

TABLE OF CONTENTS

Application Summary Sheet

Section I: School Operations

Section II: Educational Program

Section III: Certification

Section IV: Attachments

Attachment A: School Leaders

Attachment B: Legal Structure

Attachment C: Organization Chart

Attachment D: Personnel Manual

Attachment E: Operations Manual

Attachment F: Educational Leaders

Attachment H: Estimated Budget

Attachment I: Cash Flow Projections

Attachment J: Accounting Policies & Procedures

Attachment N: Certificate of Insurance

Attachment O: Engagement Letter & CPA Report

Attachment Q: Teaching Licenses

Attachment R: Certification

Attachment S: Parent Handbook

Attachment T: IDEA Policies & Procedures

Section V: Additional Information

Letters of Support: Agencies

Letters of Support: Parents

Community Contacts

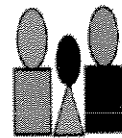
Job Descriptions

RONALD D. LEONHARDT
CITY CLERK

04 SEP - 7 PM 4: 27

CITY OF MILWAUKEE

Institute
Maasai



Ensuring all the children are well

SECTION I: SCHOOL OPERATIONS

Person Seeking to Establish Charter School

Governance

Operational and Fiscal Management of School

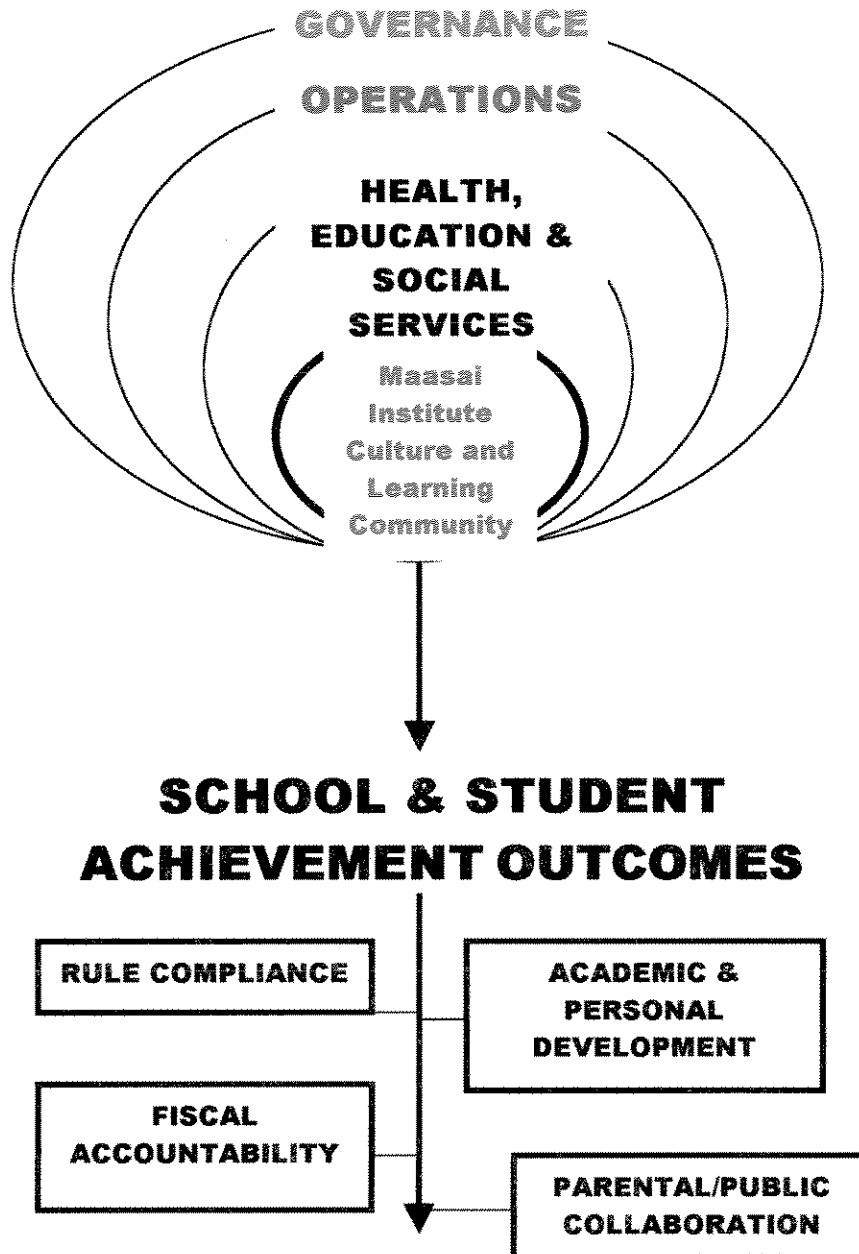
Budget

Facility

Audits

The Maasai Institute is an “education village” driven by the mission to “ensure all the children are well.” Through a wholistic approach to education, connecting family, school and community, Maasai’s vision is to empower children, youth and elders (*all the children*) to make positive changes in their lives and the world in which they live.

**MAASAI INSTITUTE SCHOOL DESIGN SCHEMA
 AS A FULL SERVICE SCHOOL**



What follows are details of The Maasai Institute school design as illustrated above

SECTION I: SCHOOL OPERATIONS

Person Seeking to Establish Charter School

Maasai Institute is seeking its charter through the City of Milwaukee's Common Council as a not-for profit, full-service community school. This school design model is driven by the educational philosophy of Maasai Institute that asserts that teaching and learning should be a collaborative endeavor supported by community and collective ownership. The responsibility for the well being of the children rests on the shoulders of the community. The educational philosophy of Maasai Institute is influenced by the culture and practices of an African tribe called *Maasai* and the high value they place on the children's well being.

Calfee, Wittwer and Meredith, in their book *Building A Full-Service School*, define a full-service school as "a central point of delivery, a single 'community hub', for whatever education, health, social/human, and/or employment services have been determined locally to be needed to support a child's success in school and in the community." They further say, "The full-service school becomes a family resource center, a 'one stop service,' for children and families and, where appropriate, for people in the surrounding community." (Calfee, Wittwer and Meredith, 1998. p 7)

