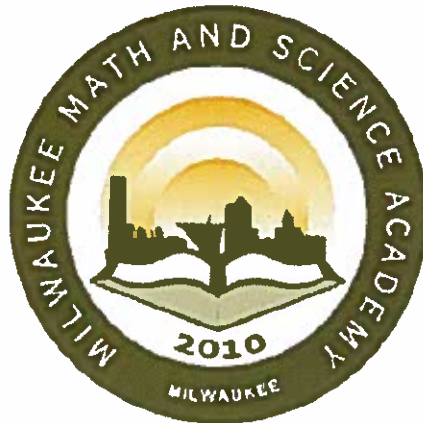


MILWAUKEE
MATH AND SCIENCE ACADEMY



**CHARTER SCHOOL APPLICATION
FOR 2011-2012 SCHOOL YEAR**

**SUBMITTED TO
THE CITY CLERK'S OFFICE
CITY HALL, ROOM 205
200 E. WELLS ST. MILWAUKEE, WI 53202**

THURSDAY, APRIL 15, 2010

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SECTION I: SCHOOL OPERATIONS

PERSONS SEEKING TO ESTABLISH A CHARTER SCHOOL

Name of Proposed Charter School: Milwaukee Math and Science Academy

Name of Organizing Group: Milwaukee Math and Science Academy Board of Directors
Charter Management Organization: Concept Schools, NFP

Primary Contact: Salim Ucan - Start-up Coordinator
Social Security # [REDACTED]

Address (Organizer): Concept Schools, NFP
2250 E. Devon Ave Suite 215
Des Plaines, IL 60018

Address (Contact Person): Salim Ucan
1205 N. Wheeling Rd.
Mt. Prospect, IL 60056

Board President: Omer Yazganoglu

Telephone Numbers: Day: 224-388-9953 (Salim Ucan – Start-up Coordinator)
Day: 414- 326-7222 (Omer Yazganoglu- Board President)

E-Mail Addresses: ucan@conceptschoools.org
yazganoglu@hotmail.com

New or existing school applicant: New School Applicant

Grades and number of students to be served in the first year: Grades K-8, 450 students

Grades and number of students to be served at capacity: Grades K-12, 750 students

Year the school will reach full capacity: 2014

Brief Description of Proposed School (for media distribution):

Milwaukee Math and Science Academy is a K-12, college-preparatory school that focuses on mathematics, science, and technology. The mission of Milwaukee Math and Science Academy is to prepare its students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology. MMSA will be located in the City of Milwaukee and will serve underprivileged urban children who are academically behind of their grade levels, as a result of low expectations, not aptitude.

Age and Grade Range of Pupils to Be Enrolled

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grade	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
K	50	50	50	50	50	50
1	25	50	50	50	50	50
2	25	25	50	50	50	50
3	25	25	25	50	50	50
4	25	25	25	25	50	50
5	25	25	25	25	25	50
6	50	50	50	50	50	50
7	50	50	50	50	50	50
8		50	50	50	50	50
9			75	75	75	75
10				70	70	70
11					65	65
12						60
Total	275	350	450	545	635	720

Executive Summary

“Our children are falling behind; they are simply not ‘world-class learners’ when it comes to mathematics and science,” said Senator John Glenn, Chairman of the National Commission on Mathematics and Science Teaching for the 21st Century in its report to the Nation. The Third International Mathematics and Science Study (TIMSS) of students from 41 nations and our own National Assessment of Educational Progress found that the children of the United States are world leaders in mathematics and science at the fourth grade level, but are almost last upon high school graduation.

Mission:

Milwaukee Math and Science Academy, is a K-12, college-preparatory school that focuses on mathematics, science, and technology. The mission of Milwaukee Math and Science Academy is to prepare its students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology. MMSA will be located in the City of Milwaukee and will serve underprivileged urban children who are, as a result of low expectations, not aptitude.

Milwaukee Math and Science Academy is based on a proven and successful existing school design by Concept Schools, Inc. Concept Schools first began in Ohio in 1999 and has expanded to 19 charter schools spread across Ohio, Indiana, Michigan, and Illinois. In such a short time, Concept Schools have built a great reputation for creating effective learning environments through their standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction.

Until recent years, Concept Schools design was based on grades 6-12. However, we found that we could better meet the needs of our student population if we expanded to a K-12 model. Such expansion was born out of the need to get to students early enough, beginning in Kindergarten, and equip them with the necessary skills, both academic and social, to excel in a rigorous college preparatory curriculum in middle and high school. Elementary schools within the Concept Schools network have proven this to be true as they attain high level of success. The pillars of Concept Schools Design are:

- Rigorous College Preparatory Curriculum with Math, Science, and Technology Emphasis
- Personalized Education
- Higher Standards and Expectations
- Knowledgeable and Skilled Staff
- Data-driven Instruction Through Ongoing Assessment of Learning
- Increased Student Engagement
- Increased Parent-School Relations
- Community Partnership

Concept School Design uses a standard-based, college-preparatory curriculum that focuses on mathematics and English through 8th grade and then focuses on math, science, and technology through the high school. The curriculum has already been aligned to Wisconsin state standards. High school graduation requirements are higher than a traditional public school in Milwaukee

and they include community service hours as well as a senior thesis.

In terms of pedagogy, our goal is not to subscribe to one teaching method but have many successful teaching methods to maximize classroom learning. We believe in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher can customize their teaching materials according to their particular group of students needs. Our teachers will use a combination of the following instructional techniques:

Direct teaching, a systematic way of planning, communicating, and delivering a mastery of information in the classroom.

Problem based learning, an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues.

Project based learning, a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

Collaborative learning occurs when two or more students work together to solve problems and complete tasks.

Use of these techniques provides an engaging, dynamic learning environment for students to explore the questions they have about the world and ways they can contribute to the world. We are utilizing a variety of instructional approaches to teach advanced concepts and thinking skills in mathematics and science.

Through our small class sizes, we personalize relationships between teachers and students. Our mentorship program further supports students and allows strong relationships to develop. Our clearly defined high expectations for academic achievement and conduct make no excuses based on the background of students. We expect our students to achieve proficiency or better on the WKCE by their third year at the school. We provide students more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond.

Higher standards and expectations are reflected through promotion, school-wide discipline policies and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in some cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.

A comprehensive selection process of our staff members allow us to find teachers who are committed to urban education and willing to go beyond their call of duty in order to meet the needs of our students. Our staff selection process requires demo lessons, classroom visits, online screening tests, a comprehensive interview, review of transcripts, referrals, and reference checks. Since finding high quality math and science teachers has been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas and recommends them to the schools within the network,.

The MMSA engages our students with many opportunities beyond academics. The staff sponsors after-school clubs, math Olympiad teams, science project teams, debate teams, after-school tutoring, and weekend classes for students who need extra help. MMSA also organizes local, national and even international trips for students, parents, and staff members. Our students will be able to participate in summer cultural exchange programs created by Concept Schools. Through this program students are able to go to another culture and live with a host family for three weeks being comprehensively exposed to another culture. Impact of such programs on urban students is invaluable, taken into consideration the fact that most of them have not left their city/state, let alone their country. Parents and teachers are expected to participate in helping students learn through extracurricular activities, science fair projects, Olympiad competitions, national trips, overseas summer programs, Saturday SAT and ACT educational camps, and all other school related activities. Through community partnerships, our students will participate in apprenticeships and internships, providing them with applied opportunities to pursue research and gain technical experience. Our community partners will also sponsor informational lectures by recognized professionals in the fields of math and science.

Through exposing our students to a rich diversity of American and international perspectives, Milwaukee Math and Science Academy promotes respect for diversity and creates a context within which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. Such high caliber staff is supported with professional development opportunities, teamwork, and the adequate tools needed to maximize their teaching capacity. Our organizational structure treats teachers as professionals and includes them in the decision-making process within the school. They are given the autonomy to implement their own teaching methods and strategies with the expectation that their students will show a certain level of progress throughout the year, measured by our interim assessment.

The Milwaukee Math and Science Academy will open in the fall of 2011 in Milwaukee, Wisconsin. We will initially open with Kindergarten through 7th grades and add one grade level each year through 2016. By the 2016-2017 school year, Milwaukee Math and Science Academy will complete its growth, serving total of 720 students in Kindergarten through grade 12. Such strategic growth plan will serve two purposes: one, it will allow us to start off with Kindergarten due to the reason explained above and; two, it will allow us to serve middle school grades, which is where there is the greatest need for a college prep math and science program in urban communities. Our first year operating budget is about \$3 million and is expected to increase each year as we raise our student enrollment. Through the purchasing power and preferred vendor program of our management company, Concept Schools, we are able to keep operational costs low. Furthermore, we will be able to attract and retain high quality teachers by providing starting salaries that are compatible with the local public school district, MPS.

Our design team, including the founding board of directors of Milwaukee Math and Science Academy and Concept Schools' management team have an impressive track record indicative of our collective ability to start, grow, and manage a high performing school. However, the founding board of directors of Milwaukee Math and Science Academy will develop into a governing board of directors that has wealth of experience spanning education, business and community development, and government hence, providing us with the ability to create a

dynamic community school that builds on strong public-private partnerships.

Given the success of the Concept Schools model throughout Ohio, Indiana, Michigan, and Chicago, we have every reason to believe that we can accomplish the mission and objectives of Milwaukee Math and Science Academy. Concept’s design is in its tenth year of maintaining a well-rounded and college-prep culture with high college acceptance rate, test scores and attendance rates as well as ever-increasing wait lists. Since the principal and key positions of the proposed school will come from one of the Concept network schools, the MMSA will be well-positioned to carry out the successful principles of this model and adapt it to the context of the educational community in Milwaukee, Wisconsin - providing opportunities for colleges and universities, community organizations, museums, businesses and professionals from all fields of expertise to be engaged in the school. The MMSA will be a strong asset to the community, the City of Milwaukee, and the broader world in which we live.

Governance

The Organization

In Milwaukee, our design team, and founding board have an impressive track record indicative of their collective ability to start, grow, and manage a high performing school. Our team has a wealth of experience spanning education, business (front and back-office knowledge & skills), and community development; hence, providing us with the ability to create a dynamic community school that builds on strong public-private partnerships. The founding board will transition into a governing board that will be comprised of high caliber individuals with diverse experience and backgrounds. Please find information regarding our Start-Up team and the founding board below:

Start-Up Team (see Attachment A: Resumes)

<u>Name</u>	<u>Title/Department</u>	<u>Organization</u>
Salim Ucan	Vice President of Concept Schools, Start-Up Coordinator	Concept Schools
Ali Uslu	Chief Academic Officer	Concept Schools
John Weldon	Director of English	Concept Schools

Founding Board (see Attachment A: Resumes)

<u>Name</u>	<u>Title/Department</u>	<u>Organization</u>
Talha Akbulut, Ph.D	Associate Professor	Medical College of Wisconsin
Yasar Bora, M.Ed	Principal	Wisconsin Career Academy - Milwaukee
Fatma Demirbilek, Ph.D	Lead Service Integrator	GE Medical Systems
Lynn Doyle	Emeritus Professor of Education	Retired from Old Dominion College, VA
Pasa Salih Ece	President/CEO	SmartTech
Omer Yazganoglu	President/CEO	Yazgan Tech LLC

Organization and Management

Organizational Description

The board of directors of Milwaukee Math and Science Academy is ultimately responsible for providing oversight and policymaking decisions for the school. Concept Schools (CS) will provide design, start-up, and on-going management/administrative services for the school. There will be a comprehensive management agreement between Concept and the school. This agreement may be found in Appendix 11, is an annual agreement that outlines the responsibilities and accountabilities of parties, the school and Concept. The governing board will oversee Concept Schools operation and evaluate its performance on an annual bases to decide whether to renew the management contract or not.

Organization Chart (see Attachment C)

The attached organizational chart demonstrates the lines of authority between the governing board, Concept Schools, and the school management and faculty/staff.

Legal Entity

The governing board of the non-profit charter school, Milwaukee Math and Science Academy, will hold and be responsible for the charter. Our board will be diversified and hence, provide access to diversified funding streams (resources) to help us fulfill our five year school wide plan for growth and capacity building.

Governance Plan

The Milwaukee Math and Science Academy will be governed by a 5-9 member Board of Directors whose ultimate responsibility is to uphold the mission of the Milwaukee Math and Science Academy by providing for the well being of the institution presently and in the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its by-laws, the charter contract, and relevant state and federal statutes.

It is the duty of the Board of Directors to oversee overall operations of the school, decide on major policy matters (including the school's strategic plan and operating budget), elect new board members and officers, approve committees, and appoint, support, and evaluate the Director of the school. The Board of Directors assesses the performance of the school as a whole according to internal and external accountability goals.

The Board and Concept Schools, mutually with Concept Schools, must also identify, select, support and evaluate the Milwaukee Math and Science Academy Director, who will be the professional education leader of the school. When appropriate, Board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school. In order to successfully undertake all these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner.

Policymaking

It is the duty of the Board of Directors to oversee overall operations of the school, decide on major policy matters (including the school's strategic plan and operating budget), elect new board members and officers, approve committees, and appoint, support, and evaluate the Director of the school.

In order to efficiently, effectively carry out their responsibilities, the Board of Directors will hold monthly meetings. No individual director will represent a specific constituency. The Board of Directors makes its decisions for the present and future welfare of Milwaukee Math and Science Academy as a whole, rather than in response to personal priorities or the wishes of vocal factions. Board members may not speak for the board on any issue until the board in its entirety has decided that issue.

Board members will actively contribute their expertise by participating in the affairs of at least one committee of the school (committees include: finance and audit, building/facilities, fundraising and public relations). They will use their networks to promote the school's accomplishments, goals, and objectives. Board members will receive training non-profit governance. They are inspiring role models to the students and staff of the school and serve as a motivating force to guide the school's start up and ongoing implementation.

Persons nominated for membership on the Board of Directors of the Milwaukee Math and Science Academy will have expertise in such disciplines as education, scientific research, financial services, human resources, non-profit administration, business administration, law, real estate and building renovation, and technology.

Directors are nominated and elected on the basis of a firm commitment to the mission, goals and objectives of Milwaukee Math and Science Academy. They should unequivocally support the educational philosophy espoused in this proposal. In addition, board members are nominated and elected for the qualities of leadership, service, and expertise in a range of fields, which they bring to the school.

Contracting with a Charter Management Organization, Concept Schools NFP

The start-up team for Milwaukee Math and Science Academy includes Concept Schools, a non-profit charter management organization. Concept Schools starts, builds, and manages/serves high quality math, science, and technology K-12 schools in the Midwest. In a learning environment of small class sizes, individualized learning, and multiple instructional strategies they bring together best practices in math and science education, empowering our students with high intellectual standards as they prepare for college, careers and citizenship in the global economy. The primary contact regarding Milwaukee Math and Science Academy is Salim Ucan, Vice President of Concept Schools.

Parental Involvement

MMSA recognizes the importance of parental involvement in the education of our students and the community of our school. With small classes and individual attention the backbone of our school, parental involvement is not only logical and helpful, but also essential to upholding our school's mission. The following actions will be taken to improve effective communication and partnerships with parents:

The school will publish a clear policy welcoming parental involvement by posting it in an obvious place in the school building as well as on the school's website.

Teachers will conduct home visits with parents, which will enhance parent education and build stronger relationships between students, parents and teachers.

The school office will be friendly and open; parents will be treated with respect and will not be kept waiting unnecessarily.

The school's website will be used effectively for clear, constant communication. Parents will be able to have access to daily homework assignments, grades, attendance and other information via the school's secure web page.

The school will recognize the contribution of parents in their childrens' success by organizing events for them, such as Honor Roll Parent Dinner

The school will set up a parent area in the school building, equipped with a comfortable seating area, a telephone, computers, books on adolescents, a copying machine, etc.

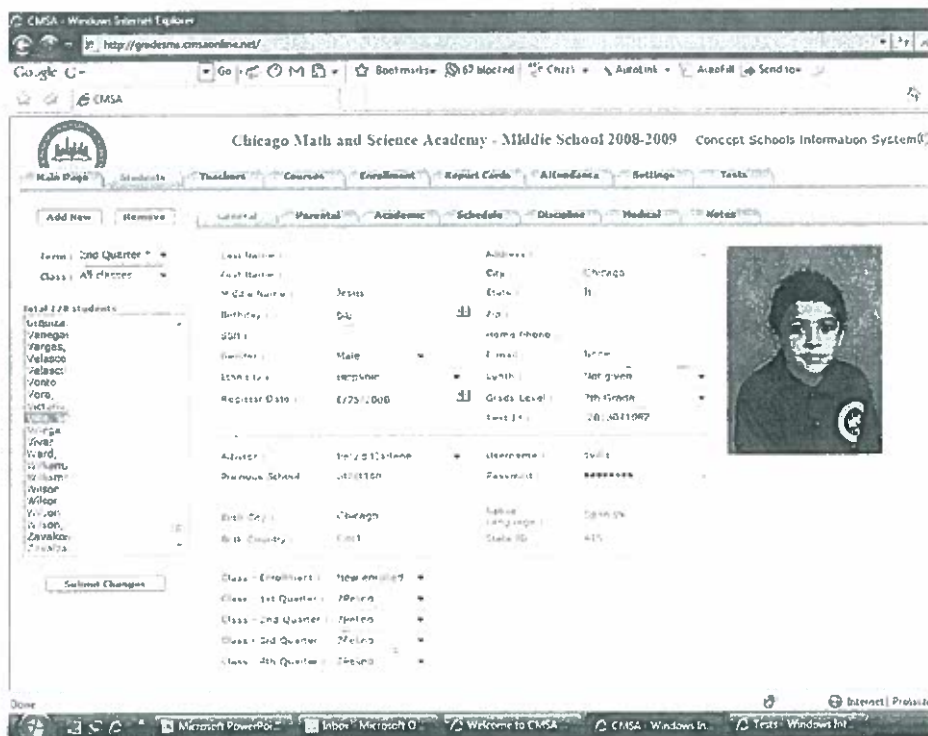
The school will provide translated materials and/or in-person contact with parents whose primary language is not English. Translators will be involved in all parent-teacher interactions as needed.

At MMSA, the belief is that involving parents more often and productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students to the individual child at home.

MMSA is committed to the use of technology at the highest skill-level possible. The school's website will provide information and online presentations. It will also have frequent surveys and polls designed to solicit parent opinions regarding issues important to the school. This site will be enhanced to become a very functional and resourceful place to provide parents and students with in-depth coverage of school events, student progress, daily assignments, class notes, and useful links.

Concept Schools are using an online student information system to give parents and students access to classroom records. Parents will learn about their child's progress through assignments, homework, current grades, upcoming tests and quizzes, attendance and disciplinary action. The student information system will also include interim assessment data for each student. Parents will be able to monitor their children's progress throughout the year as well as be able to help them study by using the tools that are provided within the system. MMSA will organize ongoing training for parents on how to use the student information system. MMSA will also make computer labs available for parents to use after school. A screenshot of the Concept Schools Student Information system is on the next page.

The school will keep a database of parent attendance/involvement in school activities, including but not limited to: volunteering at school activities or chaperoning field trips, serving on a board committee, attending parent classes, tutoring students, meeting with teachers and administrators, and logging onto the website using their secure login. A report will be generated quarterly to determine the overall level of parent involvement.



MMSA will organize four parent teacher conferences in a school year. The parent teacher conferences will be in the middle of each academic quarter so parents will have adequate time to work with their children to raise their grades if needed. Not all parents in the urban areas have the flexibility to take time from work to attend parent-teacher conferences. Therefore, MMSA parent teacher conferences are on Saturdays in order to increase attendance at these conferences. This strategy is part of the Concept Schools design. Upon implementing this strategy, Chicago Math and Science Academy's attendance rate to parent teacher conferences has always been more than 65%, with a maximum of 85% for the past five years. Students are supposed to accompany their parents to the conferences.

MMSA will also encourage parents to attend the parent teacher conferences through incentives such as "dress-down days" for students whose parents attended the conference, raffles for parents, and awarding homerooms with the highest attendance rate. During the parent teacher conferences parents meet with all teachers, receive updates from the schools, pick up interim report cards, and hear individual performance reports from each teacher. Administrators are also available to meet with the parents to address their specific needs and concerns during the parent teacher conferences. Parents who do not speak English are provided with translators during the conferences. Parent-teacher conferences are conducted between 9 am and 2 pm. Parents and students are provided with snacks and drinks during the conferences. Our high school students babysit small children during the conferences as part of their community service hours. Businesses and community organizations, such as banks and health and immigration organizations who want to showcase their services to our parents are invited to the parent teacher conferences as well. Parents also take a parent satisfaction survey twice a year during the conferences as it is very important feedback for us. Parent teacher conferences are also a great platform to recruit volunteers and solicit the parent teacher organization.

MMSA will have an active parent teacher organization (PTO), which will be led by the principal or development director of the school. The PTO will meet regularly and help the school increase

parental involvement. They will also help school fundraise by participating in fundraising events such as golf outings, book fairs, bake sales, pizza parties, and nacho sales. The PTO will also help the school recruit new students by passing out flyers, spreading the news by word-of-mouth, and promoting MMSA in the community.

MMSA will develop quarterly newsletters that include information and updates about the school. The newsletters will be printed in more than one language if needed. The newsletters are sent to the parents. They include updated calendars, highlights of successful students, teachers, and parents, and anything else that needs to be communicated to the parents. Besides the quarterly newsletters, MMSA communicates with parents regarding their children's academic performance on a regular basis. At the end of first and second semester parents whose children are in danger of failing any of their classes get letters communicating the child's performance and available support at MMSA.

Another innovative way that MMSA will increase parental involvement is parent breakfasts. Small groups of parents are invited to the school to eat breakfast with the principal of the school. Through the breakfasts the principal meets with the parents in a less formal environment and discuss issues and concerns that parents may have as well as receive feedback regarding the school.

Typically parents hear from the school of their children when something is wrong. MMSA intends to change this trend and reach out our parents once a month. This is done through teachers. In grade teams, teachers assign total number of students to teachers in the team and each teacher is responsible to make a phone call to parents on his/her list once a month. This way each parent gets a phone call from MMSA per month. Phone logs are checked at the team meetings and teachers also share the necessary communication from the phone calls with the team at the meetings.

In order to increase parental involvement, MMSA will make sure that most of the activities organized by MMSA are open to parents as well. Such as summer and spring break trips, international trips will be open to parents as well. During local trips parents will be invited as chaperons. Chicago Math and Science Academy has 10 to 15 parents participate in domestic and international trips that they organize. We aim to have about the same number of parents participate in the trips that MMSA will organize.

MMSA also realizes the important role the schools in urban communities play in educating the whole family. Therefore, we will organize a series of classes, workshops, seminars, conferences, and training for parents under the "Parent University" program. Parent University will include seminars on parenting, communication, education, economics, health, technology training, computer classes, ESL classes and more given by either MMSA staff or experts in such fields, college professors invited to MMSA through our community partnerships.

MMSA will organize events to recognize our parents and show them that they are valued at MMSA. Such events will include mother day celebration, honor roll parent dinner. Annual honor roll parent dinner is a semi-formal dinner catered and served to our parents whose children made the honor roll. The event includes speakers and guests as well. The Honor Roll Dinner is to recognize the parents' contribution in their children's success and this is very well taken at the schools within the Concept network.

MMSA will also organize home visits. Each year a target group will be selected and visited by the school staff. The purpose of the home visit is to show our commitment to the parents and their children and send them a message that we are invested in their children. A visit packet is given to the parent being visited that includes information and updates about the school, articles for parents, a book as a gift for the student, and a symbolic gift of popcorn for the family. Schools within the Concept network experienced that home visits have been one of the most affective way of building a stronger relationship with students and their families. The purpose of home visits and the procedure will be communicated to our parents before home visits begin as they still have the right to refuse.

Probably the most effective tool to increase parental involvement at MMSA will be our small group training and interviews for parents and students upon their acceptance to MMSA. We share our vision, policies, regulations, expectations, opportunities, and programs at the school with the parents and answer their questions. We believe that the more informed parents are about the school, the more involved they will be. Therefore, we will try to cover as much information as possible at such sessions.

Personnel and Employment Practices

School Leader Qualities

The Director will serve as both the educational and business leader of the school. Reporting to the Director, the Dean of Academics will manage the academic program, the Business Manager/Development Director will manage all business and fundraising programs, and the Dean of Students will manage student relations and discipline.

Teacher Qualities

Teachers will teach in areas of specialization, with students changing classes each period. Teachers will meet by grade level and by subject matter, and will report to the Dean of Academics. The Special Education Director will report to the Dean of Academics and be hired to ensure an inclusive, compliant Special Education program throughout the school. Furthermore, Special Education and ELL teachers will be hired based on the needs of the enrolled students. School administrators may also have teaching responsibilities, according to their area of expertise. MMSA believes that administrators need to have ongoing teaching practice to stay connected to the instructional climate and goals of the school in a more personalized way. Teacher qualities that MMSA will seek are:

- Bachelor's degree in subject that they will teach
- Certification in the state of Wisconsin
- Experience and success in working with underserved students
- Experience and success in multicultural settings
- Willingness to go beyond their job descriptions to help their students
- Experience and success in working as part of a team
- Commitment to teaching
- Experience and success with working with students in extra-curricular activities
- Good communication skills

All teaching and non-teaching staff will comply with all applicable rules and regulations. In the hiring of employees for the MMSA, we shall not discriminate because of race, color, creed, religion, national origin, sex, and marital status, status with regards to public assistance, membership or activity in a local commission, disability, sexual orientation or age.

The MMSA will first recruit all management-level staff. Once these positions have been filled, these individuals will be responsible for recruiting, interviewing and hiring their staff, with final decisions being made by the Director with input from the Board of Directors. Our goal is to have all management-level staff hired by the end of April 2011, and all faculty hired by June 2011, with recruitment efforts in subsequent years beginning in February.

Faculty will be recruited using various job postings, including local paper, NPO.net, Idealist.org, and Teach for America. MMSA staff will post job descriptions to major universities/colleges for distribution through e-mail newsletters, bulletin boards and other publication sources. Additionally, MMSA will recruit at local teacher job fairs.

Staffing Plan

Position	Number of Positions 2011-2012	Number of Positions 2016-2017	Teaching Responsibility
Director/Principal	1	2	N/A
Dean of Academics	1	2	N/A
Dean of Students	1	2	N/A
Business Manager	1	1	N/A
Development Director	0	1	N/A
Admin Assistant	1	1	
Secretary	1	1	N/A
Special Education Coordinator/Teacher	2	4	Full Time
ESL Teacher/Coordinator	1	2	Full Time
Social Worker	1	2	NA
College Counselor	0	1	NA
IT Coordinator	0	1	NA
Teachers	16	41	Full Time
Teacher Aides	1	2	Full Time
Nurse	1	1	N/A
Cafeteria Staff	1	1	N/A
Tutors	-	-	After-School
Custodian/Cleaning	2	4	N/A
Security	1	1	N/A
Total	32	70	

Job Descriptions and Performance Standards

For each job all primary roles and major responsibilities are listed. However, additional duties and skills may be required for each job.

Director/Principal

School: Milwaukee Math and Science Academy

Salary: \$75,000-80,000

Supervisor: Board of Directors

Primary Role and Purpose: Operate as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, facilities of the charter contract, and for the annual evaluations of the school staff.

Education:

Minimum of a bachelor's degree, master's degree preferred.

Skills:

Knowledge of school law, finance, and curriculum.

Able to manage budget and personnel.

Able to interpret policy, procedures, and data.

Exceptional organizational, communication, public relations, and interpersonal skills.

Experience:

At least 5 years of teaching or administrative experience.

Responsibilities and Duties:

Instructional Leadership

Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance.

Work with staff, board, parents, and community to plan curriculum.

Develop, evaluate, and revise the school improvement plan annually with the input of all school committees.

Compile reports and assist the board in the evaluation of the effectiveness of school programs.

School Morale

Demonstrate skill in anticipating, managing, and resolving conflict.

Assure ongoing communication with school personnel.

School Improvement

Analyze periodic evaluations of programs and operations to establish improvements needed to attain goals of school.

Use a collaborative decision-making and problem solving process when possible.

Encourage goal-oriented achievement and support the efforts of school performance objectives (academic excellence indicators).

Personnel Management

Advise on the number and types of positions needed to fulfill the school functions effectively and organize the school's central administration.

Encourage a positive work climate that promotes high staff morale and excellence in the school.

Employ non-contractual personnel. Advise contractual personnel of employment.

Designate assignments for all personnel. Exercise final authority over transfer of educators due to enrollment shifts or program needs.

Designate the duties of all personnel.

Oversee the staff evaluation program.

Oversee the termination or suspension of employees or non-renewal of term-contract personnel. Terminate non-contractual personnel.

Serve as a liaison between the board and staff.

Advise school staff on pay systems, pay increases, or pay adjustments for personnel.

Administer pay systems.

Encourage all professional development activities.

Management of Fiscal, Administrative and Facilities Functions

Keep informed on laws and public policy dealing with education on the local, state, and federal level.

Incorporate procedures and regulations to manage school operations and apply policies adopted by the board.

Ensure all essential documents are compiled as requested by the board, the Illinois Board of Education, and other federal and state agencies and any records subpoenaed by a court of law.

Compile and submit annual proposed budget to the school board.

Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy.

Ensure all state and federal requirements are met.

Ensure that the school facilities are maintained and that provisions are made for the safety of students, employees, and other users of school facilities.

Keep informed on the status of school property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Student Management

Provide positive education environment through the practice of an impartial and effective system of student discipline management.

Collaborate with staff, board and community to ensure implementation of support services for students.

School and Community Relations

Produce and apply open communication between the school, the parents, and the community.

Encourage support and involvement with the school.

Represent the school in activities involving other schools and professional and community groups.

Professional Growth and Development

Ensure a professional development plan is reviewed annually with the board and collaborate with board members on the criteria for the CEO's performance evaluation.

Engage in professional development through educational participation in conferences, organizations, and reading of professional development material.

Board Relations

Collaborate with the board in monitoring individual and team training needs. Provide

training opportunities.
Compile board agendas and meeting materials with the board president.
Ensure the board is informed on issues, needs, and operations of the school.
Advise on polices presented to the board for adoption and monitor the adaptation of adopted polices.
Employ discretion and judgment on issues not covered by board policy.
Communicate board policy to the staff and community and ensure the policies are maintained.
Manage all board minutes and records.
Advise school staff on all litigation or potential litigation unless board instructs otherwise.

Supervisory Responsibilities:

Maintain general supervision exercise authority over all school employees and over programs they are responsible for maintaining. Ensure fiscal, academic and school accountability to the board.

Job Related Conditions:

Maintain control in stressful situations.
Travel may be required.
Extended and irregular hours.

Dean of Academics

School: The Milwaukee Math and Science Academy

Supervisor: Director

Salary: \$45,000-\$50,000

Primary Role and Purpose: Assist the Director in instructional program administration and school level operations.

Education:

At least a bachelor's degree in education.

Skills:

Working knowledge of charter operations.
Exceptional organizational, communication and interpersonal skills.
Capable of coordinating school's academic operations.
Working knowledge about evaluation of curriculum, student progress.

Experience:

At least 3 years of teaching experience

Responsibilities and Duties:

Instructional Management

Assist in planning and assessing the educational programs.
Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
Encourage the use of technology in the instructional process.
School Atmosphere

Encourage a constructive, thoughtful climate for learning.
Promote fairness of students and staff from all cultural backgrounds.
Communicate with students and staff in an effective manner.

School Improvement

Assist in organization of school improvement plan with staff, parents and community members.

Help School Director to design, manage and implement information systems to manage and track progress on school goals and academic excellence indicators.

Personnel Management

Hold employee evaluation conferences based on records of performance evaluation.

Assist Director in interviewing, selecting and orienting new employees.

Administration and Fiscal/Facilities Management

Oversee school's operations in Director's absence.

Assist in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.

Oversee student attendance records and assist the Administrative Assistant on truancy issues.

Document needs of schools academic in order to compile yearly Annual Report with school administrators and staff.

Manage support services including transportation, custodial and cafeteria.

Abide by all federal and state laws that apply to charter schools, and charter policy.

Student Management

Provide for supervision of students during non-instructional hours.

Help students develop a positive behavior through a student discipline management system.

Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.

Hold parent/teacher/student conferences in regard to student and school issues.

Professional

Enrich job skills through professional development.

School and Community Responsibilities

Convey the school's mission to the public and encourage support in accomplishing the mission.

Illustrate understanding of school and community needs and begin activities to meet those needs.

Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Share supervisory duties for school professional staff with school Director.

Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Teaching Responsibilities: 10 to 15 hours per week.

Job Related Conditions:

Maintain control in stressful situations.

Travel may be required.

Extended and irregular hours.

Dean of Students

School: The Milwaukee Math and Science Academy

Supervisor: Director

Salary: \$45,000-\$50,000

Primary Role and Purpose: Assist the Director in instructional program administration and school level operations.

Education:

At least a bachelor's degree in education.

Skills:

- Working knowledge of public/charter school operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating school's discipline related operations.
- Working knowledge about following discipline codes and student progress.

Experience:

At least 3 years of teaching and/or administrative experience in public school settings as a disciplinary person.

Responsibilities and Duties:

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative disciplinary approaches, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

School Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help School Director, design, manage and implement information systems to manage and track progress on school's goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist the Director in interviewing, selecting and orienting new employees.

Administration and Fiscal/Facilities Management

- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Organize safety drill practices and inspections.
- Oversee student attendance records and assist the Administrative Assistant on truancy issues.
- Document needs of schools academic in order to compile yearly Annual Report with school administrators and staff.

Manage support services including transportation, custodial and cafeteria.
Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

Provide for supervision of students during non-instructional hours.
Help students develop a positive behavior through a student discipline management system.
Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
Hold parent/teacher/student conferences in regard to student and school issues.

Professional

Enrich job skills through professional development.

School and Community Responsibilities

Convey the school's mission to the public and encourage support in accomplishing the mission.
Illustrate understanding of school and community needs and begin activities to meet those needs.
Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Share supervisory duties for school professional staff with school Director. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Job Related Conditions:

Maintain control in stressful situations.
Travel may be required.
Extended and irregular hours.

Teacher

School: Milwaukee Math and Science Academy

Supervisor: Dean of Academics and Director

Salary: \$32,000-40,000

Primary Role and Purpose: Provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Help students develop the skills necessary to be a productive member of society.

Education:

Bachelor's Degree in Education, with appropriate teacher certification.

Skills:

Understanding of subjects assigned.
Working knowledge of curriculum and instruction.
Capable of instructing students and managing their behavior.
Exceptional organizational, communication and interpersonal skills.

Experience:

At least student teaching experience required.

Responsibilities and Duties:

Instructional Strategies

Design, write and use lesson plans that conform to the schools curriculum. Ensure written plans are available for review.

Ensure lesson plans show modifications for differences in student learning styles.

Teach instructional subjects according to guidelines established by Wisconsin Academic Standards, school policies and administrative regulations.

Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.

Design instructional activities by using data from student learning style assessments.

Collaborate with special education teachers on student Individual Education Plans (IEP) to ensure all modifications are met.

Collaborate with staff to determine school requirement for the instructional goals, objective and methods.

Produce and oversee teacher aide and volunteer assignments.

Employ technology practices to strengthen the instructional process.

Growth and Development

Help students assess and enhance their study methods and habits.

Produce formal and informal testing to evaluate student success.

Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the school Director.

Serve as an example for students, support mission of school.

Classroom Management and Organization

Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.

Control student behavior in agreement with the student handbook.

Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.

Provide input on book, equipment and material selection.

Communication

Establish communication rapport with parents, students, Directors and teachers through conferences.

Create and maintain a professional relationship with colleagues, students, parents and community members.

Present information accurately through clear communication skills.

Professional

Enrich job skills through professional development activities.

Other

Keep up to date on and abide by state and school regulations and policies for classroom teachers.

Gather, manage and file all reports, records and other documents required.

Be active in faculty meeting and assist in staff committees as necessary.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

Business Manager

School: Milwaukee Math and Science Academy

Supervisor: Director

Salary: \$35,000-\$40,000

Primary Role and Purpose: Oversee and maintain the operation of all financial and business affairs of the school including accounting, payroll, purchasing, and risk management. Act as the chief financial adviser to the Director and the Board of Directors.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating school activities.

Experience:

- Some experience in a K-12 teaching and learning environment.

Responsibilities and Duties:

Fiscal Management

- Ensure Director is advised on the business affairs of the school.
- Analyze accounting practices, systems, and controls in all school departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the school's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage school investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the school.
- Oversee needs evaluation for the enhancement of the school business operations.

Collaborate with school personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the school and individual school improvement.

Monitor the business office budget and see that programs are cost effective and funds are managed effectively.

Act as school leader to achieve cost-effective practices throughout the school.

Confirm that business operations support the school mission.

Documentation and Law

Ensure policies established by federal and state law that apply to charter schools, and local board policy in area of business operations are being followed.

Manage all hardcopy and computerized reports, records, and other documents required.

Compile and review monthly financial statements and budget reports.

Draft comprehensive annual financial report.

Draft quarterly and final reports for all federal funds.

Inventory

Ensure accurate computerized inventory records of all of the school's assets.

Maintain and direct sales of surplus salvage equipment for disposal

Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.

Oversee maintenance of replacement cost-asset inventory for insurance purposes.

Receive and register bids, calculate results and draft written recommendations.

Oversee the drafting of bids and bid specifications.

Personnel Management

Compile, check and revise business department job descriptions.

Devise training options and/or improvement plans to maintain superior business operations.

Assess job performance of employees to maintain effectiveness.

Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

Show knowledge of school and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

Maintain control in stressful situations.

Travel may be required.

Extended or irregular hours.

Instructional Technology Coordinator

School: Milwaukee Math and Science Academy

Supervisor: Network Administrator/ Instructional Technology Coordinator

Salary: \$40,000-\$45,000

Primary Role and Purpose: Manage the effective use of technology in the instructional environment. Ensure technical support of technology at the school.

Education:

Bachelor's degree.

Skills:

- Capable of troubleshooting and resolving computer problems.
- Understanding of computer applications.
- Awareness of technologies available for use in instructional setting.
- Capable of repairing computer and technology equipment.
- Organizational, communication and interpersonal skills.

Experience: Not necessary.

Responsibilities and Duties:

Technical Support

- Ensure technical support to school personnel for use of technical equipment.
- Ensure immediate on-site support to school staff with technology problems and questions.
- Act as liaison with school technology personnel.
- Manage computers in campus labs and classrooms and arrange for needed repairs.
- Maintain upgrades to technology equipment.
- Aid in the organization and dissemination of technology materials for instructional use.

Inventory

- Ensure school inventory of computer and lab materials are kept accurately.
- Manage technology repair parts inventory.
- Other
 - Gather, manage and file all hardcopy and computerized reports, records and other documents required by school, state and federal policy.
 - Abide by all policies established by federal and state law that apply to school schools, Commissioner's Rules that apply to school schools, and local school policy.
 - Abide by all school routines and regulations.

Supervisory Responsibilities: None

Teaching Responsibilities: 15 hours per week

Job Related Conditions:

- Travel may be required.
- Heavy lifting possible.

Social Worker

School: Milwaukee Math and Science Academy

Supervisor: Dean of Academics

Salary: \$35,000 to \$40,000

Primary Role and Purpose: Develop, implement, and assess a comprehensive guidance program for the school including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Education: Bachelor's degree in psychology, counseling, or social work, M.S.W. or similar certification in counseling preferred.

Skills:

Working knowledge of counseling procedures, student appraisal and career development.

Superior organizational, communication and interpersonal skills.

Capable of instructing students and managing their behavior.

Experience: At least two years of counseling experience in an educational setting.

Responsibilities and Duties:

Guidance

Communicate the guidance program to students and parents.

Assist teachers to include guidance program with school curriculum.

Administer education programs and career awareness to individuals and student groups on an ongoing basis.

Ensure individual and small group counseling needs are met.

Consultation

Confer with individuals associated with students to enhance their work with students.

Collaborate with school personnel and community residents to obtain resources for students.

Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

Assist in devising and assessing a school standardized testing program.

Evaluate test and assessment results effectively.

Program Management

Develop a comprehensive guidance/counseling program that meets the identified needs of the student.

Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.

Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.

Abide by all charter routines and regulations.

Ensure a positive and constructive relationship with supervisors.

Communicate with colleagues, students and parents in an effective manner.

Professional

Provide role model behavior that is professional, ethical and responsible.

Partake in professional development to enhance skills related to job assignment.

Supervisory Responsibilities:

Oversee assigned counseling aides and clerical employees.

Job Related Conditions:

Maintain control in stressful situations.

Custodian

School: Milwaukee Math and Science Academy

Supervisor: Business Manager

Salary: \$22,000 to \$28,000

Primary Role and Purpose: Work general maintenance and repair of school facilities, including but not limited to, mechanical, electrical, and sanitary systems. Assist with grounds maintenance.

Education: High school diploma or GED.

Skills:

- Capable of following verbal and written instructions.
- Working knowledge of basic construction and routine maintenance and repair procedures.
- Effective verbal communication skills.
- Capable of operating hand and power tools.
- Capable of independent work.

Experience:

At least one year of related experience.

Responsibilities and Duties:

Maintenance

Help, under supervision of skilled worker, with general facility maintenance and repair, including repairing woodwork: replacing electrical switches, fixtures, and motors; painting, repairing, and replacing plumbing fixtures and drainage systems; and replacing broken glass.

Examine facility exterior and interior, playground equipment and grounds; perform maintenance and minor repairs.

Advise supervisor on all detected major facility repairs, including lockers, furniture and equipment.

Conduct all repairs as assigned by work order or foreman.

Assist with ground maintenance including moving and detailing.

Assist with moving of furnishings, such as desks, tables, chairs, file cabinets, etc.

Move, install, assemble and repair all school furniture and playground equipment when requested.

Hang pictures, mirrors, blackboards, bulletin boards, projection screens, towel dispensers, soap dispensers and other items as requested.

Install door and window assemblies and hardware, including window glass and screens.

Install ceiling and flooring materials.

Driving

Transport school equipment and furniture with light truck operation.

Safety

Use equipment and tools following school safety guidelines.

Follow school safety guidelines and techniques to accomplish job duties, including lifting.

Make work area free of unsafe conditions and inform supervisor of problems that cannot be immediately corrected.

Keep tools and equipment in optimum working order through required preventative maintenance.

Supervisory Responsibilities: None

Job Related Conditions:

Continual exposure to outside conditions.

Food Service Worker/Cafeteria Staff

School: Milwaukee Math and Science Academy

Supervisor: Dean of Students

Salary: \$8-\$10 per hour

Primary Role and Purpose: Assist in and serve correct quantities of food to meet menu guidelines. Hold high standards of quality in food production, sanitation and safety practices.

Education:

None

Skills:

Capable of understanding food preparation and safety instructions.

Knowledge of kitchen equipment and food production procedures.

Capable of operating large and small kitchen equipment and tools.

Capable of performing basic arithmetic operations.

Experience:

None required.

Responsibilities and Duties:

Food Preparation and Serving

Using preset menu of tested, uniform recipes, prepare quality meals.

Serve food according to meal schedules, school policies and procedures.

Ensure portion control and leftover efficiency.

Oversee food item and supply storage and handling. Keep storage area clean and orderly.

Safety and Sanitation

Follow safety guidelines when operating tools and equipment.

Ensure high standards of cleanliness, health and safety as established by school guidelines.

Provide clean and orderly garbage collection containers.

Rectify unsafe conditions in work area and inform supervisor of any condition that is not rectifiable immediately.

Maintain proper personal appearance and cleanliness.

Other

Ensure cashier functions area accurately maintained and recorded.

Assist in requisitioning food and supply orders.

Manage record of daily food preparation.
Encourage teamwork and interaction with all school members.
Supervisory Responsibilities: None.

Secretary

School: Milwaukee Math and Science Academy

Supervisor: Assigned Administrator

Salary: \$25,000 to \$30,000

Primary Role and Purpose:

Provide assistance of clerical and receptionist duties to ensure the efficient operation of the central administration office with direct supervision.

Education: High school diploma or GED.

Skills:

- Exceptional keyboarding skills.
- Strong organization, communication and interpersonal skills.
- Able to follow written instructions.
- Able to operate multi-line phone system.

Experience:

None required.

Responsibilities and Duties:

Reception and Phones

- Receive and route incoming calls, take accurate messages and direct to appropriate staff.
- Greet and guide visitors to central administration office.
- Aid public, staff and students as needed.
- Manage visitor record book and issue visitor passes.

Other

- Draft mailings and labels using personal computer.
- Manage computerized files using personal computer including reports, staff roster and mailing list.
- Sort and disperse mail, messages and other documents.
- Assist with compiling materials for mailing, including making labels, preparing envelopes, etc.
- Render clerical assistance when necessary.
- Ensure confidentiality.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.

Staff for Exceptional Learners

The Number of special education teachers, bilingual education teachers (for ELL), and any other specialized teachers (e.g., speech pathologist, etc) for exceptional learners will be determined by the student profile, or the number of individuals with exceptional needs.

Special Education Coordinator

School: Milwaukee Math and Science Academy

Supervisor: Director

Salary: \$35,000-\$40,000

Primary Role and Purpose: Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth.

Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Education: Valid Wisconsin teaching certificate with required special education endorsements for assignments.

Skills:

Complete knowledge of special needs of students in assigned area.

Compete knowledge of Admission, Review, and Dismissal (ARD) Committee process and

Individual Education Plan (IEP) goal setting process and implementation.

Working knowledge of curriculum and instruction.

Experience: At least two years of experience in the educational field.

Responsibilities and Duties:

Instructional Strategies

Long and short-term planning addressing individual needs of students;

Evaluate students' progress;

Establish and maintain classroom management procedures;

Report to the Director;

Prepare written reports accurately and submit in a timely manner;

Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;

Effective consultation with parents, students, teachers, and administration;

Effective professional liaison between school and home when necessary;

Representing MMSA at Milwaukee Public School special education meetings,

Remain current on rules set forth in special education law and regulations;

Maintain privacy of student records and information.

Work in conjunction with students, parents and other members of staff to develop IEPs through the Special Education Committee process for each student assigned.

Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.

Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.

Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.

Participate in Special Education Committee meetings on an ongoing basis.
Design instructional activities by using data from students learning styles assessment.
Ensure IEP guidelines are met when presenting subject matter.
Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
Produce and oversee the teacher aide and volunteer assignments.
Employ technology practices to strengthen the instructional process.

Growth and Development

Produce formal and informal testing to evaluate student success.
Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by school Director.
Serve as an example for students; support mission of school.

Classroom Management

Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
Collaborate with school and outside resource people regarding education, social, medical and personal needs of student.
Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
Provide input on books, equipment and material selection.

Communication

Ensure good communication rapport with parents, students, Directors and teachers through conferences.
Create and maintain a professional relationship with colleagues, students, parents and community members.
Present information accurately through clear communication skills.

Other

Enrich job skills through professional development activities.
Keep up to date and abide by federal, state and school policies for special education teachers.
Gather, manage and file all reports, records and other documents required.
Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Teaching Responsibilities: 10 to 15 hours per week.

Job Related Conditions:

Maintain control in stressful situations.
Some lifting may be required.
May be required to restrain students to control behavior.

Special Education Teacher

School: Milwaukee Math and Science Academy

Supervisor: Director

Salary: \$35,000 to \$40,000

Primary Role and Purpose: Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Education:

Valid Wisconsin teaching certificate with required special education endorsements for assignments.

Skills:

Complete knowledge of special needs of students in assigned area.

Compete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.

Working knowledge of curriculum and instruction.

Experience:

At least one year of teaching experience.

Responsibilities and Duties:

Instructional Strategies

Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.

Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.

Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.

Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.

Participate in ARD Committee meetings on an ongoing basis.

Design instructional activities by using data from students learning styles assessment.

Ensure IEP guidelines are met when presenting subject matter.

Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.

Produce and oversee the teacher aide and volunteer assignments.

Employ technology practices to strengthen the instructional process.

Growth and Development

Produce formal and informal testing to evaluate student success.

Oversee or ensure personal care, medical care and feedings of students as stated in IEP.

Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by school Director.

Serve as an example for students; support mission of school.

Classroom Management

Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.

Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.

Collaborate with the classroom teachers regarding student behavior management programs according to IEP.

Collaborate with school and outside resource people regarding education, social, medical and personal needs of student.

Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.

Provide input on books, equipment and material selection.

Communication

Ensure good communication rapport with parents, students, Directors and teachers through conferences.

Create and maintain a professional relationship with colleagues, students, parents and community members.

Present information accurately through clear communication skills.

Other

Enrich job skills through professional development activities.

Keep up to date and abide by federal, state and school policies for special education teachers.

Gather, manage and file all reports, records and other documents required.

Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

Maintain control in stressful situations.

Some lifting may be required.

May be required to restrain students to control behavior.

Recruitment Strategies

In the hiring of employees for the Milwaukee Math and Science Academy, we shall not discriminate because of race, color, creed, religion, national origin, sex, marital status, status with regards to public assistance, membership or activity in a local commission, disability, sexual orientation or age.

The Milwaukee Math and Science Academy will first recruit all management-level staff. Once these positions have been filled, these individuals will be responsible for recruiting, interviewing and hiring their staff, with final decisions being made by the Director with input from the Board of Directors.

Faculty will be recruited using various job postings, including NPO.net, Idealist.org, CareerBuilder.com, Teach for America, and the Milwaukee Journal Sentinel. MMSA staff will

post job descriptions to University of Wisconsin-Milwaukee and all other major universities/colleges for distribution through e-mail newsletters, bulletin boards and other publication sources. Additionally, MMSA will recruit at local teacher job fairs (Sample Employment Agreement and Proposed MMSA Personnel Handbook available upon request).

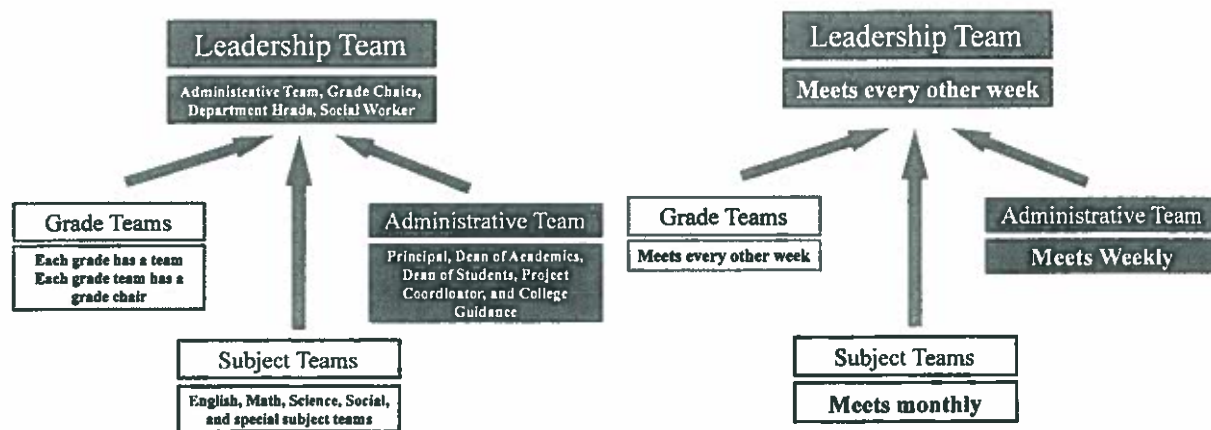
Professional Development

We believe that establishing a school culture where learning is valued among all members of the school is the key to effective professional development. Creating collegial relationships amongst the staff shifts the focus on teaching and learning among all members of the school community. MMSA has a structure that fosters collegial relationships through teamwork. There are three types of teams at MMSA:

- Grade Teams-teachers who teach the same grade, across disciplines, often focusing on individual students
- Subject/Instructional Teams- teachers who teach the same subject, focusing on best practices and curriculum
- Leadership Team- administration, grade team leaders, and instructional team leaders, focusing on school atmosphere and upcoming events

Each team has prescribed meeting agendas for their meetings. Teachers are asked to share best practices, bring educational articles, observe each other in the classroom, and analyze student data together. These meetings are effective in establishing collegial relationships and mutual respect among the faculty.

Teams meet on a regular basis and record their minutes. The Director and Dean of Academics review the minutes or join meetings to ensure that meetings are effective. Each team is asked to develop annual goals and benchmarks to measure progress. Teams also develop professional development plans based on their analysis of their students’ academic data and the needs of team members. Teams then present their professional development plans at the leadership team meeting via their leaders. The leadership team then decides whether speakers and experts come to the school for workshops or whether staff members attend conferences or seminars.



Additionally, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff will also be provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school will also partially reimburse teachers for tuition that furthers their development as teachers.

Some of the professional development will take place two weeks prior to the start of school. This program is called MMSA Teacher Institute. Teachers at the summer institute will understand the educational philosophy, goals, and vision of MMSA. As the Teacher Institute spends a lot of time on team building, teachers read books, have open discussions, share ideas, and developed values that will act upon throughout the school year. Below is a sample schedule of a summer institute from one Concept School.

