ATTACHMENT O

Engagement letter from CPA acceptable to City Comptroller

KOMISAR BRADY & CO., LLP

CERTIFIED PUBLIC ACCOUNTANTS

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August 15, 2006

Mr. Richard Gutierrez
Discovery World, Ltd.
500 North Harbor Drive
Milwaukee, WI 53202

Dear Mr. Gutierrez:

We appreciate the opportunity to submit this proposal for auditing services our firm would provide for the proposed High School for Innovators that will be located at the new Discovery World, Ltd. facilities ("Innovators").

We will audit the statement of financial position of Innovators as of June 30, 2008, and the related statements of activities, functional expenses, expenditures of state and federal awards, and cash flows for the year then ended.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies (Charter School Selection Committee of the City of Milwaukee) and, if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major programs in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such an opinion and to render the required reports. If our opinion on the financial statements or the Single audit compliance opinion is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. As required by the Single Audit Act Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major state and federal award programs for compliance with applicable laws and regulations and the provisions of contracts and agreements. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or to major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill the Organization for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters.

Audit Procedures – Internal Control

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinions on Innovator's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major state and federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

Agreed upon procedures

An audit is not designed to provide assurance on internal control or to identify reportable conditions. However, we will inform the governing body or audit committee of any matters involving internal control and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accounts. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform management of any nonreportable conditions or other matters involving internal control, if any, as required by *Government Auditing Standards* and OMB Circular A-133.

We expect to begin our audit in July 2008 of the designated contract year, and to complete your information returns and issue our reports no later than September 30, 2008 or alternative dates as required.

Our fees for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report production, typing, postage, etc. The fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate. We estimate the cost of the audit to be $10,000. We will bill only for actual fees incurred and will not bill above the quoted amount unless we encounter unexpected problems requiring a change in the scope of our work.

You may request that we perform additional services not addressed in this proposal. If this occurs, we will communicate with you the scope of the additional services and the estimated fees. We will also be available to provide ongoing accounting assistance and consulting services on an as-needed basis. This work would be billed at individual hourly rates for accounting and consulting services and depends on the level of the individuals performing the services and approximate the following:

Partner	$170
Supervision	$95-$115
Accounting/tax staff	$75-$90

Government Auditing Standards requires that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2003 peer review report accompanies this letter.

Parental Private School Choice Program

The quote of $10,000 as identified in the section titled "audit administration, fees, and other" does not include fees to audit Innovator's Parental Choice Program Financial Information Report ("FIR") to the Wisconsin Department of Public Instruction as required by Wisconsin Administrative Code Chapter PI 35 ("PI 35"). If your charter school does qualify under this program, we would be required to amend this proposal, as an audit of the FIR would be separate in procedures and objectives from a single audit of a non-profit organization's financial statements. The objective of our report to the Wisconsin Department of Instruction on the school's compliance or non-compliance with sound fiscal practices required by PI 35 is to determine and report on the extent to which the school does or does not comply with such practices. The objective of our audit of the financial statements is the expression of an opinion whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.

If you have any questions regarding the proposal or need further clarification, please contact me or Denise DeJulius at (414) 271-3966. We want to thank you for allowing us the opportunity to submit this proposal.

Very truly yours,

KOMISAR BRADY & CO., LLP

Kathryn Bennett, Partner

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August 27, 2003

To the Partners
Komisar, Brady & Co., L.L.P.

We have reviewed the system of quality control for the accounting and auditing practice of Komisar, Brady & Co., L.L.P. (the firm) in effect for the year ended March 31, 2003. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (AICPA). The design of the system and compliance with it are the responsibility of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with the system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Board of the AICPA. In performing our review, we obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, we tested compliance with the firm's quality control policies and procedures to the extent we considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. Because our review was based on selective tests, it would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it.

Because there are inherent limitations in the effectiveness of any system of quality control, departures from the system may occur and not be detected. Also, projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or because the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the system of quality control for the accounting and auditing practice of Komisar, Brady & Co., L.L.P. in effect for the year ended March 31, 2003, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA and was complied with during the year then ended to provide the firm with reasonable assurance of conforming with professional standards.

Mann . Weitz & Associates L.L.C.

ATTACHMENT R

Certification

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.)

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

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

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

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

X 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.

X 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.

X 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.

X 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 it requirements; charter schools are required to comply with its provisions. For guidance from the US Department of Education, please see Charter School Policy Guidance for NCLB.)

X 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.

Paul K[illegible]

Applicant Signature

9/1/2006

Date

Certification Checklist

- ❑ Completed
- ❑ Signed
- ❑ Dated

ATTACHMENT S

Parent / Student Handbook

HIGH SCHOOL FOR INNOVATORS

Parent / Student Handbook

High School for Innovators

PARENT / STUDENT HANDBOOK

Welcome to the High School for Innovators (HSI) Parent / Student Handbook. We hope that this book will be a resource to both parents and students that can be utilized throughout the school year.

Inside this handbook, you will find a great deal of information including:

- Mission
- Vision
- Educational Philosophy
- Parental Responsibility
- Parental Involvement
- Enrollment Procedures and Admissions Policy
- Special Needs Students
- Student Code of Responsibility
- Disciplinary Procedures
- General Information
- Equal Education Opportunities
- Acceptable Use of Technology Agreement Form (to be signed and returned to the school)

Should you have any questions or concerns about the following information, please contact the HSI office.

High School for Innovators
500 Harbor Drive
Milwaukee, WI 53202

MISSION

As Milwaukee attempts to transform into a center of creativity, culture and technology, it requires imaginative, highly skilled workers and leaders. The Discovery World High School for Innovators (HSI) will meet this critical need by providing a pool of innovators for Milwaukee's businesses, government, research centers and institutions of higher education.

The mission of HSI is to help young people become the scientific, economic, technological, and social leaders of tomorrow through the practice of innovation. The school will engage today's youth 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. The development of curriculum, policy and procedures will be built around the core belief that individualized, hands-on, project-based education will be successful in producing the kind of graduate who is prepared for the 21st century workforce. Thus, traditional assessment, for example, will give way to a specially created, multi-faceted assessment process that will measure real life skills and individual progress through a personalized education plan, in addition to standardized measures. This same perspective will be used for curriculum development, school operations and other facets of the institution.

HSI will provide a learning environment based upon 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 for today will students be prepared to face tomorrow.

VISION

Our vision is to provide experience-based learning opportunities focused on innovation that leads to multiple forms of wealth - social, educational, cultural, and financial.

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

At Discovery World, we believe that schools are about the promise of living and are sustained through active engagement and dialogue. They are about living fully and completely, and about the discovery of inner creativity and passion that resides in each of us. Most importantly, schools are about relationships and interactions between people that form the basis around which learning and growth occur. As people experience diverse relationships they learn more about themselves. Students do not become educated without the energy created from meaningful interactions with teachers, peers, mentors, and others.

This work environment means that relationships are primary and must be based on compassion, understanding, and mutual respect. It means that creativity requires imaginative approaches to the workplace and to education; it encourages risk taking and treats failure not as a negative, but as a necessary step in the process of continuous understanding. Furthermore, it requires discipline, drive, and focus across all organizational levels if a truly creative environment is to be established - one in which the practice of innovation can flourish.

EDUCATIONAL PHILOSOPHY

The school's model is based on the basic philosophy that education is about the promise of living. Within that broad philosophical statement, we believe that all children are capable of achievement and require an education that is customized to their individual aspirations and dreams.

HSI's organization, curriculum, and instructional strategies are supported by the following tenets that 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 objects that are part of the marketplace — products, works of art, or services – and prepare students for the real world.
- Education can explore the built world, nature, and marketplace culture and how they cross-pollinate 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 achieve proficiency in professional skills and techniques including time and project management, negotiation, rapid prototyping, case method study, and peer critique.

PARENTAL RESPONSIBILITIES

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

- Communicate to your child 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 that all students 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 child'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.

PARENTAL INVOLVEMENT

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

Parents and guardians are introduced to HSI through 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 online resources.

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.

<u>ENROLLMENT PROCEDURES AND ADMISSIONS POLICY</u>

HSI will be open for up to 200 students living in the City of Milwaukee that have completed eighth grade. HSI will enroll students between the ages of 14 and 21. The school will consist of a student body diverse in ability, gender, race, ethnic background, interest, and philosophy. Students with special needs may enroll at the assessment and approval of the proposed multidisciplinary team.

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 8th grade or its equivalent.
- Written recommendation or referral from middle school principal, teacher, or social agency.
- Letter written by student describing why he/she considers HIS 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.

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 whether extra support may be needed for a student to succeed.

- Principal will assess commitment of student's parents/guardians and how this commitment will support the student's ability to succeed at HSI.

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

SPECIAL NEEDS STUDENTS

HSI's admissions policy is not discriminating toward any child, committed to serving students in the City of Milwaukee, including those with special needs and disabilities. HSI is open to all students.

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.

Supplemental to the Individual Education Plan (IEP) specified and required by IDEA, 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 that 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 the high school years. HSI will have a project-based "hands-on" curriculum; an approach to learning that often leads to success for students with disabilities.

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.

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. such modifications will likely be required *for the entire time leading to high school graduation.* Students who do not receive needed modifications and support have a high probability of dropping out.

STUDENT CODE OF RESPONSIBILITY

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

Code of 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.

Code of Responsibility

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

Code of Conduct

- Smoking: Smoking is not permitted on HSI property. This also applies to all school activities and functions.
- Fighting: Involvement in a fight will result in all parties being suspended from school. Students who insight 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 HSI.
- Gambling: Gambling is not permitted while on HSI's property or while representing HSI.
- Vandalism: Students who vandalize, deface or damage, either accidentally or intentionally, HSI 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 HSI's property or while representing HSI is a serious breech of the student code.
- Radios, Tape/CD players, Cell Phones, Electronic Games and Scanners: A policy is needed and will be determined by the school community.

DISCIPLINARY PROCEDURES

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 by teachers, counselors, administrators and other school personnel.

The behaviors listed below will result in disciplinary action:

- Behaviors that disrupt teaching.
- Behaviors that disrupt learning.
- Disrespect of others.

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

- Educational Component: Under the guidance of a teacher, the student will be required to research a particular and relevant topic.
- Conflict Resolution: Conflict resolution provides an opportunity to empower students to take responsibility for peacefully resolving conflict.
- Conference/Intervention: Starting with the teacher, students will be counseled to improve behavior. This could be followed up with a parental intervention, and counseling with the guidance counselor and then the principal.
- Detention
- Suspension: Suspension is a temporary removal from the school. Suspensions are determined by the principal or the principal's designee. Suspensions last from one to three days. Students who are suspended are not allowed to be on HSI property, or to attend any event sponsored by HIS. There will be an appeal process for suspensions.
- Expulsion: Expulsions are limited to the most serious of offenses. (We must determine what constitutes an expulsion. We must also follow state law.)
- By state law, (State Statute 120.13(1)(f)), no school district is required to enroll a student who has been expelled from another district during the time the expulsion is in effect.
- All special education students will be disciplined in accordance with state and federal laws.

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. If the student admits the violation, 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. The principal/designee will give the accused student a reasonable opportunity to state his/her version of the incident.
5. 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.
6. 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.

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.

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 time frame. 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.

2. 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 not to 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 behavior 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 individualized education program (IEP) team must consider, if appropriate, strategies, including 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 IEP 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 IEP 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 IEP team first determines that the misconduct is *not* a manifestation of the child's disability. Before expelling a child with a disability, an IEP 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 IEP 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 IEP team concludes that the behavior is a manifestation of the child's disability, the child may not be expelled. However, the child's IEP and placement may be modified, as appropriate, through the IEP team process. If the IEP 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 IEP goals. The child's IEP team determines the extent of the services. Therefore, the team must review the child's IEP 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).

GENERAL INFORMATION

SCHOOL SEARCHES AND SURVEILLANCE

Electronic scans and visual inspection of personal property may be conducted at school and school-sponsored activities to ensure safety for all. By entering the school or activity, students and visitors voluntarily give their consent to have their persons and possessions searched.

Searches are conducted for:

- Weapons
- Drugs and Alcohol
- School Property
- Personal items which the school has determined inappropriate. Inappropriate personal items may be returned to the student's parent/guardian. Illegal items may be turned over to the police and/or used in a disciplinary hearing.

STUDENT POLICY FOR ACCEPTABLE USE OF TECHNOLOGY

The use of our technology resources is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and possible disciplinary action in accordance with this student handbook.

Netiquette

- Be polite. Do not be abusive in any message to others.
- Use appropriate language. Do not use profanity, obscenities, sexually explicit material nor expressions of bigotry, racism, or hatred.
- Illegal activities are forbidden.
- Do not reveal personal information, addresses or telephone numbers of others.
- Do not use the network in such a way that you would disrupt the use of the network or other users.

Security

- Under no circumstances should you give anyone your password.
- Do not reveal your personal address or telephone number.

- Any user identified as a security risk or having a history of problems with other technology systems may be denied use of our technologies.
- Students have the right to appeal any restrictions or access privileges

Vandalism

- Vandalism is defined as any malicious attempt to harm or destroy electronic information including data or equipment and will result in disciplinary action.
- Uploading or creating computer viruses is considered vandalism.

Rules and Code of Ethics

- The student should act honorably and in a manner consistent with ordinary ethical obligations.
- The student will not use the technology resources for non-academic activities.
- The student will not make unauthorized copies of software in accordance with the copyright laws.
- The student should respect the rights and privacy of others.
- The student represents his/her school and should do so in ways that are positive.

Under the state statute section 947.0125 students may be subject to criminal sanctions, if by means of signs, signals, writing, images, sounds or data, they threaten, intimidate, abuse or harass another person through electronic mail or other computerized communication systems. E-mail accounts and file materials are not private in nature and remain subject to monitoring by the school district.

Our network administrators, with due regard for the right of privacy of users and the confidentiality of their data, have the right to suspend or modify technology access privileges and examine files, passwords, accounting information, documents, tapes, and any other material that may aid in maintaining the integrity and efficient operation of the system. Designated staff may search the file system for potential violations and when there is evidence of a possible violation may view users' files, read mail, monitor keystrokes, and otherwise observe users' activities.

Note: The Acceptable Use of Technology Consent Form at the back of the handbook must be signed by both the student and the student's parent/guardian and returned to HSI.

STUDENT HARASSMENT

HSI seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, HSI will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including boundary consequences to the offenders.

Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance.

It is the responsibility of administrators, staff members and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established discrimination complaint procedures. If the student is not comfortable making a complaint to the designated person, the complaint may be made to a teacher, counselor, or other employee with the understanding that he/she will report the complaint through proper channels.

There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner

Violations of this policy are subject to boundary consequences, up to and including suspension or expulsion, as outlined in the Student Boundaries policy.

COMPLAINT PROCEDURE FOR STUDENT NON-DISCRIMINATION POLICY

Any complaint regarding the interpretation or application of HSI's non-discrimination or harassment policy shall be processed in accordance with the following procedures:

1. Any student or parent complaining of discrimination on the

basis of gender, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability or any other basis prohibited by applicable law in school programs or activities shall report the complaint in writing to the principal.

2. The principal, upon receiving such a written complaint, shall undertake an investigation of the suspected infraction. The principal will review with all appropriate persons, the facts comprising the alleged discrimination. Within 15 days of receiving the complaint, the principal shall decide the merits of the complaint, determine the action to be taken, if any, and report in writing the findings and the resolution of the complaint to the grievant.

3. If the individual is dissatisfied with the decision of the principal, he/she may appeal the decision in writing to the School Governance Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 15 days after the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the principal.

STUDENT RECORDS

Student records are extremely confidential and will only be shared with necessary parties, except as required under § 118,125(a), Wisconsin Statues. Therefore, a parents'/guardians' access to records is limited to information about their own child. In cases where an education record contains information about more than one child, the information must be separated so that parents/guardians do not have access to the records of any child other than their own.

Parents/Guardians have the right to:

1. Inspect and review their child's record.

2. Seek to amend the record if they believe the record to be inaccurate, misleading, or otherwise in violation of their child's rights.

3. Consent to disclosures of personally identifiable information in the record, with certain exception, as indicated.

Student records will be released to other schools within 5 days of receiving notice that the student has enrolled in another school.

DIRECTORY DATA

There is certain information that the school keeps on all students. This is called directory data. This data may be released upon request. Parents/guardians or students of age may have any of all data withheld from outside requests.

This data includes:

- Student's name
- Participation in official school activities
- Degrees and awards received
- Name of last school attended

ATTENDANCE POLICY

State law requires daily school attendance. HSI recognizes the importance of daily attendance. Students progress academically and emotionally when in attendance on a regular basis.
We also recognize that there are occasions when students are absent. The following are valid excuses:

- Personal illness
- Medical/dental appointments
- Funerals
- Family emergencies
- Driver's exams
- Legal appearances
- School sponsored activities
- Suspensions from school or during the expulsion process

Truancy

Your child is considered truant if he/she is absent for all or part of a school day and the parent/guardian has not notified the school.

Parents will be notified whenever their child is absent from school. School personnel will make contact via phone using the numbers listed on the student's record.

Tardy Policy

Students are expected to be on time at their assigned area of responsibility.

Early Dismissal

Students are required to have written or verbal verification from a parent/guardian in order to leave their area of responsibility.

MEDICATION POLICY

It is the responsibility of the parent/guardian to notify and instruct HSI when he or she wishes medication to be administered to a student during the school day.

With the student's parent(s)/guardian(s) written authorization, a student may bring medication to school for use during school hours. The student may not bring to school more than a day's supply of the medication. Those students who use inhalers for asthma or other respiratory illnesses may carry and use inhalers during the school day.

A parent(s)/guardian(s) shall submit a written request to the HSI office, instructing the designated school personnel to administer the medication. A short term prescription, not over 10 days, should be brought to school in the original labeled pharmacy container that shows the student's name, physician's name, name of the medication, amount and frequency of dosage, date the prescription was filled, pharmacy prescription number, and telephone number of the pharmacy.