The culture of Maasai Institute will be "constructive" and proactive where everyone is expected to provide initiative, and clear communication, and where people are encouraged to be decisive, take moderate risks, and be accountable. The school supports ongoing professional and family development and maintains an environment that fosters the pursuit of high standards of excellence, internally and externally among students, parents and staff. The Institute's leaders expect its environment to be personalized at all times and maintained as a peaceful, safe, just, and studious climate with motivation achieved through "encouraging the heart" leadership.

Maasai Institute has a family-centered approach that creates increased stability, communication and common responsibility between the school, parents and the community. The Coalition for Community Schools quotes the organization development expert Peter Senge, who says it well, "Until we go back to thinking about school as the totality of the environment in which a child grows up, we can expect no deep changes. Change requires a community—people living and working together, assuming some common responsibility for something that's of deep concern and interest to all of them, their children." (Coalition for Community Schools Education Week, Vol. 21, No. 31)

To create the family-centered approach, Maasai Institute's educational program is designed to endorse strong, continuous student-adult relationships where every student will work with an adult to develop and maintain a personal plan for progress. The mentor/advisor will act as advocates for students and serve as a main adult point of contact, gathering information from teachers and parents about what the young people need and locating the resources to address them.

Constant communication is maintained with the family members of the young people,

connecting to help parents understand every element of their child's education. At Maasai Institute we work to maintain open communication at all levels so that the student, family and teachers know one another well.

Maasai Institute emerged out of the need for an "out of the box" systematic approach to education. Founder Janis McCollum, parent and educator, looked at her own educational experiences, as well as that of her children and other families and realized the significant role the teacher and the community plays in a child's education. Her recent experience with a student's health, mental and emotional issue is where she experienced first hand the amount of responsibility placed on the teacher. Teachers were making referrals for students needing Individual Education Plans (IEP), teachers were referring students and parents to shelters, food pantries and health clinics and unfortunately parents were not taking advantage of the referrals. Ms McCollum was perplexed and questioned the reasons behind non-responsive parents in need and the implications for the student.