CMSA TEACHER INSTITUTE AUGUST 14-17, 2007				
Monday 14	Tuesday 15	Wednesday 16	Thursday 17	Friday 17
Breakfast Introduction	Mission, Vision, Expectations, and goals	Data-driven instruction	Field Day Picnic/Games	Motivating unmotivated students
Lunch	Lunch	Lunch		Lunch
History and People of CMSA	Personnel Handbook Policies	Academics and Discipline at CMSA		Book Discussion Why all the black kids sit together Paradigm shifts for Urban Educators
Organizational Chart Who Reports to Who for What	Lunch	Lunch		Lunch
Break	Book Presentations Star Teacher of Children in Poverty	Effective Classroom Management Angela Huls		Special Ed part 2 Modifications and strategies
How do Teams Work at CMSA Grade Teams, and Leadership Team	"Show me the money" presentation	Break		Break
Annual School Calendar	Committees	Special Education		Sports and After School Programs
Introduction of books 1- Star Teacher of Children in Poverty by Martin Haberman and 2- Why all the Black Kids Sit Together in the Cafeteria by Beverly Tatum	Reflections	Reflections		Reflections/Evaluations

The second week of the summer institute is dedicated to teachers working in teams preparing their annual plans and lesson plans for upcoming year. During the school year one day every other month is designated for professional development, totaling 5 days of professional development per year, per staff person. On such days, MMSA will either have experts come to the school and work with our staff or staff members will work in teams.

Curricular Collaboration

Understanding that no curriculum is perfect, MMSA monitors and evaluates its curriculum through a collaborative process driven by on-going data analysis. MMSA's academic success begins with the Concept Schools Academic Team who sets the curriculum, monitors its effectiveness and communicates with each school's Leadership Team, who ensures that data reaches teachers and appropriate support reaches individual students.

Observations by the Concept Schools Academic Team

Concept Schools Academic Team will visit MMSA and observe our teachers twice a year. The team will give us feedback on implementation of the curriculum, effectiveness of our teachers and student learning. They will also evaluate our teachers in the classroom, providing them with

valuable feedback through post-observation meetings. MMSA will develop a school-wide professional development plan and submit it to Concept Schools based on evaluations and observations of our teachers by the Concept Schools Academic Team.

Leadership Teams

MMSA will utilize a 4-tiered approach to monitoring and evaluation of teaching and learning. The Administrative Team, consisting of the Director, Dean of Academics, Dean of Students, Project Coordinator, and College Guidance Counselor, meet weekly to discuss broad administrative issues. The Grade Teams, consisting of all teachers in a particular grade, meet bi-weekly to discuss individual student issues, such as behavior. The Department Teams, consisting of all teachers in a particular subject, meet monthly to discuss academic issues, such as scheduling, assessment, and standards. Finally, the Leadership Team, which consists of the entire Administrative Team, Grade Chairs, and Department Chairs, meet bi-weekly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning is monitored weekly, bi-weekly, and monthly through a system of checks and balances.

Staff Evaluation

The MMSA administrators as well as Concept Schools will evaluate MMSA staff throughout the year. Staff evaluations will include:

- Walkthroughs
- Formal evaluations with advance notice
- Formal evaluations with no advance notice
- Informal observations

The rubric that MMSA will use in staff evaluations will be shared with the staff in a training session where all aspects of the rubric will be highlighted before the school opens. Evaluations will be combined with other benchmarks such as students' progress, professionalism, performance of assigned duties, additional responsibilities that are undertaken by the teacher, and parent relations in order to make employment decisions. MMSA staff will be on an annual contract, which is performance based and outlines all responsibilities of our teachers.

Salaries

MMSA will have a merit based pay component to our salary/bonus assessment process. The five most highly weighted criteria that determine pay raises and/or bonuses include:

- Student/Parent Relations (Home Tutoring, Home Visits)
- Tutoring, Club and Sport Activities
- Academic Achievement (Proficiency at state standardized tests)
- Fairs (City, State, National & International Science Fairs, Art Fairs, etc.)
- Trips (City, State, National & International)

Benefits

In order to attract and retain high quality staff, MMSA will provide a competitive benefits package that will include: a retirement plan, medical insurance, dental plan, vision plan, life insurance, and short term disability insurance. Please see *Sample Personnel Handbook* for more information about employment policies. Board of Directors of MMSA will review and approve such policies with revisions and modifications if necessary. These are policies that Concept Schools implement in their schools successfully.

A day in the life of a Teacher at MMSA:

A typical teacher will come to school at 7:45 a.m. and make final preparation for classes that begin at 8:00 a.m. Teachers will have maximum of 30 periods of teaching in a week. A typical teacher who has a teaching load of 30 periods a week will have two prep periods and a lunch period on any given day. Lunch is also 45 minutes long. Teachers may choose to eat in the teacher's lounge, which will have the necessary settings to eat lunch such as microwave, plates, drinks, utensils, tables, and chairs. They also choose to have off campus lunch.

Teachers are to stay at the school until 4:30 p.m. every day. Each teacher will have at least two days of tutoring and one club sponsorship after schools. The clubs that teachers sponsor may meet once or twice a week. The teacher will attend meetings once a week after school. Such meetings will be grade team meetings and leadership meetings. They will be on same day of the week. Teachers will also be assigned additional responsibilities such as lunch duty, hallway monitoring, and dismissal supervision at least once a week. Based on their teaching load they may be assigned such duties more than once a week.

Operational and Fiscal Management of School

Overview

Milwaukee Math and Science Academy will use a set of internal financial control policies. These internal control policies addresses compliance with Wisconsin statute, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement. Below is a description of the processes, systems, and reports that will be put in place in order to manage the schools finances and hold the school fiscally responsible:

Financial Tracking and Reporting Tools (Monthly Financial Statements)

Milwaukee Math and Science Academy will use the QuickBooks accounting software to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be used in parallel with the day-to-day bookkeeping.

A Balance Sheet, Income Statement, and Statement of Cash Flows will be prepared for monthly board meetings. The Milwaukee Math and Science Academy will generate financial accounting data in the format required by Wisconsin Statute. The Business Manager will prepare these items monthly prior to the monthly board meetings. The Board of Directors will review them to keep track of financial progress and fiscal stability.

Budget Creation, Annual Budget and Report

The Director will submit an annual budget to the MMSA Board of Directors in the middle of each year. MMSA annual fiscal period runs from July 1 through June 30. The Board of Directors will approve the new fiscal year annual budget by June 30 of the previous fiscal year. The Board of Directors will review the schools payment for pensions, payroll taxes, insurance coverage, and debt services payments to maintain fiscal solvency.

Fixed Asset Inventory List

The Business Manager will prepare a fixed asset inventory list at the end of the year for assets with a value of more than \$1,000.00.

Purchasing System

Milwaukee Math and Science Academy will generate purchase orders for all products and services. MMSA will contract for services such as food service, waste management and

transportation through public and private sources. The Director, in consultation with the Business Manager, will conduct negotiations. The Business Manager in consultation with Concept Schools will be responsible for soliciting bids from various vendors (office supplies, furniture, telecommunications, etc) and utilizing this list to make purchases when necessary. Vendor contracts in excess of \$10,000 will require a second signature of the Treasurer of the Board of Directors.

Payroll Procedures

Payroll expenses will be approximately half of MMSA total expenses. MMSA will employ a business manager who will be responsible for payroll services such as withholding taxes and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for our employees.

Revenue Development

The Director along with the Board of Directors of MMSA will organize fundraising activities. The fundraising plan will include revenue streams from foundations, government, corporations, and individuals – including parent and student fundraisers. The annual goal of this fundraising campaign will be to generate an additional \$1,000 per student in the early years in order to offset the costs of extra school supplies, instructional materials, and out-of-state field trips. MMSA will plan on seeking and securing private funding to assist in reaching our annual fundraising goals.

Budget (see Attachment H)

The proposed start-up budget, first-year, and second year budgets for Milwaukee Math and Science Academy is \$500 K, \$2.9 M, and \$3.4 M respectively. Our budget continues to increase through year 6 due to our student enrollment take-in. In the case that we experience budget shortfalls, low student enrollment, or other operational difficult we are eligible to borrow non-interest bearing short-term loans from Concept Schools, our management organization.

Our budget is expected to increase each year over the next six years as we raise our student enrollment. We will attract high quality teachers with advanced degrees in their field of expertise by providing starting salaries of \$32,000-\$40,000 plus full benefits. In developing our budgets, we calculated our figures based on data from other charter schools in Milwaukee as well as charter schools within the Concept network. As we grow our school each year, we will use the purchasing power and preferred vendor program of our parent, non-profit education management organization, Concept Schools.

We also developed two alternate budgets; one for 234 students, which is 15% below projected enrollment number and another for 193 students, which his 30% below projected enrollment. In the case that projected enrollment fall under 15 to 30% of our targeted number we take the followings actions to balance the budget:

- 1- Concept Schools gives non-interest bearing short term loan to the school
- 2- Adjust administrative and teaching positions accordingly
- 3- Adjust professional development and after school expenses accordingly
- 4- Adjust transportation expenses accordingly
- 5- Negotiate a rent schedule that is reduced for the first two years

Please refer to the Attachment 17; Alternate Budgets for more detailed information.

Risk Management

The risk management philosophy of MMSA is to provide a safe, orderly and secure work and educational environment; to develop and maintain highly trained personnel; and to assist personnel, parents, and the community in the development of a safe environment in and around our school. We are committed to reducing accidents in every area of operations.

We believe in risk management because we are concerned with the liability exposures that are around the school and want to minimize or eliminate them. Through risk management it is our goal of providing financial protection to the school whenever unexpected loss events occur.

Facility

Concept Schools has established partnerships with the Charter School Development Corporation, a Washington D.C. -based non-profit facility management organization; Illinois Facilities Finance (IFF), a Chicago-based financial organization that assists non-profit organizations with securing facilities; and Breeze Inc., an Ohio-based facility management organization. We will invite interested investors from round the country and also work with local investors to secure a facility that will serve our needs in Milwaukee. Breeze Inc, has already launched a city wide facility search in Milwaukee. We are open to both lease and purchase a facility that fits our needs and is located in a high need area in Milwaukee.

A. School district in which your school will locate: **Milwaukee**

B. Geographic preference within the district: **NONE**

C. Address (if a site has been secured): **TBD**

D. Do you plan a stand-alone facility or will the school co-locate with another organization?

Stand Alone

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average Size (sq2)	Number	Average Size	Number	Average Size
Classrooms	18	750	21	750	24	750
Offices	6	250	8	250	8	250
Meeting/Counseling	1	600	2	600	2	600
*Gym/Physical Fitness	1	5000	1	5000	1	5000
Kitchen	N/A					
*Dining	Shared with Gym and Auditorium					
*Performance/Auditorium	Shared with Gym and Auditorium					
Library	1	1500	1	1500	1	1500
Media	N/A					
Hallways	2	2000	2	2000	2	2000
Locker Space	Corridors used					
Restrooms	2	600	2	600	3	600
Computer Lab	2	1500	2	1500	2	1500
Science Lab	1	1500	1	1500	1	1500
Physics Lab	N/A	-	1	1500	1	1500
Chemistry/Biology Lab	N/A	-	N/A	-	1	1500

*These spaces are often shared in one way or another. Please note if you plan to use such shared space; i.e. cafeteria and auditorium as a single space.

	Year 1	Year 2	Year 3
Total Estimate Square Foot Requirements	30,000	40,000	45,000
Budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$ 300,000	\$ 360,000	\$ 420,000
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$ 1,090	\$ 1030	\$ 933
Anticipated Annual Utility Budget	\$ 50,000	\$ 55,000	\$ 60,500

Describe Playground/Athletic Needs: **Outside playground with basketball hoops, indoor gym in few years if not available at the beginning**

Liability Insurance

The organizers of the school will purchase and maintain liability insurance as described in the guidelines.

Audits

Milwaukee Math and Science Academy will plan to continue meeting the requirement of conducting yearly independent financial audits. It also plans to keep records of other information requested by various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please find a CPA engagement letter according to the City of Milwaukee CSRC guidelines attached, Attachment O.

SECTION II: EDUCATIONAL PROGRAM

Description of Educational Program

The founders of MMSA realize that many of our public schools located in high poverty areas are in crisis. To address this challenge, the school will personalize education by supporting the development of meaningful, sustained relationships among teachers, students, and parents; set clear, coherent goals and expectations that are well communicated to students and parents; and provide opportunities for students to complete real-life, meaningful projects that students can relate to amongst other personalized activities.

MMSA will not choose the best students in the community to achieve success. Incoming students will be admitted regardless of their test scores or previous academic or behavioral history. The only admission requirement for the school is the students' and their parents' willingness to make a commitment to education. This commitment helps students, parents, and teachers to realize they have a reason to be at MMSA. Nevertheless, our school design is able to meet the needs of students with different academic backgrounds. The overarching philosophy of the Concept School design is the belief that "intelligence is not an innate ability" rather "achievement is the outcome of effort which is driven by motivation." Therefore, academics are engulfed in rich and meaningful auxiliary programs to motivate our students and change their attitudes toward schooling and education. A positive school culture in which success is recognized and celebrated plays a key role in success of the Concept Schools design.

"Failure is not possible unless you really want to fail." – Edwards Capp, junior at Horizon Science Academy Cleveland High School

This quote by one of our own students describes our culture and philosophy very well. Due to the non-selective nature of charter schools, we expect to receive many students who are academically behind their grade level. Our school model has academic support or safety net programs, such as after-school, one-on-one or small-group tutoring, Saturday classes, pull-out programs, and peer tutoring. Students are strategically placed in such programs based on their needs. Carefully designed Concept Schools Interim Assessments and its analysis allow teachers not only to place students in such support programs but also to develop and implement their own strategies. Teachers of MMSA will also use such data from the Concept Schools Interim Assessments to guide their instructions. With such continuous analysis of assessment results, there is no “shooting in the dark” at MMSA when it comes to planning and instruction.

An ongoing assessment of learning through data analysis is a key component in our school design. This is done very strategically and effectively through an online system that was developed by Concept Schools. The organizational structure at MMSA compels its teachers to work in teams, plan together for lessons, analyze the data analysis and develop strategies to increase student learning together. This fosters collegial relationships amongst the staff members. Many qualitative studies support the direct correlation of data-driven instruction, collegial relationships, and productive teamwork to student achievement. These are the common practices of successful schools in urban environments.

Our curriculum brings together best-practices in math and science education, helping us achieve our goal of empowering students with high intellectual standards as they prepare for college, careers and citizenship in the global economy. The core features of our school include:

Personalization – Through our small class sizes, we personalize relationships between teachers and students. Each student has daily, individualized support for achieving milestones toward their own goals and the schools goals.

Continuous Relationships - Our mentorship program supports students and allows strong relationships to develop. Furthermore, our middle school will serve as a feeder to our high school helping us to maintain continuous relationships with our students. Through these continuous relationships we are able to focus on graduating young men and women who think critically and creatively and are committed to a lifetime of learning and civic involvement.

High Standards and Performance-based Assessments – MMSA has clearly defined high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges.

Multi-cultural teaching – Through exposing our students to a rich, diversity of American and international teachers and our overseas summer programs, MMSA promotes respect for diversity and creates a context within which teachers and students experiences can be understood, appreciated, and connected to the curriculum.

Knowledgeable and skilled teachers - We will recruit highly qualified math and science teachers that will be among the brightest, talented in their field. Many will have advanced degrees and understand the multifaceted needs of different learners.

Collaborative planning and professional development – Curriculum integration is fostered through professional development, team-teaching, and grade-level collaboration.

Family and Community Connections – Students, their parents, and our faculty choose to be a part of our school. Therefore, everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. These include Community Breakfasts, International Dinners, Parent-Teacher Organizations, and student-centered exhibits.

MMSA's home visit program provides an opportunity for the school, family, and local social services to work together towards ensuring the success of all our students. Our administration and faculty will understand that great schools require a high level of student, parent, and community involvement. Parents and teachers should expect to maximally participate in helping students learn through projects (e.g., science fair) and competitions (e.g., Olympiads), national and international trips, educational camps (e.g., SAT and ACT Saturday camps), and all other school related activities.

Authentic Curriculum – Our standards-based curriculum blends direct teaching, project based learning, collaborative learning, and problem-based learning.

Academic Goals

Academic goals and assessment methods of MMSA are listed below. MMSA will meet at least seventy-five percent of the following performance criteria that applies:

Student Academic Goal 1: Achieve a percentage of pupils in MMSA scoring proficient or above on the WKCE-CRT (Wisconsin Knowledge and Concepts Examinations- Criterion Referenced Test) Reading Test that is the same as, or higher than, the percentage of pupils scoring proficient or above in corresponding grades in all MPS schools.

Student Academic Goal 2: Achieve a percentage of pupils in MMSA scoring basic, proficient, or advanced on the WKCE-CRT in reading, English/language arts, and writing, that is the same as, or higher than, the percentage of pupils scoring basic, proficient, or advanced, in corresponding grades in all MPS schools.

Student Academic Goal 3: Achieve a percentage of pupils in MMSA scoring basic, proficient, or advanced on the WKCE-CRT in mathematics, that is the same as, or higher than, the percentage of pupils scoring basic, proficient, or advanced in corresponding grades in all MPS schools.

Student Academic Goal 4: Achieve a percentage of pupils in MMSA scoring basic, proficient, or advanced on the WKCE-CRT in science and social studies, that is the same as, or higher than, the percentage of pupils scoring basic, proficient, or advanced in corresponding grades in all MPS schools.

Student Academic Goal 5: The school's ACT average will be at least 20 or higher than the school district by the third graduating class.

Student Academic Goal 6: At least 80 % of MMSA high school students who take AP classes will score 3 and above on the College Board AP tests.

Student Academic Goal 7: MMSA will achieve a 90% cohort graduation rate by the third graduating class.

Student Academic Goal 8: MMSA will have 100% college acceptance rate for every graduating class.

Table 1 shows the methods that will be used to assess the achievement and progress towards these goals.

Table 1: Assessment of student outcome goals

STUDENT OUTCOME GOALS	ASSESSMENT
Proficiency in Reading and Writing	Varied writing assignments, portfolios, exhibition, State standardized tests (WKCE-CRT), and TerraNova Tests
Mastery of designated goals in English, Social Studies, Math, Science, Art and Foreign Language	Essays, exams, portfolios, exhibitions, lab practical, oral examinations, State standardized tests (WKCE-CRT), and TerraNova Tests
Mastery of specific leadership skills designated by school community (e.g. presentation, meeting facilitation, conflict resolution, diversity, sensitivity, and knowledge)	Essays, surveys, journals, portfolios, exhibitions, and-performance examinations.
Technology and Computers	Portfolios, exhibitions, and projects.

MMSA expects its students to demonstrate a mastery of specific subject competencies as outlined below. Assessment tools for the core subject matters include those listed in Table 2.

Table 2: Assessment by subject matters

SUBJECT MATTER	ASSESSMENT
Reading & Writing	Varied writing assignments, portfolios, exhibitions, State standardized tests (WKCE-CRT), TerraNova Tests
Social Studies	Essays and multiple choice exams, portfolios, exhibitions, State standardized tests (WKCE-CRT), TerraNova Tests
Mathematics	Projects, portfolios, exhibitions, school wide contests, State standardized tests (WKCE-CRT), TerraNova Tests
Science	Science Fair Projects, portfolios, exhibitions, State standardized tests (WKCE-CRT), TerraNova Tests
Art	Portfolios, exhibitions, and art history exams.

Physical Education/Health	Portfolios, performances of acquired skills
Music	Portfolios, exhibitions, vocal or band performances
Foreign Languages	Oral and written exams, cultural performances

CURRICULUM

MMSA will implement a standard-based, college-preparatory curriculum, which gives the staff flexibility to modify it in order to meet the needs of the students. This is the curriculum designed by Concept Schools and implemented in 19 charter schools in four different states – Ohio, Illinois, Indiana, and Michigan. Whenever Concept Schools opens a new school in a new state, this proven and successful curriculum is first aligned to corresponding state’s standards by each academic department at Concept Schools’ central office. That is exactly what happened when Indiana Math and Science Academy was opened in Indianapolis through Ball State University in 2007. Since then, the staff at IMSA has been modifying and further developing the curriculum collaboratively with Concept Schools’ central office in order to meet the needs of their students. MMSA will be serving a very similar student population with IMSA, which will make it a straightforward process in implementing the curriculum that is being used at MMSA.

The emphasis of the Concept Schools curriculum is on mathematics and English through grade eight and on math, science, and technology through high school. Elementary level students (K-8) spend more time studying mathematics and English (reading, writing, and grammar) as we start departmentalizing in grade four. Our high school curriculum offers a variety of electives in math, science, and technology in addition to a core curriculum sequence that includes more math and science than typical public schools.

MMSA will go beyond aligning our curriculum to the Wisconsin State Standards. MMSA will align its high school curriculum to the College Readiness Standards of ACT, a college-prep set of standards. Such alignment and implementation will be monitored systematically by curriculum mapping. Curriculum mapping will also help us to ensure that our curriculum spirals from early grades through high school. Concept Schools has regular meetings with math, science, English, and social studies teachers throughout the school year in order to receive feedback to better the curriculum that is implemented in the network schools.

The curriculum of MMSA is mapped using four categories: skills, strategies, content, and testing. This ensures that students are receiving balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels. Using the same four categories, the curriculum of MMSA also spirals upward to provide our students with powerfully scaffolded and deliberately sequenced instruction. To that end, our spiraling curriculum will allow our teachers to introduce students to critical skills, strategies and tasks years prior to being tested on them. A MMSA teacher is able to have students in earlier grades begin to practice critical skills years in advance of the need for mastery of them. In this manner a student may also begin to explore and internalize a skill in an earlier grade, and then develop increased mastery over that skill in ever-more sophisticated ways in each subsequent grade.

By spiraling strategies, we ensure that core strategies are covered in every grade at a developmentally appropriate level. For instance, frame of reference is an important reading

strategy. Through a spiraling curriculum, rather than teaching frame of reference in a particular grade and hoping that a student picks up that skill in that year, we ensure that frame of reference is taught at every grade level – in a developmentally appropriate way. Through a spiraling curriculum, we eliminate redundancies, balance the genres and content that students are exposed to, and allow students to "apprentice" the skills and strategies that are most critical to their success. At the high school level such mapping and spiraling ensures that MMSA students go beyond the state standards of Wisconsin and cover the college readiness standards of ACT throughout the four years of high school.

Our high school graduation requirements at MMSA are higher than a traditional public school in Wisconsin and include community service hours as well as a senior thesis. The high school curriculum is designed in a way that each MMSA student graduates with at least pre-calculus in math and earth science, biology, chemistry, and physics in science. This reflects our higher standards and expectations. Electives in science and mathematics such as zoology, genetics, microbiology, statistics and trigonometry will provide additional opportunities for our students to excel in science and math.

Writing is also incorporated into our high school curriculum. MMSA students will take two years of writing in addition to the four English classes that they have to take to graduate.

MMSA offers variety of electives in areas beyond science and math that are related to students and address a large spectrum of interests. These electives include Latino Literature, African American History, international studies, economics, graphic arts, and computer networking.

The MMSA high school curriculum includes unique classes such as ACT/SAT prep and College Path. These classes are for junior and senior to prepare them for college. College Path walks students through the college application process as a lab where students apply to colleges, scholarships, write their essays, and listen to regular visitors such as college admission officers, career people, and college students. College guidance started during the freshmen year ensures that MMSA students are on right track from the beginning and they stay on course until they finish high school.

Our goal is not to subscribe to one method but have many successful teaching methods to maximize classroom learning. We believe in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher can customize their teaching materials according to their particular group of students needs. By allowing our teachers to do so, our model treats teachers as professionals expecting that they are capable of utilizing best teaching strategies that they deem fit. Because our system is very data-driven and goal oriented and teachers are supported through professional development such flexibility given to teachers appeals to many high quality teachers.

Teaching Methods and Instructional Strategies

Students will be provided with a positive learning experience so that they will be able to realize some degree of success in academic pursuits. They will be provided with opportunities to expand their mental and physical abilities in wholesome, socially accepted activities. Students and teachers consider themselves partners in the students' educational program, where there will be

mutual respect and support. MMSA believes that addressing students successes and failures are equally important for the students' growth. Thought and expression develop out of experience. Learning should nurture a sense of caring for other people and the environment. Learning should be fun.

The thematic approach will be used as basis for planning a five-or six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, group members brainstorm a variety of core activities across the curriculum. Students then examine these activities, and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources and general compatibility with the school program. The group then sets a schedule of completion with input from program, education and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. The implementation of the thematic approach by formation of groups will serve this purpose.

Goal setting is another strategy that crosses academic and therapeutic boundaries. Students are expected to set long-term and short-term goals for every aspect of their life. Goals will be evaluated for every activity throughout the day, including education. Goals are expected to be realistic and measurable.

Individualized instruction is one of the most important instructional strategies of MMSA. Students will be provided all the time they need. It is accommodated in the group setting because of the favorable student teacher ratio. Each student's education plan will be individualized according to his/her needs. By using a multi-sensory approach to learning students will be provided opportunities to learn through audio, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Role modeling: teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating respect for others and the environment.

Modular Instruction: a learner-centered and self-directed learning experience that will be designed for individuals or for small teams in MMSA. Learning teams will be randomly scheduled so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation: a learning process that involves students as participants in role-playing presentations and/or problem solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations: showing practical applications of theory, product, or equipment; will be performed by teacher, guest, or student.

Multiple Intelligence: there are many forms of intelligence; many ways by which we know, understand, and learn about the world. Seven attributes of intelligence have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, intrapersonal, and interpersonal.

The following areas are those MMSA will use to challenge the students' various intelligence.

Visual/Spatial: charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations; story maps, visualizing, sketching, patterning, mind maps, color, symbols.

Verbal/Linguistic: stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, read aloud, drama.

Bodily/Kinesthetic: field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.

Logical/Mathematical: problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, critical thinking.

Musical/Rhythmic: singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, playing instruments.

Intrapersonal: individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.

Interpersonal: co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study group, clubs, and brainstorming.

Use of these techniques reflect core beliefs of providing an engaging, dynamic learning environment for students to explore the questions they have about the world and ways to positively contribute to the world around them. We are utilizing a diversity of instructional approaches to teach advanced concepts and thinking skills in mathematics and science, as well as other disciplines.

Through our small school and class sizes, we personalize relationships between teachers and students. Our clearly defined high expectations for academic achievement and conduct make no excuses based on the background of students. With an extended school day, and year, we provide students more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond.

Higher standards and expectations are reflected through promotion, school-wide discipline policies and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in some cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis and before they are admitted to MMSA.

Learning will be assessed on an ongoing basis at MMSA through interim assessments by Concept Schools. Data from such assessments is used to guide instruction by a strategic

approach. Concept Schools' interim assessments are aligned with the state standards and mirror the state tests. Even the format of the tests is similar to the state tests. Data from the interim assessments is analyzed by Concept Schools and uploaded to the database, which is created by Concept, in such a short time, within a few days. Our teachers look at the analysis from the interim assessments as teams and develop specific strategies to remedy learning deficiencies of our students. They use such analysis to guide their instructions. "There is no shooting in the dark...you know exactly how much your students have learned..." indicates J. McCaig, 6th grade Language Arts teacher at Chicago Math and Science Academy, the highest performing charter school in Chicago, managed by Concept Schools, Inc. Such strategic approach to learning shifts the focus from teaching to learning as well and treat teachers as professionals as well as foster collegial relationships amongst the staff because they analyze the data and develop strategies together.

Elementary Program

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The need for improvement in reading in our schools has inspired the board members to start with an elementary school and continue to build on during the secondary years.

MMSA will emphasize communication arts, math, science and social studies and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas. Elementary students will work on science fair projects, art portfolios, and presentation skills to increase their understanding of concepts and self-efficacy. The school will serve as a model where technology will be widely and scientifically used as a student-oriented learning tool. The school will have computer labs and multimedia computer labs where students will be able to use multimedia and the internet as part of a lesson plan in core subject areas. The foundation strongly believes that exposure to technology at a young age is essential for elementary school students.

MMSA will use strategies predicated on diverse research-based approaches in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Special needs students and students speaking other languages will learn along with peers and will not be segregated to learn a second curriculum. Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ESL, etc.)

MMSA's core curriculum will integrate and require mastery and skill development in the areas of science, computers, technology applications, English language arts, social studies, and mathematics. In addition, MMSA will incorporate an enrichment program, which includes a secondary language, fine arts, health and physical education, economics, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games. The curriculum of MMSA will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment.

These interdisciplinary projects will allow the students to prepare for real-world challenges,

connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge.

Language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection, school becomes the student's vehicle for becoming a contributing member of society. Before- and after-school services will be provided to facilitate working households and single parent families at the school. The programs will deepen the educational offerings of the school and will extend the learning time for the students through an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student-driven. The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices
- Parent and community education
- Technology
- Intensive English and oral language development

Many resources will be used such as state-adopted textbooks and other educational materials, teacher-created lessons, and educational software systems.

MMSA expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of subject matter competencies that each graduate acquires. These competencies based on state, national and international standards.

English Literature: In the area of English literature, students will:

Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.

Obtain meanings from a variety of complex texts.

Be well read as demonstrated by reading a variety of literary works representing different genres.

Make informed interpretations of the purpose and meaning of literary works.

Convey interpretations of personal experience gleaned from literature.

Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.

Evaluate how the form and content of a literary work contributes to its message and impact.

History: In the area of History, students will:

Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.

Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.

Deliberate on public issues, which arise in a representative democracy.

Use historical research to ask and answer questions about the past.

Recognize that regions can be defined in cultural, physical or political terms.

Accurately interpret and summarize information from maps, charts and graphs.

Understand the building blocks of representative government.

Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.

Recognize that events in the past inform the present.

Understand the rich and varied achievements of diverse peoples.

Mathematics: In Math, students will:

Construct mathematical models.

Use a variety of problem solving strategies.

Use advanced computing procedures.

Understand and apply advanced properties of numbers.

Understand and apply advanced methods of measurement.

Understand and apply advanced concepts of geometry.

Understand and apply advanced concepts of functions and algebra.

Understand and apply advanced concepts of probability, statistics, and data analysis.

Science: In Science, students will:

Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems).

Use the scientific method to ask and answer questions about the world.

Understand essential ideas about the composition and structure of the universe and the motions of objects in it.

Know basic earth, biological, physical and chemical concepts.

Understand basic concepts of matter and energy motion and forces.

Arts: In the arts, students will:

Participate in artistic activities.

Make informed interpretations of the purpose and meaning of artistic works.

Convey interpretations of personal experiences in expressive forms.

Explain how art from various cultural/ethnic groups expresses both distinctive and similar values experiences struggles and contributions.

Explain how the form and content of an artistic work contributes to its message and impact.

Explain the role of the artist in providing service to the community and world.

Foreign Language: In the area of communicating in a foreign language, students will:

Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.

Understand and appreciate the culture underlying a foreign language.

Technology and computer: In the area of technology, students will:

- Use technology to increase learning;
- Understand and use current word processing systems;
- Understand and use current spreadsheet software;
- Understand and use current database software;
- Understand and use current presentation software;
- Understand the uses of a networked system and the Internet; and
- Understand how technology can be of service to the community.

Specific Objectives

1. The school incorporates an integrated curricula organized around global themes to ensure that each student will acquire and apply core concepts and principles from math, science, technology, social studies, language arts, communication, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.
2. Each student will gain an understanding of his/her individual learning style and multiple intelligence, and will develop strategies to adapt these to different situations/tasks. Each student will develop life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.
3. All work at MMSA will be undertaken in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition building.
4. MMSA will promote the importance to the community of conveying to youth a sense of purpose, belonging, and to foster an understanding of the influence these factors can play in the growth and development of these students.

Grades Online

MMSA will offer a unique online grading system, which lets parents, students and teachers have access to the grades immediately. The grading system will be available on the school's web site. Concept Schools Inc developed this unique system.

Teachers will submit student grades along with homework, assignments and student feedback. Parents will have instant access to the child's grades, missing homework assignments, attendance. Students will also benefit from this system, by being able to go online and check their grades and any missing work they could have.

Technology in classroom

MMSA will utilize technology starting first in the classroom. Every classroom will be equipped with a personal computer/laptop for a teacher, giving the teacher access to the internet and our online grading system. Classrooms will be equipped with overhead projectors and digital LCD projectors for maximum efficiency in class instruction. Subject teachers will take their students to the computer lab during regular class hours to utilize technology in the classrooms.

Computer Laboratory

MMSA will have state of art computer laboratories with the latest technology. Each student will

be assigned to a computer so when they are in the lab they all can use their assigned computer. We will have a Windows server in the lab and every student has his/her own account, through which he/she can access computers in the lab. Students will also be able to access any computer in the whole school using their own account. We will also have "Net Support School Pro" software installed, which enables us to monitor & control student computers and block unwanted software and websites.

Our high speed DSL Internet connection will provide students with fast Internet access to do all their work. To filter the internet, we will use We-Blocker software, which automatically blocks inappropriate websites.

Computer Science Classes

Starting in kindergarten, students will take computer science classes at MMSA. It is no secret that today's world demands strong usage of technology whoever is more proficient with technology is more valuable.

Other Accountability Measures

The MMSA academic standards have been created by Concept Schools Academic Team and are aligned to the Wisconsin State standards. Middle and elementary school grades will have 40 periods a week; each period is 45 minutes long. This will allow us to include a greater number of periods allotted to science, math and communication arts. Below is number of classes that middle and elementary school students will take in a week:

Subjects	K-1	2-5	6-8
Mathematics	225 minutes a week	450 minutes a week	450 minutes a week
Language Arts	450 minutes a week	450 minutes a week	450 minutes a week
Science	225 minutes a week	225 minutes a week	225 minutes a week
Social Studies/Citizenship	450 minutes a week	225 minutes a week	225 minutes a week
Physical Education/Health	225 minutes a week	180 minutes a week	135 minutes a week
Music	180 minutes a week	90 minutes a week	135 minutes a week
Computer	45 minutes a week	90 minutes a week	135 minutes a week
Art	-	90 minutes a week	135 minutes a week
Life Skills/Character Ed	-	-	45 minutes a week
Total	1800 minutes a week	1800 minutes a week	1800 minutes a week

Middle School students are required to pass all core courses in order to be promoted to the next grade level. The core courses are English, Mathematics, Science and Social Studies. Middle School Students who fail to pass more than 1 core class must repeat the same year. Students are also supposed to pass at least 4 out of 6 non-core classes in order to be promoted to next grade. Below is the grading scale that MMSA will use:

98 - 100 = A+	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	0 - 59 = F
93 - 97 = A	83 - 86 = B	73 - 76 = C	63 - 66 = D	
90 - 92 = A	80 - 82 = B	70 - 72 = C-	60 - 62 = D	

Students will receive report cards that show their academic performance four times a year at

MMSA. The average of all four quarters will determine a passing grade, except if the last quarter grade is an F.

For high school grades students will also have 40 periods a week, which will include a greater number of periods allotted to science, math, and communication arts. High school has a promotion policy as well that ensures that students are equipped with the necessary academic skills to be successful in college when they graduate from MMSA.

If students cannot get a passing grade in any of their courses, they need to retake the course. Students who fail to pass a class are not permitted to take summer school, night school or online courses outside of MMSA. We do not offer semester-based courses. All of MMSA courses will be yearly-based courses.

MMSA’s suggested graduation requirement is 28 credits, which is greater than Wisconsin’s requirements. However, MMSA students will be able to graduate with more than 32 credits. Additional credits may be obtained through university partnerships and dual credit post-secondary options through which our students will earn both high school and college credits. MMSA offers Advanced Placement (AP) courses to prepare its students for college as well.

Below are our high school graduation requirements:

4.0 Mathematics	1.0 Computer Technology
6.0 English	1.0 College-Career Pathways
4.0 Science	5.0 Electives
3.0 Social Studies	Senior Thesis
2.0 World Languages	40 hrs Community Service
1.0 Physical Education	2.0 Fine Arts
Total: 28 Credits *1 credit is 225 minutes of instruction per week	

Educational Results - Assessment

Milwaukee Math and Science Academy will report to the Charter School Review Committee according to the requirements, rules and procedures set by the Charter School Review Committee. Milwaukee Math and Science Academy will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students’ progress over time and the school’s goals. They include:

- Concept Schools Interim Assessments
- Pre SAT, SAT and ACT (for all 11th graders)
- EXPLORE (for all 9th graders) and PLAN (for all 10th graders)
- Wisconsin Statewide Testing (WKCE) - for 3-10th graders
- Stanford Diagnostic Reading Test (STRT) - for all 1st, 2nd and 3rd graders
- TerraNova
- KTEA: Kaufman Test of Educational Achievement for special education students

Research shows that although assigning chapter questions is a way to assess student success, using practice tests on a regular basis fosters learning. According to Snooks (2004), “the pathway to students’ benefiting from practice tests partially relates to self-efficacy theory, or the belief that one can successfully perform behaviors to achieve desired outcomes. The behavior is learning course material; the desired outcome is better grades. If students frequently took practice tests, they would learn more, self-efficacy would increase, test anxiety would be reduced, immune systems might benefit, and grades would improve [Snooks, 110].”

Kulik, Kulik and Bangert (1984) reported that practice tests are not only beneficial to review course work, but also improves learning through familiarity with the test. Gretes and Green (2000) found a positive relationship between the number of practice exams taken and course grades, even when previous SAT scores were controlled. In their study, Gretes and Green indicated that practice tests helped more than 90% of students study for real examinations.

A series of three or four bi-monthly interim assessments, or practice tests will offer students and teachers an early assessment of student learning. Prepared by Concept Schools Academic Team, the tests utilize the same format as the state test, ensuring student familiarity.

The tests allow for flexibility in their administration. According to their schedules, all schools administer the tests within a two-week time frame during any one or two class periods. Pre-coded answer documents make tests convenient to return back to Concept Schools’s central office, where fast and customized analysis is created and provided to the schools. Schools also receive an administration manual and technical support from Central Office staff. Prior to the tests, Concept Schools provides posters to increase student motivation towards the tests and, following the tests, Concept Schools staff make follow-up visits to review the data analysis with teachers and administrators. The tests are reviewed in-class after each administration, offering more practice and instruction.

These tests allow students, teachers, and school administrators an opportunity to receive immediate feedback, ensuring quick responses for areas of improvement. Schools do not have to wait several weeks, or even an entire summer, for results and tracking over time.

Results of the tests are scored using Scantron software and are analyzed on four levels: school, grade, student, and test question. Based on the cut scores, each school can see how it would score on state tests as well as their relative standings among other Concept Schools. Teachers can examine each class to determine what standards are being mastered as a whole. They can also see what groups of students and what individual students need extra support.

Concept Schools Academic Team meets with teachers and administrators to discuss results. They consult the Annual Academic Plan and determine the standards achieved and the standards that require further instruction. With the help of Concept Schools Academic Team, teachers and Dean of Academics form a plan of action, targeting specific standards and students. The departmental consultation will produce three outcomes:

The teacher will review if specific standards and benchmarks are met by his/her class or individual students.

The teacher will have an opportunity to change teaching strategies for standards and benchmarks if needed.

Students will be placed in appropriate academic support programs such as Saturday school, after school tutoring, and pull-out programs,

If students across Concept Schools are failing to meet the same standards, then the curriculum and Annual Academic Plans will be revised accordingly for the next year.

The Pre-SAT (PSAT) is a standardized test that provides firsthand practice for the SAT Reasoning Test. It also gives our students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. We will have our students take the PSAT to receive feedback on their strengths and weaknesses on skills necessary for college study. This will serve our students as a guide to their preparation for college.

MMSA will require all juniors to take the ACT and will aim for an average score of 22. The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in writing a short essay. MMSA will organize summer and winter ACT Camps in collaboration with other Concept Schools and Saturday ACT classes. MMSA students will take sample ACT tests provided by Concept Schools in grade 9 through 11 to monitor their progress.

The required WKCE tests in grades 3 through 10 will be analyzed each year to determine the strengths and weaknesses of our students. Such test results will play an important role in determining which students will receive academic support. Our vision is to meet and exceed the state averages on the WKCE tests.

Local Measures Matrix for Elementary Schools

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Literacy	<p>Emphasize the development of word recognition and fluency skills, as well as vocabulary expansion.</p> <p>Study and practice reading comprehension, literary response and analysis, writing skill development and application, and development of listening and speaking skills</p> <p>Develop skills in reading comprehension, particularly with regard to informational materials.</p> <p>Provide in depth response and analysis of historically and culturally significant works of literature.</p> <p>Study and practice proper English grammar through the writing of clear, coherent and focused essays.</p> <p>Emphasize through application and practice an advanced knowledge of word parts and word relationships, as well as the further expansion of vocabulary through grade appropriate narratives, expository texts, classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online materials.</p>	<p>Stanford Diagnostic Reading Test</p> <p>Varied writing assignments</p> <p>Portfolios</p> <p>Exhibition</p> <p>State standardized tests (WKCE-CRT)</p> <p>TerraNova Tests</p> <p>Various Classroom Assignments</p> <p>Concept Schools Practice Tests</p> <p>Essays</p>	<p>Yearly</p> <p>Weekly</p> <p>Daily</p> <p>Once per semester</p> <p>Once a year</p> <p>Twice a year</p> <p>Daily</p> <p>Four times a year</p> <p>Weekly</p>	<p>Grades 1-3</p> <p>Grades K-8</p> <p>Grades K-8</p> <p>Grades 1-8</p> <p>Grades 3-8</p> <p>Grades 3-8</p> <p>Grades K-8</p> <p>Grades 3-8</p> <p>Grades 3-8</p>
2. Mathematics	<p>Learn operational skills in whole numbers, fractions and decimals</p> <p>Solve practical real problems and their algebraic equations, especially those involving multiple steps.</p>	<p>Portfolios</p> <p>Exhibition</p>	<p>Daily</p> <p>Once per semester</p>	<p>Grades K-8</p> <p>Grades 1-8</p>

	<p>Understand basic properties of real numbers and to use algebraic models to solve verbal problems with linear and quadratic equations. Emphasize on manipulations of algebraic phrases and sentences, and their correlation with arithmetic.</p> <p>Use ratios to compare data sets, make conversions within a given measurement system, classify three dimensional figures, collect, analyze, display, and interpret data, using a variety of graphical and statistical methods, begin using integers and percents, find the probability of an event, and investigate numerical and geometric patterns.</p> <p>Solve problems involving consumer applications using proportional reasoning, and gaining proficiency in computations with integers.</p>	<p>State standardized tests (WKCE-CRT)</p> <p>TerraNova Tests</p> <p>Various Classroom Assignments</p> <p>Concept Schools Practice Tests</p> <p>Classroom Projects</p>	<p>Once a year</p> <p>Twice a year</p> <p>Daily</p> <p>4 times a year</p> <p>Monthly</p>	<p>Grades 3-8</p> <p>Grades 3-8</p> <p>Grades K-8</p> <p>Grades 3-8</p> <p>Grades 2-8</p>
<p>3. Writing</p>	<p>Help students express their ideas on paper through drafting, editing and publishing their work. Use a variety of text types including narrative, recount, procedure, poetry, information report and explanation.</p> <p>Write in whole sentences and in a logical and sequential manner using the correct tense and correct punctuation (full stops, question marks and capital letters)</p> <p>Spell frequently used words accurately in students' writings</p> <p>Focus on reading for information and be able to distinguish fact and opinion. Help students read reports and identify key features and techniques.</p> <p>Write narrative stories, letters, diaries, journals as well as narrative poetry. Teach</p>	<p>Varied writing assignments</p> <p>Portfolios,</p> <p>Exhibitions</p> <p>State standardized tests (WKCE-CRT),</p> <p>TerraNova Tests</p> <p>Essays</p>	<p>Weekly</p> <p>Daily</p> <p>Once per semester</p> <p>Once a year</p> <p>Twice a year</p>	<p>Grades K-8</p> <p>Grades K-8</p> <p>Grades 1-8</p> <p>Grades 3-8</p> <p>Grades 3-8</p>

	<p>conjunctions, verbs and past tense, direct speech and reported speech including the focus for grammar.</p> <p>Identify and describe a range of purposes for written procedures including some narrative writing focusing on adjectives, adverbs, noun groups, conjunctions, past tense and antonyms and synonyms.</p> <p>Consolidate narrative writing skills focusing on punctuation and writing structure.</p>	<p>Academic Contests such as Concept Schools Essay Contest</p> <p>Student Journals</p>	<p>Weekly</p> <p>Once a year</p> <p>Daily</p>	<p>Grades 3-8</p> <p>Grades 3-8</p> <p>Grades 3-8</p>
4. IEP Goals	<p>Students will increase reading accuracy and fluency one grade level as measured by their teacher at the end of 12 months.</p> <p>Students will increase writing skills one grade level in the areas of ideas and content, organization, voice, word choice, sentence fluency and conventions as measured by state scoring guide, analysis of writing samples, diagnostic survey, spelling inventory).</p> <p>Students will increase comprehension of a variety of printed materials as measured by running records, anecdotal data, observation, performance assessment, etc.</p> <p>Students will increase ability to design, use and communicate a variety of mathematical strategies to solve problems as measured by state scoring guide, teacher survey, performance assessment, etc.</p>	<p>Reading Comprehension Tests</p> <p>State standardized tests (WKCE-CRT),</p> <p>TerraNova Tests</p> <p>Analysis of Writing Examples</p> <p>Diagnostic Survey</p> <p>Various Classroom Assignments</p> <p>Essays</p> <p>Portfolios</p> <p>Observation</p> <p>Performance Assessments</p> <p>Teacher Survey</p>	<p>Monthly</p> <p>Once a year</p> <p>Twice a year</p> <p>Weekly</p> <p>Four times a year</p> <p>Daily</p> <p>Weekly</p> <p>Daily</p> <p>Monthly</p> <p>Monthly</p> <p>Four times a year</p>	<p>Grades 1-8</p> <p>Grades 3-8</p> <p>Grades 3-8</p> <p>Grades 1-8</p> <p>Grades K-8</p> <p>Grades K-8</p> <p>Grades 3-8</p> <p>Grades K-8</p> <p>Grades K-8</p> <p>Grades K-8</p> <p>Grades K-8</p>

Local Measures Matrix for High Schools

Core Local Measures For All Years of School Operation:	Description of Outcome (e.g., ability to make a complete sentence, ability to add and subtract 2- and 3-digit numbers)	Measurement or Assessment Form (e.g., writing samples, mastery tests, etc.)	Frequency of Measurement or Assessment (e.g., daily, weekly, monthly)	Students to Whom Measurement or Assessment Applies (e.g., grade level)
1. Literacy	<p>Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience. Obtain meanings from a variety of complex texts.</p> <p>Be well read as demonstrated by reading a variety of literary works representing different genres.</p> <hr/> <p>Make informed interpretations of the purpose and meaning of literary works.</p> <p>Convey interpretations of personal experience gleaned from literature. Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.</p> <p>Evaluate how the form and content of a literary work contributes to its message and impact.</p>	<p>EXPLORE (the first in the two pre-ACT Series)</p> <p>Varied writing assignments</p> <p>Exhibition</p> <p>State standardized tests (WKCE-CRT)</p> <p>TerraNova Tests</p> <p>Various Classroom Assignments</p> <p>Concept Schools Practice Tests</p> <p>PLAN test</p> <p>ACT/SAT</p>	<p>Once a year</p> <p>Weekly</p> <p>Once per semester</p> <p>Once a year</p> <p>Twice a year</p> <p>Daily</p> <p>4 times a year</p> <p>Once a year</p> <p>Needed basis</p>	<p>Grade 9</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grade 10</p> <p>Grade 10</p> <p>Grades 9-12</p> <p>Grade 10</p> <p>Grade 10</p> <p>Grades 11 and 12</p>
2. Mathematics	<p>Construct mathematical models. Use a variety of problem solving strategies.</p> <p>Use advanced computing procedures. Understand and apply advanced properties of numbers.</p> <p>Understand and apply advanced methods of measurement. Understand and apply advanced concepts of geometry.</p> <p>Understand and apply</p>	<p>EXPLORE (the first in the two pre-SAT Series)</p> <p>Exhibition</p> <p>State standardized tests (WKCE-CRT)</p> <p>TerraNova Tests</p>	<p>Once a year</p> <p>Once a year</p> <p>Twice a year</p>	<p>Grade 9</p> <p>Grade 10</p> <p>Grade 10</p>

	<p>advanced concepts of functions and algebra.</p> <p>Understand and apply advanced concepts of probability and statistics.</p> <p>Understand and apply advanced concepts of data analysis.</p>	<p>Various Classroom Assignments</p> <p>Concept Schools Practice Tests</p> <p>Essays</p> <p>PLAN test</p> <p>ACT/SAT</p>	<p>Daily</p> <p>4 times a year</p> <p>Once a year</p> <p>Needed basis</p>	<p>Grades 9-12</p> <p>Grade 10</p> <p>Grade 10</p> <p>Grades 11 and 12</p>
3. Writing	<p>Learn creative and imaginative writing that allows school students to develop increased skill, creativity, and versatility as writers. Provide time for students to write independently and to share and critique their writings with others.</p> <p>Expect to demonstrate an understanding of the recursive nature of the writing process, applying the conventions of usage and the mechanics of written English.</p> <p>Study to create a variety of genres such as essays, short stories, poetry, and drama.</p> <p>Expect students to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.</p> <p>Teach media and technology to enhance students communication Skills and writing skills.</p> <p>Teach students letter writing, job applications, personal data sheets as well as expository paragraphs, outlines, and essays, including process, opinion, and persuasion.</p>	<p>Varied writing assignments</p> <p>Exhibitions</p> <p>State standardized tests (WKCE-CRT),</p> <p>Essays</p> <p>Academic Contests such as Concept Schools Essay Contest</p>	<p>Weekly</p> <p>Once per semester</p> <p>Once per semester</p> <p>Weekly</p> <p>Once a year</p>	<p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 10</p> <p>Grades 9-12</p> <p>Grades 9-12</p>
4. IEP Goals	<p>Students will increase reading accuracy and fluency one grade level as measured by their teacher</p>	<p>Reading Comprehension Tests</p>	<p>Monthly</p>	<p>Grades 9-12</p>

	<p>at the end of 12 months.</p> <p>Students will increase writing skills one grade level in the areas of ideas and content, organization, voice, word choice, sentence fluency and conventions as measured by state scoring guide, analysis of writing samples, diagnostic survey, and spelling inventory).</p> <p>Students will increase comprehension of a variety of printed materials as measured by running records, anecdotal data, observation, performance assessment, etc.</p> <p>Students will increase ability to design, use and communicate a variety of mathematical strategies to solve problems as measured by state scoring guide, teacher survey, performance assessment, etc.</p> <p>Students will develop a transition portfolio which will contain important documents related to employment and instruction after high school.</p>	<p>State standardized tests (WKCE-CRT),</p> <p>TerraNova Tests</p> <p>Analysis of Writing Examples</p> <p>Diagnostic Survey</p> <p>Various Classroom Assignments</p> <p>Essays</p> <p>Observation</p> <p>Performance Assessments</p> <p>Teacher Survey</p>	<p>Once a year</p> <p>Twice a year</p> <p>Weekly</p> <p>Four times a year</p> <p>Daily</p> <p>Weekly</p> <p>Daily</p> <p>Monthly</p> <p>Four times a year</p>	<p>Grade 10</p> <p>Grade 10</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 9-12</p> <p>Grades 9-12</p>
<p>Additional Local Measures Beginning in 2nd Year of School Operation:</p>				

5. Employability Skills	Teach the skills, attitudes and actions that enable students to get along with their fellow workers and supervisors at a workplace.	Observation	Four times year	Grades 11-12
	Acquire the ability to listen to and read instructions and then to carry out those instructions.	Classroom Projects	Four times a year	Grades 11-12
	Respond appropriately both orally and in writing, including recording and relaying information.	Essays	Monthly	Grades 11-12
	Gain an understanding of his/her individual learning style and multiple intelligence, and will develop strategies to adapt these to different situations/tasks.	Oral Assessment	Monthly	Grades 11-12
	Develop life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.	Internship	Yearly	Grades 11-12
	Teach employability skills using a democratic approach so that students' awareness of values, attitudes, and worker responsibilities is increased.	Assessment of Interview Skills	Twice a year	Grades 11-12
		Technology Knowledge Assessment	Four times a year	Grades 11-12
	Class Assignments	Weekly	Grades 11-12	

Support for Learning

There are five essential concepts of MMSA which speak to the expectations for the culture and climate of our school, they are: maximum expectations, commitment, dedication, involvement, and focus.

1. Maximal Expectations

MMSA has clearly defined and high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Commitment

Students, their parents, and the faculty of MMSA choose to participate in our school. No one is assigned or forced to attend MMSA. Therefore, everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. Determination

MMSA knows that there are no shortcuts when it comes to success in MMSA and life. With a determination on extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. Involvement

The Director of MMSA is effectively involved in the administration and academics of our school. He is someone who understands that great schools require great student and parent involvement. Parents and teachers should expect maximum participation in helping students learn through projects, competitions, national and international trips, educational camps, and all other school related activities.

5. Focus on student achievement

MMSA works relentlessly on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges, and the world beyond.

A positive school culture and climate will be created and sustained through professional development, curricular collaboration, a strong academic team, community partnerships, and personalized instruction as articulated below.

MMSA has academic support programs in place as part of the Concept Schools design. As a non-selective school by nature, we expect that some of our students will be academically behind their grade level, in some cases three four years behind. In order to support their learning and meet their needs MMSA will have the following academic support programs in place:

- After-school tutoring
- Saturday school
- Pull-out program
- Summer programs
- Peer tutoring

Students are placed in these support programs based on their grades, analysis of Concept Interim Assessments. MMSA will monitor the students' progress in such programs and well as effectiveness of each program.

