

# HIGH SCHOOL FOR INNOVATORS

## Charter School Application for 2007-2008 School Year

**Submitted by:**

Discovery World/Pier Wisconsin, LTD

**Submitted to:**

Ron Leonhardt, City Clerk  
City Hall, Room 205  
200 East Wells Street  
Milwaukee, WI 53202

**Date due:**

September 5, 2006

**Enclosed:**

Three copies of application

RONALD D. LEONHARDT  
CITY CLERK

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CITY OF MILWAUKEE

## CHARTER SCHOOL APPLICATION SUMMARY

Name of applicant: Discovery World/Pier Wisconsin, LTD

Address: 500 North Harbor Drive, Milwaukee, WI 53202

Phone number: 414.765.9966

Contact person: Paul Krajniak, Executive Director, Discovery World

Existing or new school: New

Proposed grade levels: 9-12

Proposed students: 200 (by year four)

Authorized to bind: Michael Cudahy, Founder and Chairman,  
Discovery World  
Frank Steeves, J.D., President,  
Pier Wisconsin, Ltd. Board

# High School for Innovators Charter School Application

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## SECTION I: SCHOOL OPERATIONS

### PERSON SEEKING TO ESTABLISH CHARTER SCHOOL

Paul Krajniak, Executive Director  
Discovery World/Pier Wisconsin, Ltd.  
500 North Harbor Drive, Milwaukee, WI 53202

***Please see Attachment A.***

## GOVERNANCE

### ***How HSI will be governed, including roles and responsibilities of those who will govern and manage the school***

The Discovery World Board is the governing board that has the fiduciary responsibility and the ultimate authority over the school. The Discovery World Board:

- Approves the budget and any borrowing of funds.
- Monitors the financial revenues and expenses.
- Approves membership of the School Board.
- Can appoint up to three members of the Corporate Board to serve on the High School Board.
- Appoints an agent (liaison) as a non-voting member of the High School Board. The agent attends the meetings of the School Board and of its Executive Committee.

The High School Board, a policy-making entity, has authority delegated through the bylaws of Discovery World and the bylaws of the High School for Innovators. Potential members are identified and recruited by the School Board then presented to the Corporate Board for final approval. Members will serve three year staggered terms. The High School Board:

- Develops, sets, approves and monitors policy for school operations.
- Recommends financial and organizational policies and policy changes to the Discovery World Board.
- Approves the hiring of the principal.
- Forms an Executive Committee composed of the Officers of the School Board of Directors, the Principal and the Agent of the Corporate Board. The Principal is an ex-officio member of the Executive Committee. The Executive Committee meets quarterly and as needed to monitor school progress.
- Has committees that support fundraising, marketing and official school functions (such as an expulsion review panel).
- Monitors compliance for submittal of required reports to chartering authority and other entities as appropriate.

The Discovery World Executive Director sets the vision for the education curriculum and the overall experience in collaboration with HSI personnel and designated others. The Executive Director:

- Fosters and promotes program collaboration between Discovery World and HSI as appropriate
- Supervises and evaluates the Principal and the Education Director.
- Serves as the agent of the Discovery World Board of Directors for DW and HSI

- Attends all High School Board meetings and Executive Committee meetings.

The Principal leads the development and implementation of educational programming for HSI and assures compliance with HSI policies and procedures. The Principal implements policies and directs day-to-day operations at HSI. The Principal:

- Assists in the development of and directs the implementation of the school curriculum.
- Hires, supervises and evaluates the school's faculty and staff.
- Works with the Executive Director and Discovery World Education Director to integrate Discovery World educational opportunities and resources into the school.
- Helps shape and maintain the HSI culture.
- Is responsible for development, implementation, and monitoring of policies regarding student behavior, academic progress, admissions, student recruitment, budgeting and reporting.
- Is responsible for completing and working with the Executive Director to submit the required reports to the chartering authority.
- Serves as the administrative for and liaison to the Parent and Community Advisory Board.

The Education Director is responsible for Discovery World's educational program. The Education Director:

- Works with the Executive Director to develop and implement educational programming for Discovery World.
- Hires, supervises and evaluates education department personnel.
- Partners with the Principal and Executive Director to integrate Discovery World programming and resources into the HSI curriculum.
- Serves as the administrator and liaison to the Education Advisory Council.

***Internal procedures for resolution of disputes relating to governance or management of school/policies/practices***

The School Board for HSI, responsible for developing, setting, approving and monitoring policy for all school operations, will also develop internal procedures for resolving issues and disputes, from faculty termination to expulsions. This policy will be more fully developed by the School Board in conjunction with the Principal.

***Method to ensure parental involvement and means by which school will report on results of this involvement***

- Parents/guardians will be expected to participate directly in the application process and formally endorse their child's application.

- There will be formal occasions at HSI for parents/guardians to gain insight on HSI and on their child's progress, including student presentations.
- There will be written progress reports provided to parents/guardians at least quarterly.
- Parents/guardians will be provided preferred access to Discovery World's public programming.
- Parents/guardians will receive general publications from HSI at least quarterly and from Discovery World as released.

***Please see Attachments B, C, D, E, S.***

## OPERATIONAL AND FISCAL MANAGEMENT OF SCHOOL

### **Organizational structure and responsibilities of management and staff**

The Principal, recruited by the HSI Planning Committee, provides vision and leadership, coordinates school administration and organization along with the Discovery World Executive Director and other directors and facilities personnel, provides financial and business management (particularly budgeting), and is responsible for pupil personnel and community relations. The Principal will also serve as Instructional Leader who directs the planning for all aspects of instruction. He or she will provide orientation for, supervision, and evaluation of all educators.

A Guidance/Admissions Counselor will oversee admissions and provide counseling to support and retain students.

Educators licensed in the core content areas of math, English, social studies, science, and special education will be recruited by Discovery World from area schools and businesses and will be hired by the Principal. Educators will promote accelerated learning and innovation among students while facilitating the students' mastery of DPI standards.

### **Fiscal management procedures**

Because Discovery World is ultimately responsible for the school and its financial obligations as the sponsoring organization, Discovery World will ensure through administrative oversight that the school is operating in a fiscally responsible manner. Several checks and balances will be in place to ensure that HSI remains a viable and financially healthy institution. These procedures are as follows:

- Fiscal management of HSI will be provided by the Discovery World comptroller, who will establish and maintain accurate fiscal records and reporting controls in accordance with generally accepted accounting practices and policies established by the Discovery World/Pier Wisconsin board for investment of funds.
- The budget process is critical to fiscal solvency. The operating budget will be developed by the school Principal and department chairs and presented to the Executive Committee for review. The budget must be approved by the Board of Directors before it can be adopted.
- The Principal submits monthly financial reports and reviews them with the Executive Committee.
- An annual independent audit will be conducted of the school.
- Any unbudgeted expenditures over \$1,000 must be approved by the Executive Committee.

HSI and Discovery World will have additional well-defined relationships. For example, HSI as a separate organization will pay a rental fee for facility use to



Discovery World, thus establishing a landlord-tenant relationship. These terms will be well-defined in an annually negotiated lease agreement. There are also times that contributions for the school will be solicited by or donated through Discovery World. All funds that come to Discovery World for HSI will be restricted for use by and for the school according to Financial Accounting Standards Board (FASB) regulations.

### **Internal controls procedures**

HSI management is responsible for establishing and maintaining a system of controls that provide reasonable assurance of:

- Effective and efficient operations, including the effective use of HSI resources
- Reliable, timely, and accurate financial information
- Compliance with applicable laws, regulations, policies and procedures
- Adequate safekeeping of HSI assets
- Accomplishing established goals and objectives for operations and programs

Periodically, or at least annually, the CFO, or designee, performs a documented self-assessment designed to measure the extent to which HSI internal controls are sufficient to provide reasonable assurance over ongoing operations and financial processes. In conducting the self-assessment, the following items are considered:

- Liquidity of HSI assets and the use of these assets in ongoing operations (i.e., cash flow)
- Personnel changes, particularly those that directly affect the security of operations and data
- Competency, integrity, and sufficiency of personnel, as reflected in performance evaluations
- Changes in the external regulatory environment, including the extent to which such regulatory changes affect HSI operations
- Changes in the internal operating environment, such as management turnover, changes in information technology capabilities, program and funding changes, anticipated changes in transaction volumes or changes in operating procedures
- Results of the most recent audit, including corrective action planned or required to be taken
- Requests for information, including those made by external sources as well as management requests, including the ability of HSI to respond to those requests
- Opportunities for HSI to expand or change current operations, including the extent to which such opportunities are likely to significantly affect HSI resources

The CFO, or designee, communicates the findings, results and recommendations developed in response to the completed internal control self-assessment, to Management and the Board of Directors. Such communication is timely so as to allow Management and the Board to address policy and procedure considerations required for the continuous improvement of HSI internal controls.