Ms. McCollum pursued her undergraduate degree in Education, specifically in the area of Educational Policy and Community Studies. This degree prepared her for developing grassroots organization activities, engaging and educating community members as a collective group. Recognizing the need to continue her education led Ms. McCollum to pursue a Masters Degree in Organization Development.

Her employment dates back ten (10) years where she taught Life Skills to court adjudicated youth in a Milwaukee Public School alternative high school at Career Youth Development. Her love for youth led her to COA Youth and Family Center where Ms. McCollum was the Director of Neighborhood Services Teen Program. Recognizing her passion for education, Ms. McCollum accepted a position with Gray's Child Development Center as a Director of Development as a grant writer for its childcare and choice school programs. Ms. McCollum's primary responsibilities were to secure funding and develop programs for all funded community and school-wide programs and events. Ms. McCollum left Gray's Child Development Center to expand her experience to adult education. She accepted a position at Laubach Literacy Services where again, she served as a grant writer. In addition to grant writing, Ms. McCollum gained knowledge in accounting and fiscal management. As Director of Development, Ms. McCollum was responsible for all fiscal aspects of the organization, including budget development, accounts payable, and receivable, account reconciliation and budget reports. The YWCA allowed Ms. McCollum to write grants primarily for its charter school as well as other federal programs. Ms. McCollum has assisted previously with school development and operations. As Founder and Chief Executive Administrator of Maasai Institute her various strengths and experiences will serve Maasai Institute well.

Ms. McCollum first began her study of school choice and charter school in spring 2000. It emerged from working with parents who complained that the traditional education systems were not working for their children. Ms. McCollum began reading material on the "village approach," speaking with parents and analyzing her own educational views. The results of her study revealed that many students come to school unequipped and unable to learn due to the lack of stability and other issues in their home environments.

Because of their own poor educational experiences, many parents do not know how to support their children. Additionally, parents do not know how to ask and seek the type of help that will allow for their child to succeed academically.

The philosophy that teaching and learning should be a collaborative endeavor supported by community and collective ownership commits Maasai to working with families, students and the community collaboratively to ensure that learning is taking place in and out of the classroom. Organizing as a central point of delivery for local community needs, Maasai Institute is collaborating with various community leaders and contacts to provide the appropriate services to families: To date, the following agencies, listed below, have been secured as collaborators in the planning for family support services for Maasai Institute: (Letters of support are in section V - additional information)

Maasai Institute's design team, supporters and subject matter experts have identified many other resources appropriate to support the school in its mission, some have been initially contacted and others will be contacted throughout the planning process. (see agency contact list section V – additional information)

Health Services – Maasai Institute will work with the University of Wisconsin-Milwaukee's School of Nursing to provide health services. This program is designed to provide free community health education, awareness, preventative health screening as well as diagnostic and wellness exams. The health services program will also be available for prescription services, immunizations and additional referral services.

Social Service – Maasai Institute will work with the University of Wisconsin-Milwaukee's Helen Bader School of Social Work to provide free Family and Marriage Therapy (FMT), individual and group counseling to the school community and the surrounding community.

