

SUMMARY SHEET

Name of Applicant: The Milwaukee Community Service Corps (MCSC)

Address of Applicant: 1441 N. 7th Street, Milwaukee, WI 53205

Phone Number of Applicant: (414) 372-9040

Contact Person: Christopher J. Litzau (MCSC Executive Director)

Status: New School

Grade Levels: 9-12

Number: 120 at full capacity

Binding Authorization: Christopher J. Litzau (MCSC Executive Director)

TABLE OF CONTENTS

SECTION I: SCHOOL OPERATIONS

1.1 PERSON SEEKING TO ESTABLISH CHARTER SCHOOL	1
1.2 SCHOOL GOVERNANCE	2
1.2.1 OPERATIONAL AND FISCAL MANAGEMENT OF SCHOOL	2
1.2.2 ORGANIZATIONAL CHART	3
1.2.3 MCSC BOARD OF DIRECTORS.....	4
1.2.4 DISPUTE RESOLUTION	4
1.2.5 PARENTAL INVOLVEMENT	4
1.3 ORGANIZATIONAL STRUCTURE, ROLES AND RESPONSIBILITIES	6
1.3.1 FISCAL MANAGEMENT PROCEDURES	8
1.3.2 INTERNAL CONTROL PROCEDURES	8
1.3.3 INVESTMENT POLICIES AND PROCEDURES	8
1.4 BUDGET	9
1.4.1 BUDGET DISCUSSION	9
1.4.2 REVENUES	9
1.4.3 EXPENDITURES	9
1.4.4 FIRST YEAR CASH FLOW	11
1.5 FACILITY	12
1.5.1 FACILITY NEEDS ANALYSIS	12
1.5.2 FACILITY STRATEGY FOR OPERATING YEAR 1 &2	13
1.5.3 LONG-TERM FACILITY STRATEGY	14
1.5.4 CERT DESIGN CRITERIA AND SPACE AMENITIES	14
1.6 LIABILITY INSURANCE	15
1.7 AUDITS	16

SECTION II: EDUCATIONAL PROGRAM

2.0 DESCRIPTION OF THE EDUCATIONAL PROGRAM	17
2.0.1 BACKGROUND	17
2.0.2 VISION	18
2.0.3 MISSION	18
2.0.4 ACADEMIC GOALS	18
2.0.5 CONCRETE MEASURABLE GOALS	20
2.0.6 CURRICULUM	21
2.0.7 INDIVIDUALIZED EDUCATION PLAN	23
2.0.8 GRADUATION REQUIREMENTS	24
2.0.9 METHOD OF INSTRUCTION	25
2.0.10 METHOD OF INSTRUCTION RESEARCH	30

2.1 EDUCATIONAL RESULTS	34
2.1.1 MEASURING ACADEMIC PROGRESS AND EDUCATIONAL GOALS	34
2.1.2 TYPES OF ACADEMIC PERFORMANCE ASSESSMENT	34
2.1.3 PROJECT-BASED PERFORMANCE ASSESSMENT	35
2.1.4 INTERNSHIP PERFORMANCE ASSESSMENT	35
2.1.5 STANDARDIZED TESTING ASSESSMENT	35
2.1.6 KEEPING TRACK OF PROGRESS	36
2.1.7 LOCAL MEASURES	36
2.2 OTHER ACCOUNTABILITY MEASURES	43
2.3 QUALIFICATIONS FOR TEACHING STAFF	44
2.4 ADMISSIONS PROCEDURES	47
2.5 DISCIPLINARY PROCEDURES	49
2.6 PLAN TO EDUCATE CHILDREN WITH DISABILITIES	52
2.6.1 LEGAL IDENTITY	52
2.6.2 FUNDING AND REPORTING REQUIREMENTS	53
2.6.3 SPACE AND FACILITIES	53
2.6.4 HUMAN RESOURCES	53
2.6.5 IDENTIFYING STUDENTS WITH SPECIAL NEEDS	54
2.6.6 STRUCTURES AND STRATEGIES	54
2.6.7 IEP COMPLIANCE FOR STUDENTS WITH SPECIAL NEEDS	55
2.6.8 CURRICULUM AND ASSESSMENT	56
2.6.9 NON-ACADEMIC ACCOMMODATIONS	56
2.6.10 SERVICE PROVISION	57
2.6.11 PROFESSIONAL DEVELOPMENT	57
2.6.12 ENGLISH LANGUAGE LEARNERS	57

SECTION III: CERTIFICATION CHECKLIST

SECTION IV: ATTACHMENTS

- ATTACHMENT A: RESUMES FOR KEY PERSONNEL
- ATTACHMENT B: LEGAL STRUCTURE
- ATTACHMENT C: ORGANIZATIONAL CHART
- ATTACHMENT D: EMPLOYEE HANDBOOK
- ATTACHMENT E: OPERATIONS MANUAL
- ATTACHMENT F: RESUMES FOR EDUCATIONAL LEADER
- ATTACHMENT G: FINANCIAL STATEMENT
- ATTACHMENT H: ESTIMATED BUDGET
- ATTACHMENT I: CASH FLOW YEAR 1
- ATTACHMENT J: ACCOUNTING POLICIES AND PROCEDURES
- ATTACHMENT K: BUILDING OWNERSHIP

ATTACHMENT L: OCCUPANCY PERMIT
ATTACHMENT M: CODE COMPLIANCE
ATTACHMENT N: LIABILITY INSURANCE
ATTACHMENT O: ENGAGEMENT LETTER
ATTACHMENT P: ASSESSMENT DATA
ATTACHMENT Q: TEACHING LICENSES AND TRANSCRIPTS
ATTACHMENT R: CERTIFICATION CHECKLIST
ATTACHMENT S: STUDENT PARENT HANDBOOK
ATTACHMENT T: IDEA POLICIES AND PROCEDURES

SECTION I

SCHOOL OPERATIONS

Section 1.0
SCHOOL OPERATIONS

1.1 PERSON SEEKING TO ESTABLISH THE CHARTER SCHOOL

The “person” seeking to establish the Certification and Emergency Response Training (CERT) charter high school is the Milwaukee Community Service Corps (MCSC), a Milwaukee-based nonprofit organization that was established in 1991 under Section 501(c)3 of the Internal Revenue Service (IRS) Code. *(Please refer to attachment B for the articles of incorporation, by-laws, and tax determination letter.)*

The purpose of the Milwaukee Community Service Corps’ is to help at-risk, underserved youth aged 18-23 receive training in the skilled trades as well as attain and take full advantage of further educational opportunities. These young adults (corps members) attend education classes in the skilled trades (blueprint reading, shop math, driver’s education, hazardous waste disposal, etc) and then apply the skills they learn in a real world application like rehabbing a house or landscaping. So often, young men and women come into the program without adequate reading, writing or math skills—even having already gained high school diplomas. The Milwaukee Community Service Corps now hopes to make a difference in the lives of underserved youth aged 14-21 in grades 9-12 by adding CERT charter high school. The purpose of CERT is to:

- Provide at-risk, underserved students educations aimed at seeing them graduate and attain further educational opportunities.
- Serve students that have not thrived in a traditional, rigid learning environment.
- Develop and implement a mixed project based learning and direct group instructional model.
- Establish a link between abstract knowledge and real world applications via classroom instruction and learning through internships.
- Promote partnerships with local community groups and organizations.

Christopher J. Litzau will seek the charter on behalf of the Milwaukee Community Service Corps.

Christopher J. Litzau, Executive Director
Milwaukee Community Service Corps
1441 N 7th Street
Milwaukee, WI 53205

Please refer to Attachment A to view Christopher J. Litzau’s resume and college transcripts.

1.2 SCHOOL GOVERNANCE

All positions in the flowchart are directly overseen by one position. Creating a system where more than one person in charge makes it difficult to have a direct chain of accountability. *(Please refer to attachment C to view the organizational chart).*

All governance and supervisory positions must take recommendations from other sources into account when making decisions and keep the welfare of CERT High School at the forefront of every decision.

1.2.1 OPERATIONAL AND FISCAL MANAGEMENT OF SCHOOL

The Milwaukee Community Service Corps (MCSC) Board of Directors will have ultimate authority over the CERT charter school. This means that they will give final budgetary approval, as well as monitor all financial revenues and expenses accrued based on the recommendations of the CERT School Board. The MCSC Board of Directors will appoint three members from within to sit on the school board. These three individuals will act as a committee of the MCSC Board of Directors and report all actions that the CERT School Board intends on making.

The CERT School Board will be a policy-making entity and will be appointed or approved by the MCSC Board of Directors. Three individuals will be appointed from within the MCSC Board of Directors and four individuals will be recruited and approved by the MCSC Board of Directors. Three individuals will have experience or expertise in the following fields: special education, community involvement, and general education/policy. The fourth individual will be a parent representative or president of the school's Parent Teacher Association (PTA) or parent lead coordinator of volunteer activities. The CERT School Board will be responsible for:

- Developing, setting, approving and monitoring policies for school operations
- Giving recommendations on budgetary and school policy issues to the MCSC Board of Directors.
- Approving the hiring of the CERT Principal
- Setting up committees to support fundraising, marketing and school functions

The Milwaukee Community Service Corps Executive Director will serve as the main contact between the CERT High School Principal and the governing boards. This individual will be responsible for:

- Promoting collaboration between MCSC, CERT and community partners.
- Serving as an agent of the MCSC Board of Directors and CERT School Board by attending all meetings.
- Supervising and evaluating the CERT Principal
- Working with the CERT Principal to compile accurate information to the reporting agencies.
- Acting as an educational director and looking out for the welfare of the CERT educational system as a whole.

At time of application submission the executive director of the Milwaukee Community Service Corps is Christopher J. Litzau. His resume can be found in attachment A.

The CERT Principal will be responsible for compliance of procedures and day to day activities in the school environment. S/he will be responsible for interviewing possible staff candidates and presenting candidate information and recommendations to the executive director who will then seek approval from the governing boards. Once hired, the principal will be required to supervise and evaluate all staff members. This individual will also be responsible for:

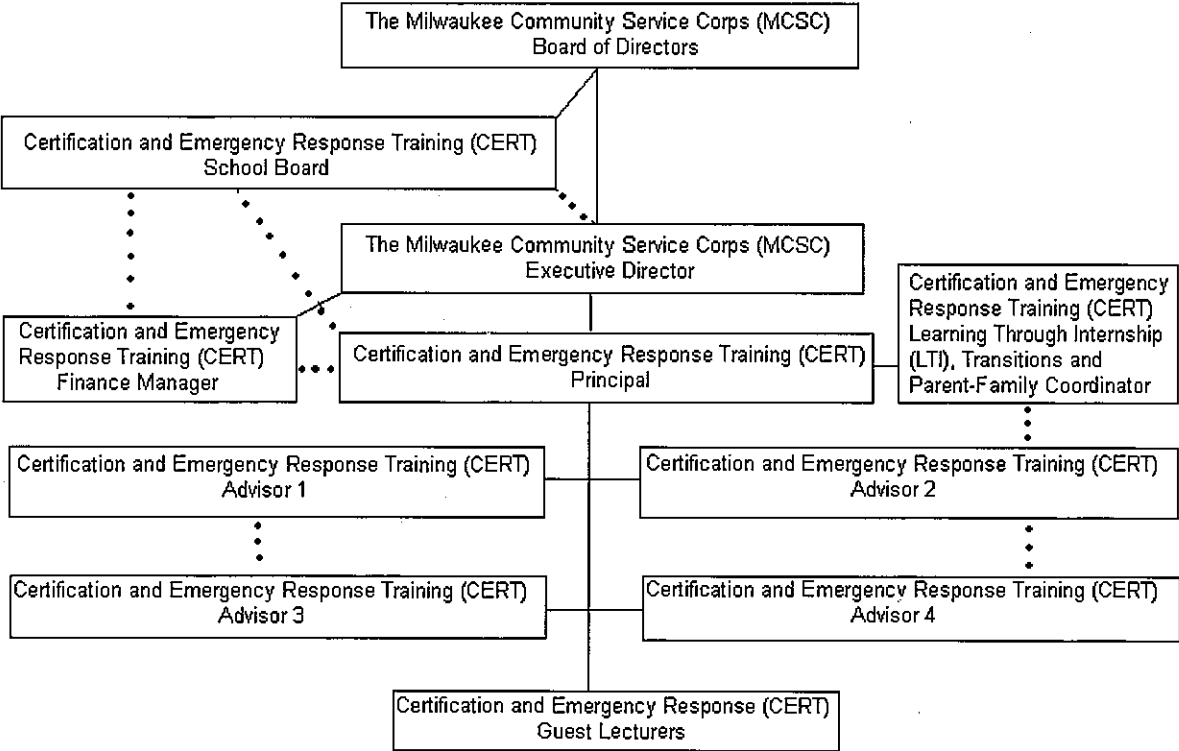
- Helping to develop and implement the school curriculum
- Shaping and maintaining school culture
- The development, implementation and monitoring of policies regarding school behavior, academic progress, admissions, student recruitment, budgeting and reporting.
- Working with the MCSC Executive Director to submit charter reporting materials.
- Being a liaison between the parent and community engagement groups

At this time this individual as not been hired.

Please refer section 1.3.1 for the roles and responsibilities of the CERT staff members. See the following flowchart for a complete organizational flowchart.

1.2.2 Organizational Chart

The full straight lines represent direct lines of authority between the position above and the position below. The dotted lines represent relationships where positions are expected to collaborate. For example, the CERT Finance Manager must report directly to the MCSC Executive Director, but must work with the CERT Principal and give reports, when, asked on the fiscal matters of the school to the CERT School Board.