School Characteristics

MMSA will have longer school hours. School hours will be from 8:00 am to 3:20 pm. After 3:30 p.m. MMSA will continue beyond the regular school day with extracurricular events playing a large role in the culture of our school. Any day of the week one will find many students engaged in projects and activities before and after school. MMSA students participate in four main categories of events – Annual Programs, Extra-Curricular Activities, Field Trips, and Advanced Study Groups.

Annual Programs

Community Programs: MMSA will host events that invite community participation, whether that be parents, sponsors, or local constituents who are interested in community schools. This

includes:

International Dinners
Community Breakfast
Talent Shows

Science Fairs
Art Exhibits
Annual School Showcase

School Programs:

Awards Ceremonies
Graduation Ceremony

Winter and Spring Dance
Career Fairs

Extra-Curricular Activities

All teachers are required to sponsor and lead either a club or a sports team. This is open to the teacher's own interests and skills, thereby lending our school a unique range of extra-curricular activities that are a reflection of our staff's personal interests. This may include clubs as well as sports, such as yearbook, school newspaper, basketball, volleyball, and cheerleading.

Field Trips

In addition to citywide field trips to museums, zoos, and parks, MMSA will sponsor trips to American destinations throughout the year and a summer trip to an international destination. Both parents and teachers are encouraged to accompany students on these trips, which have included international trips (Malaysia, Thailand, Belgium, France, and Turkey), trips to American cities (New York City, Washington D. C.), trips to American landmarks (Niagara Falls, Grand Canyon), and participation in a international student exchange program.

Advanced Study Groups

These groups are specifically designed for students who are performing at higher levels and need more advanced academic activities. All these groups participate in local, regional or state competitions. One example of an advanced study group is a science project team that will compete in local and state science fairs. Other advanced study groups include: Science Olympiad, Math Leagues (American, Continental), Lego League, Spelling Bee, and Power of the Pen.

College Guidance Program

MMSA places tremendous emphasis on its College Guidance Program, which ensures that students will receive individual college guidance throughout high school. We expect that all of our seniors will graduate and that 95% of those will continue on to more education. Through this program students will visit college campuses, receive tutoring for SAT and ACT tests and are guided through both college and scholarship applications processes.

Family Visits

Each MMSA teacher is required to make Family Visits to students' home each year. Every student's family will receive a visit from a MMSA team during the school year. The visits are primarily for parents, as many low-income parents work two shifts and do not have time to monitor properly their child's academic progress, but they are also very useful for the teachers to learn the cultural background of their students, and thereby adjust their instruction. These visits increase parents' support and give them greater confidence in the teachers and the school.

A Day in the Life of a Student

A typical student will come to school in the morning between 7:15 and 8:00 a.m. He/she may eat breakfast between 7:30 and 7:50 a.m. The student will be allowed to go to his/her locker and prepare for the class 10 minutes before 8:00 a.m. which is when the classes begin. Students will have bells to inform them about beginning and end of classes. They will also have warning bells which will ring one minute before the classes begin. The student will attend classes based on his/her schedule until lunch/recess which will be between 11:22 and 12:07. Class periods will be 45 minutes and students will have three minutes passing periods. The 45 minutes long lunch period will also include recess time, which will be either outdoor or indoor based on weather.

The student will also have a 10 minutes long homeroom period between 8:48 and 8:58 a.m. The student will go to his second period class on his weekly schedule and his/her second period class teacher will also be his/her homeroom teacher. Once the homeroom session is over he/she will continue with his/her second period class. During homeroom will hear the school pledge followed by announcements and recognition of students, staff and parents for their accomplishment and contribution to the schools' success over the public announcement system. An administrator such as Dean of Students or Dean of Academics will do announcements. If there are additional things to do such as passing out certain communication to students, filling out forms, collecting filed trip fee, surveys, and reading certain communication from the administrations home room teachers will spend remainder of the homeroom period on them.

After lunch the student will have four more classes totaling up to eight 45 minutes long period of instructional time in a day. Dismissal time will be at 3:19 p.m. Upon dismissal the student may chose to go home or stay in school until 4:10 p.m. attending 45 minutes long after school activities. If the particular student is assigned to attend any tutoring he/she will attend tutoring rather than clubs or other activities. If he/she is not to attend any tutoring he /she will attend the club or special interest group that he/she signed up in the beginning of each semester. After school programs will be offered four days a week. Once a week all students will be required to go home upon dismissal at 3:19 p.m. On such day MMSA will hold staff meetings.

High school students will also be on the same schedule in terms of beginning and end of the day including the homeroom. Only juniors and senior will be allowed to leave campus after seventh period, which ends at 2:31 given that they have successful academic records. Upon meeting the requirements such as certain GPA, discipline records, and parent permission high school students will be allowed to eat off campus lunch. They may lose or gain off campus privilege, as MMSA will review their records on a semester basis.

Students in kindergarten up to fourth grade will not have after school activities other than tutoring and academic support programs. Traveling between classes will begin in fifth grade. Students in kindergarten through fourth grade will be educated in self-contained classroom. However, they will have more than one teachers teaching core subjects and specials such as art, computer, and physical education.

A sample schedule of an MMSA middle school student is below:

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Science	Science	Science	Science	Science
8:48-8:58	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:58-9:43	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
9:46-10:31	Math	Math	Math	Math	Math
10:34-11:19	Math	Math	Math	Math	Math
11:22-12:07	LUNCH				
12:10-12:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:58-1:43	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
1:46-2:31	Art	Computer	Computer	Art	Art
2:34-3:19	Computer	Phys Ed/Health	Phys Ed/Health	Phys Ed/Health	Life Skills
3:25 -4:10	AFTER-SCHOOL TUTORING/CLUBS				

Admissions Requirements

Ages and Grade Ranges

Based on the success of the Concept Schools focus on small class sizes and personalized instruction, Milwaukee Math and Science Academy will serve 275 students during its first year. Each year thereafter, Milwaukee Math and Science Academy will add one grade per year through grade 12. When the school is fully subscribed, which will be in 2016-2017 school years, the total capacity of the school will be 720 students in Kindergarten through grade 12. The growth plan of MMSA is shown on the table below:

	Grade Levels	Total Student Enrollment
First Year	K-7	275
Second Year	K-8	350
Third Year	K-9	450
Fourth Year	K-10	545
Fifth Year	K-11	635
Maximum	K-12	720

Number of students and their distribution by grades in the first year, 2011-2012:

Grade	K	1	2	3	4	5	6	7
Section	2	1	1	1	1	1	2	2
Students	50	25	25	25	25	25	50	50

Rationale and Support

There have been numerous studies showing the effectiveness of small class sizes for personalizing student instruction. Furthermore, there's tremendous recognition of the need and potential impact for small high schools throughout the United States.

Recruitment and Marketing

The MMSA will vigorously disseminate announcements to the public through as many available

routes as is practical, including (but not limited to):

- organizing open house meetings at the local public library,
- posting and distributing flyers in various communities,
- attending community organizations' meetings of all kinds,
- direct mailings, and

- visiting public and private schools in the neighborhood, after-school programs, youth and community centers, and business and civic organizations.

These methods will help ensure that the invitation to hear directly about the opportunities offered to children by MMSA is widely circulated. Concept Schools, management organization, has designed an online school profile to provide prospective parents and students a better understanding about the school. Furthermore, prospective parents are able to fill out an application online. Concept Schools will also provide services to MMSA with design and print of marketing materials such as brochures, DVDs, online presentations and more.

MMSA's outreach strategy will consist of presentations at the facilities of local social service providers, libraries, and common meeting places. Everyone will be invited to presentations about the school and events at the school through primary news and media sources utilizing print media, the internet, and television. MMSA will collaborate with organizations to publicize events in the community, through the local newspapers. Outreach to professional societies of scientists, engineers, doctors, and researchers will be conducted to engage these types of individuals in the educational program of the school. Systematic efforts for outreach to area universities will also be conducted.

The MMSA will use all the methods described above to help ensure that students of all races, languages, disabilities and abilities learn about the opportunities offered to children by our charter school. The MMSA does not discriminate against any students or employees based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful.

The school will develop bilingual and trilingual materials, the services translators, and have an inclusive message in all school presentations and materials. All marketing materials will be available in Spanish and English as well as other languages, as needed.

Admissions Policy

The Milwaukee Math and Science Academy anticipates its recruitment season to begin in October 2010 and lottery process to be held in February 2011. Admission to Milwaukee Math and Science Academy shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful. All children in grades K-7 eligible for enrollment in public schools in Milwaukee will be eligible to enroll in the Milwaukee Math and Science Academy, subject to availability and the process set forth below. MMSA will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the students requested grade level or of the school building.

Enrollment Process:

The application process will occur in 3 stages: information distribution and open houses, written

applications, and lottery.

Information Distribution and Open Houses

Information about the MMSA and the admissions process will be disseminated throughout the city via flyers, bulletins, media, mailings, and workshops at schools and other public institutions. This process includes outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth agencies/advocacy institutions. At open houses, prospective students and their parents/guardians will hear a comprehensive presentation about our school. Discussions will include the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. We will also discuss any other community programs/partnerships that exist to support the operations or mission of the school.

Interested parents who were unable to attend one of the MMSA open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting will be scheduled with appropriate school staff for interested parties to verbally review all materials and receive answers to outstanding questions. After our first year, prospective students and their parents will be encouraged to spend a day visiting the school and sitting in on classes.

Written Application

Interested parents will be required to complete and submit an application form, which will be available at the school, our open houses, online from the school's website, and at locations throughout the community. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). The school will make staff available to any parent who needs help completing the application. Completed applications will be required to be submitted to the school by a date to be set by MMSA. The school may extend the application submission period if the need exists, and may hold a supplemental summer enrollment period if desired or needed.

Lottery

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such lottery will be open to the public. It will be conducted before a notary public and a represented person from the authorized will also be invited to the lottery. The lottery process will also be videotaped and achieved. MMSA will have sibling preference.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at the MMSA before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, the school may remove that student from the waiting list. The school will maintain documentation of the attempts made to contact the parents of any student removed from the waiting list.

Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the school will send a new enrollment application directly to the parents of each child on the prior year's waiting list. If their interest in attending MMSA continues they will apply again for the new grade level that their child will be.

Interviews and Diagnostic Test

After admission into the school, student and parents are encouraged to have an interview session with the school Director or Dean of Academics. The purpose of this meeting is to provide upfront communication with the student and their parents in order to explain the promotion policy, graduation requirements, college acceptance procedure, post secondary options, advanced study groups, local and international trips, tutoring and Olympiads and all other projects.

In the meeting, they will receive the MMSA Student Handbook and sign the Student and Parent Commitment Letter, which clearly explains all the details of the school's academic and non-academic policies. After admission into the school, students will be required to take the diagnostic test. Diagnostic test results will help the school Director and the Dean of Academics to understand each student's background in order to co-create a personalized education plan for their future academic success. The diagnostic tests will include only Mathematics and Language Arts.

Once enrolled at MMSA, students will not ever go through a lottery process again. However, each year they will have to fill out re-enrollment forms indicating their intention of staying at MMSA for the next school year. Deadline for the re-enrollment will be close to the application deadline for new students. Re-enrollment deadline will be communicated to parents in different communications forms and multiple times in order to ensure that they are informed about the deadline. Such communications will include letters home, newsletters, phone calls, and meetings with students, announcements, posters in and around the schools for parents to see.

Concept Schools' capacity to grow:

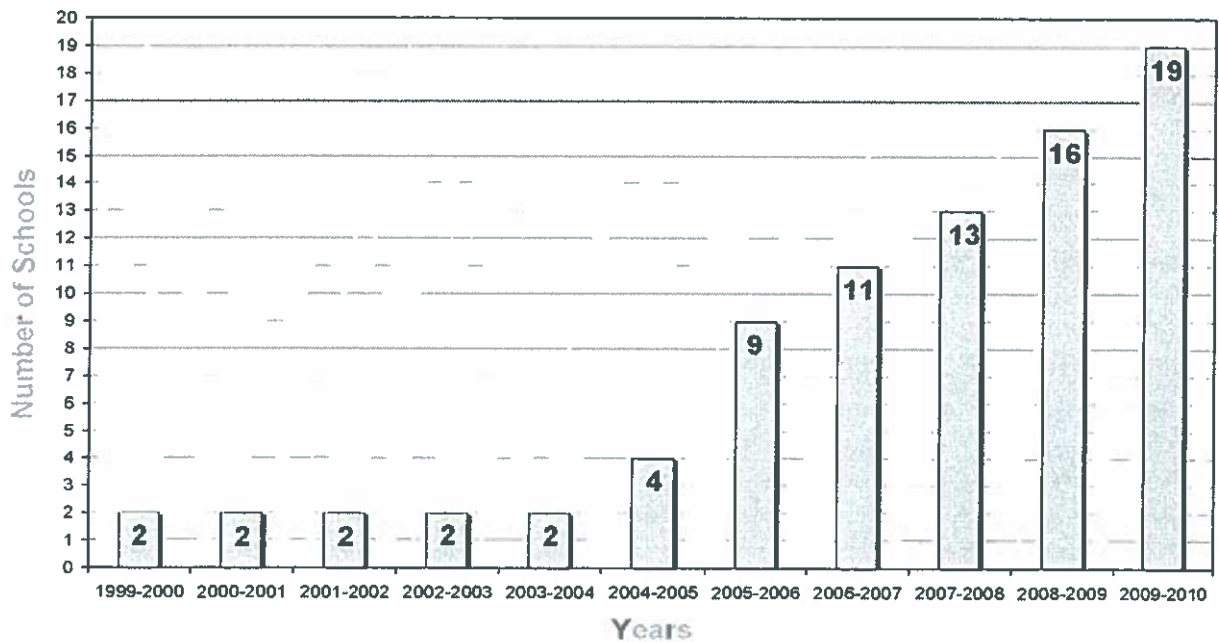
Concept School initiated their first schools in Cleveland and Columbus, Ohio in 1999. At the present time, there are 19 schools in Concept's portfolio. Currently there are plans to open five more schools during the 2010-2011 school years, increasing the number of schools to 24. The process for each of them has already begun. These schools and their sponsors will be Indiana Math and Science Academy East Indianapolis sponsored by the Mayor of Indianapolis; Gateway Science Academy sponsored by Lindenwood University in St. Louis, Missouri; Horizon Science Academy Cleveland West sponsored by Buckeye Hope Community Foundation; Peoria Math, Science and Technology Charter School sponsored by Peoria School District. Concept Schools has 25 full time staff members that support schools in our portfolio.

As part of our strategic planning to accommodate such growth, this year Concept School has initiated a leadership development program. Selected individuals within our network possessing leadership skills and aspiring to become school leaders will participate in the training program. Program participants will meet regularly throughout the year and for 10 days during a long summer session.

Concept Schools has capacity to grow as the school start-up process is constantly refined and

streamlined. The rigorous operation of starting a school is one in which Concept Schools brings both experience and success, having opened nineteen schools. Each school start-up is more successful than last, as effective strategies are implemented and concerns are address in a pro-active fashion. Such growth is also in line with Concept Schools’ strategic plan, which was developed through a process by Concept Schools Board of Director and staff members. Therefore, Concept Schools is fully capable of handling such expansion successfully. Below is a chart that shows growth of the Concept Schools for the last ten years.

Concept Schools Growth Chart



Desegregation Orders

Milwaukee Math and Science Academy will work closely with the City of Milwaukee CSRC and any other necessary bodies in developing a compliance plan that will not adversely affect desegregation efforts.

Transportation

Milwaukee Math and Science Academy will ensure that the transportation needs of all enrolled students are met. Once the random selection of the student body is made, the school will create a transportation plan to meet the needs of eligible students, including: a contract with a local vendor in order to provide transportation, providing of city bus passes to eligible students, and the organization of car pools and “walking buses,” where a single parent walks along a route to the school to “pick up” students to walk to school. Milwaukee Math and Science Academy will develop a transportation plan that will guarantee that transportation will not be a barrier for any child desiring to attend the school.

We anticipate that some students will be driven to school or will take public transportation. Transportation will be provided for students with special needs according to their IEP requirements.

Disciplinary Procedures

Overview

Safety, order, and student discipline is fundamental to learning at the MMSA. While students need a challenging curriculum, dedicated teachers and proper materials, a safe and secure learning environment is our top priority. All of the Concept Schools are equipped with cameras and MMSA will use similar measures for safety. The Dean of Students along with the Director is responsible for maintaining discipline and safety at MMSA.

MMSA will implement a school-wide discipline policy that reflects our high expectations. Staff will be trained on the school-wide discipline policy in order to provide our students with consistency. Our discipline policy is very detailed and addresses most of the issues that are likely to happen in schools. Our discipline policy has been successfully implemented in all schools within the Concept network and has been improved continually for the past ten years. Our discipline policy will be communicated to all parents and students before the school opens through small group interviews and trainings. The student handbook also includes an acknowledgment page that all parents and students sign and return to the school within the first week of school.

All MMSA students will be required to wear uniforms every day, beginning the first day of school. The uniform will consist of branded school shirts with an option of khaki or navy blue pants. School shirts will be available for sale from the school (approximately \$12 - \$15). Khaki pants or skirts can be purchased at any clothing store. Students scheduled to enroll in the school who cannot afford to purchase the school's shirts will be able to request grant support from the Business Manager approximately two weeks before the first day of school. When such request is granted, MMSA will provide uniforms for such students.

Procedures for Disciplinary Actions

Our student handbook includes all disciplinary procedures such as detentions, suspension, expulsion, appeal to suspensions and due process as well as parents' and student's rights. These policies are successfully implemented in 19 charter schools within the Concept Network. However, the Board of Directors of MMSA will review and approve such policies upon necessary revisions.

Procedures for Suspensions

The school Director and Dean of Students may suspend a student from school for up to 10 days. Before imposing a suspension, the director shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges.

The director shall also immediately notify, in writing, the parent(s) or guardian(s) of the student's suspension. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address provided to the school. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall offer the opportunity for an

immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

The director's decision to impose a suspension or removal may be appealed first to the Board of Directors of the Milwaukee Math and Science Academy Charter School.

Due Process Procedures

The Milwaukee Math and Science Academy Charter School will apply thoughtfulness and due process procedures for all of its students. Due process procedures have been articulated well on behalf of students with disabilities and these practices will serve as a guideline for all students. The Milwaukee Math and Science Academy is aware of the evolving state of the current legislation on discipline procedures for students with disabilities. The Milwaukee Math and Science Academy Charter School will stay apprised of any shift in the legislation and commits to staying in compliance with any federal law regarding student discipline for children with disabilities.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed in the handbook. A student's family may elect to appeal a decision by the Director or Dean of Student to the Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, the Director of the school will work in conjunction with the family to find the best possible alternative setting.

Plan to Educate Children with Disabilities

Special Education

Special education programs and services at the Milwaukee Math and Science Academy will be provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan ("IEP"). The MMSA will hire special education staff as needed to meet the needs of its special education students.

MMSA will establish a special education committee including the special education coordinator, director of school, teachers, and potentially outside evaluators. Professional training and development for staff involved with the education of students with disabilities will include the following: referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and

where appropriate, receive credit for nonacademic, extracurricular and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities and services as other students. Such programs, services and activities include, but are not limited to: art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs or groups, etc.

A student suspected of having a disability will be referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals will: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, will be sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEP's, and the procedures relating thereto are the responsibility of the special education coordinator. The MMSA will implement the IEP developed by the special education coordinator and committee for each student with a disability.

MMSA will provide substitute coverage for teachers as necessary to ensure that they are able to attend special education committee meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. The Milwaukee Math and Science Academy will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the Special Education Committee. MMSA will send the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website and newsletter, and in meetings with individual parents and their child.

English Language Learners

Students at the MMSA with limited proficiency in English will achieve proficiency in the English language through the use of our schools services and teaching methods. MMSA will hire at least one ESL certified teacher in Wisconsin and will adapt staffing according to the student population. MMSA ensures that ELL (English Language Learner) students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Additionally, ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language so that MMSA will be able to encourage the participation of all parents in the MMSA community.

Identifying ELL Students

The Milwaukee Math and Science Academy will identify ELL students through the Home Language Survey. The Home Language Survey will be sent to every student's household after the start of each school year and is designed to help identify students who may have limited English proficiency.

Completion of this form is required for enrollment in MMSA. The data collected is maintained for "Statistical Use Only" and is protected in accordance with the Privacy Act.

The Home Language Survey

STUDENT NAME: _____ PLEASE ANSWER ALL THREE QUESTIONS

HOME LANGUAGE SURVEY (Yes or No, and Mark Language)

Does an adult in the household speak a language other than English at home? Yes No

Does the child you are registering speak a language other than English at home? Yes No

What was the first language your child learned? English (E) Another Language (A)

Both English & Another Language (B) Language(s) Learned: _____

If answers from the Home Language Survey determine that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, an informal interview by school staff (in English) will be conducted. If the interviewer determines that the student speaks no English, the student will be classified as an ELL student. If the interviewer determines that the student speaks some English, an oral exam will be administered. If the student scores below the established cut-off point, that pupil will be classified as an ELL student. If the student scores above the established cut-off point, a written exam will be administered. If the student scores below the established cut-off point (statewide reference point) on the written test, that pupil will be classified as an ELL student. If the student scores above the established cut-off point on the written test, the student will be determined not to be an ELL student.

MMSA teachers (who will receive instruction on educating ELL students by the Wisconsin certified ELL teacher and/or a state approved professional development provider in this area) will also be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. Any students classified and receiving educational services as an ELL student who subsequently tests above the 40th percentile will be deemed no longer in need of ELL services.

Plan for Educating ELL Students

Milwaukee Math and Science Academy will follow a plan of structured English language transitional immersion. ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English, however, the level of English used for instruction—both verbal and written—will be modified for any ELL student if necessary.

Students will not be forced to stop using their primary language while learning English. If a teacher feels it will be beneficial, MMSA will ensure that there will be somebody in the ELL student's classroom who knows the child's language. All MMSA teachers will receive professional development training on communicating with students designated as ELL students, and in techniques for detecting whether a student has English language deficiencies.

The one-to-one structure is a very valuable aspect of the program model. In working one-to-one,

bonding often occurs between tutors and their students. This personal bond enhances the effectiveness of tutoring.

Parents of ELL students will be kept abreast of their child's progress in English language acquisition. Based on the Home Language Survey, MMSA will know which students come from homes in which languages other than English are primarily spoken. In such instances, any school communication with the parents shall be in the language the parents best understand or as otherwise authorized.

Accountability

Proficiency in the English language of an ELL student will be measured at least once in every semester utilizing standardized assessment tools to determine whether continued special services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas as measured by administered diagnostic assessment and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, MMSA will look at disaggregated data for ELL students as a group to evaluate whether these students are acquiring the English language and progressing in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff

Limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in, and benefit from, the curriculum through teacher's providing accommodations based on the individual needs of the student. For example, the following general and specialized accommodations may be provided for a learner to ensure they benefit from the curriculum:

- Work with students individually
- Work with students in small groups.
- Designate preferential seating.
- Work with students in quiet places
- Increase the font size of the assessment.
- Read directions aloud for students.
- Provide extra or extended time.
- Use devices to assist students
- Allow students to use specialized writing instruments.
- Use large print and Braille versions
- Allow students to use a calculator or mathematics table on mathematic assessments
- Have scribe record student responses.
- Utilize an interpreter.
- Allow students to type answers using a computer or word processor

SECTION IV: ATTACHMENTS

- A. Social security number and a resume, college transcripts and licenses supporting the educational background and other qualifications of the school leader(s), financial manager, and board members.
- B. Description of legal structure of school and supporting documentation, including articles of incorporation, by-laws and tax determination letter.
- C. Organization chart
- D. Personnel manual
- E. Operations manual
- F. Resumes of educational leader(s) and fiscal manager.
- G. Financial statement for last full year if school is in operation for applicant and/ or affiliated organization.
- H. Estimated budget
- I. Monthly cash flow projection for first year of operation as charter school
- J. Accounting Policies and Procedures Manual
- K. Proof of building ownership or tenant status
- L. Occupancy permit for school use; application for occupancy permit if in process.
- M. Letter from Building Inspection Department regarding code compliance
- N. Certificate of insurance coverage
- O. Certified financial audit and management letter for existing schools with audits. For start-ups and schools without audits, an engagement letter as indicated under "Audits" guidelines. Also, CPA reports.
- P. Results from required assessments; data currently reported to MPS or DPI or other chartering entity (existing schools only)
- Q. Copies of teaching licenses or applications and transcripts for teaching licenses for current staff
- R. Certification.
- S. Parent Handbook
- T. IDEA polices and procedures manual including any agreements with collaborating agencies.

Additional Attachments

Attachment:

- 1- Student/Parent Climate Survey
- 2 – Staff Climate Survey
- 3 – Sample Concept Schools Test Cover
- 4 – Distribution Report
- 5 – Item Analysis Report
- 6 – Class Response Report
- 7 – Ohio Schools Practice Test Performance Index Scores
- 8 – Sample Database Screenshots
- 9 – Sample Database Test Results
- 10 – Sample School Calendar
- 11 – Charter Management Organization Agreement
- 12-Data on Concept Schools
- 13-Concept Schools Performance Data
- 14-Concept Audit Report
- 15- Concept Tax Exempt Status
- 16- Concept Business Plan (Draft)
- 17- Alternate Budgets for 15% and 30% less enrollment projections

ATTACHMENT - A

Social security number and a resume,
college transcripts and licenses
supporting the educational background
and other qualifications of the school
leader(s), financial manager, and board
members.

<u>Name</u>	<u>Social Security #</u>	<u>Date of Birth</u>	<u>Race</u>	<u>Sex</u>
Talha Akbulut, Ph.D	██████████	October 26, 1980	White	Male
Yasar Bora, M.Ed	██████████	December 1, 1971	White	Male
Fatma Demirbilek, Ph.D	██████████	January 1, 1971	White	Female
Lynn Doyle			White	Female
Pasa Salih Ece	0██████████	April 5, 1969	White	Male
Omer Yazganoglu	██████████	January 8, 1977	White	Male

ÖMER L YAZGANOGLU

Address : 8200 S. Glenfield Dr, Oak Creek, WI, 53154
Phone number : (414) 3267222
E-mail : yazganoglu@hotmail.com

EDUCATION

Higher Education	Genetics Masters Degree, University of Tirana, Faculty of Science & Nature, Genetics Department, Tirana, Albania	2002 - 2003
University	Middle Eastern Technical University (METU – ODTU), Faculty of Arts & Science, <i>Biotechnology & Genetics</i> option of Biology department, Ankara, Turkey	1995-2000
High School	Izmir Namık Kemal High School (Graduated as Class Salutorian) Izmir, Turkey	1992-1995

Work History : * Electronics Business, Yazgan Tech LLC, owner (June 2007 -)
* Science Academy of Chicago, SAC science fair director and science teacher. (August 2005 – June 2007)
* Wisconsin Career Academy, high school biology and science teacher, (August 2003 - July 2005)
* Private T.O. College, Tiran, Albania, biology teacher and head of Science Projects Team. (August 2000 - June 2003)
* Part-time in OMEGA company – research in the pharma. area, 2000
* Internship, Genetics Research Institute of Istanbul (DETAE): Duties includes Forensic Works, “Angiotencin” project, and identification of some genetic diseases common in Turkey, paternity test, using all the techniques of isolation of DNA from blood, PCR, isolation of white blood cells by using ficol, agarose gel electrophoresis, acrylamide gel el., reverse dot blot, autoclaving, soln. preparing, gene cloning and southern blot. (1999)
* Giving private lessons to High-school students as part time job, during university years (1995- 2000)

Certificates : * Certificate of Achievement, Benedictine University Science Olympiad Tournament, 2006
* Certificate of Appreciation, Science Academy of Chicago, 2006
* Participation, Illinois State Science Fair, coach of overall best project in Medicine, coach of 3 gold, 3 silver medal winning projects, of Urbana,

Champaign, 2006

- * Participation, Illinois IJAS Regional Science Fair, Paper Session, coach of 9 gold medal winning projects, coach, overall best school trophy, Chicago, 2006
- * Participation, Illinois IJAS Regional Science Fair, Project Session, coach of 15 gold medal winning projects, Chicago, 2006
- * Certificate of Appreciation, Milwaukee Regional Science and Engineering Fair, advisor of 46 science projects, Feb. 2005
- * Award of Excellence, Wisconsin Science Olympiad, April 2004
- * Certificate of Appreciation, for 4th Annual WCA Science Fair,
- * European Youth Ecology Project Contest, Bucharest - Romania, June 2003, Coach of Albanian National Team
- * INEPO, International Ecology Project Olympiad, Istanbul - Turkey, June 2003, Coach of Albanian National Team and Jury member
- * 50 Hours Experiment Seminar, including 42 biology experiments - Surat Education Materials Company, 2002
- * 1st Balkan Ecological Olympiad, Chisinau – Moldova, April 2002, Coach of Albanian National Team and Jury member
- * “Learning Through The Life” Seminars – INKA Com. , 2002
- * NLP Seminars – INKA Com. , 2001
- * Fast Reading course, 1993

Languages :

- * Turkish – main language
- * English - Proficient
- * Albanian

Work related talents:

- * Win 95/98/ME/XP/Vista, Microsoft Office XP, Minitab, Photoshop, Paintshop, Internet applications, etc.
- * Statistics; "Minitab" statistics program
- * First-Aid
- * Fast-reading certificate

References : On request

Sincerely,
Omer L Yazganoglu

8181 S. Verdev Drive oak Creek, WI 53154
Phone: (414) 248 79997 Email: wisconsingranitedepo@gmail.com

Pasa Salih ECE

Education:

Certificate of Business Administration, Harper College Jan., 2004- Present

Master of Chemistry, De Paul University Chicago, IL

Concentration on laboratory-scale synthesis of polymers such as epoxies, acrylates, nylons, polyesters and emulsion resins and their characterization by thermal analysis (DSC, DMA, TMA). All courses were completed except one incomplete.

Coursework toward Teaching Certification, De Paul University Chicago, IL

All courses were completed. Need to perform student teaching to get certificate.

ESL Study, Rutgers University Newark, NJ

BS in Chemistry, Marmara University Istanbul, Turkey

Experience:

Wisconsin Granite Depo, LLC. November 2006 – Present
COE and Founder of the Company

- Focused on fabrication of Kitchen and Bath Countertop

Smarttech, LLC. Brookfield, WI July 2005- August 2006

- CEO of the Company.

Contractor Chemist, R&D Chromatography Dept., Unilever, Rolling Meadows IL
June 02, 2004- June 1, 2005

- Using gas and liquid chromatography for the determination of the components and stability of hair care and anti-perspirant products and raw materials.

Intern-Chemist, R&D Department, CFC International Coating, Chicago Heights, IL
March 2002- Feb. 2003

- Worked with Sr. Chemist, on a new UV, Thermoset, Thermoplastic and hybrid [Dual Cure] formulation to be applied to thin films by rotogravure for improvement of our current products, holographic thread for currency (Euro) and holographic hot-stamp for consumer goods and durable hard coats for telecommunications (lenses) applications.

Polymer Research Assistant, Dept. of Chemistry, De Paul University, Chicago, IL
July, 2001-July, 2002

- Performed synthesis and characterization of novel monomers and polymers such as tri-substituted ethylene monomers for co-polymerization with styrene
- Characterized novel polymers using DMA and DSC for the Chicago Society for Coating Technology

Teaching Assistant, Dept. of Chemistry, De Paul University Chicago, IL 2000 - 2002

- Instructed, demonstrated, supervised and evaluated student performance in
 - a) General and Analytical Chemistry labs
 - b) Forensic and Exploring Matter Labs

Experience with analytical instrumentation

- a) FT-IR Spectrophotometer
- b) Differential Scanning Calorimeter
- c) Gas Chromatography/MS
- d) Thermogravimetric Analyzer
- e) Thermomechanical Analyzer
- f) Gel-Permeation Chromatograph

Chemist Technician, Organic & Metal Extraction Dept., AEA Lab Chicago, IL
Nov., 2000- Jan., 2001

- Performed organic & metal extraction and used standards method to prepare PNA, PCB, ZHE, & BNA tests.

Student Teaching, Roosevelt High School Chicago, IL Sept., 2000 - Nov., 2000

- Observed and taught chemistry class with a supervisor and covered all courses for 3 weeks.

Educational Coordinator, Pioneer Academy Clifton, NJ Dec. 1998 –Sept. 2000

- Acted as an educational coordinator and supervisor and taught science and chemistry for middle school and junior students.

Vice Principal & Chemistry Instructor, Kyrgyz Sema High School, Osh, Kyrgyzstan,
1994 - 1996

- Taught Chemistry and Science to 8th, 10th and 11th grades.
- Prepared students for college entrance exam.
- Led and instructed Chemistry Olympiad Committee and got 1st & 2nd prize in Nationwide Chemistry Competition and honored as a juror for former Soviet Union Chemistry Competition.

- Coordinated chemistry teachers, gave in-service education to them

Chemistry Instructor, College Prep Tutoring Center, Yalova, Turkey 1993- 1994

- Taught chemistry for 9th, 10th, 11th and 12th grades
- Prepared students to college entrance exam.
- Acted as a counselor and instructed and helped students regarding (OSS & OYS) exams and guided career decisions.

Languages:

Fluent in English, Turkish, Kyrgyz and Russian (intermediate)

Computer Skills:

Microsoft Word, Excel, Access & Power point, Windows 98, C++

Extracurricular Activities:

Literature, Computer, Chess, Table Tennis, Athletics

Member of Toast Master Club and Chicago Society for Coating Technology

Awards Received:

- Chicago Society for Coating Technology Scholarship, De Paul University 2002
- Graduate Student Teaching Assistantship, De Paul University 2001
- Graduate Student Teaching Assistantship, De Paul University 2000
- Selected a Jury member for Chemistry Olympiad in USSR 1995-1996

Publications:

1. "Novel copolymers of trisubstituted ethylenes and styrene. I. Alkyl and Alkoxy Ring-substituted ethyl 2-cyano-1-oxo-3-phenyl-2-propenylcarbamates." G.B. Kharas, A.M. Fuerst, A. Scola, III, P. Ece, D.J. Bavarsha *Journal of Macromolecular Science, Part A-Pure and Applied Chemistry* 30 (12), 1383-1391 (2002).

2. "Synthesis and Copolymerization of Ring-substituted Ethyl 2-cyano-3-phenyl-2-propenoates with Styrene." Gregory B. Kharas, Jason Carney, Celeste A. Diener and Pasa Ece. *International Coatings Technology Conference, ICE 2002, October 30-November 1, 2002, New Orleans, LA*

YASAR BORA

2685 E. Fenway Drive Oak Creek, WI 53154
Phone: 414 – 737 9015 E-mail: ybora@hotmail.com , bora@wiscca.org

OBJECTIVE

To obtain a position where I can utilize my educational background and help students to enhance their math skills.

EDUCATION

Marian College, Fond du Lac, WI
Master of Arts in Education Leadership, December 2007 GPA = 3.95

DePaul University, Chicago, Illinois
Master of Arts, Mathematics Education, December 2000 GPA = 3.95

Bogazici (Bosphorus) University, Istanbul, Turkey
Bachelors of Science, Mathematics Education, July 1994

CERTIFICATES

Illinois Math Teacher Certificate for Grades 6 - 12
Wisconsin Math Teacher License for Grades 6 – 12
Wisconsin Charter School License for Grades K - 12
Wisconsin Principal License for Grades K - 12

EXPERIENCE

08/2008 – Present

Director/Principal - Wisconsin Career Academy, Milwaukee, Wisconsin

- Managed, evaluated and supervised effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school.
- Supervised the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis.
- Established procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
- Established schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- Communicated with the Board regularly about the needs, successes and general operation of the school.
- Prepared and supervised the school budget.
- Established a professional rapport with students and with staff that has their respect.

07/2006 – 08/2008

Dean of Academics – Wisconsin Career Academy, Milwaukee, Wisconsin

- Led department head and grade chair meetings
- Aligned the curriculum with state standards
- Supervised the curriculum and instruction
- Coordinated and supervised all standardized tests
- Evaluated and observed teachers
- Developed professional growth plan for teachers
- Organized ACT/SAT courses

06/04 – 07/2006

Math Teacher and Head of Math Department - Wisconsin Career Academy, Milwaukee, Wisconsin

- Planned and organized field trips, activities and programs for students, teachers and students
- Taught Algebra, Trigonometry and College Algebra, Pre Calculus
- Had meeting with math teachers
- Prepared and Developed math curriculum

09/03 -06/04

Assistant Principal and Math Teacher - Science Academy of Chicago, Chicago, Illinois

- Supervised the curriculum and instruction
- Evaluated teachers
- Developed professional growth plan for teachers

- Administered and supervised the standardized tests
- Taught Math from 3rd grade through 8th grade

07/00 – 09/03

Math Teacher and Head of Math Department – Science Academy of Chicago, Chicago, Illinois

- Taught mathematics from 3rd grade through 8th grade.
- Prepared students for math competitions
- Developed curriculum for each grade from 3rd grade through 8th grade.
- Prepared students high school entrance exam

02/00 – 1/2003

Adjunct Faculty – Harold Washington College, Chicago, Illinois

- Taught Algebra and College Algebra.

01/99 – 06/2001

Math Tutor and Grader – DePaul University, Chicago, Illinois (Part Time)

- Tutored and graded Algebra, Pre-calculus, All Calculus courses, Trigonometry, Statistics, Discrete Mathematics and Business Mathematics.

08/98 – 06/00

Math Instructor – Niagara Educational Services, Chicago, Illinois

- Prepared students and materials for ACT/SAT and math subjects.
- Organized and managed summer school.
- Taught calculus, business math and discrete math to university students.
- Tutored students (7th grade through college).
- Designed diagnostic tests and placement tests to evaluate student's academic level.

02/98 – 07/98

Research, Niagara Educational Services, Chicago, Illinois

- Sponsored by Baskent Educational Company through Niagara Educational Services.
- Made a research about educational systems, teaching methods and curriculum in US Schools.

03/98 – 06/98

Volunteer Math Tutor – Amundsen High School, Chicago, Illinois

- Tutored high school students.

09/95 – 01/98

Supervisor of Math Teachers in 14 Private High Schools, Baskent Educational Company, Askabat, Turkmenistan

- Supervised and managed 43 math teachers.
- Controlled the quality of education and math level of students in the schools.
- Joined math teachers' classes and evaluated them.

09/94 – 01/98

Chairperson of Math Department for 14 Private High Schools, Baskent Educational Company, Askabat, Turkmenistan

- Taught mathematics to Junior High and High School students.
- Prepared and developed math curriculum.
- Organized math Olympiad competition.
- Prepared the schools' math Olympiad team for national and international math Olympiads.
- Led teacher – training seminars to the math teachers in the schools
- Prepared placement and diagnostic tests for all grades of junior high and high school students.

CONFERENCES

- *. Attended Wisconsin Virtual School Teacher Training Spring Seminars, Tomahawk, Wisconsin
- *. Attended Wisconsin Collaborative Online Network (WCON) Symposium, November 16-17, 2006 Fond du Lac, Wisconsin

AWARDS

- *. Got “**TEACHER OF THE YEAR**” award from Metropolitan Milwaukee Alliance of Black Educators (MMABSE) (May 4, 2007)
- *. Got the highest score in the national university exam among all students applying to the school of Education for all universities in Turkey in 1989.
- *. Received the honors from The Minister of Education Avni Akyol, for achievement in national university exam. (1989)
- *. Earned the first place in chemistry competition of TUBITAK in the Anatolia Region in Turkey. (1989)
- *. Got Certificate of Achievement from Illinois Council of Teachers of Mathematics (2003)

*. Got Certificate of Appreciation from The Mathematical Association of America in 2003 and 2004

**COMPUTER
SKILLS**

Win XP, MS Word, Excel, Power Point and Internet

REFERENCES

Available upon request.

Fatma N. Demirbilek

(PhD in Electronics and Computer Engineering)
(MBA, Six Sigma Green Belt Certified)

Current Address: 3445 Avalon Drive Brookfield, WI 53045

Phone: (414) 431 5801 (Home)

E-Mail: Fatma.Demirbilek@gmail.com

Summary of Qualifications

- Over 10 years of experience in healthcare and biomedical engineering
- Strong technical and project management background
- Experience in instructional design, technical training development and delivery
- Expert in Healthcare IT, Networking and DICOM protocols
- Expert in ultrasound imaging equipment and apparatus
- Experience in patient monitoring and telemetry
- Experience in medical image and data processing
- Committed, passion in job and accountable.
- Astute in new technology
- Proven leadership in product development, project management and training
- Team player and builder

Work Experience

- **GE Healthcare Information Technologies, Monitoring Solutions, Milwaukee, WI, Lead Service Integrator (4/2007-Present).**
 - Lead new product introduction (NPIs) projects for bedside and parameters acquisition systems and systems/wireless networking projects.
 - Support bedside and parameters and systems/wireless server base product global installed base.
 - Verify medical device customer facing service manuals to ensure the accuracy of the content.
 - Apply design control procedures for producing quality focus end products.
 - Pair with product marketing team to develop global service and marketing strategy for both GE Healthcare's bed sides and parameters and also systems and wireless products.

- Lead design transfer efforts for service operations including developing and delivering Early Readiness Training for the global service poles.
 - Publish technical reports informing field service operation teams about new product service features or product changes.
 - Lead global service pole calls and present new product updates to the global service operation
- **GE Healthcare Institute, Ultrasound Technical Training, Waukesha, WI as a Lead Instructor and Project Manager (8/2001-4/2007).**
 - Taught GE Ultrasound and GE Healthcare IT product courses to the internal field service engineers and in-house biomedical engineers from the nationwide hospitals.
 - Project Manager and Instructional Designer for the Cardiology Ultrasound e-Learning course.
 - Subject matter expert for the development of GE Ultrasound and GE Healthcare IT Computer Base Courses.
 - Developed virtual hands on remote labs for the VIVID 7 Cardiology Ultrasound Systems. Used MS Net meeting, VNC and Symantec PC Anywhere programs for remote connectivity.
 - Developed remote synchronous training materials for the GE Ultrasound obstetrics and gynecology products (NPI) by using Macromedia Captivate tool.
 - Supported field service engineers on the phone by providing product expertise to clear escalated product problems.
- **GE-Yokogawa Medical Systems, Advanced Technology Center-Ultrasound Laboratory, Hino-shi, Tokyo, Japan as a Research and Development Engineer (7/1998-7/2001).**
 - Designed adaptive spectral sensitive filter for ultrasonic tissue harmonic imaging (THI). Tested new technique via simulations and experimental analysis. Used VC++ and Matlab for performance tests. Published results at three different medical imaging international symposiums: Atlanta, USA, Yokohama and Sendai, Japan.
 - Designed subaperture signal processing beamforming technique in 3D medical ultrasonic imaging. Carried out the performance tests of the new

technique by using C and Matlab on a Unix OS on SGI system. Xwin32 terminal program was used on PC for remote connection to the SGI system.

- Introduced a new product GE EchoTech FreeScan for 3D ultrasonic imaging and QuantiCon for contrast evaluations at three different luminary sites in Japan. Supported installation of hardware and software components of the product and trained medical doctors for clinical research projects. Presented three different research papers in the international symposiums with medical doctors in Japan.
 - Completed two six-sigma projects. The first six-sigma project was on the design and implementation of the research database of the advanced technology center, ultrasonic laboratory. Used MS Access, Front-Page, HTML, DHTML and VB Scripts/ASP for the implementation. The research database contained the clinical and technical ultrasonic research performed in Japan. Research and development engineers from Europe and USA were able to get access to the database to gain knowledge about the GE Healthcare's research projects in Japan. The other six-sigma project was on the automatic tracking of the ROI (Region of interest) on the medical ultrasonic images. Used Visual Basic Enterprise version for the programming.
-
- **Kirikkale University, Faculty of Engineering, Kirikkale, Turkey as a Research and Teaching Assistant (2/1994-7/1998).**
 - Designed a new beamforming technique (A new synthetic aperture imaging technique) for medical ultrasonic imaging.
 - Taught digital and analog electronics, electrical control design and complex mathematics.
 - Taught Pascal and C high level programming languages.
 - Assisted digital electronic laboratory studies.
 - Conducted joint research at department of Electronics and Communication Engineering at Istanbul Technical University in Turkey (2/1997-2/1998).
 - Completed seven doctoral level courses at department of Electronics and Communication Engineering at Istanbul Technical University in Turkey (2/1997-2/1998).
-
- **Computer center of the Goltas Cement Factory, Isparta, Turkey as a System Engineer (8/1993-2/1994).**
 - As a team of four in the IT engineering group, we maintained factory data on a VAX/VMS Digital Equipment System.
 - Involved in a project to prepare a financial software program for the factory. The operating system was VAX/VMS on the Digital Equipment System.

Education

- ***PhD:*** Gunma University, Kiryu-shi, Gunma, Japan, Graduate Program in Electronics and Computer Engineering (1999-2004). <http://www.gunma-u.ac.jp/index-e.html>
- ***MBA:*** University of Phoenix, Brookfield Campus, Milwaukee, WI (2004-2006). <http://www.phoenix.edu/>
- ***MS:*** Kirikkale University, Kirikkale, Turkey, Graduate Program in Electrical and Electronics Engineering-Signal Processing (1995-1997). <http://www.kku.edu.tr/>
- ***BS:*** Middle East Technical University, Ankara, Turkey, Undergraduate Program in Electrical and Electronics Engineering (1988-1993). <http://www.metu.edu.tr/#>

Foreign Languages

- ***English:*** Fluent
- ***Turkish:*** Native
- ***Japanese:*** Business Level (Passed 3rd level of the Japanese Proficiency Test-achievement: %80 in 1999.)

Computer Skills

- Operating systems: Windows, Unix and Digital Equipment VAX/VMS.
- Experience using high-level programming languages: C, VB Enterprise Version, VC++, Pascal, and Fortran
- Web Design Tools: HTML, FrontPage and Visual Basic Scripts/ASP, Java Scripts
- Mathematic based interactive programs: Matlab
- Data Base Tools: MS Access
- Experience using standard MS office tools: MS Word, MS Power Point, MS Excel and Access
- Experience with Macromedia tools: Captivate
- Experience using Question Mark Perception for creating test questions
- Experience using Plateau Learning System for class scheduling and student administration.

Addendum

- **Ph.D Dissertation:** F. N. Demirbilek, "Improvement of Ultrasonic Imaging Resolution Under the Restriction of Real Time Imaging", PhD Thesis, Gunma University, Gunma, Japan, 2004.
- **MS Thesis:** F. N. Ucar, "Subaperture signal processing for cost-effective ultrasound imaging systems," Ms Thesis, Kirikkale University, Kirikkale, Turkey, 1997.
- **Patent Applications:**
 - Fatma Nazan Ucar, "11-370573: Ultrasound Imaging Apparatus," Japanese Government Patent, Dec. 27 1999.
 - Fatma Nazan Demirbilek, "12-347852: Ultrasound Imaging Apparatus," Japanese Government Patent, Nov. 15 2000.
 - Fatma Nazan Demirbilek, "12-355279: Ultrasound Imaging Apparatus," Japanese Government Patent, Nov. 22 2000.
 - Fatma Nazan Demirbilek, "12-362397: Method and Apparatus for Setting Region of Interest and Ultrasound Imaging Apparatus," Japanese Government Patent, Nov. 29 2000.
- **International Journal papers:**
 - F. N. Ucar, Y. Yamakoshi, E. Yazgan, "3D image reconstruction algorithm based on subaperture processing for medical ultrasonic imaging", *Acoustical Science and Technology*, Jan. 2001.
 - F. N. Demirbilek, Y. Yamakoshi, "Suppression of received ultrasonic signal at fundamental frequency for tissue harmonic imaging", *Japanese Journal of Applied Physics*, Jan. 2003.
- **International Proceedings:**
 1. F. N. Demirbilek, Y. Yamakoshi, "Tissue harmonic imaging for low-cost scanners", *J Med Ultrasonics*, Vol. 28, No. 3, April 2001.
 2. M. Hirata, N. Nishimura, H. Iuchi, K. Konno, H. Ishida, F. N. Demirbilek, H. Hashimoto, "Quantitative analysis of the hepatocellular carcinoma (HCC) with coded harmonic angio", *J Med Ultrasonics*, Vol. 28, No. 3, April 2001

3. F. N. Demirbilek, Y. Yamakoshi, "Tissue harmonic imaging based on subaperture signal processing", *USE 2000*, Sendai, Japan, Oct. 2000.
4. M. Hirata, H. Iuchi, M. Onji, K. Konno, H. Isihida, F. N. Demirbilek, H. Hashimoto, " Quantitative analysis of the hepatocellular carcinoma (HCC) with coded harmonic angio", *2nd International Kyoto Symposium on Ultrasound Contrast Imaging*, Kyoto, Japan, Oct. 2000.
5. M. Hirata, H. Iuchi, M. Onji, K. Konno, H. Ishida, F. N. Demirbilek, H. Hashimoto, "Evaluation of HCC by Coded Harmonic Angio", *JACUA 2000*, Tokyo, Japan, Oct 2000.
6. F. N. Ucar, Y. Yamakoshi, "Fundamental frequency signal cancellation for tissue harmonic imaging", *J. Acoust Soc. Am.*, Vol. 107, no. 5, pp. 2778, Atlanta, USA, May 2000.
7. F. N. Ucar, Y. Yamakoshi, "Adaptive spectral sensitive filter for tissue harmonic imaging", *J Med Ultrasonics*, Vol. 27, no. 4, pp.709, Yokohama, Japan, May.2000.
8. F. N. Ucar, M. Korurek, E. Yazgan, "A noise reduction algorithm in ECG signals using wavelet transform", *1998 Second International Conference Biomedical Engineering Days*, Istanbul, Turkey, May 1998.
9. F. N. Ucar, "A speckle suppression technique based on beam-space processing for medical ultrasound imaging", *1998 IEEE Ultrason. Symp. Proc.*, pp. 1703-1706, Sendai, Japan, Oct.1998.
10. F. N. Ucar, M. Karaman, "Beam space processing for low-cost scanners", *1996 IEEE Ultrason. Symp.Proc.*, pp. 1349-1352, Texas, USA, Nov. 1996.
11. F. N. Ucar, M. Karaman,"A cost-effective method for ultrasonic volumetric imaging", *I. Syposium on Mathematical and Computational Applications*, Vol1, no.2, pp.127-132, Manisa, Turkey, Nov. 1996.

Talha M. Akbulut, PhD

Home Address:

8200 S. Glenfield dr.
Oak Creek, WI, 53154
Phone: (414) 534-2331

Office Address:

Department of Medicine
Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, WI, 53226
Phone: (414) 456-4756
Fax: (414) 456-6312
takbulut@mcw.edu

EDUCATION

PhD in Physiology, Medical College of Wisconsin, Milwaukee, WI 2009

BS in Molecular and Cell Biology, University of Connecticut, Storrs, CT 2003

WORK EXPERIENCE

Postdoctoral Fellow, Medical College of Wisconsin, Department of Medicine May 2009 - present

Research Assistant, Medical College of Wisconsin, Department of Physiology, Milwaukee, WI 2005- 2009

Research Assistant, Louisiana State University Health Sciences Center, Department of Pharmacology and Experimental Therapeutics, New Orleans, LA 2004-2005

Research Associate, Louisiana State University Health Sciences Center, Department of Pharmacology and Experimental Therapeutics, New Orleans, LA Feb 2004- Aug 2004

HONORS AND AWARDS

Achievement in Physiology Award 2009

Graduate School Travel Award 2009

Graduate School Travel Award 2008

Member of National Society of Collegiate Scholars 2003- present

Dean's List 2002

SPECIAL TRAINING AND CERTIFICATIONS

Aseptic Technique for Rodent Survival Surgery Course	2008
Working with the Institutional Animal Care and Use Committee Course	2007
Basic Microvascular Surgery Training Course (40 hours)	2006

PROFESSIONAL AFFILIATIONS

Member of Board of Directors, Secretary, Wisconsin Career Academy, Milwaukee, WI	2006- present
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TEACHING EXPERIENCE

Medical Students – Cardiovascular Lab (Pig Lab)	2009
Medical Students – Cardiovascular Lab (Pig Lab)	2008
Medical Students – Cardiovascular Lab (Dog Lab)	2007
Medical Students – Skeletal and Smooth Muscle Lab	2006

ABSTRACTS AND PRESENTATIONS

National/International Meetings

1. **AKBULUT, T., Park, F., Roman R.J., Regner K.R.** : Effect of 20-HETE analogues on renal proximal tubular cell survival following experimental ischemia-reperfusion injury. ASN: 2009 (Submitted)
2. **AKBULUT, T., Regner K.R., Roman R.J., Park, F.** : Effects of 20-HETE analogues on intracellular signaling cascades in renal proximal tubular cells. Experimental biology : 2009 (Poster presentation)
3. Park, F., Jia, G., **AKBULUT, T., Sweeney, W.E., Avner, E.D.** : Chronic inhibition of angiotensin converting enzyme improves renal function in autosomal recessive polycystic kidney disease. ASN Renal week : 2008 (Poster presentation)
4. **AKBULUT, T., Steinman, A., Roman, R.J., Park, F.** : Molecular changes in the cytochrome P450 4A isoforms in the Sprague Dawley rat kidney following ischemia/reperfusion. Experimental Biology : 2008 (Poster presentation)

Local/Regional Meetings

1. **AKBULUT, T.:** 20-HETE-mediated protection against ischemia and reperfusion injury in renal epithelial cells. Dissertation Defense: 2009 (Oral Presentation)
2. **AKBULUT, T.:** The role of 20-HETE in ischemia and reperfusion injury. Annual Physiology Seminar: 2008 (Oral Presentation)
3. **AKBULUT, T.:** The role of Cytochrome P450 following ischemia / reperfusion injury in the rat kidney. Annual Physiology Seminar: 2007 (Oral Presentation)
4. **AKBULUT, T.:** Over-expression of SOD in rat kidneys to reduce ischemia / reperfusion injury. Annual Physiology Seminar: 2006 (Oral Presentation)

PUBLICATIONS

Peer-reviewed publications

1. **AKBULUT, T.,** Regner, K.R, Roman, R.J., Avner, E., Falck, J.R., Park, F., 20-HETE activates the Raf/MEK/ERK pathway in renal epithelial cells through EGFR- and c-Src-dependent mechanism. *Am. J. Physiol. Renal Physiol.*, (In press), 2009.
2. Park, F., Sweeney, W.E., Jia, G., **AKBULUT, T.,** Mueller, B., Falck, J.R., Birudaraju, S., Roman, R.J., Avner, E., Chronic blockade of 20-HETE synthesis reduces polycystic kidney disease in an orthologous rat model of ARPKD. *Am. J. Physiol. Renal Physiol.*, 296(3): F575-82, 2009.
3. **AKBULUT, T.,** Park, F., Gene therapy for the kidney using viral vectors. *Paediatrics*, 71(3): 177-185, 2008.
4. Boulares, H., Zoltoski, A., Kandan, S., **AKBULUT, T.,** Yakovlev, A., Oumouna, M., Correlation between decreased sensitivity of the Daudi lymphoma cells to VP-16-induced apoptosis and deficiency in DNAS1L3 expression. *Biochem Biophys Res Commun*, 341(2): 653-62, 2006.