***Investment policies and procedures***

The High School for Innovators will follow the Discovery World investment policies and procedures. A synopsis is as follows:

All funds shall be invested and managed following the general standards of conduct required under the Uniform Prudent Investor Act, or such law as approved in the State of Wisconsin to direct the decisions of fiduciaries. An investment policy will be developed and periodically reviewed and updated to guide the investment committee as to the types of investments that should be maintained to achieve the desired results with the appropriate levels of risk. The primary investment objectives shall be the preservation of capital to maintain the current purchasing power of income and the accumulation of income.

Non-monetary gifts which require an acceptable administration effort and which produce net income resulting in a reasonable rate of return to the Fund, in relation to the rates of return available from other investments, may be retained if they fit within the investment guidelines established for this fund by the Endowment Investment Committee.

***Please see Attachments C, D, E, F, G, J, S.***

## BUDGET

### **Sources and uses of funds and basis/methods for revenue and expense estimates**

The revenue and expense estimates were developed in consultation with experienced educators on the HSI Planning Team. They included:

- Robert Plath, former Bay View High School Principal and Milwaukee Public School Administrator
- Dr. Spence Korte, former Superintendent of Milwaukee Public Schools and MPS Principal
- Carol Topinka, current Superintendent of the St. Francis School District and Nationally recognized expert in Special Education

Budget assumptions are as follows:

#### **Revenue:**

**Department of Public Instruction (DPI):** Discovery World will submit an implementation grant request to the DPI for support of the High School for Innovators. Based on preliminary conversations with DPI representatives and Discovery World's track record of success in securing and managing public sector grants, we feel confident we will meet the criteria to receive implementation dollars for the High School for Innovators.

**Charter Grant (DPI Student Reimbursement):** This budget assumes that we will have 100 full time students at a projected rate of \$7,500 per student.

**Title I:** The funding is calculated based on the number of students that we anticipate will qualify for receiving free or reduced lunch. To estimate the amount we may receive, we have used the dollar amount provided by planning team consultants from conversations with MPS and the anticipated 55 students who will be eligible. The Title I money is received as cash.

**Title 1 - V Funding:** These numbers are calculated using consultant-generated information from conversations with the Milwaukee Public Schools and multiplied by the number of full time equivalent students.

**Special Education:** Federal reimbursement rate of 28% of total special education costs. The estimated special education expenses are for special education teacher salary and benefits.

**Special Education flow-through:** We have estimated special education flow-through revenue based on anticipated receipts of approximately \$1,800 per student for an estimated 10% of the school's projected enrollment.

**Fundraising:** Discovery World will fundraise for estimated first-year school build out expenses and for on-going support of school operations, programs and services. Through our capital campaign efforts, we have identified several prospective foundations and individuals with an interest in the school. We have included conservative revenue projections based on what we believe to be achievable.

**Expenses:**

**(1) Administration Fee:** 3% in fees have been estimated for fees to the Chartering Authority

**(2) Rent/Leasehold:** Rent/leasehold fees are based on \$14.50 per square foot for 8,000 square feet of space in one of the City's most unique and valuable locations with access to exhibits, studios, and state of the art laboratories. Rent/leasehold includes school utilities, maintenance and housekeeping.

**(3) Build-Out Costs:** Build out fees are a one-time charge. Expense estimates include walls and floor covering installation as well as wiring, electrical and plumbing required to configure classroom space for the population we plan to serve. In subsequent years of operation, school administrative and instructional expenditures are as follows: 34% administrative and 66% instructional.

**(4) Debt Service:** This amount represents the possible interest we will pay on short term borrowing for cash flow during start up and year one operations estimated at \$350,000.

**(5) Consulting:** This dollar amount represents fees paid to consultants who will provide technical and curriculum support and on-going staff development assistance.

**(6) Administrative Personnel:** We have budgeted for the school Principal (.75FTE administration) who will serve as school administrator and instructional leader and one full time School Secretary. Discovery world staff will provide additional administrative and instructional support for the school on an in-kind basis.

**(7) Instructional Personnel:** Five (5) full-time teachers will work with the Principal (.25 FTE instructional duties) to develop and deliver classroom curriculum. One full-time Guidance/Admissions Counselor and one full-time Educational Assistant will support teachers. Additional instructional staff will be added in year 2 and year 3 to accommodate increased student enrollment. Discovery World strives to pay our employees a fair and equitable salary and benefits package. Our starting salaries coincide with those offered in the Milwaukee Public Schools.

**(8) Fringe Benefits:** Calculated at 30% of salaries. Discovery World, Ltd. shares the cost of health and dental insurance for all full-time employees as well as offering paid life insurance and a pension plan to all qualified employees.

### **Contingency plans for revenue shortfalls**

Discovery World will be able to provide bridge loans to the High School for Innovators in the case of revenue shortages. Shortfalls will be monitored carefully and staffing and other expense adjustments made to ensure that revenue and expenses remain balanced.

### **Students expected**

HSI will educate students between the ages of 14 through 21 living in the City of Milwaukee. First-year students will enroll as ninth or tenth graders with student-teacher ratios projected at 20:1. In its first year of operation, HSI will educate 100 students (50 freshmen and 50 sophomores). A class of 50 students will be added each year until, after three years, enrollment reaches 200 students in grades 9 through 12.

**See Attachments G, H, I.**

## FACILITY

### *Location and capacity of facility*

Primary classroom space for HSI will be located at the new and expanded Discovery World facility being built on the former Municipal Pier site on Milwaukee's lakefront. The new 120,000 square foot center will include 7,908 square feet of space dedicated to HSI staff and faculty located on the mezzanine level of the main Discovery World Building.

In addition, HSI students will have access to and utilize the broader Discovery World at Pier Wisconsin facility, including seven dedicated lab areas, two high definition digital production/presentation theaters, interactive exhibition areas, and fresh and salt water aquariums. A full cafeteria and lunchroom space accommodating up to 150 persons will be developed. HSI students will utilize the entire complex to support curricular activities and work with a variety of advanced digital communications technologies to enhance their learning experiences both in and out of the classroom.

The following are the exhibits that will be available as resources to HSI students:

- A new state-of-the-art automation exhibit called the **Rockwell Automation's Dream Machine**—turning ideas into reality.
- **Briggs & Stratton's Milwaukee Muscle**, an exhibit celebrating Milwaukee as a center for industry, manufacturing, automation, and innovation.
- **Johnson Controls' TechnoJungle**, where visitors will undertake a journey into innovation and technology by searching for the next great idea.
- **Wisconsin Energy's Energy & Ingenuity**, a hands-on exhibit that explores principles of energy from Newton to Einstein and beyond.
- **LifeJet City**, an entrepreneurial village where children and adults can turn knowledge into ideas, ideas into prototypes, prototypes into innovation and innovation into an exciting new product.
- **Health Satellite**, an exhibit providing a virtual medical academy where learners can explore modern medicine and health.
- **Milwaukee HIVE** (Hybrid Interactive Virtual Education), in collaboration with the Milwaukee Area Technical College (MATC), is designed to display new ways of modeling information, ideas and environments.
- **Innovation Labs**, are a series of nine distinct lab environments dedicated to developing innovators by educating young people about science, technology, and communication.
- **Reiman Aquariums**, fresh and salt water **aquariums, touch tanks** and **water science labs**.
- **The Challenge**, an abstraction of a historic schooner built in 1852 that sailed the Great Lakes, where visitors climb on board to hear maritime stories from master storytellers and learn the engineering and physics of sailing through hands-on demonstrations and exhibits.
- **Great Lakes Future**, an interactive 35' by 70' Great Lakes basin model.

- **Sea of Sustainability**, an exhibit that explores water in its "uncontrolled" state.
- **City of Freshwater**, an exhibit through which visitors are introduced to where their water comes from, how it maneuvers through their homes, and what happens to it when they get rid of it.

HSI students will also have the benefit of programming from the floating classrooms of the *S/V Denis Sullivan*. Multiple technologies will be used to conduct live real-time professional development and two-way interactive programs between the *S/V Denis Sullivan* and Dr. Robert Ballard and Mystic Aquarium's Institute for Exploration, connecting to classrooms and community participants via distance learning networks.

No plans exist to expand or alter HSI's facility in the near future because the space is being specially built for the school, meeting all its needs from the very inception.

**See Attachments K and L.**

## LIABILITY INSURANCE

As is true with current operations, the Discovery World Board will assume responsibility for maintaining all requisite insurance and indemnification required for operation of HSI per Chartering Authority. Discovery World currently maintains coverage that meets minimum standards required (Attachment N) and will ensure that all minimum requirements are in place for HSI prior to the schools opening in 2006.