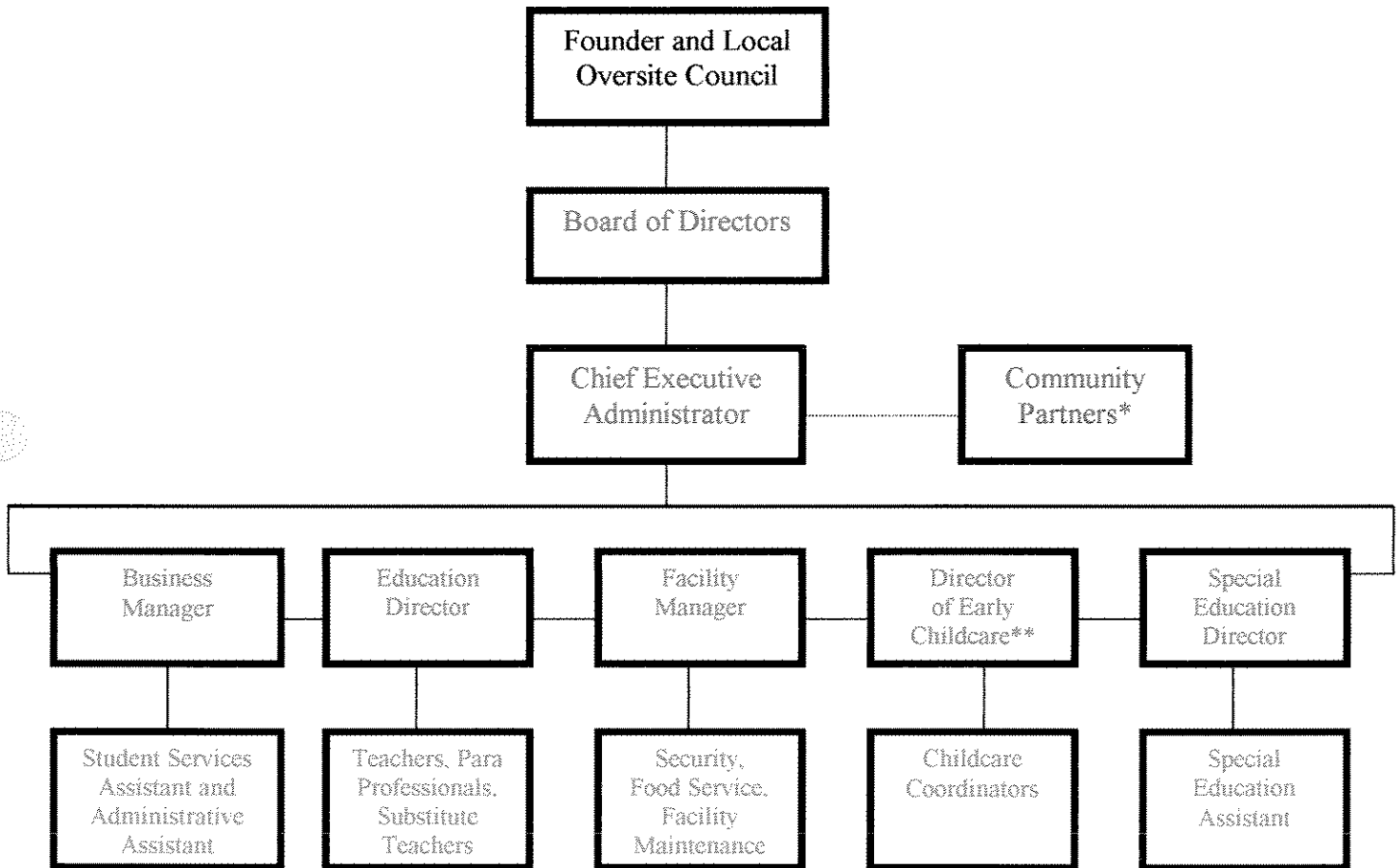
Special Education – Maasai Institute will work with several agencies specializing in work around the special education needs of students with disabilities. Maasai Institute's special education department will work from a web of support systems to ensure the best education systems for all students.

Family Development and Enrichment – Maasai Institute will collaborate with various community members and organizations to provide family enrichment and community activities for students, parents and the community.

Governance

Maasai Institute will be governed by a Community-based Governance structure with broad representation from the community. The governance structure is an adapted model based on the full-service community school model. The graphic below, also in Attachment B, along with the governing practices of the Articles of Incorporation and the Bylaws, reflects the school's legal structure.