For medication that must be administered over ten days, written statements addressed to the principal must be requested from both the prescribing physician, (including the necessity of the medication to be given during school hours), and the parent/guardian of the student, (including a request for school personnel to administer medication as prescribed by the physician).

The student's parent(s)/guardian(s) must request that the physician prescribe a duplicate pharmacy container of the medication, which will be given to and kept by school personnel. The pharmacy must label the prescription container to include the student's name, physician's name, name of the medication, amount and frequency of dosage, date the prescription was filled, pharmacy prescription number, and telephone number of the pharmacy.

The school will maintain a daily record for each medication administered by school personnel, which includes date, name of student, name of medication, dosage and frequency, and the name(s) of the person(s) who administered the medication at each time.

No more than a thirty day supply of each medication may be stored at school for usage during school hours. Medication authorizations shall expire at the end of the school year. Should there be any change in the medication, including dosage or frequency, the student's parent(s)/guardian(s) or physician must notify the school and provide instruction.

HSI will keep a master list of all students who are taking medication at school. The master list will be kept up-to-date and will be reviewed periodically.

Non-prescriptive or over the counter medication will be administered by school personnel with the written authorization of a student's parent(s)/guardian(s). Parent(s)/guardian(s) must inform the school personnel of the name of the medication, dosage and frequency, and the reason for the administration. The school will store the non-prescription medication for up to 10 days.

All medication, prescriptive and non-prescriptive, will be kept in a locked area within the school and accessed only by designated school personnel. Medical requests will be kept in the student's file for one year after graduation from HSI.

ID CARDS

ID cards will be issued to all students. Students must carry their id cards with them at all times. ID cards are the property of HSI. There will be a fee for all lost ID cards.

LUNCH APPLICATIONS

Students and/or parents/guardians can obtain applications for free and reduced lunch at any time in the school office.

WORK PERMITS

Students 17 and under must obtain a work permit before starting to work. After you get a job, bring the following to the school office:

- Letter from your employer requesting a work permit and stating the hours, wages, and type of work you will be doing.
- A signed parental permission slip.
- Your birth certificate, baptismal record or driver's license.
- Your social security card.
- Five dollars. Your employer will reimburse this fee. The application will be processed as soon as possible and you will be issued a work permit.

STUDENT FEES

Fees, if any, have not been established as of yet.

FIRE AND TORNADO DRILLS

Fire and tornado drills are held according to city and state regulations. Evacuation routes and take cover areas are posted.

VISITORS

A student's parent(s)/guardian(s) are welcome to visit the school, but are asked to make an appointment beforehand with the HSI staff member whom they wish to see. All other visitors of students will be restricted to persons on official business. Relatives and friends of students may not attend school with them. All visitors to school must check in at the school office to obtain a visitors' pass, which they must wear while on school grounds.

PARKING

Parking downtown is not easy and is expensive. HSI does not provide parking for students.

EXTRA-CURRICULAR ACTIVITIES

These activities have not been established. The school staff, students, and parents will be involved in deciding which activities will be offered.

STUDENT GOVERNMENT

Student government is essential and will be established as soon as there is a student body.

TRANSCRIPTS

Transcript requests are processed in the school office. A signed parent request form is needed for all under age students.

INCLEMENT WEATHER CLOSING

It is possible that HSI may close the school for a full day or part of a day due to inclement weather or emergency conditions. If/when such conditions exist, the principal will make the official decision concerning the closing of the school. If/when it becomes necessary to open late or release students early, school officials will notify local television and radio stations as soon as a decision has been made. For those families with access to the internet, school closings or late openings will be posted online. For those families with an email account, an email blast will be sent announcing the decision.

PERMISSION FORMS

All students must have on record an Emergency Contact Sheet and Medical Consent Form completed and signed by his or her parent(s) or guardian(s).

EQUAL EDUCATIONAL OPPORTUNITIES

STATEMENT OF COMPLIANCE WITH FEDERAL LAW

HSI, as an Equal Opportunity Employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of HSI that no person, on the basis of race, gender, color, religion, national origin or ancestry, age, marital status, disability, or any other basis prohibited by applicable law, shall be discriminated against in employment, educational programs, or admissions.

Questions or concerns regarding this statement should be directed to the principal.

GENERAL EQUAL EDUCATION POLICY

HSI is committed and dedicated to the task of providing the best education possible for every student at HSI for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the students to be admitted to school, to participate fully in curricular, extracurricular, student services, recreational, or other programs and activities shall not be abridged or impaired because of a student's gender, religion, color, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability, or any other factor protected by applicable state or federal law.

Students who have been identified as having a disability shall be provided with appropriate educational services or programs, regardless of the nature or severity of the disability. This policy applies even if such students are not covered by the provisions or the IDEA or applicable state law. HSI shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examination and other academic requirements. Requests for religious accommodation shall be made in writing and be approved by the principal. Any accommodations or program modifications granted shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the principal and process in accordance with established procedures.

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT FORM

In a number of classes Discovery World's *High School for Innovators* is introducing students to 21st century technologies including electronic mail, other global information resources, and the Internet. We have developed a policy to enhance your child's education through the use of these technologies. This policy appears on the back of this contract. Your child will be able to communicate electronically with other computers on the information superhighway. The Internet allows your child the opportunity to immediately reach out to people and information anywhere in the world. Your child will become a member of a global community.

The vast majority of the information on the Internet has positive educational value. As with commercial TV programming, some of the content available to students might be considered in poor taste. We have special technology tools in place that will restrict access to adult material and undesirable topics. However, it is not possible to completely block out all objectionable topics. As parents and teachers we must teach our children to be responsible consumers of information. Your child will be encouraged to explore local and worldwide information sources in a responsible manner.

With this educational opportunity comes personal responsibility. Approved electronic activities must not contain profanity, obscene comments, sexually explicit material, expressions of bigotry, racism, or hate. Messages should not contain personal information that you would not want a stranger to have. This would include name, address, telephone numbers, charge cards numbers, social security numbers or other personal information. You and your child should read through the policy on the back of this sheet together.

Inappropriate use of our technology resources will result in the loss of the privilege to use this educational tool. Parents, remember that you are legally responsible for your child's actions. Please stress to your child the importance of following the policies on the back of this document.

Please indicate your acceptance of the terms of this policy by completing the lower portion of this document. These signatures indicate that you have read the document and that your child agrees to adhere to the policies regarding technology use. Please feel free to contact us if further clarification is needed.

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A user of our technology resources, I understand the policy listed above and in the student handbook. I realize that failure to follow this policy can result in the loss of this privilege.

________ ____________________ ____________________ ______
Date Student Last Name (please print) First Name Middle Initial

I agree to let my child use the technology resources: ____YES ____ NO
(please check one)

____________________ ____________________ ____________________
Parent Signature Student Signature Teacher Signature

ATTACHMENT T

IDEA policies and procedures manual including any agreements with collaborating agencies

Providing Special Education to Students with Disabilities at the HSI

Introduction

The HSI is committed to serving students in the city of Milwaukee, including those with disabilities. The High School for Innovators Charter school 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 here: 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. Note: This link is for the 1999 version of the IDEA regulations that will be revised during 2005-6. 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 the 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) buy 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, an LEA has many more programmatic and financial responsibilities than a school that is only a part of an 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 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. 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].

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The HSI is a separate charter school in that 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.
The HSI will be responsible for reporting Local Performance Indicators as required by the Department of Public Instruction and for completing a budge 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.)

Space and Facilities

The location of the 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 IEP meetings, storing confidential records, delivering individual services, and storing specialized equipment.

Human Resources

The HSI 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 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. The 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.

Curriculum and assessment

A student with disabilities who attends the 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 IEP 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

The HSI will designate an 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 the HSI.

The HSI 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.

The 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.

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 HIS.

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.

SECTION V: ADDITIONAL INFORMATION

High School for Innovators

Emergency Crisis Plan
2007-2008

Crisis Plan Manual
Table of Contents

Plan Checklist for the Pricipal/Designee

1. Assess the situation and verify as much information as possible (fire, threat, injury, etc.).
2. Call 911 for emergency services (police, fire, ambulance), if necessary.
3. Activate the school crisis plan.
4. Notify all school staff members of the crisis or emegency situation.
5. Notify all staff of Discovery World.
6. Direct the staff to isolate the problem and/or secure the building if necessary.
7. Meet with the Crisis Team Members to: (This includes Discovery World staff)
   a. Assess the impact of the event on students/staff/school/community and develop an action plan.
   b. Determine the need for external resources.
   c. Decide how students and parents will be notified, if necessary.
   d. Review the specific duties of each member.
8. Implement the following procedures, if necessary/appropriate:
   a. Establish the Command Center.
   b. Designate a parent/family waiting area; assign a staff member to supervise.
   c. Designate one person to be the information manager.
   d. Review media policy.
   e. Set up emergency health center if needed.
   f. Designate counseling rooms and assign crisis team members.
   g. Designate waiting room(s) for students whose parents are taking them from school.
   h. Assign staff for security duties.
   i. Assign crisis team members to assist with classroom discussions, if necessary.
   j. Establish procedures for sending students home.
9. Notify staff members of the procedures to get assistance for students and themselves, including:
   a. Sending students to and from counseling rooms.
   b. Facilitating classroom discussions.
   c. Accessing support or counseling for all students.
10. Meet with the Crisis Team at the end of the day or when the crisis is over.
11. Meet with the entire staff (HSI and DW if appropriate).

12. Update the crisis plan after the crisis to ensure everyone is prepared for the next emergency.

Resource List I

Crisis Management Team

	HSI	Discovery World
1. Incident Coordinator		
2. Recorder		
3. Public Information Coordinator		
4. Safety Specialist		
5. Alternate Site Evacuation Coordinator		
6. Counseling Coordinator		
7. Health Treatment Coordinator		

When called, members of the team will meet with the Principal immediately.

Incident Coordinator Responsibilties
1. Leader in emergency
2. Assesses situation with team members
3. Develop/implement appropriate strategies
4. Makes decisions for school
5. Carry out the crisis response plan
6. Makes decisions for additional resources or personnel if needed
7. Oversees and coordinates personnel supervision
8. Maintains contact with police/fire etc
9. Handles all media contacts for school

Recorder Responsibilities
1. Keeps detailed records of events, decisions, actions, timelines
2. Coordinates office personnel
3. Supervises the handling of incoming calls
4. Reports directly to Incident Coordinator

Public Information Coodinator Responsibilities
1. Prepares a statement to be used when parents call the school
2. Drafts letter to parents explaining the emergency and actions taken
3. Serves as staff liaison to provide information
4. Sets up Media Staging Area
5. Reports directly to the Incident Coordinator

Safety Specialist Responsibilities
1. Ensures all activities are safe
2. Reports to and works with the Incident Coordinator
3. Identifies safety hazards
4. Immediately cleans and repairs any damage if possible
5. Be alert for fires, bombs, building damage
6. Coordinates early dismissal if needed and works with transportation needs
7. Reports directly to the incident coordinator

Alternate Site evacuation Coordinator
1. Plans the movement of students to various sites
2. Accounts for students at the various evacuation sites
3. Follow the evacuation routes for fire drills if possible
4. Ensures that special education students have been safely evacuated
5. Alternate evacuation site partnership agreements have been arranged
6. Reports directly to the Incident Coordinator

Counseling Coordinator
1. Arranges counseling for students and staff in need
2. Coordinates outside counseling when needed
3. Reports directly to the Incident Coordinator

Health Treatment Coordinator
1. Establishes health treament center
2. Works with qualified staff to determine who needs first aid
3. Determines the need for emergency care
4. Reports directly to the Incident Coordinator

School Phone Chain

This is a list of every employee and his/her phone numbers. Additionally, the chain indicates who calls whom to relay all pertinent information.

Resource List III Other Available Resources

List important numbers of emergency responders and the individuals.

Evacuation Routes and Procedures

List all evacuation routes and exits.

Response to A Crisis

1. Assess the situation and verify as much information as possible, then determine whether there is a need for emergency services, (i.e. fire, police, ambulance, etc.). Then assess the impact of the event on the students, the staff, Discovery World, and the community.
2. The first phone call should be to 9-1-1 for emergency services if necessary. Next callt the Executive Director of Discovery World.
3. Activate the school crisis paln using Resource List I and assemble the crisis team. Assess the impact of the event and develop an action plan. Determine the need for external resources. Decide how staff and students will be informed of the event.
4. Notify the school staff of the crisis or emergency using Resource List II. Give the staff as much information as possible, keeping in mind that some sensitive information might have to be withheld until later. A written statement to be read by the staff to students is the most appropriate way to disseminate information.
5. Review the specific duties of each team member.
6. Implement the following procedures if necessary:
   a. Establish a command center. The center should be in a center where communications can be facilitated.
   b. Designate a parent/family waiting room.
   c. Set up the emergency health center if needed.
   d. Designate counseling rooms.
   e. Designate waiting rooms for students whose parents are taking them from school.
   f. Assign school staff to security duties if needed.
   g. Estabish procedures for sending students home if necessary.

7. Notify staff members of the procedures to get assistance for students and for adults.
   a. Make a list of students needing counseling and send the list to the command center.
   b. A member of the crisis team will take the appropriate steps to ensure students are seen by a counselor.
   c. If needed, and a staff member makes a request, classroom discussions will be facilitated.
   d. Counseling will be provided for any or all staff, if needed.

8. Meet with the crisis team at the end of each day or when the crisis has ended. It is critical that an after action review be conducted. The incident coordinator should consider the following:
   a. Discuss the effectiveness of the plan.
   b. Discuss plans for the next day.
   c. Designate personnel to provide follow-up interventions.
   d. Send letters to parents, if necessary and contact parents of traumatized students.
   e. Review what went right and what did not go right.
   f. Determine what, if anything could be done to prevent the incident from recurring.
   g. Recognize those who did an exceptional job during the crisis.

9. Meet with the staff and faculty at the end of each day or when the crisis has ended. Consider the following:
   a. The facts of the crisis and the role of the faculty in responding to the crisis.
   b. Ask the faculty for reactions to the events of the day. Request their imput and suggestions.
   c. Distribute any pertinent information.
   d. Determine follow-up plan of action.
   e. Identify students who may be in need of additional support.
   f. Procedures for staff members who want additional support.
   g. Determine what, if anything could be done to prevent the incident from recurring.
   h. Review what went right and what didn't go right.
   i. Recognize those who did an exceptional job during the crisis.

10. Update the crisis plan if needed. This will ensure the school is prepared for the next emergency.

Guidelines for Bomb Threats

In the event of an explosive device threat, the following steps are to be followed. The implementation of these guidelines will require considerable preplanning between HSI and Discovery World.

1. The person receiving the call should keep the caller on the line and obtain as much information as possible.
2. The "Bomb Threat Report" must be completed for each incident. Ideally, the form should be filled out while the caller is still on the phone and their exact words can be quoted.
3. The Principal and the Executive Director of DW must be notified immediately.
4. The Milwaukee Police Department must be notified immediately through the 9-1-1 emergency system and must be given all available information.

In the event of an explosive device threat, the decision to evacuate the building is made by the Principal and the Executive Director.

Generally, the building should be evacuated if:

1. The unknown caller states the general location and/or time of the explosive.
2. Unauthorized/suspicious entry has been made to the school building.
3. Known threats have been made against the discovery world, school, staff, or students.
4. The anonymous caller is an adult.

If there is no evacuation of the building:

1. All staff must make sure that the entire building is secure.
2. All staff should be notified through the use of a coded message.
3. All staff should be instructed to check for foreign objects in their area. Unoccupied areas and the outside areas of the building should be cautiously checked. Staff should be warned not to touch any suspicious object, package, box, etc. that may be found.

Bomb Threat Report

Facility:______________________________________

Day/Date:____________________________________

Time threat received:__________________________

The person receiving the call should attempt to keep the caller on the line as long as possible and get the maximum information when completing this form. When the caller terminates the conversation, the person receiving the call should not hang up the phone. This may help the police trace the call.

Exact words of the caller____
____
____
____

Method of Notification: Phone___ Letter___ In Person___ Third Person___ Other___

Questions to ask the caller:
1. When will the device explode?____
2. Where is the device right now?____
3. What kind of device is it?____
4. What does the device look like?____
5. Why did you place the device?____

Description of caller's voice: Sex: Male___ Female___ Unknown___
Age: Young___ Middle-aged___ Old___
Unknown___

Tone of voice: Low pitch___ High pitch___ Muffled___
Describe accent or distinguishing feature(s)________________________
Background noise?____

Was the voice familiar? Yes___ No___
If "yes", whom did it sound like?____

Remarks:____

Threat of call received by:
____

Responding Milwaukee Police Squad: #____
Officer 1.____________________
Officer 2.____________________

Final Disposition: ____
____
____

Signature____________________________________

Guidelines for Reporting Abuse or Neglect of Children

When there is reasonable cause to believe a child has been abused or neglected, school personnel must act in accordance with Wisconsin statutes and report incidents to duly constituted authorities. As a matter of policy, if there is any doubt or question of whether to report such cases, the matter will be resolved in favor of the child's safety and will be reported to the Milwaukee Bureau of Child Protection and Services.

Definition

According to state statute 48.981, an abused or neglected child is a child who has been subjected to:

- physical injury that is inflected on a child by other than accidental means
- sexual intercourse or sexual contact
- threatened harm
- permitting, allowing, or encouraging a child to engage in prostitution
- sexual exploitation through pornography
- emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian, or legal custodian has failed to obtain the treatment necessary to remedy the harm.
- failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Mandated Reporters

Wisconsin state statute 48.981, mandates that school personnel (including school administrators, teachers, social workers, psychologists and counselors), having reasonable cause to suspect that a child seen in the course of their professional duties has been abused or neglected, or has been threatened with abuse or neglect and that such threatened abuse and neglect will probably occur, must report the information immediately.