1.2.3 MCSC Board of Directors

Maria Lopez Vento, President Program Officer Helen Bader Foundation	Don Kirkey, Vice President Manager, Systems, Learning & Development Johnson Controls, Inc
Linda Rucker, Treasurer Financial Administrator Helen Bader Foundation	Joe Thompson, Secretary Student University of Wisconsin Waukesha
Halanna Lathon Jewish Family Services	Tracey Sparrow, Board Member Milwaukee Academy of Science

1.2.4 DISPUTE RESOLUTION

The CERT School Board will be responsible for developing, setting, approving and monitoring policy for all school operations. Together, with the CERT Principal, they will develop internal procedures for resolving issues and disputes. Examples include faculty termination, expulsions, etc.

Generally, disputes at the governing board level will be solved at the regularly scheduled meetings. Issues will be discussed and voted on in as prompt of manner as possible.

CERT's internal procedures for resolution of disputes relating to governance or management of the school or its policies and practices will be submitted in writing to the CERT School Board. The CERT School Board will investigate the complaint, schedule a meeting between the parties involved and hand down a decision on the matter.

Issues regarding school policy must also be submitted in writing to the CERT Principal and the CERT School Board who will meet to discuss and release a recommendation for resolution of the matter.

1.2.5 PARENTAL INVOLVEMENT

Parental involvement is one of the most important things that a school can develop. Parents and families know their children the best—know what they thrive at doing and know what they need help with. Creating an environment where parents feel welcomed and often attend events is one of CERT's most important goals. Parents foster the learning environment in the home and are links to valuable community resources.

Parents of CERT students will be engaged from the beginning. In order for the student to enroll a parent or legal guardian must:

- Sign the CERT High School Admission Application
- Attend one New Student and Family Orientation
- Review and sign off saying they read/agree with the Student/Parent Handbook
- Be present at school for at least eight separate occasions that are to include:
 - one meeting per quarter about their student's learning plan/progress (4)

- one public exhibition of their child's portfolio per quarter (4) where parents will be expected to give constructive criticism to help both their child and other children in the educative process.

To keep parents apprised of upcoming important dates that may require their presence, CERT will send out a monthly newsletter. To keep parents apprised of their child's grades CERT will send out a quarterly progress report that must be signed and returned. Parents are welcomed in the school at all times and will be able to join parent, support and school volunteer groups.

As CERT is dedicated to parents, guardians and families, staff will do their best to keep everyone connected. This will begin by fostering open communication during New Student and Family Orientation. Then, in August just before school starts, the Learning Through Internships (LTI), Transitions and Parent Coordinator along with the child's advisor will set up a meeting with the parent(s) or guardian to discuss the student that will be attending CERT. This meeting will preferably take place at the parent/guardian/student's residence and be thought of as a further opening for communication. CERT wants parents to feel as if they can contact their child's educational advisor at any time and ask about progress. This meeting will also allow the advisor to get an idea of what the student is interested in and how they learn best. This meeting will give the LTI, Transitions and Parent Coordinator an idea of what internships might be interesting to the student and have the opportunity to promote the monthly family activities to build the school community. Possible examples might be:

Month	Family Activity	Brief Description
August	Welcome Breakfast	The whole family is welcomed to the facility for breakfast and a tour.
September	Open House (week 1)	Families can visit the school to get a glimpse of their students first pieces of work.
	Muffins for Mom (week 2)	Mom can drop student off, eat a muffin and join their child for the Pick Me Up.
		*The Pick Me Up is first thing every morning and revolves around announcements and community-building exercises.
	Doughnuts for Dad (week 3)	Dad can drop the student off, eat a muffin and join their child for the Pick Me Up.
	Grandparents BBQ (week 4)	Held on a weeknight right after school in a local park-staff, students and grandparents will BBQ/share experiences.
October	Drug Awareness Pancake Breakfast	Families, students and staff will gather to discuss drugs and the paths it can lead you down.
November	Cultures Museum Night	Each student will be assigned to make an "exhibit" of a culture they are unfamiliar with and display it for visitors.
December	Holiday Secret Santa Party	Families, students and staff will gather to celebrate the holiday.
		*If they choose to do so, participants can bring a gift from the dollar store wrapped and join the raffle.
January	Spaghetti Supper	Families, students and staff will gather to celebrate the students' achievements thus far.
February	Books and Movies Night	Students will watch a movie with their parents that they read together during the Literacy Circle.
March	Parents in Sneakers	Students can bring their parents to school. Parents will be expected to complete assignments as their child does.
April	Art and Poetry Slam	Students will share their talents in the art and literature fields.
May	Choices for Change	Families will choose a volunteer activity to participate in to aid the community.
June	Real Life Fair	Students will research jobs they would like to have and make an exhibit for it. Also, parents will volunteer to come in and speak about their careers.

1.3 ORGANIZATIONAL STRUCTURE, ROLES AND RESPONSIBILITIES

As seen in section 1.2 the MCSC Board of Directors will have ultimate say and control over CERT High School. The MCSC Board of Directors will appoint three members to sit on the CERT School Board who will act on behalf of the MCSC Board of Directors. These members will vote on issues and will report back to the MCSC Board during their regularly scheduled meetings. One parent (or parent-teacher organization president), along with three individuals with experience in special education, community involvement, and general education/policy will join the three MCSC Board of Directors. The MCSC Executive Director will be supervised by the MCSC Board of Directors and be expected to attend all MCSC and CERT Board meetings. Also, the MCSC Executive Director will be responsible for supervising the CERT High School Principal and the CERT Finance Manager. The Educational Advisors, Guest Lecturers and LTI, Transitions and Family Coordinator will all be directly supervised by the CERT High School Principal.

The following staff members, along with the CERT Principal (see 1.2.1 for roles and responsibilities) will perform the day to day management of the school.

The Learning Through Internship (LTI), Transitions and Family Coordinator plays an integral part in the school system and will be under the direct supervision of the CERT Principal. This individual will be called on to:

- Help students find internships to participate in for 10-12 hours per week on Tuesdays and Thursdays. This means making and retaining contact with possible community mentors, as well as following up twice a week with their students' current internship advisors. This position requires the individual to visit the internship site to observe the student in the work place at least twice a week and to conduct one formal meeting with the internship mentor to discuss student performance. As part of this the LTI, Transitions and Family Coordinator must meet with the student, their advisor, their LTI community mentor and their parents as part of their quarterly Individualized Educational Plan (IEP).
- Aid the students in their next step after secondary education. This is one of most important things this person will take care of because at CERT the main goal is to enable the student to actively participate in society and be able to participate in further educational opportunities. The LTI, Transitions and Family Coordinator will meet with students quarterly to help them determine their future goals and to help them achieve them. This person will be help students understand their test scores and where they can go from there, as well as help them through the college application process. This person will also conduct college visits and help students find full time work post graduation.
- Organize family engagement opportunities and create bonds between the school and the students' families. The LTI, Transitions and Family Coordinator will accompany each advisor to their students' residents to extend an opening to a relationship. Head Start does this and it seems to bring more parent volunteers into the schools (research). The LTI, Transitions and Family Coordinator will also put together the tools for family engagement which include, but are not limited to:
 - Monthly newsletter
 - Monthly parent meetings (like PTA)
 - Quarterly public exhibitions of student work
 - Quarterly Individualized Education Plan (IEP) meetings

➤ Monthly family-community activity

At this time this individual has not been hired.

The Staff Educational Advisors will be the direct contact for their advisory of students and will serve as a mentor, teacher, friend and role model. The number of staff educator advisors will be contingent on the number of students enrolled as the school will run on a no more than 15:1 student-staff educator advisor ratio (10:1 is most preferable). A low ratio allows more direct contact, creates trust in the learning community and is an integral part to the success of the program. The staff educator advisors will be under the supervision of the CERT principal and will be required to:

- Go on a home visit with the LTI, Transitions and Family Coordinator to better acquaint them with the people that know their student the best—their family.
- Develop and provide mixed instruction (direct group and project based) to their advisory of students with, when possible, the certification and emergency response training focus in mind.
- Participate in student individualized educational plan (IEP) meetings.
- Conduct site visits to their students' internship twice per week on Tuesday and Thursdays.
- Continue their studies via professional development opportunities.

At this time these individuals have not been hired.

The Guest Lecturers will provide the students with more accurate knowledge about the certification and emergency response fields as individuals with these foci may be hard to find with a Department of Public Instructor (DPI) license. Guest lecturers will be called in to fill in the gaps of knowledge and act as a presenter, being under the direct supervision of the advisor where his/her students will appear. For example, it may be necessary to have someone in the hazardous materials trade give lectures on hazardous waste removal so students can be certified to work in these skill-specific fields.

At this time these individuals have not been sought or hired. CERT will seek individuals for these positions only in the circumstance the educational advisors hired do not have adequate knowledge or training in the certification and emergency response trades.

The Finance Manager will be responsible for the daily fiscal operations of the school. While the Finance Manager will report directly to the MCSC Executive Director, he or she will be expected to give reports to both the CERT Principal and the CERT School Board.

At this time this individual has not been hired. The CERT School Board, in conjunction with the MCSC Executive Director, will seek a finance manager.

Please refer to section 1.2 to read the roles and responsibilities for the governing boards and supervisory positions. See 1.2.2 for a complete organizational flowchart.

1.3.1 Fiscal Management Procedures

Due to MCSC being ultimately responsible for the school and its financial obligations as the sponsoring organization, MCSC will ensure through administrative oversight that the school is operating in a fiscally responsible manner. Therefore, the following procedures will be put into place:

- The CERT Finance Manager will report directly to the Executive Director who will in turn give reports to the MCSC Board and CERT School Board.
- The CERT Finance Manager will follow the lead of MCSC finances. He or she will maintain accurate fiscal records and reporting controls in accordance with generally accepted accounting practices established by MCSC.
- The CERT School budget will be developed by the principal, with input from the MCSC Executive Director and CERT Finance Manager. The budget must be reviewed and approved by the CERT School Board and finally the MCSC Board of Directors.
- The Principal, with the collaboration of the Finance Manager, must submit monthly financial reports to the CERT School Board and MCSC Board of Directors.
- Annually, an audit must be conducted of the school and its financial practices.
- Any unbudgeted items over \$1000 must be approved by the MCSC Board of Directors.

A detailed account of fiscal management procedures can be found in Attachment J (Accounting Policies and Procedures Manual) and Attachment E (Operations Manual).

1.3.2 Internal Control Procedures

CERT management (typically refers to the MCSC Executive Director, CERT Principal, and Fiscal Manager) will be responsible for establishing and maintaining a system of controls that provide reasonable assurance of:

- The accomplishment of established goals and objectives for operations and programs
- The submission of accurate financial information to the charter school review committee and the governing boards
- The efficient use of resources and safekeeping of assets
- Compliance with laws, regulations, policies and procedures

At least once per year the MCSC Executive Director, in conjunction with the Financial Manager, will conduct a self-assessment of financial processes to ensure they are working in the manner intended.

The MCSC Board of Directors will rely on the further recommendations of their current legal counsel Michael, Best, and Friedirch and fiscal counsel, Andrea and Orendorff to provide further advice on the implementation of procedures for effective fiscal management, proper internal control procedures and investment of funds.

1.3.3 INVESTMENT POLICIES AND PROCEDURES

An investment policy of funds will be developed and periodically reviewed to ensure proper procedure is being maintained. This will be the responsibility of the MCSC Executive Director, in combination with the Financial Manager, and be ultimately approved by the governing boards.

1.4 BUDGET

The 5 Year Budget for CERT demonstrates a positive budget balance in each year. The budget plan supports the mission of C.E.R.T. and reflects a financial strategy that will permit C.E.R.T. to execute and sustain its educational programs.

Revenues and expenditures are calculated on a conservative basis. No increases in per pupil revenue were considered. Non-recurring revenue of \$100,000 is considered in the initial year only. Contingency amounts equal to 2% of budgeted expenditures were included for Year 1 and all subsequent years.

Revenues are forecasted to exceed expenditures in each year of the budget. The greatest surplus is estimated in years 4 and 5. C.E.R.T. will employ the excess revenues to fortify its future financial position thus providing for lean years. C.E.R.T. will conduct a fund raising campaign for a school building at a future date and would seed this fund with some of the earned surplus.

The budget is based on an initial enrollment of 30 students increasing to 60 students in Year 2, 100 students in Year 3 and peaking in Years 4 & 5 at an enrollment of 120 students. An alternate budget of 40 students is presented for the initial year.

1.4.1 BUDGET DISCUSSION

The budget consists of an overview for the first five years, supporting staffing schedules and explanation of revenues and expenditures. In the initial year a nonrecurring implementation grant from the Technical Assistance and Learning Center (TALC) will provide revenues to pay for eligible nonrecurring expenditures.

1.4.2 REVENUES

Revenues include the State per pupil charter school payments, SPED and Food Service reimbursements and in the initial year, the implementation grant. The budget reflects a conservative estimate of revenues. Surplus revenue will help support C.E.R.T. in the event of lean years or unanticipated circumstances.

1.4.3 EXPENDITURES

Staff wages and benefits are the greatest expenditure in the budget. Wages and benefits are allocated between Administrative and Instructional staff as indicated the supporting staffing budget. In Year 1-A, staffing for 30 students consists of 3.0 FTE (Full Time Equivalents), consisting of a Principle who will teach a quarter-time and administrate three-quarter-time, a full-time Teacher, half-time Special Ed Teacher, a quarter-time Fiscal Manager and a quarter-time Office Manager. Fringe Benefits are indicated on the supporting staffing budget. In Year 1-B, alternative first year for 40 students includes a second full-time teacher totaling 4.0 FTE. In subsequent years, FTE increases proportionate to the number of students as indicated in the supporting staffing budget.