Type	Minimum	
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	\$ 10,000
Umbrella (Excess liability)	Each occurrence	\$5,000,000
	General aggregate	\$5,000,000
	Workers Compensation	
	Injury-accident	\$100,000 each
	Injury-disease	\$100,000 each
Errors and Omissions	Auto Liability	
	Combined single limit	\$1,000,000 ea. occ.
	Aggregate	\$1,000,000

**Please see Attachment N.**



## **AUDITS**

Every year, HSI will retain an independent, outside author acceptable to the City Comptroller to conduct an annual audit of the school's, and the broader organization's, fiscal and administrative operations. The author will issue internal control and compliance records and an audit of financial statements in accordance with generally accepted auditing procedures and standards. The author will be a certified public accountant or organization employing the same. DW and HSI, along with the approved external auditor, will provide full access to all records and documents, and other pertinent information required of it by the Charter Review Committee including submission of the auditor's report within 90 days of the close of the organization's fiscal year.

***Please see Attachment O.***

## SECTION II: EDUCATIONAL PROGRAM

### DESCRIPTION OF EDUCATIONAL PROGRAM

#### **Background**

The need for an educational model to create a new generation of entrepreneurial innovators for Milwaukee has never been greater. Milwaukee can no longer afford a "brain drain" as its best and brightest move out of the area to other locales more conducive to their ambition. As the city attempts its transformation into a center of creativity, culture, and technological advances, it needs highly skilled, imaginative workers and leaders. The Discovery World High School for Innovators (HSI) will provide the city with a pool of innovators for its businesses, government, research centers and institutions of higher education.

At the same time, Milwaukee has a large population of students in poverty who oftentimes need to be taught in different, more non-traditional ways, in order to be successful. For instance, research has been conducted that shows that some students learn through multiple intelligences (auditory, tactile, and olfactory). The HSI model of education is an ideal format for reaching students who may otherwise have difficulties relating to traditionally-presented materials in the classroom.

HSI is a dramatic and much-needed departure from the traditional approach to educating young people. HSI proposes to wed the acquisition, acceleration and application of basic and advanced math, science, English and communications with hands-on projects and experiences. Students will be active partners in the planning and execution of their personalized education plans. These dynamic plans will be the basis for moving students forward at their own pace and in their own direction. In short, each student will "co-own" his/her education with instructors and mentors. This approach is rare in public education; it puts both the tools and the responsibility where they belong – with the individual student.

HSI students, then, will learn what they need today – *practical life skills for making good life choices and for exploring their passions* – and what they will need in the future to solve challenges and think innovatively. Specifically, HSI graduates will:

- Have their choice of educational, cultural, business, or entrepreneurial options, including scholarships at universities, job offers, opportunities to found their own businesses, etc.
- Have a powerful effect on their world through their skills and abilities, the presentation of their ideas and work, the composure and assurance in their choices and decisions, the profound effects of their actions, etc.

- Be experienced in the practice of social, educational, cultural, scientific, technical, or financial innovation.
- Be prepared to innovatively meet the challenges in 2025.
- Become part of a pool of young creative innovators in Milwaukee by 2025.
- Be dedicated to the concept of sustainability.

### **Vision**

HSI will provide experience-based learning opportunities focused on innovation that lead to multiple forms of wealth – social, educational, cultural, or financial.

### **Mission**

HSI is dedicated to helping young people become the scientific, economic, technological, and social leaders of tomorrow through the practice of innovation. The school will engage today's youth of any background and prepare them for the future by developing the confidence, skills, and experience by which they can transform their lives and the lives of others.

### **Concept**

HSI is founded on the principle of educating through innovation and entrepreneurship. It is based on the pioneering work Discovery World Museum has conducted in educating school-aged students and youth for twenty-five years. HSI is dedicated to providing students with a personalized environment in which they take charge of their own studies through project management and personal assessment. They are encouraged to accelerate their studies while meeting basic requirements.

HSI will provide a learning environment focused on exploring and practicing innovation as the defining skill necessary for survival and success in an unknown future. Discovery World believes that only by balancing the insight gained from innovative practice with the concrete practical living skills needed today, will students be prepared to face the future.

*Innovative, professional, creative, experiential, and entrepreneurial* are words that describe the culture of HSI. The school will be a hub for "learning through doing", where every opportunity for exploration is a chance for students to create change and take charge of their world. The school's culture differs from that of other institutions in that it confidently prepares students for the unknown world of the future rather than for the world of yesterday or today.

### **Emphasis on innovation**

Innovation is the introduction of invention or the creation of new combinations of ideas, discoveries, systems, products or services that have profound effects on our economy, society, or self. Innovation is one of the driving forces in our society

and is considered the specific tool of entrepreneurs, whether they specialize in scientific, educational, societal, or business-related fields. The study of innovation – profoundly central to HSI – awakens the entrepreneurial individual and allows him or her to recognize or create and seize opportunities. HSI students will employ the key principle of prototyping to develop their ideas and concepts, make them real, and test and revise them to achieve the desired result. Specifically, HSI will employ four broad lenses through which students can view innovation and structure their learning:

- **Innovation and Design:** problem solving and failure; idea generation and play; drawing as a second language; design processes and methods; passion identification and personal wealth; prototyping and model building; natural systems and biomimicry
- **Communication and Community:** writing, digital literacy, and publishing; group dynamics and frames of mind; modeling and visualizations; city systems and planning; society and markets; language, codes, and puzzles; history of change agents and tipping points
- **Skills and Tools:** materials and methods; tool competency and conceptual models; project and time management; case studies and critique; spatial measurement; ergonomics and anthropometrics; mapping time and space
- **Research and Measurement:** library and Internet techniques; access to professionals; perception, experience, and psychometrics; decision making and discrimination; history of habitation and clothing; measurement, surveying, and scale; market forces and the economy

### ***How HSI's vision, mission, concept and emphasis on innovation are grounded in research***

Discovery World's vision is inspired by individuals like Robert Ballard, the scientist and underwater explorer who discovered the wreckage of the Titanic and who also wondered where all the young American scientists were. Therefore, after receiving an outpour of letters (16,000 in two weeks) from children after he found the Titanic, he created the Jason Project ([www.jasonproject.org](http://www.jasonproject.org)), which allowed middle school students to go on "virtual explorations." Ballard, a key partner with Discovery World in providing distance learning opportunities, claimed that all kids are natural scientists, *if they are inspired*. To quote Ballard: "Any (one) can tell you kids are fired up with curiosity," he says. "The first question they ask is why? Our job is to capture that natural curiosity and turn it into a lifelong passion for learning." Because of the Jason Project (now celebrating its 15th anniversary), more than 12 million kids have explored the ocean floor, mapped wetlands, and discovered sunken ships and treasures, thanks to the power of technology.

Discovery World's foundational vision and mission are both supported and based upon this integral role technology plays in education, incorporating student-

based projects, creative applications and an interdisciplinary approach that connects children to the world of which educational material is composed. By encouraging children to creatively explore their own environments, they develop essential skills that help them to succeed and advance in education, society and life. One of these quantitative research examples is found in the Union City Interactive Multimedia Education Trial of 1993-1995 Summary Report (CCT Reports: 3, 1996), prepared by Margaret Honey and Andrés Henríquez of the Education Development Center,

Through the "unique blending of comprehensive school reform, technological innovation, and corporate sponsorship" the predominately Latino, New Jersey inner-city school district and community of Union City was cited by the President as a model for educational excellence and national inspiration in 1996. In 1995 the unique efforts underway in Union City were recognized with a \$1.5 million grant from the National Science Foundation to fund *Union City Online: An Architecture for Networking and Reform*.


Yet, in 1989, Union City had been placed among New Jersey's special needs districts. Therefore, the school district decided to develop a five-year development plan, which produced a curriculum that supported the development of thinking, reasoning and collaboration skills throughout the disciplines. Students "learned by doing"—demonstrating their proficiencies through carrying out projects and utilizing new technological educational investments, such as books, multimedia resources and computers, with the assistance of Bell Atlantic-New Jersey and the Education Development Center's (EDC) Center for Children and Technology.

The technology trial was first implemented in September of 1993. Computer and other technological materials were supplied and maintained for 135 seventh-grade students and their teachers at the Christopher Columbus School and also as these students continued their education at Emerson High School.

### **Academic goals**

HSI will accelerate or propel students into the future as confident and competent participants in their personal growth and the growth of society. HSI is founded on the principle of educating through innovation and entrepreneurship, and is based on the pioneering work Discovery World has conducted in educating young people for twenty years.

At HSI, educational activities and learning experiences occur in the context of everyday life at the intersection of the built world and the natural world. Students learn what they need today – practical life skills for making good life choices and exploring their passions – and what they will need in the future, solving the challenges of sustainability while acquiring wealth through innovation. Students accomplish this by exploring the practice of innovation and entrepreneurship through the lenses of science, economics and technology. They engage in




personally meaningful real projects to affect a change toward their growth as well as a sustainable future for their community.

HSI is dedicated to providing students with a personalized environment. Students take charge of their own studies through project management and personal assessment, and they are encouraged to accelerate as fast as desired while meeting basic requirements.

Each student has a committee of learning mentors that includes parents, educators, professionals and personal advisors who help the students reach their educational and personal goals.

