community service project.

- All students will participate in a business internship during the 11th and 12th grade.

- All students will do a multimedia presentation based on their project at the end of the semester in which their project was completed.

- All students will have completed a college portfolio by the end of 12th grade.

- All students will have completed at least 4 college visits before graduation.

Furthermore, ALIBI will require that students demonstrate proficiency in the following skills by the time they graduate:

- **Effective oral communication** based on a rubric and feedback from instructors, peers and mentors.

- **Reading with comprehension** based on formal and informal assessment.

- **Effective writing skills** based on a rubric and formal and informal assessment.

- **Effective use of current technological resources** based on usage, such as research and presentations.

- **Effective time management** (for example, use of a daily planner).

- **Appropriate social interaction** based on rubric, self- assessment and feedback from instructors and peers.

- **Presentation and public speaking skills** based on rubric, self- assessment and feed back from instructors, peers and mentors.

- **Proficiency in a second language** based on formal and informal assessments that will include writing, reading and speaking (in the case of foreign exchange students whose first language is not English, English language skills will be refined).

- **Research skills** will be demonstrated through written assignments, presentations, participation in discussions, etc.

- **Digital Portfolios** will be evaluated by rubric and feedback from educators, peers, parents and mentors.

- **College Portfolios** will be evaluated by rubric and feedback from educators, peers, parents and mentors.

- **Team work and collaboration** will be demonstrated through successful participation, interaction and completion of assignments, projects and presentations.

2.1.3 Curricular Focus and Methods of Instruction

While students will take classes based on the core curriculum that will taught in the tradition manner, when possible the project-based learning model will be used. This model allows for the synthesis and application of all areas of study.

A summary in *Edutopia* states: In project-based learning, students work in teams to explore real-world problems and create presentations to share what they have learned. Compared with learning solely from textbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;

- Increased self-direction and motivation;

- Improved research and problem-solving skills.

The following is an excerpt of the article, *New Skills for a New Century,* written by Bob Pearlman, and serves as a justification for Project Based Learning (PBL).

No matter how sophisticated the tools we put in classrooms, the curriculum designed to educate students to meet the new standards is sorely inadequate to help them after they leave school. In short, learning -- and schooling -- must be totally transformed.

"Today's graduates need to be critical thinkers, problem solvers, and effective communicators who are proficient in both core subjects and new, twenty-first-century content and skills," according to "Results that Matter: 21st Century Skills and High School Reform," a report issued in March by the Partnership for 21st Century Skills.

These include learning and thinking skills, information- and communications-technology literacy skills, and life skills.

Students of today enter an increasingly globalized world in which technology plays a vital role. They must be good communicators, as well as great collaborators. The new work environment requires responsibility and self-management, as well as interpersonal and project-management skills that demand teamwork and leadership.

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Enter project-based learning, designed to put students into a students-as-workers setting where they learn collaboration, critical thinking, written and oral communication, and the values of the work ethic while meeting state or national content standards.

In traditional classrooms, students typically work on simple assignments that emphasize short-term content memorization; they work alone, write for the teacher alone, and rarely make presentations. But don't confuse PBL with simply doing activities injected into traditional education to enliven things as a culminating event for a learning unit. Real PBL, by contrast, is deep, complex, rigorous, and integrated. Its fundamentals are fourfold:

1. *Create teams of three or more students to work on an in-depth project for three to eight weeks.*

2. *Introduce a complex entry question that establishes a student's need to know, and scaffold the project with activities and new information that deepens the work.*

3. *Calendar the project through plans, drafts, timely benchmarks, and finally the team's presentation to an outside panel of experts drawn from parents and the community.*

4. *Provide timely assessments and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking, and other important skills.*

One place where it's working is the New Technology High School, in Napa, California, a thoroughly PBL school since its launch in 1996. "We needed a new type of instruction that better reflected the goals we wanted each student to achieve, demonstrate, and document," says Paul Curtis, one of the original lead teachers at New Tech and now director of curriculum for the New Technology Foundation.

New Tech teachers build their instruction around eight Learning Outcomes -- content standards, collaboration, critical thinking, oral communication, written communication, career preparation, citizenship and ethics, and technology literacy -- which they embed in all projects, assessments, and grade reports. Instructors start each unit by throwing students into a real-world or realistic project that engages interest and generates a list of things they need to know. Projects are designed to tackle complex problems requiring critical thinking. The school's strategy is simple:

- *To learn collaboration, work in teams.*
- *To learn critical thinking, take on complex problems.*
- *To learn oral communication, present.*
- *To learn written communication, write.*
- *To learn technology, use technology.*
- *To develop citizenship, take on civic and global issues.*
- *To learn about careers, do internships.*
- *To learn content, research and do all of the above.*

Examples of projects include presenting a plan to Congress on solving the oil crisis, addressing economic issues as a team of the president's economic advisers, or inventing, under contract from NASA, new sports that astronauts can play on the Moon for exercise.