Manuscripts in preparation

1. **AKBULUT, T.,** Regner, K.R, Roman, R.J., Falck, J.R., Park, F., 20-HETE-mediated renal protection against ischemia and reperfusion injury. (Anticipated submission : *Kidney International*, August 2009)
2. **AKBULUT, T.,** Roman, R.J., Park, F., Molecular changes in the CYP4A levels in the rat kidney following ischemia and reperfusion injury. (Anticipated submission: August 2009)

ATTACHMENT – B

Description of legal structure of school and supporting documentation, including articles of incorporation, by-laws and tax determination letter.

October 5, 2009

To Whom It May Concern,


This letter is to notify you that Milwaukee Math and Science Academy Inc, has already been established with an IEN number of [REDACTED].

The organization will apply for tax exempt status upon the approval of charter application.

Sincerely yours,



Salim Ucan
VP/Start-up Coordinator, Concept Schools

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 10-05-2009

Employer Identification Number:
~~XXXXXXXXXX~~

Form: SS-4

Number of this notice: CP 575 E

MILWAUKEE MATH AND SCIENCE ACADEMY
INC
1905 E EDEN PL
MILWAUKEE, WI 53235

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 27-1053816. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

999999999

Your Telephone Number Best Time to Call
() - _____

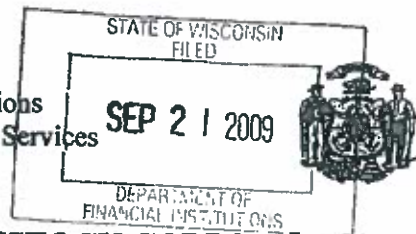
DATE OF THIS NOTICE: 10-05-2009
EMPLOYER IDENTIFICATION NUMBER: 27-1053816
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
██

MILWAUKEE MATH AND SCIENCE ACADEMY
INC
1905 E EDEN PL
MILWAUKEE, WI 53235

Sec. 181.0202
Wis. Stats. DEPT OF
FINANCIAL INSTITUTIONS
STATE OF WISCONSIN

State of Wisconsin
Department of Financial Institutions
Division of Corporate and Consumer Services



2009 SEP 14 11:09:24

ARTICLES OF INCORPORATION - NONSTOCK CORPORATION

(NOTE: Do not use this form for organizing a for-profit business corporation. Use Form 2)

Executed by the undersigned for the purpose of forming a Wisconsin nonstock corporation under Ch. 181 of the Wisconsin Statutes, repealed and recreated by 1997 Wisconsin Act 79:

Article 1. Name of the corporation: Milwaukee Math and Science Academy, Inc.
(Must include "Inc." or similar word. See Instructions)

Article 2. The corporation is organized under Ch. 181 of the Wisconsin Statutes.

Article 3. Name of the initial registered agent: Omer Yazganoglu

Article 4. Street address of the initial registered office: (The complete address, including street and number, if assigned, and ZIP code. P O Box address may be included as part of the address, but is insufficient alone.)

8200 S. Glenfield Dr
Oak Creek, WI 53154

Article 5. Mailing address of the initial principal office: _____

1905 E Eden Pl Milwaukee, WI 53235

Article 6. (Select and mark (X) one of the statements below)

The corporation will have members. OR The corporation will not have members.

(OPTIONAL) Article 7. Name and address of the initial directors (minimum of three):

Omer Yazganoglu 8200 S. Glenfield Dr Oak Creek, WI 53154

Yasar Bora 2685 E. Fenway Dr Oak Creek, WI 53154

Fatma Demirbilek 3445 Avalon Dr Brookfield, WI 53045

FILING FEE - \$35.00 See instructions, suggestions, and procedures on following pages.

DFI/CORP/102(R02/10/03) Use of this form is voluntary.

1 of 3

WI - DFI CORP
FILE ID# ➔

11075913

(OPTIONAL) Article 8. The purpose or purposes for which the corporation is organized:

Education and Operation of K-12 Charter School

Article 9. Name and complete address of each incorporator:

Omer Yazganoglu	8200 S. Glenfield Dr	Oak Creek, WI	53154
Yasar Bora	2685 E Fenway Dr	Oak Creek, WI	53154
Fatma Demirbilek	3445 Avalon Dr	Brookfield, WI	53045



 Incorporator's signature



 Incorporator's signature

This document was drafted by Yasar Bora
 (Name the individual who drafted the document)

OPTIONAL – Second choice corporate name if first choice is not available: _____

INSTRUCTIONS (Ref. sec. 181.0202 Wis. Stats. for document content)

Submit one original and one exact copy to Department of Financial Institutions, P O Box 7846, Madison WI, 53707-7846, together with the appropriate **FILING FEE of \$35**. Filing fee is **non-refundable**. (If sent by Express or Priority U.S. mail, address to 345 W. Washington Ave., 3rd Floor, Madison WI, 53703). Sign the document manually or otherwise as allowed under sec. 181.0120(2), Wis. Stats.

NOTICE: This form may be used to accomplish a filing required or permitted by statute to be made with the department. Information requested may be used for secondary purposes. If you have any questions, please contact the Division of Corporate & Consumer Services at 608-261-7577. Hearing-impaired may call 608-266-8818 for TTY. This document can be made available in alternate formats upon request to qualifying individuals with disabilities.

Article 1. The name must contain "corporation", "incorporated", "company", or "limited" or the abbreviation "corp.", "inc.", "co." or "ltd." or comparable words or abbreviations in another language. If you wish to provide a second choice name that you would accept if your first choice is not available, enter it in the "Optional" area on page 2.

Article 2. This statement is required by sec. 181.0202(1)(a).

Articles 3 & 4. The corporation must have a registered agent located at a registered office in Wisconsin. The address of the registered office is to describe the physical location where the registered agent maintains their business office. Set forth the street number and name, city and ZIP code in Wisconsin.

ARTICLES OF INCORPORATION
Nonstock Corporation

F

Omer Yazganoglu
8200 S Glenfield Dr Oak Creek, WI 53154

L

- ◆ Your name, return address and phone number during the day: (414) 326 - 7222

INSTRUCTIONS (Continued)

Articles 3 & 4. (Cont'd) P O Box addresses may be included as part of the address, but are insufficient alone. The corporation may not name itself as its own registered agent.

Article 5. The articles of incorporation must set forth the address of the corporation's principal office. "Principal office" means the office, whether in or outside Wisconsin, in which are located its principal executive offices.

Article 6. Select and check the appropriate box in article 5 to indicate if the corporation will or will not have members. A "member" means a person who has membership rights in a corporation in accordance with its articles of incorporation or bylaws.

Articles 7 & 8. These articles (or others you may wish to add) are provided for optional information that you may elect to include, such as the name and address of the initial directors, a purposes clause, tax-exempt provisions, etc. Do not include by-laws, as the department does not accept by-laws for record. Extensive additional provisions may make use of this pre-printed form impractical. If you elect to draft your own articles of incorporation, do not also submit the pre-printed form. (NOTE: Corporations expecting to apply to Internal Revenue Service for federal TAX-EXEMPT STATUS are advised to obtain and read IRS Publication 557 "Tax-Exempt Status for Your Organization" before preparing these articles of incorporation, as the articles must contain particular language and provisions to meet federal tax code requirements.)

Article 9. Enter the name and complete address of each incorporator. There may be one or more incorporators. At least one incorporator is required to sign the document, although all incorporators may sign.

No certificate of incorporation will be issued. The "FILED" endorsement applied to this document by the Department of Financial Institutions is evidence that the articles of incorporation have been accepted. One or more "Received" endorsements may appear on the document, but do not indicate its acceptance for filing.

If the document is executed in Wisconsin, sec. 182.01(3) provides that it shall not be filed unless the name of the person (individual) who drafted it is printed, typewritten or stamped thereon in a legible manner. If the document is not executed in Wisconsin, enter that remark.

Attachment B: Bylaws

CODE OF BY-LAWS
OF
MILWAUKEE MATH AND SCIENCE ACADEMY

ARTICLE I

IDENTIFICATION

A. Name. The name of the Corporation is the Milwaukee Math and Science Academy (hereinafter the "Corporation").

B. Mission Statement. The Corporation shall provide for an environment of learning for educationally under-resourced students through a rigorous college preparatory program focusing on science, mathematics, and technology in an atmosphere that provides students, parents, and teacher's opportunities for continuous growth, enabling them to reach their highest potential in life. Each school shall be a "charter school" and shall be run in accordance with a charter school agreement entered into by the Corporation and the sponsor.

C. Non-Discrimination: The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

D. Non-Sectarian: The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

ARTICLE II

MEMBERSHIP

The Corporation has no members.

ARTICLE III

BOARD OF DIRECTORS

A. Powers: The Board of Directors (the "Board") shall conduct or direct the affairs of the Corporation. The Board may delegate the management of the activities of the Corporation to a Committee, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

To elect and remove Directors;

To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may legally engage;

To act as Director under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions and the limitations noted in these Bylaws.

B. Number of Directors: The number of Directors of the Corporation shall be at least five (5) but not more than nine (9). This number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than three (3).

C. Election of Directors:

Election: The Board shall elect the Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

Term of Office:

- G. The Directors elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- H. The terms of office of the Directors initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Directors, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Director shall continue for three (3) years.
- I. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

Time of Elections: The Board shall elect Directors whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Directors: The Board may remove a Director in accordance with the provisions of the Act.

E. Resignation by Director: A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director. Any Director shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Directors, he or she shall be deemed to have

resigned, and the vacancy shall be filled.

F. Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

G. Compensation of Directors: Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting Corporation business, following the Corporation's receipt of itemized expense records in accordance with policies and procedures adopted by the Board of Directors, a committee thereof, from time to time.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

Milwaukee Math and Science Academy at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings: Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings: An Annual Meeting shall be held in the month of July of each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings: Regular Meetings shall be held monthly throughout the year and other times as the Board determines.

D. Special Meetings: A Special Meeting shall be held at any time called by the Chair, or by any Director upon written demand of not less than one-fifth of the entire Board. Such notice must include a description of the purpose for which the meeting is called.

E. Adjournment: A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices: Notices of Board Meetings shall be given as follows:

Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.

Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given

when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

Notices of all annual, regular, and special meetings must be given in accordance with Wisconsin state law.

G. Waiver of Notice: Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum: Unless a greater proportion is required by law, a majority of the entire Board of Directors shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board:

Actions Taken at Board Meetings: Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained.

Board Participation by Other Means: In all events, a quorum of Directors must be physically present to lawfully conduct a Board meeting of the charter school. Once a quorum is physically present, additional Directors may observe and ask questions in a Board meeting through use of video-conferencing equipment to the extent permitted Wisconsin law, so long as all Directors observing or posing questions in such meeting can hear one another and there is no objection from any Director or any person in the public audience. However, a Director observing or posing questions in this fashion may not vote or otherwise take final action on any matter before the Board at the Board meeting.

C. Committees:

Appointment of Committees: The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Directors, who shall serve at the pleasure of the Chair of the Board.

Authority of Board Committees: The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

Fixing of Director compensation for serving on the Board or on any committee.

The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed by law.

Procedures of Committees: The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with Wisconsin law.

D. Standard of Care:

Performance of Duties: Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Reliance on Others: In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Director does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that

degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Investments: In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection:

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting:

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

J. Duty to Maintain Board Confidences:

Every Director has a duty to maintain the confidentiality of all Board Executive Sessions. Any Director violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

Chair: Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Vice Chair: If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Secretary: The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement

on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. *Election:* The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. *Eligibility:* A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. *Term of Office:* Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

LOANS TO OFFICERS AND DIRECTORS

The Corporation shall not lend any money to guarantee the obligations of any officer or Director of the Corporation.

ARTICLE X

INDEMNIFICATION OF CORPORATE AGENTS

The Milwaukee Math and Science Academy may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the Act, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments:

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. Construction and Definitions:

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Wisconsin law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are

for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Director, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Directors, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Director or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Directors may adopt, amend or repeal these Bylaws after providing notice and obtaining approval from the City of Milwaukee.

1.M. CODE OF ETHICS

4. The Board of Directors shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 49 percent of the people serving on the Board of Directors of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.

The Board of Directors and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such

disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Director or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

Directors representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

Directors, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Directors.

Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.

Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

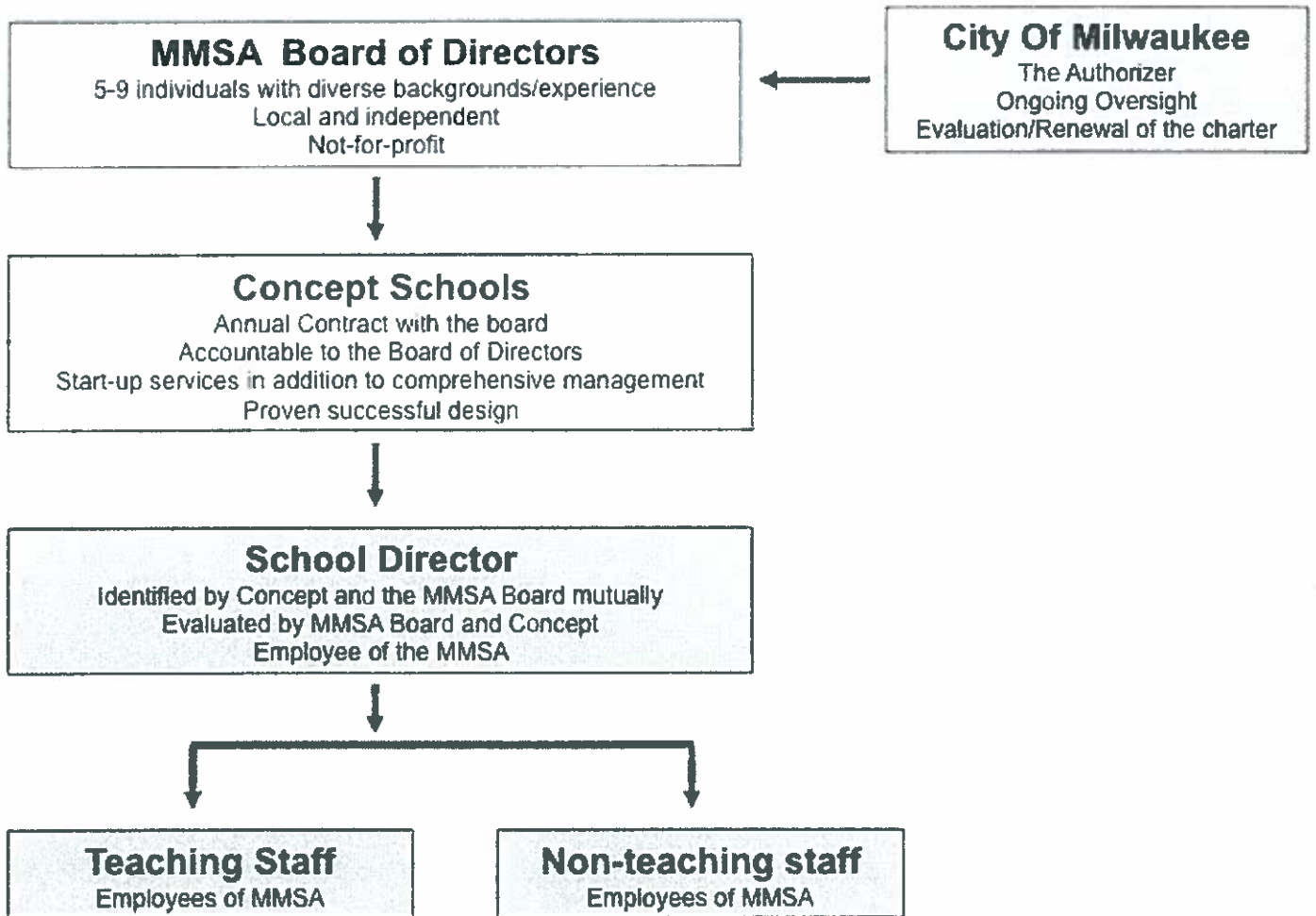
Directors shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

Charter school Directors, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

ATTACHMENT – C

Organization chart

Organizational Structure



ATTACHMENT – D

Personnel manual

PERSONNEL HANDBOOK

MILWAUKEE MATH AND SCIENCE ACADEMY

Milwaukee Math and Science Academy
Milwaukee, Wisconsin

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1. Purpose

Milwaukee Math and Science Academy ("the Academy") has adopted certain employment policies and procedures, which are contained in this personnel handbook. This personnel handbook is effective as of the 1st day of AUGUST 2010.

The policies in this handbook are a source of information for employees who have questions about the Academy's personnel practices. These policies are not contractual in nature and may be unilaterally rescinded, revised, or added to by the Academy from time to time. Additionally, although management generally will follow these policies, the Executive Director may, in his or her sole discretion, authorize deviations from or exceptions to these policies if, in the Executive Director's opinion, such a deviation or exception is warranted under the circumstances. The provisions of this handbook rule over any contrary statements, representations, or assurances by any supervisory personnel.

This handbook is not to be construed as, or declared to be a contract of employment by any employee of the Academy. **Absent a written contract, Milwaukee Math and Science Academy is an at-will employer. As an at-will employee, any employee may voluntarily leave employment or may be terminated by the Academy at any time, for any or no reason, with or without notice.**

This personnel handbook is the property of the Academy. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While the Academy intends to notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at the Academy's sole discretion. When those changes occur, the employees become responsible to abide the new rules or changes revised or written by the Executive Director and/or MMSA Board of Directors.

2. Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Academy expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties to:

- A. Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. Represent accurately their qualifications;
- C. Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- D. Understand and apply the knowledge and skills appropriate to assigned responsibilities;
- E. Keep in confidence legally confidential information as they may secure;
- F. Ensure that their actions or those of another on their behalf are not made with specific intent or advancing private economic interests;
- G. Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);
- H. Avoid accepting anything of value offered by another for the purpose of influencing judgment.
- I. The Employee agrees to perform, at a professional level of competence, the services, duties, and obligations required by the rules, regulations, and existing policies of the Academy or that may be hereinafter enacted by the Academy.
- J. The Employee agrees to engage full time in the duties and responsibilities normally expected of the Employee position during the term of this contract, and other duties as may be assigned. The Employee shall report directly to the Executive Director or his/her designee, as required.

3. Conflicts of Interest

Employees have an obligation to avoid actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee, or for a relative, as a result of Milwaukee Math and Science Academy's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

If an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that he or she disclose to Milwaukee Math and Science Academy School Board, as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties. Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Milwaukee Math and Science Academy does business but also when an employee or relative receives any gift or special consideration as a result of any transaction or business dealings involving Milwaukee Math and Science Academy.

The materials, products, designs, plans, ideas, and data of Milwaukee Math and Science Academy are the property of the School and should never be given to an outside firm or individual except through normal channels and with appropriate authorization. Any improper transfer of material or disclosure of information, even though it is not apparent that an employee has personally gained by such action, constitutes unacceptable conduct. Any employee who participates in such a practice will be subject to disciplinary action, up to and including immediate employment termination and/or possible legal action.

4. Confidential Matters

The protection of confidential school and student information is critical at Milwaukee Math and Science Academy. Such confidential information includes, but is not limited, to the following examples:

- Student Data
- Student and Parent Lists
- School Financial Information
- Conversations, letters, or memos regarding students, employees, parents, alumni, etc.
- Any conversation regarding the above that may have been inadvertently overheard.

Any employee who discloses confidential school or student information will be subject to disciplinary action up to and including possible discharge. Maintaining the confidentiality of Milwaukee Math and Science Academy's Student and School information is an obligation, which also continues after any employee's termination.

5. Student Records

Milwaukee Math and Science Academy will collect, retain and use information about individual students related to their educational pursuits. The Board recognizes the rights of privacy of the students' and therefore, will maintain careful custodianship and will limit access to student records.

Student records shall be available only to students, their parents or legal guardians and designated school officials and personnel who have a legitimate educational interest in the information or as otherwise permitted by law. Both parents shall have equal access to student records unless stipulated otherwise by court order or law.

The Board authorizes the Executive Director or administrative appointee to: forward education records on request to a school in which a student of Milwaukee Math and Science Academy seeks or intends to enroll; provide information related to student identity to appropriate parties in connection with an emergency if such information is necessary to protect the health and safety of the student or other individuals; and request each person or party requesting access to a student's record to abide by Federal and State regulations concerning the disclosure of information

Milwaukee Math and Science Academy will comply with legitimate requests for access to a student's records within a reasonable time frame. A record may be reproduced unless the record is copyrighted, or otherwise restricted, and the requester may be charged a fee for handling and reproduction. The Executive Director or his/her designee shall maintain a log of those people to whom information about a student has been disclosed.

6. Personnel Records

The Academy personnel office maintains an official permanent record file for each employee.

Upon a written request, the employee will be allowed to inspect his or her own file. Under state law employee has the right to copy his/her file, except for pre-employment recommendations and records and such other information as may be privileged under law and not subject to employee inspection.

Employees who wish to review their own personnel file shall: request access in writing; review the record in the presence of the administrator designated to maintain said records or designee; make no alterations or additions to the record nor remove any material there from.

Contents. Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file. This file should contain the following items and other employment documents and records:

◆Application; ◆Employment contract; ◆ ◆Applications for health insurance; ◆Resume; ◆Reference letters; ◆Background Check◆Certificate and license; ◆Copies of verbal or written warnings; ◆Suspensions ◆I-9 Immigration Form (completed after employment); ◆W-4 forms; ◆Accomplishments; ◆Attendance of professional seminars ◆Copy of Disclaimer/Receipt of School Handbook; ◆Media release form

7. Public Records

The Board of Directors recognizes its responsibility to maintain the public records of Milwaukee Math and Science Academy and to make such records available to residents of Wisconsin for inspection and reproduction.

Public records are records that are kept by the Board, except for medical records, trial preparation records, confidential law enforcement investigatory records, and any records of release of which is prohibited by State and Federal law.

Any resident of the State may inspect and copy by hand the public records of the school during regular business hours of the office in which such records are kept, provided that advance notice of such intended inspection has been given the custodian of the records not less than ten working days before the inspection. The Executive Director is authorized to grant or refuse access to the records of Milwaukee Math and Science Academy in accordance with the intent of this policy.

A resident may purchase copies of the school's public records upon payment of a fee. No public record may be removed from the office in which it is maintained except by a Board member or employee of Milwaukee Math and Science Academy who is authorized to do so.

8. Child Abuse and Neglect Policy

Educators play an important role in child protection: School teachers and school authorities are among those professionals mandated by Wisconsin law to report any suspicion of child abuse and/or neglect. Their personal commitment to the well being of children adds weight to their role in child protection.

School teachers and school authorities are required to "immediately report or cause reports to be made" when abuse and/or neglect is suspected. Although this is the individual educator's responsibility, the words "or cause reports to be made" allow one specific individual in the school to be delegated this responsibility.

The following guidelines should be followed for Child Abuse and Neglect Reporting

Two basic forms of child maltreatment are recognized: The abuse of a child and the neglect of a child. "Abuse" is an act of commission, and is generally characterized in three categories:

Physical Abuse - Non-accidental injury of a child.

Sexual Abuse - Any act of a sexual nature upon or with a child. The act may be for the sexual gratification of the perpetrator or a third party.

Emotional Abuse - Chronic acts which interfere with the psychological and/or social development of a child.

Physical categories- "Neglect" is a failure to act on behalf of a child. It is an act of omission and is characterized in two categories:

Physical Neglect - Failure to meet the requirements basic to a child's physical development, such as supervision, housing, clothing, medical attention, nutrition, and support.

Emotional Neglect - Failure to provide the support and/or affection necessary to the child's psychological and social development.

Any school employee who has reason to believe that a child is being, or has been, abused and/or neglected shall immediately make an oral report of that suspicion to the Executive Director and to the Children's Services Board in the county wherein the student resides.

The oral report should include:

1. Name and address of the child.
2. Name of person(s) with whom the child resides.

3. Name and address (es) of parent(s), if different from above.
4. Names and ages of other children in the home.
5. The reason for suspecting abuse and/or neglect, including the nature and extent of the child's condition, injuries, and other previous injuries of which he or she is aware.
6. Any information, which may be considered relevant, including names of other professionals who may be able to contribute additional information.
7. If the situation is believed to be an emergency requiring immediate intervention.

Although it is preferred that the employee provide as much of this information as possible, it is recognized that the person may not always have access to all of this knowledge. The person should not hesitate to report for this reason. Any uncertainty regarding whether to report should be resolved in favor of the child's protection.

Immediately after making the report, the person should notify the Executive Director that a report has been made. The letter will verify that proper procedures have been followed, and if not, immediately make a report of the incident to the Children's Services Board.

The report shall be prepared by the Executive Director or the person designated by Executive Director and include all information given at the time of the oral report.

Since it is the responsibility of the Children's Protective Services worker to investigate suspected abuse and/or neglect, the faculty or staff shall not pressure the child to divulge information regarding specific circumstances or the identity of the perpetrator.

The Children's Services Board shall submit a written response to the school verifying the receipt of each report made by the school.

9. Student Supervision and Welfare

School employees are frequently confronted with situations that, if handled incorrectly, could result in liability to the school and personal liability to the employee. The following guidelines should be followed by employees of Milwaukee Math and Science Academy:

1. Employees shall supervise, control and protect students in a manner commensurate with their assigned duties and responsibilities.
2. Employees shall not volunteer to assume responsibilities for duties they cannot reasonably perform.
3. Teachers shall provide proper safety instructions to students.
4. Employees shall not send students on any personal errands.
5. Employees shall not associate with students, particularly those of the opposite gender, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances for minors such as tobacco, alcohol, or drugs. Any sexual conduct with a student by an employee of Milwaukee Math and Science Academy or any person of authority in the school is strictly prohibited and subjects the offender to criminal liability and discipline up to and including termination of employment. This provision does not preclude an employee of Milwaukee Math and Science Academy from meeting with students in private for legitimate or proper reasons.
6. If a student comes to a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with certified or licensed individuals in the community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.
7. An employee of Milwaukee Math and Science Academy shall not transport students in a private vehicle without the approval of the Executive Director or his/her designee and the parent/guardian.
8. A student shall not be required to perform work or services that may be detrimental to his or her health.

9. Any employee of Milwaukee Math and Science Academy shall report to the Executive Director immediately, any sign of suspected child abuse or neglect.

Most information concerning a child in school, other than directory information, is confidential under Federal and State laws. Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessment, grades, behavior, family background and alleged child abuse.

10. Transportation by Private Vehicle

The Board authorizes the transportation of students by private vehicle when such transportation is approved in advance by the Executive Director or his/her designee and the parent/guardian.. The request for transporting students in a private vehicle must be in writing to the Executive Director or his/her designee and should also be approved in writing by the parent/guardian..

The parent(s) of the student(s) will be given, upon request, the name of the driver and the description of the vehicle.

Any person who does not hold adequate automobile liability and personal injury insurance shall not be permitted to transport students.

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver and must conform to the registration requirements of the State.

11. Employment Status

In the absence of a written employment contract, employment with the Academy is terminable at will, meaning that the employment relationship can be terminated by the Academy at any time, with or without notice and with or without cause. The at-will nature of an individual's employment with the Academy may not be modified except by a written document approved by the Academy's Executive Director. Any expressed or implied agreements or assurances concerning the terms, conditions, or duration of an individual's employment with the Academy are not binding upon the Academy unless they are in writing, approved by the Executive Director.

12. Employment Categories

- Employees working 40 hours or more in a week are considered full time employees.
- Employees working less than 40 hours per week are considered part time employees.
- Faculty (Teaching staff)
- Non-Faculty (Professional, Non-teaching staff)

Hiring and Rehiring Standards:

MMSA believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Executive Director or his/her designee to locate, recruit and rehire the best-qualified teachers to meet the school's educational needs.

Faculty evaluation and selection shall be based on: ♦Strong academic preparation, ♦Professional competence, ♦Intellectual rigor, ♦Emotional maturity, ♦Enthusiastic professional attitude, ♦Knowledge of instructional practices, ♦Ability to contribute to the furtherance of the school's educational goals.

Non-Faculty evaluations will be based on: ♦Professional competence, ♦Emotional maturity, ♦Enthusiastic professional attitude, ♦Ability to contribute to the overall success of the school's goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience.

All staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational, emotional, and compassionate, and consistent support that a diverse student population needs in school.

The MMSA teaching staff members must fulfill their individual responsibilities and work in cooperation with the other members of the teaching team.

The Executive Director or his/her designee will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates.

The Executive Director or his/her designee will evaluate the candidates and make recommendations to the appropriate department head/Dean of Academics or Principal for the first interview. After the first interview, the department head and the Dean of Academics will give their recommendations to the Executive Director or his/her designee regarding the second interview.

The MMSA School Board has the right to hire or terminate a contract without the involvement of the school administration.

MMSA is committed to hire/rehire the individuals who are best qualified for the job without regard to race, sex, religion, nationality or handicap unrelated to the job.

The Academy may provide a letter of reference to former employees. Upon request, Milwaukee Math and Science Academy will also confirm a former employee's dates of employment, salary history and job title.

13. Licensure and Background Check

As applicable to this Faculty position, the Employee hereby represents and warrants to the Academy that he/she is a professionally trained Employee and appropriately licensed by the Wisconsin Department of Public Instruction to perform in the position of Employee for the Academy.

The Employee agrees to provide the Academy with a copy of his/her license(s) and transcripts.

The Employee understands that he/she retains sole responsibility for maintaining the proper licensure/certifications at all times and ensuring that the proper documentation is on file with the Executive Director or his/her designee.

The Employee has to bring original copies of the proper licensure/certification before the contract is signed.

The Employee further understands that this employment contract will become immediately null and void if the Employee fails to have such proper documentation on file with the Academy as required.

The Employee must have a background check conducted and on file as a condition of employment and as by the Executive Director or his/her designee.

14. General Duties

a. The Employee is required to attend all faculty/staff/department/grade level meetings, open houses, fairs, fund raising events, parent teacher conferences, teacher orientation, student orientation, which shall be scheduled before, during, and after the period of student attendance, and any other type of meeting, as required and directed by the Executive Director or his/her designee.

Staff must attend the gatherings pertaining to her/him as listed above, unless given permission otherwise (not to attend), from the Executive Director or his/her designee.

The Employee must remain in faculty/staff/department/grade level meetings until she/he is dismissed. For meeting days employees need to stay until the end of the meeting, which should not exceed 5 p.m.; if the meeting exceeds 5p.m., the employees will be compensated \$15 per hour.

b. Staff duties shall include, but not necessarily be limited to, attendance at all open houses and other school functions; communication with parents through conferences and other means; timely preparation of reports on students; and other such functions as may otherwise be directed from time to time.

c. The Employee shall always be familiar with and must comply with the general, educational, and personnel policies in existence, including the philosophies and goals of the Academy, as amended from time to time.

d. Staff is required to run a club and, or extra curricular activities in addition to teaching or other assigned duties.

- Faculty is also required to offer tutoring in addition to teaching hours.

e. Faculty is required to do lunch, morning duties and hallway supervisions. Employees given morning duty should be present at the assigned place at 7:50 AM as the latest and should serve till 8:20 am. The Executive Director or his designee will provide these schedules.

f. Faculty is required to facilitate their own detentions and inform the parents and administration prior to the detention.

g. The Employee is required to work a minimum of 40 hours per week including teaching, lunch duty, morning/hall duties, extra curricular activity and tutoring or any other duties assigned by the administration.

h. The Employee is required to take professional training programs focusing on any professional development program in his/her professional area. The Executive Director has the right to ask for verification if the training is scheduled during school hours.

i. The Employee should strictly follow due process. The Employee needs to write a referral to be able to send any student out of the classroom. If the employee sends a student out of class without a written referral and/or without contacting the parent, the student will be put back into to class by the administration and the employee will get a referral due to skipping the due process policy procedure.

j. The Employee needs to keep records of phone calls and meeting minutes for the students who have discipline issues with the employee. The administration may ask for a copy of the records at any time.

Important Reminders

- Employees should check their mailboxes and e-mails at least three times per day: Morning, noon and afternoon is suggested. There will be no excuses accepted for not knowing information – unless due to verifiable IT or other technical malfunctions.
- Employees should direct immediate concerns to the appropriate department head/grade chair or related administrative personnel.
- Employees must to be on time for all designated meetings. Any tardiness will be handled by the Director or her/his designees.
- Employees should refrain from smoking on school premises. The school premises include the parking lot in front of the building. Smoking is confined to the areas to the west of the dumpsters on the north side of the building, and on the west side of the building itself. Employees should always be conscious of the need to be out of sight of the students.
- Employees are not allowed to leave the building other than during his/her lunch break, unless proper prior-permission is received from Administration.
- Employees should clean up after themselves in the teacher's lounge, copy room, and staff restroom.
- Employees should report all copy machine problems to the Administrative Assistant immediately. If the Employee tries to fix the copy machine by himself/herself and makes the problem worse, the Employee will be responsible to pay for the damages. **The copy room door should stay closed during school hours.**
- If supplies are low (toner/supplies/paper) the Employee should notify the Administrative Assistant immediately.
- Employees should the school secretary or Administrative Assistant if an Administrator is available to meet. Employees should not interrupt administration meetings; closed doors signal confidentiality concerns. Appointments should be made with the secretary or Administrative Assistant to meet with Administrators.
- **All students must be issued a hall pass if a teacher allows them to leave the classroom for any reason during a class session. Employees should not give passes during the first and last class periods and should not give passes for drinking water or restroom use unless it is due to illness or emergency. Each student is only allowed two passes per quarter per class.**
- Employees should have all movies pre-approved by the appropriate department head and/or administration before showing them in the classroom. Sometimes, parental consent may also need to be obtained to allow students to view a particular movie. Check with administration if you have questions.
- Employees should apply intervention strategies before turning over discipline problems to administration, unless it is an emergency situation.
- Employees need to fill out an Absence Request Form at least a week before taking a personal day. If administration is not given at least one-week notice, the employee may not be allowed to take that personal day. This will be at the director/administrator's discretion. If the employee chooses to take the personal day anyway, the Executive Director or his/her designee has the right to take the necessary disciplinary actions. The disciplinary actions could include a written warning, a \$250 deduction from the paycheck for each day, or a termination of the contract. All forms will be available in the main office and should be turned in to the Executive Director or his/her designee.
- Employees should fill out an Absence Form when a sick day is used. This form should be filled out the day the Employee returns and turned in to the Executive Director or his/her designee.
- Employees should not use cell phones during class time, assigned duties, or meetings. Employees should also refrain from using cellular phones in the hallways. While teaching, teacher's cell phones should be either turned off or on silent and should be put away out of sight.
- Employees should not chew gum or drink beverages in front of the students.

Lunch Duty

- Staff assigned to breakfast/lunch duty should not congregate together and talk; they should be walking/observing students during the lunch periods.
- Staff assigned to breakfast/lunch duty should not allow students to leave the cafeteria area without permission.

- During passing periods, employees should stand in the hallways or by their doors and monitor hallway activities.
- Staff assigned to breakfast/lunch duty should keep students out of the office if they do not have a pass.
- Staff assigned to breakfast/lunch duty should make sure that students do not use the elevator unless they are disabled and have special permission to do so.

Specific Duties

- a. The Employee will perform other duties as may be required in order to fulfill the duties of the position or as directed by the Executive Director, or his/her designee, of the Academy.
- b. It is recommended that the Employee write articles pertaining to the class/subject matter he or she is teaching. The Academy will pay the Employee **\$100 per article** published in local newspapers, or journals, and two hundred and **\$250 per article** published in national or international newspapers or journals upon evidence of such publications.

Non-assignment of Duties

Faculty may not unilaterally assign the duties and/or responsibilities of his/her position to another at anytime. Authorization from the Executive Director, or his/her designee, is required.

15. Salary Compensation

The compensated amount will be prorated and paid in **24 semi-monthly installments** on the 15th and the last day of each calendar month through the term of the contract. If these days fall on a Saturday, the employee will be paid on the Friday prior. If day falls on a Sunday, the employee will be paid the following Monday. The first payment will be distributed on September 15. The last payment will be distributed on August 31st. The MMSA School Board has the right to change the paycheck schedule.

The Employee's last paycheck for each quarter shall be issued by the Academy only upon the receipt of all required documents from the Employee, including but not limited to, student grades, class lesson plans, student homework assignments, and/or as may be identified in the Employee's orientation packet, as directed by the Executive Director or his/her designee. The Employee retains sole responsibility for ensuring that required documents are submitted as required.

16. Working Hours, Over-time, Check In Policy, and Late Arrivals

Working Hours: The Employee will work a minimum of 40 hours per week during the contract term, including a thirty (30) minute daily lunch break to be scheduled as determined by the Executive Director or his/her designee, maintaining the following schedule:

Monday:	8:00 am - 4:00 pm	8 hrs
Tuesday:	8:00 am - 4:00 pm	8 hrs
Wednesday:	8:00 am - 4:00 pm	8 hrs
Thursday:	8:00 am - 4:00 pm	8 hrs
Friday:	8:00 am - 4:00 pm	8 hrs

Overtime: Under Wisconsin DWD Ch. 274, MMSA falls under the 'exempt' category concerning overtime. This defines MMSA, a registered Non-profit organization as exempt from having to pay out overtime monies.

Check In Policy: All employees should arrive at school by or before 8:00 AM and leave no earlier than 4:00 PM. If you come late to work with an excused absence from the Executive Director or his designee(s), make sure you are making up that lost time in the afternoon.

Late Arrivals: If the Employee arrives later than 8:00 am, he or she will be accepted as tardy. The employee can be late three times per year, not exceeding 15 minutes. Repeated, unexcused tardiness (four times or more) may result in disciplinary actions, including but not limited to: salary deduction, suspension without pay, or termination of employment. (This course of action will be determined by the Director, and will consider the employee's attendance history, job performance, and circumstances of the tardiness).

An example of the formula for salary deduction is as follows: All employees must call in when they become aware of the fact that they will be late for work. For the first fifteen minutes of an employee's absence, ¼ of that employee's salary will be deducted from their daily salary. After half an hour (1/2) hour of absence, an employee will lose a ½ day of pay, after two (2) hours of absence; an

employee will lose an entire day of pay. If a substitute must be hired/used to replace an employee, the substitute's hourly wage will be deducted from the employee's salary, who is being replaced in addition to above deductions.

17. Garnishments, Attachments and Judgments

Milwaukee Math and Science Academy is not in the business of assisting creditors with the collection of employees' personal debts. However, under certain legal procedures known as garnishments, levies, judgments, etc., the school is compelled by law to take action.

If the employee's wages are legally attached by a creditor, Milwaukee Math and Science Academy is required by law to withhold a specified amount from the employee's earnings each payday until the debt is settled. If the employee has any creditor problems or anticipates legal action resulting from indebtedness, it is a good idea to talk it over with the Director without delay. Involvement by the school in the collection of more than one of the employee's personal financial debts during a 12 month period, excluding child support, could lead to disciplinary action, up to and including discharge.

18. Pay Advances and Loans

Due to government regulations and the method of reporting social security, state, and federal taxes, Milwaukee Math and Science Academy cannot give pay advances or loans to employees.

19. Benefits

Health Benefits

Eligibility for Health Benefits: All employees who are contracted to work 40 hours or more per week, for a minimum of 190 days or its equivalent, will be eligible for insurance benefits. Details regarding insurance coverage is available in the materials distributed regarding each plan.

Health Benefits/Cash Benefits: The Academy will pay 70% of the premium for first year employee, 80% of the premium for second and third year employee and 90% of the premium for the fourth year and up employee health benefits.

For new faculty and non-faculty employees, the health benefits will begin 30 days from the contract start date and will be effective the first of the month thereafter (per insurance provider), unless otherwise changed by the MMSA school board. If an employee does not renew his/her contract for the coming year, his/her health benefits will be terminated as of July 31st, 2011.

Dental Benefits: The Employee may choose enrollment and participation in the Academy standard employee dental benefits insurance plan, of which the Academy will pay 90% of the Employee contribution to the Plan.

Continuing Health Care Coverage (COBRA): Under federal law, employees and their dependents have the option of continuing health insurance coverage at their own expense upon the occurrence of certain qualifying events. Those events include: the death of the employee; termination of the employee (including voluntary termination and leaves of absence, but not including discharge for gross misconduct); divorce or legal separation of the covered employee from his or her spouse; the employee becoming entitled to Medicare coverage, or cessation of dependent child coverage under the terms of the insurance policy. In the case of divorce or legal separation or cessation of dependent child coverage, the employee must notify the Executive Director or designated person in order for the employee's spouse or dependents to exercise their option of continued coverage. For more information on COBRA contact the Executive Director or designated person.

Retirement Benefits

403 B Plan: A 403(b) plan is a retirement savings plan that is funded by employee contributions. If the Employee is interested in setting up a 403(b) plan, the Employee should contact the Executive Director or his/her designee.

20. Other Compensations and Reimbursements

Department Head Compensation: If the Employee is given a Department Head position, he/she will be compensated an additional \$750 per year, which will be reflected in two installments: \$375 for the first semester and \$375 for the second semester.

Grade Chair Compensation: If the Employee is given a Grade Chair position, he/she will be compensated an additional \$750 per year, which will be reflected in two installments: \$375 for the first semester and \$375 for the second semester.

If the Employee becomes a part of a grant or fund raising team and contributes to receiving a grant and/or collecting fund raising, he/she will be given a bonus, not less than \$1,000, to be determined by the Executive Director.

Tuition Reimbursement: The Academy shall compensate the Employee to \$1,500 for the cost of tuition at an accredited university when the following conditions are met:

- a. The Employee must obtain pre-approval from the Executive Director or his/her designee of the course credits to be compensated.
- b. The Employee completes course credits for the purpose of maintaining proper licensure required for this employment position or to advance in the education profession or to maintain or advance in the specific position held.
- c. The Employee must provide proof of course credit completion and the cost of the tuition paid prior to compensation of the tuition costs.
- d. The Employee has entered into an employment contract for the year immediately following the year in which tuition compensation is requested and approved.

Opportunity for Salary Increase for the Second Half of the Year (Needs to be approved by the MMSA School Board): The Employee may get up to 10% increase on his/her salary for the second half of the school year if he/she performs all of the following criteria:

- a. Visiting 10 parents in the first semester. (Faculty)
- b. Contributing to one or more of the large events of the school, such as the MRSEF, MRAF, poetry slam, etc. (All staff)
- c. Participate in 50% of the after school activities. (All staff)
- d. Attend pertinent meetings with a rate of 90% and above. (All staff)
- e. Contribute to the PR/Marketing goals of MMSA. This includes mass mailings. (All staff)
- f. Participate in fund raising, donations, and/or grant events. (All staff)
- g. Doing extra things other than regular expected duties. Examples: Attending PAC meetings, organizing community activities, introducing and initiating new programs, etc. (All staff)
- h. Attending three or more professional development seminars. (Faculty)
- i. Positive class evaluations by the Administration, student evaluations, and parent evaluations. (Faculty)
- j. Positive evaluations regarding job performance by the Director or immediate supervisor. (Non-Faculty)

Salary Bonus: If the Board of Education determines there are sufficient funds over and above stated salaries, an appropriate salary bonus as determined by the Board, may be paid during the month of December to all salaried employees of the Academy.

Overtime: See aforementioned section regarding overtime.

Reimbursement for Travel Expenses: Milwaukee Math and Science Academy will reimburse an employee (with the state average mile reimbursement rate) for the gasoline expenses incurred while traveling to and from a school-sponsored or school related event. MMSA will also reimburse an employee for the vehicle rental expenses incurred for a school-sponsored or school related event.

Staff members must receive approval from the Executive Director for renting a vehicle two weeks in advance of the school-sponsored or school related event.

To receive reimbursement for gas and travel related expenses, employees must complete a Teacher Reimbursement Form (available from accounting) and submit it to the Administrative Assistant with a completed Purchase Order, and the corresponding receipts, for processing.

21. Employee Leave

Whenever teachers or other school employees are going to be absent, they must notify the Executive Director or his/her designee as soon as possible so appropriate substitute arrangements can be made.

Sick Leave: Employees contracted for at least 40 hours per week, for a minimum of 191 days, are allowed 4 (four) days of sick and personal leave per semester. In emergency situations, the employee may be granted additional time in which the employee will pay the cost of the substitute teacher and retain his/her salary. The Executive Director may require the teacher to furnish such evidence for the necessity of being absent from school. The Academy will discipline individuals who violate the intent of this policy. Exceptions go to the Executive

Director. When an employee returns from being sick, he/she must fill out a Leave of Absence form (available in the main office) and return it to the Executive Director within two business days. If the form is not filled out within two business days, the employee will not get paid for the days missed.

If the sick leave is not used in the first semester, it cannot be transferred to the second semester. **For any unused sick days, the institution will reimburse the employee \$125 per day at the end of the each semester. Sick leave may not be accrued beyond the semester term.**

Non-emergency surgery, dental and doctor appointments should be scheduled at a time to avoid the missing of regular scheduled work. The Executive Director or his/her designee must approve exceptions.

Faculty must call Dean of Academics by 7:15 AM if they are not able to come to work that day. If the Dean of Academics is not available, employees should call the person designated by the Director. The final option is to leave a message at school. Non-Faculty should call their immediate administrator (who they directly report to). **Employees should not call other employees.** Employees need to have sub folders prepared and available right away for the substitute teacher. Each sub folder should include a Sub Folder Information Sheet provided in the staff lounge addition to materials for class, seating charts, etc. Substitute teachers are not responsible for making photocopies; teachers should have these ready in the sub folder or an appropriate place. This sub folder should be updated at all times. Lessons in the sub folder should correlate with what is happening in the classroom at the time of the teacher's absence. If the subfolder is not provided or not prepared properly, the Executive Director or his/her designee has the right to take the necessary disciplinary actions. The disciplinary actions could include a written warning, a \$250 deduction from the paycheck for each day, or a termination of the contract. In any situation, sub plans should always be emailed to the appropriate department head in order to have prepared materials ready for the school day. In this situation, after contacting the Dean of Academics, the Employee also needs to contact the appropriate department head in order to notify him/her of the situation.

Personal Leave: The Employee shall be entitled to one (2) paid personal leave day each semester. Personal leave may not be accrued beyond this semester term. **Personal leave days may not be used directly before and/or after holiday or academic breaks, unless specifically authorized and pre-approved by the Director.**

Staff needs to inform the administration one week prior to the use of a personal day. A Leave of Absence Form (available in the main office) must be filled out and turned into the Executive Director one week prior to the personal leave day. **If the personal leave is not used in the first semester, it cannot be transferred to the second semester. The Employee cannot use more than two personal days per semester. If the Employee needs more than two personal days, he/she needs to notify the Executive Director at least one week in advance. After the Executive Director's approval, the extra personal day will be deducted from the following paycheck. For any unused personal days, there will be \$125 reimbursement per day at the end of the appropriate semester.**

Medical Leave of Absence: If an employee is physically or mentally unable to perform his or her job, then the employee may request a medical leave of absence (LOA). Employees who have disability insurance will receive pay in accordance with the plan during the medical leave. An employee requesting medical leave must complete and return a Leave of Absence form (available in main office) to the Executive Director at least two weeks prior to the start of the requested leave unless otherwise impossible. Leaves of absence for any purpose that exceed 12 work weeks in any 12 month period will result in evaluation of employment (unless an extension was approved by the Executive Director in writing), to determine the employee's ability to continue working in their current position at MMSA. The 12-month period is cumulative within the calendar year, and is counted from the first date the leave begins, and each day that is used for that specific LOA reason).

Maternity Leave: A full time faculty member who becomes a new parent as a mother is entitled to six (6) weeks of paid maternal leave. This policy doesn't apply to any employee who is not full time.

Paternity Leave: A full time faculty member who becomes a new parent as a father is entitled to three (3) days of paid paternal leave. This policy doesn't apply to any employee who is not full time. Absence beyond three days will be covered by any remaining sick/personal time if possible.

Funeral Leave: For the death and burial of an immediate relative (husband, wife, child, mother, father, grandfather, grandmother, brother, sister) of the teacher or the teacher's husband or wife, two (2) days of funeral leave shall be allowed. Absence beyond three days shall be covered by any remaining sick and personal time or at full loss of pay if no sick and personal time is available to use. The Executive Director reserves the right to grant special permission to an employee experiencing a unique situation.

Non-emergency surgery, dental and doctor appointments should be scheduled at a time to avoid the missing of regular scheduled work. Exceptions must be approved by Executive Director.

Travel: The Executive Director shall authorize all trips involving out of Academy travel (on school days) by school employees or official school groups. Any employee or group expecting reimbursement of travel expense must have approval of Academy office prior to incurring said expenses, at least 15 days prior to incursion of said expenses.

Jury Duty: Any school employee who is officially called to serve on a jury will be compensated for the difference between his/her regular salary and the stipend paid for jury duty.

Professional Leave: Whenever a school employee is excused by authorized officials to attend any educational meetings, no deduction shall be made in the employee's salary for absence from school for attending such meeting and the employee shall not be required to pay the salary of the substitute.

Teachers' requests to attend workshops and conferences at the Academy expense and during the regular school term should be planned in cooperation with the Executive Director. Approval will be given to as many teachers as possible, funds permitting, to attend workshops and conferences in areas of their interest. The Executive Director will endeavor to offer the opportunity to attend conferences and workshops to each teacher in the Academy on a rotational basis. The teacher who has most recently attended is to be given least priority in future opportunities.

22. Miscellaneous

Supply Lists:

All supply lists will go to the secretary or any person designated by the Executive Director. These lists can be placed into her mailbox. Those lists will be subject to Administrative approval.

Supplies:

We will try our best to keep a stock of everyday needed supplies. Employees should submit their supply request to the secretary as soon as possible. This will enable the office staff to fill the order in a timely manner without much delay, unless an item must be ordered. For items other than office supplies, the Employee should fill out a Purchase Order Form (available in main office) and turn in to the secretary. Employees WILL NOT send students to the office during class time, or any other time, to get supplies for the classroom. Employees will no longer be allowed to enter the supply room. The secretary or other office staff are authorized to do this, and will fill orders accordingly.

Mail:

The secretary will deliver mail to mailboxes when it arrives. If it is on top of his/her desk, please do not go through it. There is an outgoing mailbox in the office. If Employees are mailing something personal, they should use their own stamps.

Visitor:

All visitors must check in at the office when they arrive at school and they will be given a visitors badge. If Employees see a "stranger" walking around without a visitors badge they should call the office right away.

Sick Students:

If a student complains that they are sick Employees may send him/her to the Dean of Students with a referral letter. Employees should not call the student's parents/guardians. The Dean of Students will handle this. If the student is sent back to class with a pass after the Dean of Students has talked with the student's parent/guardian, Employees must accept the student back into class. If the Dean of Students is absent for a day then the Dean of Academics will be the person in charge of this.

Telephone:

Students should not use the telephone in the classroom, no matter what the reason. The pay phone outside the office is for students to use only in event of an emergency. Students are not allowed to use the pay phone during class time.

Staff Mailboxes and E-mails:

Employees should check their mailbox and e-mails daily, before school, at lunch, during your break, after school. This is how the office and staff members communicate with each other. There may be memos that pertain to the same day. Do not let students clean/empty your mailbox and use your desk due to the amount of confidential material that is in your mailbox.