State statute 48.981 further states that those who willfully violate the law by failing to file a report as required may be fined and/or imprisoned as well as subject to legal action by the abused child's parent/guardian if it is established that the school employee(s) had prior knowledge which, if reported, may have prevented further injury.

The law also provides imunity from any liability, civil or criminal, that results by reason of the action for any person or institution participating in good faith in making a report of a suspected abused or neglected child. In addition, any reports and records made and maintained by government agencies and other persons, officials, or institutions must be kept **confidential**. The person or agency maintaining the written reports may not disclose any information that would identify the reported or the subject of the report.

The principal or other school staff is prohibited from disclosing or releasing any information regarding the alleged abuse or neglect of children according to state law.

Confdidential

Child Abuse and Neglect Reporting Form

School Report-Suspected Abuse/Neglect
Bureau of Milwaukee Child Welfare

Telephone: 220-SAFE

School Name: ________________
School Address: ______________
School Phone: ________________

Child's Name: ____________________ Sex: _____ Birthdate: __________

Address: ________________________ Phone #: ______________

Parent/Guardian: _________________

Address(if different): ____

Home Phone: _____________ Work Phone: __________________

Description of the Abuse or Neglect: Indicate dates of the alleged abuse or neglect. Specify location and appearance of any marks or other information suggesting child abuse.

Alleged Perpetrator: ____________________________________

Indicators of previous Abuse/Neglect:

____

____

____

____

Bureau of Milwaukee child Welfare Worker's Name: ____________________________

Date of call made to Protective Services: _________________________

Mandated Reporter's Name: ____________________________ Title: __________________

The school staff will develop plans and procedures for the following areas when the staff is on board. These procedures will be developed in collaboration with the staff of Discovery World

Emergency School Closing Procedures

Weapons Detection Procedures

Intruders/Lockdowns

Power Outage Procedures

Dealing with the Death of a Student or Staff Member

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Attachments

The following attachment will be developed by the staff of both Discovery World and HSI.

Guidelines for a security alert
Evacuation Routes
Teacher Schedule
HSI and DW floor plans

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EDUCATION

Alverno College
Director of Instruction Certification
Summer 2004

University of Wisconsin-Milwaukee
Doctoral student
Fall, 2003-current

University of Wisconsin-Milwaukee
Administrative Leadership, 30 credit sequence for Director of Pupil Services certification
Spring 1991

Master's Degree in Social Welfare
December 1984

Bachelor of Science in Exceptional Education
May 1969

PROFESSIONAL EXPERIENCE

Superintendent -Director of Instructional Services
St. Francis School District, St. Francis WI
November 2002-Present

Director of Special Services
Milwaukee Public Schools, Milwaukee WI
June 1999- August 2002

Special Education Program Supervisor
Milwaukee Public Schools, Milwaukee WI
April 1989 – July 1994

Director of Pupil Services
South Milwaukee School District
South Milwaukee WI
July 1994 – June 1999

Program Director

Penfield Children's Center, Milwaukee WI
May 1985-April 1989

Teacher

Fourteen (14) years teaching adults and children in Wisconsin public schools

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PROFESSIONAL ACTIVITIES
SPECIAL PROJECTS

Member, Administrative Review Board Milwaukee County Department of Social Services
1986-1991

Member, Milwaukee County Task Force On Child Abuse & Neglect
1986-1990

Member, Board of Directors, Elder Care Bus Lines
1988-1992

Member, Board of Directors, Easter Seals
1990-1992

Member, Planning Committee, Lakeshore Administrators and Supervisors Conference
1994-1996

Member, Planning Committee, St. Anne's Intergenerational Center
1996

Ad Hoc Instructor, UWM School of Education
1993-1997

Internship supervisor for graduate social work students from UWM and Whitewater
1985-89

Program Consultant for Head Start, Easter Seal, Penfield Children's Center, Shorewood Public Schools
1984-1999

Created the Instructional Support Program, and interagency collaboration between the Milwaukee Public Schools and the Social Development Commission, a model for inclusion of public school staff and children with disabilities in community-based Head Start Centers.
1992-current

Provided testimony by invitation of the
White House to the President's Commission
on Excellence in Special Education
2001

CREDENTIALS **Wisconsin Department of Public Instruction Licenses**

Teacher K-12 Special Education
School Social Worker
Principal K-12
Director, Pupil Services
Director of Instruction
Superintendent

REFERENCES **Dr. Elise Frattura**

Assistant Professor
Department of Exceptional Education
University of Wisconsin-Milwaukee

Dr. Spencer Korte

Superintendent (retired) Milwaukee Public Schools
10531 N. Elderberry Lane
Mequon, WI 53092

Dr. John Linehan

Superintendent (retired) Shorewood Public Schools
10733 N. River Road
Mequon, WI 53092

Bio for:
Robert W. Nelson

Robert Nelson's work supports learning in urban communities. Current projects include:

- Affiliation with Consortium for School Networking (http://www.cosn.org), serving on their Chief Technology Officer Council.
- Affiliation with the Council of Great City Schools (http://www.cgcs.org), providing strategic assistance to member districts.
- Consultant to Cooperative Education Service Agency 1 (http://www.cesa1.k12.wi.us) for implementation of the Partnership for 21st Century Learning.

Nelson was presented the CGCS's *Distinguished Service Award* in 2005. He retired from Milwaukee Public Schools in 2003 after 35 years of service. Bob's latest assignment in MPS was director of technology where he spent 8 years leading capacity building to use technologies to support learning in over 4000 classrooms. This work has been guided by strategic planning involving local, state and national partners, and has been featured in numerous national publications. Previously, Nelson worked in MPS high schools for 27 years as a teacher and principal.

Recent National Presentations

- US Department of Education: Susan Sclafani, 2005
- Consortium of School Networking, 2005
- Association of Education Service Agencies, 2004, 2005
- National Education Computing Conference, 2003, 2004
- Harvard University Graduate School of Education 2003
- Council of Great City Schools, 2002

Publications

- *Transforming Learning for the 21st Century: An Economic Imperative,* Learning Point Associates, 2005, (http://www.learningpt.org/tech/transforming.htm)
- *Scaling Up Success: Lessons from Technology-Based Educational Improvement,* The Jossey-Bass Education Series, John Wiley & Sons, 2005, Chapter 6
- *From TCO to TVO: Measuring Total Ownership for K-12 Technology,* CoSN Compendium, 2004, Sidebar
- *Impact of Technology on Learning in Milwaukee Public Schools,* National Technology Advisory Board Progress Report to the Community, 2003, (http://www2.milwaukee.k12.wi.us/pt3/)

Spence Korté Dr. Spence Korté has over thirty years of service in numerous areas of public education. He holds degrees in both special education and school administration. Dr. Korté has a long history of educational innovation which he exhibited during his 17 years as principal of the Hi-Mount Community School in the Milwaukee Public Schools. Specifically, Dr. Korté worked with his community to develop the model for hiring teachers "outside seniority" using committees of parents and teachers to do competitive teacher selection. Additionally, he developed a model for his evaluation as principal which essentially had teachers and parents as the prime movers in the process. Hi-Mount continues to be the only MPS school in which the teachers evaluate each other using a "critical friends" model developed at the school. Hi-Mount school became the "flagship" elementary school in MPS for technology applications in instruction and teacher education.

Dr. Korté served as Superintendent of the Milwaukee Public Schools for over three years. During his tenure he mobilized all the stake holders in the improvement of education for urban students. He was a strong advocate of using technology to improve and manage the education of all students and constantly sought ways to build technological structures to support the instructional process.

Chris Dede is the Timothy E. Wirth Professor in Learning Technologies at the Harvard Graduate School of Education. Dede's fundamental interest is the expanded human capabilities for knowledge creation, sharing, and mastery that emerging technologies enable. His teaching models the use of information technology to distribute and orchestrate learning across space, time, and multiple interactive media. His research spans emerging technologies for learning, infusing technology into large-scale educational improvement initiatives, policy formulation and analysis, and leadership in educational innovation. He is currently conducting funded studies to develop and assess learning environments based on modeling and visualization, virtual communities-of-practice, high-bandwidth telementoring, wireless mobile devices for ubiquitous computing, and multi-user virtual environments. Dede also is active in policy initiatives, including developing a widely used State Policy Framework for Assessing Educational Technology Implementation. From 2001-2004, he served as chair of the Learning & Teaching area at HGSE.

Among Dede's current projects is work with southeastern Wisconsin, Chris was awarded an Ed.D. by the University of Massachusetts, Amherst.

HS2025 – Examples of the Student Experience and Outcomes at HSI

Charles Wright is enrolled in Sweetwater High. He is about two-thirds complete with his certifications for high school and has begun entry-level experiences with a specialization. Charles has also accumulated 1.3 years in his IHE.vest account. Charles, 16 last month, just completed subject selection for his next learning cycle. The offerings he selected with considerable input from his teachers, his counselor, his business advisor and his parents include:

Technical Writing

This course is offered in a traditional classroom setting and emphasizes professional report writing. Certification will be awarded when the student has three reports judged successful by a panel of managers from the community.

Pre-requisite: Certification at level 4 writing.

Applied Algebra 2

This course is offered in a traditional classroom setting and features applications of mathematics in problem based settings. There will be an emphasis on working with very small numbers and judging reasonableness of conclusions. Certification will be awarded when the student has successfully achieved proficient in five units of instruction. Students will also be expected to complete on-line skill development units.

Pre-requisite: Certification at level 2 mathematics

Spanish 4

This course emphasizes conversational Spanish and is presented four days per week (M-Th) via interactive video by instructors from Mexico (weeks 1-4), Puerto Rico (weeks 5-8), Colombia (weeks 9-12) and Catalonia (weeks 13-16). It will feature the cultures of each of these locations. Certification will be awarded when a student achieves level 4 proficiency as judged by the review panel. Times for performance reviews can be scheduled on Fridays.

Pre-requisite: Certification in Spanish 3 and sponsorship by a local teacher-advisor.

Pacific Rim Governments

This seminar is offered to students from nations around the world. There are five topical seminars that are offered via interactive video as synchronous events. Time zone considerations will require interaction during late night/early morning. Local universities offer access for students that do not have those functions available at home. Students will also engage in on-line, international brokered discussions. These will be asynchronous. Students will be awarded certification upon successful completion of papers juried by peers and a representative of their nation's state department.

Pre-requisite: Sponsorship by a local teacher-advisor.

Life Sports 3

This course is taken two evenings per week (T,Th) and Saturday morning and is offered by the local YMCA. The emphasis is on conditioning and gymnastics and is offered as a multi-age (12-19) group. Certification will be awarded to students that: (1) Engage continuously for 15 weeks; (2) Demonstrate proficiency in two skills. Students that successfully complete LS3 will be eligible to apply for employment as a coach for the YMCA's Gymnastics Club (ages 4-7).

Pre-requisite: None

Freshwater Ecologies Coop [this is a continuing course from the prior cycle]

This course is offered three afternoons per week (T,W,Th) in conjunction with an internship (M-F) at the local water treatment plant and is co-presented by a manager and a professor form the Great Lakes Program at the local university. There is an articulation agreement with the local college for dual certification. Course certification will be awarded based upon review of lab performance and successful completion of two research reports. Internship performance will be based upon the same criteria used to review entry-level employees at the water treatment plant..

Pre-requisite: Enrollment in Environmental Studies specialization.

Let's take this vignette from the top.

- The "specialization" enables Charles to develop a concentration of studies in an area of interest. This "specialization" has evolved from a series of intentionally created experiences (beginning in elementary school) that help him identify his strengths and interests… information that is embedded in his personalized student profile. Charles is not "locked" into this specialization, and in many cases there are related pathways that he can pursue should he discover as his knowledge expands. Too often, today, we are losing our students because they are unable to recognize a connection between their formal learning experiences and future opportunities.

- Some courageous people, in 2010 began a student development program that made investments in post-secondary student learning accounts. This "IHEvest" program provides a scaled set of rewards for all students for accomplishments. Some of the smaller investments are offered to reward appropriate behaviors such as good attendance, punctuality and citizenship. Other larger investments are offered to encourage students to pursue specializations in areas considered high-need. Students may monitor the growth of their personal IHEvest account. The genesis for this program was modeled, in part, on the GI Bill, a program available to military personnel during the last half of the 1900's.

- The "Technical Writing" course reflects the importance of achievement over "seat time." It also bridges the business and education communities, benefiting children, educators and business personnel. Technology readily eases the unnecessary and disruptive burden of frequent face-to-face meetings. Certainly, the "readers" should be included in the celebration of student's completion, an experience where everyone is a winner.

- Not all learning in mathematics needs to be done with the direct support of a teacher. Practicing routine skills is done more efficiently and effectively in an on-line environment. However, helping students grasp major concepts, personalizing learning and offering concepts that more closely match the applications of mathematics in the real world continues to require the leadership of a skilled teacher.

- There is a special teacher certification that has evolved during the last 15 years. This certification recognizes the special skills developed to support learning in distributed environments. The Spanish content, in this case, appropriately draws upon native speakers and equips students to function effectively in second-language environments. The far-end locations provide students with enriched learning experiences that reach well beyond their local neighborhood. If the world is going global, it might serve our children well to enable them to learn what this means at every opportunity.

- What better way for children to learn about the function of governments than to have "classroom" experiences that engage students in real applications of government with government workers? What better way to learn about the impact of time zones for a global workforce than to simulate that environment with a meaningful learning experience? And what better way for children to begin to understand about post-secondary education opportunities than to give them an opportunity for carefully constructed on-campus experiences?

- Schools recognize the need to encourage students to learn the value of an active life style. However, due to limited resources, communities expanded functions for schools in their communities, and in some cases eliminated duplication. For example, branch libraries are now located within schools. Community centers have also been combined with schools. In this case a local service provider, the YMCA, contracts for the use of school facilities during non-peak hours. This also makes access for neighborhood residents more convenient and has built community support for improved school facilities.

- An intentional partnership that includes local schools, colleges and regional government create high-quality, high-need learning experiences for students. Once again, Charles gains exposure to post-secondary learning and he gains real-world employment experiences that will serve him well when there are fewer safety nets.

EXAMPLE #2

Maria Wright, an 8th grader, is nearing the end of her Genome Summer Camp at Discovery World and is looking forward to attending *High School for Innovators* in the fall. Finally, she would be able to concentrate on her primary interest: scientific exploration.

Maria's brother, Charles, is in the final stage of his education at HSI and she learned from his experiences that HSI will be a great place for her too. While his interests were more focused on environmental issues, the structure of the program will allow her to spend time learning about scientific exploration from professional researchers at the Medical College of Wisconsin. She is especially interested in learning more about individually engineered medications that are designed to optimize efficacy according to a person's genetic mapping.

While Maria already has a general idea about the type of career she would like to pursue, she also needs to further develop her core academic skills. So during her first year at HSI she will spend a majority of her time concentrating on her core academics. The good news is that the learning experiences are embedded in hands-on projects with plenty of real-world applications to keep her engaged. To become "certified" in a skill area she will have to demonstrate proficiency. One way she will do that is by teaching a related unit to some 6th graders participating in Discovery World's Saturday School program. Once she has been certified in a set of skills it is recorded on her personal "learning map." Maria will then be able to move forward into new areas with her studies.

Before she graduates from HSI, Maria will complete a community service project on a topic related to her learning areas of concentration. The design and implementation of this work will be done in collaboration with her teacher-mentor. For now, Maria is thinking about developing a community-wide strategy for safe disposal of unused medications. To begin this work she will be consulting with experts from the Metropolitan Milwaukee Sewerage District and regional landfill managers. She also plans to explore strategies used by other communities and other nations.

<u>How is this different than a traditional high school experience?</u>

- Maria's high school work will extend relationships she began developing at Discovery World in 5th grade.
- Maria will have a personalized learning map that is used to record proficiencies as they are attained, and that map will help project subsequent learning activities.
- Maria's academic development is not limited by traditional timetables. She will advance whenever she has demonstrated readiness to do so.
- In addition to a rich collection of learning resources available on-site at Discovery World, Maria will be able to take advantage of national and international relationships that have been developed to enrich learning for HSI students.
- The majority of Maria's learning experiences will be active, not passive.

Example #3

Matt Daniels, age 25, is both excited and wary. Tomorrow an IPO will be released and he is the person that stands both gain and lose the most from this venture. Matt has managed to develop a unique application of nanotechnologies, enabling personalized use of entertainment medias embedded in visors of baseball caps and the backs of purses. For example, now (young) people are engaging in multipoint video conferencing with their friends while riding the local light rail. Matt hopes that access to mobile wireless broadband will become the new i-pod and he has patents on the core delivery methodologies.

How did Matt get to this point? Matt has always been entrepreneurial. At age 8 he had developed a "franchising" operation of lemonade stands that set up in neighborhoods where construction was taking place. He quickly found that workers wanted to consume his products by the quart, and Matt quickly adapted to accommodate the demand. Matt has always been creative. As a young teen he would roam his neighborhood collecting discarded items that intrigued him. Sometimes he took them apart to learn how they work… remember the old-time VHS players? Other times he would house new technologies in old products.

Matt was bored with school and often found himself daydreaming while the other students were completing their worksheets. Then his teacher told his mom about Discovery World on Milwaukee's lakefront. Matt's mother knew immediately from his reaction to their first visit that it would not be his last.

Discovery World developed a club for teens that was based on the principles of the National Foundation for Teaching Entrepreneurship. Club members learned about the concepts behind running a small business, and their mentors were scientists and executives from local businesses and universities. Matt was hooked when an international competition between NFTE student chapters was held. While he was not a prize-winner, he did gain a lot of friends that had similar interests.

Matt enrolled in the High School for Innovator's at Discovery World. An early screening detected that his "daydreaming" had left holes in key academic areas, so a plan was developed to begin filling the gaps. Matt wanted to accelerate in the entrepreneurship program, but that activity was restricted to Saturday School while he worked at filling the gaps. Matt used his Saturday School time to develop a food service program for teen patrons that would eclipse the contracted vendor. Initially, Matt had difficulties with "management" over this work, but he and his friends convinced management to modify their offerings resulting in a win-win situation for both students and management.