Objectives for every student are individually set within the general frame of becoming a successful innovator who may go on to advanced study or seek to develop entrepreneurial activities in science, technology or engineering.

### **Curriculum**



The curriculum at HSI is unique in many ways. HSI will specialize in the practice of innovation, entrepreneurship and creativity in the areas of science, economics, technology, and sustainability. Instruction will be based on intensive and immersive activities in real-world experiences, relying on Personalized Education Plans for every student. HSI students will balance their educational activities between group and team learning and individualized self-paced personal learning – all while remaining *mobile*:

- **At Discovery World.** Students will have access to Discovery World at Pier Wisconsin's state-of-the-art facilities and resources, including laboratories, interactive exhibits, theatres and video studios, a replica Great Lakes schooner and traveling classroom and lab, and education programs for visitors. They will also benefit from the Center's partnerships with research centers, businesses, organizations and schools (including Rockwell Automation, Milwaukee Area Technical College, Metro Milwaukee Association of Commerce, YMCA, and University of Wisconsin-Milwaukee).
- **In the real world.** The real world is both the world young people traditionally inhabit (the city, neighborhoods, parks, etc.), as well as the world generally off-limits to young people (businesses, workshops, manufacturers, universities). These are the spaces young people explore and work in while attending HSI. This is where students begin to rehearse for a bright future and impact the world.
- **Through virtual environments and distance learning technologies.** Virtual environments allow HSI students to practice self-directed learning. Distance learning and interactive communications technologies let them participate in interactive learning experiences through which they are connected with professionals in other locations.

Unlike other schools, HSI will develop a **Personalized Education Plan (PEP)** for each student through the efforts of the school's educational leaders and each student's advising committee, a group of learning mentors that includes parents, educators, professionals, and personal advisors who help the students reach their educational and personal goals. The PEP is designed as a guide and tool to assist students through educational and personal development throughout their high school years. Objectives for every student are individually set within the general frame of becoming a successful innovator who may go on to advanced study or seek to develop entrepreneurial activities in science, technology or engineering. The curriculum allows students to accelerate their studies as quickly as they desire to meet foundational basics yet leaves adequate time for advanced and personally-directed activities. PEPs will focus on three interdependent aspects of students' education: HSI-based instructional direction, exceeding DPI requirements, and meeting the individual student's personal goals and objectives. The objective of this educational approach is to infuse the student's study of innovation and real world learning with activities and experiences that develop the whole child. **(Please refer to Section V for student vignettes that highlight PEPs in action.)**

As students learn, progress and are monitored via their PEPs, they will embrace the following **disciplines**:

- Science, including biology, physics, chemistry, and environmental science
- Math, including algebra, calculus, and statistics
- Engineering and design
- Business and entrepreneurship, including economics
- Social sciences, including world and United States history, geography, political science, and anthropology
- English and communications, written and visual

In addition, through HSI's unique emphasis on innovation, during junior and senior years, students will be able to put their academic mastery to **work in the field**, studying and personally experiencing issues such as:

- Environmental systems
- Land and resources
- Technology systems
- Human systems
- Structures
- Product development
- Economic sustainability
- Communication

Through this intense hands-on learning, inside and outside the classroom, HSI students will develop the following **foundational skills and 21<sup>st</sup> Century Workforce Competencies**:

- Reading and research
- Writing
- Oral and visual presentation
- Basic math, including geometry and algebra
- Drawing, graphics, and still and moving image creation and manipulation
- Three-dimensional modeling
- Sound recording, design and manipulation
- Basic tool, hardware, and software use
- Project and time management
- Business history and economics
- Design process, prototyping, and engineering fundamentals
- Problem solving
- Analysis
- Critique
- Decision making and discrimination
- Use of the scientific method
- Presentation skills
- Aesthetic judgment
- Building, making, and designing objects, systems, or processes

HSI's curriculum is ultimately supported by the following tenets, which compose the school's **core philosophy**:

- Education can be based on inner motivation, self-development, or extrinsic mission, and can help students clarify or select from multiple choices or opportunities.
- Education can be dedicated to producing tangible things – products, works of art, or services. All of these are part of the marketplace, and prepare students for the real world.
- Education can explore the built world, nature, and marketplace culture and how they interconnect and affect each other.
- Education can be centered on individual learning programs customized for each student. Each student can work with a team of educators, professionals, and parents to create a personal education and development plan.
- Education can help students learn, employ and master adult and masters-level skills and techniques, including time and project management, negotiation, rapid prototyping, case method study, and peer critique.

This philosophy is based on the following **premises**:

- Knowing how to use knowledge is important, but creating with knowledge is vital.
- Technology does some things well, like assist in planning, facilitating certain forms of communication, and doing and explaining repetitive things.
- Studying the tools of creativity in every area of endeavor can lead to understanding how to use knowledge.



- Learning how to learn and learning how to teach helps students understand how to build knowledge architecture.
- Classes and activities that give the advantage of showing how to apply knowledge gained can be designed.
- Focus can be shifted to the time students spend outside of school as part of their education in order to build on students' personal interests.
- DPI standards can be met and exceeded while providing a multitude of opportunities and options that prepare students for college, trade school, business ownership, and apprenticeship.

Incorporation of these philosophical tenets into the development of HSI's curriculum – as well as organization and instructional strategies – **will result in a school** in which:

- Students learn through doing. Each opportunity for exploration is a chance for students to create change and take charge of their world.
- The curriculum is based on the concept that innovation crosses techniques that are applicable to discreet subjects and fields of study.
- Learning is based on praxis. Elective and directed personal and group projects and explorations help educate the whole child.
- Assessment is tied to interaction with the world outside of school.

### ***Method of instruction***

HSI will employ a variety of methods to deliver to students the curriculum described above. These methods of instruction include:

- Lecture and demonstration in the classroom
- Small group work and group and team projects
- Self-directed studio, workshop, and laboratory work
- Utilization of actual and virtual reference libraries
- Fieldwork (bio/techno/social)
- Internships at local businesses and organizations
- Peer and community project, portfolio, and development review
- Public presentation or implementation of students' project results

The use of these methods in combination with individual attention, mentoring, and counseling occurring in a risk-tolerant, experimental environment will improve the educational outcomes for the urban youth attending HSI. The HSI student community consists of the potential innovators, educational, creative and entrepreneurial achievers, and undirected creative "troublemakers" who seek to identify their passions, channel their efforts, and develop the skills and practices of innovation for their personal growth. These students are supported and encouraged by learning mentors who share the task of encouraging, educating, and providing rich opportunities for students to succeed. They will have the opportunity to engage in personal growth, regardless of economic and cultural background, to make a difference in community and local business, to become more successful as measured by corporate and education talent

scouts, to access tools, concepts, resources, and people not available at any other school in Wisconsin.

### **Research that supports HSI's approach to educating children**

Lee Shulman, the president of the Carnegie Foundation for the Advancement of Teaching, once commented that, "The first influence on learning is not what teachers do pedagogically, but the learning that's already inside the learner."

Discovery World's mission is essential at this point in the current United States educational environment. According to *Closing the College Participation Gap: A National Summary*, conducted by the Education Commission of the States' (ECS) Center for Community College Policy (CCCP) and largely based on 2000 U.S. Census Bureau data, there is a great need to increase participation in high school populations and post-secondary access, particularly among underserved and disadvantaged populations. This study outlines the risk of U.S. education attainment, based on its findings that the U.S. is lagging behind other industrial countries in college participation, while current gaps in college participation and attainment based on age, race-ethnicity and income suggests a growing number of people may be at risk of losing educational access due to poor academic achievement, low aspirations, inaccessibility and affordability. The profile concludes that the "true meaning of access is that all prospective students will be prepared for college, be able to afford the costs of attendance and be successful in achieving their learning goals." According to this study, for low-income students, only 23.1% will graduate high school and enroll in college within a year.

Supporting the national and state findings of this profile, Milwaukee's largest school system is also challenged with high drop-out rates, lower-than-desired high school graduation rates and the need to enhance student academic achievement, while a significant amount of the students are considered economically "disadvantaged." Seventy-two percent of the students enrolled in MPS are also eligible for free or reduced lunch. Yet, despite this difficult situation, Discovery World's contextually-based curriculum—designed and developed with help from students and educators from the Milwaukee Public Schools—and its project-based technological approach, has supported students from the Milwaukee community to already experience success with our program.