PBL gets even stronger when projects, and courses, fully integrate two or more subjects, such as English and social studies or math and physics.

At the MET/Big Picture Company network of small high schools, for example (see "High School's New Face," November/December 2004), the main component of every student's education is the Learn Through Internships program, in which students complete authentic projects with the guidance of expert mentors a minimum of two days a week. One student, for example, worked in a fish hatchery to learn about the industry and develop a business plan. Others helped repair racing cars. "I've learned a lot about cars and how math relates to the world," says student Clarence Wells, who worked at Gallant Racing Supply, in Oakland, California. "I'm taking a physics class, and that's tied in with the stuff I do here. I wrote a paper about aerodynamics, and I'm learning a lot about that."

.Good projects engage students on their own need to know in tackling complex problems and working in teams to generate solutions, products, and presentations. In every project, they touch all the bases the Partnership for 21st Century Skills considers fundamental outcomes of a successful PBL program.

Measuring Results How do we know PBL is working? Project- and problem-based learning doesn't work unless learners obtain feedback. Current assessments don't do the job. State testing and accountability are aimed at schools, not individual student learning, and reports are released once a year, after students have moved on to other teachers. Periodic assessments in managed curriculums mainly provide information to teachers. Students can't improve or become managers of their own learning without constant, real-time assessment and feedback, referred to in PBL instruction as assessment for learning, as opposed to assessment for school, district, or classroom accountability. (See "Healthier Testing Made Easy," April/May 2006.)

Assessment for learning starts with outcomes, proceeds with projects, products, and performances that map to the outcomes, and completes the loop with assessment and feedback to students.

Rubrics, or scoring guides, delineate the criteria. But they are not just a way for teachers to evaluate student work. In the best PBL classrooms, students see the rubrics when they start the project and deploy them as tools to both self-appraise their work in progress and direct their own learning.

Most schools give students a single grade for a course, often losing important data about their skills and abilities. At New Tech, by contrast, the grade report shows separate grades for content, critical thinking, written communication, oral communication, technology literacy, and any of the other Learning Outcomes appropriate for the course.

Tech in the Classroom

Many schools here and abroad are experimenting with one-to-one computing and finding the results lacking. This is due to a traditional curricular approach that fails to engage students as directors of their own learning. Project- and problem-based learning, by contrast, bring one-to-one computing to life.

Technology plays a critical role in supporting PBL environments. Equipped with their own computers and Internet access, for example, New Tech students can research any topic, communicate with experts and teachers, write journals and reports, develop presentations

with PowerPoint, video, and podcasts, and develop their Professional Digital Portfolio, demonstrating their mastery of the school's Learning Outcomes.

The PBL Challenge

PBL has one factor in common with traditional education -- it takes good teachers to make it work well. It's hard work designing effective projects, scaffolding activities, benchmarks, rubrics, and culminating products and events. And it's a challenge to manage the PBL classroom and orchestrate all phases of the project. But PBL leaves traditional education in the dust. It sets students to work on their own juices, as self-directed learners. It enables them to master state standards and a lot more.

Today's new efforts in PBL are fully standards based and methodologically sound and utilize some form of technologically based collaborative-learning environment to support these students-as-workers classrooms and schools.

New research demonstrates that PBL makes a difference. A recent study of eight New Tech graduating classes shows that 89 percent attended a two-year or four-year postsecondary institution, 92 percent applied some or a great deal of what they learned at New Tech to their postsecondary education or career, and 96 percent would choose to attend the school again.

NCLB tells students that mastery of core subjects will lead to success. By contrast, Thomas L. Friedman, author of the bestseller *The World Is Flat*, tells his daughters an updated version of the old eat-your-supper-children-are-starving story: "Finish your homework. People in India and China are starving for your job."

What do you tell your children, and your students? Just this: Globalization is flattening the world and challenging the United States as never before. Students here and in other advanced countries must move up the value chain and lead a new era of global cooperation as twenty-first-century learners.

Tell them this, too: You, students of today, need a lot more than core academic subjects. You need to also learn teamwork, critical thinking, and communication skills. Look for a school where you can do real-world projects, where you are given assessment and feedback on all the skills essential in this century, and where you and your fellow students are provided with the workspaces and technology tools to become successful citizens and [knowledge workers.