As he began to get his core skills under control, Matt started exploring nanotechnology principles. These were being delivered though a regular exhibit at Discovery World. Due to Matt's strong interest, his teacher and the nanotechnology resource experts began developing a series of experiences for Matt to learn about. He was also advised to investigate networking concepts, so he enrolled in the web-delivered Network Academy program.

Matt's mother was more than a little upset when she found him disassembling his mobile media player! After all, she had just given it to him that morning for his birthday after saving money for months to make his birthday special from her second job. Oh well. She relaxed a little when he reassembled it with an added holographic projection feature.

There is a network of national experts in many fields that use Discovery World and HSI as a research center and it was Matt who was catching more and more of their attention. By the time he graduated from HSI he was learning with the design teams of several major organizations. His part-time job with Marquette Electronics changed to a formal internship during his college years.

And as they say, "The rest is history." If you want to know how the IPO turned out, stay tuned!

Identifying, Assessing and Educating ELL (English Language Learners) at the HSI.

The HSI intends to comply fully with Chapter PI 13, the Wisconsin administrative code that governs the education of Limited English Proficiency (LEP) Pupils. The following steps represent the process that the HSI will use to identify, place and assess LEP pupils.

STEPS FOR IDENTIFYING, PLACING AND ASSESSING LIMITED ENGLISH PROFICIENT STUDENTS

1. Student identification as potentially LEP upon enrollment using a home language survey.

2. Assessment of English proficiency using one of four commercially available instruments (Language Assessment Scales, Woodcock-MuÒoz English Language Survey, Idea Proficiency Tests, Maculaitis Assessment of Competencies II)

3. Assignment of English proficiency level using test results and DPI conversion chart for the respective test.

4. Program placement and academic testing decisions an Individual Record Plan (IRP) is recommended.

Levels 1-2 WSAS Alternate Assessment (WAA) for LEP Students (WKCE optional as supplement to WAA-LEP w/ allowable accommodations as needed, but will be used for accountability purposes if given.	**Levels 3-5 WSAS with allowable accommodations as needed. (WAA-for LEP optional as supplement to WSAS)**	**Level 6 WSAS without accommodation s. Student is no longer LEP. No further special support needed. Continue to record as level 6 on WKCE booklets.**

Note: Use IRP and/or district data collection system to track English proficiency and academic progress. Most LEP students should reach full English proficiency and age appropriate academic parity in five-seven years.

The HSI intends to use the highly developed resources of the Department of Public Instruction (DPI) to guide practice when identifying and assessing ELL pupils. There are several DPI web sites that provide comprehensive guidelines and resources for educators.

http://dpi.wi.gov/oea/eels.htm
This site houses the WAA-ELL Guidelines for Educators, 2005-06 edition.

http://dpi.gov.ell/resources-ta.html
This site contains all necessary resources to educate ELL students including a sample Home Language Survey, ELL proficiency levels, legal responsibilities when serving ELL students, and best practice considerations.

www.dpi.state.wi.us/dpi/oea/specneed.html.

This site has complete information about testing and accommodations for limited-English proficient .

Recommended Practices that will support compliance of PI 13 at the HSI

1. Ensure that all students are given a Home Language Survey (Appendix D) upon enrollment that asks them to identify any language other than English that is used within the home.

2. Ensure that all language minority students are given an English language proficiency assessment. Students will need to be assessed annually to measure English language growth and to determine the most appropriate methodologies within the classroom and within support programs. Such assessments must be conducted with a Department of Public Instruction approved instrument. [PI 13. 07] See the list at www.dpi.state.wi.us/dpi/dlsea/equity/eqtests.html.

3. Create an Individualized Record Plan (IRP) for LEP students that identifies date of arrival, native language(s) spoken, assessments used to determine English proficiency, English proficiency level upon arrival (and at regular intervals thereafter), and suggested program interventions. The IRP should be maintained in students' academic folders and should be shared, as appropriate, with all teachers and support staff working with these students. IRPs should also document a plan for the ongoing academic assessment of LEP students. (Appendix B) For details regarding accommodations when testing, see *The Department Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments*, available at: www.dpi.state.wi.us/dpi /oea/specneed.html

4. Students at English proficiency levels 3-5 must participate in the Wisconsin Knowledge and Concepts Examinations (WKCE) at grades 4, 8, and 10 with allowable accommodations, as needed. Students at levels 1-2 may participate in the above tests, but must participate in alternate assessment.

   Students who are not participating in the regular Wisconsin Student Assessment System (WSAS) *must be assessed for academic progress using WSAS Alternate Assessment for Students with LEP.* The IRP should describe the plan for alternate assessment of LEP students. This includes the state's Alternate Performance Indicators (APIs) for LEP students and the accompanying guide, *Standards-Based Alternate Assessment for Limited-English Proficient Students.* These tools will assist educators in creating a framework for local alternate assessments that includes procedures for aggregating and reporting assessment results. See the Bilingual/ESL DPI homepage for WSAS Alternate Assessment for Students with LEP procedures and materials at www.dpi.state.wi.us/dpi/dlsea/equity/biling.html.

5. Data providing evidence of positive results for each student and of the HSI program should be kept and analyzed annually.

6. When bilingual or ESL staff are not present, other licensed teachers and administrators within the building must come together to discuss the fundamentals of best practice for these children and how federal and state legal obligations for appropriate language assistance services will be provided. The use of an IRP outlining clear, long range strategies is even more important in such schools.

7. Particular care must be taken not to mistake the normal process of language acquisition and acculturation with special educational needs. Appropriate instructional interventions should be implemented and documented prior to consideration of a formal referral for special education services. Please see the section on referrals to special education in the *Equity Information Update, No. 3: Best Practices Considerations When Serving Limited-English Proficient (LEP) Students in*

K-12 Public Schools. URL at
www.dpi.state.wi.us/dpi/dlsea/equity/biling.html

8. Schools should ***never*** retain students in grade solely on the basis of their English proficiency. The U.S. Department of Education, Office for Civil Rights, considers such retention to be discriminatory since, in effect, LEP students are being retained for not having adequate prior exposure to English.

9. Schools should maintain academic support services for LEP students until they have progressed beyond English proficiency level 5. This is the best way to ensure that these students will be academically successful. Traditionally, language assistance programs have focused most of their limited staff time and budgets on students at the beginning stages of English development, assuming that once they could carry on a conversation with a teacher in English, little or no support would be needed. Recent research would suggest the opposite. Students at the intermediate levels benefit even more from good, content-based support aimed at strengthening academic language and literacy skills as well as concept knowledge in English or the home language. Such support should continue until there is no doubt that the student will thrive in the increasingly rigorous academic arena found at the high school levels.

10. Schools must make a serious effort to communicate with language minority parents or guardians in the language used in the home. This should include the translation of all written documents that normally go home to parents in any languages for which there is a significant need.

Special Considerations for Limited-English Proficient Students In Non-aided High School Settings, the HSI.

Students who enter high school at beginning or even intermediate levels of English proficiency have a difficult task ahead of them. For schools not receiving state aid for bilingual/ESL programs, providing adequate support for limited-English proficient students can be particularly challenging as other sources of funding for special programs and certified bilingual/ESL staff are scarce. While such schools may realize that they have legal obligations, and want to provide the best possible educational opportunities to support both the acquisition of English and content learning, they often are at a loss on how to accomplish such a goal without a formal language assistance program in place. (Appendix C)

Limited-English proficient students should be given credit for high school level coursework completed in their country of origin. If they are at English proficiency levels 1-3, extensive modifications in the course scheduling will be in order, particularly for the first two or three semesters. For the first semester, look for course requirements and electives that will provide good environments for social English acquisition without overwhelming the student with academic reading. Begin accelerated English literacy development using materials with strong visual cues.

The best order for phasing in academic course requirements is mathematics, science, social studies, and finally regular high school-level English language arts. When ESL certified teachers are not available, English language arts classes must be modified if they are to provide meaningful learning opportunities. All academic content areas will need modifications and additional support if students are to succeed. The goal of modifications should be to contextualize and clarify the English while keeping the crucial academic concepts and skills as high as possible. In the case of high school students entering as beginners, such modifications will likely be required *for the entire time leading to high school graduation.* Students who do not receive needed modifications and support have a high probability of dropping out

Appendix A: English Language Proficiency

LIMITED ENGLISH PROFICIENCY LEVELS **[PI 13.07(1)-(5), Wis. Admin. Rule]**

Level 1 – Beginning/Preproduction:

The student does not understand or speak English with the exception of a few isolated words or expressions.

Level 2 – Beginning/Production:

The student understands and speaks conversational and academic English with hesitancy and difficulty.

The student understands parts of lessons and simple directions.

The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3 – Intermediate:

The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

The student is post-emergent, developing reading comprehension and writing skills in English.

The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4 – Advanced Intermediate:

The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5 – Advanced:

The student understands and speaks conversational and academic English well.

The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.

The student requires occasional support.

FULL ENGLISH PROFICIENCY LEVELS

Level 6 – Formerly LEP/Now Fully English Proficient:

The student was formerly limited-English proficient and is now fully English proficient.

The student reads, writes, speaks and comprehends English within academic classroom settings.

Level 7 – Fully English Proficient/Never Limited-English Proficient

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state of federal law.

Appendix B: A Sample of an Individualized Student Record Plan for LEP Students

(from Standards-Based Alternate Assessment for Limited-English Proficient Students: A Guide for Wisconsin Educators)

	GENERAL INFORMATION		
Student's Name *First, Last*		Grade Level	School Year
ID No.	Date of Entry in Wisconsin School	Student's Native Language	
School District		School	

	LANGUAGE PROFICIENCY	
English Language Proficiency Level	Date(s) Administered	Test Administered
English Language Proficiency Level	Date(s) Administered	Test Administered

Language Proficiency Goals *Listening, Speaking, Reading, Writing*	**Standards/Alternate Performance** *Indicators Addressed*
1.	
2.	
3.	
4.	

		ACADEMIC ACHIEVEMENT			
Standardized Test Data or MECCA Score					
Language Arts	Reading	Mathematics	Science	Social Studies	

Academic Goals *Listening, Speaking, Reading, Writing*	**Standards/Alternate Performance** *Indicators Addressed*

1.	
2.	
3.	
4.	

	TYPE AND AMOUNT OF SUPPORT SERVICES	
Comments/Recommendations		

	SIGNATURES	

Student Signature ➢	Date Signed
Teacher Signature ➢	Date Signed
Parent Signature ➢	Date Signed

Developed by Tim Boals

Appendix C: Grades 9-12

	Levels 1-2	Levels 2-3	Levels 4-5
Classroom teacher (Note: LA = language arts)	• honor silent period • encourage peer buddies • use real objects and props in class presentations • alternate assessment and modified grading • use semantic mapping activities • cooperative learning • children's story/picture books on tape	• children's story/picture books and books on tape (LA) • language experience approach (LA) • cooperative learning • alternate assessment and modified grading • semantic mapping • visually supported content-area texts	• children's story/picture books on tape (LA) • language experience approach (LA) • cooperative learning • comic books (LA) • testing accommoda-tions and modified grading, as needed • semantic mapping • visually supported content- area texts
Bilingual teacher or aide	• strengthen connection with primary language and culture • pre-teach/teach class themes/content in primary language	• primary language literacy development • language experience approach in primary language	• primary language literacy development • pre-teach/teach key concepts and skills in primary language
English as a second language teacher	• total physical response • language experience approach • communicative-based	• same as levels 1-2 plus the following… • pre-teach key con-cepts/skills/	• pre-teach key concepts, skills, and academic language in English using sheltered-English

	methodologies	academic language in English using sheltered-English methodologies • literacy development in English	methodologies • literacy development in English

Local and State Performance Plan, Targets and Goals

Skills Related to Literacy	**Description of Outcome**	**Measurement or Assessment Form**	**Frequency of Measurement or Assessment**	**Students to Which Measurement Applies**
Proficiency and efficiency	• research a topic, analyze and evaluate the sources of information for their effectiveness, reliability and authenticity.	• class projects, products, and exercises	• periodic and at end of years 1, 2, 3, 4	9, 10, 11, 12
Reading across the curriculum	• identify, analyze and discuss main ideas and key points from various viewpoints concerning individual, community, national and world issues. Develop, discuss and write about a particular point of view reflected in fiction and non-fiction text.	• class projects, presentations, and exercises	• periodic and at end of years 3, 4	11, 12
Understand different types and structures of text	• evaluate different text structures. Use knowledge of the structure to understand the text.	• projects, products, instruction reading	• periodic and at end of years 1, 2, 3, 4	9, 10, 11, 12
	• select a variety of materials to read for information, appreciation and enjoyment.	• reports, presentations	• periodic and at end of years 1, 2, 3, 4	9, 10, 11, 12
Skills Related to Mathematics	**Description of Outcome**	**Measurement or Assessment Form**	**Frequency of Measurement or Assessment**	**Students to Which Measurement Applies**
Algebraic foundations	• explain and analyze problems representing linear models, or models involving constant rates of change. Use graphs, charts, scatter plots, calculators, computers and appropriate tools to analyze these problems.	• class projects, products, exercises, assessments	• weekly	9, 10, 11, 12
Geometry foundations	• identify patterns. Create and test theories involving what happens to the patterns when they are transformed by enlarging, rotating, reflecting or transforming.	• applied projects, products, exercises	• weekly	9, 10, 11, 12
Data interpretation, algebra	• apply mean, median and mode as summaries of real data sets. Use a variety of graphs involving data collected from simulations or actual sampling that are analyzed by the mean, median and mode.	• applied projects, products, exercises	• periodically	11, 12

Statistics and probability	• using a known population, develop simulations to identify how sample statistics may vary	• applied projects, products, exercises	• periodically	11, 12
Skills Related to Writing	**Description of Outcome**	**Measurement or Assessment Form**	**Frequency of Measurement or Assessment**	**Students to Which Measurement Applies**
Proficiency and efficiency	• create multimedia products, such as a commercial, short film with sound, or a website.	• presentation of multimedia projects, products and exercises	• periodic and end of years 1, 2, 3, 4	9, 10, 11, 12
Writing across the curriculum	• recognize, analyze and explain techniques the media uses to persuade.	• class projects, exercises	• periodically	9, 10, 11, 12
Understanding tone and style	• apply the writing process to any writing they undertake. Edit and critique writing for clarity and effectiveness.	• projects, exercises, reports and presentations	• periodically	9, 10, 11, 12
Research	• develop a way to evaluate various media messages. Evaluate the effectiveness of media production and distribution by looking at the market at which they are aimed.	• media projects, exercises and critiques	• periodically	9, 10, 11, 12

Skills related to Verbal/Artistic Expression	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to Which Measurement Applies
To be developed with parents, educators and special education staff	• to be developed as appropriate for individual student needs	• to be developed as appropriate for established goals	• to be implemented as appropriate for established goals	9, 10, 11, 12

Skills related to Verbal/Artistic Expression	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to Which Measurement Applies
Idea generation and play	• explore brainstorming, lateral thinking and other techniques of rapidly and creatively generating ideas	• educator-driven exercises	• foundational assessment	9, 10
Drawing as a second language	• explore visualization and presentation techniques using manual and software-based drawing systems	• educator-driven exercises	• foundational assessment	9, 10
Library and on-line research techniques	• digital literacy and ability to plan and conduct on-line and other research	• reports and periodic presentation assignments related to student PEP	• periodic and end of years 1, 2, 3, 4	9, 10, 11, 12
	• written and visual presentation of findings, source, and analysis	• periodic presentation assignments related to student PEP	• periodic and end of years 1, 2, 3, 4	9, 10, 11, 12
	• integration into R&D and scenario creation projects	• peer, educator and community portfolio review	• periodic and end of years 2, 3, 4	10, 11, 12
Field research	• behavior, market, and statistical surveying including analysis of findings	• periodic presentation assignment reviewed by educators and professionals	• periodically	10, 11, 12
Group dynamics and frames of mind	• understand, recognize and test for learning types and audience receptivity archetypes	• educator-driven exercises, class projects	• periodically	10, 11, 12
Modeling and visualizations	• understand and employ visual, statistical, and verbal modeling to aid in ideation, conceptualizing, and visualizing outcomes	• class projects, periodic presentation assignment reviewed by educators and professionals	• periodic and end of years 1, 2, 3, 4	10, 11, 12