Discovery World created an educational program entitled THE EDGE: A 21<sup>st</sup> Century Learners Challenge program that represents the organization's capacity to achieve its educational potential and mission. In 2004, 48 Bay View High School 9<sup>th</sup> and 10<sup>th</sup> graders completed THE EDGE, a twelve week training program conducted on consecutive Saturday mornings during the spring 2004 academic semester, followed by paid summer employment opportunities at Discovery World where selected students were trained to work as community educators. The EDGE program curriculum is designed to provide students opportunities to explore new careers, further their interest and skills in math, science and technology and to develop important communication, leadership

and workplace readiness skills. Twenty-six of the 48 students who completed the program were "at risk" based on MPS guidelines for low income status. Seventy-six percent of EDGE participants' math grades and 81% of participants' science grades increased or stayed the same during the comparison period. Educators from the school expressed that the program made a substantial contribution to the education of the students that participated and also noticed a significant positive change in students' attitude, motivation, leadership abilities, and social behavior, as well as improved relationships with both peers and staff. Fifteen youth of the 20 who were offered summer employment opportunities were "at risk," and 95% of these 20 students successfully completed their training and employment. In 2005, Discovery World ran the second stage of the EDGE program with similarly impressive student achievement results.

Each of these prototype programs described above demonstrated significant positive results for students, particularly those at risk. They serve as the basis for and evidence of the positive results that can be achieved with the proposed curriculum platform and educational methodology that will be utilized to enhance student achievement at HSI.

There are smaller examples supporting Discovery World's methods of innovative learning and collaborative education ( see Boaler, J. (2000). Exploring Situated Insights into Research and Learning. *Journal for Research in Mathematics Education*, 39 (1), 113-119). For example, summarized in the March 31, 1999, "Mathematics for the Moment, Or the Millennium?" published in *Education Week (XVIII)*, Jo Boaler, who is presently Professor of Mathematics Education at Stanford University, conducted a small research study on two schools in England. The two schools were similar in disposition of factors, such as race/ethnicity, gender and socioeconomic status and also scored similarly on initial tests. Yet, the factor Boaler emphasized was the different teaching approaches between the schools: one favored instructional and testing-based teaching (the textbook school), while the other endorsed open-ended projects and a variety of methods (the project school).

Over a three-year period, Dr. Boaler monitored groups of students at both schools, from the age of 13 to age 16, and watched more than 100 lessons at each school. She interviewed the students, gave out questionnaires, conducted various assessments of the students' mathematical knowledge, and analyzed their responses to Britain's national school-leaving examination in mathematics.

At the end of the three-year period, the students had developed in very different ways. One of the results of these differences was that students at the project school opposed to the textbook school attained significantly higher grades on the national exam. On the national examination, three times as many students from the heterogeneous groups in the project school as those in the tracked groups in the textbook school attained the highest possible grade. The project approach was also more equitable, with girls and boys attaining the different grades in equal proportions.

Boaler concluded that this result was "not because these students knew more mathematics, but because they had developed a different form of knowledge." She noted that, at the "textbook school," the students were motivated and worked hard, they learned all the mathematical procedures and rules they were given, and they performed well on short, closed tests. Yet, Boaler claimed:

...various forms of evidence showed that these students had developed an inert, procedural knowledge that they were rarely able to use in anything other than textbook and test situations. In applied assessments, many were unable to perceive the relevance of the mathematics they had learned and so could not make use of it. Even when they could see the links between their textbook work and more-applied tasks, they were unable to adapt the procedures they had learned to fit the situations in which they were working. (34)

The British students in the textbook school were themselves aware of this problem, as the following description by one student of Boaler's experience of the national exam shows: "Some bits I did recognize, but I didn't understand how to do them. I didn't know how to apply the methods properly."

When Boaler asked students at the two schools whether mathematics was more about thinking or memorizing, 64% of the textbook students chose memorizing, compared with only 35% of the project-based students. The students at the project school were less concerned about memorizing rules and procedures, because, Boaler claimed, they were confident they could think about different situations and adapt what they had learned to fit new, immediate and demanding problems.

Supporting Discovery World's emphasis upon the importance of connectivity between presentation and method, the synthesis of community and classroom, child and world, Boaler argued that, in real-world situations, these students were disabled and disadvantaged in two ways. She claimed that these students were not only unable to use the math they had learned because they could not adapt it to fit unfamiliar situations, but they also could not see the relevance of this acquired math knowledge from school for situations outside the classroom. "When I'm out of here," said another student, "the math from school is nothing to do with it, to tell you the truth. Most of the things we've learned in school we would never use anywhere." Students from this school reported that they could see mathematics all around them, in the workplace and in everyday life, but they could not see any connection between their school math and the math they encountered in real situations.

Discovery World's curriculum emphasizes the Personalized Education Plan, which gives attention to each child's particular needs, so that no one is left out of the collaborative process of learning. This curricular approach gives each child the support and ability to actively pursue interests, apply their knowledge and connect both aspects to the greater world. For the objective of Discovery World's educational approach is to infuse the student's study of innovation and

real world learning with activities and experiences that develop the whole child. A child's learning is based upon intensive and immersive activities found in real-world experiences, relying on personalized education programs for every student. Students will balance their educational activities between group and team learning and individualized self-paced personal learning, while actively learning by applying their knowledge in the world they live within. Connecting the world of parks and neighborhoods to businesses, universities and manufacturers is a way in which Discovery World promotes continuous learning that cannot be contained within a classroom.

Utilizing Discovery World at Pier Wisconsin's state-of-the-art facilities and resources, including laboratories, interactive exhibits, theatres and video studios, a replica Great Lakes schooner and traveling classroom and lab, as well as community resources, such as Rockwell Automation, Milwaukee Area Technical College, Metro Milwaukee Association of Commerce, YMCA, and University of Wisconsin-Milwaukee, this project-based and connective curriculum will ensure that each child is given the environment and support to explore and learn. For we are inspired by Leon Lederman, the Nobel Prize-winning physicist, who once said that science teaching cannot be fixed or elitist because, as he puts it, "All kids are born scientists. A scientist is someone who asks questions, and kids ask questions. They have those embers of curiosity. You blow on the embers, they get hotter and hotter, until finally they erupt into a flame of passionate interest in the world."

## EDUCATIONAL RESULTS

### ***Measuring (and rationale for) academic progress and educational goals***

HSI offers students an innovation-based curriculum. The effectiveness of the school will be measured against outcomes related to the development of innovation among individual students. These include the number of students that:

- Successfully define personal goals and objectives based on interests and passion identification
- Successfully prototype and develop products for the marketplace
- Work effectively with a professional firm, corporation, or company
- Start up a business or enterprise

The effectiveness of the school will also be measured against conventional benchmarks such as graduation rates, attendance rates and standardized test results. However, the mission of HSI is to turn students into active innovators; many measures of this goal are qualitative, long-term in nature, and will require follow-up assessment. Examples of these outcomes include college entrance, business start-up and apprenticeship.

Program performance will be evaluated using quantitative and qualitative measures based on student performance and the goals and objectives set by HSI. Quantitative assessment will be based on the collection of data that are measurable in numbers or other units. Examples include graduation rates, attendance, academic achievement, and project completion rates.

To track these data, HSI is thoroughly investigating two options and will make a decision based on efficiency and cost-effectiveness. HSI will either contract the work out to Milwaukee Public Schools or CESA 1, agencies that have systems in place that may be helpful in addressing HSI's needs. Or, HSI will implement an integrated system such as PowerSchool or a similar system. (PowerSchool, a web-based student information system from Apple, provides real-time information to all stakeholders over the Internet. Administrators get the most accurate information to make more effective decisions; teachers gain timesaving administrative tools; parents gain immediate access to their children's grades; and students can track their own progress.)

Qualitative assessment includes information that is expressed in words and reflects people's perceptions. Examples of qualitative data collection techniques include document review, observation and interviews. Students, parents or guardians, and staff will be interviewed to collect qualitative data about the success of the school.

Criteria for success will be developed by staff and from research on successful alternative models of high schools nationwide. Areas to be assessed include, but

are not limited to: curriculum, instruction techniques, assessment strategies, school communication with the community, leadership, and school culture. Program evaluation data will be reviewed and, where appropriate, incorporated into an improvement plan on an annual basis. Program evaluation data will be shared with faculty, staff, chairs, students and parents.

Student performance will be assessed through a combination of performance-based and standardized measures:

- **Performance-based assessment.** Students analyze problems or issues, synthesize information and apply information to a new situation. Students demonstrate abilities, transfer their knowledge and perform to quality standards.
- **Educator-generated assessment.** Students are assessed with a range of educator-developed tools. These assessments take a variety of forms but address HSI outcomes.
- **Standardized assessments.** Student performance is based on group normed or criterion-referenced components. Normed tests allow students to assess how they performed compared to a normed group. Criterion-referenced tests allow students and teachers to assess how well they mastered specific content or skills.

Yearly standardized tests HSI will administer include but are not limited to:

<b>Grade</b>	<b>Test</b>	<b>When Administered</b>
9	TerraNova Reading and Math	Oct/Nov
10	WKCE	Oct/Nov
11 & 12	TerraNova Reading and Math	Oct/Nov

In addition to the above standardized tests administered at the school, HSI will encourage students to take the ACT and/or SAT college entrance exams during the spring of students' junior year or the fall of senior year.