Maasai Institute Legal Structure



* These are partnership positions not paid by Maasai Institute (Members of Interagency Councils)

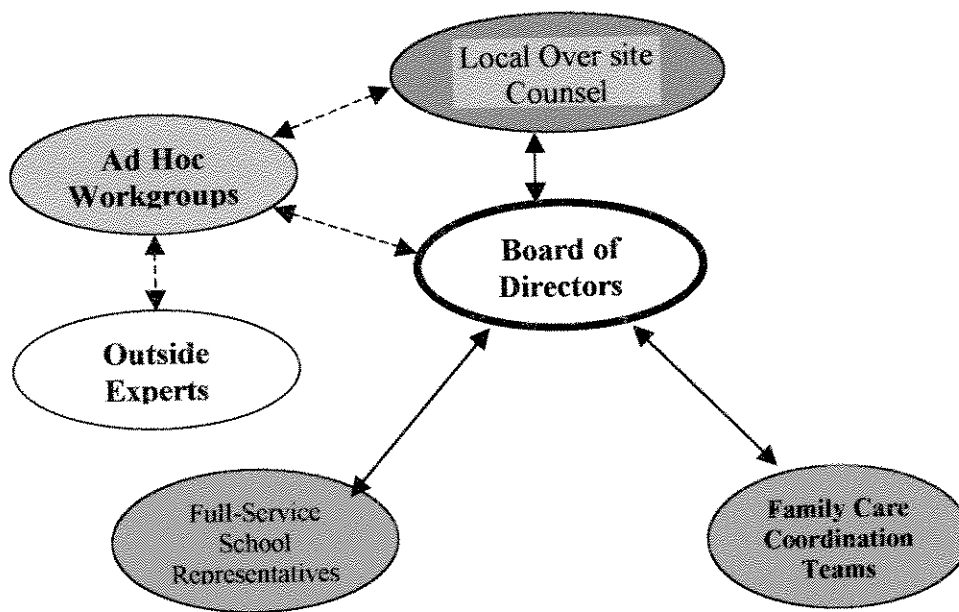
** This position has a separate budget and is not reflected in this application

The Founder and Local Oversight Council along with the Board of Directors are responsible for school governance providing the stewardship necessary in achieving the organization's mission and goals. The Chief Executive Administrator is responsible for the community partnership network of on-site services and for the leadership of the management team consisting of the Business Manager, Education Director, Facility Manager, Director of Early Child Care, and Special Education Director. The Management team will provide leadership to faculty and staff in the day-to-day operation of the school.

Board of Directors skills and experiences – The Board of Directors come with the following skills and experiences: Organization Development, Education, Advertising, Marketing, Psychotherapy, Staff Development, Banking and Finance, Student Development, Parent/Adult Development, Law, Grant Writing, Law Enforcement, Security, Community Services, Program Development, Account Management, Technology. Board members’ resumes and social security numbers are listed in section IV - attachment A of this application. The areas of expertise of each board member are detailed in section IV attachment C.

The authors of ‘Building A Full Service Community School’ define several governance structures operating a full service school. Keeping with Maasai Institute’s mission and vision, the school governance structure will be identified as a Community-based governance structure. The authors define this structure as “an organizational structure involving broad representation from community agencies; designed to guide or influence initiation, development, evaluation, and sustainability of a full-service school; based on the premise that long-term viability requires community involvement and participation at all levels of the program.” The following graphic representation reflects the collaborative interactions among the stakeholders within this governance structure.

Governance Structure



- Local Oversight Council (LOC) Members come from the Board of Directors; this is not a voting entity
- As described in the Articles of Incorporation and Bylaws, the board is the legal entity of the organization
- Ad Hoc workgroup members work with board members, staff and LOC members
- These groups work with board members

The following chart provides a brief description of the membership roles and responsibilities of the community-based structure of Maasai Institute.

Maasai Institute Community-Based Governance

Components	Membership	Roles
Local Over Site Council	Founder, business owners, community leaders, corporate executives, licensed clinical professionals, parents and educators	Act as advisors and decision makers for full-service school planning, implementation and on-going operations.
Board of Directors	Community representatives at large, families, teachers, caseworkers, health care providers and youth	Promote community collaboration to support full-service school development and operations. Encourage program documentation, plan for implementation and funding, mediate among other members.
Ad hoc workgroups	Temporarily assigned groups of school representatives, community members, joined by community and subject matter experts	Research problems and brainstorm solutions to particular community issues. May work on temporary projects with the Board of Directors.
Family Care Coordination Teams	Representatives and advisors from health, social service and full-service school administration working with special-needs families	Offer cross-training and technical expertise in implementing and institutionalizing community-based programs.
Full-service School Representatives	Personnel at all levels of school's operations: clerical, educational, administrative etc..., volunteers and subject matter experts	Interacts with community to develop relationships necessary to establish, expand, and institutionalize the full-service school program.