In order for project based learning to be meaningful and effective, ALIBI will provide administrative and educational staff professional development on an ongoing basis. Training will be provided to staff on the implementation of project based learning in the classroom.

2.2   EDUCATIONAL RESULTS

2.2.1   Measures for Measuring Academic Progress and Attainment of Educational Goals

Standardized tests are not the only way of gauging student achievement. Throughout the country, educators are using performance assessments to measure what students know and can do. These real-world evaluations include:

- Standards-based projects and assignments that require students to apply their knowledge and skills;

- Clearly defined rubrics (or criteria) to facilitate a fair and consistent evaluation of student work;

- Opportunities for students to benefit from the feedback of teachers, peers, and outside experts.

Feedback from various sources, as well as self-assessment is effective for continual growth in many areas. Some of the methods that will be used for assessment and feedback will include, but are not limited to:

- Video taping of students interacting in the learning environment, as well as doing presentations for evaluation purposes.

- Video taping of administrators and educators teaching and doing presentations for evaluation professional development purposes.

- Self-assessment feedback forms.

A rubric is a set of categories which define and describe the important components of the work being completed, critiqued, or assessed. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level.

Rubrics can also be guides for critiquing the effectiveness of media projects and for planning project designs, a tool for assessment used by teachers and students, and a process of establishing the essential goals and assessment criteria of multimedia projects in your class.

As an assessment tool, rubrics allow for complex critiques of multimedia projects, presentations, written reports, and other classroom work. Since the criteria for assessment is clearly defined, teachers and students share a common understanding of the project goals and criteria, and the various levels of completing the defined criteria. Rubrics also allow for various modes of assessment. Using the rubric, teachers can assess projects, student groups, or individual students; and student can use the rubric for self-assessment as individuals or in groups, and also for peer assessment.

Following are examples of rubrics that could be used by ALIBI for evaluating student work:

Example No. 1 – Rubric for Oral Presentation

Following is a rubric for assessment of a student oral presentation.

A. AWARENESS OF AUDIENCE AND SUITABILITY (MATCH OF MATERIAL AND PRESENTATION STYLE TO AUDIENCE)

Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
1. Information (Including Explanation and Instruction):			
Significantly increases audience understanding and knowledge of topic.	Raises audience understanding and awareness of most points.	Raises audience understanding and knowledge of some points.	Fails to increase audience understanding or knowledge of topic.
2. Persuasion:			
Effectively convinces an audience to recognize the validity of a point of view.	Point of view is clear, but development or support is inconclusive and incomplete.	Point of view may be clear, but lacks development or support.	Fails to effectively convince the audience.
3. Entertainment:			
Uses humor appropriately to make significant points about the topic consistent with the interest of audience.	Achieves moderate success in using humor.	Humor attempted but inconsistent or weak.	No use of humor or humor used inappropriately.

B. STRENGTH OF MATERIAL AND ORGANIZATION

Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
1. Content			
a. *Focus:*			
Purpose and subject are defined clearly; information and logic are self-consistent; (persuasive speech anticipates opposition and provides counter example[s]).	Has some success defining purpose and subject; information and logic generally self-consistent.	Attempts to define purpose and subject; has contradictory information and/or logic.	Subject and purpose are not clearly defined; muddled.
b. *Quality of material:*			
Pertinent examples, facts, and/or statistics.	Some examples, facts, and/or statistics that supports the subject.	Weak examples, facts, and/or statistics, which do not adequately support the subject.	Very weak or no support of subject through use of examples, facts, and/or statistics.

c. *Sufficiency:*

Conclusions or ideas are supported by data or evidence.	Includes some data or evidence which supports conclusions or ideas.	Includes very thin data or evidence in support of ideas or conclusions.	Totally insufficient support for ideas or conclusions.

2. Organization

a. *Introduction:*

Introduction has strong purpose statement which captivates audience and narrows topic.	Introductory statement informs audience of general purpose of presentation.	Introduction of subject fails to make audience aware of the purpose of presentation.	No introductory statement or introductory statement which confuses audience.

b. *Core:*

Topic is narrowed, researched, and organized.	Topic needs to be narrowed, researched extended and/or tightened.	Topics too broad, insufficiently researched, and/or haphazardly delivered.	Topic is general, vague, and/or disorganized.

c. *Closing:*

Audience informed, major ideas summarized, audience left with a full understanding of presenter's position.	May need to refine summary or final idea.	Major ideas may need to be summarized or audience is left with vague idea to remember.	Major ideas left unclear, audience left with no new ideas.