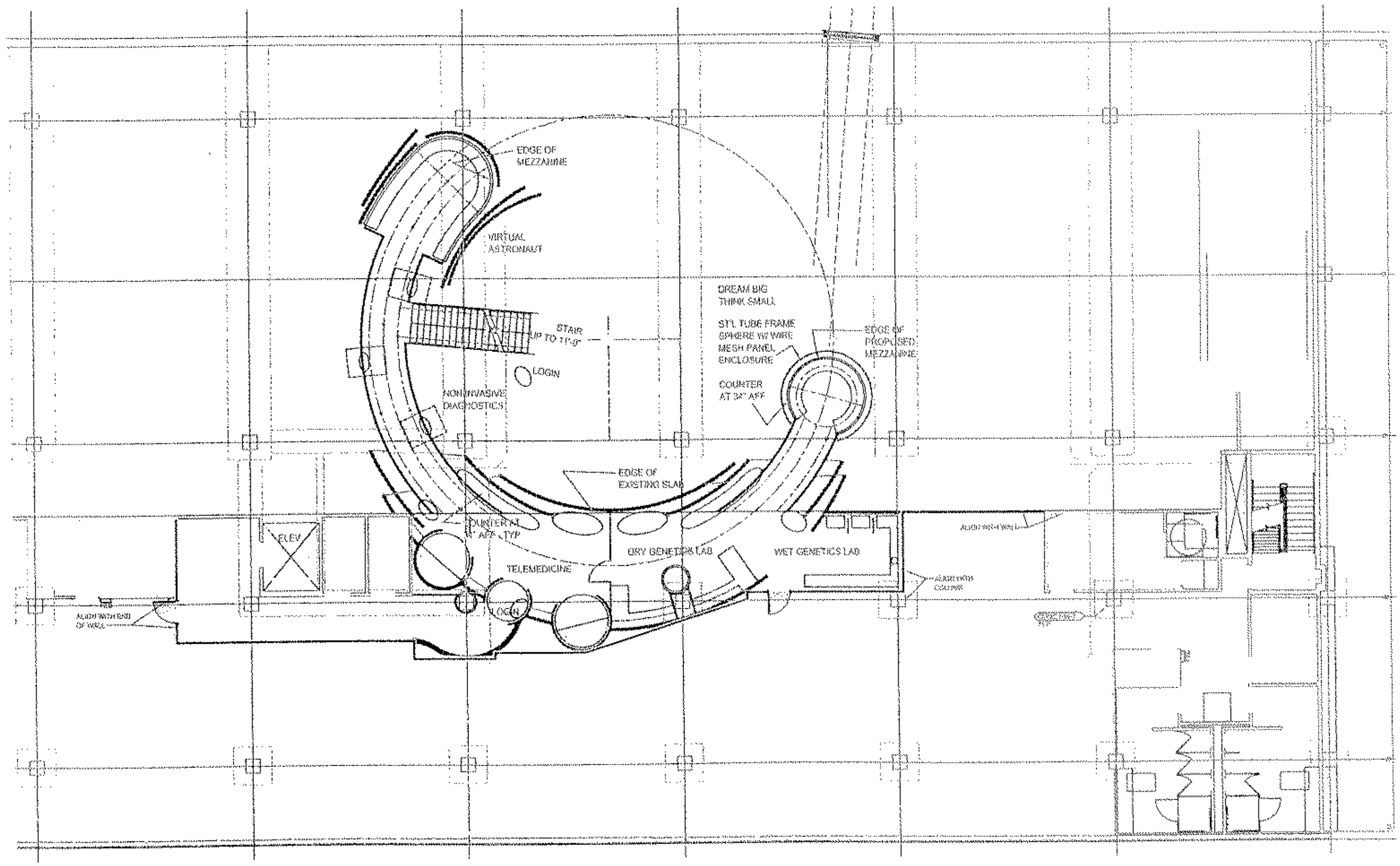
Drawing, graphics, and still and moving image creation and manipulation	• experience and explore manual and digital graphic presentation	• educator-driven exercises, class projects, presentation assignments related to student PEP	• periodically	9, 10, 11, 12
	• plan, design, and develop visual presentations both static and moving to present complex ideas	• periodic presentation assignment reviewed by educators and professionals	• periodic and end of years 1, 2, 3, 4	9, 10, 11, 12
Three-dimensional modeling	• plan, design, and create three-dimensional models for visualization, R&D and project development	• educator-driven exercises, class projects, presentation assignments related to student PEP	• periodic and end of years 3, 4	11, 12
Sound recording, design and manipulation	• plan, design, and develop audio for presentations, sound installations, and displays	• educator-driven exercises, class projects, presentation assignments related to student PEP	• periodic and end of years 3, 4	11, 12

Skills related to Civic Participation	**Description of Outcome**	**Measurement or Assessment Form**	**Frequency of Measurement or Assessment**	**Students to Which Measurement Applies**
Politics and innovation	• understand the dynamics of political systems have on the acceptance of new ideas	• instruction reading, personal and team presentations	• periodic and end of year 2, 3, 4	10, 11, 12
Group and team dynamics, society and culture	• explore and understand how people act both positively and negatively in groups • explore, experience, and understand how culture affects the goals of individuals and society	• educator-driven exercises, class projects • educator-driven exercises, class projects	• periodic and end of year 2, 3, 4	10, 11, 12
Society and markets	• understand the relationship of economic markets to society and their influence on quality of life, poverty, and affluence	• instruction reading, educator-driven exercises, class projects, presentations	• periodic and end of year 2, 3, 4	10, 11, 12

History of change agents and tipping points	• understand how change occurs in society and among groups	• instruction reading, educator-driven exercises, class projects, presentations	• periodic and end of year 2, 3, 4	10, 11, 12

Post Graduation Plan	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to Which Measurement Applies
Passion identification and occupation choices	• understand the various forms of wealth including social, educational, cultural or financial	• assignments related to student PEP	• end of years 3, 4	11, 12
	• recognize the relationship of personal interests and passions to occupation and employment	• assignments related to student PEP	• end of years 3, 4	11, 12
Interviewing and personal presentation	• understand the value of proper and persuasive presentation	• assignments related to student PEP	• periodic and end of years 2, 3, 4	10, 11, 12
	• develop skills for oral presentation, Socratic method, interviewing	• class and team assignments, and assignments related to student PEP	• periodic and end of years 2, 3, 4	10, 11, 12
Resume and portfolio building	• clear, methodical and persuasive presentation of skills, experiences, findings, and projects	• class and team assignments, and assignments related to student PEP	• periodic and end of years 2, 3, 4	10, 11, 12
Networking	• recognize the value of networking, and develop skills for asserting self	• assignments related to student PEP	• end of years 3, 4	11, 12

APPROVED APR 27 2006



SECTION VI : TECHNICAL REVIEW ATTACHMENTS

DISCOVERY WORLD
at Pier Wisconsin

September 29, 2006

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

Re: High School for Innovators:
Charter School Committee Review - Response and Clarification

Dear Mr. Leonhardt and Members of Charter School Review Committee,

Discovery World, Ltd. is pleased to submit the enclosed information to address and or clarify questions raised in our recently submitted Charter School Application for the High School for Innovators to be located at Discovery World at Pier Wisconsin. We welcome this opportunity to address your questions and look forward to your response.

Section I: School Operations
Requested information about persons seeking to establish the Charter School:
(Addendum to Charter School Application Attachment A)

The High School for Innovators will have a governance structure that includes an appointed School Board. Members of that Board have not yet been identified or recruited. Thus, those seeking the Charter at this time are the Planning Team headed by Paul Krajniak, Discovery World board member and Executive Director.

In Attachment A enclosed, we have provided the Legal Name, SS#, Date of Birth, Race and Sex for our planning team members, including Mr. Krajniak and finance manager, Richard Gutierrez, as requested. We have also included a copy of Planning Team Member Bob Plath's resume. Planning Team members Spence Korte and Joan Freiereisen are both out of town as of this writing, but their information will be forwarded to you as soon as it is available. Once the High School Board is appointed, their information including social security numbers will also be forwarded.

Section I: Governance
Description of methods to ensure parental involvement:
(Addendum copy for insertion in Personnel Manual - Charter School Application Attachment D and Operational Manual - Charter School Application Attachment E)

In Attachment B enclosed, we have provided language describing the methods we will use to ensure parental involvement at the High School for Innovators. This language will be included in both the High School for Innovators Personnel Manual and the School's Operational manual.

Section I: Operational and Fiscal management of the School
(Addendum to Charter School Application Attachment J)

1) Description on investment policies and procedures:
In Attachment C enclosed, we have provided descriptive language on our investment policies and procedures that will be inserted into the High School for Innovators Accounting Policies and Procedures Manual.

2) Resume of person responsible for financial management:
In Attachment D enclosed, we have provided a resume for Richard Gutierrez, Discovery World Comptroller, who will be the person responsible for financial management of the High School for Innovators.

Budget:
Financial statements and management letter for affiliated organization:
(Addendum to Charter School Application Attachment G)

In Attachment E enclosed, we have provided a complete copy of the 2005 Audited Financial Statements for Discovery World, Ltd., which includes the requested management letter.

Audits:
CPA audit firm engagement letter, including its commitment to provide the following:

1. **A report on the internal controls the school has in place or has documented as its plan of internal controls AND**
2. **An assessment of your business plan OR an Agreed Upon Procedures Review AND**
3. **A financial Statements Audit with accompanying audit opinion letter and management letter.**

(Addendum to Application Attachment O)

In Attachment F enclosed, we have provided an engagement letter from our CPA firm reflecting that they will provide a report on the internal controls/plan of internal controls and an assessment of our business plan or Agreed Upon Procedures. This will serve as a companion to the already submitted financial statements Audit engagement letter provided with our original Charter Application.

Section II: Educational Program
Explanation of how the school will report to the Charter School Review Committee:
(Addendum copy for insertion in Personnel Manual – Charter School Application Attachment D and Operational Manual – Charter School Application Attachment E)

In attachment G enclosed, we have provided an explanation of how the High School for Innovators will report the Charter School Review Committee.

This language will be inserted in the High School for Innovators Personnel Manual – Attachment D. The language will be inserted into Section IV: Employment Practices as item 4.10 titled "Reporting Educational Results to Charter School Review Committee"

This language will also be included in the High School for Innovators Operational Manual – Attachment E. As a new facility, we are still in the process of creating an Operational Manual. The language attached will be included along with the already submitted Technology Policy, Conflict of Interest Policy and Parental Involvement narrative submitted. The High School for Innovators School Board and the Discovery World at Pier Wisconsin Corporate board will work together to create this manual.

Thank you for this opportunity. Should you have questions about this letter or additional information needs, please contact me at (414) 531-5361

Sincerely,

Paul Krajniak
Executive Director

cc: HSI Planning Team

Enclosures

Attachment A:	Information about persons seeking charter
Attachment B:	Description of methods to ensure parental involvement
Attachment C:	Investment Policy and Procedures for insertion in Accounting Policies and Procedures Manual
Attachment D:	Resume of person responsible for financial management
Attachment E:	Financial statements and management letter for affiliated organization
Attachment F:	Engagement letter for report on the internal controls/plan of internal controls and an assessment of our business plan or Agreed Upon Procedures.
Attachment G:	Explanation of how the school will report to the Charter School Review Committee including a description of where this language will be inserted in Personnel and Operational manuals.

Attachment A

Information about persons seeking charter

Additional Information from Persons Seeking the Charter

The High School for Innovators will have a governance structure that includes an appointed School Board. Members of that Board have not yet been identified or recruited. Thus, those seeking the Charter at this time are the Planning Team headed by Paul Krajniak. Information for the Planning Team is as follows:

Paul Joseph Krajniak
390-56-4540
7-16-1951
Caucasian
Male

Richard Gutierrez
389-84-9466
3-21-1970
Hispanic
Male

Robert Plath
436-42-2850
5-20-1949
Caucasian
Male

Robert Nelson
399-42-4749
9-20-1946
Caucasian
Male

Carol Topinka
399-46-5884
8-12-1947
Caucasian
Female

Joan Feiereisen
392-70-0021
11-5-1957
Caucasian
Female

Planning Team members Spence Korte is out of town as of this writing, but his information will be forwarded to you as soon as it is available. Once the High School Board is appointed, their information including social security numbers will also be forwarded.

Robert G. Plath
Educational Consultant

Personal Data

9121 W. Elm Ct. Unit B
Franklin, WI. 53132
414-858-0255

Summary of Qualifications

- Over 30 years of professional experience as an educator and school/district administrator in Milwaukee Public Schools
- Managed the daily operations of the Milwaukee Public Schools, including oversight of 160 principals with annual budgets totaling 760 million dollars
- Implemented an effective system for the identification and development of urban school leaders

Education

Master's of Science in Administrative Leadership -University of Wisconsin-Milwaukee
Bachelor of Science in Education -Western Illinois University
Engaged in course study for a Superintendent License -University of Wisconsin-Milwaukee
NASSP Leadership Assessment Program-Assessor Training
The Gallup Organization-Principal Perceiver Training

Professional Experience

Consultant/Higher Education

Partner with Administrator Consulting Services – Search firm for Superintendents, District Administrators, Business Managers and Principals
Guest Lecturer --- School Administration Courses, Concordia University Wisconsin, University of Wisconsin-Milwaukee, Cardinal Stritch University, and National Lewis University
Consultant to Discovery World --- Milwaukee, Wisconsin

District Level Administrator for Milwaukee Public Schools

Director of Leadership Services at Milwaukee Public Schools - Managed the following central office departments and divisions – Department of Leadership Services, Division of Student Services, Division of School Safety and Security, Parent Center, Division of Athletics, and Division of Small Community Schools.
High School Leadership Specialist - Managed the district's high schools

School Level Administrator

Principal of Bay View High School
Principal of Alexander Bell Middle School
Principal of Carson Academy of Science
Assistant Principal Maryland Avenue School

Teacher and Coach at various schools in MPS

Professional Activities

Member of the Principal Center of Harvard University
Member of ASC – Administrator and Supervisory Council
Member of AWSA – Association of Wisconsin School Administrators
Member of NASSP – National Association of Secondary School Principals
Member of ASCD – Association for Supervision and Curriculum
Member of Phi Delta Kappa
Published article for the State School Board Magazine

Attachment B

Description of methods to ensure parental involvement

Parental Involvement

Introduction

Parents and guardians remain the most important partner in students' education, and their involvement is essential to HSI's success. Parent participation in the development and educational activities of the school will help ensure the overlapping of education and real life. Parents support helps set the stage for their children's future. HSI promotes the responsibilities of parents or guardians upon a child's enrollment, as well as throughout a student's tenure at the school.

HSI recognizes the critical role parents and family play in the overall success of their children. As valued members of the HSI community and key stakeholders in their children's education, parents/guardians will have many avenues of input into school decision making and the general operations of the school.

Parent and Community Advisory Board

Parents will be provided the opportunity to deepen their involvement in HSI by joining the Parent and Community Advisory Board. This group, which is open to all parents and staffed by the Principal, will include other representatives from the faculty, staff and administration. The Parent Community Advisory Board will serve as an avenue for discussion of parent concerns as well as a vehicle for parent participation in the work of the school and the active support of their children. The Advisory Board will meet regularly and minutes will be taken and shared with all HSI stakeholders.

Parents involved with the Parent and Community Advisory Board will provide input about issues such as:

- Daily school operations and procedures
- School program implementation
- School assessment
- Issue resolution and problem solving

Another avenue for parental involvement is the HSI School Board. New candidates are nominated annually for membership and current parents will be among the potential members considered.

Other Means to Ensure Parental Input and Involvement

Parental input will be gathered in several other ways:

- At least twice per year parents will be surveyed on different aspects of the school – curriculum, instruction, assessment, general operation, overall school satisfaction
- Regular all parent meetings will be held each quarter to discuss the program
- Ongoing communications with the school principal and staff will be encouraged through an "open door" policy, daily parent/staff

interactions, phone calls and parent-teacher conferences scheduled throughout the year.

- Parents may be engaged on selection committees for the hiring of key staff members.

Planned involvement methods for High School for Innovators parents include:

- Annual School open house
- Web site communications
- The HSI newsletter
- Monthly written reports to parents
- Participation in classroom activities and student field trips
- Invitations to student presentations and school events
- Invitations and preferred access to Discovery World at Pier Wisconsin events and educational programs.
- Periodic Discovery World publications and information.
- Orientation and training sessions will be held on a variety of topics such as, adolescent development and needs, technology, problem solving and dispute resolution skills, and active listening skills for parents.

Attachment C

Investment Policy and Procedures for insertion in Accounting Policies and Procedures Manual

INVESTMENT POLICY STATEMENT

THE DISCOVERY WORLD
INVESTMENT OBJECTIVES AND POLICY GUIDELINES
Effective September 1, 2006

I. Statement of Purpose

The Board of Directors of Discovery World has adopted this Investment Policy Statement in recognition of its responsibility to supervise the investment of Discovery World's assets in accordance with the Organization's goals. The purpose of this Policy Statement is to set forth in writing: (1) an appropriate set of objectives and goals to be attained through the investment of the Organization's assets; (2) the position of the Finance and Audit Committee with respect to the Organization's risk/return posture, including allocation of assets, and establishment of investment guidelines; and (3) an overall system of investment policies and practices whereby the continuing financial obligation of the Organization will be satisfied.

The conditions of this Investment Policy Statement shall apply to all assets accepted by the Organization.

II. Statement of Responsibilities

It is expected that the following parties associated with the Organization will discharge their respective responsibilities in accordance with normal fiduciary standards; (1) with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and of like aims, and (2) by diversifying the investments so as to minimize the risk of large losses.

A. Investment Manager(s): The Investment Manager(s) are charged with the responsibility to conduct day-to-day investment management of the Organization assets in accordance with this Investment Policy Statement and all laws that supersede it. All Investment Manager(s) must either be (1) registered under the Investment Company Act of 1940, (2) a bank, as defined in that Act, (3) an insurance company qualified under the laws of more than one state to perform the services of managing, acquiring or disposing of Organization assets, or (4) such other person or organization authorized by applicable law or regulation to function as an Investment Manager(s). Each investment manager managing a separate account for the Organization must sign an investment management agreement with the Organization.

B. Custodian: The custodian has been retained by the Finance and Audit Committee and is charged with the responsibility for safekeeping securities, collections and disbursement, and periodic accounting statements.

C. Investment Consultant: The Investment Consultant has been retained and is charged with the responsibility to assist the Finance and Audit Committee in developing ongoing investment policy, assisting in investment manager selection and monitoring services, and as directed by the Finance and Audit Committee, assisting the Organization in conducting investment activities associated with the Organization in accordance with commonly accepted standards.

D. Finance and Audit Committee: The Board of Directors hereby expressly delegates to the Finance and Audit Committee all of its investment decision making powers as described in the Discovery World Bylaws. Said delegation shall remain in effect until modified by the Board of Directors. The Finance and Audit Committee shall report to the Board of Directors on at least a semi-annual basis at which time the Finance and Audit Committee actions as reported shall be ratified or modified as the case may be.

III. Statement of Spending Policy

The Organization is expected to disburse funds only as intended by the donor or as agreed to by the board of directors. In accordance with this disbursement policy, the Finance and Audit Committee is committed to: (1) protecting the corpus of the Organization; (2) preserving the spending power of the income from the fund (3) maintaining a diversified portfolio of assets in order to meet investment return objectives while keeping the level of risk commensurate with that of the median fund in a representative Organization and endowment universe; (4) complying with applicable law.