Internal Procedures for Resolution of Disputes Relating to Governance/Management/Policies and Practices:

The internal policies and practices of Maasai's school operations have been thoroughly considered in the planning process of the school design team. In response to the requests of this application, to provide manuals and handbooks on school operation, we are providing these documents as requested but only in drafts and outline formats at this time.

One of the major priorities of the board of directors, in its ongoing preparation for the opening of the school, is to finalize and ratify its school operation policies and practices to cover every aspect of the organization's business. While the bylaws are the foundation for the organization's structure we are well aware that written and ratified documents are essential as our guide to action and will prepare the appropriate manuals and handbooks to address school program operations, financial management, fund-raising, personnel management, public relations, and board function.

Internal procedures for resolution of disputes relating to governance, management and policies and practices will be explicitly addressed in the organization-wide policies (i.e. general ethics, confidentiality, conflict of interest), the personnel policies (i.e. grievances, anti-discrimination, sexual harassment), and board specific policies (i.e. board operating policies and procedures).

The local oversight council and the board of directors will act as the court of last resort, before going outside of the organization, for any grievances that cannot be solved on the management team level through actions of the policy and procedures established. In order to avoid costly lawsuits or adverse publicity, the council and board will work with its general counsel to resolve disputes internally. Should the need arise where outside experts are required to assist in conflict resolution, Maasai Institute will confer with its general counsel, work with The Institute for the Transformation of Learning to resolve the matter, or enlist services from other organizations who specialize in the area under dispute.

Preliminary policies and procedures for handling complaints and/or grievance, are addressed in the Personnel Manual found in section IV attachment D for all employees, including the school management team and in the operations manual found in section IV attachment E.

Ensuring Parental Involvement and Reporting On Results:

Maasai's value of inclusion and practices of family engagement will foster parental involvement in all aspects of the organization. Maasai will provide multiple entry points through which parents can be involved. Parents will be involved in school governance as members of the board, workgroups and committees; parents will collaboratively function in school operations as part of the learning community; parents will be engaged in solving problems in the Individual Education Planning (IEP) for their students and as parent representatives for other students; parents will be involved in volunteering, parent advisory and as parent representatives on the Parents Engaged in the Process team (PEP), Individual Education Plan team (IEP); parents will be recruited to participate in family development and enrichment activities as participants and as facilitators.



Parents will always be informed and invited to attend general training activities of the school and provided specific learning experiences related to empowering them as parents and stakeholders of the school.

To track, document and report family and specifically parent involvement, Maasai will maintain membership rosters of parent volunteers, family development and enrichment activities sign in sheets, self report school logs on referral, parent event attendance logs, parent survey feedback, parent volunteer hours log, partnership agreements (MOU) and teacher-student conference logs.



Operations and Fiscal Management

Maasai Institute's three guiding principles are; foster innovation and the pursuit of high standards of excellence, reinforce personal responsibility and accountability and demand respect for all to create an environment where there is an emphasis on leadership versus management (i.e., facilitating goals accomplishment rather than monitoring activities). Operating components of Maasai as described in this application reflect the means by which we will operationalize these guiding principles in our policies and practices.


Maasai Institute has a team of experts on the board of directors and the school design team who are committed to work with the Chief Executive Administrator to ensure that each and every staff person is accountable and able to create a family-centered environment employing family-centered practices.

Maasai Institute has not extended contracts to any teaching staff at this time; however we have identified a potential candidate from the Design Team with the qualifications and skills to serve as the Director of Education (Principal). The resume and licenses for this candidate are located in attachments A and F.