Facility costs include rent, utilities and maintenance and repair costs. Rent is calculated at \$9.00 per square foot and increases per year proportionate to facility area required. Utilities and maintenance and repairs increase accordingly.

Accounting Auditing & Payroll costs include annual audit costs, outsourced payroll services and other contracted accounting services as needed.

Chartering Fees/Evaluation include \$20,000 TALC evaluation fee and a charter fee calculated at 2% of the per pupil revenue.

Depreciation—assets with a unit cost of \$1,000 or greater will be capitalized and depreciated using straight-line half-year convention over the useful life of the asset.

Furniture costs in the initial year will be covered under the TALC Implementation Grant. As enrollment increases in future years the need to purchase additional furniture is accounted for and reflected each year.

Insurance costs include General Liability, Umbrella, Fidelity, Auto Liability and Errors and Omissions/School Leaders coverage. As the student population and square footage grows, the costs increase accordingly. Workers Compensation and Unemployment Insurance are considered fringe benefits and their costs are reflected in that line item.

Legal Fees are budgeted to assist with various matters (i.e., employee and student handbooks, affirmative action etc.).

Marketing costs in the initial year are covered by the TALC Implementation Grant and are increased as C.E.R.T. continues to grow in the five-year period.

Postage & Printing costs are conservatively estimated.

Telephone costs include the main school telephone, Principal's cell phone and 2 way radio/phone assigned to teachers and office manager.

Travel-Local includes mileage reimbursement for staff to attend C.E.R.T. related business or training based on the latest IRS reimbursement rate.

Food Service costs reimbursable through the free lunch program for low-income student population. C.E.R.T. is budgeting \$377 per student per school year.

Licensing Fees & Professional Development costs range between \$750 and \$1,500 for licensing renewal fees (i.e., OSHA license renewal) and necessary emergency response training.

Student Transportation costs are for bus tickets for students. The cost is calculated based on student population that require transportation needs. An attendance and absenteeism rate factors into the costs.

Subscriptions & Memberships in the initial year will be reimbursable through the TALC Implementation Grant. In future years the costs will increase according to projected expansion.

Technology costs include the purchase of computers & peripherals, copier and other instructional equipment. During the initial year these costs will be reimbursable through the TALC Implementation Grant. In future years the need to replace, repair or purchase additional technology equipment is indicated in the budget.

Textbooks/Curriculum costs are also reimbursable through the TALC Implementation Grant. Textbooks are planned to be recycled from student to student. Initially a cost of \$600 per pupil is needed. In the future years the cost per pupil will decrease.

1.4.4 FIRST YEAR CASH FLOW

A monthly cash flow projection for the first year of operation is presented in Attachment I. The budget is estimated on an enrollment of 30 students. An alternative budget and cash flow projection has been created in the event enrollment reaches 40 students. Timing of projected cash inflows and outflows are forecasted by month. Initially large outflows of cash for purchases of technology equipment and furniture will take place in the first two months. These costs are reimbursable through the TALC Implementation Grant. In the event of cash shortage a Line of Credit will be established to conquer any cash deficiency. The cash flow stabilizes during August 2008 to April 2009. In May a small shortage and need to secure cash from the Line of Credit become necessary. By the end of the first year, June 2009, C.E.R.T. will generate a positive cash flow of \$15,589.

1.5 FACILITY

The Milwaukee Community Service Corps (MCSC) does not currently own or lease a facility for the operation of CERT. MCSC staff have been evaluating options for a facility, and have several sites under consideration including existing school facilities, vacant spaces owned by the Housing Authority, and rentable spaces located near MCSC's new headquarter facility at 2741 W. Fond Du Lac Avenue. All of the prospective sites could be renovated to serve as a small high school. MCSC's board of directors includes a professional realtor who will be assisting MCSC staff to locate a suitable facility for CERT. MCSC has a longstanding partnership with the Housing Authority and its real estate development/general contracting team who can serve in an advisory capacity to facilitate the long-term site selection for CERT to purchase and construct a permanent facility.

1.5.1 FACILITY NEEDS ANALYSIS

A facility needs analysis was performed to estimate the overall space requirements for the facility as well as the number and size of classrooms, other teaching space, office space, and other areas. The analysis was performed for the first three years of school operation, during which time enrollment will expand from 9th and 10th grades only (in 2008-2009) to 9th through 12th grades (in 2009-2010). The analysis was also performed using three different enrollment scenarios for each year (low, middle, and high). The low enrollment scenarios assume an enrollment range of 10 to 20 students during the first school year, increasing to a range of 50 to 65 students during the third year of operation. The high enrollment scenarios assume an enrollment range of 31 to 40 students during the first school year, and increasing to a range of 86 to 120 during the third year of operation (which also represents the targeted maximum school enrollment). A table summarizing the facility space needs analysis is provided in the Attachments.

CERT plans to lease space during the first two years of operation, during which time the school will have lower space needs and a smaller operating budget. The estimated total space needs for the various enrollment scenarios during the first two years of operation range from 10,750 square feet to 11,750 square feet. It is anticipated CERT will lease a space that can accommodate the largest enrollment scenario that may be achieved by the second year, but seek flexible lease terms in response to enrollment levels that may be closer to the low enrollment scenario.

During the third year of operation (2010-2011), CERT plans to relocate to a larger facility that would serve as the permanent location for the school. If feasible, MCSC will own the building. The estimated total space needs for the third year of operation range from 12,250 square feet to 32,750 square feet. The large range in the estimated total space needs for the year reflects the possibility of including a 2,500 square foot staging area, as well as an estimated 16,500 square feet of space for physical training and athletic activities. If the financial status of CERT is on budget and enrollment reflects the high scenario—equal to the maximum targeted enrollment—CERT will integrate these spaces into the permanent facility design and construction. The long-term enrollment projections for CERT should be possible to estimate with relative accuracy by the beginning of the 2008-09 school year, at which time enrollment data for the initial two years of operation will be available. Consequently, plans for the permanent facility will be modified in relation to actual enrollment forecasts.

1.5.2 FACILITY STRATEGY FOR OPERATING YEAR 1 & 2

As previously noted, CERT anticipates leasing space for the first two years of operation, i.e. 2008-09 and 2009-10. During these initial years, MCSC staff will pursue site selection, acquisition and pre-development activities necessary to develop and own a permanent facility.

The following objectives characterize site selection and leasing during the first two years of operation:

1. **Minor Renovation and Repair**—CERT will seek to lease an existing building that requires minor renovation to meet school building code requirements. It is anticipated that the only buildings that will meet this objective will be vacant buildings that have been previously used as schools, and newly constructed developments with commercial space available. CERT will seek spaces requiring minor leasehold improvements because the improvement expenses will not be sufficiently amortizable over the short, two-year lease period.
2. **Current Zoning for High School Use**—CERT will seek space that complies with current zoning regulations to operate a high school, thereby avoiding the need for a zoning variance or conditional use permit.
3. **Favorable Location**—The leased space will be located in the City of Milwaukee. A location within 5 miles of the city center would be favorable. Central city locations have the ability to attract a greater diversity of applicants. Direct access to public transportation is critical. A location near Interstate 43/94 would also be favorable. The location and physical attributes will convey a safe space to students, staff and visitors.
4. **Favorable Lease Rate**—Based on discussions with real estate professionals, lease rates for space that could be utilized as a school vary widely, ranging between \$7 per square foot to \$14 per square foot. CERT's budget assumes an average lease rate of \$12 per square foot during the 2008-09 and 2009-10 school years. The extent to which more favorable rates can be negotiated will serve to strengthen the financial operating condition of the school.
5. **Flexible Square Footage Lease Options**—As noted previously, the total space needs for the school will increase during the first three years of operation in conjunction with increases in enrollment and staffing. Significant operational savings can be achieved if leased space is limited to the actual enrollment achieved during the first year, with the option to assume additional leased space during the second year in response to increased enrollment.
6. **Flexible Lease Renewal Provisions**—The ideal lease would term would be one year with guaranteed options to renew annually.
7. **Favorable Amenities**—CERT will seek to lease a space that includes amenities that will enhance the experience of the students and staff, e.g. secured on-site parking, access to physical training facilities, etc.
8. **CERT Design Criteria**—To the extent possible, CERT will seek to lease a space that integrates design criteria noted below.

CERT recognizes that the award of a charter will be conditional on executing the necessary actions to lease or buy an appropriate facility and obtain the appropriate occupancy certificate for

school operation. When CERT identifies a facility, a copy of the occupancy permit application will be submitted for review and approval by the technical review committee.

1.5.3 LONG-TERM FACILITY STRATEGY

As previously noted, CERT has the long-term plan to develop and/or own a permanent facility by the 2010-11 school year. A critical objective for CERT will be ownership feasibility or favorable long-term lease options. According to a study conducted by the Ewing Marion Kauffman Foundation of more than 3,000 charter schools, charter schools that own their facilities have a much lower rate of failure (“Debunking the Real Estate Risk of Charter Schools.”). Long-term facility ownership is a primary objective to ensure the success of CERT. Plans for the facility will likely need to be finalized by the 2009-10 school year. The feasibility of development of a permanent facility will be evaluated at that time, based on the following constraints:

- financial operating condition of CERT;
- enrollment projections;
- external financial support from foundations, corporations and other funding sources

Fundraising efforts for the permanent facility will begin when CERT receives conditional approval for its charter.

1.5.4 CERT DESIGN CRITERIA AND SPACE AMENITIES

CERT is being modeled after a nationally recognized, successful small school model, the Big Picture Model. CERT seeks to emulate the Big Picture Model’s success with respect to facility design and amenity characteristics.

CERT will seek to integrate the Big Picture Model school design features and characteristics into the design of its permanent facility. If feasible, these features and characteristics will also be included in the leased space to be occupied by CERT during the initial two years of operation.

1.6 LIABILITY INSURANCE

CERT will satisfy the minimum liability insurance coverage specified in the City of Milwaukee Charter application as summarized before:

Type of Coverage	Minimum Amount	
Commercial General Liability	Each Occurrence	\$1,000,000
	Personal & Advertising	
	Injury Limit	\$1,000,000
	General Aggregate	\$2,000,000
	Products-Completed	
	Operations Aggregate	\$2,000,000
	Medical Expense	\$10,000
Umbrella (Excess Liability)	Each Organization	\$5,000,000
	General Aggregate	\$5,000,000
Fidelity Bond	Bond coverage in an amount not less than 50 percent of the total costs for all employees of the school and employees of subcontractors responsible for financial decisions, including the CEO and CFO and board members and all subcontractors.	
Workers Compensation	Bodily Injury-Accident	\$100,000 each accident
	Bodily Injury-Disease	\$100,000 per employee \$500,000 policy limit
Auto Liability	Combined Single Limit	\$1,000,000 each accident
Errors and Omissions/School Leaders	Aggregate Limit	\$1,000,000

The Milwaukee Community Service Corps (MCSC), as with its current operations, will assume responsibility for attaining and maintaining the required amounts of insurance for operations of CERT per the City of Milwaukee. CERT, via MCSC, will add the City of Milwaukee as an additional insured under Commercial General Liability, Auto Liability and Umbrella policies. The City of Milwaukee will be alerted of any changes within a 30 day period.

Please see attachment N for MCSC current insurance certificates and a letter from Schueller Harrington and Associates stating that they will issue the proper insurance coverage.

1.7 AUDITS

CERT will retain an independent, outside auditor acceptable to the City Comptroller to conduct an annual audit of the school/organization's fiscal and administrative operations. The auditor will issue internal control and compliance records and an audit of financial statements in accordance with generally accepted auditing procedures and standards.

The auditor will be a certified public accountant or organization employing the same. CERT and MCSC will provide full access to all records and documents and other pertinent information required of it by the Charter School Review Committee including submission of the auditor's report within 90 days of the close of the organization's fiscal year.

MCSC and CERT have employed Andrea and Orendorff to conduct audits and an engagement letter can be found in attachment O.

SECTION II

EDUCATIONAL PROGRAMS

Section 2.0 Educational Program

Educational Programming

This section presents the educational programs for the Certification and Emergency Response Training (CERT) High School.

2.0 DESCRIPTION OF THE EDUCATIONAL PROGRAM

CERT understands the importance of providing a quality education for students. The Milwaukee Community Service Corps (MCSC) has helped students of all academic levels earn their GEDs and even when they have their diplomas, fill gaps in their knowledge base. CERT's core curriculum will include the core subject areas mandated by the Wisconsin Department of Public Instruction (DPI) and will be enhanced by first responder learning materials in a mixed group instruction-individual project based learning environment. Knowledge gained in the classroom will be accompanied by the students applying what they learned in internships in a field of interest.

Each student will have an individualized education plan (IEP) that will identify progress and courses taken towards promotion and graduation requirements. The school will also reflect a clear set of measurable goals, a sound curricular focus and a comprehensive method of instruction.

2.0.1 BACKGROUND

Since 1991, the Milwaukee Community Service Corps (MCSC) has served as an alternative education program for under-educated and out-of-school youth who did not succeed in the conventional education setting. While there has been no one solution, their subsequent success is testimony to the importance of experiential learning and applied education at the Corps. Students' motivation is rooted in their ability to see how education concretely affects their lives, now and in the future. The Corps helps students see how learning algebra is necessary to work as an electrician, and how writing truly matters when reporting where and how hazardous waste samples are taken to measure levels of environmental contamination in Milwaukee's neighborhoods. The Corps knows firsthand that real world connections change the educational environment for underserved youth, and has been practicing a modified version of the Big Picture Model for the past 15 years. MCSC's proposed charter high school will replicate the Big Picture Model (*see 2.0.4 for more information on the Big Picture Model*).