Students will also complete self-assessment by maintaining a portfolio of work. Work products will be maintained in individual portfolios that document a student's demonstration of competencies: problem solving, analysis, critique, decision-making, aesthetic judgment, presentation skills, use of scientific method, and designing objects.

Effective assessment will be achieved as educators, staff, chairs and professionals develop criteria for student achievement outcomes. These criteria and outcomes will be used to evaluate students across a number of assessment modes.

But, it is also evident from program descriptions and representative sample student examples that the educational program will not be "business as usual," as represented in so many traditional high school agendas.

HSI will be recruiting some of the best and brightest teachers to provide the operational leadership for developing learning experiences that scaffold toward the development of tomorrow's innovators. They will have primary responsibility for developing appropriate learning experiences and related classroom assessments.

This will be done with the support and guidance of nationally recognized experts. Discussions are currently underway with the Education Development Center (<http://www.edc.org>) to establish the parameters for a formal partnership. Additional exploration will also include the National Foundation for Teaching Entrepreneurship (<http://www.nfte.com>), an experienced group that is engaged in parallel experiences. The emerging work of the Partnership for 21<sup>st</sup> Century Skills (<http://www.21stcenturyskills.org>) will also serve to inform educational program development at HSI.

The collective work of groups like these, coupled with the guidance of a panel of regional and national experts, will assure the development of a continuum of educationally-sound learning experiences that will help shape tomorrow's innovators.

HSI will report all data per our contractual obligations to the Charter School Review Committee. Specifically, we will construct a timeline that provides the CSRC with the required data in a timely manner, while developing a memorandum that outlines HSI's obligations for data gathering and reporting. Led by Paul Krajniak with assistance from the Principal, HSI will report progress objectives both fiscally and academically, facilitate any site visits, seek the approval of and work with the chartering authority if the need arises for a contract change or stipulation. Items that may be submitted to the CSRC include (but are not limited to):

- Copies of reports submitted for grants
- Results from surveys completed by families of HSI students
- Profiles of staff expertise
- Lines of credit or loans
- Certificate of Insurance
- Occupancy permits
- Notification of Change
- Student enrollment
- Student attendance
- Examples/highlights of PEPs and field work experiences
- All accounting and procedures manuals and policies



## OTHER ACCOUNTABILITY MEASURES

### *Parent/guardian involvement*

The HSI Parent and Community Advisory Board invites all HSI parents (or guardians) of enrolled students to join. The group is intended as an advisory team that provides input to the school; assists in resolving parent/student/school issues; organizes parent volunteers; helps plan and participate in school events; and assists in the development of personalized instruction for students.

Parents and guardians remain the most important partners in students' education, and their involvement is essential to HSI's success. Their participation in the development and educational activities of the school helps ensure the overlapping of education and real life. Their support helps set the stage for their children's future.

HSI promotes the responsibilities of parents and guardians upon a child's enrollment, as well as throughout a student's tenure at the school. Responsibilities include the following:

- Communicate to your children that you, as parents, have high academic expectations of them, and that you believe in their ability to achieve success.
- Promote prompt and regular attendance, provide written explanations for absences and tardiness, and inform the school of changes in address, telephone numbers, and emergency contact information.
- Observe state law, which requires all students to be immunized against certain diseases.
- Attend parent conferences and participate in HSI's Parent Advisor Group.
- Provide an environment for home study and learning that will help foster your children's best academic and behavioral performance in school.
- Familiarize yourself with discipline guidelines outlined in the parent and student handbook. Discuss these guidelines with your children and encourage their compliance.

Parents and guardians are introduced to HSI with an initial interview with the admissions committee. They are routinely invited to conferences and student presentations throughout the school year, and are surveyed during meetings of the Parent Advisor Group as well as through on-line resources.

Each term, parents and guardians – along with their children – are asked to read, understand and agree to codes of conduct and expectations.

All students will complete four units of English, three of college-preparatory mathematics, science, and social studies and two of a foreign language. Parents will be regularly kept apprised of student progress toward graduation through parent-teacher conferences and guidance reports. Through the

students' PEPs, post-secondary plans will be developed with teachers and guidance counselors. These plans can include but are not limited to enrollment in a college, university or trade school, securing of an apprenticeship or internship or the starting of a business.

## QUALIFICATIONS OF TEACHING STAFF

### *Qualifications of Principal*

HSI believes that it is crucial to have an educational leader who reflects the talent and skills to manage effectively. This individual must: be able to set the vision of HSI and move all stakeholders toward the vision; possess the talent to develop the culture necessary for all to learn; have the skills to ensure an organized learning environment; be able to collaborate with diverse groups in order to mobilize all resources; possess the utmost level of integrity and ethics; understand the context in which the school community resides; and have a strong educational foundation.

These standards detailed were developed and endorsed by the Interstate School Leaders Licensure Consortium. The consortium consists of the state of Wisconsin and 23 additional states. We at HSI will advertise, interview and select our principal based on the following criteria:

- **Standard 1:** The Principal is the educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Standard 2:** The Principal is the educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development.
- **Standard 3:** The Principal is the educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.
- **Standard 4:** The Principal is the educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Standard 5:** The Principal is the educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- **Standard 6:** The Principal is the educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- **Standard 7:** The Principal has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

### ***Qualifications of staff***

HSI plans to compile a dynamic, experienced teaching staff to help meet the needs of its diverse student body. Following are the criteria HSI will employ when hiring teachers:

- **Standard 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Standard 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- **Standard 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Standard 4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- **Standard 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Standard 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Standard 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.
- **Standard 9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- **Standard 10:** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

### ***Staff evaluation***

Staff will be evaluated based on the aforementioned standards that will be utilized during the hiring process. (***The teacher evaluation form can be found in Section V of this application.***) Each area to be evaluated will directly correlate to the standards; the number after each performance area relates to the specific standard(s) it addresses.

## ADMISSIONS REQUIREMENTS

### *Admissions policy*

HSI is open to any City of Milwaukee youth between the ages of 14 and 21 regardless of gender, race, religion, national origin or ancestry, marital status or parental status, pregnancy, sexual orientation or physical, emotional, or learning disability.

Prospective students are asked to meet the following requirements to help ensure their success at HSI:

- Submission of proof of completion of 8<sup>th</sup> grade or its equivalent.
- Written recommendation or referral from middle school principal, teacher, or social agency.
- Student must write a letter describing why he/she considers HSI to be the appropriate learning environment for him/her.
- Attendance at an orientation meeting.
- Upon acceptance, student and parent or guardian must agree to accept and embrace HSI academic requirements and school policies for involvement and behavior.

### *Fairness of policy*

Simply put, HSI is open to every student wishing to attend, which means that our admissions policy is fair, open and welcoming.

The HSI assessment plan (following) does not dictate whether or not a student is accepted to HSI, but instead will serve as a helpful tool for parents, faculty and students to determine if HSI is a good fit for the child. It will help set high expectations for the HSI experience and gauge if extra support may be needed for a student to succeed.

- Principal will assess commitment of the student's parents/guardians and how this commitment will support the student's ability to succeed at HSI.
- Guidance/Admissions Counselor will assess the student's goals and needs and how they can be served by HSI.
- Educational Representative (discipline specialist) will assess the student's ability to succeed academically at HSI.
- Senior Student Representative (following year three) will assess the student's ability to succeed socially at HSI.

### *How admissions policy relates to school's mission*

HSI's admissions policy directly mirrors the school's mission. In order to help young people (of any background) transform their lives and the lives of others, HSI must welcome these young people as students. HSI's student body will include

students who have not succeeded at other schools, and HSI is dedicated to helping them succeed by implementing new and creative ways to educate them.

### ***Children with special needs***

Again, HSI's admissions policy is not discriminating toward any child, including those with special needs and disabilities. HSI is open to all students.

### ***A balance of ethnicity, race and at-risk children***

HSI is confident that the student body will reflect a racial and ethnic balance because our recruitment program, which will draw from the City of Milwaukee, inherently targets a wide variety of children representing different racial, ethnic, socioeconomic and high-risk backgrounds.

HSI's recruitment plan will target prospective students who possess an interest in learning – especially through creative and innovative thinking in the areas of science, economics, and technology. Prospective students will come from the City of Milwaukee. HSI will identify them through a number of lead generators:

- Area school principals, teachers, and counselors
- Community organizations (Scouts, YMCA/YWCA, social agencies, etc.)
- Pre-teen and teen alumni of Discovery World programs and their parents or guardians
- Family visitors to Discovery World/HSI events, open houses, and presentations
- Student participants in science fairs, art contests or exhibits, theatrical performances, forensic and debate meets, and technology-centric summer programs run by other organizations

In order to secure the prospective students identified through the above lead generators, HSI will engage in recruitment activities including:

- Neighborhood canvassing
- Visits to middle schools, especially those with strong science specialties
- Brochure drops and information sessions at various community organizations
- Meetings with area school principals, teachers, and counselors
- Media promotion
- School-based information on the Discovery World website
- Promotional activities at Discovery World

Because parents play an important role in determining where their children attend school, recruitment efforts will address both parents and students, in order to be successful.