IV. Investment Objectives

The investment objectives for the Organization will be for the asset value, exclusive of contributions or withdrawals, to grow over the long run and earn, through a combination of investment income, capital appreciation, and a rate of return (time-weighted total return) in excess of the benchmarks established for the medium term (3 years) and long term (5 years).

Medium Term Performance Objectives

A. The Total Fund return shall exceed (net of fees) a custom index made up of the following indices: the Russell 1000 Growth, the Russell 1000 Value, the Russell 2000 Growth, the Russell 2000 Value, the S&P 500 Index, the MSCI EAFE Index, the CITI EMI World ex-US Index, the HFR Fund-of-Funds Index, CPI+5%, the NCREIF Index, the Lehman Brothers Aggregate Bond Index, and the Lehman Brothers US TIPS Index.

B. The Total Fund return is to outperform the median fund in a representative Organization and endowment universe.

C. The large cap equity segment of the Fund shall exceed (net of fees) the S&P 500 Index, as well as the median large cap return in a large cap performance universe.

D. The small cap equity segment of the Fund shall exceed (net of fees) the Russell 2000 Index plus 100 basis points, as well as the median small cap return in a small cap performance universe.

E. The international equity segment of the Fund shall exceed (net of fees) the EAFE Index plus 100 basis points, as well as the median international return in an international performance universe.

F. The international small cap equity segment of the Fund shall exceed (net of fees) the CITI EMI World ex-US Index plus 100 basis points, as well as the median international small cap return in an international small cap performance universe.

G. The objective of the alternative assets segment is to earn a real return of 5% regardless of market direction and exceed the rate of return of the HFR Fund-of-Funds Index.

H. The real estate segment of the Fund shall exceed (net of fees) the NCREIF Index as well as the median real estate return in a representative performance universe.

I. The core fixed income segment of the Fund shall exceed (net of fees) the Lehman Brothers Aggregate Index as well as the median fixed income return in a representative performance universe.

J. The real return fixed income segment of the Fund shall exceed (net of fees) the Lehman Brothers US TIPS Index as well as the median real return fixed income return in a representative performance universe.

Long Term Performance Objectives

A. The Total Fund shall exceed (net of fees) a custom index made up of the following indices: the Russell 1000 Growth, the Russell 1000 Value, the Russell 2000 Growth, the Russell 2000 Value, the S&P 500, the MSCI EAFE Index, the CITI EMI World ex-US Index, the HFR Fund-of-Funds Index, CPI+5%, the NCREIF Index, the Lehman Brothers Aggregate Bond Index, and the Lehman Brothers US TIPS Index.

B. The Total Fund is to outperform the median fund in a representative Organization and endowment universe.

C. The Total Fund is to produce, after investment expenses, a minimum annual compound total rate of return of 5% in excess of the rate of inflation.

Asset Allocation

The following allocations of Organization assets shall serve as the general guidelines for Organization investments.

Asset Class	Target Allocation	Minimum	Maximum
Mid/Large Cap Value	8.0%	6.5%	9.5%
Large Cap Growth	8.0%	5.0%	9.5%
Small Cap Value	6.5%	5.0%	8.0%
Small Cap Growth	6.5%	5.0%	8.0%
Indexed Large Cap Core	16.0%	13.0%	19.0%
Alternative Investments (incl. RE)	18.0%	10.0%	20.0%
International Stocks	14.0%	11.0%	17.0%
Fixed Income	26.0%	23.0%	29.0%
Total	100.0%		

The asset mix policy and acceptable minimum and maximum ranges established by the Finance and Audit Committee represent a long-term view. As such rapid and significant market movements may cause the fund's actual asset mix to fall outside the policy range. Any such divergence should be of a short-term structure.

V. Investment Guidelines

It is the intention of the Finance and Audit Committee to allow each investment manager full investment discretion within the scope of these mutually agreed upon investment guidelines. Each investment manager must adhere to the following investment guidelines as well as the specific guidelines in the appendix unless explicitly advised in writing by the Finance and Audit Committee.

A. Types of Securities:

The equity securities shall be domestic or foreign common stocks, preferred stocks, convertible preferred stocks, private equity, hedge funds, real estate, and bonds, depending on the manager's assignment. The fixed income securities shall be comprised of U.S. Treasuries, agencies of the United States Government, domestic and international corporations, domestic banks, other U.S. financial institutions, and other sovereign government issues.

B. Diversification:

The equity and fixed income Portfolio should be well diversified to avoid undue exposure to any single economic sector, industry, or individual security. No more than 5% of the equity or fixed income portfolio based on market value shall be invested in the securities of any one issuer other than fixed income pools of investments such as U.S. Governments or U.S. Government Agencies. Except U.S. Treasuries, no more than 10% of the fixed income portfolio based on market value shall be invested in securities of any one issuing corporation at the time of purchase.

C. Prohibited Investments:

Categories of investment that are not eligible for investment without prior approval of the Board of Directors include:

1. Short Sales.
2. Margin purchase or other use of lending or borrowing.
3. Private placements.
4. Commodities.
5. Security loans.
6. Leveraged derivatives (e.g. floaters, inverse floaters, etc.)
7. Warrants.

The alternative asset portfolio may utilize the above categories so long as such investments are consistent with the portfolio's goal of stable returns with low volatility. Categories of investment that are eligible for investment only with prior approval of the Finance and Audit Committee include:

1. Unregistered or restricted stock. Investment in unregistered or restricted stock by investment managers is prohibited.
2. Options or futures. Investment in options and futures contracts by separate account managers is generally prohibited. From time to time, mutual fund investment managers may make investments in options or futures contracts in order to enhance or protect the Discovery World portfolio. These investments are expected to be limited to minor holdings of any mutual fund and/or for a limited time duration. In order to protect against political and economic events unique to a foreign country or region, investments may include futures and forward contracts, options, or international currency hedging. All such investments and limitations are disclosed by prospectus.

With prior approval, writing covered calls and puts will be allowed to the extent they are used as a strategy to reduce the overall risk of the equity portfolio. Any such program will not exceed 10% (unless specifically authorized) of the equity portion of any manager's assignment or of any other equity pool managed internally by the Organization and will be closely monitored by the Finance and Audit Committee.

D. **Trading and Execution:**
The Investment Manager(s) shall use their best efforts to obtain best execution of orders through responsible brokerage firms at the most favorable prices and competitive commission rates. If turnover of equity investments exceeds 50% of the equity market value in any calendar quarter, the Investment Manager(s) will promptly submit to the Finance and Audit Committee as well as the Investment Consultant a detailed explanation of the trading activity (For this purpose, turnover shall be defined as the ratio of the lesser of sales proceeds and the purchase costs to the average market value of equities for the quarter). Similar notice will be sent to the Finance and Audit Committee as well as the Investment Consultant if any Investment Manager purchases a specific holding within 30 days after it has been sold from the Organization.

E. **Liquidity:**
The Finance and Audit Committee delegates to staff to monitor the cash flow on a regular basis, and sufficient liquidity shall be maintained to fund payment outflows. When withdrawals become necessary, the Finance and Audit Committee will notify the Investment Manager(s) as far in advance as possible to allow them sufficient time to build up necessary liquid reserves. The Investment Manager(s) will be expected to review the cash flow requirements with the Finance and Audit Committee and staff at least annually.

Attachment D

Resume of person responsible for financial management

Richard Gutierrez, MBA
4730 South Aspen Court
New Berlin, Wisconsin 53151
(414) 427-9825
mrgutier@gsb.uchicago.edu

CAREER SUMMARY

Success driven professional with over 14 years of diverse experience in Manufacturing, Engineering, Finance and Investments. Strong interpersonal skills with experience in leading multiple cross-functional teams that surpassed project goals. Budget and scheduling responsibility on million-dollar manufacturing projects. Performed review of investment instruments and presented advantages and disadvantages to clients. Use of Spanish speaking and leadership skills to successfully complete international audit projects. Proven success in learning new skills and quickly applying them to achieve business goals. Involved in various charitable organizations including participation as an executive board member and Chair of the Finance and Audit Committee for a $20 million nonprofit group.

CAREER HISTORY

Discovery World, Milwaukee, Wisconsin (2005 – Current)
Discovery World is an interactive museum created to inspire, motivate and delight children and adults about the interconnections among science, economics, and technology.

Controller (2005 – Current)

- Development, analysis, and interpretation of statistical and accounting information in order to appraise operating results in terms of profitability, performance against budget, and other matters bearing on the fiscal soundness and operating effectiveness of the organization.
- Responsible for evaluating the performance of personnel in the Accounting Department and Human Resources.
- Maintain the company's system of accounts and keep books and records on all company transactions and assets.
- Establish major economic objectives and policies for the company and prepare reports that outline the company's financial position in the areas of income, expenses, and earnings based on past, present, and future operations.
- Coordinate and directs the preparation of the budget and financial forecasts, institutes and maintains other planning and control procedures (including the cost accounting system), and analyzes and reports variances.
- Responsibility for providing effective financial controls for the organization.

Jefferson Wells, Milwaukee, Wisconsin (2004 – 2005)
Jefferson Wells is a growing global provider of professional services in the areas of risk, controls, compliance and financial process improvement.

Internal Controls Consultant (2004 – 2005)

- Successfully completed Internal Audit projects for manufacturing, insurance and service companies both domestically and internationally.
- Worked on Sarbanes-Oxley project for large manufacturing company, including the use of a facilitative session approach to documentation phase of the process.
- Involved in successful completion of international audit, accounting for over $2 million in recovered revenue.

Morgan Stanley, Wauwatosa, Wisconsin (2003 – 2004)

Morgan Stanley is a $36.5 billion global financial services firm that operates in Institutional Securities, Individual Investor Services, Investment Management and Credit Services.

Financial Advisor (2003 – 2004)
Successfully completed training program. Developed extensive networking and prospecting list.

- Obtained Series 7, 66, and 53 securities licenses.
- Obtained Wisconsin Life, Accident and Health licenses.
- Performed personal financial reviews, developed and implemented solutions.
- Developed multiple business marketing plans to build financial advising business.
- Presented financial service offerings to company management and union representatives.

Rockwell Automation, Milwaukee, Wisconsin (1992 – 2003)
Rockwell Automation is a $4.3 billion leading global provider of industrial automation power, control and information solutions.

Senior Corporate Internal Auditor (1999 – 2002)
Planned and conducted financial and operational audits of company's domestic and international locations, assessing the business and analyzing its performance against company and industry standards. Performed critical review of location's income statement, balance sheet and cash flow statements. Developed recommendations and reported to top local and corporate leadership.

- Led audit team after five months in department, seven months earlier than standard.
- Integrated new technologies in investigation and reporting to facilitate communication at all stages of the audit process
- Participated on a team to assess and make improvements to audit procedures.
- Conducted three international audits focusing on logistics and consolidation in Europe, Asia-Pacific and Latin America.
- Developed and tested self-initiated travel cost reduction plan, resulting in a 40% reduction in travel costs.

New Product Development Engineer (1997 – 1999)
Developed tooling and created layouts of production area for new solid-state products. Developed schedules and budgets for the manufacture of small programmable logic controllers (PLC). Provided manufacturing and quality support for existing products in two states. Worked in matrix organization to bring new products to market.

- Team leader for industrialization group with $1.2 million budget.
- Facilitated transfer of PLC line from Eau Claire, WI to Dublin, GA. Transfer completed with minimal interruption to production, on time and under budget.
- Led supplier selection group to identify sources of needed equipment and materials that maximized quality, improved availability and lowered costs.
- Developed product cost schedule to meet market target requirements
- Implemented the "theory of constraints" method of project scheduling, resulting in a 20% reduction in time to market of a new product.

Cellular Manufacturing Supervisor (1994 - 1997)
Oversaw the production of $50 million annually of industrial automation products (push buttons, terminal blocks and hazardous location enclosures). Supervised 30 union employees across three shifts. Responsible for manufacturing processes that included plastic injection molding, stamping, and automated assembly.

- Improved on-time delivery from 80% to 99% through equipment improvements and personnel motivation.
- Ensured compliance with ISO 9001 Standards.
- Doubled production on several lines through innovative equipment modifications, process and layout improvements.
- Performed financial analysis to compare cost of purchasing $1.5 million worth of equipment or producing products manually at overseas locations.
- Evaluated overseas suppliers of tooling based on quality and cost.

Manufacturing Engineering Trainee (1992-1994)
Hired into Engineering Development Program. Experiences in Plant Engineering, Quality, Test Engineering and Supervision.

- Headed project to renovate large office and lab area, completed on time and on budget.
- Developed testing procedures to minimize cost and increase throughput.
- Relayed out production line to increase through put increase efficiency and eliminate need for additional shift.

EDUCATION

UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS, Chicago, Illinois
Master of Business Administration, 2001, concentration in Finance and International Business

MILWAUKEE SCHOOL OF ENGINEERING, Milwaukee, Wisconsin
Master of Science, Engineering Management, 1998, concentration in Marketing

MILWAUKEE SCHOOL OF ENGINEERING, Milwaukee, Wisconsin
Bachelor of Science, Manufacturing Engineering Technology, 1992, graduated with Honors

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MILWAUKEE SCHOOL OF ENGINEERING
1025 N. Broadway, Milwaukee, WI 53202-3109

DEGREE SOUGHT: BS in Manufacturing Engineering Technology — DATE DEGREE GRANTED: 5/1992

MS in Engineering Management — 2/1998

ID: 120871
NAME: Gutierrez, Richard
SSN: xxx-xx-9466
DATE PRINTED: 9/27/2005

Graduate Division

Course Number	Title	Grade	Cred Hrs	Qual Pts	GPA
	1993-1994 : Fall Quarter				
EM691	MANAGEMENT PRINCIPLES	BC	3.00	7.50	
	Term Totals :		3.00	7.50	2.50
	Career Totals :		3.00	7.50	2.50
	1993-1994 : Winter Quarter				
EM692	MANAGEMENT ACCOUNTING	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		6.00	19.50	3.25
	1993-1994 : Spring Quarter				
EM711T	COST & CAPITAL INVEST ANALY	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		9.00	31.50	3.50
	1994-1995 : Fall Quarter				
EM715T	MGT OF MODERN ORGANIZATIO	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		12.00	43.50	3.63
	1994-1995 : Winter Quarter				
EM719T	INTERNATIONAL BUS & FINANCE	AB	3.00	10.50	
	Term Totals :		3.00	10.50	3.50
	Career Totals :		15.00	54.00	3.60
	1994-1995 : Summer Quarter				
EM601	EXECUTIVE SEMINAR	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		18.00	66.00	3.67
	1995-1996 : Fall Quarter				
EM757B	ENVIRON. LAW, WATER & SOIL	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		21.00	78.00	3.71
	1995-1996 : Winter Quarter				
EM757A	ENVIRON. LAW, AIR QUALITY	AB	3.00	10.50	
EM792OT	CRISIS MANAGEMENT	A	3.00	12.00	
	Term Totals :		6.00	22.50	3.75
	Career Totals :		27.00	100.50	3.72
	1995-1996 : Spring Quarter				
EM720	INTERNATIONAL MARKETING	AB	3.00	10.50	
EM736	BARGAINING & NEGOTIATING	AB	3.00	10.50	
	Term Totals :		6.00	21.00	3.50
	Career Totals :		33.00	121.50	3.68
	1995-1996 : Summer Quarter				
EM790C	MARKETING SIMULATION	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		36.00	133.50	3.71
	1996-1997 : Fall Quarter				
EM717	INDUSTRIAL MARKETING	B	3.00	9.00	
EM718T	NEW PRODUCT DEVELOPMENT	AB	3.00	10.50	
EM798	MSEM THESIS: PHASE	A	3.00	12.00	
	Term Totals :		9.00	31.50	3.50
	Career Totals :		45.00	165.00	3.67
	1996-1997 : Spring Quarter				
EM800	BUSINESS POLICIES	A	3.00	12.00	
	Term Totals :		3.00	12.00	4.00
	Career Totals :		48.00	177.00	3.69
	1997-1998 : Winter Quarter				
EM870	MARKETING CAPSTONE COURSE	AB	3.00	10.50	
	Term Totals :		3.00	10.50	3.50
	Career Totals :		51.00	187.50	3.68
	Division Career Totals :		51.00	187.50	3.68

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ID : 120871

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SSN : xxx-xx-9466

DATE PRINTED: 9/27/2005

Undergraduate Division

Course Number	Title	Grade	Cred Hrs	Qual Pts	GPA
	Transfer Work : TR				
	Organization : Univ of WI--Milwaukee				
HS471	SOCIOLOGY	TR	0.00	0.00	
MS331	BUSINESS LAW	TR	0.00	0.00	
	Organization : Waubonsee Community College				
HS161	GEN PSYCHOLOGY	TR	0.00	0.00	
	Term Totals :		0.00	0.00	0.00
	Career Totals :		0.00	0.00	0.00
	1988-1989 : Fall Quarter				
CH100	CHEMISTRY FOR TECHNOLOGIS'	BC	4.00	10.00	
EG120	ENGR GRAPHICS I	A	2.00	8.00	
EN131	COMPOSITION	BC	3.00	7.50	
MA127	COLLEGE ALGEBRA II	B	4.00	12.00	
MT100	INTRO TO MECHANICAL TECH	A	4.00	16.00	
OR100	FRESHMAN ORIENTATION	S	0.00	0.00	
	Term Totals :		17.00	53.50	3.15
	Career Totals :		17.00	53.50	3.15
	1988-1989 : Winter Quarter				
CS165	INTRO TO COMPUTER PROGRAM	X	0.00	0.00	
EG221	ENGINEERING GRAPHICS II	BC	2.00	5.00	
EN132	TECH COMPOSITION	C	3.00	6.00	
MA128	ANAL. GEOM. & CALC. I	AB	4.00	14.00	
MT122	INTRO TO MATERIALS TECH	B	4.00	12.00	
	Term Totals :		13.00	37.00	2.85
	Career Totals :		30.00	90.50	3.02
	1988-1989 : Spring Quarter				
CS185	INTRO TO COMPUTER PROGRAM	AB	3.00	10.50	
ET151	AC & DC CIRCUIT ANALYSIS	AB	3.00	10.50	
MA225	CALCULUS II FOR TECH'S.	B	4.00	12.00	
MT123	INTRO TO MATERIALS PROC.	B	4.00	12.00	
PT110	PHYSICS TECH 1	B	4.00	12.00	
	Term Totals :		18.00	57.00	3.17
	Career Totals :		48.00	147.50	3.07
	1989-1990 : Fall Quarter				
ET204	LOGIC CIRCUITS	AB	4.00	14.00	
MA226	CALCULUS III FOR TECH'S.	AB	4.00	14.00	
MS221	MICROECONOMICS	A	3.00	12.00	
MT200	STATICS	C	4.00	8.00	