As a nationally recognized urban youth corps that integrates education, experiential work projects and skill development to prepare disadvantaged young adults for family-sustaining employment opportunities, MCSC believes in the power of creating educational plans that work with a student's passions and needs. MCSC structures students into crews which function as small teams that learn by completing real projects to impact the physical and social landscape of Milwaukee. Students connect the classroom education to field projects. Through this process, they recognize the skills and credentials they attain are valued by various industry sectors. MCSC's education program accommodates myriad paths for student learning, including

partnerships with other community agencies, scholarships for post-secondary education, and advanced learning opportunities. Corps staff members meet as an education team with each individual student to build an individualized educational plan with concrete goals. Like the Big Picture Model, MCSC correlates the success of the student with the role of family in the student's education.

2.0.2 VISION

The Incident Command System (ICS) is the modus operandi for an emergency response and natural disaster recovery operation. An incident commander receives vital input from competent, trusted advisors. Decision-making authority rests with the incident commander who bases decisions on input, and then delegates authority accordingly. CERT will transform students with the knowledge, skills and credentials necessary—within a context of community emergency response, recovery and rebuilding from incidents at a local, state, national and even international level—to effectively analyze information to make informed decisions and assume leadership roles.

2.0.3 MISSION

CERT will leverage the Milwaukee Community Service Corps' philosophy to develop an ethic of social responsibility among young adults who ultimately become permanently employed, fully contributing, educated critically thinking citizens. CERT will engage young adults within a culture of social responsibility and prepare them for the future by developing the confidence, skills, and experiences by which they can transform their lives and the lives of others.

2.0.4 ACADEMIC GOALS

The goals of CERT are correlated and connected to that of its replica model: Big Picture Schools. CERT and Big Picture Schools stress the following key attributes, skills and abilities:

- **Communication:** Communication skills encompass many fields. Skilled communicators need to be able to not only read and write well, but also need to speak and listen well. Students need to understand the differences in audiences and the best way to address them in formal and informal manners. Individuals must also learn how to use technology and artistic expression to accentuate their points. A familiarity with a second language is a necessity. CERT will require students to learn American Sign Language (ASL) and understand how to communicate effectively with deaf and hard of hearing individuals in both the academic and work realms.
- **Empirical Reasoning:** Empirical reasoning involves using evidence and logic to make accurate decisions. In order to succeed in an employment or academic opportunity students must learn how to think in a logical manner. This means learning how to identify research questions, collect data/research, draw conclusions, and present findings. CERT students will develop individualized projects that meet these requirements while satisfying learning targets and validations.
- **Personal Qualities:** Demonstrating respect, responsibility, organization, self-management and leadership enhances a person, as well as the surrounding school

community. A culture of openness, tolerance and respect will be modeled by CERT staff and be actively fostered by the CERT community as a whole.

- **Quantitative Reasoning:** Students will be able to demonstrate math skills that they can transfer into their future work or educational environment. They will be able to understand numbers, shapes and how things change over time. At CERT students will be motivated to learn quantitative reasoning because they will actively see how abstract concepts can be applied in the workplace via their 10-12 hour per week internship opportunity.
- **Social Reasoning:** Students will be able to: see diverse perspectives, understand social issues, explore ethics, and look at issues historically. CERT students will leave high school understanding issues from multiple points of view and be able to contribute to society as an educated citizen.

The following ten items help distinguish Big Picture Schools from traditional high schools:

- **One Student at a Time and Personalization:** Every student has special needs and interests. Therefore, it is necessary to have an environment where students can learn the core curriculum via projects of interest. Individually each student has to be looked at holistically. Every student's work will be documented and reviewed quarterly when updating their Individualized Education Plan (IEP) with their IEP team. IEP teams include the student themselves, parents/guardians, internship mentor, internship coordinator and their advisor.
- **Learning in the Real World:** Students, for 10-12 hours a week, will engage in an internship opportunity in their line of interest. This will help them realize what skills they need to attain, what skills they are good at and what skills they need to work on to be successful. Internships are important because it connects the abstract with the real world, but also because they teach students responsibility and how work in an adult-like fashion.
- **Authentic Assessment:** Teaching strictly to tests and to get specific grades impedes learning. Students will be required to present their portfolio of work every quarter during a public exhibition where their parents/guardians and community members will review their work. Students will need to attend weekly check-in meetings with their advisors, complete a daily journaling log of time, keep portfolios, and work on individualized assignments correlated to Milwaukee Public School/Department of Public Instruction learning targets.
- **School Organization:** Small schools allow the best adult to student ratio and this is important because it helps to create genuine, real, trusting relationships. CERT will be no larger, at capacity, than 120 students and there will be a 1:15 (or less) student/educational advisor ratio.
- **Advisory Structure:** Students see their home at the school as their "advisory." Their advisory functions much like a traditional school's homeroom. Each advisory is headed by an educational advisor and has the same students in it for their whole four years at CERT. The educational advisor must have adequate preparation in all backgrounds to best serve their students. Advisories will meet in the morning on non internship days to meet the needs of the students via academic learning opportunities. While this promotes

academic rigor, it also helps the students learn to function in a group. *(see 2.0.9 for further information on the CERT Daily Structure)*

- **School Culture:** The school will be a safe and comfortable place for students, parents, community members and staff to be. Students, parents/guardians and community members will have say in what goes on in the school. Staff will take part in professional development activities and meet regularly to reflect on teaching methods. The school day will start and end each day together as a cohesive unit. Big Picture schools have high attendance and graduation rates.
- **Leadership:** The principal will have the responsibility of making sure that both advisors and students learn and show their leadership qualities and is the visible spokesperson of the school. At CERT students will learn how to play integral team roles, as well as how to be an effective leader.
- **Parent/Family Engagement and Adult Support:** Parents, guardians, family members and community members are an integral part to a school environment. Parents must visit the school at least eight times a year—four times (one time each quarter) to update their child’s IEP and four times (one time each quarter) to attend the quarterly portfolio exhibitions. Families are great resources because no one knows the child better than their own parents. Parents will be encouraged to visit, volunteer and take part in “family nights.”
- **School-College Partnership and College Preparation:** Being ready for the future, whether it is found in a full-time employment or in becoming a student in a college setting, is a necessity in the world we live in. Students will learn the skills necessary to work in the “real world” via their internships and be ready for college due to the PLAN, EXPLORE and ACT/SAT tests. All students must take these tests and apply to at least one further educational program. They must work on their college portfolios and work with their advisors on their transcripts.
- **Professional Development:** All staff must take part in activities that further their abilities to serve students.

2.0.5 CONCRETE MEASURABLE GOALS

Academic

- More than 80 percent of students will show at least one year of growth in reading and math achievement scores, as measured by August pre-tests and June post-tests.
- At least 80 percent of students will be able to turn one of their quarterly projects into a presentation at each of the quarterly public exhibitions, receiving average to above average marks per the authentic survey assessment of those that attend.
- By the end of the first quarter, 100 percent of students will have a personalized IEP.

School Culture

- The ninth-tenth and tenth-eleventh grade dropout rate will be less than 30 percent.
- At least 90 percent of students will take the quarterly school culture survey and indicate a positive inclination towards mutual respect and school safety.

Internships

- 100 percent of students will participate in an internship that supplements their educational learning.
- At least 80 percent of students will receive positive marks from their internship mentor on the progress survey that indicates effective and positive on-the-job work habits.

Parental/Guardian Involvement

- At least 80 percent of parents/guardians will attend each quarterly public exhibition of student work and progress. Evidence of this will be seen in the school sign-in visitor logs.
- 100 percent of students will have representation from persons involved in their life—parents, guardians, immediate family—at their quarterly personalized IEP meeting. Those that attend the quarterly personalized education plan meeting will be documented in the student’s personalized education file.
- 80 percent of parents/guardians will attend one voluntary family activity with their student every school year.

Personal Development

- Students will have a 90 percent attendance rate.
- 100 percent of students will participate in and complete the quarterly health education seminars on promoting healthy lifestyle choices.
- 100 percent of students, upon graduation, will have secured employment and/or further educational opportunities.

2.0.6 CURRICULUM

CERT will develop students within a context of emergency response and natural disaster recovery. Americans revere first responders. They trust their lives with emergency personnel. Fire fighters, EMTs and contractors involved in the rescue and recovery of September 11th are considered heroes. Emergency responders and disaster recovery personnel have ethical responsibilities to the public. Many swear an oath to serve. They have a duty to uphold. Statistics reveal an average of one first responder for every three hundred neighborhood residents. CERT will create a culture in which all students recognize that each of them is being prepared to serve a role in an emergency response or natural disaster. Within that context, each student would assume a role of responsibility, care, respect and sensitivity as the individual who would be called to respond to crises that affect the larger community.

The CERT curriculum will progressively scaffold students for emergency preparedness, rescue, recovery and rebuilding. CERT will leverage myriad independent strands of curriculum, equipment and resources MCSC has woven together over the past 16 years to form the foundation of its community emergency response training program, e.g. certification in lead and asbestos removal, wastewater treatment and storm water management, hazard identification and communication, medical surveillance and CPR/First Aid, pesticide application and hazardous waste operations, confined space entry, competent person duties and trenching-excavation, site work and construction basics, heavy operating equipment and Class D and Commercial Drivers License preparation.. The vocation-specific content provides the core knowledge and credentials required for community emergency preparedness, response, recovery and rebuilding from incidents at a local, state, national and even international level, and is sufficiently extensive and

varied to permit students to ultimately focus on one or more paths that reflect their real-life experiences and personal beliefs. The CERT curriculum will combine classroom education with field-based experiential learning where students master the knowledge and skills at real projects.

An individual who responds to an emergency or natural disaster must possess specific credentials and proficiencies. Each strand of the CERT curriculum will require the student to demonstrate mastery of the content area. The mastery will culminate in an annual full-scale terrorism response training exercise with area agencies and first responders. The level of mastery for several content-area strands is objectively set by a third party that awards the certification, license or other credential. The State of Wisconsin establishes the minimum requirements for the student to attain a driving license, commercial driving license, lead abatement certificate, asbestos abatement certificate, etc. Similarly, the Occupational Safety and Health Administration sets the standards for certification in Hazardous Waste Operations and Emergency Response (29 CFR 1910.120). Typically, the local, state or federal agency responsible for administration of the credentials requires students to demonstrate field-based competency as well as completion of a final exam with a set passing score. CERT will integrate the content and field-based competency into its core curriculum to provide a seamless transformation of students who acquire the respective credentials necessary to participate in emergency response or natural disaster recovery.

The environment for homeland security is constantly changing. First responders and disaster recovery personnel use state-of-the-art technology to sample, monitor, analyze and predict. CERT will utilize MCSC's technology resources to provide students with training opportunities specific to vocational credentials, e.g. monitors for medical surveillance, air respirators for entry into hazardous environments, etc. CERT students will also be able to access several agencies and companies with whom MCSC partners for supplemental technology resources and field equipment. For example, the Metropolitan Milwaukee Sewerage District facilitates training and calibration with 5-gas combustible gas indicators; Sigma Environmental Services hosts training exercises for students to use groundwater sampling equipment. The City of Milwaukee Health Department facilitates access to X-Ray Fluorescent guns to identify lead-based paint hazards. MCSC offers CERT students use of its handheld GPS unit to map environmental hazards in the community.

The 9th grade foundation skills will center on emergency preparedness; the 10th grade core content will focus on emergency rescue; 11th grade content will thematically address emergency recovery; and 12th grade content will prepare students for rebuilding communities affected by emergencies or natural disasters. Thematic and third-party curriculum content will be integrated into the subject courses of English, Math, Science and Social Studies, Foreign Language, and Mental and Physical Wellbeing to ensure compliance with the MPS learning targets and DPI State Standards. Content and lesson plans will satisfy the requirements to attain MPS learning targets and DPI State Standards.

All students will participate in a cohesive advisory lecture and then do individualized projects aimed at hitting the MPS learning targets and DPI State Standards.

When students have zero high school experience they will be considered a 9th grader and must complete (or have transferred in adequate and satisfactory correlations) before they will be promoted to the next set of courses. Students will “hit” learning targets in their curriculum levels and must finish all of them before moving on to the next curricular cycle.

9th Grade: PREPAREDNESS

English 1
Math 1
Social Studies 1
Science 1
Foreign Language 1
Mental and Physical Well Being 1
Learning Through Internship 1
National Incident Management System (NIMS) I
FEMA 21-Hour Training
Hazardous Waste Management (29CFR1910.120)
Community Emergency Response Training
NOAA Call-Alert Technology
Public Health
Marketing and Graphic Design

10th Grade: RESCUE

English 2
Math 2
Social Studies 2
Science 2
Foreign Language 2
Mental and Physical Well Being 2
Learning Through Internship 2
NIMS II
Field Sampling and Monitoring
GIS/GPS Mapping
Field Surveying
Driver’s Education
Blueprint Reading
Patient Care and Bedside Manner

11th Grade: RECOVERY

English 3
Math 3
Social Studies 3
Science 3
Foreign Language 3
Mental and Physical Well Being 3
Learning Through Internship 3
National Incident Management System (NIMS) III
Confined Space Training
Hazardous Materials Shipping & Handling
Small Engine Repair
Computer Aided Design
Wastewater Management
Civil Air Patrol Cadet Certification
International Travel

12th Grade: REBUILDING

English 4
Math 4
Social Studies 4
Science 4
Foreign Language 4
Mental and Physical Well Being 4
Learning Through Internship 4
NIMS IV
Powered Industrial Truck Operation
Commercial Driver’s Education
Flatwork Concrete/Air Hammer Use
Lead-Safe Worker Certification
Flagger Certification
Competent Person Training
Landscaping & Pesticide Application

2.0.7 INDIVIDUALIZED EDUCATION PLAN (IEP)

CERT will develop an Individual Education Plan for every student, regardless of ability, through the efforts of the school’s education leaders and student advisory committee members—including parents, educators, professionals, and personal mentors who provide input and feedback to help students reach their educational and personal goals. The IEP is designed as a

guide and tool to assist students through educational and personal development throughout their high school experience. Objectives and milestones for each student are student-centered, and set within the general philosophy of serving a role in a response, recovery or reconstruction phase of a community emergency or natural disaster. The curriculum allows students to accelerate their studies as quickly as they desire to meet foundational basics, yet leaves adequate time for advanced and personally-directed activities. IEPs will focus on three interdependent acts of students' education: CERT-based core instructional direction, individualized internships, and meeting the students' personal goals and objectives. The objective of this educational approach is to infuse the student's foundational study and real world learning with activities and experiences that develop the whole child.