Secretary's Desks:

We ask that you respect our desks. Everything on our desks is confidential. If there are papers on our desk, do not help yourself with regard to viewing them at anytime. **NO ONE BUT THE SECRETARIES WILL SORT THE MAIL.** We have many confidential items that come through the mail. If you receive mail, it will be put in your mailbox. If you are expecting personal mail, it will be put in your mailbox (staff lounge), when it arrives. **PLEASE DO NOT TAKE SUPPLIES OFF OF OUR DESKS.** Do not remove pens, sticky notes, markers, scissors, or anything else from our desk. Do not go in our desk drawers - **EVER.** Our computers in the main office are not for general use to any other staff members. Staff members are to use the designated copy machine in the copy room. Please do not put anything on our desks that does not belong on our desks: laptops, printers, paper from printer, etc.

Staff Sick Days:

Employees must call in by 7:15 AM in order for the school to find a substitute for the appropriate classes. Employees should not call in sick to other staff members; call the person designated by the Director.

Staff Lounge:

The staff lounge needs to be clean at all times. Employees need to clean up after themselves. Do not let the students use the staff lounge.

Copy Room:

Employees should not leave copies on the bookcase in the copy room. If copies are found there, they will be put in the trash. The bookcase is for paper, paper clips, scissors, etc.. Also keep this room clean. If you are not sure how to use the copy machine, please ask the secretary to show you. Please be sure that the door is closed. Employees should not send students to make or deliver copies.

Front Office:

Please do not leave things in the front office with the secretaries. The secretaries are not responsible for putting things where they belong – you are. Please do not go through the fax papers, as there may be sensitive or confidential documents among them. The secretaries will put faxes in the proper mailbox as they arrive.

23. Attendance at Staff Training and Special Meetings

The Faculty at Milwaukee Math and Science Academy is required to attend all training sessions, open houses and school functions unless excused by the Executive Director. The Executive Director will schedule each employee for training based upon his or her position and experience at Milwaukee Math and Science Academy. In addition, attendance at special meetings arranged by the Executive Director is required, unless excused by the Executive Director. The Executive Director will provide advance notice of all training and special meetings. **A day of training or a special meeting missed may be grounds for disciplinary measures and will be determined by the E.D..**

24. Staff Dress And Grooming

Milwaukee Math and Science Academy believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Executive Director retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When performing duties, all staff members shall:

- A. Be physically clean, neat, and well groomed;
- B. Dress in a manner consistent with their professional responsibilities;
- C. Dress in a manner that communicates to students a pride in personal appearance;
- D. Dress in a manner that does not cause damage to MMSA property;
- E. Be groomed in such a way that their hairstyle or dress does not disrupt the educational process nor cause a health or safety hazard.
- F. Staff members are not allowed to wear the following items during school hours unless permission is given by the Executive Director: jeans, facial piercings, shorts, skirts shorter than four inches above the knee, slits in skirts should not go higher than four inches above the knee, low cut blouses (no cleavage), open midriffs, t-shirts, flip flops, sleeveless shirts, tennis shoes or casual sandals.

25. Equal Employment Opportunity

Since we are an equal opportunity employer, all employees and prospective employees will be recruited, selected and trained without regard to age, sex, race, color, religion, disability, national origin, marital status or veteran status. This same non-discriminatory consideration will be used in all other aspects of the employment relationship.

All applicants are carefully screened and full consideration is given to their training, education, skills, experiences, growth, potential and previous work record. All employees of MMSA are charged with fulfilling their responsibilities for the active support of our equal employment opportunity program.

26. Accommodations for Disabilities

If the employee has a disability which affects his/her ability to perform the essential job duties, the employee should contact the Executive Director to discuss what reasonable accommodations might be made for the employee to safely and effectively perform his/her job. A statement from the employee's physician describing the extent of the disability and limitations will be necessary in order for the school to assess whether it can reasonably accommodate the employee's condition.

27. Harassment Policy Statement

Harassment Prohibited – General: MMSA is committed to maintaining a professional and collegial work environment that is free of discrimination and harassment based on a person's sex, race, color, age, religion, disability, ancestry, or national origin, consistent with applicable federal and state laws.

All employees should respect the rights, opinions, and beliefs of others. Harassment of any person because of sex, race, color, age, religion, disability, ancestry, or national origin is strictly prohibited, whether directed at a student, coworker, visitor or Administrator. Any such harassment is prohibited by this policy, without regard to whether or not it also violates any equal employment opportunity laws. This policy applies to all employees of Milwaukee Math and Science Academy, and applies to the workplace; to job assignments out of the office, at School sponsored functions and activities, and anywhere else.

Sexual Harassment Prohibited: No one may threaten or imply that an employee's submission to or rejection of sexual advances will in any way influence any decision about that employee's employment, advancement, duties, compensation, or any other terms or conditions of employment. No one may take any personnel action based on an employee's submission to or rejection of sexual advances. No one may threaten or imply that a student's submission to or rejection of sexual advances will influence any decision about the student.

No one may subject another employee, student or visitor to any unwelcome conduct of a sexual nature. This includes both unwelcome physical conduct, such as touching, making sexual gestures, and making or displaying sexual drawings or photographs, and unwelcome verbal conduct, such as sexual propositions, slurs, insults, jokes and other sexual comments. An employee's conduct will be considered unwelcome and in violation of this policy when the employee knows or should know it is unwelcome to the person subjected to it or when it substantially interferes with an individual's employment, a student's schooling or well-being or creates an intimidating, hostile, or offensive work environment.

Other Harassment Prohibited: No one may harass anyone because of that person's race, color, age, religion, disability, ancestry, or national origin. Some examples of conduct prohibited by this policy include using racial and ethnic slurs or offensive stereotypes and making jokes about these characteristics.

Making Complaints and Reporting Violations: Any employee who believes he or she is a victim of unlawful harassment or has witnessed such harassment should contact the Executive Director immediately. If the Executive Director is the alleged source of harassment, the employee should inform a Board member.

No reprisal, retaliation, or other adverse action will be taken against any employee for making a good faith complaint or report of harassment, or for assisting in the investigation of any such complaint or report. Any suspected retaliation or intimidation should be reported immediately to one of the persons described above. Any individual found to have retaliated against an individual for making a complaint or report under this policy, or against anyone participating in the investigation of a complaint under this policy, may be subject to discipline up to and including termination.

Investigation of Complaints and Reports: Milwaukee Math and Science Academy will promptly and thoroughly investigate any complaint or report of a violation of this policy. Please understand that a thorough investigation can, in some cases, take several weeks. During the pendency of the investigation, to the extent possible, measures will be taken to prevent any further contact or interaction between the person who believes he or she has been subject to harassment and the alleged violator of this policy. At any time, the employee may ask the person to whom he/she made a complaint or report under this policy about the status of the investigation. While it is the intent of MMSA to attempt to keep any complaints or reports under this policy as confidential as possible, in order to ensure a fair and thorough investigation, complete confidentiality may not be possible. However, all persons with whom the allegations are discussed will be reminded of the confidential nature of the process.

Penalties for Violations: MMSA will take prompt and appropriate disciplinary and remedial action if its investigation shows a violation of this policy. Depending on the circumstances, the disciplinary action may range from a warning to discharge.

A complaint or report that this policy has been violated is a serious matter. Dishonest complaints or reports are also against our policy, and MMSA will take appropriate disciplinary action up to and including termination if its investigation shows that deliberately dishonest and bad faith accusations have been made.

Additional Information: MMSA has developed this policy to ensure that all of its employees, students and visitors can work in an environment free from unlawful harassment. This policy will be disseminated to all current employees as well as to all new employees, upon their arrival at the School. Students have sexual harassment policy guidelines, as well. MMSA will periodically conduct mandatory informational sessions concerning the policy, so as to ensure that all employees understand the School's commitment to eliminating any unlawful harassment in the School, are familiar with the policy and its complaint procedures, and know that any complaint received will be investigated promptly and appropriately resolved.

If the employee has any questions about this policy, please contact the Executive Director for additional information.

All employees are expected to act responsibly to establish a pleasant working environment free of discrimination.

28. Drug-Free Workplace

The Board of Trustees believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting, which is not tainted by the use or evidence of use of any controlled substance.

The MMSA School Board shall not permit the manufacture, possession, use (except self-use of prescription drugs), distribution, or dispensing of any controlled substance, including alcohol, prescription and non-prescription medicine by any employee at any time while on school property or while involved in any school-related activity or event. Any employee who violates this policy shall be subject to disciplinary action in accordance with Board policy. The Academy reserves the right to implement a drug testing policy in accordance with applicable law at any time in its sole discretion.

29. Solicitation and Distribution

There will be no soliciting of employees by other employees or any person anywhere on Academy property unless prior approval is obtained in writing from the Executive Director. This includes selling and delivery of merchandise (e.g., Girl Scout cookies, Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

30. Intellectual Property Rights

Any materials created by staff members for use by MMSA, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

31. Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of Internet services can waste time and resources and potentially create legal liability and embarrassment for both the School and the employee.

An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. This policy applies to any Internet service that is:

- Accessed on or from Milwaukee Math and Science Academy's premises; and/or
- Accessed using Milwaukee Math and Science Academy computer equipment or via School-paid access methods.
- Internet services are provided by the School for school use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, however, personal use must be infrequent and must not:
 - Involve any prohibited activity, i.e., any activity that is prohibited by this handbook or by the application of state or federal law;
 - Interfere with the productivity of the employee or his/her co-workers;
 - Consume system resources or storage capacity on an ongoing basis; or
 - Involve large file transfers or otherwise deplete system resources available for business purposes.

Employees should not expect privacy with respect to any of their activities using School -provided Internet access or services. The School reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the School's computer systems without advance notice and may also limit the use of the Internet service in part or whole.

Employees violating this policy are subject to discipline, up to and including termination of employment. Employees using the computer system for defamatory, illegal, or fraudulent purposes are also subject to civil liability and criminal prosecution. All computer resources including content are the property of the School and employees will be held personally responsible for their activities.

Employees should save soft copies of all classroom documents in a backup folder on their computer.

Employees are strictly prohibited from using Internet services in connection with any of the following prohibited activities:

- Engaging in illegal, fraudulent or malicious conduct;
- Working on behalf of organizations;
- Sending or receiving offensive, obscene or defamatory material;
- Annoying or harassing other individuals;
- Sending uninvited e-mail of a non-work-related nature;
- Monitoring or intercepting the files or electronic communications of employees or third parties;
- Obtaining unauthorized access to any computer system (including but not limited to unauthorized use of codes or passwords);
- Using another individual's account or identity without explicit authorization;
- Attempting to test, circumvent, or defeat security or auditing systems of Milwaukee Math and Science Academy or any other organization without prior authorization; or
- Distributing chain letters, jokes, solicitations, offers to buy or sell goods, or other non-business material of a trivial or frivolous nature.

32. Anti-Violence Policy

Violence or threats of violence will not be tolerated. If the employee feels such conduct has occurred, please report it immediately to the Executive Director.

The matter will be investigated, and where investigation confirms the allegation, appropriate action will be taken. Any employee engaging in what the school deems to be violent or threatening behavior will be subject to disciplinary action, up to and including discharge.

The premises of Milwaukee Math and Science Academy represent a school safety zone, on which the possession of a deadly weapon or dangerous ordnance is strictly prohibited. As part of this policy, Milwaukee Math and Science Academy will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any employee of Milwaukee Math and Science Academy while on school property, on a school vehicle or at a school sponsored event.

Any employee found in possession of such a device on School property, in a School vehicle, or at a School-sponsored event, will be disciplined (up to and including possible termination) and will be reported to the appropriate law enforcement agency if appropriate.

An employee who is authorized by the School and by the law to serve as a security officer or to carry a weapon under controlled circumstances is exempt from this policy.

The following are examples of prohibited conduct under this policy:

- Injuring another person physically
- Engaging in behavior that creates reasonable fear of injury to another person
- Possessing, brandishing, or using a weapon on School premises or engaged in School business
- Damaging property intentionally
- Threatening to injure an individual or damage property
- Committing injurious acts motivated by or related to domestic violence or sexual harassment

Every employee has an obligation to report potential workplace violence to the Executive Director. This would include if the employee hears or observes anyone exhibiting one or more of the following behaviors:

- Discussing weapons or bringing weapons into the workplace

- Displaying overt signs of hostility or anger
- Making threatening remarks
- Sudden or significant deterioration of performance
- Displaying irrational or inappropriate behavior

It is extremely important that the employee reports any knowledge of actual or potential acts of violence to the Executive Director so that all can be assured of a working and learning environment free of fear and violence.

33. Workplace Searches

To protect property and ensure the safety of all employees, students and visitors, MMSA reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes or any other possessions, articles or property carried to the Academy's property. The Academy reserves the right to search any employee's desk, office, locker, file or computer or any other area of the premises. Inspection may be conducted at any time at the discretion of the Academy.

Persons entering the premises who refuse to cooperate with an inspection conducted pursuant to the Academy's policy may not enter the premises, and employees refusing to cooperate may be subject to disciplinary measures, up to and including discharge.

34. Immigrants

Milwaukee Math and Science Academy is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, as amended, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. If an employee is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the Academy. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is no longer retained or valid. Employees with questions or seeking more information on immigration law issues are encouraged to contact the Executive Director.

35. Complaints

All employees are encouraged to bring their curriculum problems or concerns to the immediate attention of the Dean of Academics. All other concerns should be directed to the Executive Director. If the Executive Director is not available, employees should direct their questions or concerns to the appropriate administrator.

36. Discipline and Termination

The Academy retains its right to discipline or terminate the employment of any employee at any time, with or without cause at the Academy's sole discretion.

These policies apply to all employees of the Academy, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

Bases for Disciplinary Action: The following acts or omissions, among others, which evidence unfitness to perform duties, by an employee in the scope of employment, shall constitute grounds for disciplinary action up to and including termination:

1. Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
2. Unprofessional job-related conduct.
3. Incompetence or inefficiency in the performance of duties as identified through due process procedures.
4. Corporal punishment of students.
5. Improper conduct toward students and/or other employees.
6. Conduct in violation of any Academy policy or established expectation of performance.
7. Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.
8. Misconduct related to the employee's job.

9. Abuse of the Academy's sick and personal leave policy.
10. Excessive and/or unexcused tardiness.
11. Unexcused absences from work and assigned duties.
12. Negligence or carelessness in the performance of duties.
13. Use of Academy property for personal gain.
14. Negligent or willful damage to Academy property.
15. Gross waste of Academy supplies or equipment.
16. Dishonesty or falsification of any information involving the Academy, including grades, credits, data on forms, employee records, or any other information involving the Academy.
17. Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
18. The use or distribution of being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
19. Deliberate conduct, which has the apparent purpose of, exposing the Academy to embarrassment, censure, ridicule, or reproach.
20. Verbal and/or physical fighting on school premises or at any school related activities.
21. Falsification of records or data with intent to defraud.
22. Harassment.
23. Sexual Misconduct.

This list is not a complete list of acts worthy of disciplinary action. The Executive Director reserves the right to determine when disciplinary action is appropriate and the degree of disciplinary action to be administered, including termination.

Persons Authorized to Initiate and Carry Out Disciplinary Actions:

Verbal and written warnings may be issued by the Board of Trustees, the Executive Director, administrators, or other supervisory personnel relative to employees under their jurisdiction.

Suspension Without Pay and Notice of Intent to Dismiss. Suspension without pay and notice of intent to dismiss may be administered both by the Executive Director and the Board of Education and may occur in those instances in which:

1. The misconduct is sufficiently serious as determined by the Executive Director to warrant the initiation of disciplinary action at this level, without prior disciplinary action.
2. In those cases where previous warnings were given and found to be ineffective to cause correction of the offensive conduct.
3. Remediation efforts have failed in those cases where such efforts were attempted.
4. The nature of the offensive conduct is such that dismissal appears to be the only solution to the problem.

37. Resignation, Termination of Employment and Complaints

Resignation:

Employees who resign from the Academy should give at least a ten day (two weeks) notice. The letter of resignation should state fully the reason(s) for leaving and should be turned in to the employee's supervisor.

The resigning employee should relinquish all property of the Academy at the time of departure. Any applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. The Academy reserves the right to withhold the remaining paycheck(s) of the resigning employee until all property of the Academy is returned or until all outstanding payments in excess of the amount of the paycheck(s) have been made to the Academy.

The Academy reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

Involuntary Termination of Employment:

Non-contract employment with the Academy is at-will and may be terminated by the Academy at any time with or without cause and with or without notice. Employees will be paid for all work performed through the effective date of the termination of their employment. The Academy reserves the right to withhold the remaining paycheck(s) of the resigning employee until all property of the Academy is returned or until all outstanding payments in excess of the amount of the paycheck(s) have been made to the Academy. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck.

38. Employee Acknowledgement

I have received a copy of and have read the foregoing MILWAUKEE MATH AND SCIENCE ACADEMY Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that MILWAUKEE MATH AND SCIENCE ACADEMY can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will override any contrary statements, representations or assurances made by any supervisory personnel except the Executive Director.

EMPLOYEE'S SIGNATURE

PRINTED NAME

DATE: _____

Please sign this page and return it to the Administrative Assistant immediately. A copy of this acknowledgement will be retained in the employees personnel file.

ATTACHMENT – E

Operations manual

&

ATTACHMENT – J

**Accounting Policies and Procedures
Manual**

Milwaukee Math & Science Academy

Business Plan

I - Executive Summary

A. School Description

1. *Name and Address:*

- i. Milwaukee Math & Science Academy (MMSA)
- ii. MMSA will be located in the City of Milwaukee and will serve underprivileged urban children who are, as a result of low expectations, not aptitude.

2. *School Description:*

- i. Grades and number of students to be served in the first year: Grades K-8, 450 students
- ii. Grades and number of students to be served at capacity: Grades K-12, 750 students
- iii. Year the school will reach full capacity: 2014

3. *Mission Statement:*

- i. The mission of Milwaukee Math and Science Academy is to prepare its students for college by creating an effective learning environment of higher standards and expectations with a rigorous college prep curriculum that focuses on mathematics, science, and technology.

4. *Instructional Focus:*

- i. MMSA will implement Concept School Design which uses a standard-based, college-preparatory curriculum that focuses on mathematics and English through 8th grade and then focuses on math, science, and technology through the high school. The curriculum has already been aligned to Wisconsin state standards. High school graduation requirements are higher than a traditional public school in Milwaukee and they include community service hours as well as a senior thesis. The pillars of Concept Schools Design are:
 1. Rigorous College Preparatory Curriculum with Math, Science, and Technology Emphasis
 2. Personalized Education
 3. Higher Standards and Expectations
 4. Knowledgeable and Skilled Staff
 5. Data-driven Instruction Through Ongoing Assessment of Learning
 6. Increased Student Engagement
 7. Increased Parent-School Relations
 8. Community Partnership
- ii. In terms of pedagogy, our goal is not to subscribe to one teaching method but have many successful teaching methods to maximize classroom learning. We believe in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher can customize their teaching materials according to their particular group of students needs. Our teachers will use a combination of the following instructional techniques: *Direct teaching, Problem based learning, Project based learning, Collaborative learning.*

Use of these techniques provides an engaging, dynamic learning environment for students to explore the questions they have about the world and ways they can contribute to the world. We are utilizing a variety of instructional approaches to teach advanced concepts and thinking skills in mathematics and science.

- iii. Through our small class sizes, we personalize relationships between teachers and students. Our mentorship program further supports students and allows strong relationships to develop. Our clearly defined high expectations for academic achievement and conduct make no excuses based on the background of students. We expect our students to achieve proficiency or better on the WKCE by their third year at the school. We provide students more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond.
 - iv. Higher standards and expectations are reflected through promotion, school-wide discipline policies and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in some cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.
5. *Governance/Administrative Structure:*
- i. The Milwaukee Math and Science Academy will be governed by a 5-7 member Board of Directors whose ultimate responsibility is to uphold the mission of the Milwaukee Math and Science Academy by providing for the well being of the institution presently and in the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its by-laws, the charter contract, and relevant state and federal statutes.
 - ii. Our design team (Concept Schools), governing board, and advisory board have an impressive track record indicative of our collective ability to start, grow, and manage a high performing school. Our team has a wealth of experience spanning education, government, business and community development, hence, providing us with the ability to create a dynamic community school that builds on strong public-private partnerships.
 - iii. The Board is ultimately responsible for providing oversight and policy making decisions for the school. Concept Schools (CS) will provide design, start-up, and on-going management/administrative services for the school. The governing board will oversee Concept Schools based on CS reports to the board provided at board meetings. Furthermore, the Board of Directors will receive counsel from its Advisory Board.

II – Market Analysis and Marketing Strategy

There is a great need and demand for a college preparatory school with special emphasis on reading, math, and science education in the Milwaukee area. According to the scores provided by the Milwaukee School District, Milwaukee Public Schools scored lower than Wisconsin state averages between 2000 and 2008. According to 2008 WKCE scores, the state reading averages were 84% for eighth graders and 74% for tenth graders while the Milwaukee Public School averages were 62% and 41%; the state math averages were 78% for eighth graders and 69% for tenth graders while the Milwaukee Public School averages were 48% and 28%; the state science averages were 74% for eighth graders and 71% for tenth graders while the Milwaukee Public School averages were 42% and 28%. When looking at the 2008 state high school graduation rate, the state average was 89% while the Milwaukee Public Schools average was 69%.

It would benefit Milwaukee students to bring the best of private schooling to public education. According to the Private Secondary School Guide published by Peterson's, tuition and other expenses for a private, college-prep school is at least \$5,000 in Milwaukee. In 2008-09, 77% of 85,376 enrolled students in Milwaukee were economically disadvantaged. The Milwaukee Math and Science Academy will offer an

alternative school to low-income families who would like to send their children to college-prep private schools but have not been able to.

Given the success of the Concept Schools model throughout Ohio, Indiana, and Illinois, we have every reason to believe that we can accomplish the mission and objectives of Milwaukee Math and Science Academy. Our school design is in its tenth year of maintaining a well-rounded and college-prep culture with high college acceptance rates, test scores and attendance rates as well as ever-increasing wait lists. Since the principal and key teachers of the proposed school will come from one of Concept Schools' network schools, the MMSA will be well-positioned to carry out the successful principles of this model and adapt it to the context of the educational community in Milwaukee, Wisconsin - providing opportunities for colleges and universities, community organizations, museums, businesses and professionals from all fields of expertise to be engaged in the school and provide support for our students. The MMSA will be a strong asset to the community, the City of Milwaukee, and the broader world in which we live.

The MMSA will vigorously disseminate announcements to the public through as many available routes as is practical, including (but not limited to):

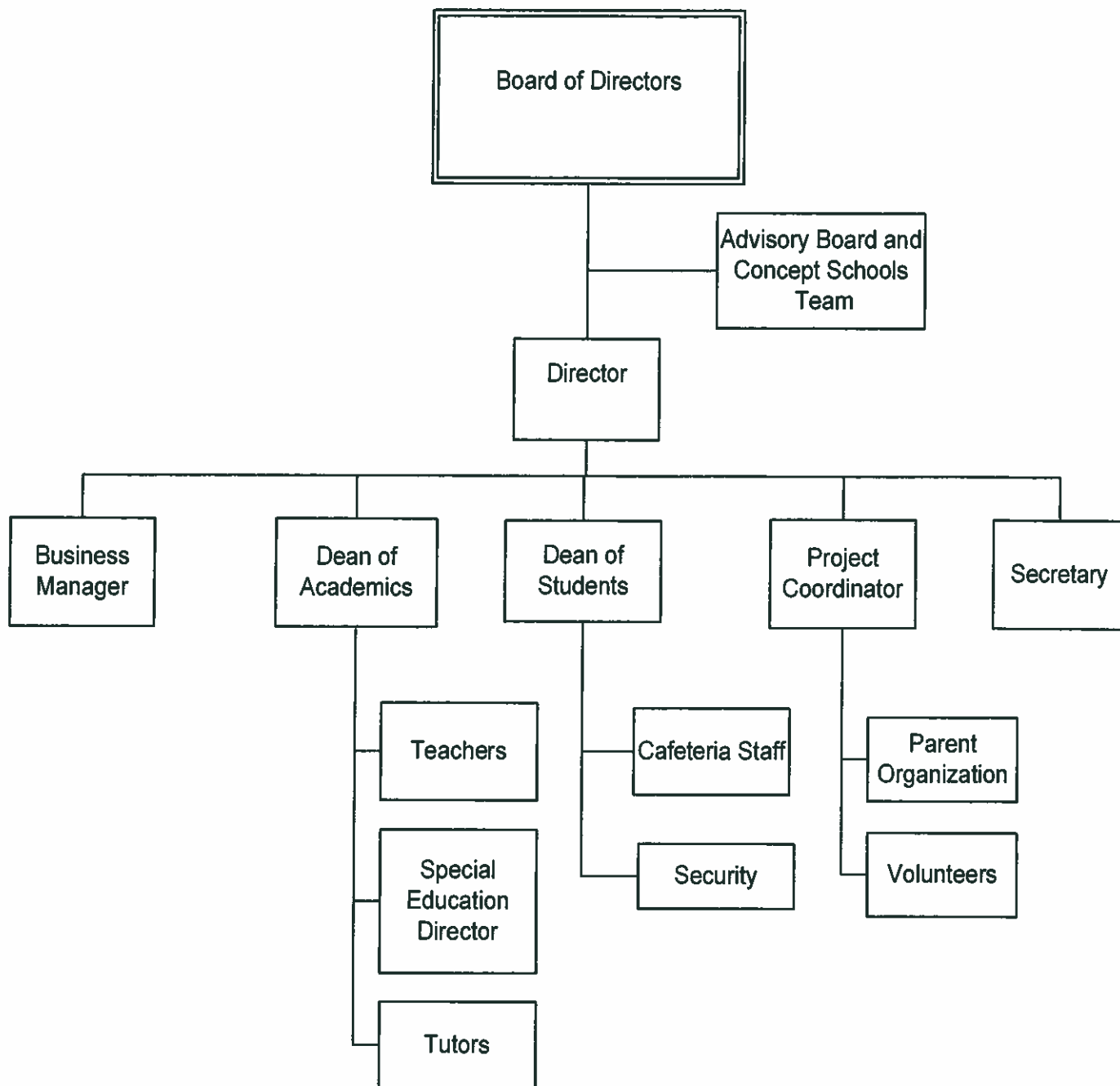
- organizing open house meetings at the local public library,
- posting and distributing flyers in various communities,
- attending community organizations' meetings of all kinds,
- direct mailings, and
- visiting public and private schools in the neighborhood, after-school programs, youth and community centers, and business and civic organizations.

These methods will help ensure that the invitation to hear directly about the opportunities offered to children by MMSA is widely circulated. Concept Schools, management organization, has designed an online school profile to provide prospective parents and students a better understanding about the school. Furthermore, prospective parents are able to fill out an application online. Concept Schools will also provide services to MMSA with design and print of marketing materials such as brochures, DVDs, online presentations and more.

MMSA's outreach strategy will consist of presentations at the facilities of local social service providers, libraries, and common meeting places. Everyone will be invited to presentations about the school and events at the school through primary news and media sources utilizing print media, the internet, and television. MMSA will collaborate with organizations to publicize events in the community, through the local newspapers. Outreach to professional societies of scientists, engineers, doctors, and researchers will be conducted to engage these types of individuals in the educational program of the school. Systematic efforts for outreach to area universities will also be conducted.

III - Management Plan

The governing board of the non-profit charter school, Milwaukee Math and Science Academy, will hold and be responsible for the charter. The attached organizational chart demonstrates the lines of authority between the governing board, advisory board, Concept Schools, and the school management and faculty/staff.



A comprehensive selection process of our staff members allow us to find teachers who are committed to urban education and willing to go beyond their call of duty in order to meet the needs of our students. Our staff selection process requires demo lessons, classroom visits, online screening tests, a comprehensive interview, review of transcripts, referrals, and reference checks. Since finding high quality math and science teachers has been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas and recommends them to the schools within the network,.

The Milwaukee Math and Science Academy will open in the fall of 2010 in Milwaukee, Wisconsin. We will initially open with Kindergarten through 8th grades and add one grade level each year through 2014. By the 2014-2015 school year, Milwaukee Math and Science Academy will complete its growth, serving total of 750 students in Kindergarten through grade 12. Such strategic growth plan will serve two purposes: one, it will allow us to start off with Kindergarten and; two, it will allow us to serve middle school grades, which is where there is the greatest need for a college prep math and science program in urban communities. Our first year operating budget is \$4.2 million and is expected to increase each year as we raise our student enrollment.

Through the purchasing power and preferred vendor program of our management company, Concept Schools, we are able to keep operational costs low. Furthermore, we will be able to attract and retain high quality teachers by providing starting salaries that are compatible with the local public school district, MPS.

Concept Schools has established partnerships with the Charter School Development Corporation, a Washington D.C.-based non-profit facility management organization; Illinois Facilities Fund (IFF), a Chicago-based financial organization that assists non-profit organizations with securing facilities; and Breeze Inc., an Ohio-based facility management organization. Recently, for our school in Indianapolis, Concept Schools worked with Godby Enterprises, a local developer who purchased, renovated, and leased back to the school with an option to purchase after 5 years.

IV - Financial Data

MMSA has prepared a pre-operations budget, as well as a five-year operations budget projection to show the schools finances at capacity. This is a balanced budget based on what is known at this time and what can be assumed. Below are some highlighted points of interest related to the budget. In addition, detailed charts depicting staffing plans and Furniture, Fixture and Equipment acquisitions, and first year's, FY2011, cash flow analyses are included. Much of the information in this budget has been developed by working with other Concept-managed charters, area charter schools, and math-science-technology specific schools.

- **Pre-Operational Budget** - This pre-operational budget carries the MMSA from authorization until the start of school in the fall of 2010. It assumes that grants will be awarded for planning purposes from the Walton Family Foundation and the Wisconsin State Board of Education (MMSA will also receive seed money from management company as a loan). Expenditures from these grants are focused on the areas of marketing, community out-reach (particularly to parents/families), program design and student recruitment, plus six months of salary for a school leader/principal and an assistant.

- **Five Year Budget** - Yearly budgets will be prepared by Concept Schools, the principal, and business manager and approved by the board of directors. Expenses not included in the budget but greater than \$1,000 will require approval by the Board, after establishing how funding of the unbudgeted expenses will occur. The school's principal will approve budgeted expenses.

Concept Schools has a detailed budget and expense control accounting system already in place at 19 schools presently under management. This system will be used by MMSA.

- **Revenue** - The per capita revenue is assumed \$7,775 based on other charter schools data in the area.
 1. Title funds – the percentage of students who are eligible for free and reduced meals is assumed at 60%, which is the average for Milwaukee District. Title funding is assumed at \$460 per eligible student, which is the current level of reimbursement received from the State.
 2. Fundraising, Foundation Grants and In-kind Contributions: This includes the \$250,000 Charter School Grant from Walton Family Foundation in the first year and \$60,000-\$120,000 that is anticipated MMSA will raise in the following years, including the value of in-kind donations expected from community partners and grants. In its second year, MMSA will have a dedicated full-time position, Development Director, to attain the fundraising goal.
 3. Federal Charter School Implementation Grant: MMSA will be eligible for \$150,000 prior to first year operation, \$150,000 in its first year, \$300,000 in its second year, and \$300,000 in its third year.

4. School lunches and breakfasts will be provided. It is assumed 60% of students will be eligible and 90% will eat lunches. Paying students will pay the same as the state reimbursement for free lunches.

Expenses

• Direct Student Cost

5. A detailed budget to include the cost of equipment such as LCD projectors, Smart Boards, Overhead Projectors, desks, filing cabinets, staff computers, and art and sports equipment has been developed. Additional equipment will be needed as the number of classrooms/teachers increase each year and are reflected in the budget.
6. MMSA will have two fully equipped computer labs. These labs will be set up in first year of operation. MMSA also will have mobile computer labs that could be moved to any classroom in the building on an as-needed basis.
7. Three science labs will be built and equipped in the first 3 years of operation. An estimate of consumables and small equipment needs has been included.
8. Textbooks and classroom supplies will be purchased for all grades in year one with additional materials purchased each year as the number of grades increases.

• Personnel

9. Teachers' salaries will average \$35,000 per year based on the average salaries paid by Concept Schools in all other concept schools.
10. One week of staff development/training will take place prior to the start of each school year. MMSA staff will also attend the two days of annual professional development event that Concept Schools organize for all the staff within their network schools. An additional \$1,000 per year per staff is included for professional development.
11. Budgeted for extracurricular activities include clubs, trips, Saturday, summer and winter programs, assemblies, student recognitions and awards, and provide funds for stipends for coaches, club advisers, etc.
12. MMSA will pick up 60% of the health and dental premiums. It is assumed that the cost of health benefits will be \$4,500 per pupil per year.

• Office and Administration

13. Assumptions for office equipment and administration-related costs are based on data provided by other charter schools.
14. Assumption for the management fee of Concept Schools equal to 12% of the per capita revenue. Categorical funding, grants, and other fees do not apply to this fee.
15. Insurance, legal, auditing, telecommunication usage, printing, copying, postage, and shipping expenses. The insurance includes the general liability, property, worker's compensation, vehicles, sexual harassment, directors and officers, and the umbrella coverage as a package.

- **Facility**

16. It is assumed that MMSA will be paying \$40,000 rent in its' first year and 3% increase every year. It is also assumed that MMSA will be responsible for routine maintenance of the building and custodial services.
17. Maintenance and custodial staff are included in the projections.
18. Utility costs are estimated as \$1.33 per square foot for the first year and decreasing to \$1.2 per square foot in its following years.
19. Major repairs to building and or heating/ventilating equipment will be provided by the owner of the building.

- **Surplus/Deficit** - This business plan is based on many assumptions. Efforts have been made to include estimates of expenses for all categories. At this point, the Plan shows a surplus each of the five years of operation. It is anticipated that this surplus will be reduced as the program design is further refined and expenses and revenues are identified and refined.

Five-Year Budget Template:

Proposed Charter School: Milwaukee Math and Science Academy

	From approval to opening	FY2011	FY2012	FY2013
Projected Enrollment	K-12 Enrollment	450	525	600

I. Revenues

Carry-over from previous period	\$0	\$130,289	\$37,218	\$237,027
Per Pupil Payments		\$3,498,750	\$4,081,875	\$4,665,000
Federal Grants	\$150,000	\$150,000	\$300,000	\$300,000
Title Funding		\$208,999	\$243,831	\$278,664
Private Funds/Grants/Fundraising		\$0	\$60,000	\$100,000
Walton Family Foundation Grant		\$250,000		
Concept Schools Loan	\$150,000			
Total Revenues	\$300,000	\$4,238,037	\$4,722,924	\$5,580,691

II. Expenditures

Human Resources

Director/Principal Salary	\$30,000	\$80,000	\$82,400	\$84,872
Supervisors/Lead Teachers Salaries		\$150,000	\$309,000	\$318,270
Teachers (FT) Salaries		\$1,155,000	\$1,369,900	\$1,559,523
Teachers (PT) Salaries		\$0	\$0	\$0
Clerical Salaries	\$15,000	\$196,000	\$230,720	\$297,052
Custodial Salaries		\$52,000	\$80,340	\$82,750
Consultants Salaries/Contracts	\$0	\$0	\$0	\$0
Other (Admin. Staff) Salaries	\$6,000	\$180,000	\$231,750	\$238,703
Payroll Taxes	\$3,902	\$138,695	\$176,264	\$197,459
Insurance	\$2,610	\$113,463	\$144,496	\$159,599
Medical Benefits		\$225,000	\$274,500	\$301,500
Professional Development	\$4,000	\$50,000	\$61,000	\$67,000
Substitute Teachers		\$8,000	\$9,600	\$11,000
Board Recruitment		\$0	\$0	\$0
Board Development	\$5,000	\$2,000	\$2,000	\$2,000
Payroll Services	\$1,800	\$2,400	\$2,760	\$3,174
Other Human Resources Expenses	\$2,000			
Total Human Resources	\$70,312	\$2,352,557	\$2,974,731	\$3,322,902

Facility

Rent		\$480,000	\$494,400	\$509,232
Mortgage		\$0	\$0	\$0
Renovation/Construction		\$20,000	\$20,000	\$20,000
Utilities		\$60,000	\$66,000	\$72,600
Maintenance		\$20,000	\$25,000	\$30,000

Other Facility Expenses	Total Facility	\$0	\$0	\$0	\$605,400	\$631,832	\$649,509	\$77,244
Materials/Supplies/Equipment								
Textbooks and Other Instructional Supplies			\$126,000	\$24,150	\$24,150	\$24,150	\$24,150	\$24,150
Assessments			\$8,100	\$9,450	\$10,800	\$12,150	\$12,150	\$13,500
Instructional Equipment			\$33,750	\$39,375	\$45,000	\$50,625	\$56,250	\$56,250
Classroom Technology			\$18,000	\$20,000	\$9,000	\$9,000	\$9,000	\$9,000
Office Technology-Computers for staff members		\$4,200	\$40,000	\$8,800	\$4,800	\$1,600	\$1,600	\$3,200
Instructional Software			\$3,000	\$3,000	\$3,000	\$8,000	\$8,000	\$8,000
Office Software		\$600	\$4,000	\$2,000	\$2,000	\$4,000	\$4,000	\$3,000
Library			\$0	\$0	\$0	\$0	\$0	\$0
Office Furniture		\$3,000	\$30,000	\$20,000	\$8,200	\$8,200	\$8,200	\$8,200
Classroom Furniture			\$103,500	\$17,250	\$17,250	\$17,250	\$17,250	\$17,250
Other Equipment-Computer and Science Labs			\$100,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Copying and Reproduction		\$8,000	\$9,600	\$14,400	\$16,400	\$18,000	\$18,000	\$22,000
Postage and Shipping		\$12,000	\$10,400	\$2,400	\$2,400	\$4,200	\$4,200	\$4,200
Telephone/Fax Lines *included in utilities			\$0	\$0	\$0	\$0	\$0	\$0
Long Dist Phone Expenses *included in utilities								
Internet Access		\$800	\$6,000	\$6,000	\$6,000	\$12,000	\$12,000	\$12,000
Other Materials/Supplies/Equipment								
Total Materials/Supplies/Equipment		\$28,600	\$492,350	\$196,825	\$179,000	\$199,175	\$210,750	\$210,750
Additional Costs								
Contracted Services (Management Fee)			\$419,850	\$489,825	\$559,800	\$629,775	\$699,750	\$699,750
Sponsorship Fee			\$104,963	\$122,456	\$139,950	\$157,444	\$174,938	\$174,938
Business Services		\$800	\$3,600	\$3,960	\$4,356	\$4,792	\$5,271	\$5,271
Insurance			\$12,000	\$13,200	\$14,520	\$15,972	\$17,569	\$17,569
Marketing/Development		\$40,000	\$30,000	\$20,000	\$12,000	\$12,000	\$12,000	\$12,000
Legal Expenses		\$25,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Accounting/Audit			\$12,000	\$12,000	\$12,000	\$14,000	\$14,000	\$14,000
Transportation								
Field Trips/After School Activities			\$18,500	\$22,500	\$26,500	\$30,500	\$34,500	\$34,500
Food Service								
Concept Schools Loan Repayment			\$150,000					
Community Outreach		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Other								
Total Additional Costs		\$70,800	\$775,913	\$708,941	\$794,126	\$889,482	\$983,027	\$983,027
Total Revenues		\$300,000	\$4,238,037	\$4,722,924	\$5,580,691	\$6,334,453	\$7,403,253	\$7,403,253
Total Expenditures		\$169,712	\$4,200,820	\$4,485,897	\$4,927,860	\$5,250,780	\$5,696,232	\$5,696,232
Balance		\$130,289	\$37,218	\$237,027	\$652,831	\$1,083,673	\$1,707,021	\$1,707,021

MMSA BUDGET NARRATIVE

MMSA has prepared a pre-operations budget, as well as a five-year operations budget projection to show the schools finances at capacity. This is a balanced budget based on what is known at this time and what can be assumed. Below are some highlighted points of interest related to the budget. In addition, detailed charts depicting staffing plans and Furniture, Fixture and Equipment acquisitions, and first year's, FY2011, cash flow analyses are included. Much of the information in this budget has been developed by working with other Concept-managed charters, area charter schools, and math-science-technology specific schools.

- **Pre-Operational Budget** - This pre-operational budget carries the MMSA from authorization until the start of school in the fall of 2010. It assumes that grants will be awarded for planning purposes from the Walton Family Foundation and the Wisconsin State Board of Education (MMSA will also receive seed money from management company as a loan). Expenditures from these grants are focused on the areas of marketing, community out-reach (particularly to parents/families), program design and student recruitment, plus six months of salary for a school leader/principal and an assistant.

- **Five Year Budget** - Yearly budgets will be prepared by Concept Schools, the principal, and business manager and approved by the board of directors. Expenses not included in the budget but greater than \$1,000 will require approval by the Board, after establishing how funding of the unbudgeted expenses will occur. The school's principal will approve budgeted expenses.

Concept Schools has a detailed budget and expense control accounting system already in place at 19 schools presently under management. This system will be used by MMSA.

- **Revenue** - The per capita revenue is assumed \$7,775 based on other charter schools data in the area.

1. Title funds – the percentage of students who are eligible for free and reduced meals is assumed at 60%, which is the average for Milwaukee District. Title funding is assumed at \$460 per eligible student, which is the current level of reimbursement received from the State.
2. Fundraising, Foundation Grants and In-kind Contributions: This includes the \$250,000 Charter School Grant from Walton Family Foundation in the first year and up to another \$250,000 within the first five years of operation and \$60,000-\$120,000 that is anticipated MMSA will raise in the following years, including the value of in-kind donations expected from community partners

and grants. In its second year, MMSA will have a dedicated full-time position, Development Director, to attain the fundraising goal.

3. Federal Charter School Implementation Grant: MMSA will be eligible for \$150,000 prior to first year operation, \$150,000 in its first year, \$300,000 in its second year, and \$300,000 in its third year.
4. School lunches and breakfasts will be provided. It is assumed 60% of students will be eligible and 90% will eat lunches. Paying students will pay the same as the state reimbursement for free lunches.

Expenses

• Direct Student Cost

5. A detailed budget to include the cost of equipment such as LCD projectors, Smart Boards, Overhead Projectors, desks, filing cabinets, staff computers, and art and sports equipment has been developed. Additional equipment will be needed as the number of classrooms/teachers increase each year and are reflected in the budget.
6. MMSA will have two fully equipped computer labs. These labs will be set up in first year of operation. MMSA also will have mobile computer labs that could be moved to any classroom in the building on an as-needed basis.
7. Three science labs will be built and equipped in the first 3 years of operation. An estimate of consumables and small equipment needs has been included.
8. Textbooks and classroom supplies will be purchased for all grades in year one with additional materials purchased each year as the number of grades increases.

• Personnel

9. Teachers' salaries will average \$34,000 per year based on the average salaries paid by Concept Schools in all other concept schools.
10. One week of staff development/training will take place prior to the start of each school year. MMSA staff will also attend the two days of annual professional development event that Concept Schools organize for all the staff within their network schools. An additional \$1,000 per year per staff is included for professional development.

11. Budgeted for extracurricular activities include clubs, trips, Saturday, summer and winter programs, assemblies, student recognitions and awards, and provide funds for stipends for coaches, club advisers, etc.
12. MMSA will pick up 60% of the health and dental premiums. It is assumed that the cost of health benefits will be \$4,500 per pupil per year.

• **Office and Administration**

13. Assumptions for office equipment and administration-related costs are based on data provided by other charter schools.
14. Assumption for the management fee of Concept Schools equal to 12% of the per capita revenue. Categorical funding, grants, and other fees do not apply to this fee.
15. Insurance, legal, auditing, telecommunication usage, printing, copying, postage, and shipping expenses. The insurance includes the general liability, property, worker's compensation, vehicles, sexual harassment, directors and officers, and the umbrella coverage as a package.

• **Facility**

16. It is assumed that MMSA will be paying \$40,000 rent in its' first year and 3% increase every year. It is also assumed that MMSA will be responsible for routine maintenance of the building and custodial services.
17. Maintenance and custodial staff are included in the projections.
18. Utility costs are estimated as \$1.33 per square foot for the first year and decreasing to \$1.2 per square foot in its following years.
19. Major repairs to building and or heating/ventilating equipment will be provided by the owner of the building.

• **Surplus/Deficit** - This business plan is based on many assumptions. Efforts have been made to include estimates of expenses for all categories. At this point, the Plan shows a surplus each of the five years of operation. It is anticipated that this surplus will be reduced as the program design is further refined and expenses and revenues are identified and refined.

Milwaukee Math and Science Academy
Financial Policies Manual
Formal Policies

Financial Policies Manual

Section: 0.1

Rev.: 1R Date: 08/01/02

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Financial Policies Manual

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6	<u>Financial Reporting, Analysis and Monitoring</u>	1R	08/01/02
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6.5.1	Continual Improvement		
6.5.2	Corrective Action		
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Approved: _____

Date: _____

Board President

Title: Purpose and Scope

1.1 General

The purpose of the Financial Policies Manual is to document the financial practices used by Milwaukee Math and Science Academy to assure the quality of its financial process.

1.2 Application

The scope of the Financial Policies Manual includes financial policy needed to assure appropriate receipt, expense, and accounting of public funds.

Title: Financial Management System

2.1 General Requirements

Milwaukee Math and Science Academy has implemented a Financial Management System that is continuously maintained for effectiveness and process improvements in accordance with the requirements of its Charter.

2.2 Documentation Requirements

2.2.1 General

The system documentation consists of five levels; the Board Policy (level one), the Financial Policies Manual (level two), Standard Operating Procedures (level three), Work Instructions (level four) and Records (level five). Supplemental to these documents are the Inspection and Test Plans and Master Lists.

LEVEL I Board Policy – A documented Policy Statement regarding financial management

LEVEL II Financial Policies Manual – The financial Policies Manual establishes requirements and guidelines for the overall management of finance. These requirements and guidelines are applicable to the operations at Milwaukee Math and Science Academy.

LEVEL III Standard Operating Procedures – The SOP Manual is a collection of Standard Operating Procedures (SOP's), which are documented in conformance with, and support of the Financial Policies Manual's requirements and guidelines. The SOP Manual details the implementation of requirements and guidelines for the operation. (Procedures are placed as hard copies at relevant workstations).

LEVEL IV Work Instructions – Work Instructions are documented as necessary to support each applicable Quality Procedure. They detail specific quality or inspection information and specific instructions for performance of individual tasks.

LEVEL V Records – Completed Forms provide the objective evidence of compliance.

2.2.2 Financial Policies Manual

The Board delegates the responsibility for the preparation, distribution and the maintenance of the Financial Policies Manual to the Chief Fiscal Officer (CFO).

Assigned holders of the Financial Policies Manual are responsible for maintaining controlled copies and for the communication/training required by the most recent revisions.

Initial Review/Approval – The CFO approves the Financial Policies Manual. The Board approves the Financial Policy.

Review/Approval of Revisions – Revisions to the Financial Policies Manual are subject to the same review and approval process as the original.

Title: Financial Management System

Revisions are subject to the following:

- a) Manual revisions are controlled by page and only revised pages of a section have a revision level, (i.e. Rev.: 2R).
- b) Revision levels are assigned in numeric order, starting with "1" for the original issue and increasing by one with each revision.
- c) Section: 0.1, (Index) is also revised to incorporate identification of the changed section/page and to document the revision status of the manual.

Change Identification – Where practical, revision to sections is indicated by using an *italic font*. If changes are extensive, the section is rewritten completely and designated by the addition of an "R" to the revision number on the page and in the index, (i.e. 2R). Grammatical changes are not designated. **Record of Changes** – The Quality Assurance Department maintains a history of revisions and a file of superceded documents.

Controlled/Uncontrolled Copies:

- a) The CFO issues only Controlled Copies of the Quality Assurance Manual.
- b) Controlled copies are assigned according to the Quality Manual Distribution List. The CFO maintains the Quality Manual Distribution List.
- c) Serial numbers of copies downgraded from controlled to uncontrolled are not reused.
- d) Only controlled copies of the Quality Policies Manual are distributed and used by MMSA personnel.
- e) Uncontrolled copies are not maintained with subsequent revisions and are not issued to personnel.

Revision Distribution:

- a) The CFO revises all copies of the Quality Policies Manual and distributes as required.

It is the responsibility of the Director and the CFO to implement and maintain the Financial Management System defined in the Financial Policies Manual.

The CFO is responsible for the issuance and control of the Financial Policies Manual.

A record is maintained by the CFO for all controlled copies of the Quality Policies Manual.

Manuals are either controlled or uncontrolled issues. MMSA personnel use only controlled copies unless otherwise authorized.

Title: Financial Management System

2.2.3 Control of Documents

MMSA establishes, implements and maintains documented procedures to control all documentation and data that relate to Financial System requirements, to include documents of external origin such as contracts, invoices, bills of lading, purchase orders, etc..

It is the responsibility of the CFO and the assigned holders of financial documents to maintain system documentation.

Documents and data are reviewed and approved for adequacy by the CFO and the appropriate Department Supervisors as per the documented procedures. These controls ensure that:

- a) All documents, instructions and procedures are adequate for their intended purpose.
- b) Correct documents, instructions and procedures are available at effected work locations and/or accessible to appropriate personnel.
- c) Obsolete documents are promptly removed from all points of issue or use
- d) Revision levels of documents can be readily identified.

Document Revisions are subject to:

- a) Approval – Revisions to documents are reviewed and approved by the same approval process and/or authority as the original.
- b) Revision Identification – Revised documents reflect the nature of revisions, where practical.
- c) Record of Revisions – Records of revisions are maintained by the issuing function where appropriate.

2.2.4 Control of Records

Milwaukee Math and Science Academy establishes implements and maintains documented procedures for the identification, collection, indexing, filing, storage, maintenance and disposition of financial records.

The CFO is responsible for the Control of Financial Records.

School Administrators are also responsible for documentation, accumulation and maintenance of financial records.

Title: Management Responsibility

3.1 Management Commitment

The Board and Administration are responsible for the use of public funds entrusted to it and have developed process improvements in accordance with the requirements of its Charter and all other statutory or regulatory requirements as appropriate.

3.2 Board Policy

Milwaukee Math and Science Academy defines and documents its Policy for Financial Management, which provides the overall objectives for an effective Financial Management System. The Financial Policy is relevant to the company's goals and the expectations of its customers.

Our Board Policy is:

Milwaukee Math and Science Academy is committed to providing its students and the Public at large appropriate financial management to meet and exceed Government standards and expectations.

Milwaukee Math and Science Academy employees and management are committed to assuring that this policy is implemented, understood and maintained at all levels of the organization.

Title: Management Responsibility

3.3 Financial Planning

The Director is responsible for identifying needed purchases for the smooth operation of the school.

It is the responsibility of the CFO to ensure the compatibility of all Financial Management System pieces.

The Director and the CFO are responsible for monitoring of funds, including the development of new techniques to ensure financial compliance with its Charter and all other statutory or regulatory requirements as appropriate.

The Board is responsible for the approval of financial documents and oversight of financial matters.

3.3.1 Financial Management System Planning

The CFO and Director reviews the appropriate resource requirements for planning, provides adequate resources and assigns trained personnel to execute all functions of the Financial Management System.

Organizational Changes – As organizational changes are implemented and responsibilities are defined (or newly created), it is the responsibility of the CFO and Director to assure the timely revision of associated documentation and the proper training of associated personnel.

3.4 Responsibilities, Authority and Communication

3.4.1 Responsibility and Authority

The Director is responsible for the review of the appropriate resource requirements, providing adequate resources and assigning trained personnel to communicate and execute all functions of the Financial Management System within the organization.

3.4.2 Management Representative

The CFO is the **Management Representative** and is responsible for reporting the progress and implementation of the provisions outlined in the Quality Policies Manual.

The Management Representative is responsible for assuring that the Financial Management System is implemented at all levels of the organization. The Management Representative is a member of the management team with the necessary authority required to accomplish implementation. The Management Representative also acts as the liaison for third party auditors.

Title: Management Responsibility

3.4.3 Internal Communication

The Director ensures that appropriate communication processes are established within the organization.

3.5 Management Review

3.5.1 General

The Director and CFO conduct a Management Review of the Financial System annually, (at a minimum); to assess it's continued suitability, effectiveness and future direction.

Records of Management Reviews – The CFO records/documents a summary, (minutes), of each management review.

3.5.2 Review Input

Management Review Process Inputs – The Director and CFO review *all* appropriate Financial Management System documentation.

3.5.3 Review Output

Management Review Process Outputs – The Director and CFO will report to the Board any changes required in the Financial Management System. Board will be responsible for reviewing and approving the changes.

Title: Resource Management

4.1 Provision of Resources

The Director is responsible for determining the appropriate resource requirements and providing adequate resources for the organization. This includes, assigning trained personnel to implement and maintain the Financial Management System and continually improve its effectiveness in regards to customer satisfaction and customer requirements.

4.2 Human Resources

4.2.1 General

Milwaukee Math and Science Academy establishes, implements and maintains documented procedures for identifying training needs and for ensuring that personnel performing activities affecting quality are adequately trained, qualified and certified per established requirements or standards.

4.2.2 Competence, Awareness and Training

Milwaukee Math and Science Academy is responsible for defining personnel qualifications and ensuring that the appropriate personnel are trained and aware of their role affecting financial management. Accordingly, the Director is responsible for maintaining personnel training records.

4.3 Infrastructure

Milwaukee Math and Science Academy establishes and maintains the facilities, utilities and all associated hardware, software and supporting services needed to achieve financial management.

Title: Financial Processes

5.1 Purchasing

5.1.1 Purchasing Process

Milwaukee Math and Science Academy has developed, documented and implemented procedures and systems to ensure that material, products and services purchased from suppliers conform to specified requirements.