Undergraduate Division

Course Number	Title	Grade	Cred Hrs	Qual Pts	GPA
	1989-1990 : Fall Quarter				
PT220	PHYS FOR TECH II	BC	4.00	10.00	
	Term Totals :		19.00	58.00	3.05
	Career Totals :		67.00	205.50	3.07
	1989-1990 : Winter Quarter				
EN241	SPEECH	C	3.00	6.00	
ET296	MICROPROC.PRIN/APPL/ET-M	AB	4.00	14.00	
MA227	DIFF. EQUAT. FOR TECHS.	X	0.00	0.00	
MT205	STRENGTH OF MATERIALS	A	4.00	16.00	
MT228	MACHINING PROCESS	AB	3.00	10.50	
	Term Totals :		14.00	46.50	3.32
	Career Totals :		81.00	252.00	3.11
	1989-1990 : Spring Quarter				
ET251	ELECTRICAL TECHNOLOGY II	BC	4.00	10.00	
MA262	PROBABILITY & STATISTICS	BC	3.00	7.50	
MT218	FLUID MECHANICS	AB	4.00	14.00	
MT262	MECHANICAL COMPONENTS	A	4.00	16.00	
MT303	DYNAMICS FOR -- ET-M'S	B	3.00	9.00	
	Term Totals :		18.00	56.50	3.14
	Career Totals :		99.00	308.50	3.12
	1990-1991 : Fall Quarter				
EG460	MOD. ENGR. & TOLERANCING	B	3.00	9.00	
ET355	ELECTRONICS	X	0.00	0.00	
HS434	CREATIVE THINKING	BC	3.00	7.50	
MT355	THERMO & HEAT TRANSFER	B	3.00	9.00	
PH320	INTRO TO LASERS & HOLOG.	B	3.00	9.00	
	Term Totals :		12.00	34.50	2.88
	Career Totals :		111.00	343.00	3.09
	1990-1991 : Winter Quarter				
EN332	APPLIED TECHNICAL COMM.	BC	4.00	10.00	
HS461	INDUSTRIAL PSYCHOLOGY	AB	3.00	10.50	
MS441	SUPERVISION	B	3.00	9.00	
MT334	DESIGN OF EXPER & MEASUR	A	3.00	12.00	
MT462	INTRO TO COMP AID DESIGN	A	3.00	12.00	
OR402	PROF GUIDANCE	A	1.00	4.00	
	Term Totals :		17.00	57.50	3.38
	Career Totals :		128.00	400.50	3.13
	1990-1991 : Spring Quarter				
ET395	MACHINE VISION SYSTEMS	AB	4.00	14.00	

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ID : 120871
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SSN : xxx-xx-9466
DATE PRINTED: 9/27/2005

Undergraduate Division

Course Number	Title	Grade	Cred Hrs	Qual Pts	GPA
	1990-1991 : Spring Quarter				
MS462	TECHNICAL SELLING	AB	3.00	10.50	
MT335	STAT PROC CTR & QUA ASSU	AB	3.00	10.50	
MT338	FEEDBACK CONTROL SYSTEMS	B	4.00	12.00	
MT341	APPLI OF INDUST ROBOTS	A	4.00	16.00	
	Term Totals :		18.00	63.00	3.50
	Career Totals :		146.00	463.50	3.17
	1991-1992 : Fall Quarter				
ET355	ELECTRONICS	B	4.00	12.00	
ET431	SENSORS & FIBER OP. TECH.	B	4.00	12.00	
HS431	LOGIC	B	3.00	9.00	
IE370	CNC MACHINE TOOLS	AB	4.00	14.00	
MT467	CAD/CAM FOR MFTG.	A	3.00	12.00	
MT496	SENIOR PROJECT PHASE I	AB	1.00	3.50	
	Term Totals :		19.00	62.50	3.29
	Career Totals :		165.00	526.00	3.19
	1991-1992 : Winter Quarter				
ET476	FACTORY AUTOMATION DEVIC	A	4.00	16.00	
HS464	HUMAN FACTORS ENGR/DESG.	A	3.00	12.00	
IE423	ENGINEERING ECONOMY	A	3.00	12.00	
MT445	MATL HDLG & PLANT LAYOUT	A	3.00	12.00	
MT497	SENIOR DESIGN PROJECT II	A	2.00	8.00	
	Term Totals :		15.00	60.00	4.00
	Career Totals :		180.00	586.00	3.28
	1991-1992 : Spring Quarter				
HS432	ETHICS FOR PROF/MGR/ENGR	BC	3.00	7.50	
HS435	PHILOSOPHY OF RELIGION	CD	3.00	4.50	
ME423	MATERIALS SELCTION	B	3.00	9.00	
ME427	DESIGNING WITH PLASTICS	A	3.00	12.00	
	Term Totals :		12.00	33.00	2.75
	Career Totals :		192.00	619.00	3.22
	Division Career Totals :		192.00	619.00	3.22

*** End of Academic Record ***

National Student Clearinghouse
13454 Sunrise Valley Drive, Suite 300
Herndon, Virginia 20171
www.studentclearinghouse.org

Questions?
Contact 703-742-4200 or
transcripts@studentclearinghouse.org

Order Number: 169235

Consent to Release Information from Educational Records

Order Date: 09/28/2005 11:54 AM ET
Re: RICHARD GUTIERREZ

The undersigned individual authorizes
UNIVERSITY OF CHICAGO
to release the official transcript of his/her education records
to the individuals and/or organizations below.

PIER WISCONSIN
815 N. JAMES LOVELL STREET
MILWAUKEE, WI 53233

The undersigned individual also agrees to the charges on his/her credit card resulting from this order, which will appear on his/her credit card statement as "On-line Transcript Order."

In order to complete your transcript order, you must fax, email or mail a signed copy of this consent form to the Clearinghouse within seven (7) days of the order date. **DO NOT RETURN THIS FORM TO THE SCHOOL.**

Authorized for Order Number: 169235

RICHARD GUTIERREZ
Name (please print)

9/28/05
Date

Signature

Fax to: 703-742-4238 (IMPORTANT, remember to dial 1-703 first)
Or mail to: National Student Clearinghouse, 13454 Sunrise Valley Drive, Ste 300, Herndon, VA 20171
Or email scanned copy of signed consent to: transcripts@studentclearinghouse.org

Attachment E

Financial statements and management letter for affiliated organization

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

FINANCIAL STATEMENTS
DECEMBER 31, 2005

(See Independent Auditors' Report)

KOMISAR BRADY & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

TABLE OF CONTENTS

KOMISAR BRADY & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

633 West Wisconsin Avenue, Suite 900
Milwaukee, Wisconsin 53203-1907

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Independent Auditors' Report

To the Board of Directors of
Discovery World, Ltd.
F/K/A Pier Wisconsin, Ltd.

Milwaukee, Wisconsin

We have audited the accompanying statement of financial position of Discovery World, Ltd. f/k/a Pier Wisconsin, Ltd. ("Discovery World") as of December 31, 2005. This financial statement is the responsibility of Discovery World's management. Our responsibility is to express an opinion on this financial statement based on our audit.

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

Because we were not engaged to audit the statements of activities and cash flows, we did not extend our auditing procedures to enable us to express an opinion on changes in net assets and cash flows for the year ended December 31, 2005. Accordingly, we express no opinion on them.

In our opinion, the statement of financial position referred to in the first paragraph presents fairly, in all material respects, the financial position of Discovery World as of December 31, 2005, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued a report dated March 28, 2006 on our consideration of Discovery World's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with the report in considering the results of our audit on the statement of financial position.

Komisar Brady & Co., LLP

CERTIFIED PUBLIC ACCOUNTANTS

Milwaukee, Wisconsin
March 28, 2006

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2005

ASSETS

CURRENT ASSETS	
Cash and cash equivalents	$ 731,486
Accounts receivable, net of allowance for doubtful accounts of $8,241	216,397
Accounts receivable, other	414,253
Pledges receivable	12,911,928
Grants receivable	101,200
Inventory	4,291
Prepaids	86,344
Total current assets	14,465,899
FIXED ASSETS, NET	46,868,822
INVESTMENTS	
Unrestricted investment	4,872
Restricted investment, endowment	312,345
Total investments	317,217
Total assets	$ 61,651,938

(See Notes to Financial Statements)

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2005

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Note payable, bank line of credit	$ 200,000
Note payable, construction line of credit	11,032,470
Note payable, related party	11,910,000
Current portion of obligations under capital lease	3,012
Accounts payable	299,318
Accounts payable, construction	6,191,878
Accruals	93,988
Accrued interest	64,199
Customer tour deposits	19,434
Unearned revenue	30,678
Total current liabilities	29,844,977
OBLIGATIONS UNDER CAPITAL LEASE	4,993
NET ASSETS	31,801,968
Total liabilities and net assets	$ 61,651,938

(See Notes to Financial Statements)

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

STATEMENT OF ACTIVITIES
(UNAUDITED)
FOR THE YEAR ENDED DECEMBER 31, 2005

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUES				
Capital campaign contributions	$ --	$ 10,852,719	$ --	$ 10,852,719
Contributions and memberships	2,847,529	--	--	2,847,529
Program revenue	896,740	19,100	--	915,840
Interest and dividends	10,684	--	8,230	18,914
Unrealized gain on investments	--	--	7,430	7,430
Realized loss on sale of investments	(7,446)	--	(1,904)	(9,350)
Loss on sale of fixed assets	(109,852)	--	--	(109,852)
Net assets released from restrictions:				
Restrictions satisfied by payments	616,294	(609,418)	(6,876)	--
Total support and revenues	4,253,949	10,262,401	6,880	14,523,230
EXPENSES				
Program and management	3,542,331	--	--	3,542,331
Exhibit development	176,582	--	--	176,582
Public relations and marketing	632,789	--	--	632,789
Total expenses	4,351,702	--	--	4,351,702
Change in net assets	(97,753)	10,262,401	6,880	10,171,528
NET ASSETS				
Beginning of year	11,194,023	14,150,768	305,465	25,650,256
Prior period adjustment	(11,865,662)	7,845,846	--	(4,019,816)
End of year	$ (769,392)	$ 32,259,015	$ 312,345	$ 31,801,968

(See Accountants' Report and Accompanying Notes)
(Prepared Without Audit)

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

STATEMENT OF CASH FLOWS
(UNAUDITED)
FOR THE YEAR ENDED DECEMBER 31, 2005

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 10,171,528
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Change in allowance for doubtful accounts	6,411
Depreciation	678,578
Loss on disposal of fixed assets	109,852
Realized loss on sale of investments	9,350
Unrealized gain on investments	(7,430)
Changes in assets and liabilities:	
Accounts receivable	(56,569)
Accounts receivable, other	(414,253)
Pledges receivable	(6,032,108)
Grants receivable	(32,146)
Inventory	(322)
Prepaids	(33,665)
Accounts payable	166,410
Accruals	34,868
Accrued interest	64,199
Accrued interest, related party	(271,488)
Customer tour deposits	(149,399)
Unearned revenue	(2,755)
Total adjustments	(5,930,467)
Net cash provided by operating activities	4,241,061
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of fixed assets	(26,031,804)
Purchase of investments	(273,839)
Proceeds from sale of investments	985,107
Net cash used by investing activities	(25,320,536)

(See Accountants' Report and Accompanying Notes)
(Prepared Without Audit)

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

STATEMENT OF CASH FLOWS
(UNAUDITED)
FOR THE YEAR ENDED DECEMBER 31, 2005

CASH FLOWS FROM FINANCING ACTIVITIES	
Net borrowings on note payable, construction line of credit	$ 11,032,470
Proceeds from note payable, related party	9,500,000
Principal repayment on obligations under capital lease	(1,323)
Net cash provided by financing activities	20,531,147
Net decrease in cash and cash equivalents	(548,328)
Cash and cash equivalents at beginning of year	1,279,814
Cash and cash equivalents at end of year	$ 731,486

Supplemental disclosure of cash flow information:

Cash paid during the year for:	
Interest	$ 195,033

Supplemental schedule of non-cash investing activities:

In 2005, the Organization purchased fixed assets totaling $30,689,379 of which $4,657,575 is included in accounts payable, construction as of December 31, 2005.

(See Accountants' Report and Accompanying Notes)
(Prepared Without Audit)

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies

A. Nature of operations –

Pier Wisconsin, Ltd. was organized as a nonstock, not-for-profit organization under Wisconsin statutes. The Organization was formed to construct and operate a traditional Great Lakes Schooner from Milwaukee Municipal Pier and redevelop Municipal Pier into an educational facility. The vessel ("The Denis Sullivan") is used for multi-disciplinary educational programs and the promotion of the Greater Milwaukee Area and the State of Wisconsin.

On January 1, 2005, Pier Wisconsin, Ltd. merged with Discovery World, The James Lowell Museum of Science, Economics and Technology, Inc. The Organization, now known as Discovery World, Ltd. ("Discovery World") will serve as an educational and cultural center that connects innovation and technology with exploration, environment, the Great Lakes and freshwater through interactive exhibits and experiential learning programs.

Discovery World is currently constructing a $55 million facility, Discovery World at Pier Wisconsin, on the shores of Lake Michigan in downtown Milwaukee. Discovery World will continue to operate outreach and special events programs from the Discovery World building at James Lovell Street until anticipated completion of the Discovery World at Pier Wisconsin construction. Beginning in June 2006, visitors can enjoy the public grounds, cafes, and dock space. The Pilot House with its 360° view will also be available to use for private events. In fall 2006, doors are expected to open to the public, as Discovery World will launch the Year of Discovery.

Discovery World is an exempt organization for income tax purposes under Section 501(c)(3) of the Internal Revenue Code and is, therefore, generally exempt from federal and state income taxes. Discovery World is classified as an organization that is not a private foundation.

B. Basis of accounting –

The accrual basis of accounting is used wherein revenues and expenses are reflected in the period earned or incurred.

C. Basis of presentation –

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, Discovery World is required to report information regarding its financial position and activities according to classes of net assets as follows:

1) Unrestricted net assets –

Unrestricted net assets include unrestricted resources available for Discovery World's operations, and amounts designated by management or the Board of Directors for specific purposes. Unrestricted net assets also include resources expendable for acquisition of fixed assets for Discovery World.

2) Temporarily restricted net assets –

Temporarily restricted net assets include net assets subject to donor-imposed stipulations that will be met by actions of Discovery World and/or the passage of time. When a donor restriction expires, a stipulated time restriction ends, or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. A portion of the temporarily restricted net assets as of December 31, 2005 are restricted as they were used for the construction and maintenance of the Discovery World complex on James Lovell Street, and are being released from restriction in an amount equal to depreciation of the complex. Another portion of the temporarily restricted net assets as of December 31, 2005 are restricted as they were used for the construction of the new Discovery World complex on the lake front, and will be released from restriction in an amount equal to depreciation of the complex. Temporarily restricted assets totaled $32,259,015 as of December 31, 2005.

3) Permanently restricted net assets –

Permanently restricted net assets include net assets subject to donor-imposed stipulations that they be maintained permanently by Discovery World. The permanently restricted net assets as of December 31, 2005 are $312,345.

D. Estimates –

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

E. Cash and cash equivalents –

For purposes of the statement of cash flows, Discovery World considers all short-term investments with a maturity of three months or less to be a cash equivalent.

F. Accounts receivable –

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to an allowance based on its assessment of the current status of individual accounts.

During 2005, the Organization committed to an amount of $2,600,000 to the State of Wisconsin for construction of the breakwaters. This commitment enabled the Wisconsin Department of Natural Resources (DNR) to complete construction of the Municipal Pier Breakwater, which allowed Discovery World to proceed with construction on the new lakefront facility. The terms of the commitment include reimbursement to the Organization from the State of Wisconsin when federal funding is received. The Organization expects to receive full reimbursement equal to the amount of expenses, which $414,253 was disbursed in 2005 and is included in accounts receivable, other, as of December 31, 2005.

G. Pledges receivable –

Unconditional promises to give are recognized as pledges receivable and revenue in the period the promise is received. Conditional promises to give are recognized as pledges receivable and revenue in the period in which the conditions are substantially met. Pledges receivable as of December 31, 2005 include pledges from private sources for building.

Pledges receivable that are expected to be collected within one year are recorded at net realizable value. Pledges receivable that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promised are received. Amortization of the discounts is included in contribution revenue.

Pledges receivable totalling $12,911,928 as of December 31, 2005 are due as shown below. These pledges receivable are discounted at rates of 4.14% for pledges declared during 2005, 3.49% for pledges declared during 2003, 3.9% for pledges declared during 2002, and 4.79% for pledges declared during 2001. No pledges receivable are outstanding for pledges declared during 2004.

Management provides for probable uncollectible amounts through a charge to earnings and a credit to an allowance based on its assessment of the current status of individual pledges.

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.
Notes to Financial Statements

G. Pledges receivable, continued –

Year Ending December 31		
2006	$	10,099,357
2007		1,453,332
2008		1,142,500
2009		787,500
2010		340,000
		13,822,689
Unamortized discount		(558,884)
		13,263,805
Allowance for doubtful accounts		(351,877)
	$	12,911,928

H. Inventory –

Inventory is stated at the lower of cost or market. Cost is determined using the first-in, first-out method.