2.0.8 GRADUATION REQUIREMENTS

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

- All students will have completed the above with satisfactory evaluations of their validations.
- All students will demonstrate proficiency on required standardized tests and assessments.
- All students will demonstrate proficiency in formal and informal assessments based on standards.
- All students will demonstrate proficiency in communicating in American Sign Language.
- All students will engage in internships each academic year and satisfactorily complete their real world applications.
- All students must participate in the quarterly exhibitions of the work they completed that quarter.
- All students, once an academic year, will have to present a piece of their portfolio work a group of parents, family, community and staff members.
- All students will complete a 75-100 page autobiography.
- All students must take the ACT college entrance exam, visit at least two colleges and apply to at least one educational furthering opportunity.
- All students must complete their transcripts and college portfolio by the end of their high school career.

Furthermore, CERT will require that students demonstrate proficiency in the following skills before they graduate:

- **Communication:** All students must master the art of public informal and formal presentations. Students must also show complete coursework in American Sign Language and be able to effectively communicate with deaf and hard of hearing individuals.
- **Empirical Reasoning:** All students will be able to identify research questions, collect data/research, draw conclusions, and present findings.
- **Personal Qualities:** All students must demonstrate respect, responsibility, organization, self-management and leadership qualities.
- **Quantitative Reasoning:** Students will be able to understand numbers, shapes and how things change over time.

- **Social Reasoning:** Students will be able to see diverse perspectives, understand social issues, explore ethics, and look at issues historically.
- **Technological Usage:** Students must be able to communicate and conduct research by using technology effectively.
- **Time Management:** Students will be able to plan their time accordingly for each project and be able to split large projects into smaller tasks. Students will learn this very valuable skill by planning their own projects and logging their information in their daily planner/log of activity.
- **Leadership and Teamwork:** Students will participate in many projects, internship opportunities and activities while at CERT. Upon completion of their high school careers students will be able to both lead a team effectively and work well with others in a team.

2.0.9 METHOD OF INSTRUCTION

CERT will incorporate a mixed instructional method because we believe that it is truly beneficial to learn core ideas and receive background foundation knowledge as a group and then be able to break apart to do their individual assignments on the subjects at hand.

A basic day at CERT would look like this:

MONDAY/WEDNESDAY/FRIDAY

7:30-8:30

Staff Arrival and Daily Preparation

- Staff ready assignments and activities for the day
- Staff can schedule extra time with students by appointment and then document it in their IEP

8:30

Student Arrival

8:30-9:00

Pick Me Up—everyone in school gathers to hear and give announcements. Group/team/community building activities and both student/staff presentations can also take place at this time.

Sample Pick Me Up Agenda

8:30-8:35	Morning Welcome and Announcements
8:35-8:45	Staff Presentation (Community Service and Effects)
8:45-9:00	Teambuilding Icebreaker: Two Truths and a Lie—students will count off and form small groups. Students and staff will think of two truths about themselves and one lie. The rest of the group will try to guess. This allows students and staff to get to know one another while building friendship and trust.

9:00-12:00

Group Instruction—at this time advisors will gather their students (no more than 15) and give lectures on main points of each of the core subjects Math, English, Science and Social Studies as well as foreign

language, health/physical education, and electives. The core courses will have a first responder-focused theme whenever possible. Advisors will also use this time to help the students to develop ideas for their correlated individualized projects.

Sample Group Instruction Agenda

9:00-10:10	<p>Students will use the Internet, school books, and knowledge previously learned by lecture to pick a focus topic on WWII. Students will create a paper proposal stating topic, research question, and sources they plan to use. Once okayed by their advisor they will begin their final research and writing their papers (no more than three pages). Advisors will lecture and facilitate discussions on the validity of sources and common grammar topics before the students complete their research. Upon completion students will share their research with the rest of the advisory via a PowerPoint. This will take more than the allotted time and will be carried over into students' individual project time and a following class period. In the end students would critically critique each other's work and help them to understand how to make it better for their portfolios. Students will also be asked to place this work on their educational Blog space.</p> <p style="text-align: center;">SKILLS GAINED: Computer skills Social Studies/History English/Grammar Oral Communication</p>
10:10-11:10	<p>Advisors are expected to wind strands of instruction together and encouraged to relate abstract knowledge to the real world whenever possible. Therefore, one could imagine a project that will require students to read assigned texts on pollution, like Brownfields or lead poisoning right here in Milwaukee. Students will put together a presentation based on a Milwaukee pollution problem and how it affects people and the community (Hazardous Waste Management (29CFR1910.120), create a chart of pollution change and by using math formulas predict future pollution (Math).</p> <p style="text-align: center;">SKILLS GAINED: Earth Science Literacy Hazardous Waste Management Math</p>
11:10-11:40	Students will watch their advisor or guest lecturer show

	<p>them fingerspelling and basic signs then choose a partner to dictate them to. Students will begin making notes about what general words they typically use during their internships and videotape themselves signing the fingerspelling of them and basic signs.</p> <p>SKILLS GAINED: Foreign Language</p>
--	--

12: 00-12:30

Lunch

12:30-1:00

Literacy (M/F Literacy Circle, W Silent Reading)—at the beginning of each quarter an advisor will choose a book to read with a group of 10-15 students. Students will then have the opportunity to choose the group they want to be in. On Wednesdays students will read a book of their choice.

Sample Literacy Circle Agenda (Lord of the Flies)

12:30-12:50	The group will discuss the pages that students should have previously read. The advisor will facilitate discussions on what makes a group savage or civil and what does it mean to lose your innocence?
12:50-1:00	Students will take turns reading aloud the first pages of the new reading assignment for the next class period.

1:00-3:00

Individualized Projects—at this time students will have the opportunity to work on their individualized projects to meet MPS/DPI learning targets. Students will be asked to meet with their advisor daily at this time to talk about what they're doing and how they're progressing.

Sample Individualized Projects

Understanding Number Lines	<p>Students can make a board game based on their lives (past, present and future). In completing this project students must use English skills (grammar, spelling, use of words and punctuation), Physical and Mental Wellbeing (how making decisions sometimes has consequences), Artistic Skills (board design and layout) and be able to explain the concept of the how the number line relates to their game.</p> <ul style="list-style-type: none"> ▪ Example: If a student is on space five and chooses a -2 card where would they end up on the board? What about if they were at 0? -1?
----------------------------	--

<p>Order of Operations</p>	<p>Students will learn to calculate square footage. First, they will meet with their advisor to understand the formula for calculating square footage of a rectangle (taking each wall and multiplying length x width) and how that applies in a rebuilding work scenario where you have to calculate how many gallons of paint you need to complete a renovation (to get square footage of a room you need to multiply each wall separately, then add the four walls together and the ceiling). Second, students will receive a copy of a blueprint and determine the size of every household space that might need paint. Third, students will calculate the square footage of each space. Fourth, the students calculate how much paint they would need on the assumption that one gallon of paint covers 400 square feet of wall/ceiling. At the end the students will write a report on their process of determining how many gallons of paint they needed.</p>
<p>Foreign Language (ASL)</p>	<p>Students will learn the manual alphabet, basic signs and fingerspelling with other members of their advisory and then be asked to create a video of them fingerspelling, basic and manual signs for ten important words or phrases that they typically use consistently at their internship.</p>

3:00-3:15

Documentation of Time—Students must reflect in a journal what they learned that day as well as how they used their individual project time effectively. They will also plan activities for the next day’s individual time that will help them achieve their final completion goals.

Sample Blank Daily Log

<p>Name: _____ Advisor: _____ Date: _____</p>
<p><i>Pick Me Up</i> What were the topics of the Pick Me Up?</p>

What skills did you learn from the Pick Me Up?

Group Instruction

What topics were covered in today's Group Instruction?

What skills did you learn from Group Instruction?

Did you begin work on a project that will carry over into your Individualized Project time? If so, please describe the project and break the project down into smaller, more manageable goals for completion.

What things do you have to have ready for the next class period and class periods this week?

Literacy

Circle the activity for the day: Literacy Circle or Silent Reading

If today is a literacy circle day—what did you discuss today? What is your assignment for the next class period?

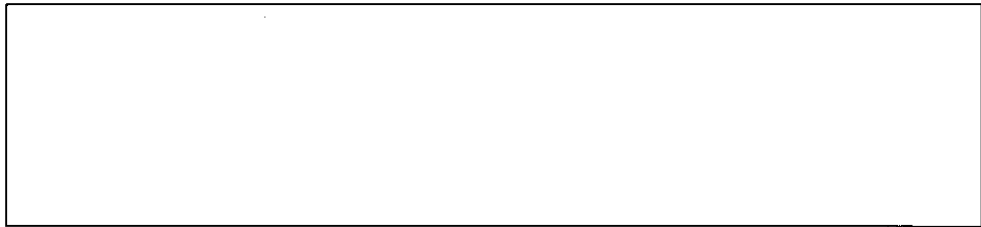
If it is a silent reading day—what did you read? Why did you choose this material to read?

Individualized Projects

What projects did you work on today?

<u>Time</u>	<u>Project</u>	<u>Tasks Completed</u>	<u>Skills Learned</u>
-------------	----------------	------------------------	-----------------------

Think about the upcoming projects that you have due, list them below and break them into tasks that are more easily completed. Then, assign due dates for yourself to complete them.



3:15

Reminders and Dismissal—Meeting, for even a brief moment, allows the students to both start and end as one cohesive unit which is important for group dynamic and school culture.

SAMPLE Reminders and Dismissal

- Important Due Dates
- Tomorrow’s Activities
- Thank you for work

**Staff would be on the clock until 4 and will attend meetings aimed at professional and school development. Good teachers use time effectively. Therefore when meetings are not scheduled during the after school block of time they will be expected to work on and creatively edit their lesson plans, as well as help students, by appointment and in correlation with their IEP.

TUESDAY/THURSDAY

Students will participate in their internship all day. Advisors typically visit the sites and see them in action. Students will be required to attend the Pick Me Up for the day before being transported to their internship site. By 3:00 students will have been transported back to the school and will participate in documenting their time and reminders before dismissal. This will create consistency and add to the creation of a holistic school community culture.

2.0.10 METHOD OF INSTRUCTION RESEARCH

CERT will incorporate a mix of instructional methods and experiences that will include internships, independent projects, workshops, individual and small group seminars, college classes, online courses, field studies, traditional research, written reflections, tutoring, student exhibitions, and lectures from outside experts. Academic learning will be linked to student interests and connected to real world experiences. Students will conduct active research embedded in their internship projects centered on the selected topic(s) agreed upon by their advisor/teacher and mentor as they relate to the course standards. Active learning will include both primary and secondary source analyses, and written reflections of source materials. Students will have access to standards-based academic texts, the Internet, primary and secondary sources, tutorials and specialized workshops—as well as expertise at their internship site and outside experts as lecturers. Relevant homework will be assigned for each student to enhance his/her understanding of key concepts involved in the project work and practice particular skills.

The use of these methods—in conjunction with individualized attention, mentoring and counseling within a risk-tolerant, experimental environment—will improve the educational outcomes for students attending CERT. Students will have the opportunity to engage in personal

growth, regardless of socio-economic background, to make a difference in community and local business, to become more successful as measured by corporate and education talent, and to access tools, concepts, resources and people unavailable to any other school in Wisconsin.

Supportive Research and Findings

CERT believes in giving students the tools to succeed as students and as critical-thinking citizens. For these reasons we have chosen to create an educational program that has mixed instructional practices. It has been proven that everyone has multiple intelligences and from experience it is known that students come to school with all different academic levels. Therefore, it is important to incorporate both group instruction to help combat gaps in knowledge and individualized project based learning to motivate students to learn.

In CERT's eyes, individual project based learning has a very distinct and very different look than the typical traditional style. Jones, Rasmussen and Moffit (1997) write that "...projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give student the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations" (Thomas, John W. "A Review of Research on Project-Based Learning" <http://autodesk.com/foundation>. 2000 March). Students in CERT will receive tools to aid in the closing of their gaps through group instruction and then be able to apply what they have learned while constructing a project for one of their courses. Students will work actively with their Educational Advisor to create projects that will work towards graduation requirements, as well as state and local standards.