The Director is responsible for Purchasing procedures and the CFO is responsible for all relevant documentation, such as records.

The Director and CFO is responsible for vendors on the Approved Contractors List.

5.1.2 Purchasing Information

Milwaukee Math and Science Academy ensures that specified purchase requirements are adequate prior to being communicated to the supplier and that they describe the product, to include:

- a) requirements for approval of product, procedures, processes and equipment
- b) requirements for qualification of personnel
- c) Financial Management System requirements

5.1.3 Verification of Purchased Product

Milwaukee Math and Science Academy ensures that purchased products meet specified purchase requirements in accordance with quality procedures. The verification of purchased parts, materials and services, including purchaser-supplied material, are the responsibility of the Director.

5.2 Accounts Payable and Payment Processing

5.2.1 Invoice Processing and Payment

Milwaukee Math and Science Academy has developed, documented and implemented procedures and systems to ensure that payments to vendors conform to specified requirements.

The Director is responsible for verifying purchases and the CFO is responsible for check processing.

The CFO is responsible for all relevant documentation, such as records.

5.3 Accounts Receivable and Treasury Management

5.3.1 Revenue Processing and Deposits

Milwaukee Math and Science Academy has developed, documented and implemented procedures and systems to ensure that revenue received from vendors, parents, students, and the State conform to specified requirements.

The Director is responsible for verifying revenue and the CFO is responsible for deposits.

The CFO is responsible all relevant documentation, such as records.

Title: **Financial Reporting, Analysis and Monitoring**

6.1 General

The Board of Milwaukee Math and Science Academy understands that financial reporting, analysis and monitoring are necessary to ensure:

- a) Public funds are received and spent appropriately;
- b) Management is meeting its target goals and initiatives; and
- c) To comply with appropriate laws and regulations

6.2 Financial Reporting

6.2.1 Bank Reconciliation

Milwaukee Math and Science Academy has developed, documented and implemented procedures and systems to ensure that bank reconciliations conform to specified requirements.

The Director is responsible for reviewing bank reconciliations and the CFO is responsible for preparation of the reconciliation. The Director is responsible for giving the reconciliations to the Board.

The Board is responsible for reviewing the reconciliation, questioning any discrepancies, and approving the reconciliation

6.2.2 Financial Reports

Milwaukee Math and Science Academy establishes, implements and maintains documented procedures for comprehensive financial reports at planned intervals to comply with appropriate laws and regulations, Board policy, and to verify the effectiveness of the Financial Management System.

The CFO is responsible for preparing all financial reports per documented procedures. The CFO develops a schedule for all financial reports according established timelines or special requests.

Reports are prepared according to GASB, GAAP, Board requirements and/or other established laws and regulations plans. Copies of all reports are forwarded to the Board, appropriate government agency, or other interested party and maintained by the CFO.

6.3 Financial Analysis and Monitoring

Milwaukee Math and Science Academy implements and maintains comprehensive methods for monitoring and measuring the school finances, which demonstrates the importance that the Board and Administration places on funds propriety. When planned results are not achieved, corrective actions are implemented and monitored for effectiveness.

6.3.1 Variance Analysis and Fund Balance Monitoring

Milwaukee Math and Science Academy implements and maintains comprehensive methods for monitoring funds usage through variance analysis fund balance monitoring. Evidence of conformity with the acceptance criteria is maintained in the records and through the approvals of the Director, CFO and the Board.

Title: Financial Reporting, Analysis and Monitoring

6.4 Control of Nonconforming Issues

Milwaukee Math and Science Academy establishes, implements and maintains documented procedures to ensure that nonconforming issues are handled as defined in Board Policy and in compliance with appropriate laws and regulations. The CFO is responsible for working out nonconforming issues with the Director and staff to the extent that the issue permits. In the event that the CFO cannot make corrective action, the CFO will inform the Board of the issue. Should the issue rise to the level of fraud, the appropriate government authority will be notified.

6.5 Improvement

6.5.1 Continual Improvement

Milwaukee Math and Science Academy continually improves the effectiveness of its Financial Management System through the use of the Board Policy, quality objectives, audit results, analysis of data, corrective and preventive actions and management reviews.

6.5.2 Corrective Action

Milwaukee Math and Science Academy establishes, implements and maintains documented procedures to initiate corrective and preventive actions as needed. Corrective Action Procedures define the requirements for:

- a) Reviewing nonconformities (including complaints)
- b) Determining causes of nonconformities
- c) Evaluating the need for action to ensure that nonconformities do not recur
- d) Determining and implementing the action needed
- e) Records of the results of action implemented
- f) Review of corrective action implemented

The CFO is responsible for Corrective Actions and a feedback system is used to provide early warning of quality problems and for input into the corrective action system.

6.5.3 Preventive Action

Milwaukee Math and Science Academy establishes and maintains documented procedures to determine the appropriate preventive actions required to eliminate the causes of potential nonconformities in order to prevent their occurrence. Preventive Action Procedures define the requirements for:

- a) Determining potential nonconformities and their causes
- b) Evaluating the need for action to prevent occurrence of nonconformities
- c) Determining and implementing the action needed
- d) Records of the results of action implemented
- e) reviewing preventive action implemented

The CFO is responsible for Preventive Action at Milwaukee Math and Science Academy.

Contingency Plans for Revenue Short falls

Milwaukee Math and Science Academy is not expecting low enrollment, which would risk the operation of the school. The school has faith that the program will have a positive impact on the community in which the school will be located. If there is a case for us to borrow a loan, we will use our Board connections and sources of Concept Schools, the management company. Concept Schools will provide the necessary funding in case of revenue shortfall.

ATTACHMENT – H

Estimated budget

Five-Year Budget Template:

Proposed Charter School: Milwaukee Math and Science Academy

	From approval to <i>operating</i>	FY2012	FY2013	FY2014	FY2015	FY2016
Projected Enrollment	K-12 Enrollment	275	350	450	545	635
I. Revenues						
Carry-over from previous period	\$0	\$467,689	\$347,405	\$420,641	\$500,498	\$371,271
Per Pupil Payments		\$2,138,125	\$2,721,250	\$3,498,750	\$4,237,375	\$4,937,125
Federal Grants	\$150,000	\$250,000	\$250,000	\$250,000	\$0	\$0
Title Funding		\$127,722	\$162,555	\$208,999	\$253,121	\$294,921
Private Funds/Grants/Fundraising	\$0	\$0	\$0	\$50,000	\$100,000	\$100,000
Walton Family Foundation Grant	\$250,000	\$150,000	\$50,000	\$50,000	\$0	\$0
Concept Schools Loan	\$0	\$0	\$0	\$0	\$0	\$0
IFF Equipment Loan	\$250,000	\$0	\$0	\$0	\$0	\$0
	\$650,000	\$3,133,535	\$3,531,210	\$4,478,390	\$5,090,994	\$5,703,317
Total Revenues						

II. Expenditures

Human Resources						
Director/Principal Salary	\$30,000	\$80,000	\$82,400	\$84,872	\$174,836	\$180,081
Supervisors/Lead Teachers Salaries		\$100,000	\$103,000	\$159,135	\$245,864	\$253,239
Teachers (FT) Salaries		\$646,000	\$770,440	\$1,190,330	\$1,448,956	\$1,568,959
Teachers (PT) Salaries		\$0	\$0	\$0	\$0	\$0
Clerical Salaries	\$15,000	\$168,000	\$201,880	\$207,936	\$214,174	\$220,600
Custodial Salaries		\$52,000	\$80,340	\$82,750	\$85,233	\$87,790
Consultants Salaries/Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other (Admin. Staff) Salaries	\$6,000	\$80,000	\$123,600	\$127,308	\$152,982	\$157,571
Payroll Taxes	\$3,902	\$86,139	\$104,167	\$141,703	\$177,636	\$188,820
Pension	\$2,610	\$65,685	\$78,259	\$113,219	\$146,641	\$156,589
Medical Benefits		\$144,000	\$171,000	\$225,000	\$265,500	\$274,500
Professional Development	\$4,000	\$18,000	\$25,000	\$40,000	\$45,000	\$50,000
Substitute Teachers		\$6,000	\$7,200	\$8,640	\$6,000	\$6,000
Board Recruitment		\$0	\$0	\$0	\$0	\$0
Board Development	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Payroll Services		\$2,200	\$2,600	\$3,200	\$3,600	\$4,000
Other Human Resources Expenses	\$2,000	\$0	\$0	\$0	\$0	\$0
Total Human Resources	\$68,512	\$1,450,024	\$1,751,886	\$2,386,094	\$2,968,423	\$3,150,150
Facility						
Rent	\$12,000	\$300,000	\$360,000	\$420,000	\$480,000	\$540,000
Mortgage		\$0	\$0	\$0	\$0	\$0
Renovation/Construction		\$0	\$0	\$0	\$0	\$0
Utilities		\$60,000	\$66,000	\$72,600	\$79,860	\$87,846
Maintenance		\$20,000	\$22,000	\$24,200	\$26,620	\$29,282
Other Facility Expenses						
Total Facility	\$12,000	\$380,000	\$448,000	\$516,800	\$586,480	\$657,128

	Years of Operation	1	2	3	4	5	6
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Grades	K-7	K-8	K-9	K-10	K-11	K-12
	Enrollment Number	275	350	425	500	570	640
	Position						
	Principal (K-8)	1	1	1	1	1	1
	Principal (9-12)	0	0	0	1	1	1
# of Principal Positions		1	1	1	2	2	2
Average Salary	\$80,000	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
Total Principal Salary		\$80,000	\$82,400	\$84,872	\$174,836	\$180,081	\$185,484
	Dean of Students K-8	1	1	1	1	1	1
	Dean of Students 9-12	0	0	0	1	1	1
	Dean of Academics K-8	1	1	1	1	1	1
	Dean of Academics 9-12	0	0	0	0.5	0.5	1
	Development Director	0	0	1	1	1	1
# of Supervisor Positions		2	2	3	4.5	4.5	5
Average Salary	\$50,000	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275	\$57,964
Total Supervisor Salary		\$100,000	\$103,000	\$159,135	\$245,864	\$253,239	\$289,819
	Math	1.5	2	3	4	4	5
	Science	1	1	2	3	3	4
	Social Studies	1	1	2	3	3	4
	English	1.5	2	3	4	4	5
	Art	1	1	2	2	2	2
	Physical Education	1	1	2	2	2	2
	Athletic Director	0	0	0	1	1	1
	Computer Teacher	1	1	2	2	2	2
	Kindergarten Teacher	2	2	2	2	2	2
	1st Grade Teacher	1	2	2	2	2	2
	2nd Grade Teacher	1	1	2	2	2	2
	3rd Grade Teacher	1	1	1	2	2	2
	4th Grade Teacher	1	1	1	1	2	2
	5th Grade Teacher	1	1	1	1	1	2
	ESL Coordinator	0.5	1	1	1	1	1
	Spanish	0.5	1	1	1	1	1
	Title 1	1	1	2	2	2	2
	Special Ed	2	2	3	3	4	4
	Permanent Substitute	0	0	1	1	1	2
# of teaching position		19	22	33	39	41	47
Average Salary	\$84,000	\$84,000	\$85,020	\$86,071	\$87,153	\$88,267	\$89,415
Total teacher Salaries		\$646,000	\$770,440	\$1,190,330	\$1,448,956	\$1,568,959	\$1,852,520
	Social Worker	1	1	1	1	1	2
	College Guidance	0	0	0	0.5	0.5	1
	Project Coordinator	0	0	0	0	0	0
	Business Manager	1	1	1	1	1	1
	IT Coordinator	0	1	1	1	1	1
Other Admin Positions		2	3	3	3.5	3.5	5
Other Admin Salary	\$40,000	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$46,371
Total Other Admin		\$80,000	\$123,600	\$127,308	\$152,982	\$157,571	\$231,855
	Teacher Aide K-5	1	2	2	2	2	2
	Administrative Assistant	1	1	1	1	1	1
	Nurse	1	1	1	1	1	1
	Lunch Coordinator	1	1	1	1	1	1
	Secretary	1	1	1	1	1	1
	Security	1	1	1	1	1	1
# of Clerical Positions		6	7	7	7	7	7
Average Salary	\$28,000	\$28,000	\$28,840	\$29,705	\$30,596	\$31,514	\$32,460
Total Clerical Salary		\$168,000	\$201,880	\$207,936	\$214,174	\$220,600	\$227,218
	Maintenance Staff	1	1	1	1	1	1
	Cleaning Staff	1	2	2	2	2	3
# of Custodial Positions		2	3	3	3	3	4
Average Salary	\$26,000	\$26,000	\$26,780	\$27,583	\$28,411	\$29,263	\$30,141
Total Custodial Salary		\$52,000	\$80,340	\$82,750	\$85,233	\$87,790	\$120,565
	Total	\$1,126,000	\$1,361,660	\$1,852,331	\$2,322,046	\$2,468,241	\$2,907,459
	Total # of Staff	32	38	50	59	61	70
	Fiscal Years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

ATTACHMENT – I

Monthly cash flow projection for first year
of operation as charter school

Other Materials/Supplies/Equipment	264,200	21,650	2,200	1,700	1,700	1,400	2,700	2,700	2,950	2,950	3,150
Additional Costs											
Contracted Services (Management Fee)	21,381	21,381	21,381	21,381	21,381	21,381	21,381	21,381	21,381	21,381	21,381
Sponsorship Fee	5,345	5,345	5,345	5,345	5,345	5,345	5,345	5,345	5,345	5,345	5,345
Business Services	300	300	300	300	300	300	300	300	300	300	300
Insurance	10,000										
Marketing/Development	7,000	3,000	2,000				8,000		4,000		4,000
Legal Expenses	9,500	500	500	500	500	500	500	500	500	500	500
Accounting/Audit											12,000
Transportation											
Field Trips/After School Activities			1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375
Food Service											
Concept Schools Loan Repayment			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
FF Equipment Loan Repayment	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831
Community Outreach	1,500	1,000					500		500	500	500
Other											
Total Additional Costs	57,857	34,357	38,732	36,732	36,732	36,732	44,732	37,232	37,232	41,232	51,232
Total Revenues	382,089	\$259,183	\$234,457	\$235,206	\$236,055	\$236,305	\$257,741	\$270,277	\$289,913	\$305,699	\$338,571
Total Expenditures	372,906	238,538	213,063	212,963	213,563	213,663	222,563	215,463	219,313	215,513	228,713
Balance	9,183	\$20,644	\$21,394	\$22,243	\$22,492	\$22,641	\$35,177	\$54,814	\$70,600	\$90,186	\$109,858

ATTACHMENT N
Certificate of Insurance Coverage

Agency One Insurance

A Limited Liability Company

805 East Washington Street - Suite 220
Medina, Ohio 44256

October 6, 2009

**The Common Council
200 E. Wells St Rm 205
Milwaukee, WI 53202**

To Whom it May Concern:

Agency One Insurance, LLC and Great American Insurance will obtain quotes and with underwriting approval, provide Milwaukee Math and Science Academy with the required insurance coverage; with at least the minimum amounts on an occurrence basis.

Concept Schools, the management company, has also approached our agency to meet the requirement of charter school application to City of Milwaukee.

Please feel free to contact me with any questions and have a wonderful day.



**Christine M. Heed
Agent / Owner
Agency One Insurance, LLC.**



Professional Insurance Agents of Ohio

CLEVELAND: 216-447-1088 ♦ MEDINA: 330-725-4499 ♦ TOLL FREE: 877-725-4498 ♦ FAX: 330-725-4061

EMAIL: info@agencyoneinsurance.us

ATTACHMENT – O

Certified Financial Audit and Management Letter for Existing Schools with Audits. For start-ups and Schools without Audits, an Engagement Letter Indicated under “Audits” guidelines. Also, CPA Reports.

Independent Auditor Report of Management's Long Range
Business Plan and 2010-11 School Year Budget

To the Board of Directors
Milwaukee Math and Science Academy

We have examined management's long range business plan and 2010-11 school year budget for Milwaukee Math and Science Academy. We believe that the plan contains the essential components of a long range business plan. The five-year plan is based on an increase in the number of students each year. The plan details include increases in its revenue streams as well as diversification of its revenue streams.

The long range business plan includes a detailing of projected expenses. Wages and rent expense are expected to increase 3% per year. Classroom related expense increases are determined by the projected increase in number of students. Instructor expenses are determined by the projected increase in the number of staff.

In our review of Milwaukee Math and Science Academy's long range business plan and 2010-11 school year budget, we conclude that the plan provides a sufficient basis for planning, budgeting and reporting as the plan is implemented.

Ritz Holman LLP
RITZ HOLMAN, LLP
Certified Public Accountants

Ritz Holman LLP

Accounting, business process, consulting, and financial services

Two Plaza East, Suite 550 t. 414.271.1451
340 East Hillbourn Avenue f. 414.271.7304
Milwaukee, WI 53201 ritzholman.com

October 5, 2009

To Whom It May Concern,

This letter is to confirm that Milwaukee Math & Science Academy will provide the confirmation of 30-day notice to Charter School Review Committee.

Sincerely,



Salim Ucan
VP of Concept Schools
Start-up Coordinator

Independent Auditor Report on Management's Planned, Documented
Internal Controls Policies and Procedures

To the Board of Directors
Milwaukee Math and Science Academy

We have examined management's assertions that Milwaukee Math and Science Academy's internal control structure over financial reporting is suitably designed to prevent or detect material misstatements in the financial statements on a timely basis as described in the Milwaukee Math and Science Academy Financial Policies Manual.

Our examination was made in accordance with standards established by the American Institute of Certified Public Accountants and, accordingly, included obtaining an understanding of the internal control structure over financial reporting, evaluating the design of the internal control structure, and such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion Milwaukee Math and Science Academy's internal control structure over financial reporting as described in the Milwaukee Math and Science Academy Financial Policies Manual is suitably designed to provide reasonable assurance that the specific control objectives would be achieved if the described policies and procedures were complied with satisfactorily.

Ritz Holman LLP
RITZ HOLMAN, LLP
Certified Public Accountants

October 5, 2009

Milwaukee Math and Science Academy
2250 E. Devon Avenue, Suite 215
Des Plaines, IL 60018

We are pleased to confirm our understanding of the services we are to provide Milwaukee Math and Science Academy ("School") for the fiscal year ended June 30, 2011.

We will:

- Audit the School's Academic Achievement and Program Results.
- Audit the School's compliance with contractual requirements of the charter school contract.
- Audit the statement of financial position of Milwaukee Math and Science Academy as of June 30, 2011 and the related statements of activities and cash flows for the year ended June 30, 2011 ("financial statements") presented in accordance with generally accepted accounting principles. Also, the document we submit to you will include additional information including a Schedule of Instructional Expenses and Schedule of Non-Instructional Expenses. The additional information will be subjected to the auditing procedures applied in our audit of the financial statements.

The objective of our audit of the School's Academic Achievement and Program Results is the expression of an opinion whether your Report on Academic Performance is accurate, valid and representative of the students participating in the program, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the Report on Academic Performance is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

The objective of our audit of the School's compliance with contractual requirements of the charter school contract is the expression of an opinion whether your assertion on compliance with contract requirements is accurate based on our examination, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the compliance with contract requirements is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the financial statements taken as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Ritz Holman LLP

Serving businesses, nonprofits, individuals and trusts

1200 Plaza East, Suite 550 t: 414.271.1301
3301 East Hubbard Avenue f: 414.271.7404
Milwaukee, WI 53212 ritzholman.com

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report will include a statement that the report is intended solely for the information and use of the Board of Directors, management, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties.

The management of Milwaukee Math and Science Academy is responsible for establishing and maintaining internal control and for compliance with laws, regulations, contracts, and agreements. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles.

Management is responsible for making all financial records and related information available to us. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise management about appropriate accounting principles and their application and will assist in the preparation of the School's financial statements, but the responsibility for the financial statements remains with management. As part of our engagement we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on the financial statements. Your responsibility includes the establishment and maintenance of adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, and the safeguarding of assets. Management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the School complies with applicable laws and regulations.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or

misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

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

Identifying and ensuring that Milwaukee Math and Science Academy complies with laws, regulations, contracts, and agreements is the responsibility of management. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Milwaukee Math and Science Academy's compliance with applicable laws and regulations and the provisions of contracts and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinion on Milwaukee Math and Science Academy's financial statements.

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

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

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

Milwaukee Math and Science Academy
Page Four
October 5, 2009

The audit documentation for this engagement is the property of Ritz Holman LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to contracting agencies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of Ritz Holman LLP personnel. Furthermore, upon request, we may provide photocopies of selected audit documentation to contracting agencies. The contracting agencies may intend, or decide, to distribute the photocopies or information contained therein to others, including other governmental agencies.

As part of our engagement, we will also prepare the federal and state information returns for the year ended June 30, 2011.

Our fees for this engagement will be based on the time required, billed at our hourly rates, adjusted for the value of the service provided plus our out-of-pocket expenses such as report production, typing, postage, etc. Our invoice for these fees will be rendered upon completion of our engagement and is payable on presentation.

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

We appreciate the opportunity to be of service to Milwaukee Math and Science Academy and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of Milwaukee Math and Science Academy.

Signature: _____

Title: _____

Date: _____

ATTACHMENT – R

Certification

SECTION III: CERTIFICATION

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

S.U. 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.)

S.U. 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.)*

S.U. 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.)

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

S.U. 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.

_____ 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.)

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

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

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

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

S.U 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.

S.U 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.

S.U 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.

S.U 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.)

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

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



Applicant Signature

4/15/2010

Date

ATTACHMENT – S

Parent Handbook

**2011-2012
ACADEMIC YEAR**

**PARENT /STUDENT
HANDBOOK**

**MILWAUKEE MATH AND SCIENCE
ACADEMY**

August 30, 2010

Dear Parents and Students,

Welcome to the 2010-2011 school year at Milwaukee Math and Science Academy! The administrative team is excited about this coming school year, and the staff at Milwaukee Math and Science Academy is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of Milwaukee Math and Science Academy is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work and study together in harmony.

Milwaukee Math and Science Academy is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in our school. Get involved through classes, clubs, and activities.

This handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parents, and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide you and your parents with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year.

Please note that while we have made every effort to give accurate and current information, we may have missed something. Any changes to this handbook will be made in writing through our school newsletter and will also be updated on our school website.

On behalf of the entire Milwaukee Math and Science Academy staff and community, best wishes for a great 2010-2011 school year!

Sincerely,

School Director

2010-2011 STUDENT HANDBOOK

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Updated August, 2009 - GED

MISSION STATEMENT

Milwaukee Math and Science Academy is a democratically structured environment that fosters natural curiosity, creativity, and self-awareness. At MMSA, our students learn to take initiative and assume responsibility for their decisions, actions, and their own learning. The environment at MMSA is multicultural, and our staff members take the time that is necessary to meet our students' emotional and social needs as well as their educational needs. Our staff cares for each of the students as individuals, and we work to bridge the gap between school and community with our integrated curriculum and hands on program. The parents, the students, and staff, attempt to work together to understand and put our personal relationships with each other into perspective. Recognizing that educational success is built upon the harmony of the triad made up of students, parents, and teachers, Milwaukee Math and Science Academy creates a partnership among members of this group that will help our youth fulfill their highest intellectual, social, emotional, and physical potential. Because of the nature of its mission, Milwaukee Math and Science Academy does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

MILWAUKEE MATH AND SCIENCE ACADEMY STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<ul style="list-style-type: none"> ➤ To feel safe in the school environment ➤ To take full advantage of the learning opportunities ➤ To work in an environment free from disruptions ➤ To express their opinions, ideas, thoughts, and concerns ➤ To have a healthy environment that is smoke alcohol, and drug free, ➤ To use school resources and facilities for self-betterment under appropriate supervision, ➤ To expect courtesy, fairness, and respect from all members of the community, ➤ To be informed of all expectations and responsibilities, ➤ To take part in a variety of school activities, and ➤ To have the right to due process. 	<ul style="list-style-type: none"> ➤ To be caring and honest, ➤ To do his or her best to learn and master all he or she can, ➤ To respect school rules, regulations, and policies, ➤ To be sure that personal expressions do not interfere with the rights of others, ➤ To follow state law and school policies concerning substance abuse, ➤ To respect and protect the personal and property rights of others and of the school, ➤ To treat all members of the community with full respect, fairness, and courtesy, ➤ To abide by all the expectations of the school and its community, ➤ To follow the prescribed guidelines for participation in school activities, and ➤ To adhere to due process procedures.

1. INTRODUCTION

To achieve our mission, every member of the Milwaukee Math and Science Academy Community must respect the rights of all members of the community to learn. This means creating an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning. The information in this handbook provides the guidelines for all of our behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Because this is a "Student" Handbook, it is written to you. Each section begins with a general description of the issue involved, and then it addresses you and your actions and attitudes very specifically.

2. DRESS CODE/PERSONAL APPEARANCE

MMSA has a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. You will be expected to arrive in dress code every day. Please cooperate, display modesty and neatness, and take pride in these clean, neat and attractive uniforms. We rely on your common sense and your parents' and/or guardians' support in helping maintain this dress code. Dress Code information was given to all admitted students in the application packet. If you need further uniform information, please call the school office.

You should know that the school uniform policy is strictly enforced in our school. Make sure your child wears the school uniform on the **first day** of school. Your child must come to MMSA everyday in their uniform.

Students will have the opportunity to buy uniform shirts and sweatshirts at orientation and throughout the school year. Logo shirts and sweatshirts may be purchased through the school office. School apparel is available at a reasonable cost in the school office before or after school only.

Shirts:

- School uniform shirts may be purchased at orientation or anytime before or after school in the office for \$15.
- Shirts **MUST** be either tucked-in or hang naturally. Shirts cannot be tied or bound at the bottom.
- Sweatshirts, sweaters, or long sleeve shirts may be worn under the school shirt, **but they must be tucked in and not visible at the bottom of the shirt.** Shirts underneath should be a solid color without writing, designs or pictures on them. Hoods on sweatshirts, sweaters, or shirts are not allowed. Jackets or coats are not permitted under the school shirt.

Hair:

- Hair color must be a "natural" color. Unnatural colors dyed into the hair are not permitted. Hair cuts/styles must be professional looking; no Mohawks are allowed. Hair color should not be a distraction to the classroom.
- No texturing/cutting words, letters or designs into the hair.

Shoes:

Students must wear shoes in good repair with their toes and heels completely covered. Laces must be tied properly. Heels must be one inch or less. Boots may be worn under pants only. Sandals, slippers, or flip-flops are not permitted.

Pants / Skirts / Belts:

- Students must wear blue or black pants/jeans with their uniform shirt. Girls may wear a blue or black skirt. Student pants or skirts must be at waist level (at least 2" from the belly button) and must completely cover the knee.
- Pants must be worn properly at the actual waistline; no sagging pants allowed.

Important Notice: Pants must be a solid color blue or black with no photographic pictures or caricatures, no artwork, no elaborate designs, no cartoons, no symbols, not even if the brand name is incorporated into the picture, cartoon or design. Only the manufacturer's name or logo is permitted anywhere on the pants and the text or logo must be one inch or smaller and not replicated. No handwritten text or original artwork is permitted anywhere on the pants.

- Pants/jeans must be in good repair, no holes, or fraying. Pajama bottoms, jogging pants and sweat pants (or pants made of similar design or material) are not allowed.
- Belts must be solid colored black or brown and can only be worn in pants belt loops (not over the school uniform shirt). Chain belts are not permitted.
- Pants can not be rolled up to display socks. If visible, socks must be the same solid color with no words or inappropriate designs.
- Boxers, biker, gym, running shorts, or any tight fitting shorts are not allowed. Gym shorts may only be worn during gym class.
- Leg warmers and boots can not cover the pants. Both must be either tucked under the extended pants leg or be removed while at school. Leggings and lacey style leg warmers are not to be visible and must remain hidden under pants legs.

Head Gear:

- Hats, caps, doo-rags, and headgear may not be worn in the building, except for religious reasons and then only with a prior written note from their parent or guardian.
- All headgear must be removed upon entering the building. Girls may wear hair bands of one inch or less as long as they are not a distraction in the classroom. Scarves worn as hair bands are not permitted.
- Headgear must remain off the head until AFTER leaving the school building (this includes during after school activities).

Jewelry:

- Jewelry should not be a distraction to the classroom. Ear rings must be less than 3 inches in length.

Sweaters/Jackets:

- No jacket, coat or hoody of any kind may be worn in the building.
- The MMSA sweatshirt (with school logo) may be worn over or in place of the school uniform shirt.
- Weight or strength vests are not permitted (even under uniform)

Bags / Purses:

- Only clear, see-through backpacks or purses are allowed in classrooms. All other backpacks and items must remain in lockers.
- Keep all personal hygiene items in your lockers.

Facial / Head Decorations:

- Grills and tongue piercing are not allowed. However, a single, non-disruptive facial piercing will be permitted.

Disclaimer:

These rules are intended to cover the majority of anticipated clothing and fashion issues; however, the MMSA administration reserves the right to modify, add, or clarify rules as needed in order to limit classroom distraction and maintain overall school safety.

3. GRADING SCALE

All classes at MMSA will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Teachers may assign a grade of plus (+) or minus (-) grade, but will not count differently toward the student's grade point average. Incompletes (I) will only be given in extreme circumstances when a student has a plan for completing the missed work.

4. HOMEWORK POLICY

Homework is an essential part of your successful educational program at MMSA. Doing homework will help you develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. It is your responsibility to complete and turn in homework on time. If you or your parents have questions about homework, immediately contact the teacher who assigned it. The teacher determines homework due and final make-up dates for the quarterly projects. Teachers have individual policies on late work, so be sure to check each teacher's syllabus for information.

5. GRADE PROMOTION POLICY

HIGH SCHOOL:

- In high school, there will be final exams at the end of each semester required for all grades in all classes. Students who miss the test may take a make-up test as scheduled on the school calendar
 - Final exam will count as 20% toward the final semester grade.
 - A student may be exempt from any exam in which they have a "B" average or above, have zero (0) unexcused absences, and three (3) or less excused absences. All exemptions are at the discretion of the teacher.
- A. Seniors must have 23 credits to graduate.
- B. Students must attain the correct number of credits to be promoted to the next grade level. (1 credit =1 course for 1 year)
- 10th grade: 5
 - 11th grade: 11
 - 12th grade: 18
- C. Classes required for graduation from MMSA
- 4 credits of English
 - 3 credits of Social studies
 - 3 credits of Science
 - 2 credits of Math
 - 1.5 credits of Physical Education
 - 1.0 credit Fine Arts
 - .5 credit of Health

MIDDLE SCHOOL:

1. Students must pass six (6) out of eight (8) classes. Only one F each semester is allowed in the academic classes of Science, Social Studies, Math and English.
2. Students must receive at least two (2) points per semester in each class to pass the class. (A = 4 points, B=3 points, C=2 points, D=1 point)
3. Students must pass proficiencies in classes.

6. ILLNESS, INJURY, AND MEDICATION POLICIES

If you are ill, you must go to the office. There you will have the option to call home and get permission to leave or be picked up.

Medication Policy:

Medication should not be brought to school unless it is essential to the health of the student. If your child needs to take a prescribed medication that is taken once daily, please have your child

take this before coming to school, or in the evenings. If a student must take medicine at school, these procedures must be followed:

- The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.
- The student's name must be printed clearly on the medication bottle.
- All medication will be kept in a secure location in the office.

Students are not allowed to carry any medication with them to school. Aspirin, Tylenol, and other patent drugs **are not** available from school. Students may carry their inhalers.

7. PUPIL SERVICES

The guidance counselor and the school social worker are available to help students with any personal, social, educational, or vocational problems. Confidentiality is always kept with the exception of situations that will endanger the lives of the student or others.

8. LOCKERS

- Each student will be assigned a locker for his/her individual use at MMSA. This locker is for storing books, coats, and personal items necessary for school. The lockers should not be used to store valuable items you bring from home. MMSA will not be liable for personal items you leave in your locker or bring to school with you. To keep your school items safe, we strongly advise you to keep your locker private. Do not trade lockers with another student. Do not let another student share your locker since it is a violation of the school policy. It is your responsibility to see that your locker is kept locked and in order at all times. You should report any damage, vandalism or non-working condition of your locker to the office. If you do not report vandalism, damage or non-working condition of your locker, you will be held responsible for it.
- **ONLY A SCHOOL SUPPLIED LOCK MAY BE USED AT MMSA. ANY OTHER LOCK WILL BE REMOVED AND DISCARDED AT THE OWNER'S EXPENSE.** School locks may be purchased for \$10.00 at the start of the school year. Upon return at the end of the school year, locks may be sold back to the school at the administration's discretion for \$5.00 each.
- Locks issued by MMSA in prior years must be approved and signed-in prior to placement on a school locker. **Non-approved locks will be considered a violation of school property and will be cut-off and discarded at the owner's expense.**
- Please remember that your lock and locker are school property and remains at all times under the control of the school; however, you have full responsibility for the security of your lock and locker and what is stored in your locker. Periodic locker checks with or without student permission will be made by MMSA administration to ensure that lockers are kept clean and orderly.
- Students requesting a locker change or lock exchange will be assessed a \$15.00 processing fee paid at the time of the exchange. Students may not put their own locks on the lockers. Illegal locks will be removed and not returned to the student.

9. LOST AND FOUND

There is a lost and found box in the school office. If you find books, clothing or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found.

10. LUNCH PERIODS

MMSA has a closed campus. All students must remain at school during the lunch period. You may buy the MPS hot lunch provided, or you may bring a packed lunch. There are microwaves available if you need to heat your lunch. If you have a special situation, you will need to meet with the administration. During the lunch period, you will be expected to display good manners and courtesy. You must eat your lunch **ONLY** in the lunch area. You will be expected to clear your place and dispose of all trash appropriately. No food or beverages are allowed out of the cafeteria area. Teachers who are on duty during the lunch period will hold you responsible for your behavior. There are two lunch periods. The first period is for middle school. The second one is for high school. The following are the **LUNCH ROOM RULES AND REGULATIONS**, which must be followed or there will be disciplinary action:

- The cafeteria area is where food is to be eaten. Do not sit on tabletops. Clean up after yourself. Throwing food or garbage is not allowed—even into garbage cans. If you throw something on the floor, you may be asked to clean the area and you will be disciplined.
- Dress code will also be enforced during lunch.
- Do not take food or drink into the gym area. (Basketball courts) Do not move back and forth between the gym and café area. Do not bring gym equipment into the cafeteria.
- State Law requires students to follow any instructions given by an adult as soon as possible and without hesitation or argument. If any lunchroom supervisor gives a direct instruction, students must do as told or face the consequences.
- No CD players, cell phones, or any other electronic devices are allowed in the school. These items will be confiscated if found. Headsets and earpieces are not allowed to be on your person either. If found, they will be confiscated for a minimum of 9 weeks (equivalent to one quarter).
- There will be no play-fighting or running allowed anywhere on school property. If you are caught play fighting in the cafeteria or gym, you will be disciplined.
- Students are not allowed to carry any opened drinks or food of any kind outside of the cafeteria. The only exception is a planned class party. Students are only allowed to buy products from a vending machine during lunch periods. Gum is not allowed in school at all.
- Students are not allowed to leave school grounds, at anytime of day, unless they are given permission by the administration.
- Students are not allowed to leave the cafeteria without permission from the person in charge.
- Students may not leave the cafeteria to go to their locker or to a teacher's room without a pass from a teacher. **NO EXCEPTIONS.**

11. PUBLIC AREAS: HALLWAYS, STAIRWELLS, AND BATHROOMS

Hallways, stairwells, and bathrooms are areas used by all members of MMSA. Because everyone uses these areas, there are rules of conduct that all students must follow:

- Do not loiter in the halls, lunchroom, bathrooms, or on staircases.
- Do not eat in halls, bathrooms, on staircases, or classrooms.
- Do not run in the halls, lunchroom, bathrooms, or on the staircases.
- Do not use any profane or vulgar language.
- Do not yell, scream, hit lockers or otherwise make excessive noise.
- Do not roughhouse, push, wrestle, or play fight.
- There will be no birthday spankings/beatings given.
- Report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Students should stay on their assigned floor of school unless they are going to scheduled classes or have written permission from a faculty member.

During class time, students should not be in the halls, stairwells, or bathrooms without a pass from their teacher or the main office. Students who disregard these rules will be sent to administration for disciplinary action.

- **Students will be entitled to two passes from each class per quarter.**
- **Any student in the hallway without a valid hall pass will receive a minimum of an after-school detention or ALC consequence.**

12. SCHOOL ACTIVITIES

MMSA will offer a range of activities that will enrich student learning during the school day and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

FIELD TRIPS

Field trips offer exciting ways to learn. MMSA students will have the opportunity to go on field trips at various times throughout the school year. For all field trips, you will be expected to follow these rules:

- You must bring the Field Trip Permission Slip to school signed by your parent(s) or guardian(s) by the specified date. No phone calls will be accepted as permission.
- You must wear your school uniform unless otherwise specified.
- You must abide by MMSA codes of student conduct while on the field trip.

- Teachers and administrators have a right to exclude students from field trips based on unacceptable behavior or lack of academic progress.

AFTER-SCHOOL ACTIVITIES

There are no after school activities after 4:00 PM. Unless your child is participating in an after school activity, they will have to wait outside the school doors after 3:00 PM. Students will use only the north door (Facing McDonald's) to exit after school. Please pick up your child no later than 3:00 PM at the north exit.

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow you to explore things more deeply that you already enjoy and to try other areas that sound interesting. If you stay for an after-school activity, you will be expected to follow these rules:

- You **must** be with a teacher or other staff member at all times.
- You **must** arrange for your own transportation to arrive promptly at the end of the activity.
- You **must** abide by the MMSA code of student conduct while participating in the activity.
- **Students are not allowed to stay after school to wait for another student.**

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that looks interesting.

13. BUS PASSES

MMSA does not offer the free bus service and does not provide free city bus passes. Transportation is the sole responsibility of the Parent(s)/Guardian(s) of the student.

14. TEXTBOOKS

MMSA will provide students with a textbook for each of their classes. At the end of the school year, students must return all textbooks in the same condition that they were given out in. If damage was done to the textbook throughout the school year, the student must pay for the damages or replace the book if it was lost. If the damages are not paid for or the lost books are not replaced, the student's report card/transcripts will not be available until those costs are paid.

15. TELEPHONE

There is a pay phone for student use outside the main office. This phone should be used in an emergency situation only. Students will not be allowed to use the phone in the main office unless it is an emergency. Teachers will not allow students to make phone calls during class time. If a student comes down to the main office to use the phone for any other reason beyond sickness or emergency, they will be told to return to class. Phone calls can be made

after school. Parents should call the school during normal hours to speak with their child only in the case of an emergency. Messages taken for any student will be delivered at the end of the school day. Emergency messages will be delivered during the passing time.

16. VISITORS

Visitors for educational reasons are welcome at MMSA. Visitors must register with the office when they arrive. Parents must also check in at the office to pick up a badge for security purposes. Students wishing to bring visitors to MMSA must complete the Student Visitor Form and receive approval from the office at least one week in advance. Do not bring guests to school without prior arrangements.

17. ATTENDANCE

IF YOUR CHILD IS GOING TO BE ABSENT OR LATE TO SCHOOL YOU MUST CALL THE SCHOOL OFFICE AND REPORT THIS BY 8:00 AM. IF YOU REPORT BY PHONE YOU ARE ALSO REQUIRED TO SEND US A WRITTEN EXPLANATION.

The Wisconsin Board of Education requires all students enrolled at MMSA to attend school regularly in accordance with the laws of the State of Wisconsin. The success of MMSA's educational program is based on the daily presence of the students and requires continuity of instruction and classroom participation. In addition, the regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the guidance of a competent teacher are vital to the success of the educational program. For these reasons, the administration, faculty, and staff of MMSA will frequently talk about the importance of students being in class and on time.

Promoting and fostering consistent student attendance requires a commitment from the administrators, teachers, parents, and students. No single individual or group can successfully accomplish this task. Members of MMSA's professional staff will do all they can to encourage and support student attendance. This ranges from creating a pleasant and safe physical environment to providing meaningful learning experiences and opportunities in every class. In addition, professional staff will:

- Keep accurate attendance records of excused and unexcused absences,
- Incorporate defined, daily participation as part of the teaching/learning process for each grading period, and
- Require accountability for students to complete work they missed while absent including homework, projects, quizzes, tests, and other assignments.

We ask that you, as a student, do all you can do to attend school every day. If you have any problems with attendance, please talk with a teacher or administrator about them.

Absence and Tardiness

Educational studies show that regular school attendance is a key factor in successful academic achievement, positive social interaction, and high self-esteem of school-age children. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence.

State law requires all children between the ages of six and 18 to attend school full time. A child who has turned 18 must attend until the end of the term, quarter, or semester following his/her 18th birthday. The state of Wisconsin and the Milwaukee Board of School Directors set policies for student absences. They are summarized here.

Excused Absences Defined

It is your responsibility as a parent/guardian to notify the school as soon as possible when your child will be absent. The following are valid reasons for your child to miss school and are considered excusable absences. All other absences are regarded as trancies.

- Personal illness
- Medical/dental appointments
- Family emergencies where the student is needed to ensure family well-being
- Funerals
- Driver's examinations
- Required legal appearances
- Designated religious holidays
- Educational or district-sponsored activities approved by the school principal
- School suspensions during the expulsion process, up to 15 days

As a parent/guardian, you also have the right to excuse your child from school for any reason for up to 10 days per year. You must submit a written excuse before the child is absent. Students may complete class work and take examinations missed during excused and unexcused absences without being penalized for their absence. Under attendance policies, you have the right to request a program or curriculum change for your child. Contact the principal. A conference will be held within two days, and a decision made within three days. The decision may be appealed to the district superintendent.

Tuancy

Your child is considered truant when:

- He/she is absent for all or part of the school day and you, as the parent/guardian, have not contacted the school with a legal excuse as noted on page eight under Excused Absences.
- He/she attends school irregularly but often enough that he/she is not in violation of the state laws that require children to attend school.

A child is considered habitually truant if he/she misses a total of five full or partial days without a valid excuse during a school semester. The school has the authority to reject excuses that do not appear to be substantiated.

Parent Notification of Absence

It is your responsibility to call the school if your child is going to be absent. If your young child (K-Grade 8) is not in school and you have not phoned, the school will contact you within two hours of the beginning of the school day. Parents of high school students who do not come to school will be notified within 48 hours.

You will also be notified if your child has had five unexcused absences in a semester. The notification will be in writing and sent by certified mail. The notice will ask you to meet with a school official within five days. (A five-day extension for the meeting date is allowed.) If you fail to meet with school officials within 10 days of notification, the school may take steps to impose penalties on you for failing to correct the truancy problem. These penalties include enforcement of state statutes and municipal codes.

If your child has a truancy problem, contact the school for assistance. Under the Truancy Abatement and Burglary Suppression Program (TABS), students who are truant from school may be taken by the police to a truancy center. School-based student assistance and support services can help you keep your child in school. Truants may also receive municipal citations. Persons who engage in or cause habitual truancy may be referred to the Milwaukee County District Attorney's office for prosecution.

Make-up Work for Excused Absences

- An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. You will be given the same number of days that you were absent to make up missed work.
- To be eligible for make-up work, you must show each teacher the "excused absence slip." On the day you return to school, it is your responsibility to find out what work is required and when the work needs to be completed.
- If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher. It is the students' responsibility to take the test at that time. If you fail to do this, the teacher is **not** obligated to set another time for the make-up. If you fail to make up a test without making other arrangements, the teacher may decide not to give you the test.

Tardiness

TARDY POLICY—PLEASE READ CAREFULLY!

Attention Parents: Please be aware of the following changes to our school's tardy policy. Please read the following very closely. All students will be held accountable for being in each class on time every day. THIS INCLUDES FIRST HOUR. Students need to come to school on time! We understand that sometimes there are circumstances where a student is late in the morning that cannot be helped. That is why students are allowed up to FIVE excused tardies to school per quarter. That means the parent/guardian must call, send a note with the student, or come into the office in person to sign the student in. All other tardies will be considered UNEXCUSED. Also, if a student has already reached their five excused morning tardies for the quarter, all subsequent tardies will be considered unexcused unless the student brings a verifiable notice such as a doctor's note which will excuse a student for further incidents. If you have questions, please contact the school at (414) XXX-XXXX.

Tardiness is defined as a failure to be in the place of instruction at the assigned time without a valid excuse. Tardiness to school and to class—whether the result of oversleeping, missing the bus, car problems, baby-sitting, athletic workouts, socializing, or lingering in the halls—is unacceptable.

School Tardy Policy

Failing to arrive at school on time is a tardy. You must have your parent/guardian call the office and write an explanatory note if you arrive late to school. The school will accept up to five tardy excuses from parents/guardians per quarter. Report to the office and sign in when you arrive. The office staff person will give you a morning tardy pass. You may then proceed to your locker and straight to class. Tardies will also be reset to zero each quarter. The following are the

consequences for repeated school tardiness:

- **1st-6th time:** Warning. Student will sign an acknowledgement form.
- **7th-10th time:** In addition to the student signing the acknowledgement form, parents will receive a phone call home.
- **11th-14th time:** In addition to signing the acknowledgement form, student will have an after school 45 minute detention. Student will also receive a written detention notice to take home to their parents/guardians. Detentions will be held Monday through Thursday starting at 2:40pm. If the student arrives late or fails to show up to detention, he or she will receive an automatic day in the Alternative Learning Center (ALC).
- **15th+ time:** In addition to signing the acknowledgement form, student will be referred to Dean of Students for further disciplinary action.

Class Tardy Policy

Failing to attend class on time is also a tardy. When the bell rings, students should be inside their classrooms and the teachers will close the classroom doors. If a student is left in the hallway, they must report to Room #210 to get a tardy pass. Tardies will be counted and accumulated for all class periods combined each quarter. Tardies will also be reset to zero each quarter. The following are the consequences for repeated tardiness:

- **1st-6th time:** Warning. Student will sign an acknowledgement form.
- **7th-10th time:** In addition to the student signing the acknowledgement form, parents will receive a phone call home.
- **11th-14th time:** In addition to signing the acknowledgement form, student will have an after school 45 minute detention. Student will also receive a written detention notice to take home to their parents/guardians. Detentions will be held Monday through Thursday starting at 2:40pm in room 205. If the student arrives late or fails to show up to detention, he or she will receive an automatic day in the Alternative Learning Center (ALC).
- **15th+ time:** In addition to signing the acknowledgement form, student will be referred to Dean of Students for further disciplinary action.

Excused Tardiness

You must have your parent or guardian call the office and write an explanatory note if you arrive late to the school. Report to the school office immediately when you arrive. If you fail to do this, you will receive an unexcused tardy.

Unexcused Tardiness

If you arrive at school late but without a dated and signed note, report to the office to check in. You will get a "late slip" for admittance to your class. You will have two days to bring in a note to change this to an *excused* tardy. If you are tardy for the first period class, you must sign-in before going to your first hour class.

Class Tardiness

If you are late between classes, you will be marked tardy for that class.

Early Dismissal of Students from School

Because MMSA is very concerned about your safety and well-being, early dismissal from school is an important issue. In all instances of early dismissal, the following precautions will be taken to insure students' safety.

- Administration may release you before the end of a school day only upon presentation of a written or face-to-face (no telephone call) request from your parent or guardian or for emergency reasons.
- Students may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- Students may be released "on his/her own" only with verified parental permission.
- No staff member shall permit or cause you to leave school prior to the regular hour of dismissal except with the knowledge and approval of administration and with the knowledge and approval of your parents or guardian.

NUEVA POLÍTICA EN CUANTO A LAS TARDANZAS – ¡LEA CUIDADOSAMENTE!

PADRES: Queremos que Uds. estén conscientes de la nueva política en cuanto a las tardanzas. Lea la siguiente información, por favor. Los estudiantes son responsables por llegar a tiempo a todas sus clases, todos los días. SE INCLUYE LA CLASE DE PRIMERA HORA. ¡Los estudiantes necesitan llegar a tiempo a la escuela! Entendemos que a veces hay circunstancias que hacen imposible la llegada puntual de un/una estudiante. Por eso, se permiten hasta cinco tardanzas excusadas a la escuela por cada cuarto académico. Para que una tardanza sea excusada, un padre/un custodio tiene que llamar a la oficina, mandar una nota con el/la estudiante o venir a la oficina en persona. Si no hace Ud. una de estas cosas, la tardanza no se considera excusada. También, si un/una estudiante ya tiene cinco tardanzas excusadas para el cuarto académico, más tardanzas se considerarán NO excusadas, salvo que el/la estudiante presente una excusa del doctor. Si tiene una pregunta, llame a la escuela a (414) 483-2117.

La tardanza

Se define como no estar en el lugar de instrucción al tiempo requerido sin tener una excusa válida. Llegar tarde a la escuela o a las clases – si es resultado de no despertarse a tiempo, o faltar el autobús, o tener problemas con el carro, o tener que cuidar a niños, o ir al gimnasio, o hablar con sus amigos, o pasar demasiado tiempo en el pasillo, etc. – no es aceptable.

La política en cuanto a llegar tarde a la escuela

No llegar a tiempo a la escuela se considera una tardanza. Es necesario que un padre o un custodio llame a la oficina y que escriba una nota para explicar la tardanza si el/la estudiante llega tarde a la escuela. La escuela aceptará hasta cinco tardanzas excusadas por padres cada cuarto académico. Vaya inmediatamente a la oficina cuando llega tarde. Una de las secretarías le dará un pase. Entonces, puede ir a su casillero y a su clase. Al principio de cada cuarto académico, se eliminan las tardanzas del cuarto previo. Estas son las consecuencias de múltiples tardanzas:

- 1-6 tardanzas: Un aviso. El/ la estudiante tiene que firmar un formulario para admitir cada tardanza.
- 7-10 tardanzas: Además de firmar el formulario, la escuela llama por teléfono a la casa de el/la estudiante.
- 11-14 tardanzas: Además de firmar el formulario, el/la estudiante tendrá una detención de 45 minutos al final del día escolar. También, el/la estudiante recibirá una notificación escrita para llevar a casa para que sus padres/custodios la lean. Se servirán las detenciones los miércoles y los jueves a las 2:40 en punto. Si un/una estudiante llega tarde o no viene para la detención, él o ella tendrá que pasar un día en el ALC (El Centro Alternativo de Aprender).

- 15⁺ tardanzas: Además de firmar el formulario, se envía el/la estudiante al Director de Estudiantes para más resultados disciplinarios.

La política en cuanto a llegar tarde a las clases

No llegar a tiempo a una clase también se considera una tardanza. Cuando suena el timbre, los estudiantes deben estar en sus clases y los maestros cerrarán las puertas. Si un/una estudiante todavía está en el pasillo, tiene que ir inmediatamente al salón #210 para obtener un pase. Se calcularán cuantas veces un/una estudiante llega tarde a todas sus clases combinadas cada cuarto académico. Al principio de cada cuarto académico, se eliminan las tardanzas del cuarto previo. Estas son las consecuencias de múltiples tardanzas:

- 1-6 tardanzas: Un aviso. El/ la estudiante tiene que firmar un formulario para admitir cada tardanza.
- 7-10 tardanzas: Además de firmar el formulario, la escuela llama por teléfono a la casa de el/la estudiante.
- 11-14 tardanzas: Además de firmar el formulario, el/la estudiante tendrá una detención de 45 minutos al final del día escolar. También, el/la estudiante recibirá una notificación escrita para llevar a casa para que sus padres/custodios la lean. Se servirán las detenciones los miércoles y los jueves a las 2:40 en punto. Si un/una estudiante llega tarde o no viene para la detención, él o ella tendrá que pasar un día en el ALC (El Centro Alternativo de Aprender).
- 15⁺ tardanzas: Además de firmar el formulario, se envía el/la estudiante al Director de Estudiantes para más resultados disciplinarios.

18. Student Conduct and Discipline

MMSA prefers to conduct its own student discipline and consequence program; however, MMSA will contact the Milwaukee Police Department:

- Whenever a student becomes uncontrollable,
- Will not leave the premises when directed to do so by administration,
- Breaks a municipal, state or federal law,
- Refuses to follow our school consequences,
- When a student threatens the safety of another person, or
- Whenever the MMSA administration deems necessary.

Important Notice:

State law requires that teachers receive the same respect as a police officer while at school. Any hitting or pushing of a teacher or threats made about a teacher can lead to a felony charge with a maximum of 10 years in prison and/or a \$10,000 fine. This applies to all students at MMSA.

MMSA has the goal to help every student fulfill his or her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the MMSA administrators and teachers shall not allow any of the following behaviors during school, on school property, or at or during any school-sponsored activities:

Students at Milwaukee Math and Science Academy will not...

1. Fight and/or Arrange Fights:

Fighting is any instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rare of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. All students caught arranging fights, participating in fights, or leaving an assigned area to view a fight will be disciplined which may even include expulsion.

2. Bring Beepers, Pagers, Cellular Telephones and/or Other Electronic Devices:

1. Possessing beepers, pagers, cellular phones, DVD or CD players, Ipods or similar mp3 music or video players, Game Boys or similar game players, and/or similar devices are not allowed on school property. They disrupt classes and distract others from learning.
2. If a student is caught with any of these items in his/her possession the item will be confiscated. If the student refuses to turn over the item, the student will be suspended or the police will be called for "disorderly conduct."
3. All electronic devices must be stored in your locker and cannot be removed for any reason until you leave the building at the end of the day.
4. If your parents need to get a hold of you during the day, they are to call the school number (414) 483-2117 and a message will be forwarded to you immediately by classroom telephone, intercom or note.
5. If an electronic device other than a phone is confiscated, it will not be returned until the end of the school year or equivalent to one quarter (nine weeks) which ever is sooner. Cell phones may be returned the first time, but only if a parent or guardian comes to the school to claim the item and signs a cell phone contract.