There are six management positions responsible for school operations management identified as the Maasai Administrative Management team: Chief Executive Administrator, Business Manager, Education Director, Facility Manager, Director of Early Childcare, Special Education Director. The positions for Health Services and Social Services are included on the management team but are paid positions through the community partnership with the University of Wisconsin – Milwaukee. Job descriptions detailing the qualifications, skills and experiences required for these positions are included in section V-additional information.

Keeping in line with our guiding principals of fostering innovation and the pursuit of high standards of excellence and our value of performance, it is necessary to have quality leaders and staff that will guide students to achieve high levels of performance. To that end, the management task requirements as described below are aligned with the guiding principals and mission of Maasai Institute.


The Chief Executive Administrator (CEA) provides leadership to the Administrative Management Team, develops and cultivates community partnerships, fund raises and maintains compliance and fiscal management accountability. The Business Manager works with the CEA to ensure sound fiscal operations and record keeping of the school as well as provide leadership to both the Administrative Assistant and the Student Service Administrator. The Education Director provides leadership to teachers, para professionals, and substitutes to develop, implement and practice education instruction to students. The Facility Manager oversees all aspects of the facility operations to ensure that all equipment is operating and that the school environment is safe and secure. The facility manager also provides leadership to the security officers, and food service staff. The Early Child Care Director runs the early child care program for children 6 weeks to 4 years old. The Early Child Care Director also supervisors all child care teachers and works with the CEA and Business Manager to maintain solid financial accountability.



The Special Education Director supervises the Special Needs Assistant to ensure that the school maintains compliance with IDEA and Section 504 regulations. The Special Education Director also works with parents and teachers to develop and set goals for students who have Individual Education Plans.

Staff members are being recruited currently through presenting the vision and mission of the Institute to individuals who have demonstrated interest and talents for the high challenge environment of the school. Once identified, individuals may be invited to participate as an Institute Advisor. Advisors are committing time and expertise to developing aspects of the Institute's founding documents and manuals. It is likely that some members of the groups may be contracted as faculty and staff for the 2005-2006 school year. It is expected that a significant part of the faculty and staff will apply for a position by way of a referral from friends of the Institute who are involved and/or familiar with education in Milwaukee. Advertising for the remaining administration and faculty will begin in January 2005 in local newspapers, on web sites, and on local college and university campuses. The Personnel manual describes other staff recruitment, licensing and retention policies and procedures in section IV attachment D.

Staff and student recruitment is discussed in the Operations Manual located in section IV attachment E.



Maasai Institute has developed fiscal policies and procedures found in section IV attachment J. These policies and procedures provide direction for fiscal management procedures as it relates to check signing authority, withdrawal of funds, cash disbursements, handling cash, expenditures and revenues.

The projected budget is being reviewed and evaluated by David L. Scrima, S.C. Certified Public Accounts. An engagement letter is located in section IV attached O.

Budget

Financial Summary - Maasai Institute High School will enroll a total of 48 students in both grades 9th and 10th. The total number of students enrolled during the 2005/2006 school year will be 96 students.

The budget reflects three classrooms per grade making six (6) classrooms that are needed the first year of operation. However, Maasai Institute would like to reserve the right to add additional classrooms per grade if enrollment increases to that need. Currently reflected in the budget are approximately 16 students per class, making the teacher student ratio 16:1.

Revenues

The main source of revenue for the high school is student allocation dollars from the Department of Public Instruction (DPI) equaling \$7,100 per student. Additional revenue projected is the DPI planning grant of \$150,000 and an additional \$50,000 which is disbursed separately. Additional implementation dollars will come from the Technical Assistant Review Center (TALC) for the development and implementation of a small high school.

The basis of revenue projections came from review of other charter school budgets, technical assistance from the Institute for the Transformation of Learning at Marquette University, discussions with other accountants and auditors and advice from school educators on the Maasai Board of Directors.

According to the 2000 U.S. Census Bureau, there are approximately 2,860 high school students living in the same district (9th district) as the potential school site. Stakeholders of Maasai recognize that the above number of school age children is only an estimate and it is the basis on which Maasai determined the number of students available to enroll in the school.