In ever changing times it is important that CERT students are given the tools to succeed in today's society. The use of technology in society and in the workplace will be mirrored for the students at CERT. Blumenfeld et al (1997), Means and Olsen (1997) as well as Coley, Cradler and Engel (1996) all agree and write that "PBL is especially effective when supported by educational technology" (Thomas 2000). CERT students will have numerous and various opportunities to use technological tools within the school focus (rescue equipment, air monitoring devices, etc) to better equip themselves with knowledge and experience to pursue the first responder trades. Students will also have the option to take part in distance learning opportunities and college courses in fields of interest. The field of educational technology is expanding every day and it is CERT's intent to have CERT students involved in the latest technologies that will support their educations. In the end CERT graduates will enter the world ready to immediately contribute to society.

In the CERT structure the advisor-student will act as a sort of master-apprentice. Blumenfeld et al., (1991) state that " 'the master-apprentice relationship is used as an analogy for the teaching-learning situation...like masters, teachers should scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learned'" (Thomas 2000). CERT understands that students will come to school with different needs and abilities and this will affect the things that they will need to learn, as well as how they learn them. CERT Educational Advisors will work hard to get to know each and every student in their advisory. This will allow them to know what way their students learn best—modeling, prompting, coaching or a mixture of all. The end goal for each

and every student is to leave CERT as a fully functional adult that can contribute to society as a critical thinker and who has a skill base that is ready for further educational opportunities.

CERT believes that using project based learning is a beneficial educational component to students because it “has generally been shown to be effective in increasing student motivation and in improving student problem-solving and higher order thinking skills” (Stites, Regie 1998). When students get to play an active part in their education and get to follow their interests they feel more motivated to complete projects. Not only this, but “a growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores.” (Edutopia Staff. “Project-Based Learning Research.” 11/1/2001 <http://www.edutopia.org/node/887/print> 7/19/07). There is a clear link in these research studies between project based learning situations where students can make real decisions about their educations and students coming to school. In a climate where so many students are truant and drop out early we need to use every tool possible to get them to become linked to the school and engaged.

CERT understands that truly engaging students is hard work, but extremely beneficial if done correctly. Ames (1992) states that “...students who possess a motivational orientation that focuses on learning and mastery of the subject matter are more apt to exhibit sustained engagement with schoolwork than students whose orientation is to merely perform satisfactorily or complete assigned work” (Thomas 2000). Students that are engaged and intertwined with their subject matter through multiple projects are more prone to giving it critical thought and actually learning about the subject over a student that just has to complete a set of worksheets to complete the section. While some drill is necessary to understand basic concepts, it can be easily seen that those students who must critically think about the subject matter and make links to other materials/past experiences are more likely to retain information as a whole than those who merely sit and fill out worksheets all day long.

During their group and individualized project time CERT students will work on and complete projects that will be a part of their portfolios. The creation of portfolios will lend to authentic assessment which will gauge projects in the portfolios by real world standards. For example, Rick Gordon writes in “Balancing Real-World Problems with Real-World Results” (Phi Delta Kappan, January 1998) that “students publicly exhibit their learning, and there are often real-life standards of quality” (Gordon 391). Each quarter CERT students will be asked to present their work at a public exhibition where they will be assessed by their peers, CERT family members and community members.

CERT is also aware of things that will need to be watched out and accounted for in correlation with an individual project based learning style. Thomas states challenges with students’ ability and background knowledge to conduct inquires on their own, motivation, ability to use technology, and inability to manage long projects. For these reasons CERT sees a necessity in group instruction. In these group sessions students will be able to learn background and skills that will allow them to succeed as a whole. For example, many students come to school unable to use technology, like computers, to their fullest extent and some project based schools make this very wrong assumption. CERT will not do this. At CERT one could imagine an advisor during a group instruction session working with students to find information on the internet about the

Civil War and then discuss the difference in academic integrity between something like an academic journal and Wikipedia. The student would learn valuable internet research skills and be able to turn around and use these tools in other projects.

CERT advisors and staff must keep in mind that “students have difficulty recognizing gaps in knowledge and knowing where they are in knowledge” (Thomas 2000). It cannot be stressed enough that the Educational Advisors must create trusting working relationships with each student to allow gaps to be seen before they become a larger problem than what they are. Students, like everyone, have problems seeing their gaps and it is up to the people that are closest to them (parents, Educational Advisors) to help them realize and close them. CERT advisors and staff will also be aware that “students tend to be inefficient when working with technology; they have trouble with time management, they don’t break tasks into parts, they don’t ‘debug’ their work” (Thomas 2000). Students will be students and for the most part be procrastinators. It will be the job of the Educational Advisors to help students along and aid them when they hit technological roadblocks. They will also be accountable for teaching students how to break big projects into small, much more manageable tasks and for getting them to actually think about their work. Students will be required to assess their work and their tasks daily by completing a daily log of work at the end of each school day. Students will also make tasks to complete for the next day at this time.

2.1 EDUCATIONAL RESULTS

CERT understands that standardized test scores are not the only way to gauge a student's achievement or assess performance. While CERT will comply with all state, local and City testing measures, CERT will primarily use authentic performance assessments to measure what a student knows, what a student doesn't know and what a student needs to work on.

2.1.1 MEASURING ACADEMIC PROGRESS AND EDUCATIONAL GOALS

Once every quarter students will gather with their learning teams to review their progress and to determine future educational goals with accompanying concrete steps and deliverables that move the student towards graduation. The following assessments will be conducted to assure that students stay on track:

- Weekly individual student check-ins with their advisor
- Daily documentation of work and task planning
- Quarterly additions to the student's major portfolio
- Quarterly public exhibitions
- Quarterly narratives on what was learned that quarter
 - Both students and advisors will complete this task and copies of their writings will accompany the student's transcripts.
- Quarterly progress on their culminating senior project
 - Students, as a requirement to be completed in their final year before graduation, must complete an autobiography detailing their lives. Autobiographies are expected to be 75-100 pages.

CERT will also use the following quantitative statistical tools to aid in the measurement of progress and success:

- Attendance rates
- Standardized test results
- Graduation rates

CERT values what parents, students and staff can contribute to the overall picture of the school because they are the ones that work the closest with the system. Therefore, CERT will take into account the following qualitative methods when measuring progress and success:

- Parent interviews
- Student interviews
- Staff interviews
- School observations
- Internship observations

2.1.2 TYPES OF ACADEMIC PERFORMANCE ASSESSMENT

Students at CERT will have their projects and overall academic performance assessed by the following facets:

- Project-Based Performance Assessment
- Internship Performance Assessment
- Standardized Testing Assessment

2.1.3 PROJECT-BASED PERFORMANCE ASSESSMENT

Students will be assessed on the projects and work they complete that correlates to a local standard or learning goal. Methods of measuring student performance will be assessed by the following methods:

- Educational Advisor Surveys
- Peer Group Surveys
- Self Surveys

Educational Advisor Survey

Educational Advisors are the closest to the student at the school. Officially, they meet with the student once a week to discuss progress towards their goals according to their IEP. However, students meet with their Educational Advisor daily during academic project times to discuss projects and to seek advice from their educational advisor on the best courses of action. Knowing the students and their project so intimately will allow them to fill out the Educational Advisor Survey weekly on the progress of their different projects to meet learning goals.

Peer Group Survey

It is important for students to understand how to both give and receive critiques on their work. Learning this valuable tool can only help students achieve and create work at a higher level. Students, when working on a group project, will be asked to gauge and critique their fellow group members' performances.

Self Survey

Learning about your strengths and your gaps is important to success as a student, an educated citizen and as a fully employable worker. CERT students will be asked to not only keep a daily log of activity, but also to complete a weekly survey about their activity. This method may also be used in correlation of the peer group survey for group projects.

2.1.4 INTERNSHIP PERFORMANCE ASSESSMENT

Students, according to the Big Picture Model, will spend 10-12 hours a week at their internship learning how to put what they learned in the classroom into practice in the real world.

Considering this as a large chunk of student's time the internship mentor will be required to fill out a weekly performance evaluation based on the skills that the student performed while there that week.

It is also the Educational Advisor's responsibility to visit the internship site to observe the student taking part in activities that clearly correlate to the student's learning plan (IEP) and the learning goals set. Educational Advisors will complete a weekly observation report on each student in their advisory to document what they saw. Educational Advisors will also meet with the internship mentor weekly to discuss and officially record information about the student's performance.

2.1.5 STANDARDIZED TESTING ASSESSMENT

Students will be assessed on standardized testing to determine progress and gaps in knowledge.

- In the ninth grade students will take the Terra Nova Reading and Math, as well as the EXPLORE test that is the first of two tests mandated by the City of Milwaukee to identify students not ready for the ACT.
- In the tenth grade students will take the WKCE, as well as the PLAN test that is the second of two tests mandated by the City of Milwaukee to identify students not ready for the ACT.
- In the eleventh grade students will take the TerraNova Reading and Math, as well as take their first attempt at the ACT.
- In the twelfth grade students will take the TerraNova Reading and Math, and if necessary, take their second attempt at the ACT.

2.1.6 KEEPING TRACK OF PROGRESS

CERT will use an electronic software program like PowerSchool or Power Foundry to keep track of pertinent information like project progress, attendance rates, standardized test results, etc. Optimally it would be beneficial for students, parents and staff to have different accesses to the program to get the information that they need. If PowerSchool or Power Foundry do not provide these abilities CERT will hire an individual or a team of individuals to develop a program more suited towards our needs.

2.1.7 LOCAL MEASURES

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

Core Local Measures	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement	Grade Level
Literacy	Students will: Have the ability to read with comprehension in all areas of study.	Running records of reading skills in IEP; informal and formal assessments; WKCE (10)	Daily	9-12
	Synthesize and evaluate information from multiple sources. Read and listen for meaning.	Performance assessments (Educational Advisor, Peer Group and Self Surveys)	Weekly	9-12
	Read, write and speak persuasively.	Public Exhibitions	Quarterly	9-12

	Be proficient in computer and related technologies for communication and learning.	Portfolio Reviews	Monthly	9-12
		Portfolio Presentation	Annual	9-12
		Benchmark and Task Progress via Advisor Meetings	Weekly	9-12
		Learning Team Meetings and IEP Review	Quarterly	9-12
Mathematics	Students will: Demonstrate proficiency in principle, method and practice outcomes in the Wisconsin Model Academic Standards for Mathematics.	EXPLORE Exam	Annual	9
		WKCE	Annual	10
		PLAN Exam	Annual	10
		PSAT Exam	Annual	10
		ACT/SAT	Spring or Fall	11, 12
		Performance assessments for quantitative ability.	Four per year	9-12
		Rubric for measuring performance of quantitative ability	Weekly	9-12
		IEP benchmark progress meetings	Student-Educational Advisor one-on-one meetings weekly (if not daily)	9-12

			Four meetings with the learning team (student, advisor, parent or guardian, LTI coordinator, internship mentor) to determine progress and new benchmarks.	9-12
		Quizzes and Tests	Weekly and monthly	9-12
Writing	Students will: Be able to write clearly, concisely and with voice. Understand how to conduct research, both via the Internet and other resources, and apply it to their work. Demonstrate how good writing skills works in correlation with their internship and future work/educational opportunities.	WKCE (10); writing samples for portfolios; informal and formal assessments; ACT/SAT; autobiography Papers and projects; informal and formal assessments Internship Mentor surveys; LTI Coordinator and Advisor observations	Daily Daily Bi-weekly	9-12 9-12 9-12
IEP Goals	Students will: All (both special education and regular education students)	IEP reviews	Bi-annual	9-12

	<p>have an Individualized Education Plan by the end of their first quarter of school that demonstrates goals and benchmarks to be reached.</p> <p>Meet with their advisors, at least once a week officially, to determine progress towards their previously set benchmarks.</p> <p>Meet with their learning teams (parent/guardian, internship mentor, LTI coordinator and advisor) to determine progress and set new benchmarks.</p>	<p>IEP reports</p> <p>Advisor reports at staff meetings</p> <p>IEP advisor documentation</p> <p>Meeting minute documentation</p> <p>IEP advisor documentation</p> <p>Advisor reports at staff meetings</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Four per year</p> <p>Weekly</p> <p>Weekly</p>	<p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p>
Employability Skills	<p>Students will:</p> <p>Know how to manage time and materials effectively.</p> <p>Understand how to breakdown large jobs into smaller, more manageable tasks.</p> <p>Be able to use technology to contribute to completing tasks.</p> <p>Demonstrate strong interpersonal skills by successfully working on teams, providing quality service to customers, negotiate and work well with people from diverse backgrounds.</p> <p>Be able to contribute to the public demonstration of skills.</p>	<p>Student internship evaluations</p> <p>Task Log</p> <p>Performance Assessment</p> <p>Observation Evaluations</p> <p>Observation and Performance Assessment</p>	<p>Weekly</p> <p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>Yearly</p>	<p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p>

Verbal and Artistic Expression	Students will: Appreciate art, music, drama, dance and other art forms as they manifest in different cultural contexts.	Informal and formal assessments and integrated projects	Weekly	9-12
	Be able to prepare and deliver formal and informal presentations of different caliber to different audiences.	Public Exhibitions	Quarterly	9-12
		Portfolio Presentation	Annual	9-12
		Informal and formal class presentations	Weekly	9-12
	Understand how things are presented visually, knowing what makes beautiful art and solving problems creatively.	Informal and formal assessments and integrated projects	Weekly	9-12
Civic Participation	Students will: Develop a community service project aimed at community change.	Performance and Progress Assessment	Monthly	9-12
	Participate in a community service project aimed at community change.	Informal Assessment	Monthly	9-12
Post Graduation Plan	Students will: Complete all academic and other requirements for graduation.	IEP Benchmark Official Review	Quarterly	9-12
		Informal and formal Educational Advisor meetings	Weekly	9-12
	Design, complete and utilize their post-high school portfolio.	Informal and formal assessments	Monthly	9-12