The cell / electronic devices policy is as follows:

- 1st time: Device is confiscated and given to the Dean of Students, detention after school in Dean's office, parent must pick-up device and sign a cell phone and communication device contract.
- 2nd time: Device is confiscated and given to the Dean of Students, 2-3 days ALC or 1 day suspension, device will be held for minimum of one quarter (9 weeks) or until the end of the year, whichever is sooner.
- Electronic devices (non-phone/beeper/pager related): Device is confiscated and given to the Dean of Students, 2-3 days ALC or 1 day suspension, device will be held for minimum of one quarter (9 weeks) or until the end of the year, whichever is sooner.

IMPORTANT NOTE:

As per Milwaukee Public School policy, cell phones are not allowed to be possessed or used anytime in any public school building including after school or at an extra-curricular activity such as a sporting event (basketball or volleyball game). See the Cell Phone / Electronic Devices Contract on page 36 for a more specific explanation.

3. Cheat and/or Plagiarize:

Cheating on tests, plagiarism, and/or any other types of deception to get credit without effort are unacceptable conduct. Each teacher sets his/her own standards of behavior for his/her

classroom, and students are expected to know the standards and procedures for each of their classes. The administration has reviewed and accepted and will support individual teacher standards and procedures for cheating and plagiarism. Cheating and/or plagiarizing will result in the following minimum discipline and the teacher will issue a failing grade for the assignment:

- 1st time: Teacher call home; referral to Dean; 1-2 days ALC
- 2nd time or more: Dean Call home, 1-2 days suspension

4. Abuse and/or Misuse Computers & Electronic Devices:

Computer hardware and software are for the benefit of all students. No student may purposefully tamper with either the hardware or the software so that it is inaccessible to other students. Computers are in the school for educational purposes. Abuse and or misuse of computers also include loading private software, checking personal e-mail, or accessing inappropriate web sites or web pages using school equipment. Abusing school equipment will result in suspension.

5. Disrupt Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include, but is not limited to, inappropriate language, eating or drinking during class, chewing gum, and insubordination and/or selling or trading personal possessions to other students, which need to be disciplined.

6. Dress Code

Students shall come to school in appropriate dress and in line with specific dress code and appearance limitations described in the handbook.

7. Use Drugs and/or Alcohol and Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student will be suspended or recommended for expulsion and law enforcement officials may be contacted. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on school grounds, at any school activity, and on any school transportation. Many drug abuse offenses are also felonies.

8. Give A False Fire Alarm:

Issuing a false fire alarm is a violation of Wisconsin Revised Code Sec. 2197.32. Any student who issues a false fire alarm is subject to the legal authorities. The penalties for this, especially if any injuries result, are immense, ranging from fine of \$1,000 to \$10,000 and jail terms. Student will automatically be suspended.

9. Forge:

Any attempt by a student to sign a teacher's, administrator's, parent's/guardian's, and or student's name to any school document will be considered forgery and is grounds for suspension or expulsion.

10. Gamble and/or play cards:

Gambling includes but is not limited to card playing, dice shooting, nickel- knuckle games and sports pools and involves the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Pokemon cards needs discipline action.

11. Bring pornographic materials:

Any material of this nature is not permitted at school or school functions. Students found with such materials will be suspended.

12. Harass another Student and/or a Teacher, Administrator, or Staff Member:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal law and is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn. Students who harass or bully others will be reported to the police department will face suspension from school, and an MPS central office hearing.

13. Disrespect and/or insubordination towards teachers or staff.

Disrespect (arguing, talking back, etc.), insubordination (failure to comply with directives) towards any member of the faculty or staff) and profanity (either spoken or written) will be considered a form of disrespect and the student will be disciplined by the Dean of Students.

14. Haze Students:

Hazing means to plan, encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk or causes mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences as well as dismissal from school.

15. Smoke or Use Other Tobacco Products and/or Bring Such Products to School:

This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy and students found with these products in their possession will be suspended.

16. Steal and/or Vandalize Private Property:

This means to cause or attempt to cause damage to private property or steal or attempt to steal private property either on school grounds or during a school activity, function, or event on school grounds. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property. **Please Note: The school will file a police report in cases of theft and vandalism. Either offense can carry heavy legal penalties.**

17. Be Habitually Tardy:

This means to be late for the beginning of the school day and/or late for classes.

18. Display Threatening Behavior:

Threatening behavior can include verbal threats, both face to face and over electronic media (phone and/or computers) and non-verbal threats, including "hard" stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

19. Being Truant:

Truancy means being inexcusably absent from school or a class without the knowledge of a parent. Habitual truancy by law means a student has accumulated 10 consecutive days or 15 total days of absence in one semester. There are school and legal penalties that accompany truancy.

20. Bring Any Kind of Weapon to School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, or club type implements as well as mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. School personnel may search lockers, book bags, gym bags, coats, and/or any other containers at any time.

21. Student Protest:

Students have the rights to share their concerns with faculty or administration through written or verbal communication, either through student council or the Parent Advisory Council (PAC). Student protests are not allowed and are illegal. If a protest is planned, authorities will be called and all students involved will be disciplined and a written letter will be placed in their permanent file. Students involved will be considered tardy and skipping class, and disrupting the regularly scheduled school day.

22. PDA (Public Display of Affection); Sexual Assault; Sexual Harassment:

Engaging in excessive displays of mutual affection (PDA) is not allowed at MMSA.

- 1st time (depending upon severity, could go to 2nd time immediately):
Warning, Teacher call home
- 2nd time: Teacher call home; referral to Dean; 1-2 days ALC
- 3rd time+: suspension and depending upon severity could lead to expulsion (see next section)

Sexual harassment to another student, touching inappropriately in a sexual nature, or forcing or threatening someone else to do something of a sexual nature is not allowed at MMSA and may also be against the law. Issues of this nature will be dealt with to the fullest extent of MPS rules and local law.

- Police will be called for these issues and students will be suspended for up-to-5 days and may be recommended for expulsion.

23. Languages

While our cultural diversity at MMSA is one of our most impressive and respected characteristics, it is difficult to offer quality education when multiple languages are being used in a classroom. On occasion, students intentionally converse in the classroom with other students in a language unknown to the teacher.

Therefore, languages other than English should not be spoken in the classroom. Additionally, English must be spoken elsewhere in the school building when directed by a staff member including before, during and after school.

Exceptions are given to our foreign language classrooms, ESL approved situations, or whenever directed to by the instructor. Additionally, avoid colloquial language and use only standardized English at school and in the classroom. Swearing and inappropriate language is never allowed at MMSA – not even in a different language. Repeated intentional offenses could result in a consequence.

19. UNACCEPTABLE STUDENT BEHAVIORS

Students are considered to be subject to the authority of the school when they are en route to or from school and at school related or school sponsored events even though those activities may not take place school grounds. Some examples include athletic meets and games, field trips, contests, and concerts. Misbehaviors, which occur at such events as outlined below, will be subject to the same penalties as misbehaviors that occur on school grounds.

Please Note: The following three behavioral levels and the listed consequence are not absolutes. All discipline is handled in a consistent, fair, and equal manner; however, every discipline situation is unique and many are complicated by violations between several levels, past consequence history, IEP requirements and other factors. The following are only offered as a relative comparative for parents and students.

LEVEL I - MISBEHAVIORS

- A. Possessing or using tobacco or tobacco substitutes at school
- B. Failing to attend school on time or to attend classes on time
- C. Failing to attend all assigned classes
- D. Taking and using the writings and ideas of another and deceptively submitting them as one's own work in satisfying a school assignment
- E. Signing the name of another person for purpose of defrauding school personnel
- F. Cheating on examinations
- G. Engaging in excessive displays of mutual affection
- H. Possessing beepers, pagers, cellular telephones and similar electronic devices in school
- I. Wearing non-dress code clothing

- J. Posting or distributing materials on school property that causes a disruption to the educational process
- K. No graffiti or writing on school property.
- L. Being habitually tardy.
- M. Students are not to dress down on their birthdays and notes will not be accepted on this day
- N. No card playing at any time, this includes before and after school and during lunch periods
- O. No Soliciting

CORRECTIVE ACTION: Level One

Disciplinary responses including suspensions may be used by any MMSA administrator to correct Level I misbehaviors. Level I misbehaviors will result in detentions with class teacher, ALC in-house, suspensions, and optional classroom assignments. Disciplinary responses may include:

- Teacher conference (with student alone or with parent(s)/guardian(s))
- Dean of Students (with student alone or with parent(s)/guardian(s))
- Parent/guardian contact by telephone
- Detention
- Alternative Learning Center
- Suspension up to 3 days

Related or chronic occurrence of Level I misbehaviors may result in consequence as a **Level II-A misbehavior.**

LEVEL II - MISBEHAVIORS

- A. As defined by any MMSA Administrator, chronic violation of Level I misbehaviors
- B. Leaving school without permission, in the absence of an emergency declared by MMSA Administration
- C. Engaging in or causing a disruption on a school bus
- D. Verbally or physically threatening to injure or harm another person or intimidating another person by creating fear for personal safety
- E. Bringing alcoholic beverages to school or having alcoholic beverages in his/her possession, or coming to school under the influence of alcohol or drugs
- F. Intentionally causing an interruption of education in the classroom
- G. Using abusive or profane language (including name calling/racial slurs)
- H. Failing to adhere to school culture and directives of school personnel when subject to the authority of the school
- I. Intentionally participating in or initiating actions that result in the disruption of the entire school
- J. Fighting, hitting, or pushing another student
- K. Gambling on school premises
- L. Trespassing, including entering a school to which the student is not assigned without signing in at the office, entering a school from which the student is suspended without permission from MMSA administration or bringing an unauthorized visitor to the school
- M. Intentionally participating in hazing activities
- N. Sexual conduct or sexual contact with or without mutual consent, which includes all forms of sexual harassment
- O. Engaging in an activity that may create a condition that is unsafe or unhealthy to others
- P. No students are permitted on the elevator for any reasons. This will be strictly enforced with three-day suspension to ensure accordance.
- Q. All students who drive to school must be registered in the main office. Any unregistered driver will be towed at owner's expense and banned from parking in the lot for the remainder of the school year. All registered drivers must strictly adhere to parking policy to ensure the safety of all MMSA students.
- R. Milwaukee Math and Science Academy is not an open campus facility. No student will be permitted to leave building for any reason after arrival unless properly signed out in office for the day by a parent or guardian. Only a MMSA administrator can give permission for a student to leave the building.
- S. Student use of copy machine is strictly prohibited.
- T. Students are not permitted in unsupervised areas within the school.
- U. Bringing inappropriate or unacceptable materials to the school such as pornographic items, CDs, video games, movies, religious distributions, etc.

CORRECTIVE ACTION: Level Two

The Dean of Students or any other MMSA Administrator may suspend a student for any period not to exceed five (5) school days. Three class II misbehaviors with suspension will result in a behavior contract. Violation of a class II misbehavior while on a contract may result in expulsion. Students on a behavior contract may be expelled on their next offense (excludes tardies and dress code violations). It will be at the discretion of the MMSA Administration to issue behavioral contract at any time as seems necessary.

LEVEL III - MISBEHAVIORS

- A. Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to school
 - A weapon is anything that is commonly used or designed to hurt someone or to someone in fear (examples: guns, knives, knuckles, clubs, box-cutters etc.)
 - A dangerous instrument is anything that although not specifically designed to hurt someone, can be used to hurt someone or put someone in fear (examples: belts, combs, compasses, etc.)
 - An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.)
 - Any object, which closely resembles a weapon or explosive and could cause fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.)
- B. Verbally or physically threatening to injure or harm a school staff member
- C. Showing disrespect to teachers or staff and/or using inappropriate language and behavior
- D. Intentionally causing physical injury to a school staff member
- E. Sexually assaulting another person
- F. Intentionally causing or attempting to cause physical injury or intentionally behaving in such way as could reasonably cause physical harm to another person
- G. Hate crimes
- H. Being truant
- J. Engaging in drug related activities, including but not limited to:
 - Making, selling, or distributing drugs/counterfeit drugs at school;
 - Bringing readily identifiable drug abuse instruments or paraphernalia to school or
 - Having such items in his/her possession;
 - Using or possessing drugs/counterfeit drugs at school.
- K. Intentionally burning or attempting to burn property
- L. Stealing or attempting to steal or possession of stolen property
- M. Damaging or attempting to damage property: Any property damaged/broken by the student whether playfully or intentionally is to be repaired / replaced at the parents' or guardians' expense.
- N. Forcibly entering a school building locker, classroom, or secured enclosure
- O. Extorting or attempting to extort property
- P. Falsely sounding a fire alarm, or causing a fire alarm to be sounded
- R. Falsely communicating or causing to be communicated that a bomb is located in or on property
- S. More than one person acting together to intentionally cause harm or injury to another Individual
- U. Excessive referrals of Level II misbehaviors may/will result in expulsion.

CORRECTIVE ACTION: Level Three

For all Level III misbehaviors, MMSA may recommend MPS Department of Student Services for expulsion of the student. The recommendation to expel any student will be made in writing and will include the reasons for the expulsion by the school administration. Parents will be informed of any Level III misbehavior offense committed by their child immediately by the administration of the school.

20. EXPLANATION OF CONSEQUENCES

WRITTEN CONSEQUENCE

A written consequence usually includes the complete hand written copying of an essay on respect, classroom discipline, or another topic reflecting the inappropriate behavior. Written consequences can also include writing a report on an assigned topic, a detailed explanation of the situation, a behavioral modification plan/contract, and/or an apology letter. The written consequences are usually due within one day and must be signed by the student and their parent.

DETENTION

Classroom Detention:

Classroom detention is assigned by the teachers and is conducted in the teacher's classroom. Detentions start within 3 minutes of the assigned time and last usually the minimum of one class period. If a student does not show up for a classroom detention, the teacher may add an additional consequence. Two detentions with a classroom teacher may be cause for referral to the Dean of Students and potentially a parent conference, loss of student privileges, or suspension.

School Detention:

A school detention is assigned by the Dean of Students and is conducted in or near the Dean's office. Detentions start within 3 minutes of the assigned time and last usually the minimum of one class period. If a student does not show up for a school detention, the Dean may add an additional consequence. Two school detentions may be cause for a parent conference, loss of student privileges, or suspension. A written notification of school detention is sent home with the student and must be returned to the Dean of Students signed by student's legal guardian within two days or additional consequences may be assigned.

School Detention Rules

1. All the rules in the MMSA Student Handbook apply during a school detention.
2. The supervising teacher can and will remove a student from detention at any time for any reason. Removal from detention will result in a suspension the following day.
3. Students that arrive late to detention will not be admitted to detention and will receive a suspension the following day.
4. During detention, there is to be no talking, passing notes, writing on furnishings, use or display of any electronic devices (including cell phones), gum chewing, eating food, or drinking of any beverage.
5. Students must remain seated in the designated desk chair; there is no sitting, standing, or lying on the desks or floor.
6. Computers are not available during detention.
7. Detention time must be used to complete all make-up, missing, or current homework.

SUSPENSION

The Dean of Students will give notice of **suspension** and the reasons for the consequence to the student in writing after hearing the issues involved in a situation. This letter is addressed to the parents and must be returned to the Dean of Students or Assistant Dean of Students signed by the authorized parent or guardian within 7 days of the offense. If you are suspended, you will have the opportunity to make up work that you missed during the suspension.

You and your parent/guardian may appeal a suspension within one (1) school day of the suspension being issued. This appeal will be made to the principal and heard by a disciplinary board made up of three (3) administrators. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made.

A written notification of suspension is sent home with the student and must be returned to the Dean of Students signed by student's legal guardian upon return or additional consequences may be assigned. Most often, a parent conference with the principal is required before the student can return to school.

EXPULSION

Milwaukee Math and Science Academy follows the rules stated in MPS Parent/Student Handbook on Rights, Responsibilities and Discipline for student expulsion. In case of a serious breach of discipline, MMSA recommends MPS Department of Student Services for expulsion of the student. The recommendation to expel any student will be made in writing and will include the reasons for the expulsion by the school administration. For further information about expulsion procedures, see MPS Parent/Student Handbook on Rights, Responsibilities and Discipline (pp. 14-15).

20. DUE PROCESS

All students at MMSA are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at MMSA have the right to feel that they are physically, emotionally, and intellectually safe.

- Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
- Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.

Print student's LAST name

FIRST Name

Grade

MMSA STUDENT CONDUCT CONTRACT

Because all of you have elected to enroll Milwaukee Math and Science Academy, we expect you not only respect their rights as members of our school community, but also your responsibilities to other members of that community. We ask each of you to carefully read over and sign the student contract on this page. As the school year unfolds, do your best to behave in ways that will enhance your own and others' ability to learn.

Student Contract

As a student of Milwaukee Math and Science Academy, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- **I will attend school regularly; I will be in class on time with all necessary materials; I will not be tardy.**
- I will make good use of class time and complete and turn in assignments on time.
- I understand that I must make up assignments I missed because of an absence.
- **I will not share a locker and will use only a MMSA-approved lock on my locker.**
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without the permission of the administration.
- I will do my best on my schoolwork, and I will let others do their best.
- I will ask for help if I do not understand.
- **I will follow the dress code and arrive at school in my uniform.**
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will walk in the halls.
- **I will keep all electronic players, games, communication devices and/or cell phones in my locker and not use them for any reason while in the school building.**
- I will not participate in any behavior banned by the school.
- I will respect the businesses around the school, treat their establishments and their employees with respect, and not violate their policies or rules.

Student Signature: _____ Date: _____

Parent/Guardian as Witness: _____ Date: _____

Print student's LAST name

FIRST Name

Grade

MMSA PHOTO PERMISSION FORM

I understand that throughout the year, MMSA students participate in activities, events or projects in which students may be photographed or videotaped. This includes but is not limited to school portraits, graduation power point presentations, student projects, field trips, or special events.

I give my permission for my child's photo and/or artwork to be used in materials published by Milwaukee Math and Science Academy's Web site or submitted for distribution by media outlets. I understand that only my child's name and school of attendance may be used, and no other personally identifiable information about my child will be given. I also understand that I may revoke this permission, in writing, at any time.

Parent/Guardian Signature

Date

Please print Parent/Guardian name

Home telephone

Student's Signature

Date

Print student's LAST name

FIRST Name

Grade

MMSA ACCEPTABLE USE POLICY FOR COMPUTER AND INTERNET USAGE

The computer network and Internet is an electronic highway afforded to all students of Milwaukee Math and Science Academy connecting thousands of computer networks all over the world with millions of individual subscribers. The use of the Internet puts current information at the user's fingertips. The Internet provides access to electronic mail, college and university libraries, museums, and a chance to exchange information with people throughout the world.

The intent of this policy is to insure that the computers and Internet is used properly for educational purposes, to facilitate diversity and personal growth in technology, to learn information-gathering skills. There are generally accepted rules of etiquette when using the Internet. The computers and their services at Milwaukee Math and Science Academy are provided for the responsible use of the students. Student user privileges may be curtailed or revoked at any time at the discretion of the administration and teachers. Guidelines for acceptable use include but are not limited to the following and should not contradict to the student handbook:

Each student will be assigned a username and password, which are confidential and should not be shared. Accepting MMSA Internet and Computer Acceptable Use Policy will activate student permissions.

Your user ID and password are keys to accessing computers and Internet. In the wrong hands, your password and User ID can be used to impersonate you on line and take unauthorized action in your name. Accordingly, except for authorized school system employees, it is against MMSA policy for anyone to disclose and User ID or password, including their own, or to have, use, or attempt to use any other person's User ID or password under any circumstances. If you believe that anyone has learned your User ID or Password, you should inform your teacher.

Students are responsible for the assigned computer. User will notify the teacher or lab supervisor for any problem that the assigned computer has.

MMSA and teachers cannot be held accountable for any damages suffered including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. It is students' responsibility to keep their files and work safe.

Users will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users. A student will not represent him or herself as another user.

The student will adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and a student's right of privacy created by federal and state law.

The student has the responsibility to respect the integrity of computing systems. For example, users will not develop or use programs that harass other users or infiltrate a computer or computing system. A student will not damage or alter any software, any computer or any computing system on or through the Internet.

It is the student's responsibility to keep computer viruses off any school equipment. The student will be held accountable for any attempt to install and/or run a computer virus.

The student exercising his/her right to use the Internet, as an educational resource will also accept the responsibility for monitoring all materials received under his/her user name

All communication and/or information made or obtained using school computer network has no privacy. Students have no right of privacy with their folders or documents. MMSA reserves the right to view all student work, examine their e-mails, monitor and log any computer activity and take appropriate action if necessary.

The student will accept the responsibility for not accessing, processing or storing pornographic material, inappropriate text files, or files dangerous to the integrity of the network.

It is the student's responsibility to maintain the integrity of the electronic mail system. The student is responsible for all mail received under his/her user name. The student has the responsibility to make only those contacts leading to educational growth through the Internet. The student is responsible for monitoring all e-mail received for pornographic material, inappropriate information, or files that are potentially dangerous to the integrity of the school's computer network system. The student who receives objectionable material will report it immediately to the lab supervisor.

Students will use computer and Internet by the permission of the teacher/lab supervisor related with the lesson. Game playing either on the local computer or on-line, viewing or participating in any 'Chat Room' activity, conducting any kind of personal business transactions.

It is the student's responsibility to report immediately any misuse of the network to the lab supervisor. Misuse can come in many forms. It is commonly viewed as any message sent or received that indicates or suggests pornography, unethical or illegal solicitation, racism, sexism, or inappropriate language.

All illegal activity is prohibited, and MMSA will cooperate fully with any law enforcement officials and/or agencies investigating and/or prosecuting such activities.

MMSA reserves the right to establish additional rules and take appropriate actions to implement this policy.

I have read the "Acceptable Use Policy" and understand that computer and/or Internet privileges may be suspended or revoked. I agree to abide by all of the rules and regulations of the "Acceptable Use Policy" and understand that I may be asked to prove that I have been granted computer and/or Internet privileges. A signature on the Agreement Form located in the parent/Student Handbook is considered as agreement to this document.

NON-SCHOOL HOURS USE OF COMPUTER NETWORK AND/OR INTERNET:

- No student will use the school's computers for any purpose during non-school hours without explicit permission from a MMSA staff member.

INAPPROPRIATE COMPUTER / INTERNET USE:

- The following actions are forbidden and will result in sanctions if they occur:
 1. Sending, receiving or printing offensive messages or images.
 2. Using obscene, insulting or threatening language when corresponding with another user.
 3. Consciously damaging computers, computer systems or computer networks, either through physical abuse or the use of software.
 4. Violating copyright laws.
 5. Using the password or identity of another.
 6. Unauthorized reading or reviewing the files of another user.

7. Employing the Internet for commercial purposes.

Student

I have read the above policy and agree to abide by the provisions. I understand that violation of the policy may result in suspension or revocation of system access.

Student's Signature _____ Date _____

Parent

I have read the above policy regarding my child's computer usage at MMSA. I agree and accept responsibility for my child's adherence to the aforesaid rules and for my child's access to networks on the Internet and usage of the computer equipment.

I hereby release MMSA, its Administration, operators, and any institutions with which they are affiliated from any and all claims and damages of nature arising from my child's use of, or inability to use, the system, including without limitation, the type of damage identified in the School's policy and administrative regulations.

Parent/Guardian's Name (Print): _____ Date: _____

Parent/Guardian's Signature: _____

Print student's LAST name

FIRST Name

Grade

MMSA CELL PHONE AND ELECTRONIC DEVICES CONTRACT

Dear Parents/Guardians and Student:

We at **Milwaukee Math and Science Academy** understand the importance of parents being able to keep in contact with their child via cell phones and a student's desire for entertainment by use of mp3 players, game machines, cameras and other electronic devices. That is why we have established this acceptable use contract. Please read the contract carefully with your child.

- If you need to contact your child during school, please call the school office at 414-483-2117. If it is a non-emergency, the message will be relayed to the student by the next period. If it is an emergency, the student will be called out of class immediately to answer the call.
- Cell phones and all other personal electronic devices **must not** be used during the school day and NOT in the school building (including before or after school or during extra curricular activities).
- Cell phones and all other personal electronic devices **must be off** or in silent mode and stored in your locker.
- Cell phones and all other personal electronic devices **must remain** in your locker at all times. They are not to be in your pocket or clipped to your belt or pants. Other than in your locker – turned off, they are not allowed on school property.
- If you are seen carrying (even if you are not using it) OR using a cell phone or other personal electronic device for any reason while in the school building, it will be confiscated by any staff personnel.
 - **First time offense-- Cell Phone:** Your cell phone will be confiscated for 24 hours and you will receive an after-school detention. **First time offense -- Other Electronic Devices:** The device will be confiscated for the equivalent of one quarter (9 weeks) and you will receive an after-school detention. In both cases, a parent or guardian must pick up the device. You will not be allowed to pick it up yourself.
 - **Second time offense:** The device will be confiscated for the equivalent of one quarter (9 weeks) and you will receive a **one-day in-school suspension** for failure to follow school rules. A parent or guardian must pick up the device. You will not be allowed to pick it up yourself.
 - **Any offense after the second time:** The device will be confiscated for the remainder of the school year and will result in **full suspension and/or possible expulsion** for failure to follow school and MPS policies. At the end of the year, your parent or guardian must pick up the device. You will not be allowed to pick it up yourself.
 - **EXCEPTION to first time offense -- Inappropriate use:** If at anytime a student uses a cell phone or another electronic device to call outsiders to the school building or adjacent properties to participate in harassing or fighting another student or staff member, the student will be suspended from MMSA and referred to the Milwaukee

Public Schools for full expulsion. Additionally, the student AND the outsiders will be criminally prosecuted to the fullest extent of the law.

- If your cell phone or personal electronic device is lost, stolen, dropped or broken, Milwaukee Math and Science Academy and all school personnel **are not responsible**. *You are bringing your cell phone or other personal electronic device to school at your own risk.*
- Finally, failure to relinquish your cell phone or personal electronic device when a teacher or administrator instructs you to will result in additional consequence including but not limited to the possibility of reporting the insubordination to the Milwaukee Police Department for disorderly conduct. This may result in a ticket, court case and confiscation of the device by the MPD.
- Confiscated items will be kept in a safe place for no more than 30 days after the end of the school year in which the item was confiscated. Items not picked-up by that date will be disposed of. Milwaukee Math and Science Academy, the Milwaukee Public Schools and all school personnel *are not responsible for missing or disposed of items.*

Student Signature

Date

Parent Signature

Date

MMSA 2009-2010

Print student's LAST name

FIRST Name

Grade

Student Responsibility

I have been informed by the administrative/teaching staff at Milwaukee Math and Science Academy School about the School Board Discipline Policy for Middle School and High School students and the Milwaukee Board of Director's School/Classroom Code of Conduct. I understand that:

1. A student possessing a gun or other dangerous weapon will be suspended. The police will be called, and the student will be responsible for expulsion from Milwaukee Public Schools.
2. Pagers, cellular telephones, and laser pointers are prohibited in schools.
3. A student possessing, using or attempting to sell/distribute any drugs or alcohol will also be suspended, the police may be called, and the student may be recommended for removal from school. Expulsion may also be recommended.
4. A student possessing, using, or attempting to sell/distribute any chemical irritants (pepper spray) in school or while going to and from school, will be suspended. The police may be called, and the student may be recommended for removal from school. Expulsion may also be recommended.
5. A student involved in other criminal offenses such as possession of knives and other weapons, serious gang activity, battery, assault, extortion, or robbery, will lose his/her school assignment. Expulsion may also be recommended.

Student Signature

Date

Room #

Grade

ATTACHMENT – T

IDEA Policies and Procedures Manual Including any Agreements with Collaborating Agencies

Milwaukee Math & Science Academy
Special Education Policies & Procedures

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Model Local Educational Agency Special Education Policies and Procedures

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Model Local Educational Agency Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

Definitions

For the purpose of these policies, the following definitions apply:

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
 - coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
 - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- “Charter school” means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).
- “Child” means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

- “Child with a disability” means a child who, by reason of any of the following, needs special education and related services:
 - cognitive disabilities;
 - hearing impairments;
 - speech or language impairments;
 - visual impairments;
 - emotional behavioral disability;
 - orthopedic impairments;
 - autism;
 - traumatic brain injury;
 - other health impairments; and/or
 - learning disabilities.

If the local educational agency determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. “Child with a disability” may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

- “Consent” means:
 - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

- “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

- “Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

- "Elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- "Equipment" means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.
- "Homeless children" has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 300.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

- "IEP Team" means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child's eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

- "Limited English Proficiency" has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- "Local educational agency," except as otherwise provided, means
 - the school district in which the child with a disability resides,
 - when the child attends a nonresident school district under Wis. Stat. § 118.51 (open enrollment) or § 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
 - the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or

- the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10)

- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

- "Parent" means any of the following:
 - a biological parent;
 - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
 - a male who is presumed to be the child's father under Wis. Stat. § 891.41;
 - a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
 - an adoptive parent;
 - a legal guardian;
 - a person acting as a parent of a child with whom the child lives;
 - a person appointed as a sustaining parent under Wis. Stat. § 48.428;
 - a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
 - a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.

34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or

guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

- "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

34 CFR § 300.611(c)

- "Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

- "Pupil Records" means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

- "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. "Related services" does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child,

while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

- "Audiology" includes:
 - identification of children with hearing loss;
 - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
 - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
 - creation and administration of programs for prevention of hearing loss;
 - counseling and guidance of pupils, parents and teachers regarding hearing loss; and
 - determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.
- "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.
- "Occupational therapy" means services provided by a qualified occupational therapist, and includes:
 - improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
 - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - preventing, through early intervention, initial or further impairment or loss of function.
- "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
 - spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
 - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - to understand and use remaining vision and distance low vision aids, as appropriate; and
 - other concepts, techniques, and tools.
- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- "Physical therapy" means services provided by a qualified physical therapist.

➤ "Psychological services" includes:

- administering psychological and educational tests, and other assessment procedures;
- interpreting assessment results;
- obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- planning and managing a program of psychological services, including psychological counseling for children and parents; and
- assisting in developing positive behavioral intervention strategies.

➤ "Recreation" includes:

- assessment of leisure function;
- therapeutic recreation services;
- recreation programs in schools and community agencies; and
- leisure education.

➤ "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

➤ "School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.

➤ "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.

➤ "Social work services in schools" includes:

- preparing a social or developmental history on a child with a disability;
- group and individual counseling with the child and family;
- working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- assisting in developing positive behavioral intervention strategies.

➤ "Speech-language pathology services" include:

- identification of children with speech or language impairments;
- diagnosis and appraisal of specific speech or language impairments;
- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

➤ "Transportation" includes:

- travel to and from school and between schools;
- travel in and around school buildings; and

- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

- “Residential care center for children and youth” means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

- “Responsible Local Educational Agency:” as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except “responsible local educational agency” means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

- “School day” means any day, including a partial day, that children are in attendance at school for instructional purposes. The term “school day” has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

- “Scientifically-based research” has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- “Secondary school” means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- “Serious bodily injury” has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- “Services plan” means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

- “Special education” means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child’s parents, to meet the unique needs of a child with a disability, including:

- instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
- instruction in physical education;

- speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
- travel training; and
- vocational education.

The terms in the definition of special education are defined as follows:

- "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- "Physical education" means the development of:
 - physical and motor fitness;
 - fundamental motor skills and patterns; and
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
 - to address the unique needs of an eligible child that result from the child's disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15)

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

- A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

- "Transition services" means a coordinated set of activities for a child with a disability that:
 - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment)
 - continuing and adult education

- adult services
 - independent living, or
 - community participation
- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
- instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

- "Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

Full Educational Opportunity Goal

It is the goal of the local educational agency to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The local educational agency provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107, 300.109; 300.110; 300.201

Free Appropriate Public Education

GENERAL. All children with disabilities for whom the «1»local educational agency is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The local educational agency provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the local educational

agency provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The local educational agency ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

The local educational agency admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b).

Wis. Stat. § 115.82

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the local educational agency provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES.

The local educational agency ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The local educational agency ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

PHYSICAL EDUCATION. Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the local educational agency provides the services directly or makes arrangements for those services to be provided through other public or private programs. The local educational agency ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

ASSISTIVE TECHNOLOGY. The local educational agency makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services,

or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

EXTENDED SCHOOL YEAR. The local educational agency ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The local educational agency does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

PARTICIPATION IN ASSESSMENTS. Children with disabilities attending this local educational agency are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the local educational agency uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the local educational agency obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the local educational agency does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
 - decrease available lifetime coverage or any other insured benefit,
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
 - increase premiums or lead to the discontinuation of benefits or insurance or
 - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the local educational agency proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the local educational agency:

- obtains informed parent consent; and

- informs the parents that their refusal to permit the local educational agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154

The local educational agency timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

34 CFR § 300.210

Except for the circumstances provided for in Wis. Stat. § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the local educational agency pays tuition charges instead of the resident_school district.

Wis. Stat. § 115.79(1)(b)

Public Information

The local educational agency regularly publicizes information about its special education procedures and services. Further, the local educational agency makes available to any person, upon request, all documents relating to the local educational agency's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

If the local educational agency receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the local educational agency until the Department of Public Instruction is satisfied that the local educational agency is complying with that requirement, the local educational agency gives public notice of the pending state actions.

34 CFR § 300.222(b)

Child Find

GENERAL. The local educational agency identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

REFERRAL. The local educational agency accepts and processes referrals of children suspected to have a disability. The local educational agency has written procedures for accepting and processing referrals. Licensed_school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this local educational agency receives a referral for a child who is attending this local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the local educational agency provides the name of the child and related information to the local educational agency of residence. Whenever this local educational agency receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), this local educational agency provides the name of the child and related information to the local educational agency of attendance.

The local educational agency accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The local educational agency documents and dates the receipt of each referral.

At least annually, the local educational agency informs parents and persons required by law to make referrals about the local educational agency's referral and evaluation procedures.

The local educational agency provides information and inservice opportunities for its licensed staff to familiarize them with the local educational agency's referral procedures.

Wis. Stat. § 115.777

IEP Team

The local educational agency establishes an IEP team for each child referred to the local educational agency.

PARTICIPANTS. The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the local educational agency:
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about and authorized to commit the available resources of the local educational agency (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;

- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

In addition to the above members, the local educational agency invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the local educational agency takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; PI 11.24(2)

IEP TEAM ATTENDANCE

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the local educational agency agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the local educational agency consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

PARENT PARTICIPATION IN IEP TEAM MEETINGS. The local educational agency takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the local educational agency will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference calls.

The local educational agency may conduct meetings without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the local educational agency staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency provides it. Upon request, the local educational agency provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The local educational agency gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

IEP TEAM DUTIES. The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78

TIMELINE. Within 15 business days of receiving a referral, the local educational agency sends to the child's parents a request for consent to evaluate the child except that if the local educational agency determines that no additional data are necessary, the local educational agency notifies the child's parent of that determination within 15 business days of receiving the referral. The local educational agency determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into this local educational agency before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The local educational agency conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or local educational agency staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the local educational agency provides it.

34 CFR §§ 301, 323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

Evaluation

GENERAL. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the local educational agency:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
 - whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - the present levels of academic achievement and related developmental needs of the child;
 - whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The local educational agency administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b)

The local educational agency does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the local educational agency requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The local educational agency provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

INITIAL EVALUATIONS

The local educational agency obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

If the child is a ward of the state and is not residing with the child's parent, the local educational agency is not required to obtain informed consent from the parent for an initial evaluation if: the local educational agency cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the local educational agency may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the local educational agency cannot use mediation or due process and is not required to consider the child as eligible for services.

34 CFR § 300.300(d)(4)

The local educational agency does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the local educational agency.

34 CFR § 300.300(d)(3)

IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION). Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the local educational agency draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

REEVALUATION. In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the local educational agency determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the local educational agency agree otherwise, and at least once every 3 years unless the child's parent and local educational agency agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the local educational agency provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

In conducting a reevaluation, the local educational agency obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The local educational agency proceeds without consent only if the local educational agency has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the local educational agency is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the local educational agency cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the local educational agency notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The local educational agency conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

EVALUATION REPORT When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The local educational agency gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b)

EVALUATION SAFEGUARDS. When a local educational agency evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
 - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;

- any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
- the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
- assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b),

- The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The local educational agency ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

The local educational agency ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

34 CFR § 300.304(c)(3)

ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES. For evaluation of a child suspected of having a specific learning disability, the following additional requirements are met:

- The determination of whether a child suspected of having a specific learning disability is a child with a disability is made by the child's IEP team, and
 - if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
 - for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age; and
 - at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

34 CFR § 300.308

- The child must be observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- In determining whether a child has a specific learning disability, the IEP team must decide to:

- use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
- have a least one member of the child's IEP team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained; or
- in the case of a child of less than school age or out of school, an IEP team member must observe the child in an environment appropriate for a child of that age.

34 CFR § 300.310

- The IEP team evaluation report includes a statement of:
 - whether the child has a specific learning disability;
 - the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
 - the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning;
 - the educationally relevant medical findings, if any;
 - whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and;
 - the child does not make sufficient progress to meet age or State-approved grade-level standards; or
 - the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age state-approved grade level standards or intellectual development;
 - the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
 - if the child has participated in a process that assesses the child's response to scientific, research-based intervention-
 - the instructional strategies used;
 - the student-centered data collected;
 - documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance data that would be collected, strategies for increasing the child's rate of learning; and the parent's right to request an evaluation.
- Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

34 CFR § 300.311

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an

evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
 - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency; and,
- The child does not otherwise meet the eligibility criteria.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a)

Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

AUTISM. Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3, that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual

communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.

3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

COGNITIVE DISABILITY. Wis. Admin. Code § P1 11.36(1)

Cognitive disability means significantly subaverage intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects educational performance. The IEP team may identify a child as having a cognitive disability if the child meets the criteria under 1.a. or b., 2. and 3.a. or b. as follows:

- 1.a. The child has a standard score of 2 or more standard deviations below the mean on at least one individually administered intelligence test developed to assess intellectual functioning.
- b. The child has a standard score between 1 and 2 standard deviations below the mean on at least one individually administered intelligence test, the child has been documented as having a cognitive disability in the past, and the child's condition is expected to last indefinitely.
2. The child has deficits in adaptive behavior as demonstrated by a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, such as:
 - a. Communication.
 - b. Self-care.
 - c. Home living skills.
 - d. Social skills.
 - e. Appropriate use of resources in the community.
 - f. Self-direction.
 - g. Health and safety.
 - h. Applying academic skills in life.
 - i. Leisure.
 - j. Work.
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in at least 2 of the following areas: academic readiness, comprehension of language or communication, or motor skills.
- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, or mathematics.

NOTE: *Cognitive disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.*

EMOTIONAL BEHAVIORAL DISABILITY. Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Inability to develop or maintain satisfactory interpersonal relationships.
 - Inappropriate affective or behavioral response to a normal situation.
 - Pervasive unhappiness, depression, or anxiety.
 - Physical symptoms, pains or fears associated with personal or school problems.
 - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - Extreme withdrawal from social interactions.
 - Extreme aggressiveness for long period of time.
 - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

HEARING IMPAIRMENT. Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY. Wis. Admin. Code § PI 11.36(6)

Specific learning disability, pursuant to Wis. Stat. § 115.76(5)(a)10., means a severe learning problem due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do mathematical calculations, despite appropriate instruction in the general education curriculum. Specific learning disability may include conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The IEP team shall base its decision of whether a child has a specific learning disability on formal and informal assessment data on intellectual ability, academic achievement, and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, student work samples, interviews, observations, and

an analysis of the child's response to previous interventions, classroom expectations, and curriculum in accordance with Wis. Stat. § 115.782. The IEP team may identify a child as having a specific learning disability if all of the following are true:

- Classroom achievement. Upon initial identification, the child's ability to meet the instructional demands of the classroom and to achieve commensurate with his or her age and ability levels is severely delayed in any of the following areas:
 - Oral expression.
 - Listening comprehension.
 - Written expression.
 - Basic reading skill.
 - Reading comprehension.
 - Mathematical calculation.
 - Mathematical reasoning.
- Significant discrepancy. Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas above and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument. The IEP team may base a determination of significant discrepancy only upon the results of individually administered, standardized achievement and ability tests that are reliable and valid. A significant discrepancy means a difference between standard scores for ability and achievement equal to or great than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures. The regression procedure shall be used except under any of the following conditions:
 - The regression procedure under this subdivision may not be used to determine a significant discrepancy if the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age.
 - If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the areas of classroom achievement cited above using other empirical evidence.
 - If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off, the child's performance in any of the areas in classroom achievement cited above is variable, and the IEP team determined that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the IEP team may consider that a significant discrepancy exists.
- Information processing deficit. The child has an information processing deficit that is linked to the child's classroom achievement delays and to the significant discrepancy. An information processing deficit means a pattern of severe problems with storage, organization, acquisition, retrieval, expression, or manipulation of information rather than relative strengths and weaknesses. The IEP team shall document the reasons for and data used to make its determination that the child has an information processing deficit.

The IEP team may not identify a child as having a specific learning disability if it determines that the significant discrepancy between ability and achievement is primarily due to environmental, cultural or economic disadvantage or any of the reasons specified under Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 115.76(5)(a)10.

If the IEP team is concerned that a child has a significant discrepancy in oral expression or listening comprehension, the IEP team shall include a person qualified to assess speech and language impairments.

A child who is found to have a significant discrepancy between ability and achievement in the single area of oral expression or listening comprehension and who meets criteria for speech and language impairment under Wis. Admin. Code § PI 11.36(5) shall be considered to have a primary impairment in the area of speech and language.

At least one observation in the general classroom setting by a team member other than the classroom teacher shall be conducted.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35(2), including specially designed instruction, is a child with a disability under this section, unless the significant discrepancy between ability and achievement is now primarily due to environmental, cultural or economic disadvantage or any of the reasons specified under Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 115.76(5)(a)10. If a child with a specific learning disability performs to generally accepted performance expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

NOTE: IDEA 2004 modified the evaluation procedures for the identification of children with specific learning disabilities. As specified in IDEA 2004, the evaluation procedures relating to the identification of specific learning disabilities provided that: 1) States may not require the use of significant discrepancy as part of a determination of SLD, 2) States must permit the use of a process based on a child's responses to scientifically-based intervention as part of its determination of a SLD, and 3) States may permit the use of other alternative research-based procedures to determine whether a child has a SLD. IDEA 2004 also added reading fluency skills as an area of identification for SLD. The department has promulgated a proposed rule to amend the criteria for SLD in order to align with IDEA 2004. Because the proposed rule has not been adopted as of this date, the model policies do not reflect the proposed changes to the SLD criteria.

The department model Form ER-2 identifies additional documentation required when a child is evaluated for Specific Learning Disabilities. For all SLD initial and re-evaluations initiated since October 2006 this documentation is required.

ORTHOPEDIC IMPAIRMENT. Wis. Admin. Code § PI 11.36(2)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

OTHER HEALTH IMPAIRMENT. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

SIGNIFICANT DEVELOPMENTAL DELAY. Wis. Admin. Code § PI 11.36(11)

Significant developmental delay means children, ages 3, 4 and 5 years of age or below compulsory school attendance age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.

- Cognitive activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.
- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

NOTE: *IDEA 2004 permits the identification of children with significant developmental delay (SDD) through the age of nine. The department's current rule under PI 11.36, relating to SDD permits identification only through the age of six. The department has promulgated a proposed rule amending PI 11.36(a) and (b) to extend the SDD age limit through age nine. Because the proposed rule has not been adopted as this date, the model policies do not reflect this change.*

SPEECH AND LANGUAGE IMPAIRMENT. Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
 - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
 - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.
- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.

- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
 - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
 - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
 - The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.
- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY. Wis. Admin. Code § PI 11.36(9)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

VISUAL IMPAIRMENT. Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
 - Central visual acuity of 20/70 or less in the better eye after conventional correction.
 - Reduced visual field to 50° or less in the better eye.
 - Other ocular pathologies that are permanent and irremediable.
 - Cortical visual impairment.
 - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

Developing, Reviewing and Revising IEPs

IEP IN EFFECT. At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The local educational agency ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The local educational agency ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The local educational agency develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the local educational agency.

The local educational agency ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The local educational agency ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The local educational agency provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR 300.323(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c)

IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The local educational agency gives a copy of the IEP to the child's parents with the notice of placement.

34 CFR § 300.324(a); Wis. Stat. § 115.787(3)

IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the local educational agency, fails to provide transition services described in the IEP, the local educational agency reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (e); Wis. Stat. § 115.787(4)

Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the local educational agency informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The local educational agency gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
 - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;
- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education,

employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;

- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

Placement

The local educational agency ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

LEAST RESTRICTIVE ENVIRONMENT. The local educational agency ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The local educational agency ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The local educational agency ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The local educational agency provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the

extracurricular services and activities to the maximum extent appropriate to the needs of that child. The local educational agency ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR § 300.114-117

NOTICE OF PLACEMENT. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

CONSENT FOR PLACEMENT. The local educational agency obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The local educational agency makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the local educational agency can not provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the local educational agency will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the local educational agency requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the local educational agency requests such consent.

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the

physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:

- the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
 - Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
 - A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY. The local educational agency ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8)

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9)

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY. The local educational agency ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience.

- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:
 - the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
 - the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST. The local educational agency ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9)

SCHOOL OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION. The local educational agency ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10)

Transition from Birth to Three Programs

The local educational agency participates with birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the local educational agency. The local educational agency participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the local educational agency, the local educational agency has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

Transfer Pupils

In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to this local educational agency and enrolls in a new school within the same school year, this local educational agency (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until this local educational agency either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The local educational agency adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The local educational agency does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

Out-of-State Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to this local educational agency, and enrolls in a new school within the same school year, this local educational agency, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until this local educational agency:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

Transmittal of Records

When the local educational agency receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the local educational agency takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When this local educational agency receives such a written request for a transfer pupil, this local educational agency transfers the pupil's records to the requesting local educational agency within five working days of receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

Charter Schools

Children with disabilities who attend the local educational agency's charter schools and their parents retain all rights under federal special education laws. The local educational agency ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the local educational agency, are served in the same manner as other children with disabilities in the local educational agency. This includes providing supplementary and related services on site at the charter school to the same extent to which the local educational agency provides such services

on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency, including proportional distribution based on relative enrollment of children with disabilities and at the same time as the local educational agency distributes other Federal funds to the local educational agency's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

Due Process Procedures

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The local educational agency notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the local educational agency is unable to obtain the parent's participation in the decision. In this case, the local educational agency must have a record of its attempt to ensure parent involvement.

34 CFR §§ 300.501, 300.322(e)

NOTICE. The local educational agency ensures a child's parents are provided prior written notice a reasonable time before the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;

- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503; Wis. Stat. § 115.792(2)

PROCEDURAL SAFEGUARDS NOTICE. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
 - the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504

INDEPENDENT EDUCATIONAL EVALUATIONS. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local educational agency. "Public

expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or insures an independent educational evaluation is provided at public expense unless the local educational agency demonstrates in a due process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the local educational agency conducts an evaluation with which the parent disagrees.

If the local educational agency initiates a hearing and the final decision is that the local educational agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the local educational agency an evaluation obtained at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

34 CFR § 300.502

SURROGATE PARENTS. The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The local educational agency ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

MEDIATION. When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny and other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

DUE PROCESS HEARINGS. When the local educational agency files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the local educational agency will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and local educational agency agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the local educational agency who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the local educational agency will execute and sign a legally binding agreement.

When the local educational agency is a party to a due process hearing under Wis. Stat. § 115.80, the local educational agency:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and
- except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

34 CFR §§ 507, 508, 510; Wis. Stat. § 115.80

TRANSFER OF RIGHTS AT AGE OF MAJORITY. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520; Wis. Stat. § 115.807

Discipline Procedures

AUTHORITY OF SCHOOL PERSONNEL. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the local educational agency must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530; 300.536

PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;

- if the behavior is a manifestation of the child's disability, receives either:
 - a functional behavior assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, receives a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the local educational agency notifies the parents of that decision and provides the parents a procedural safeguards notice.

34 CFR § 300.530(h)

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the local educational agency believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

34 CFR § 300.532

MANIFESTATION DETERMINATION REVIEWS.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention

plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

CFR § 300.530(d)(e) and (p)

PLACEMENT DURING APPEALS.

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the local educational agency believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever ever occurs first. The parent and the local educational agency may agree to a different placement during the appeal.

Unless the local educational agency and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the local educational agency conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR § 300.532; 300.533

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. The local educational agency provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the local educational agency if the local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The local educational agency has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the local educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The local educational agency does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the local educational agency conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

34 CFR § 300.534

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by the parents, the local educational agency provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

34 CFR § 300.535

Confidentiality of Information

NOTICE TO PARENTS. The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

34 CFR § 300.612(b)

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612

ACCESS RIGHTS. The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The local educational agency presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law.

34 CFR § 300.613(c)

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

34 CFR § 300.614

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

34 CFR §§ 300.615, 300.616

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

34 CFR § 300.617

AMENDMENT OF RECORDS AT PARENT'S REQUEST. A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies.

34 CFR § 300.618

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

34 CFR § 300.619

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

34 CFR § 300.620(c)(2)

CONSENT. Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622(b)(3)

SAFEGUARDS. The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

34 CFR § 300.623

DESTRUCTION OF INFORMATION. The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 CFR § 300.624

TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

34 CFR § 300.625(c)

Children With Disabilities Enrolled in Private Schools by Their Parents

CHILD FIND. This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the

agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

34 CFR § 300.140(b)(2)

PROVISION OF SERVICES. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the "Equitable Services Determined" section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

34 CFR § 300.132

EXPENDITURES. In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, this school district spends, for children aged 3 through 21, an amount that is the same proportion of the school district's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. This school district may provide services to private school children in excess of those required, consistent with the law and local educational agency policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this school district, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in this school district.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

34 CFR § 300.133(c)(2)

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act.

34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

34 CFR § 300.131(d)

If this school district has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

34 CFR § 300.133(a)(3)

CONSULTATION. To ensure timely and meaningful consultation, this school district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among this school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and,
- how, if this school district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, this school district must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, this school district forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department.

34 CFR §§ 300.134, 300.135, and 300.136.

EQUITABLE SERVICES DETERMINED. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by this school district.

34 CFR § 300.137

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this school district, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. This school district ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, this school district uses other methods to ensure participation by the private school, including individual or conference telephone calls.

34 CFR § 300.137(c)(2)

EQUITABLE SERVICES PROVIDED. The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

34 CFR § 300.138(a)(2)

Each private school child with a disability who has been designated to receive services from this school district has a services plan that describes the specific special education and related services this school district will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review and revision of IEPs.

34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and nonideological.

34 CFR § 300.138(c)

LOCATION OF SERVICES AND TRANSPORTATION. If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL. This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

USE OF PERSONNEL. Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If this school district pays for the services of an employee of a private school employee, the employee performs the services outside of his or her

regular hours of duty and under public supervision and control.

34 CFR § 300.142

SEPARATE CLASSES PROHIBITED. This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

PROPERTY, EQUIPMENT, AND SUPPLIES. This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. The local educational agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the local educational agency made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

Children With Disabilities in Private Schools Placed or Referred by the Local Educational Agency

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the local educational agency as a means of providing special education and related services, the local educational agency ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP. Before the local educational agency places a child with a disability in, or refers a child to, a private school or facility, the local educational agency initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The local educational agency ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the local educational agency uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the local educational agency. If the local educational agency permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the local

educational agency ensures the parents and a local educational agency representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the local educational agency retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

When the local educational agency places a child, in a private school as a means of providing special education and related services, the local educational agency ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents.

Wis. Stat. § 115.77(1m)(d)

Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the local educational agency:
 - appoints staff to review the child's education records and develop a status report;
 - sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
 - appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
 - ensures the IEP team conducts the evaluation; and
 - ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a)

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination.

Wis. Stat. § 115.81(4)(c)

Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the local educational agency and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections or a county, or between local educational agencies over the placement of a child, the local educational agency seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the local educational agency reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the local educational agency provides or pays for the services. The local educational agency seeks reimbursement for the cost of providing the services from the public agency.

Wis. Stat. § 115.812

Local Educational Agency Reporting to State

The local educational agency, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The local educational agency will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

The local educational agency files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The local educational agency provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in local educational agency special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The local educational agency reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the local educational agency's special education and related services;
- assurances that the local educational agency, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the local educational agency's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the local educational agency that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4)

When the local educational agency participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the local educational agency classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations
referenced in the Model Policies and Procedures**

34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

(a) The term means those records that are:

- (1) Directly related to a student; and
- (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
- (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.

- (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

- (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - (ii) Made, maintained, or used only in connection with treatment of the student; and
 - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
- (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

(2) The term "homeless children and youths"—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 USC 1365(h) – Definition of Serious Bodily Injury

(3) the term "serious bodily injury" means bodily injury which involves—

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term "bodily injury" means—

(A) a cut, abrasion, bruise, burn, or disfigurement;

(B) physical pain;

(C) illness;

(D) impairment of the function of a bodily member, organ, or mental faculty; or

(E) any other injury to the body, no matter how temporary.