C. DELIVERY

Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)

1. Poise and Appearance:

Relaxed, self-confident and appropriately dressed for purpose or audience.	Quick recovery from minor mistakes; appropriately dressed.	Some tension or indifference apparent and possible inappropriate dress for purpose or audience.	Nervous, tension obvious and/or inappropriately dressed for purpose or audience.

2. Body Language:

Natural movement and descriptive gestures which display energy, create mood, and help audience visualize.	Movements and gestures generally enhance delivery.	Insufficient movement and/or awkward gestures.	No movement or descriptive gestures.

3. Eye Contact:

Builds trust and holds attention by direct eye contact with all parts of audience.	Fairly consistent use of direct eye contact with audience.	Occasional but unsustained eye contact with audience.	No effort to make eye contact with audience.

4. Voice:

Fluctuation in volume and inflection help to maintain audience interest and emphasize key points.	Satisfactory variation of volume and inflection.	Uneven volume with little or no inflection.	Low volume and/or monotonous tone causes audience to disengage.

5. Pacing:

Good use of pause, giving sentence drama, length matches allocated time.	Pattern of delivery generally successful; slight mismatch between length and allotted time.	Uneven or inappropriate patterns of delivery and/or length does not match allotted time.	Delivery is either too rushed or too slow and/or length does not match allotted time.

6. Presentation Aids:

Are clear, appropriate, not over-used and beneficial to the speech.	Are used and add some clarity and dimension to speech.	Attempted, but unclear; inappropriate or over-used.	None used or attempted.

Example No. 2 – Rubric for Evaluation of a Science Project

The following is an example of a rubric for evaluation of a science project with four components consisting of an experimental activity, research activity, written assignment, and an open activity, with Level 6 demonstrating the highest of level of proficiency/mastery.

LEVEL	Experimental Activity	Research Activity	Written Assignment	Open Activity
6	Is a student-developed design and demonstrates a high quality of data collection, qualitative and quantitative analyses, and conclusion. Insightful applications are included.	Establishes a clearly defined problem with exhausted evidence of research. The research is well organized, provides a summary and gives appropriate examples and applications. Insightful inferences are included.	Shows an excellent grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work.	Clearly shows excellent understanding of the scientific concept used and the concept is enhanced by the presentation style and media.

5	Is a student-developed design and demonstrates a very good quality of data collection, qualitative and quantitative analyses, and conclusion. Relevant applications are included.	Establishes a clearly defined problem with very good evidence of research. The research is well organized, provides a summary and gives appropriate examples and applications. Relevant inferences are included.	Shows a strong grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work.	Clearly shows strong understanding of the scientific concept used and the concept is enhanced by the presentation style and media.
4	Is a student-developed design and demonstrates a good quality of data collection, qualitative and quantitative analyses, and conclusion. Valid applications are included.	Establishes a clearly defined problem with good evidence of research. The research is well organized, provides a summary and gives appropriate examples and applications. Valid inferences are included.	Shows a good grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work.	Clearly shows good understanding of the scientific concept used and the concept is enhanced by the presentation style and media.
3	Shows basic skills in design, data collection, qualitative and quantitative analyses, and conclusion. Some applications are included.	Establishes a clearly defined problem with some evidence of research. The research is well organized, provides a summary and gives appropriate examples and applications. Some inferences are included.	Shows a basic grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work.	Clearly shows basic understanding of the scientific concept used and the concept is may be enhanced by the presentation style and media.
2	Shows little student-developed design and demonstrates little skill in data collection, qualitative and quantitative analyses, and conclusion. Few applications are included..	May define a problem with little evidence of research. The research is well organized, provides a summary and gives appropriate examples and applications. Few inferences are included.	Shows some grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work.	May show some understanding of the scientific concept used and the concept may not be enhanced by the presentation style and media.

| 1 | Shows little student-developed design and demonstrates little skill in data collection, qualitative and quantitative analyses, and conclusion. Applications are not included. | Does not establishes a problem with evidence of research. The research is poorly organized, and may not provide a summary, appropriate examples or applications. Inferences are not included. | Shows minimal grasp and understanding of the concept which is demonstrated through comparison of original and revised samples of the work. | Shows minimal understanding of the scientific concept used and the concept is not enhanced by the presentation style and media. |
| Activity Score | | | | |

Example No. 3 – Collaboration Rubric

Following is a rubric for assessment of a project requiring collaboration with other teammates.