I. Fixed assets –

Fixed assets are recorded at cost. Depreciation is recorded on the straight-line basis over the estimated useful lives of the assets as follows:

		Cost	Lives
Office equipment	$	496,225	3-6 years
Vessel outfitting and equipment		263,978	5 years
Theater equipment		430,677	6 years
Construction equipment		37,982	5 years
Exhibits		5,115,961	Life of exhibit, not to exceed 10 years
Museum building		4,640,685	35 years
Schooner vessel		4,008,132	30 years
Construction in progress		36,179,369	
		51,173,009	
Accumulated depreciation		(4,304,187)	
Fixed assets, net	$	46,868,822	

Only direct costs related to exhibit development are capitalized. Such costs include construction materials, supplies, and salaries. Maintenance and repairs are expensed currently. Donated theater equipment and exhibits are measured at their fair values and are reported as unrestricted support in the statement of activities at the date of donation.

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.
Notes to Financial Statements

I. Fixed assets, continued –

The Organization expects to complete construction on the new lakefront facility in May 2006 except for exhibit construction expected to be completed in August 2006. Costs capitalized for the building includes interest of $310,422 for 2005. The construction is financed by a construction line of credit (Note 4) as of December 31, 2005.

J. Investments –

Investments are stated at fair value, based on quoted market values or redemption prices. Realized gains and losses on the sale of investments are recognized using the specific identification method. Investments include unrealized gains of $7,430 as of December 31, 2005. Realized loss on the sale of investments totalled $9,350 for the year ended December 31, 2005.

Investments are held by Baird/A Northwestern Mutual Company in custodial accounts. Investments as of December 31, 2005 are as follows:

	Cost	Fair Value
Mutual funds	$ 304,915	$ 312,345
Equity securities	4,872	4,872
	$ 309,787	$ 317,217

K. Unearned revenue –

Nonrefundable membership dues for 18-month membership terms are recognized as revenue upon receipt, which approximates a ratable recognition over the 18-month membership period. Nonrefundable membership dues for multi-year membership items are recognized as revenue ratably over the respective membership period. Unearned revenue includes nonrefundable membership dues of $30,678 as of December 31, 2005.

L. Advertising costs –

Advertising costs are charged to general operations as incurred. Advertising costs totalled $54,268 for the year ended December 31, 2005, and are included in promotion and fundraising expenses.

M. Donated services –

A number of unpaid volunteers have made significant contributions of their time in the furtherance of Discovery World's programs. The value of these donated services is not reflected in the accompanying financial statements because it is not susceptible to objective measurement or valuation.

2. Concentration of Credit Risk for Cash and Cash Equivalents

Discovery World maintains cash balances at one bank and uninsured money market funds at one investment company. Accounts at the bank are insured by the Federal Deposit Insurance Corporation up to $100,000. The uninsured portion, without regard to outstanding checks and deposits in transit, is $862,446 as of December 31, 2005.

3. Note Payable, Bank Line of Credit

Discovery World had an unsecured $250,000 line of credit with a bank which was paid in full in March 2006. The line of credit bears interest at prime (7.25% at December 31, 2005) which is payable monthly. The outstanding balance on the line of credit was $200,000 as of December 31, 2005. Interest expense was $12,711 for the year ended December 31, 2005.

4. Note Payable, Construction Line of Credit

The Organization has a $15,000,000 straight-line credit with a bank subject to renewal August 31, 2006. The line of credit bears interest at one-month LIBOR plus 2.5% (6.89% as of December 31, 2005) which is payable monthly. The line of credit is secured by real estate and the assignment of pledges. The balance outstanding on the construction line of credit was $11,032,470 as of December 31, 2005.

5. Note Payable, Standby Bank Letter of Credit

Discovery World has a $22,475 standby letter of credit with a bank, as required by the Wisconsin Unemployment Reserve Fund, subject to renewal in December 2008. The letter of credit is non-interest bearing and is unsecured. There was no outstanding balance on this letter of credit at December 31, 2005.

6. Operating Lease Commitments

Discovery World leases a portion of the common and display areas from Milwaukee County (the "County") under a reciprocal easement and operating agreement between Discovery World, Milwaukee Public Museum, Inc. ("MPM"), the County, and Civic Theater Center ("CTC"). Discovery World is responsible for a portion of common area costs, including utilities, maintenance, and facilities improvements in accordance with the terms of the agreement.

6. Operating Lease Commitments, Continued

Discovery World leases the "North Harbor Tract" land and pier from the City of Milwaukee Board of Harbor Commissioners. The lease is for a period of 30 years through July 2033, with a 30 year renewal option. Discovery World is responsible for infrastructure costs (sewer, water, and other utilities) in lieu of the one time payment to the City of Milwaukee of $390,000. As part of the lease agreement, an annual payment of 5% of all amounts in excess of $5,000,000 of Discovery World's net operating income is due to the City. Capital campaign contributions are excluded from the calculation of Discovery World's net operating income; therefore no rent has been expensed or accrued as of December 31, 2005.

Discovery World leases various office equipment under operating lease agreements that expire through July 2009. In addition, Discovery World leases an automobile under an operating lease agreement that expires in February 2007. Rent expense under these operating leases totalled $12,120 for the year ended December 31, 2005, which is primarily included in materials and supplies.

A summary of future minimum lease payments required under noncancelable operating leases as of December 31, 2005 follows:

2006	$ 8,397
2007	3,643
2008	1,524
2009	1,143
	$ 14,707

7. Retirement Plan

Discovery World has a qualified 401(k) plan covering all eligible employees. Contributions to the plan are determined annually by the Board of Directors. Contributions to the plan were $16,217 for the year ended December 31, 2005, and are included in salaries and benefits.

8. Obligations Under Capital Lease

The Organization acquired construction equipment under a lease agreement which expires in July 2008. The lease agreement includes a $1 purchase option at the end of the lease; therefore, the lease is classified as a capital lease. The lease is secured by the construction equipment. The cost of the construction equipment was $9,328 and is included in construction equipment at December 31, 2005. Accumulated depreciation totalled $777 as of December 31, 2005.

8. Obligations Under Capital Lease, Continued

A summary of the present value of future minimum capital lease payments after December 31, 2005 follows:

2006	$ 3,364
2007	3,364
2008	1,962
Total minimum lease payments	8,690
Amount representing interest at 5.212%	685
Present value of net minimum capital lease payments	8,005
Current portion of obligation under capital lease	3,012
Long-term portion	$ 4,993

9. Related Party Transactions

The Organization incurred expenses related to construction of the new facility of $1,587,602 during 2005 from a construction management company/contractor which is owned by a member of the board of which $111,382 is included in accounts payable, construction at December 31, 2005.

The Organization incurred expenses related to construction of the new facility of $5,077,467 during 2005 from a construction company which is owned by a member of the board of which $527,071 is included as retainage in accounts payable, construction as of December 31, 2005.

The Organization has unsecured loans payable to a related entity with an outstanding balance totalling $9,500,000 as of December 31, 2005. The notes payable have no specified repayment terms. Interest of $227,536 was calculated at 5% of the outstanding balance and is included in contributions and memberships revenue as of December 31, 2005.

The Organization has unsecured loans payable to board members with an outstanding balance totalling $2,410,000 as of December 31, 2005. The notes payable have no specified repayment terms. Interest of $25,784 was calculated at 5% of the outstanding balance and is included in contributions and memberships revenue as of December 31, 2005.

9. Related Party Transactions, Continued

The Organization incurred exhibit development expenses of $87,722 during 2005 from a firm which employs a board member of which $33,006 is included in accounts payable at December 31, 2005.

The Organization incurred program expenses of $21,000 during 2005 that will be reimbursed by a school which shares a board member of which $21,000 is included in accounts receivable as of December 31, 2005.

Members of the board and affiliated entities contributed and pledged approximately $4,199,310 to the Organization during 2005 of which $2,142,067 is included in pledges receivable as of December 2005.

10. Prior Period Adjustment

Net assets at the beginning of 2004 has been adjusted to correct an error in recording capital campaign pledges, as well as other miscellaneous items made in 2004. Had the error not been made, change in net assets for 2004 would have been decreased by $4,019,816.

KOMISAR BRADY & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

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To the Board of Directors of
Discovery World, Ltd.
F/K/A Pier Wisconsin, Ltd.

Milwaukee, Wisconsin

Our report on our audit of the statement of financial position of Discovery World, Ltd. f/k/a Pier Wisconsin, Ltd. as of December 31, 2005 appears on page 1. That audit was made for the purpose of forming an opinion on the statement of financial position. The information included in the accompanying schedule was not audited by us and is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been compiled from information that is the representation of management without audit or review. Accordingly, we do not express an opinion or any other form of assurance on the supplementary information.

Komisar Brady & Co, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Milwaukee, Wisconsin
March 28, 2006

DISCOVERY WORLD, LTD.
F/K/A PIER WISCONSIN, LTD.

SCHEDULE OF FUNCTIONAL EXPENSES
(UNAUDITED)
FOR THE YEAR ENDED DECEMBER 31, 2005

	Program and Management	Exhibit Development	Public Relations and Marketing	Total
Salaries	$ 1,176,987	$ 113,992	$ 182,116	$ 1,473,095
Benefits	210,752	31,112	25,157	267,021
Materials and supplies	209,753	6,520	--	216,273
Gift shop materials and supplies	2,870	--	--	2,870
Promotion and fund raising	17,728	--	149,021	166,749
Utilities	169,343	--	--	169,343
Programs and special events	333,857	--	--	333,857
Maintenance	44,007	24,958	--	68,965
Depreciation	678,578	--	--	678,578
Insurance	162,993	--	--	162,993
Interest	266,031	--	--	266,031
Professional fees	97,303	--	276,495	373,798
Meetings and travel	34,268	--	--	34,268
Miscellaneous	4,098	--	--	4,098
Vessel operations	133,763	--	--	133,763
Total functional expenses	$ 3,542,331	$ 176,582	$ 632,789	$ 4,351,702

(See Accountants' Report on Supplementary Information)

KOMISAR BRADY & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

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Independent Auditors' Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of the Statement of Financial Position Performed in Accordance with *Government Auditing Standards*

To the Board of Directors of
Discovery World, Ltd.
F/K/A Pier Wisconsin, Ltd.

Milwaukee, Wisconsin

We have audited the statement of financial position of Discovery World, Ltd. f/k/a Pier Wisconsin, Ltd. ("Discovery World") ("Organization") as of December 31, 2005 and have issued our report thereon dated March 28, 2006.

We have conducted our audit in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

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

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Organization's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the statement of financial position and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the statement of financial position being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operations that we consider to be material weaknesses. This report is intended for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

Kemisar Brady & Co., LLP

CERTIFIED PUBLIC ACCOUNTANTS

Milwaukee, Wisconsin
March 28, 2006

Attachment F

Engagement letter for report on the internal controls/plan of internal controls and an assessment of our business plan or Agreed Upon Procedures

KOMISAR BRADY & CO., LLP

CERTIFIED PUBLIC ACCOUNTANTS

633 West Wisconsin Avenue, Suite 900
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Internal Control Report

August 18, 2006

Mr. Richard Gutierrez
DISCOVERY WORLD, LTD.
500 North Harbor Drive
Milwaukee, WI 53202

We appreciate the opportunity to submit this proposal for services our firm would provide for the proposed High School for Innovators ("Innovators") that will be located at the new Discovery World, Ltd. facilities.

We will apply the agreed-upon procedures which the Common Council of Milwaukee specified, listed in the attached schedule, to evaluate the budget (Attachment H of the charter school application). This engagement is solely to assist in the application approval process. Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in the attached schedule either for the purpose for which this report has been requested or for any other purpose. If, for any reason, we are unable to complete the procedures, we will describe any restrictions on the performance of the procedures in our report, or we will not issue a report as a result of this engagement.

Because the agreed-upon procedures listed in the attached schedule do not constitute an examination, we will not express an opinion on the budget. In addition, we have no obligation to perform any procedures beyond those listed in the attached schedule.

We will submit a report listing the procedures performed and our findings. This report is intended solely for the use of the Common Council of Milwaukee, and should not be used by anyone other than these specified parties. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

At the conclusion of our engagement, we will require a representation letter form management that, among other things, will confirm management's responsibility for the presentation of the budget and items listed on the attached schedule.

We expect to complete our agreed-upon procedures and to issue our report prior to June 20, 2007, or alternative dates as required.

Our fees for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report production, typing, postage, etc. The fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you. We estimate the cost of this engagement to be $3,000. We will bill only for actual fees incurred and will not bill above the quoted amount unless we encounter unexpected problems requiring a change in the scope of our work, which we would immediately discuss with you.

You may request that we perform additional services not addressed in this proposal. If this occurs, we will communicate with you the scope of the additional services and estimated fees. We will also be available to provide ongoing accounting assistance and consulting services on an as-needed basis. This work would be billed at individual hourly rates for accounting and consulting services and depends on the level of the individuals performing the services and approximate the following:

Partner	$170
Supervision	$95-$115
Accounting / tax staff	$75-$90

If you have any questions regarding the proposal or need further clarification, please contact me or Denise DeJulius at (414)271-3966. We want to thank you for allowing us the opportunity to submit this proposal.

Sincerely,

KOMISAR BRADY & CO., LLP

Kathryn L. Bennett

Kathryn L. Bennett, Partner

Independent Accountants Report on Agreed-Upon Procedures

The following procedures were developed to assist you with evaluating Attachment H (Budget) in the charter school application. This procedure was established in compliance with standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specific users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following summarizes the procedures and conclusions:

Procedures	Conclusions
Review the articles of incorporation and by-laws	Nothing unusual noted
Review the organization chart/staffing structure	The organization structure appears reasonable
Review the plans for staff recruitment, retention, training and licensing	It appears that procedures are in place for staff recruitment, retention, training and licensing
Review a letter from the insurance agent that if granted a charter school, the policy limits will be amended to meet the required insurance requirements	It appears that procedures are in place to obtain reasonable insurance coverage

Procedures	Conclusions
Review the assumptions and methodology of the revenues included in Attachment H (Budget). Review the assumptions relating to the number of students enrolled for years X through Y. Verify the estimated state revenue per student with the State of Wisconsin. Review the assumptions for the Title I revenue. Review the assumptions for the grants and fundraising.	Student enrollment numbers appear and appear attainable. The State of Wisconsin verified state revenue per student. Title I revenue assumptions appear; reasonable. Grants and fundraising revenue assumptions appear reasonable and attainable.
Review the assumptions and methodology of the expenditures included in Attachment H (Budget). review the assumptions and methodology relating to salaries, fringe benefits, books and supplies, services and contracts and facilities/capital.	Assumptions and methodology relating to salaries, fringe benefits, books and supplies, services and contracts and facilities/capital appear reasonable and were consistently applied.
Review the facility plans	It appears that plans are in place to have a facility when the school opens.

Attachment G

Explanation of how the school will report to the Charter School Review Committee, including a description of where this language will be inserted in Personnel and Operational manuals.

CHARTER SCHOOL APPLICATION ATTACHMENT E
Operations Manual

(As a new facility, we are still in the process of creating an Operations Manual, but have included four key components: the Technology Policy, Conflict or Interest Policy, Reporting Educational Results and Parental Involvement. The school board and the Discovery World at Pier Wisconsin board will work together to create this manual.)

Reporting Educational Results to the Chartering Authority

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. 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 related to educational results that will be reported include (but are not limited to) the following:

- Student test scores
- Student enrollment
- Student attendance
- Graduation rates
- Examples/highlights of PEPs and field work experiences

Parental Involvement

Introduction

Parents and guardians remain the most important partner in students' education, and their involvement is essential to HSI's success. Parent participation in the development and educational activities of the school will help ensure the overlapping of education and real life. Parents support helps set the stage for their children's future. HSI promotes the responsibilities of parents or guardians upon a child's enrollment, as well as throughout a student's tenure at the school.

HSI recognizes the critical role parents and family play in the overall success of their children. As valued members of the HSI community and key stakeholders in their children's education, parents/guardians will have many avenues of input into school decision making and the general operations of the school.

Parent and Community Advisory Board

Parents will be provided the opportunity to deepen their involvement in HSI by joining the Parent and Community Advisory Board. This group, which is open to all parents and staffed by the Principal, will include other representatives from the faculty, staff and administration. The Parent Community Advisory Board will serve as an avenue for discussion of parent concerns as well as a vehicle for parent participation in the work of the school and the active support of their children. The Advisory Board will meet regularly and minutes will be taken and shared with all HSI stakeholders.

Parents involved with the Parent and Community Advisory Board will provide input about issues such as:

- Daily school operations and procedures
- School program implementation
- School assessment
- Issue resolution and problem solving

Another avenue for parental involvement is the HSI School Board. New candidates are nominated annually for membership and current parents will be among the potential members considered.

Other Means to Ensure Parental Input and Involvement

Parental input will be gathered in several other ways:

- At least twice per year parents will be surveyed on different aspects of the school – curriculum, instruction, assessment, general operation, overall school satisfaction
- Regular all parent meetings will be held each quarter to discuss the program
- Ongoing communications with the school principal and staff will be encouraged through an "open door" policy, daily parent/staff

interactions, phone calls and parent-teacher conferences scheduled throughout the year.
- Parents may be engaged on selection committees for the hiring of key staff members.

Planned involvement methods for High School for Innovators parents include:

- Annual School open house
- Web site communications
- The HSI newsletter
- Monthly written reports to parents
- Participation in classroom activities and student field trips
- Invitations to student presentations and school events
- Invitations and preferred access to Discovery World at Pier Wisconsin events and educational programs.
- Periodic Discovery World publications and information.
- Orientation and training sessions will be held on a variety of topics such as, adolescent development and needs, technology, problem solving and dispute resolution skills, and active listening skills for parents.