	<p>Achieve verbal and written fluency to be able to contribute to society in further educational and employment opportunities.</p> <p>Demonstrate grade level or beyond proficiency in history/social studies.</p> <p>Demonstrate grade level or beyond proficiency in reading and English language arts.</p> <p>Demonstrate grade level or beyond proficiency in the principles, methods and habits of mind unique to mathematics and the sciences.</p> <p>Accurately and thoughtfully plan for and self-assess own academic and personal performance.</p>	<p>Explore Exam</p> <p>PLAN Exam</p> <p>WKCE (10)</p> <p>PSAT</p> <p>ACT/SAT</p> <p>Performance Assessments</p> <p>Quizzes and Tests</p> <p>Student portfolio presentations</p> <p>IEP Reviews</p> <p>Public Exhibitions</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Monthly</p> <p>Weekly</p> <p>Annual</p> <p>Quarterly</p> <p>Quarterly</p>	<p>9</p> <p>10</p> <p>10</p> <p>10-11</p> <p>11-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p> <p>9-12</p>
Student Well-being and School Culture	<p>Students will:</p> <p>Attend school regularly.</p> <p>Practice healthy lifestyles.</p> <p>Honor the Codes of Conduct.</p> <p>Parents will:</p>	<p>Attendance Logs</p> <p>Health Seminars</p> <p>Code of Conduct Logs</p>	<p>Daily</p> <p>Weekly</p> <p>Ongoing</p>	<p>9-12</p> <p>9-12</p> <p>9-12</p>

	Support their children in meeting their goals.	Learning Team IEP Meetings	Quarterly	9-12
		Public Exhibitions	Quarterly	9-12
	Volunteer in the school and participate in community service.	Visitor Logs	Ongoing	9-12
	School and Staff will:			
	Reach out to local community organizations	Service Logs	Ongoing	9-12
Promote trust and respect among all members of the school community.	Staff Reflections	Weekly	9-12	

2.2 OTHER ACCOUNTABILITY MEASURES

CERT will also use other ways of being held accountable for the success of its students. They include:

- **Parental Involvement** that will be measured by the number of times the parent visits the school, which will be recorded by the administrative assistant during visitor check-in. Parents are expected to come to school at least eight times a year, but encouraged to volunteer and attend other school events.
- **Attendance** that will be taken every morning and every afternoon. Student attendance will be documented and kept in their student file (paper and online).
- **Learning Through Internship (LTI) Survey** that will show the level of satisfaction between the students' LTI mentors, the school and the students. This will be done once per quarter and show valuable information that can push the program forward in making better decisions.
- **Parental Survey** that will show the level of satisfaction between the parents and the school. This data will drive decision-making and allow for feedback that will push the school forward.
- **Student Survey** that will ask the students about academic rigor, school culture, progression towards graduation, and post secondary plans.

CERT understands the importance of continually reviewing student progress towards graduation and post-secondary plans. CERT's priority is to graduate students that are ready for the world ahead—able to take advantage of technology, participate in the community and further educational opportunities.

2.3 QUALIFICATIONS FOR TEACHING STAFF

CERT, at the time of this application, has not hired a principal or required teaching staff. Individuals that will be hired for these positions will hold the appropriate State of Wisconsin DPI licensure and will have thorough background checks completed on them to ensure student safety. Hiring standards will apply to persons who have been convicted of a felony or misdemeanor or have had a relevant professional license revoked or suspended.

CERT Principal

CERT will seek an individual with a strong educational background with experience in teaching underserved youth and that has the skills to manage team members effectively. The individual must agree with and promote the CERT vision, mission and goals as well as create and maintain the learning environment while developing and fostering the community school culture in respect to, but not limited to safety, respect and trust. The individual must also have the following character and attributes correlated to the Interstate School Leaders Licensure Consortium's Standards for School Leaders (<http://www.ccsso.org/content/pdfs/isllcstd.pdf>):

- facilitate the development, articulation, implementation, and stewardship of a vision that is shared and supported by the school community
- advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
- ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment
- collaborate with families and community members, responding to diverse community needs and interests, and mobilizing community resources
- act with integrity, fairness, and in an ethical manner
- understand, respond to and influence the larger political, social, economic, legal, and cultural context

Educational Advisors

CERT Educational Advisors will be responsible for the instruction, facilitation and project management of ten to fifteen students from the beginning of their high school CERT careers until the end.

An Educational Advisors must:

- Secure and monitor internships
- Plan a program of instruction built around internship experiences
- Maintain records and review progress regularly
- Adopt Big Picture and CERT instructional practices
- Constantly engage in staff and professional development activities

A qualified candidate will be able to:

- Carry out the tasks outlined above
- Demonstrate skills and qualities of an effective* teacher and progressive educator
- Have a specialty in at least one** subject area and ability to work at a basic level in the other three core academic areas.
- Successfully maneuver a mix project-based , experiential, and direct instruction learning experience

- Work in a diverse setting with people from different races, ethnicities, genders, orientations and socioeconomic backgrounds.
- Give and receive feedback and critiques on one's practices.

As CERT's school focus revolves around the training of first responders we will also need to hire those with expertise in certain areas. These individuals will gain a DPI-issued charter school teaching permit and will need to have already completed their bachelor's degree or formal proof of mastery in the area to be taught. These permit holders will be supervised by a fully licensed teacher. For those in depth subject matters (like hazardous materials) that rely mainly on experience CERT will look for guest lecturers to fill these needs.

CERT will require a professional development plan for each Educational Advisor and maintain personnel folders that include college transcripts, a copy of the guide's DPI permit or license, meeting attendance, professional development plan and administrator evaluations.

** CERT deems "effective" teachers as having the qualities that are necessary for success and in correlation with the Department of Public Instruction's PI 34.02. The ten qualities are as follows:*

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

**As DPI has created a charter school teaching license CERT will actively engage potential employees who carry this credential because this allows them to teach any grade level and any subject manner.

2.4 ADMISSION PROCEDURES

CERT High school is open to any City of Milwaukee youth between the ages of 14 and 21 regardless of gender, race, religion, national origin, national ancestry, pregnancy, parents status, sexual orientation or physical, emotional or learning disability. All children deserve the right to an education.

CERT will reach out to and serve at-risk students. CERT has priorities that revolve around creating an environment where the student body and teaching staff are reflective of the racial and ethnic composition of the City of Milwaukee.

Before being accepted for school enrollment CERT High School prospective students must:

- submit proof of 8th grade graduation
- submit proof of City of Milwaukee residency
- submit the application forms
- attend one new student orientation meeting
- write a one page paper or letter stating why they want to attend CERT and why they think it is a good fit for them
- with their families attend a meeting with a CERT staff member to assess the fit of the student and school.
- read the parent/student handbook with their parents and both sign the completion/commitment form at the end of the packet.
- read and sign the emergency contact and technology usage form.

CERT believes in fairness and will be open to every student wishing to attend. However, an assessment will be used for students to learn if the school's focus is a good fit for them. The following items will be discussed in the student-family assessment with staff:

- Student commitment to the focus of the first responder trades (medical, construction, etc).
- Parental commitment to attending school functions, at least eight times a year (4 public exhibitions and 4 learning plan meetings).
- Student commitment to a mixed instruction and project-based learning environment.
- Ability to thrive, both socially and academically.

Due to MCSC's prior work with at-risk, underserved youth CERT fully understands the expanse of abilities it might receive. Students will not be turned away due to deficiencies in credits or lack of academic levels achieved. CERT will do everything in its power to raise the reading and math levels of all the students enrolled.

In order to be considered for enrollment in CERT, the application materials and student-family assessment must be completed in full during the open enrollment periods. Admissions for new students to CERT will be processed on an open enrollment basis. There will be at least one and up to three open enrollment periods for each school year, each lasting approximately eight weeks, with the first one opening up in mid-October. Open enrollment announcements will indicate which grades have openings. If the number of applications received exceeds enrollment capacity after returning students are registered, a number will be randomly assigned to each applicant within each grade level. Soon after the end of the open enrollment period, at a time and place announced at the beginning of the open enrollment period, a drawing will be held at a

public meeting. Names will be drawn randomly, and all applications submitted during open enrollment period shall have an equal chance of being drawn, except that employee's children and continuing pupils at CERT and their siblings will be given first preference. If a name is drawn for an applicant who has sibling(s) in a higher grade and has completed application on file, the older sibling (s) will immediately be placed in his/her respective grade(s) if there is room available. The random drawing will continue until all seats are filled and a waiting list order is determined in the event a previously filled spot opens up.

Those students drawn from the lottery will be contacted in writing as soon as possible. Letters will be mailed to applicants informing them of their acceptance or their number on the waiting list, on the date following the drawing. Applicants who are accepted will have ten calendar days to confirm their enrollment by returning the required letter of confirmation. Applicants on the waiting list are not carried over to the next year and must submit a new application. Priority will be given to siblings of current students in the event that a waiting list is generated.

Non-discrimination Policy and Equal Educational Opportunities

CERT believes that any child can learn and will not discriminate in any manner contrary to law or justice on the basis of race, color, sex, age, religion, sexual orientation, disability, veteran's status, or national origin in its educational programs or activities, including employment and admissions.

Students with disabilities will be provided with appropriate educational services or programs, regardless of the nature or severity of the disability.

CERT understands the difficulty in attracting and enrolling students in a charter school in the current climate and will do its best via varying marketing strategies to bring the school to its yearly capacity.

2.5 DISCIPLINARY PROCEDURES

The students of CERT High School are expected to conduct themselves in a manner that is becoming of an adult. To be a truly cohesive community that sends successful young men and women into the world everyone—staff and students—must work to promote a holistically healthy school culture. For students this means supporting one another, rather than tearing each other apart and working to create a positive environment. For staff this means modeling good behavior and enforcing the CERT High School Codes of Excellence.

The CERT Codes of Excellence are split into three categories (Academic, Respect and Behavior) and are as follows:

The Code of Academics

- Students must use their own work and not plagiarize the work of others. This means copying things directly from other students, writers, websites, etc.
- Students will participate and contribute in group lectures and to class discussions.
- Students, during individual work time, must complete their work without disrupting the work of others in their area.
- Students will limit distractions during group and individual lessons. This includes no food or drink during group or individual instruction.
- Students must keep a daily log of their activities, assignments and tasks that need to be completed.

The Code of Respect

- Students will have respect for each other and for staff members. This means:
 - No fighting
 - No stealing
 - No physical or verbal abuse
 - No threatening behavior
 - No harassment of any kind
 - No vulgar language or language that could be deemed damaging towards another individual
- Students will have respect for the school and other students' personal property. This means:
 - No vandalism to any school property. This includes walls, bathrooms, textbooks, desks, computers, etc.
 - No vandalism to other student's personal items.

The Code of Behavior

While on school property, attending school events or representing CERT to the community CERT students will not:

- Possess illegal drugs or alcoholic beverages
- Carry weapons of any kind
- Wear gang-related items or clothing
- Gamble

- Bring cell phones, beepers, or electronic devices unless prior arrangements have been made with an advisor.
 - A good reason must be present and the student must have permission in writing from his/her advisor.

Disciplinary Process

CERT understands that high school students make mistakes and therefore will give them the chance to make amends with the school community when they do wrong whenever possible. Every student must be treated the same.

Step 1: Discussions and Counseling to Improve Behavior

- a. Verbal warning with consequences that will be attached if action continues
- b. Written warning detailing consequences deemed appropriate for retribution of action
 - *Can be given by Principal, Advisors, LTI Coordinator or LTI Mentor
 - *Must be documented and placed in file
 - *Student must return a copy of written warning/consequences with parent/guardian signature and complete retribution items before deadline or face further consequences.
- c. Meeting with Advisor to discuss actions and lack of completion
- d. Principal Intervention Meeting
- e. Parental Intervention Meeting
 - *Will include parent/guardian, student, principal, advisor, and if applicable special education instructor
- f. Actions completed or possible suspension

Step 2: Suspension

- a. Can only be assigned by the principal or principal designee
- b. Will be 1-3 days based on the severity of the action
- c. Student will meet with the Principal or principal designee to:
 1. Discuss allegations
 2. The role the student played
 3. His or her defense
 4. Principal or principle designee's decision
 - *if suspended the Principal or principal designee must create a document that the student will take home and be sent to the parent/guardian. The Principal will also call the parent/guardian to make sure they received the document and understand the part they play in the student returning to school. This document will also become part of the student's school records.
- d. Students can appeal the suspension with the Disciplinary Committee
 - *The disciplinary committee will made up of two CERT advisors, two CERT parents and a community member. If the student is under the direction of the Special Education teacher, this individual will be asked to advise the committee and sit ex-officio.
 - *The committee's ultimate goal is to keep the welfare of the child and school in mind. They are to come to decisions by consensus whenever

possible, but in times of disconnect will refrain to the democratic voting decision making process.

Step 3: Expulsion

- a. Can only be called for by the principal or principal designee
- b. Only reserved for criminal acts or serious breach of school rules
- c. Students will be assigned a 15 day suspension while parents/guardians are contacted and a hearing set (in correlation with state statutes 119.25 and 120.136).
- d. Pre-expulsion hearing conducted by the Disciplinary Committee
 1. The Principal must present documentation of student actions leading up to the call for expulsion.
 2. Student must present his or her side and give reasons for why the actions took place. The student, if desired, is allowed legal counsel.
 3. Disciplinary Committee will meet to discuss whether or not an expulsion is warranted. Again, if the student in question is under the direction of the Special Education Teacher, this individual will sit ex-officio and provide advice on the matter to the committee. The committee's ultimate goal is to keep the welfare of the child and school in mind. They are to come to decisions by consensus whenever possible, but in times of disconnect will refrain to the democratic voting decision making process.
 4. If the committee finds that an expulsion is not warranted they must also release actions for student improvement and re-entry into the school.
 5. If the committee finds that an expulsion is warranted they will refer their recommendation to the school board for final approval.
 6. The CERT school board will meet and vote on expulsion. They will then decide on the length of the expulsion.