In the event Maasai Institute does not meet its expected number of enrollment, we anticipate that shortfalls will be offset by funding generated from federal, state, individual and private sources that will maintain the level of financial stability for the school. Maasai Institute engaged in discussions with a potential corporate sponsor who has expressed interest in the philosophy of Maasai and the full service school family-centered approach. This particular organization shares similar values as Maasai Institute as they relate to family, performance and inclusion.

In section V-additional information there are support letters from parents who are interested in sending their children to Maasai Institute. Some of these students live in the 9th district and some do not. The budget does not reflect transportation outside of field-trips; therefore parents will need to find alternate transportation for their children. The school board of directors and design team has discussed an alternative transportation method achieved through a park and ride.

Facility

In order to develop a Full-Service Community School, Maasai Institute needs are that of a village or campus, large enough to house all the components necessary to “ensure all the children are well.”

The Need:

Six classrooms are needed for the high school. It is estimated that each classroom will be approximately 600 square feet for 16 students to occupy. Each classroom will have two doorways. One that leads to the common space hallway and the other, which will lead to a common space project area. This will support students in their project-based instruction. It will have computer workstations, an art area, shops area and a media area.


Maasai’s search for the appropriate facility began late 2003. The philosophy, values, and programs of Maasai created the need for an innovative environment including the following characteristics:

- Within the boundaries of the City of Milwaukee;
- Within a region of high family and student mobility;
- Proximity to significant number of children and families who are educationally and socially underserved (e.g. inadequate number of seats, poor attendance, low academic achievement);
- Large or multiple buildings to be acquired, renovated or built to suit;
- Access to public transportation;
- Serves the needs of the community (e.g. lack of recreational opportunities, lack of health care, lack of social service program, lack of education institutions);
- Affordability within the Maasai financial plan.

Preferences, though not requirements, include:

- In partnership with a local organization invested in the desired area and services offered to children and family and the community.
- Former used site: commercial, service, historical site needing renovation and likely to enhance neighborhood stability and seed new growth in the area;
- Donation of land, facility or build to suit opportunity;
- Located in “a forgotten” and well needed area on the far Northwest side of Milwaukee
- Within an area that has some stabilizing initiatives in progress but is still in significant need of the services Maasai will provide.

Maasai Institute has identified a potential site on the far Northwest side of town to develop and build its village. This location, although not solidified, is the JC Penny facility located at the old Northridge Mall (now renamed Grandville Station). The facility is 153,000/sq. ft. Negotiations for ownership, renovation, and expansion are currently underway between the Board of Directors facility committee and Tucker Development Corporation. Maasai Institute has solicited the expertise of Frank Richardson, AIA the



Principal Architect of ArchDesign, LTD. to assist in facility needs and floor plan layout. Additional services from ArchDesign may be needed and determined at a later time.

Throughout the next three years the high school enrollment will increase with the addition of 11th and 12th grades. In addition to expansion from increases in enrollment, the facility expansion will occur from the separation of shared space, extracurricular activity areas and a community center, which will include a gymnasium.

Keeping in line with our values and our full-service school model it is important to keep the family together by providing a 'one-stop-shop' opportunity for families. The value of family for Maasai Institute means that we maintain a family-centered approach to educating the student by providing supportive services on site for the entire family.

During the building expansion phasing period we will work with corporate sponsors and funders to add a gymnasium, a GED learning lab, family rooms with a family centered environment and resource materials and separate rooms for community and out of school activities.

With support from corporate sponsors and fundraising, we will acquire the entire facility of 153,000/sq. ft. by 2007.

Liability Insurance

The school will carry insurance coverage under a standard business owner's policy as required by the charter and good business practice with limits as dictated by the charter and insurance market at the time of insuring. Types of coverage to be procured include but are not limited to worker compensation, general commercial liability, personal and advertising injury, professional liability.

The Certificate of Insurance Coverage is in section IV attachment N

PLEASE NOTE:

Further information on this file (CC Number 040968), as listed in the Table of Contents, can be viewed in the City Clerk's Office, City Hall, Room 205.