Category	Beginning	Developing	Accomplished	Exemplary	Score
	1	**2**	**3**	**4**	
Contributes					
Researches & Gathers Information	Does not collect any information that relates to the topic.	Collects very little information - some relates to the topic.	Collects some basic information - most relates to the topic.	Collects a great deal of information - all relates to the topic.	
Shares Information	Does not relay any information to teammates.	Relays very little information - some relates to the topic.	Relays some basic information - most relates to the topic.	Relays a great deal of information - all relates to the topic.	
Is Punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
Takes Responsibility					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	

Category	Beginning	Developing	Accomplished	Exemplary	Score
	1	**2**	**3**	**4**	
Participates in Science Conference	Does not speak during the science conference.	Either gives too little information or information which is irrelevant to topic.	Offers some information - most is relevant.	Offers a fair amount of important information - all is relevant.	
Shares Equally	Always relies on others to do the work.	Rarely does the assigned work - often needs reminding.	Usually does the assigned work - rarely needs reminding.	Always does the assigned work without having to be reminded.	
Values Viewpoints of Others					
Listens to Other Teammates	Is always talking - never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Cooperates with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
Makes Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	
Total Score					

2.2.2 Electronic Data Regarding Academic Achievement

ALIBI plans to keep the electronic data for attendance, enrollment, results of mandatory standardized testing and other assessments, grades, and other information pertinent to the student and the school. Electronic data will be managed using educational administrative software developed by Rediker Software. Administrator's Plus is a student information software system that lets schools collect, manage and analyze whatever student information they choose to track. This program is integrated with both the Grade Quick teacher grade book and the Edline school web portal. Administrator's Plus has a modular design that can be adapted to schools of all sizes and grade levels. Additional compatible software can be added at later dates that is targeted to specific school programs and offices (school nurse, admissions, library, cafeteria, etc.) which would provide an integrated, school-wide system for records management.

2.2.3 Assessment Plan

The assessment plan includes both local measures and yearly standardized tests, as further described in the following subsections.

2.2.3.1 Local Measures

Local measures that ALIBI will use to assess student achievement of the school's curricular goals are summarized on the local measures matrix below.

Description		Description of Outcome (e.g. ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g. writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g. daily, weekly, monthly)	Students to Which Measurement or Assessment Applies (e.g. grade level)
Core Local Measures For All Years of School Operation:					
1	Literacy	Students will have the ability to read with compre-hension in all areas of study.	WKCE-CRT (grade 10); running records of reading/literacy skills; formal and informal assessments.	Literacy skills will be assessed on a daily basis.	Grades 9 through 12.
2	Mathematics	Grade 9: students will have the ability to solve simple equations by applying the following operators to isolate the necessary variable $+ \leftrightarrow -$ $\times \bullet \div$ $(\ )^2 \bullet \bullet$	Informal assessment Mastery tests Formal assessment WKCE-CRT (grade 10) ACT and/or SAT	Mathematics skills will be assessed on a weekly basis	Grades 9 through 12
		Grade 10: students will recognize graphs and equations involving circles, parabolas, ellipses, hyperbolas Tenth graders will pass WKCE-CRT			
		Grade 11: students will solve simple equations by applying the following operators to isolate the necessary variable $10x \leftrightarrow \log(x)$ $\bullet^x \leftrightarrow \ln(x)$ $(\ )^n \bullet (\ )^{1/n}$			

	Description	Description of Outcome (e.g. ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g. writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g. daily, weekly, monthly)	Students to Which Measurement or Assessment Applies (e.g. grade level)
2	Mathematics (continued)	Grade 12: Students will know basic trigometry identities: $\sin^2(x)+\cos^2(x) = 1$ $\sin(x) \bullet \cos(x) = \tan(x)$ Students will be able to solve complex equations by applying all of the operators to isolate the necessary variable.	Informal assessment Mastery tests Formal assessment WKCE-CRT (grade 10) ACT and/or SAT	Mathematics skills will be assessed on a weekly basis	Grades 9 through 12
3	Writing	In all grades students will have the ability to write clearly, concisely and with voice. In all grades students will have the ability to write clearly and effectively in the areas of math, science and technology.	WKCE-CRT (grade 10); writing samples; research papers and projects; ACT and/or SAT; formal and informal assessments; rubrics.	Writing skills will be assessed on a daily basis.	Grades 9 through 12.
4	IEP Goals	Special Education and regular education students will have the ability to demonstrate goals and benchmarks identified in their IEP.	Formal and informal assessment Rubric	IEP goals for Special Education students will be assessed as mandated by federal guidelines. IEP goals for regular education students will be assessed on a monthly basis	Grades 9 through 12.
Additional Local Measures beginning in 2nd year of School Operation:					
5	Employability Skills	Student will participate in a job interview. Student will participate in a internship.	Rubric	Employability skills will be assessed on a monthly basis.	Grades 10 through 12