HSI will accept 100 qualified 9<sup>th</sup> and 10<sup>th</sup> grade students for the 2007-2008 school year. HSI will recruit an additional 50 freshmen for the 2008-2009 school year, and will continue with this recruitment process until the targeted enrollment of 200 students is reached and an appropriate wait-list to accommodate attrition is in place.



## DISCIPLINARY PROCEDURES

### ***System of discipline***

The HSI system of discipline is built on personal accountability, which is understood to mean:

- Recognition that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the HSI community as a whole.
- As opposed to being excluded, individuals should have the opportunity to repair harm done and restore relationships whenever possible.
- The HSI community should help to build personal responsibility by helping individuals develop internal control and motivation.
- The HSI community should maintain boundaries and limits that preserve the safety and integrity of individuals and the community.

The HSI system of discipline operates in a manner where staff and students work together to establish "self-correction" of most discipline issues. However, when safety and the establishment of an environment conducive to learning are threatened by continued disruptive behavior, additional punitive measures may be taken.

### ***Code of responsibility***

The HSI code of responsibility for students includes the following key components:

#### **Respect:**

- Conduct yourself with consideration for yourself and others.
- Use appropriate language, both verbal and non-verbal.
- Respect the racial, gender, language, sexual, cultural and religious differences of others.
- Settle differences in a non-violent manner.
- Dress in clothing appropriate for the environment.

#### **Responsibility:**

- Be to your assigned area on time.
- Be responsible with all materials and books.
- School property assigned to you is your responsibility. If lost or stolen, make arrangements for payment.
- All assignments are to be completed on time and should demonstrate your best effort. Your work affects other on your team.
- Take responsibility for what you do by accepting both positive and constructive criticism.

## Rules:

- **Smoking:** Smoking is not permitted on Discovery World property. This rule also applies to all school activities and functions.
- **Fighting:** Involvement in a fight will result in all parties being suspended from school. Students who incite a fight or encourage others to fight will also be suspended.
- **Threats:** Any student making a threat, direct or implied, will be subject to discipline.
- **Assault:** Students who assault a staff member or student will be disciplined.
- **Sexual offenses:** Wisconsin law provides severe penalties for any person (minor or adult) who sexually assaults another person.
- **Weapons:** Weapons of any kind are not permitted while on Discovery World's property or while representing Discovery World.
- **Gambling:** Gambling is not permitted while on Discovery World's property or while representing Discovery World.
- **Vandalism:** Students who vandalize, deface or damage, either accidentally or intentionally, Discovery World property will be subject to discipline and payment to cover repairs.
- **Alcohol/Drugs:** The possession or use of alcoholic beverages or illegal drugs while on Discovery World's property or while representing Discovery World is a serious breach of the student code.
- **Radios, tape/CD players, cell phones, electronic games and scanners:** (A policy is needed and will be developed by the school community.)

## ***Disciplinary procedures***

Teachers, counselors, administrators and other school personnel may take disciplinary action against HSI students who break the rules.

- **Conference/Intervention:** Students will be counseled (starting with his/her teacher) to improve behavior. This may be followed by a parental intervention, counseling with the guidance counselor, and/or meetings with the principal.
- **Suspension:** A suspension is a temporary removal from the school. Suspensions are determined by the Principal or the Principal's designee. Suspensions are for one to three days. Students who are suspended are not allowed to be on Discovery World property or to attend any event sponsored by Discovery World. (There will be an appeal process for suspensions.)
- **Expulsion:** Expulsions are limited to the most serious of offenses. (HSI is in the process of determining exactly what offenses constitute an expulsion.)

## ***Due process for suspensions***

The Principal/designee will conference with the student suspected of violating the student code of conduct. After the conference the Principal/designee will make a decision whether or not to suspend the student. In emergency situations, the Principal/designee may suspend the student without a conference if the

Principal/designee determines that letting the student remain in school may lead to a dangerous situation. In all cases of suspension, the student's parent/guardian will be notified via phone call and in writing.

1. The Principal/designee informs the student of the allegations.
2. The student admits the violation, and the Principal/designee determines what disciplinary action is appropriate.
3. If the student denies the allegation, the Principal/designee will explain the evidence resulting in the allegation.
4. Give the accused student a reasonable opportunity to state his/her version of the incident.
4. After reviewing the evidence from all sides, the Principal/designee will determine whether a suspension is warranted. If the Principal/designee decides the student did not commit the infraction, the issue is closed. If the Principal/designee decides the student did commit the allegation, and if a suspension is justified, the student will be issued a suspension notice detailing the time, day, length and reason for the suspension.
5. The student will receive a copy of the suspension to take home. A copy will be mailed to his/her parent/guardian. The Principal/designee will also phone the parent/designee regarding the incident.
7. Information detailing how the parent/guardian may reinstate the student will also be included in the letter and/or phone call. This may include a parent conference.
8. A suspension becomes part of a student's school record.

### ***Due process for expulsions***

This level of discipline is reserved for criminal acts and/or the most serious breach of the school rules. During this process, the student will be suspended for 15 days. The expulsion process will be conducted in that timeframe. An expulsion notice will be mailed to the parent/guardian of the student. State statutes related to expulsion are 119.25 and 120.13(1).

1. A pre-expulsion hearing will be convened. The guidance counselor and three teachers will meet in private with the student and the student's parent/guardian. If the student is a special education student, the special education teacher will also be part of the committee.
5. At the pre-expulsion hearing, the Principal will present all documentation regarding the incident or incidents.
3. The student may have legal representation and will be given an opportunity to address the allegations.
4. Following this meeting, the committee will meet in private to determine if an expulsion is warranted.
5. If the decision is reached to not expel, the committee may recommend interventions to improve the student's behavior.
6. If the committee recommends expulsion, the student will be referred to the board for a hearing.

7. The board will conduct an expulsion hearing. The student may request the hearing to be in private. Once hearing all evidence regarding the incident, the board will vote to determine whether or not to expel the student. Minutes of the expulsion hearing must be kept.
8. If the student is expelled, the board will also determine the length of the expulsion.

No school district is required to enroll a student during his/her expulsion from another school or district.

### ***Discipline procedures for students with disabilities***

The Individuals with Disabilities Education Act (IDEA) 1997 encourages the use of proactive measures to prevent discipline problems. It places an emphasis on positive strategies and interventions to address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others. Local education agencies have a responsibility to address proactively the behavioral needs of children with disabilities by working to change the behavior, rather than by relying solely on exclusionary practices. If a child's behavior impedes his or her learning or the learning of others, the child's Personalized Education Plan (PEP) team must consider, if appropriate, positive behavioral interventions, strategies and supports to address the behavior. The goal is to systematically address inappropriate behavior with interventions that are based on data gathered through the process of functional behavioral assessment.

The IDEA permits school officials to maintain a safe learning environment for all, but also includes protections to prevent abuses that could lead to the inappropriate exclusion of children with disabilities. If school personnel believe that a child's program and placement are inappropriate, they can work with the parents through the PEP team process to develop an appropriate program and placement that will meet the child's needs and ensure a safe and appropriate learning environment for all. If parents and school personnel, through the PEP team process, agree about a proposed placement for a child with a disability, the special education rules concerning disciplinary removals do not need to be used. The child must, however, continue to be provided a free appropriate public education.

State law permits suspensions from a school for up to five school days. State law also permits suspensions of up to 15 school days when a notice of expulsion hearing has been sent. When initiating a suspension of a child with a disability, a local educational agency must consider whether the suspension would result in a change of educational placement. A suspension of more than ten consecutive school days results in a change of educational placement. A shorter suspension that is part of a pattern of removals totaling more than 10 cumulative days during the school year also may result in a change of educational placement. Generally, a local educational agency may not suspend a child with a disability if the suspension would constitute a change of educational placement *unless* the PEP team first determines that the misconduct is *not* a

manifestation of the child's disability. Before expelling a child with a disability, the PEP team and other qualified professionals must first determine that the behavior subject to expulsion is *not* a manifestation of the child's disability. The local educational agency should maintain a record of the PEP team's deliberations and findings. If the team believes additional evaluations are necessary in order to determine whether the child's misbehavior is a manifestation of the disability, then evaluations should be performed prior to any such determination. If the PEP team concludes that the behavior is a manifestation of the child's disability, the child may not be expelled. However, the child's PEP and placement may be modified, as appropriate, through the PEP team process. If the PEP team determines the behavior for which the child is being expelled is *not* a manifestation of the child's disability, then the school board may expel the child in the same manner as a child without a disability. *However, the local educational agency may not cease providing a free and appropriate education to the child during the period of expulsion.* The agency must continue to provide services necessary to enable the child to progress appropriately in the general curriculum and appropriately advance toward achieving PEP goals. The child's PEP team determines the extent of the services. Therefore, the team must review the child's PEP and placement, as needed, to ensure the continued provision of services to the child.