CERT will give students as many chances as possible to rectify their wrongs without endangering the school community and culture. However, there are some infractions that have grounds punishable by expulsion. They are as follows:

- Threat, or actual injury, to another individual (both staff and students)
- Harassment of another individual
- Possession of a weapon
- Possession of alcohol or any controlled substance
- Theft or destruction of property
- Continual obscene, offensive or lewd acts and willful defiance
- Student/parent handbook violation

2.6 PLAN TO EDUCATE CHILDREN WITH DISABILITIES

Background

CERT is committed to serving students in the City of Milwaukee, including those with disabilities. CERT is required as a public school to comply with federal and state (Wisconsin Act 28) special education laws and regulations.

For charter schools, the federal laws and regulations that have most relevance for implementing special education are the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA) re-authorized 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 Right and Privacy Act (FERPA).

Section 54 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 apply to youth who attend charter schools as well as conventional public schools. The 2004 amendments to, and reauthorization of, IDEA continued to affirm that students who attend charter schools are covered under the law. The law makes specific references to charter school—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 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. To this end, CERT has initiated discussions with the Milwaukee-area collaborative of charter schools to become a participant and to access collective resources to effectively serve students with special needs.

The Milwaukee Community Service Corps (MCSC) has a history serving the needs of students with physical, emotional and cognitive disabilities. MCSC's all-deaf crew is an example. CERT recognizes the individuality of each student and will develop a personal education plan to help students achieve their academic, creative and vocational goals.

2.6.1 LEGAL IDENTITY

The exact nature of a charter school's identity relative to special education is critical because the Local Educational Agency (LEA) has many more programmatic and financial responsibilities. The State of Wisconsin entrusts LEAs to educate its children, i.e. states typically assign the responsibility to LEAs to provide a free and appropriate public education. LEA status also determines how funds or special education will flow to the charter school.

The LEA status of a charter school determines its relative position within the public education system. The state charter school law or other state policy that is legally binding assigns the LEA status. An LEA is typically defined as an entity that has responsibility for the education of all children who reside within a designated geographical area of the state. Charter schools do not

completely fulfill the definition because they are schools of choice and have responsibility only for students who are enrolled in the school. However, IDEA specifically includes charter schools in the definition of a LEA. As a LEA, CERT has full responsibility for providing special education services.

2.6.2 FUNDING AND REPORTING REQUIREMENTS

Special education services will be funded from the per-student dollar allocation, categorical reimbursement and IDEA flow-through funds. Charter schools that operate as a LEA are specifically included in the eligibility to access the resources of a LEA risk pool for high need children with disabilities.

CERT will be responsible for reporting Local Performance Indicators as required by the Wisconsin Department of Public Instruction, and for completing a budget application to secure IDEA funding resources. CERT will focus particularly on the Indicators that apply to high school students with disabilities.

2.6.3 SPACE AND FACILITIES

CERT's facility will comply with the Americans with Disabilities Act (ADA) and will be characterized by modifications that reflect universal design principles to allow full access and visitability for all people. Based on student enrollment levels, CERT intends to construct a new facility that is fully ADA-compliant. In the event enrollment levels are lower than anticipated, CERT will implement building improvements over a 3-5 year period as necessary to ensure the facility is visitable and accessible to individuals with a disability.

2.6.4 HUMAN RESOURCES

At CERT, students with disabilities will receive special education and related services to address needs based on their IEPs, respectively. CERT is committed to giving students with special needs the opportunity to achieve to the best of their ability by providing supports, instructional strategies and assistive technologies that will foster learning by a variety of learners. The CERT general education teaching staff will be joined by a licensed special education teacher (0.5 FTE) to collaboratively deliver special education services. A Special Education Service Coordinator (0.1 FTE) will also be available on staff to collaborate with the school administrator and teaching staff to support all students with disabilities. CESA I will provide services required by students as noted in their IEPs, e.g. occupational and physical therapy, school nursing or health services, consulting services, etc. CERT will contract with a licensed school psychologist and a licensed diagnostic special education support teacher who will design a process for the referral and identification of students with disabilities. The school psychologist and diagnostic teacher will also perform necessary diagnostic services for initial and recurrent student evaluations. CERT intends to contract with this team two days every month. During those days, the team will be located on site. In addition to caseload services, the team will provide professional development on IDEA, consultation to staff on special education service delivery, and address special education an Section 504 issues related to CERT students.

2.6.5 IDENTIFYING STUDENTS WITH SPECIAL NEEDS

Prior to student enrollment, CERT staff will contact school counselors, special education teachers and student services faculty to identify at-risk students and students with special education needs who may be interested in attending CERT. When a student is enrolled in CERT and a disability is suspected by a parent or guardian, teacher, administrator or other school staff member, the following steps will be taken:

1. Parent, teacher, or administrator will notify special education teacher and/or special education coordinator of student and suspected disability;
2. Special education coordinator, in consultation with the school psychologist and diagnostic teacher, will initiate diagnostic testing (parent/guardian must approve testing);
3. Initial IEP meeting is held;
4. IEP team discusses testing results and determines if student qualifies for a disability designation;
5. If student qualifies for a disability designation, the IEP team will determine appropriate services and write the initial IEP.

When a student does not qualify for IEP status, as deemed by a disability, but continues to have special needs, structures will be implemented to provide appropriate support. Each student will have an individualized education plan that addresses student academic strengths and challenges, individual student goals and benchmarks, and instructional strategies and techniques that are evaluated to be most helpful relative to the student learning style. CERT special education staff will collaborate with classroom teachers for implementation of respective instructional techniques, modifications and accommodations to differentiate instruction.

A variety of assistive technologies will also be available for all students to access the curriculum. Electronic and web-based reading programs, dictation programs, books on tape, outline programs and graphic organizers, and a variety of portable reading devices will be available for student use. These technologies allow all students to access grade-level curriculum in a way that best serves respective learning needs.

2.6.6 STRUCTURES AND STRATEGIES TO SERVE STUDENTS WITH SPECIAL NEEDS

Since inception, the Milwaukee Community Service Corps has been serving young adults with special needs. Nearly 80% of MCSC's students have a disability. MCSC differentiates its curriculum, modifies its instruction and uses alternative assessment approaches to accommodate the learning goals of its students in a fully inclusive environment. Alternative assessments include mastery-level/competency-based grading and project evaluation, e.g. students demonstrate set-up and take-down procedures to satisfy the Lead-Safe Worker Certification; students don and doff Level A and Level B chemical protective clothing to demonstrate proficiency under 29 CFR 1910.120. Instructional strategies incorporate best teaching practices, e.g. previewing units, graphic organizers, self-questioning, partner reading, reciprocal reading, visual imagery, connections to student contexts, etc. Curriculum content and lesson plans are designed to respond to multiple intelligences through the use of concrete materials and manipulatives, picture communication cards, songs/music, games and sponge activities, and

story webs. Examples of accommodations include reading assessments orally to students, adapted formats of assessments, and reduced numbers of items on assessments.

The Big Picture model also allows for better opportunities for students with special needs. It allows the advisor to work with the student on a consistent basis and to formulate projects around the knowledge and learning objectives that will successfully transition the student to post-secondary employment or education. The student is assessed authentically with portfolios, exhibitions and oral presentations. MCSC espouses the philosophy that every student has the ability to learn and serve a vital role in the community.

For students with disabilities, CERT will be an excellent school for students to develop while receiving the support and mandated services they require. The IEP team determines the appropriate services with the goal of placement in the least restrictive environment possible. The amount of time each student participates within the general curriculum and away from the general curriculum is determined by the IEP team based on each student's individual needs. Appropriate services for students with disabilities must be based on student-specific service needs in areas that include academics, emotional/behavioral and communication. To meet adequately serve the student-specific needs, CERT will provide a variety of models for students to access services. Students with special needs are provided with specialized instruction in the areas of need indicated by the IEP team. Students will access services on a continuum from small group instruction, to inclusion with resource support, to full inclusion with teacher consultation. During content area classes, students will be able to receive instruction within the general classroom setting or in a separate resource setting based on the student's individual needs. When determined necessary by the IEP team, students with greater instructional needs can also access additional academic and strategy instruction services during labs, independent study time, or after school. While CERT seeks to include students in the general curriculum to the greatest extent possible, specific placement within the continuum of service delivery will be determined by each student's individual needs and IEP.

Additionally, a variety of assistive technologies will be available to facilitate inclusiveness for students with disabilities within the general curriculum setting. Students will have access to computers books on tape, computerized reading programs, and dictation programs to assist students to reach their highest potential.

2.6.7 IEP COMPLIANCE FOR STUDENTS WITH SPECIAL NEEDS

Every student's IEP will be updated annually, and more frequently if a member of the IEP team requests a review or revision of the existing IEP benchmarks and milestones. Members of the IEP team include the student, parent or guardian, special education teacher, general education teacher, LEA, related service providers, and any other individuals invited by the parent/guardian or the school, e.g. advocates. The IEP team determines the type and amount of services needed for the student, and students are given a service level designation based on the number of hours of service necessary per week. Additionally, every three years the IEP team is required by law to conduct a re-evaluation of the student's qualification for a specific disability designation.

If a student with a disability is challenged by behavioral issues, the special education teacher will initiate a Functional Behavioral Analysis (FBA) that will provide the IEP team with insight into the causes and triggers for the behavioral issues manifesting within the student. The IEP team will meet and discuss strategies and structures that may be implemented to support positive replacement behaviors. The information is compiled into a Behavioral Intervention Plan (BIP) that articulates the instructional strategies and individuals responsible for implementing the strategies to attain replacement behaviors. The BIP also indicates a plan of action in the event of a crisis for the student. The FBA and BIP are means for staff to support the student to be able to participate to the greatest extent possible within the inclusive, general education environment.

The special education teacher will be responsible for conducting the annual IEP meeting for each student, ensuring participation by all IEP team members, and ensuring the IEP goals are being implemented so the student receives the level of services specified in the IEP. The special education coordinator is responsible to ensure the IEP is compliant with legal requirements, and to ensure the special education teacher is providing appropriate services and supports for each student.

2.6.8 CURRICULUM AND ASSESSMENT

A student with disabilities who attends CERT will be provided with instructional strategies, modifications and accommodations that permit the student to progress appropriately in the standards-based general education curriculum alongside non-disabled peers, and to progress at a rate sufficient to achieve IEP benchmarks and milestones. Charter schools are subject to the same Title I accountability requirements as other public schools and are required to participate in the Wisconsin Department of Public Instruction's assessment system for public schools. The participation of students with disabilities in these assessments is enforced through IDEA, and requires the following:

- i. Students with disabilities must be included in state and district-wide assessment programs with appropriate accommodations if necessary;
- ii. Alternate assessments must be provided for those students who cannot participate in state and district-wide assessment programs, even with accommodations;
- iii. The IEP for each student with a disability will specify how the student will participate in state assessments.

2.6.9 NON-ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

CERT is establishing a "community contract" where students and staff agree to relate to each other, the school, and the greater community with respect, trust, honesty, fairness and kindness. A community contract committee, consisting of five students and five staff members will conduct a hearing when a major violation of the community contract occurs. This procedure of peer-mediation and diplomacy will follow the nationally recognized Youthbuild model, and provide each committee member with the opportunity to provide input into the discipline process. It will also serve as a venue for the student offender to discuss the incident in a juried environment.

In the wake of the Milwaukee Community Service Corps' policies and procedures for inclusiveness and respect, CERT will establish an inclusive culture that allows for differences in learning styles, academic ability levels, and individual behavioral needs. MCSC and CERT espouse the philosophy to support each student based on individual student needs. To support students with special needs, each teacher will be cognizant of respective student learning styles, and needs for support. Staff will be informed and aware of the respective behavioral strategies and accommodations required to support students and minimize specific behavioral disruptions. Additionally, each student will participate in an advisory group and spend individualized time with a designated advisor. The relationships will provide students with the supports and structure to feel safe and included in the school community.

2.6.10 SERVICE PROVISION

CERT will designate a LEA representative who will review the service provisions in each respective IEP of all incoming students identified with a disability under IDEA. The LEA representative will attend all IEP meetings to ensure the recommended services for students with disabilities can be delivered at CERT.

CERT teaching staff, in conjunction with the special education teacher, will deliver special education services. CESA I will provide related services that are required by the IEP, including occupational and physical therapy, school nursing and health services, consulting services and other related services required by the respective student's IEP.

2.6.11 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 about special education best practices, legal requirements, and professional development opportunities. Participation by the CERT LEA representative will ensure the representative has access to current information. The CERT special education teacher will attend CESA I professional development training and other classes, conferences and forums considered necessary to ensure the CERT staff are adequately meeting the needs of students with disabilities. CERT will seek input from its consultants on additional professional development activities related to IDEA, consultation on the delivery of special education services, and other information related to the implementation, compliance and oversight of special education and Section 504 service provision.

2.6.12 ENGLISH LANGUAGE LEARNERS

A plan has been developed to assist students whose primary language is not English.

SECTION III

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)

CF 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.)

CF 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.)

CF 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.)

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

CF 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.

CF 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.)

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

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

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

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

CF 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.

CF 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.

CF 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.

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

CF 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.

Christopher J. Pitt
Applicant Signature

Date

8/30/07

SECTION IV
ATTACHMENTS