Description		Description of Outcome (e.g. ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g. writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g. daily, weekly, monthly)	Students to Which Measurement or Assessment Applies (e.g. grade level)
6	Skills related to Verbal/Artistic Expression	In all grades the students will have the ability to speak clearly, concisely and confidence.	Rubric	Skills related to Verbal Expression will be assessed daily. Artistic Expression- N/A at this time.	Grades 9 through 12
7	Skills related to Civic participation	Student will have the ability to develop and carryout a meaningful community service project.	Rubric	Skills related to Civic participation will be assessed on a monthly basis.	Grades 9 through 12
8	Post Graduation Plan	Grade 11 and 12- will have the ability to design, complete and utilize their college portfolio.	Rubric	The Post Graduation Plan will be assessed monthly and as needed for completion.	Grades 11 and 12

2.2.3.2 Standardized Tests

ALIBI will comply with the following schedule for standardized testing of students in grades 9 through 12:

Grade 9

All 9th grade students will take all subtests of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students not ready for the ACT) in the same time frame identified by the State of Wisconsin Department of Public Instruction (DPI) for WKCE testing.

Grade 10

All 10th grade students will be take tests in reading and mathematics using the Wisconsin Knowledge and Concepts Examinations Criterion-Referenced Tests (WKCE-CRT). Student performance on these tests is reported in proficiency categories and used by the State of Wisconsin to determine adequate yearly progress (AYP) of students at the school.

All 10th grade students will also take all subtests of the PLAN within two weeks of taking the WKCE. These will include tests in English, Mathematics, Reading, and Science. The PLAN is the second in a series of two pre-ACT tests that will track student progress and identify students not ready for the ACT.

<u>Grade 11</u>

All 11th grade students will take the ACT and the SAT during the fall semester.

<u>Grade 12</u>

All 12th grade students who have not yet taken the ACT and/or SAT during 11th grade will be required to take the ACT and/or the SAT during the fall semester.

2.2.3.3 Self Assessment

Self-assessment promotes the development of responsibility for one's own learning. The following is a sample self-assessment recording form.

Sample Self-Assessment Checklist

Name _____ Date _____

Directions: For each statement below, answer *Yes, No*, or *Not Sure*, whichever is closest to your ideas about your own work. There is no right answer. Please answer as honestly as possible. Add comments if you wish.

1. Sometimes I don't know what to do when I start a problem.
2. I like mathematics because I can figure things out.
3. The harder the problem, the better I like to work on them.
4. I usually give up when a problem is really hard.
5. I like the memorizing part of mathematics best.
6. There is more to mathematics than just getting the right answer.
7. I think mathematics is not really useful in everyday living.
8. I would rather work alone than with a group.
9. I like to do a lot of problems of the same kind rather than have different kinds all mixed up.
10. I enjoy mathematics.
11. There's always a best way to solve a problem.
12. I liked mathematics when I was younger, but now it's too hard.

Put an X on this scale where you think you would belong:

I am not good at mathematics.											I am good at mathematics.

2.2.3.4 Performance Assessment

Performance assessment is the gathering of information about student learning based on

students' demonstrating what they can do. It values process as well as product and incorporates a variety of strategies, from observation to self-assessment.

Performance assessment is a powerful classroom tool because it:

- integrates assessment and instruction;

- may occur at any point during an activity;

- involves student and teacher collaboration;

- includes students in assessment and evaluation;

- values both process and product.

"Considerations for Designing Performance Assessment Tasks" (see below) and the two planning guides outlined on the right are all designed to help teachers plan for the effective incorporation of performance assessment, and will be utilized by staff at ALIBI.

Considerations for Designing Performance Assessment Tasks

What knowledge, skills, and attitudes will the students demonstrate?

How will this activity enhance the class curriculum?

Will the assessment of performance be formal or informal, structured or unstructured?

Who will design a structured activity?

- teacher
- teacher and students together through collaboration
- students deciding on the format and presentation as part of their project

How can the activity be developed?

- Consider individual or group involvement.
- Consider individual learning styles.
- Decide on materials, equipment and people.

What time factors may be involved?

Who will assess and evaluate the process and product(s)?

How will the process and product(s) be evaluated?

How can the information from the process and the product(s) be used for further

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evaluation, reporting, and planning instruction?

- self-assessments for conferences and portfolios
- reflecting on goals, revising action plans, setting new goals
- putting the task, with the evaluation criteria and products, in a portfolio

Planning Guide 1

Activity

- states clearly what is to be done

Preparation

- The knowledge and skills necessary to complete the activity are developed.
- A time line and evaluation criteria are established.