Legal References: Section 120.13 Wisconsin Statutes Chapter 115, Subchapter V, Wisconsin Statutes Gun Free Schools Act 1994. Individuals with Disabilities Education Act 18 USC 921 (a) (3).

### ***Appealing a suspension***

A parent/guardian may appeal the suspension to the Principal. The Principal will review the case examining the evidence, the severity of the offense, and the prior record of the student. The Principal's decision is final.

### ***Role of parents in discipline***

In addition to the aforementioned roles that parents assume in the discipline of their children, they are asked to read, understand and sign HSI rules of conduct upon their children's enrollment at HSI and periodically throughout their children's time at HSI.

## PLAN TO EDUCATE CHILDREN WITH DISABILITIES

### **Background**

HSI is committed to serving students in the City of Milwaukee, including those with disabilities. HSI must abide by federal and state (Wisconsin Act 28) special education laws and regulations because it is a public school.

For charter schools, the federal laws (and their regulations) that have most relevance for implementing special education are the Individuals with Disabilities Education Act (IDEA); the Elementary and Secondary Education Act (ESEA), recently reauthorized as the No Child Left Behind Act (NCLB); Section 504 of the Rehabilitation Act of 1973 (504); the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA).

Section 504 specifically prohibits discrimination solely on the basis of disability to public and private programs and activities that receive federal financial assistance. These civil rights laws cover children who attend charter schools in the same way as children in any other public school.

Copies of these laws or regulations are available on the Internet:

- IDEA: Revisions to the IDEA were enacted in December 2004. A copy of the law (P. L. 108-446) can be downloaded as a PDF at [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108\\_cong\\_public\\_laws&docid=f:publ446.108.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_public_laws&docid=f:publ446.108.pdf).
- The regulations related to IDEA can be accessed in the Code of Federal Regulations online at [http://www.access.gpo.gov/nara/cfr/waisidx\\_99/34cfr300\\_99.html](http://www.access.gpo.gov/nara/cfr/waisidx_99/34cfr300_99.html). Note: This link is for the 1999 version of the IDEA regulations that will be revised during 2005-2006. They remain in effect except for any item that has been changed by the IDEA amendments of 2004. (Note: State special education regulations are available on most state websites.)
- NCLB: Links to the law, regulations and policy guidance are available online at <http://www.ed.gov/about/offices/list/oese/legislation.html#leg>.
- 504: Regulations can be found online at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#D>.
- ADA: Regulations and technical assistance are available online at <http://www.usdoj.gov/crt/ada/publicat.htm>.

The 2004 amendments to IDEA continued to affirm that students who attend charter schools are covered under this law. The law makes specific references to

charter schools: children with disabilities who attend public charter schools and their parents retain all rights under IDEA. Charter schools are included in the definition of an LEA when they are established as LEAs by state law. A charter school that is its own LEA (HSI) is responsible for ensuring that the requirements of IDEA are met unless state law assigns that responsibility to some other entity. Charter schools that are LEAs cannot be required to join with other LEAs to establish joint eligibility for funds. Charter schools that are their own LEAs are specifically included in eligibility to access the resources of an LEA risk pool for high need children with disabilities.

The mission and vision of HSI readily supports serving students with disabilities. HSI recognizes the individuality of each student and will develop a personal education plan to help students achieve their academic, creative and vocational goals. This plan will not take the place of a disabled student's legally required Individual Education Plan (IEP), but rather will be supplemental to it. HSI will have a project-based "hands-on" curriculum; an approach to learning that often leads to success for students with disabilities.

### ***Legal identity***

The exact nature of a charter school's identity for purposes of special education is important because, under federal requirements, a LEA has many more programmatic and financial responsibilities than a school that is only a part of a LEA. While the state is ultimately responsible for the education of all its resident children, states delegate responsibility to LEAs, e.g., states typically assign the responsibility to their LEAs for providing a free appropriate public education (FAPE). In addition, LEA status determines how funds for special education will flow to the charter school.

The place a charter school occupies in the public education system depends on the charter school's legal identity, usually referred to as a charter school's LEA status. The state charter school law or other state policy that is legally binding assigns this LEA status. An LEA is usually defined as an entity that has responsibility for the education of all children who reside within a designated geographical area of a state. Charter schools do not completely fit into this definition since they are schools of choice and have responsibility only for students who are enrolled in the school. Yet, the Individuals with Disabilities Education Act (IDEA) and its regulations specifically include charter schools in the definition of an LEA: "a public charter school that is established as an LEA under State law" [34 CFR Â§300.18].

The HSI is a separate charter school in that it is its own LEA and, therefore, has full responsibility for special education.

### ***Funding and reporting requirements***

Special education will be funded from the per student dollar allocation, categorical reimbursement and with IDEA flow-through funds. Charter schools

that are their own LEAs are specifically included in eligibility to access the resources of an LEA risk pool for high need children with disabilities.

HSI will be responsible for reporting Local Performance Indicators as required by the Department of Public Instruction and for completing a budget application to secure IDEA funding. Special attention will be given to those indicators that apply specifically to high school students with disabilities. **(See attached State Performance Plan, Targets and Goals in Section V.)**

### **Space and facilities**

The location of HSI is in compliance with the Americans with Disabilities Act and is characterized by universal designs that allow full access for all people with disabilities to the entire Pier Wisconsin site. Space will be designated for conducting student evaluations and PEP meetings, storing confidential records, delivering individual services, and storing specialized equipment. **(Please see Attachment T.)**

### **Human resources**

HSI's general education teaching staff and an appropriately licensed special education teacher will deliver special education services. CESA I will provide related services that are required by the PEP including, but not limited to, occupational and physical therapy, school nursing or health services, consulting services and other related services required by students' PEPs. HSI will contract with a licensed school psychologist (Dr. Rebecca Ribar) and a licensed diagnostic special education support teacher (Ms. Diana Krumenauer), who will design a process for the referral and identification of students with disabilities. They will also perform necessary diagnostic work for initial and recurring student evaluations. The HSI will contract with the same diagnostic support teacher and school psychologist two days a month. These consultants will be on site those days to provide professional development on IDEA, consultation to staff on delivery of special education services and to answer any questions pertaining to special education and Section 504. **(Please see Attachment T.)**

### **Curriculum and assessment**

A student with disabilities who attends HSI will be provided instruction that enables the student to progress appropriately in the standards based general education curriculum along with non-disabled peers and to advance toward achieving PEP goals. Charter schools are subject to the same Title I accountability requirements as other public schools and are required to participate in the state's assessment system for public schools. The participation of students with disabilities in such assessments is covered in the IDEA and requires the following:

- Students with disabilities must be included in state and district-wide assessment programs with appropriate accommodations if necessary.



- Alternate assessments must be provided for those children who cannot participate in state and district-wide assessment programs, even with accommodations.
- The IEP for all students with disabilities will specify how they will participate in state assessments.

### **Service provision**

HSI will designate a LEA or local education agency representative who will review the service provisions in the Individual Education Plans (IEPs) of all incoming students who have been identified as disabled under IDEA. The LEA will also attend all IEP meetings to ensure that recommended services for students with disabilities can be delivered at HSI.

HSI's teaching staff and an appropriately licensed special education teacher will deliver special education services. CESA I will provide related services that are required by the IEP, including, but not limited to, occupational and physical therapy, school nursing or health services, consulting services and other related services required by students' IEPs.

HSI will implement a process for the referral and identification of students with disabilities. HSI will also contract for diagnostic services from CESA I when necessary. Students who are referred for a suspected disability will be evaluated using nondiscriminatory and valid assessments instruments, and in accordance with state and federal law. (**Please see Attachment T.**)

### **Professional development**

The designated LEA will attend monthly meetings of the Regional Service Network (RSN), a CESA I network of local directors of special education. The RSN disseminates information on special education best practice, legal requirements, and professional development opportunities. Attendance at this meeting will ensure that the LEA has access to current information. The HSI special education teacher will attend CESA I professional development training and attend other classes or conferences deemed necessary to meet the needs of students with disabilities who attend the HSI.

The above named consultants will be on site two days a month to provide professional development on IDEA, consultation to staff on delivery of special education services and to answer any questions pertaining to special education and Section 504.

### **English Language Learners**

A plan has been developed to assist students whose primary language is not English. (**Please refer to Section V for a copy of this plan.**)

## SECTION III: CERTIFICATION

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

(Attachment R)

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

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

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

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

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

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

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

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

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

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

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

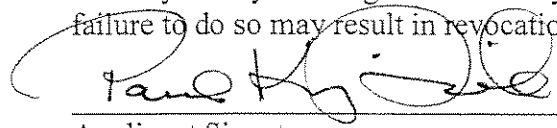
I certify that the school named in this application will submit the annual report required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

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

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

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

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



Applicant Signature

9-1-2006

Date

*Certification Checklist*

- Completed
- Signed
- Dated