Guidelines for students

- developed with students to provide specific directions for successfully completing an activity (perhaps using a checklist)
- connected to the evaluation criteria

Evaluation Criteria

- basis for evaluation of process and/or product
- may incorporate opportunities for reflection, self-assessment, and peer-assessment

Variations and extensions

- Provide alternatives to include all students (special needs, ESL).

Planning Guide 2

Reason(s) for assessment

- Identify purpose and decision-makers.

Performance to be evaluated

- Specify the content and process focus of the assessment.

Select exercises and events

- Plan how students will demonstrate what they can do.
- Decide how the information about student learning will be gathered.

Performance rating plan

- Determine who is to evaluate.
- Decide on recording method.

2.3   OTHER ACCOUNTABILITY MEASURES

This section describes other accountability measures that will be utilized by ALIBI, including parent satisfaction, student satisfaction, attendance, parental involvement, community service, and business partner/mentor satisfaction.   ALIBI will report to the Charter School Review Committee via electronically transmitted reports and other methods agreed upon, through approval of the charter.

- **Parental Satisfaction** will be measured using various methods including but not limited to, parent surveys (paper or online), parent/ teacher conferences, monthly meetings for parents with administrators, teachers and students and referral of the school to others. Parent feedback is always welcome.

- **Student Satisfaction** will be measured using various methods such as participation in a climate survey (paper or online), and referral of other students.

- **Attendance** will be taken daily at the start of the morning session and at the start of the afternoon session, and will be documented on the student attendance card and electronically.

- **Parental Involvement** will be recorded on a dated sign in sheet and archived.

- **Community Service** is a requirement for all students and staff of ALIBI, as it is incorporated into the curriculum. A rubric will be used for assessment and hours will be logged and archived.

- **Business Partner and Mentor Satisfaction** will be measured through written evaluation forms and at meetings designed for that purpose.

Annual Student Plans for Graduation

Per CSRC requirements, each student will have an annual plan for graduation that includes the following:

- **Evidence of parent/guardian involvement,** which will be documented when parents attend meetings, conferences, participate in school events, volunteer, etc. and will become part of the student's portfolio.

- **Information regarding the student's post secondary plans,** which will be part of their college portfolio and will include information regarding their business internships, senior presentation, college visits, copies of college applications and acceptance letters, and information regarding research and projects.

- **A schedule reflecting plans for completion of the ALIBI curriculum requirements** (as outlined in Section 2.1.2).

2.4 QUALIFICATIONS OF TEACHING STAFF

ALIBI instructional staff will hold appropriate licenses or permits to teach issued by the Wisconsin DPI. At the time of application, ALIBI, has not hired any staff. Other than the qualifications required by the City of Milwaukee and DPI, the school is not imposing any additional requirements at this time.

The Employee Handbook (Attachment D) presents information on additional requirements. The Employee Handbook also includes:

- Qualifications to be met by persons employed by ALIBI

- Policies that ALIBI will follow in conducting background checks

- Hiring standards that ALIBI will apply with respect to persons who have been convicted of a felony or misdemeanor or who have had a relevant professional license revoked or suspended

Staff Evaluation/ Observations

Observations are intended to provide information on wider variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. In order to provide targeted feedback on teachers' work relating to performance standards, observations using the classroom observation form are conducted.

The minimum number of teacher observations varies by the teacher's contract status and experience.

SAMPLE TEACHER PERFORMANCE EVALUATION FORM

Teacher's Name: Position: School/Department:

Evaluator's Name: Position: School/Department:

School Year: 2007-08   Date:

Observation Dates/Time/Duration:

EVALUATION KEY: UL: Unsatisfactory and lack of satisfactory progress over time; **U** = Unsatisfactory;
1,2,3 – Low to high satisfactory performance range; **NA** = Not applicable or not observed

CURRICULUM AND INSTRUCTION

Planning and Preparation	UL	U	1	2	3	NA
1. Communicates high standards and and expectations to students.	☐	☐	☐	☐	☐	☐
2. Is up to date regarding curriculum content.	☐	☐	☐	☐	☐	☐
3. Effectively plans instruction.	☐	☐	☐	☐	☐	☐
4. Curriculum reflects State and CPS frameworks and learning expectations.	☐	☐	☐	☐	☐	☐
5. Effectively plans assessment of students' learning.	☐	☐	☐	☐	☐	☐
6. Monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments where appropriate.	☐	☐	☐	☐	☐	☐

Comments:

Instruction	UL	U	1	2	3	NA
1. Makes learning goals clear to students.	☐	☐	☐	☐	☐	☐
2. Uses appropriate instructional strategies.	☐	☐	☐	☐	☐	☐
3. Uses appropriate questioning strategies.	☐	☐	☐	☐	☐	☐
4. Evaluates, tries innovative approaches, and refines instructional strategies, including use of technologies, to increase student learning and confidence to learn.	☐	☐	☐	☐	☐	☐

2.5   ADMISSION PROCEDURES

ALIBI admission procedures are specified in the Parent/Student Handbook (Attachment S) as well as the Operations Manual (Attachment E). In admitting students, ALIBI will not discriminate on the basis of sex, race, religion, national origin, national ancestry, pregnancy, marital or parental status, sexual orientation or physical, emotional or learning

disability. ALIBI will serve at-risk students. One of ALIBI's stated goals is to have a student body and teaching staff that is reflective of the racial and ethnic makeup of the City of Milwaukee as a whole. The emphasis on languages and providing connections to students of various races and ethnic groups in schools in China, Central America, and Africa will also provide what may be a unique school environment in the Milwaukee area. Having a nondiscriminatory acceptance policy is consistent with and essential to this stated mission.

The specific procedures that ALIBI will use to achieve a nondiscriminatory admissions practice are described in Section 5.1 of the Parent/Student Handbook (Attachment S). The specific procedures that ALIBI will use to be inclusive of at risk students in our admissions are also described in the Parent/Student Handbook (Attachment S):

ALIBI is a public school and will provide a free and appropriate public education to all students who are enrolled. We do not discriminate in the enrollment process, and will make every effort to achieve a racial and ethnic balance reflective of the community we serve. However, we are currently developing strategies to attract target populations that include, but are not limited to, community outreach and recruitment based on demographic information available from the U.S. Census Bureau.

2.6 DISCIPLINARY PROCEDURES

The general approach to discipline is described in the Operations Manual (Attachment E).

Students are expected to follow the classroom rules, school rules, and rules listed in the Parent/Student Handbook (Attachment S). Teachers and administrators are responsible for ensuring that proper conduct and behavior is maintained by students in the classrooms, on school premises, on school buses and during school-sponsored activities.

A positive approach in the disciplinary measures shall be used, taking into account the dignity of the student, the seriousness of the infraction, and the need for positive motivation of students. The ultimate goal of discipline in the school is to develop an understanding of self-discipline that is necessary in our society.

Teachers must file a written report with the principal or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct. The principal or administrator will send a copy of this report to the student's parents within 24 hours, and a record of all disciplinary action will be placed in the student's cumulative file.

Detailed disciplinary procedures, including the grounds for such actions as suspensions or expulsions, are presented in Section 7.0 of the Student/Parent Handbook (Attachment S).

2.7 PLAN TO EDUCATE CHILDREN WITH DISABILITIES

ALIBI's detailed plan to educate children with disabilities is presented in Attachment T.

ALIBI's School Director has met with the Executive Director of the Center for the Deaf and Hard of Hearing to discuss possible services that could be provided by the Center for student's who may need their services. A meeting was also held with the Executive Director of Literacy Services in Milwaukee regarding possible services for ALIBI students.

A description of how ALIBI will adapt the curriculum, instruction, and assessment practices in the school for children with disabilities is presented in detail in the IDEA Manual (Attachment T).

Section 3.0
CERTIFICATIONS

Attachment R contains a signed and dated form certifying the following:

- That the Academy of Languages and International Business, Incorporated 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.)

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

- That the Academy of Languages and International Business, Incorporated will administer required state examinations. (State law requires charter schools to administer the state's examinations for fourth, eighth and tenth graders.)

- That the Academy of Languages and International Business, Incorporated is or will be nonsectarian.

- That the Academy of Languages and International Business, Incorporated 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.

- That the Academy of Languages and International Business, Incorporated 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.)

- That the Academy of Languages and International Business, Incorporated will abide by health and safety codes that apply to public schools, including immunization requirements.

- That the Academy of Languages and International Business, Incorporated is located in the City of Milwaukee.

- That the Academy of Languages and International Business, Incorporated is not a for-profit entity.

- That the Academy of Languages and International Business, Incorporated will abide by city requirements for access to records of a contractor with the city.

- That the Academy of Languages and International Business, Incorporated 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.

- That the Academy of Languages and International Business, Incorporated will submit the annual report required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

- That the Academy of Languages and International Business, Incorporated understands 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.

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

- That the Academy of Languages and International Business, Incorporated 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.