29 USC 3002(19) - Definition of Universal Design

The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 USC 930(g)(2) - Definition of Weapon

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

20 USC 7801(37) – Definition of Scientifically Based Research

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Educating Children with Disabilities

Description of relationships with agencies serving children with disabilities, particularly those children not educated on site.

Milwaukee Math and Science Academy will utilize agencies for services required to implement special education program of the school and meet the needs of special education students according their individualized education programs.

In this regard, we have contacted two major providers in the city of Milwaukee. Once MMSA's charter is approved, we will contract with these two providers: MJ Care and EBS Health Care.

MMSA will be utilizing these two providers for the following possible needs:

- Speech-Language Pathologists
- Occupational Therapists
- School Psychologist
- Special Education Teachers
- Professional Assistance with IEP process
- Training of MMSA special education department

As MMSA, we value every single student's learning needs and create opportunities to provide the least restrictive environment for students.

Attachment - 1

Student/Parent Climate Survey

School Climate Survey (Parent Version)

What is your gender	Male <input type="checkbox"/>		Female <input type="checkbox"/>			
What ethnic group describes you best?	African Am. <input type="checkbox"/>	Asian <input type="checkbox"/>	Hispanic <input type="checkbox"/>	Native American <input type="checkbox"/>	White <input type="checkbox"/>	
Do you have a computer at home?	Yes <input type="checkbox"/>		No <input type="checkbox"/>			
How many children do you have attending the school for which you are completing this survey?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 or more <input type="checkbox"/>	
1	My child's school has a friendly and welcoming atmosphere	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
2	The staff at my child's school cares about the students	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
3	My child's school treats students with respect regardless of their race or ethnic background	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
4	My child's school has high expectation with regard to student achievement	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
5	My child arrives at school focused on learning	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
6	My child's school has a positive atmosphere for learning	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
7	My child's school offers a strong academic program	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
8	I have the opportunity to help make decision about my child's education.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
9	My child's school is a good at meeting student's needs.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
10	My child's school is supportive of parents and handles my concerns in timely manner.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
11	The staff in my child's school has the resources necessary to work effectively.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
12	I am pleased with the academic progress of my child.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
13	There is an atmosphere of respect among students and adults in my child's school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
14	I am given the opportunity to be included in decision-making that affects my child's school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
15	My child's school prepares students to do well on the state, district and classroom assessments.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
16	My child is given challenging work at school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>
17	My child looks forward to coming to school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Not Sure <input type="checkbox"/>

18	I am aware of the Learning Targets my child is expected to achieve.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The staff at my school enforces the rules.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Businesses and/or community organizations provide support to my child's school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I understand the rules and expectations for my child's behavior at school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	My child's school promotes a drug-free environment.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	My child's school makes sure that classrooms are safe and orderly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My child's school makes sure that students are safe and orderly while outside on school grounds.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My child's school building is neat, clean and well-maintained.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Students at my child's school are disciplined fairly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	When students at my child's school break the rules, staff help them improve their behavior.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Teachers and staff at my child's school act in a professional manner.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My child's school teaches students to value, respect and tolerate differences in others.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	My child's school uses its financial and human resources effectively.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	The teachers and staff at my child's school and I work well together as a team.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Families from different backgrounds have the opportunity to participate in school activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I am given the opportunity to have input regarding the behavioral expectation of students at school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	I feel comfortable expressing my opinion or speaking up at school meetings.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	The child's school seeks out my opinion about important issues affecting the school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment – 2

Staff Climate Survey

School Climate Survey (Teacher/Staff Version)

What is your gender		Male		Female		
		<input type="checkbox"/>		<input type="checkbox"/>		
What ethnic group describes you best?		African Am.	Asian	Hispanic	Native American	White
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please identify your position/role within the school.		<input type="checkbox"/> Instructional Staff I (Teacher)				
		<input type="checkbox"/> Instructional Staff II (Para, Ed.Asst., HCA, etc)				
		<input type="checkbox"/> Support Staff (SW,PSY,DT,Guid,Sp-L,LrnC,Lit,C,Libr,Intin.)				
		<input type="checkbox"/> Operational Staff (Secr., Engr., Cafet., Safety, etc.)				
		<input type="checkbox"/> Administrative Staff (Prin., AP, Superv., Curr.Spec., etc)				
		<input type="checkbox"/> Other				
What grade level do you teach?		<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> to
		<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Multiple grades		<input type="checkbox"/> NA
1	My school has a friendly and welcoming atmosphere	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The staff in my school cares about the students	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The school treats students with respect regardless of their race or athnic background	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My school has high expectation with regard to student achievement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students at my school focus on learning	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My school buildings has a positive atmosphere for learning	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My school offers a strong academic program	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	School staff participate in making decisions that affect curriculum as well as teaching	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	My school is a good at meeting student's needs.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	My school is supportive and handles my concerns in timely manner.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The staff in my school promotes understanding among students with different backgrounds.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	My school provides me with the resources necessary to be an effective teacher.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I am pleased with the academic progress of students in my classroom.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	There is an atmosphere of respect among students and adults in my school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Staff members have the opportunity to participate in various decision-making forums.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	My school prepares students to do well on the state, district and classroom assessments.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I give my students challenging work.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I look forward to going to work at my school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Students at my school understands the Learning Targets they are expected to achieve.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The staff at my school enforces the rules.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Businesses and/or community organizations provide support to my school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I understand my school's rules and expextations for student behavior.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My school promotes a drug-free enviroment.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	My school makes sure that classrooms are safe and orderly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My school makes sure that students are safe and orderly while outside on school grounds.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	The halls, bathrooms, cafeteria and other common areas in my school are safe and orderly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	My school building is neat, clean and well-maintained.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Students at my school are disciplined fairly.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	When students at my school break the rules, staff help them improve their behavior.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Teachers and staff model professional behavior.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	My school teaches students to value, respect and tolerate differences in others.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	My school uses its financial and human resources effectively.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	The adults in the school work together as a team.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Families from different backgrounds have the opportunity to participate in school activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I fell comfortable expression my opinion at school meeting.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	The school seeks out my opinion about important issues affecting the school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment - 3

Sample Concept Schools Test Cover

YOUR HARD WORK IS PAYING OFF

3 Excellent Schools

- ★ HSA Toledo
- ★ HSA Columbus High
- ★ Noble Academy – Cleveland

1 Top Non-selective High School

- ★ Chicago Math & Science Academy

1 Exemplary School

- ★ Indiana Math & Science Academy

2 Effective Schools

- ★ Noble Academy – Columbus
- ★ HSA Cleveland High

6 Continuous Improvement Schools

- ★ HSA Dayton
- ★ HSA Springfield
- ★ HSA Cleveland Middle
- ★ HSA Columbus Middle
- ★ HSA Denison Middle
- ★ HSA Cincinnati

Congratulations

2009-2010 PRACTICE TEST II

6

CONCEPTS
SCHOOLS

CONCEPTS
SCHOOLS

North
CLUES

Attachment - 4

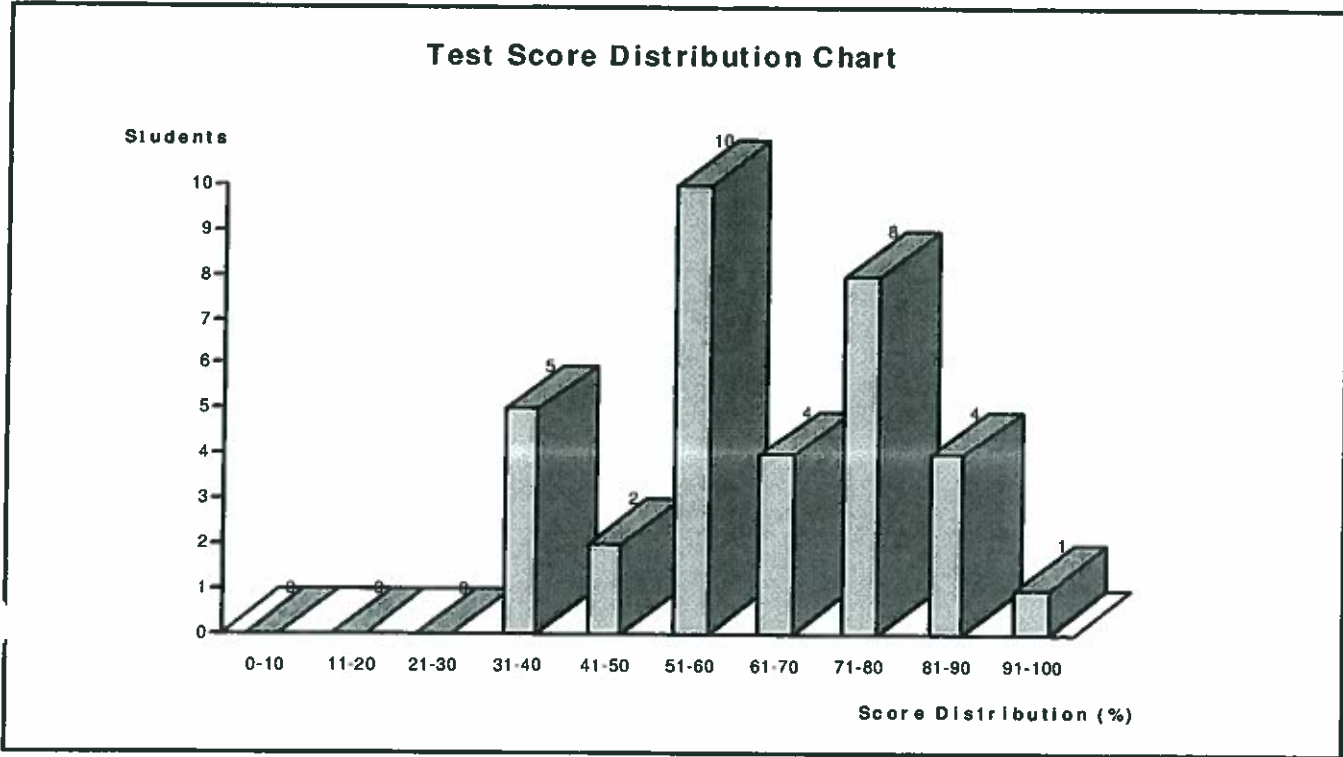
Distribution Report

Test Score Distribution Chart - Math_603

Course #: OGT_Practice
Course Title: OGT_Practice
Day/Time:

Instructor: Concept Schools
Description:
Term/Year:

Records Based on Field Contents: Optional2(clevelandhigh)



Attachment - 5

Item Analysis Report

Standard Item Analysis Report On Math_804 Version A

Course #: Ohio_6th_Grade

Instructor: Ohio_6th_Grade

Course Title: Ohio_6th_Grade

Description:

Day/Time:

Term/Year:

Total Possible Points:	38.00	Median Score:	17.00	Highest Score:	32.00
Standard Deviation:	6.36	Mean Score:	17.14	Lowest Score:	6.00
Student in this group:	44	Reliability Coefficient (KR20):	0.82		
Student Records Based On:	School(Columbus Middle)				

No.	Correct Group Responses			Point Biserial	Correct Answer	Response Frequencies - * indicates correct answer										Non Distractor	
	Total	Upper 27%	Lower 27%			A	B	C	D								
1	75.00%	91.67%	41.67%	0.43	D	6	2	3	*33								
2	40.91%	58.33%	16.67%	0.30	B	21	*18	5	0								D
3	9.09%	8.33%	16.67%	-0.06	D	14	17	9	*4								
4	47.73%	83.33%	8.33%	0.54	B	12	*21	6	5								
5	50.00%	75.00%	33.33%	0.25	A	*22	11	5	5								
6	65.91%	91.67%	41.67%	0.41	C	8	4	*29	3								
7	27.27%	25.00%	25.00%	0.02	C	2	29	*12	1								
8	43.18%	83.33%	8.33%	0.68	C	10	7	*19	8								
9	36.36%	83.33%	25.00%	0.57	D	13	8	5	*16								
10	56.82%	83.33%	41.67%	0.28	C	7	6	*25	5								
11	47.73%	83.33%	25.00%	0.53	B	15	*21	1	7								
12	47.73%	58.33%	25.00%	0.37	C	4	15	*21	4								
13	31.82%	75.00%	16.67%	0.46	D	10	10	10	*14								
14	38.64%	58.33%	25.00%	0.33	B	7	*17	14	6								
15	61.36%	33.33%	50.00%	-0.06	B	2	*27	11	4								
16	68.18%	100.00%	25.00%	0.61	A	*30	4	6	4								
17	34.09%	58.33%	0.00%	0.54	C	13	6	*15	9								
18	86.36%	100.00%	58.33%	0.42	D	3	1	2	*38								
19	34.09%	50.00%	41.67%	0.16	C	17	8	*15	3								
20	34.09%	50.00%	33.33%	0.26	D	5	3	21	*15								
21	63.64%	91.67%	16.67%	0.56	C	7	4	*28	5								
22	25.00%	33.33%	8.33%	0.27	C	19	4	*11	9								
23	54.55%	75.00%	25.00%	0.35	A	*24	8	7	5								
24	54.55%	91.67%	16.67%	0.72	B	2	*24	9	7								
25	29.55%	33.33%	16.67%	0.15	D	11	5	13	*13								
26	70.45%	83.33%	58.33%	0.40	C	2	8	*31	2								
27	34.09%	75.00%	16.67%	0.47	B	8	*15	11	10								
28	25.00%	41.67%	8.33%	0.34	C	11	8	*11	13								
29	31.82%	50.00%	25.00%	0.23	A	*14	8	16	5								
30	31.82%	50.00%	8.33%	0.44	D	14	7	8	*14								
31	65.91%	100.00%	16.67%	0.75	B	3	*29	7	4								
32	45.45%	58.33%	41.67%	0.20	C	9	11	*20	3								
33	15.91%	16.67%	0.00%	0.34	C	24	4	*7	7								
	54.55%	91.67%	33.33%	0.60	D	3	6	10	*24								
35	63.64%	91.67%	25.00%	0.62	B	5	*28	8	2								
36	50.00%	75.00%	33.33%	0.49	A	*22	7	5	8								
37	22.73%	25.00%	8.33%	0.26	D	9	19	3	*10								
38	38.64%	75.00%	16.67%	0.52	A	*17	6	11	8								

Attachment - 6

Class Response Report

Class Response Report On M_804 Version A

Course #: Ohio_6th_Grade
 Course Title: Ohio_6th_Grade
 Day/Time:

Instructor: Ohio_6th_Grade
 Description:
 Term/Year:

Student group from: School(Columbus Middle)

Response Description

<dash> correct response	<#> multiple marks	<space> no response
<alphabet> student's incorrect response	<*> auto-credit item	

Test Items:	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-38
Test Key:	D,B,D,B,A	C,C,C,D,C	B,C,D,B,B	A,C,D,C,D	C,C,A,B,D	C,B,C,A,D	B,C,C,D,B	A,D,A

No.	Student ID	Student Name	Exam #	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-38
1	2014090921	Bynes, Dwayne	804	-,-,A,A,D	-B,-,A,B	-,-,A,-,-	-D,-,A,C	-,-,-,-,-	-D,-,C,C	-B,A,-,-	B,C
2	2014090923	Mahamood, Najma	804	-A,B,-,-	-B,-,A,-	-B,-,-,C	-,-,-,-,-	A,D,-,-,C	-,-,-,C	-,-,A,C,-	-B,C
3	2014090924	Said, Abdillahi	804	-,-,C,-,-	-,-,-,D	-,-,B,C,-	-,-,-,C	-A,C,-,C	-,-,A,C,-	-B,A,-,-	-,-,-
4	2014090927	Mohamed, Aweis	804	A,A,B,-,C	-B,D,C,A	-B,C,C,A	B,B,-,-,C	-A,-,C,C	-,-,A,B,B	A,-,A,B,C	D,A,C
5	2014090932	Whiteside, Dacia	804	-A,B,-,B	-B,-,A,A	-,-,A,C,-	-,-,-,A,B	A,A,-,D,C	-A,D,-,-	-,-,-,-,-	-,-,C
6	2014090950	Ahmed, Abdulaziz	804	B,A,A,-,B	-B,-,-,-	A,-,-,C,C	-,-,-,-,-	-,-,-,D,A	-C,-,C,-	-,-,A,-,-	-B,-
7	2014090951	Awad, Amy	804	-,-,A,-,B	D,B,-,A,B	-A,C,C,-	-A,-,A,-	-A,-,-,-	-D,D,C,A	-,-,A,-,-	-,-,-
8	2014090958	Omar, Fuad	804	B,C,-,A,-	-D,B,B,-	A,B,C,-,-	C,D,-,B,C	D,B,B,D,C	-D,B,-,C	C,-,D,B,C	-B,B
9	2014090999	Oppong, Renee	804	-,-,C,A,-	-B,-,-,B	-D,-,C,C	-D,-,A,C	-,-,-,-,-	-C,D,-,-	-B,A,-,-	B,B,-
10	2014091006	Carte, Alexander	804	-,-,B,-,-	-,-,B,-,-	A,A,-,-,C	-,-,-,-,-	-A,C,-,B	-,-,-,C,A	-B,A,-,A	-,-,-
11	2014091012	Karan, Belkis	804	-,-,A,-,-	-B,-,-,-	-,-,-,-,-	-,-,-,-,-	-A,-,-,-	-,-,D,-,-	-B,-,-,-	-B,-
12	2014091013	Cruz, Seliene	804	-,-,A,A,C	B,-,-,A,D	-,-,-,-,-	-,-,-,A,-	-A,D,-,C	-C,D,C,-	-A,A,-,-	C,A,-
13	2014091030	Clayton, Mattison	804	-,-,-,A,-	-B,-,-,-	-,-,A,A,-	-A,-,-,C	-A,-,-,A	-D,A,-,A	-B,-,-,-	-,-,B
14	2014091031	Colby, Katalyn	804	C,-,B,D,-	D,B,A,A,-	A,B,-,D,C	C,B,B,D,C	D,A,C,-,-	B,C,B,C,B	C,A,A,C	C,B,C
15	2014091032	Simms, Jaynie	804	-,-,B,C,B	-B,D,A,-	A,D,A,-,-	-,-,-,B,C	-D,-,C,A	-,-,-,D,B	D,B,-,A	A,C,B,D
16	2014091050	Fadlalmawla, Dana	804	-A,C,-,-	A,B,-,B,A	D,D,B,C,-	-,-,-,B,A	-D,-,C,-	B,D,D,-,C	-,-,-,-	-,-,-
17	2014091051	Fuller, Christopher	804	-A,B,A,D	A,-,A,-,B	A,-,-,D,C	-A,C,B,A	A,D,D,C,C	D,D,A,B,-	-A,A,-,D	B,-,C
18	2014091063	Lanier, Kamari	804	-A,B,-,-	-B,A,B,-	A,-,C,A,C	-A,-,A,-	-A,C,-,C	B,-,A,D,A	-,-,B,C,-	-A,C
19	2014091065	Lambo, Nash	804	-C,A,A,-	D,-,B,-,A	A,B,C,A,-	-A,A,-,C	-,-,-,-,A	-C,-,B,-	-A,-,B,C	-,-,C
20	2014091068	Okyere, Enoch	804	-A,C,A,-	A,B,-,A,-	-B,C,D,-	C,A,A,-,C	-A,C,C,A	-C,D,B,C	C,A,D,-,C	-,-,-

Class Response Report On M_804 Version A

Course #: Ohio_6th_Grade
 Course Title: Ohio_6th_Grade
 Day/Time:

Instructor: Ohio_6th_Grade
 Description:
 Term/Year:

Student group from: School(Columbus Middle)

Response Description

<code><dash></code> correct response	<code><#></code> multiple marks	<code><space></code> no response
<code><alphabet></code> student's incorrect response	<code><*></code> auto-credit item	

Test Items:		1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-38	
Test Key:		D, B, D, B, A	C, C, C, D, C	B, C, D, B, B	A, C, D, C, D	C, C, A, B, D	C, B, C, A, D	B, C, C, D, B	A, D, A	
No.	Student ID	Student Name								
		Exam #								
21	2014091070	Ankrah, Ruth								
22	2014091071	Ahoni, Nathaniel								
23	2014091088	Mitchell, Jasmine								
24	2014091090	Khmaj, Shaema								
25	2014091093	Jennings, Mylissia								
26	2014091102	Sankoh, Alimamy								
27	2014091113	Abdufflahi, Bilal								
28	2014091119	Binkley, Destany								
29	2014091122	Smith, Jason								
30	2014091124	Stirtmire, Jake								
31	2014091133	Wilson, Reginald								
32	2014091135	Higdon, Bethany								
33	2014091145	Tyler, Manah								
34	2014091146	Watts, DarSean								
35	2014091148	Dear, X'sell								
36	2014091181	Howard, Miesha								
37	2014091163	Caulley, Daija								
38	2014091192	Dalton, Jocab								
39	2014091197	Awuah, Kevin								
40	2014091200	Fleischer, Phillip								

Class Response Report On Mi 804 Version A

Course #: Ohio_6th_Grade
 Course Title: Ohio_6th_Grade
 Day/Time:

Instructor: Ohio_6th_Grade
 Description:
 Term/Year:

Student group from: School(Columbus Middle)

Response Description

<dash>	correct response	<#>	multiple marks	<space>	no response
<alphabet>	student's incorrect response	<*>	auto-credit item		

Test Items:	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-38
Test Key:	D, B, D, B, A	C, C, C, D, C	B, C, D, B, B	A, C, D, C, D	C, C, A, B, D	C, B, C, A, D	B, C, C, D, B, A, D, A	

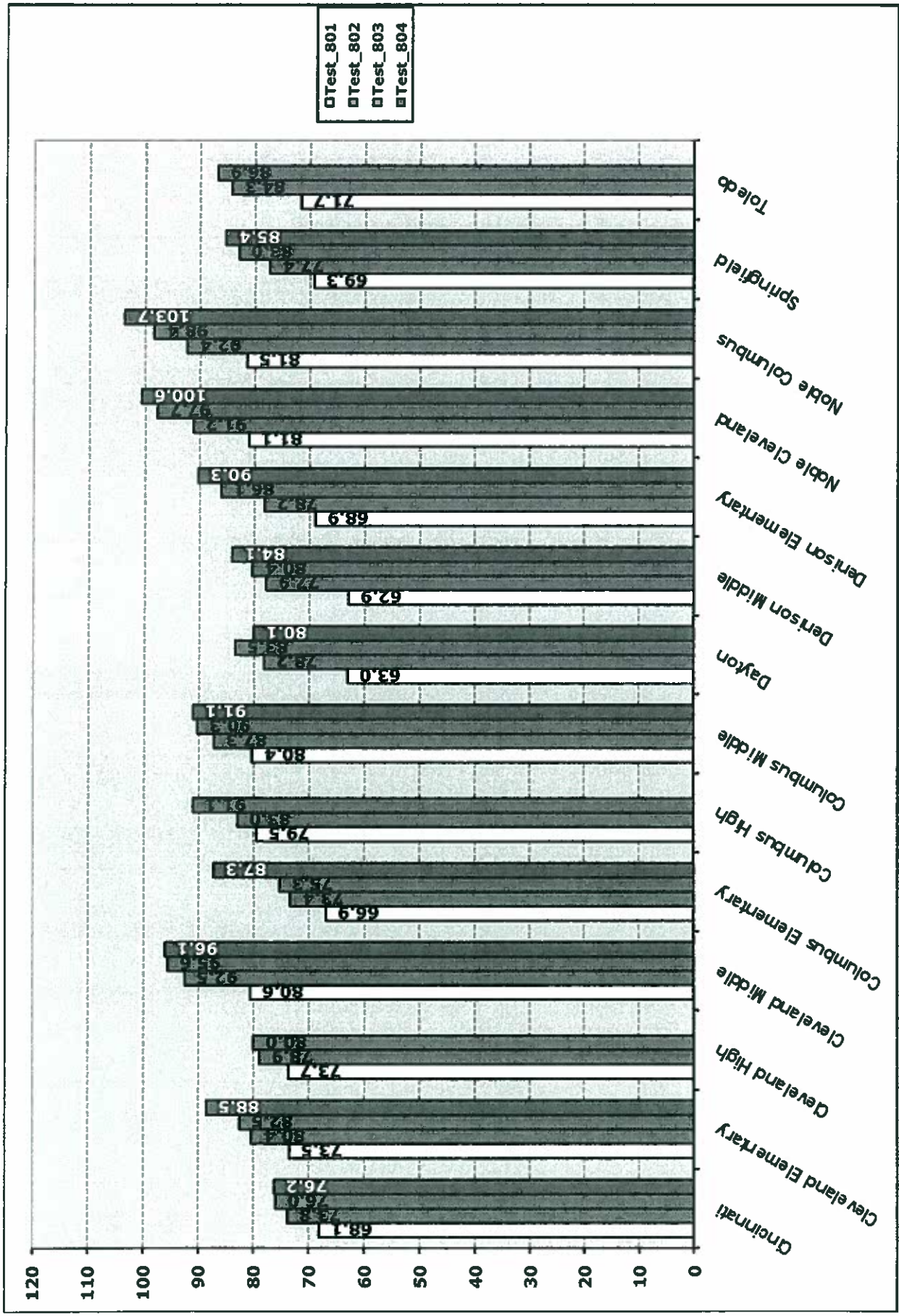
No.	Student ID	Student Name	Exam #
41	2014091201	Nyamson, Aisha	804
42	2014091205	Varney, Erika	804
43	2014091208	Miller, Vernisha	804
44	2014091211	Williams, Jazmin	804

Attachment - 7

**Ohio Schools
Practice Test
Performance Index Scores**

School	801 Index Score	801 Designation	802 Index Score	802 Designation	Imp. 801 802	803 Index Score	803 Designation	Imp. 802 803	804 Index Score	804 Designation	Imp. 803 804
Cincinnati	68.1	Acad.Emerg.	73.8	Acad.Watch	5.7	76.0	Acad.Watch	2.2	76.2	Acad.Watch	0.2
Cleveland Elementary	73.5	Acad.Watch	80.4	Cont.Imp.	6.9	82.5	Cont.Imp.	2.1	88.5	Cont.Imp.	6.0
Cleveland High	73.7	Acad.Watch	78.9	Acad.Watch	5.2	80.0	Cont.Imp.	1.1			
Cleveland Middle	80.6	Cont.Imp.	92.5	Effective	11.9	95.6	Effective	3.1	96.1	Effective	0.5
Columbus Elementary	66.9	Acad.Emerg.	73.4	Acad.Watch	6.5	75.3	Acad.Watch	1.9	87.3	Cont.Imp.	12.0
Columbus High	79.5	Acad.Watch	83.0	Cont.Imp.	3.5	91.1	Effective	8.1			
Columbus Middle	80.4	Cont.Imp.	87.3	Cont.Imp.	6.9	90.3	Effective	3.0	91.1	Effective	0.8
Dayton	63.0	Acad.Emerg.	78.2	Acad.Watch	15.2	83.5	Cont.Imp.	5.3	80.1	Cont.Imp.	-3.4
Denison Middle	62.9	Acad.Emerg.	77.9	Acad.Watch	15.0	80.4	Cont.Imp.	2.5	84.1	Cont.Imp.	3.7
Denison Elementary	68.9	Acad.Emerg.	78.2	Acad.Watch	9.3	86.1	Cont.Imp.	7.9	90.3	Effective	4.2
Noble Cleveland	81.1	Cont.Imp.	91.2	Effective	10.1	97.7	Effective	6.5	100.6	Excellent	2.9
Noble Columbus	81.5	Cont.Imp.	92.4	Effective	10.9	98.4	Effective	6.0	103.7	Excellent	5.3
Springfield	69.3	Acad.Emerg.	77.4	Acad.Watch	8.1	83.0	Cont.Imp.	5.6	85.4	Cont.Imp.	2.4
Toledo	71.7	Acad.Watch	84.3	Cont.Imp.	12.6	86.9	Cont.Imp.	2.6			

Excellent	100	120
Effective	90	99.9
Cont.Imp.	80	89.9
Acad.Watch	70	79.9
Acad.Emerg.	60	69.9



Attachment - 8
Sample Database Screenshots

Attachment 8 - Database Screenshot

Horizon Science Academy - Windows Internet Explorer

File Edit View Favorites Tools Help

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Address: <http://grades.conceptschools.net/>

Horizon Science Academy

Test Database 2007-2008 Concept Student Database System

Main Page **Students** Teachers Courses Enrollment Reports Attendance Settings TESTS

Term: 4th Quarter *
 Class: All classes

Total 117 students
 Click here for class counts

- Acquah DeVonte
- Ahmed DaShay
- Alexander Kamali
- Ali Mateo
- Allen Donte
- Anglen Quan
- Armstead Aaron
- Arnold Eric
- Asare Tiara
- Balik Andreus
- Ballard Raquella
- Banjoko Tony
- Barton Willie
- Beall Derrieshia
- Boamah Cierra

Last Name: Acquah
 First Name: DeVonte
 Middle Name:
 Birthday: 3/8/1994
 SSN:
 Gender: Female
 Ethnicity: Black/African-American
 Register Date: 9/7/2005
 Address: 1111 Madison Ave
 City: Cleveland
 State: OH
 Zip: 44102
 Home Phone: 111-111-1111
 E-mail: email@email.com
 Lunch: Not given
 Grade Level: 7th Grade
 Test ID: 2011100173

Advisor: Ransom Itzel
 Previous School: Bonham Middle Schoo
 Username: student
 Password: ●●●●●●●●

Class - 1st Quarter: 7H
 Class - 2nd Quarter: 7H
 Class - 3rd Quarter: 7H
 Class - 4th Quarter: 7H

Done

Test Database 2007-2008 Concept Student Database System

General Info | **Schedule Info** | **Student & Grade Info**

Term: 4th Quarter *
 Class: All classes

Total: 49 courses

Course Code	Course Name	Subject	Teacher	Term	Class	ClassRoom	Credit
COMP 5A-COMPUTER 5	Computer 5	Computer 5	Pierre Chanin	4th Quarter *	5A	Room 1	0.5
COMP 6A-COMPUTER 6							
COMP 6H-COMPUTER 6							
COMP 7A-COMPUTER 7							
COMP 7B-COMPUTER 7							
COMP 7H-COMPUTER 7							
ENG 5A-ENGLISH 5							
ENG 6A-ENGLISH 6							
ENG 6H-ENGLISH 6							
ENG 7A-ENGLISH 7							
ENG 7B-ENGLISH 7							
ENG 7H-ENGLISH 7							
MATH 5A-MATHEMATICS 5							
MATH 5A-MATHEMATICS 5							
MATH 6A-MATHEMATICS 6							
MATH 6H-MATHEMATICS 6							

Show up in Report Card
 Read Only

Test Database 2007-2008 Concept Student Database System

Course	Code	Grade	Score	Teacher Comment
ART 7	ART 7H	A+	100	A pleasure to have in class
COMPUTER 7	COMP 7H	A+	100	A pleasure to have in class; enjoy your summer holiday
ENGLISH 7	ENG 7H	B-	81	Works hard; A pleasure to have in class, Don't forget your reading packet due the first day of class!
MATHEMATICS 7	MATH 7H	A+	92	Summer Math Packet is due the first day of school. Enjoy your summer!
PE HEALTH 7	PE 7H	A	95	A pleasure to have in class
SCIENCE 7	SCI 7H	B-	82	Improved effort; A pleasure to have in class
SPANISH 7	SPA 7H	A+	99	A pleasure to have in class
SOCIAL STUDIES 7	SS 7H	B+	87	Have a great & safe summer!

Total courses : 9

Submit Changes

Term : 4th Quarter
 Class : All classes

Total 117 students
 Click here for class counts

- Acrush DeVonte
- Ahmed DaShay
- Alexander Kamali
- Ali Mateo
- Allen Donte
- Angien Quan
- Armistead Aaron
- Arnold Eric
- Asare Tianna
- Balik Andreus
- Ballard Raquella
- Benjoko Tony
- Barton Willie
- Beall Derrieshia
- Boamah Cierra

Test Database 2007-2008 Concept Student Database System

Term: 4th Quarter
 Class: All classes

Total 117 students
 Click here for class counts

- Acquah DeVonte
- Ahmed DaShay
- Alexander Kamali
- All Mateo
- Allen Donte
- Anglen Quan
- Armstead Aaron
- Arnold Eric
- Asare Tiana
- Bajik Andreus
- Bellard Raquella
- Benjoko Tony
- Barton Willie
- Beall Derrieshia
- Boamah Cierra

DAY OF WEEK	1st Period 8:10 AM-8:33 AM	2nd Period 8:57 AM-9:40 AM	3rd Period 9:44 AM-10:27 AM	4th Period 10:31 AM-11:14 AM	5th Period 11:18 AM-12:01 PM	6th Period 12:40 PM-1:23 PM	7th Period 1:27 PM-2:10 PM
Monday	ENGLISH 7 ENG 7H Ransom Room 7	ENGLISH 7 ENG 7H Ransom Room 7	PE HEALTH 7 PE 7H Jacobs Room 6	SOCIAL STUDIES 7 SS 7H Teacher Room 5	SCIENCE 7 SCI 7H Moore Room 3	MATHEMATICS 7 MATH 7H Lawrence Room 6	MATHEMATICS 7 MATH 7H Lawrence Room 6
Tuesday	ENGLISH 7 ENG 7H Ransom Room 7	ART 7 ART 7H Choumphonkeokiengkal Room 2	COMPUTER 7 COMP 7H Pierre Room 1	SOCIAL STUDIES 7 SS 7H Teacher Room 5	SCIENCE 7 SCI 7H Moore Room 3	MATHEMATICS 7 MATH 7H Lawrence Room 6	MATHEMATICS 7 MATH 7H Lawrence Room 6
Wednesday	ENGLISH 7 ENG 7H Ransom Room 7	ENGLISH 7 ENG 7H Ransom Room 7	SPANISH 7 SPA 7H Sied Room 6	SOCIAL STUDIES 7 SS 7H Teacher Room 5	SCIENCE 7 SCI 7H Moore Room 3	MATHEMATICS 7 MATH 7H Lawrence Room 6	MATHEMATICS 7 MATH 7H Lawrence Room 6
Thursday	ENGLISH 7 ENG 7H Ransom Room 7	ENGLISH 7 ENG 7H Ransom Room 7	COMPUTER 7 COMP 7H Pierre Room 1	SOCIAL STUDIES 7 SS 7H Teacher Room 5	SCIENCE 7 SCI 7H Moore Room 3	MATHEMATICS 7 MATH 7H Lawrence Room 6	ART 7 ART 7H Choumphonkeokiengkal Room 2
Friday	ENGLISH 7 ENG 7H Ransom Room 7	ENGLISH 7 ENG 7H Ransom Room 7	SPANISH 7 SPA 7H Sied Room 6	SOCIAL STUDIES 7 SS 7H Teacher Room 5	SCIENCE 7 SCI 7H Moore Room 3	MATHEMATICS 7 MATH 7H Lawrence Room 6	MATHEMATICS 7 MATH 7H Lawrence Room 6

Student	Grade Score	Teacher Comment
Acquah, DeVonte	B-	Improved effort; A pleasure to have in class
Ali, Mateo	B-	81.00 Works hard
Armstead, Aaron	A-	91.00 A pleasure to have in class; Works hard
Banjoko, Tony	B+	88.00 Works hard; A pleasure to have in class
Bryant, Ebony	C	74.00 Homework not handed in
Butte, Angel	B-	81.00 Homework not handed in; Improved effort
Chourmphonkeogkai, Shayla	B-	80.00 Homework not handed in
Culp, Dante	A-	90.00 A pleasure to have in class; Works hard
Davey, Robert	A	97.00 Works hard; A pleasure to have in class
Davis, Dajone	C+	77.00 A pleasure to have in class; Works hard
Haley, Michael	B-	82.00 Works hard; A pleasure to have in class
Harris, Donnesha	A	93.00 A pleasure to have in class; Works hard
Holley, Canisha	C+	79.00 Homework not handed in; Improved effort
Holmes, TaiMon	D	63.00 Homework not handed in; Grade reflects poor test scores
Lewis, Justin	B-	82.00 Improved effort; Rude and disruptive
Masude, Monica	B	84.00 Works hard; A pleasure to have in class
McCarby, Tarah	A-	90.00 A pleasure to have in class
Nice, Logan	B	86.00 Homework not handed in; Improved effort
Platt, Samuel	C+	77.00 Works hard; A pleasure to have in class
Thornton, Raven	B+	87.00 Works hard; A pleasure to have in class; Improved effort
Wright, Courtez	A	94.00 A pleasure to have in class; Works hard

Total enrollment : 21

Check Required

Term: 4th Quarter * v
 Class: 5A v

<<	August, 2007	>>>				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student	Status	Note
Crowley, Ciera	Present	
Davis, Keon	Present	
Gillium, Jalen	Present	
Hammonds, Brent	Present	
Hickle, Olivia	Present	
Howard, Zachary	Present	
Jones, Kiara	Present	
Lipscomb, Dalia	Present	
Martin, Asia	Present	
Mateo, Robert	Present	
McDaniel, Dai-Shawn	Present	
Menefield, Demetrius	Present	
Osman, Lawrence	Present	
Parker, Anayah	Present	
Toney, Caleb	Present	
Whitson, Thang	Present	
Womack, Chardonea	Present	



Test Database
 School Full Address
 (-) 432 9941-TEL
 www.test.org
 info@...org

TEST

**2007-2008
 ACADEMIC YEAR
 Report Card
 (4th Quarter)**

Ciera Crowley, 5th Grade
 1111 Madison Ave
 Cleveland, OH 44102

Course Name	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Ave	Comment(s)
Art 5	B-	A-	A	A+	A-	Art 5: A pleasure to have in class Computer 5: Improved effort; enjoy your summer holiday
Computer 5	A	A	A-	A	A+	English/Language Arts 5: Summer Reading Packet due first day of school. Enjoy your summer! Be good to yourself!
English/Language Arts 5	B	B	B-	A	B+	Mathematics 5: Summer Math Packet is due the first day of school. Enjoy your summer!
Mathematics 5	D-	C-	D	C	C-	Physical Education 5: Homework not handed in; A pleasure to have in class
Physical Education 5	A+	B-	C	B-	B	Science 5: Works hard
Science 5	B	D	D-	D	C-	Social Studies 5: Have a great & safe summer!
Social Studies 5	D-	C	F	B-	C-	Spanish 5: A pleasure to have in class
Spanish 5	B-	A-	A	A-	A-	

Absent: :0
Absent Excused: :6 days
Tardy: :0
Tardy Excused: :1 day
GPA :2.57

HSA Pledge
 As a valuable member of the HSA learning community, today I commit myself to growth, achievement, and success. I am respectful, responsible, and motivated. I pledge to use the tools I have been given to realize my talents, attain my goals, and fulfill my dreams. I am on a quest to be the best.

Attachment – 9

Sample Database Test Results

TEST RESULTS

Export to Excel

5A All Tests Proficient Accelerated Advanced

Test Name	Class	Limited	Basic	Proficient	Accelerated	Advanced	
MATH_601	5A	K.Davis(23.7) O.Hickle(26.3) D.McDaniel(31.6) C.Crowley(34.2) D.Menefield(34.2) T.Whitson(34.2) D.Jackson(36.8) S.Gibbs(39.5) D.Lpscomb(44.7) L.Osman(47.4) J.Gillum(47.4) A.Parker(47.4)	C.Womack(50.0) Z.Howard(52.6) C.Toney(52.6) L.Giles(52.6) R.Mateo(55.3) B.Hammonds(57.9) K.Jones(57.9) A.Martin(57.9) A.Kamazima(57.9) J.Musa(60.5)	D.Menefield(50.0) R.Mateo(60.5) L.Osman(60.5) C.Toney(60.5) Z.Howard(63.2) T.Whitson(63.2) K.Jones(63.2) A.Martin(63.2)	B.Hammonds(71.1) J.Musa(71.1) D.Lpscomb(73.7) A.Kamazima(78.9) L.Giles(84.2)		
MATH_602	5A	J.Gillum(36.8) D.Jackson(42.1) K.Davis(44.7) D.McDaniel(47.4) L.Osman(47.4)		C.Crowley(50.0) O.Hickle(57.9) A.Parker(57.9) D.Menefield(60.5) C.Womack(60.5) R.Mateo(63.2) J.Gillum(63.2) Z.Howard(65.8) C.Toney(65.8) A.Martin(68.4)		D.Lpscomb(73.7) K.Jones(73.7) B.Hammonds(81.6) T.Whitson(84.2) A.Kamazima(92.1)	
MATH_603	5A						

DEMOSCHOOL
Class: 5A
MATH_601

Standard

Export to Word

Failed	Passed
C.Crowley(0%) K.Davis(0%) O.Hickle(0%) A.Kamazima(0%) D.McDaniel(0%) D.Menefield(0%) C.Toney(0%)	S.Gibbs(50%) L.Giles(50%) B.Hammonds(50%) Z.Howard(50%) D.Jackson(50%) K.Jones(50%) D.Lipscomb(50%) A.Martin(50%) R.Mateo(50%) J.Musa(50%) L.Osman(50%) A.Parker(50%) T.Whitson(50%) C.Womack(50%) J.Gillum(100%)
L.Giles(0%) B.Hammonds(0%) Z.Howard(0%) D.Jackson(0%) A.Martin(0%) J.Musa(0%) A.Parker(0%) C.Toney(0%) T.Whitson(0%)	C.Crowley(100%) K.Davis(100%) S.Gibbs(100%) J.Gillum(100%) O.Hickle(100%) K.Jones(100%) A.Kamazima(100%) D.Lipscomb(100%) R.Mateo(100%) D.McDaniel(100%) D.Menefield(100%) L.Osman(100%) C.Womack(100%)

Create and interpret the meaning of equations and inequalities representing problem situations.(2 q.)

Demonstrate understanding of the differences among linear units, square units and cubic units.(1 q.)

[Back](#)
DEMOSCHOOL
Class: 5A
SCI_602

[Export to Word](#)

Standard	Failed	Passed
Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive. (6 q.) Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.(6 q.)	C. Crowlev(16%) D. McDaniel(33%)	K. Davis(50%) J. Gillium(50%) Z. Howard(50%) D. Jackson(50%) D. Lipscomb(50%) R. Mateo(50%) D. Menefield(50%) K. Jones(66%) A. Kamazima(66%) J. Musa(66%) L. Osman(66%) A. Parker(66%) C. Toney(66%) T. Whitson(66%) C. Womack(66%) L. Giles(83%) B. Hammonds(83%) O. Hickie(83%)
		A. Martin(66%) L. Giles(100%) B. Hammonds(100%) O. Hickie(100%) Z. Howard(100%) A. Kamazima(100%) A. Martin(100%) R. Mateo(100%) D. Menefield(100%)
	C. Crowlev(0%) K. Davis(0%) J. Gillium(0%) D. Jackson(0%) K. Jones(0%)	

[Back](#)

SCI_602

School: DEMOSCHOOL

Class: 5A

Student: LaShay Giles

Standard	# of Questions	Percentage
Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.	6	83%
Analyze weather and changes that occur over a period of time.	1	100%
Compare changes in an organism's ecosystem/habitat that affects its survival.	4	25%
Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.	1	100%
Describe Earth's resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.	1	100%
Describe the forces that directly affect objects and their motion.	2	100%
Describe the properties of light and sound energy.	2	100%
Develop, design and safely conduct scientific investigations and communicate the results.	1	100%
Differentiate between the life cycles of different plants and animals.	2	50%
Explain that men and women of diverse countries and cultures participate in careers in all fields of science.	1	0%
Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.	3	100%
Explain the importance of keeping records of observations and investigations that are accurate and understandable.	1	100%
Identify and describe the physical properties of matter in its various states.	4	100%
Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.	2	100%
Summarize the processes that shape Earth's surface and describe evidence of those processes.	1	0%
Summarize the way changes in temperature can be produced and thermal energy transferred.	2	0%
Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal		

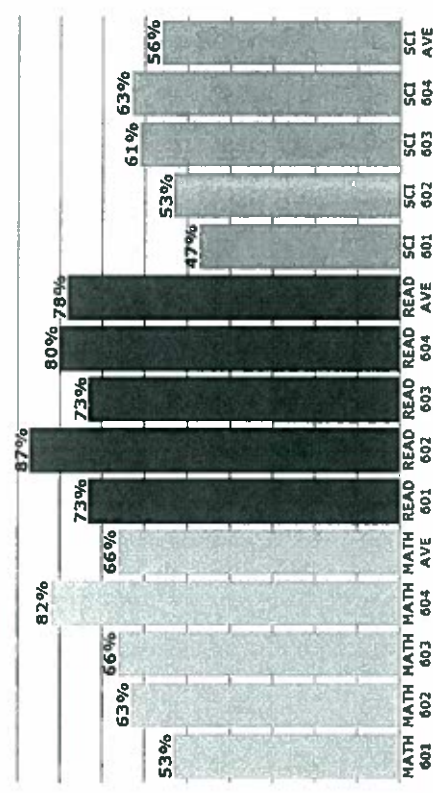


STUDENTS TEST REPORTS

5A All Tests Zachary Howard GO

CONCEPT SCHOOLS PRACTICE TEST RESULTS 5A-ZACHARY HOWARD

TESTS	TOTAL	CORRECT	PERCENTAGE %
MATH_601	38	20	53%
MATH_602	38	24	63%
MATH_603	38	25	66%
MATH_604	38	31	82%
MATH_AVE	152	100	66%
READ_601	30	22	73%
READ_602	30	26	87%
READ_603	30	22	73%
READ_604	30	24	80%
READ_AVE	120	94	78%
SCI_601	38	13	47%
SCI_602	38	20	53%
SCI_603	38	23	61%
SCI_604	38	24	63%
SCI_AVE	152	85	56%



The passing score for Math and Science is around 60% and the passing score for Reading is around 60% in Ohio Achievement Test based on previous years' statistics.

Attachment – 10

Sample School Calendar

HORIZON SCIENCE ACADEMY DAYTON 2009-2010 SCHOOL YEAR CALENDAR

AUGUST						
S	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24-28: Faculty Workshop
 xx: Parent/Student Orientation, Grades K-6
 xx: Parent/Student Orientation, Grades 7-12
 31: First Day of School

SEPTEMBER						
S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7: Labor Day – No School
 9-10: Iowa Testing
 22: Practice Test 1 (OAT/OGT)
 25-26: Prof Day-No students

OCTOBER						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2: Interim Grades Due
 7: Parent/Teacher Conferences (3-6pm)
 5-9: Statewide Count Week
 All students must be in attendance
 5-9: Fall OAT
 14: PSAT for 11th grade
 26-30: Fall OGT (Grades 11-12)
 30: 1st Quarter ends (42 days)

NOVEMBER						
S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4: 1st Quarter Report Cards mailed
 13: Prof day – No Students
 17: Practice Test 2 (OAT/OGT)
 25: No School
 26-27: Thanksgiving Holiday - No School

DECEMBER						
S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4: Interim Grades Due
 9: Parent/Teacher Conferences (3-6pm)
 17: Concept Spelling Bee
 21-1: Winter Break

JANUARY						
S	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4: School Resumes
 18: Martin Luther King Day - No School
 20-21: Midterms-ED* (For High School only)
 22: Midterm Make-Ups (For High School only)
 22: 2nd Quarter ends (45 days)
 27: 2nd Quarter Report Cards mailed
 26: Practice Test 3 (OAT/OGT)

FEBRUARY						
S	M	Tu	W	Th	F	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

6: Science Fair
 15: Presidents' Day - No School
 19: Prof day – No Students
 26: Interim Grades Due

MARCH						
S	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3: Parent/Teacher Conferences (3-6pm)
 6: CONSEF Science Fair
 15-19: Ohio Graduation Tests (Grades 10-12)
 16: Practice Test 4 (OAT)
 26: 3rd Quarter ends (43 days)
 29-2: Spring Vacation – No School

APRIL						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

5: School resumes
 7: 3rd Quarter Report Cards mailed
 26-30: Ohio Achievement Tests (Grades:3-8)
 30: Interim Grades Due

MAY						
S	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5: Parent/Teacher Conferences (3-6pm)
 19-20: IOWA Testing
 26-27: Finals-ED* (For High School only)
 28: Final Make-Ups (For High School only)
 28: 4th Quarter ends (40 days)
 28: Last Day for Students
 31: Memorial Day – No School

JUNE						
S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11: Last Day for Teachers
 4: Final Report Cards mailed



ED*: Early Dismissal at 11:30am

Designated Calamity Make-Up Days:
 June 1, 2, 3, 4, 7, 8, 9, 10, 11 are designated as calamity make up days and will be used as needed.

Attachment -1 1

**Charter Management Organization
Agreement**

**Education Management Agreement Between
Minnesota School of Science Charter School
and Concept Schools**

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this _____ day of _____, 2009, by and between Concept Schools ("**Concept**"), a Minnesota non-profit corporation and Minnesota School of Science ("**MSS**"), a Minnesota non-profit corporation.

WHEREAS, MSS has qualified as a tax-exempt organization under Section 501(c)(3) of the Code;

WHEREAS, MSS has been granted a charter (the "**Charter**") to organize and operate a charter school (the "**School**"), located at....., by the Minnesota Board of Education (the "Minnesota Board of Education") pursuant to the State of Minnesota Charter Schools Law, as amended (the "**Charter Schools Law**");

WHEREAS, MSS and the _____ (authorizing body) entered into a Grant of Charter and Charter School Agreement dated as _____ (the "**Charter Agreement**"), which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, MSS is governed by a Board of Directors (the "**MSS Board**"), which is responsible for overseeing the operations of MSS;

WHEREAS, Concept desires to provide services to MSS;

WHEREAS, MSS and Concept now desire to enter into this Agreement to govern their relationship beginning _____ (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. **Term.**

(a) **Initial Term:** Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue for one (1) year.

(b) **Extensions:** This Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to MSS, as such charter may be extended from time to time (as indicated in item 8 and 9 outlined in pages 14-15.)

2. **Concept Administrative Office.** Concept agrees to maintain administrative offices in the facility of the School (the "School Facility") or within a twenty (20) mile radius of the School Facility.

3. **Concept's Responsibilities.**

(a) **Provision of Services:** Concept shall provide the services described herein (the "Services") to MSS subject to the direction, oversight and policies of MSS, and the requirements of the Charter Agreement and the Charter Schools Law to the extent applicable to such Services. Any responsibility of MSS that is not specifically designated to Concept herein shall be assumed to remain the responsibility of MSS unless otherwise agreed upon by both parties.

(b) **Services to MSS as Charter Holder**

(i) Concept shall provide to MSS ongoing training programs throughout each academic year with respect to the obligations of a non-profit director and charter school director.

(ii) Concept shall provide consulting and liaison services with the Authorizing Body and other governmental and quasi-governmental offices and agencies to ensure that MSS may continue its operation.

(iii) **Budget.** Concept shall prepare and submit an annual projected budget for the academic year, in reasonable detail, to MSS for the School on or before June 30 of each year. MSS must approve such budget before Concept may receive its Management Fee (as defined in Section 7).

(c) **Personnel**

(i) All school personnel shall be mutually selected by the Board of Directors of MSS, the School's principal(s) and Concept, and shall be employees of MSS ("MSS Employees"). MSS shall compensate all such employees according to MSS's compensation policies, which may include performance-based incentives. MSS shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all MSS Employees.

(ii) Concept shall ensure that all MSS Employees (collectively, the "School Employees") meet all local, state, and federal regulations related to school personnel and will complete a background check in accordance with the Charter Agreement and public school policies for all School Employees.

(iii) Concept shall determine staffing levels at the School, update and revise position descriptions, and prepare employment contracts for all School Employees.

(iv) Concept shall provide to all School Employees (i) training in its methods, curriculum, program, and technology to all teaching personnel at the School on a regular basis, (ii) training to new teaching personnel prior to the commencement of each academic year, and (iii) ongoing professional development programs throughout each academic year, provided that such training and development may be held onsite or offsite, at locations selected by Concept.

(v) Concept shall comply with (and shall assist MSS with its compliance) applicable federal and state laws, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(vi) Concept shall comply with (and shall assist MSS with its compliance) all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.

(vii) Concept shall not illegally discriminate against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(d) Attendance Days; School Days; School Week. Concept shall set the calendar for the academic year and shall ensure the following: (i) that the School open in August and continue until June, (ii) that the academic year consist of approximately 200 school days, provided that the number of school days must meet or exceed Minnesota requirements and must be approved in advance by MSS, and (iii) that the normal school week shall consist of, on average, four seven and one-half (7½) hour days and one six hour day, no school day of less than four hours, and an average of 35 hours of weekly attendance, provided the length of school days at the School must meet or exceed Minnesota requirements and must be approved in advance by MSS.

(e) Maximum Class Size. Concept shall determine the size of each class for the School. Concept shall ensure that no class contain more than thirty (30) students.

(f) Admissions and Enrollment. Concept shall be responsible for admissions and enrollment. Concept shall adhere to the following:

(i) Enrollment shall be open to all students, as determined by MSS and in accordance with the Charter Agreement and Charter Schools Law.

(ii) To enroll, a child's parents/guardians must complete a MSS application.

(iii) A lottery shall be held in April for the immediately succeeding academic year.

(iv) In order for an application to be included in the lottery, it must be received in the manner designated by it on the Friday immediately preceding the date of the lottery.

(v) Applications that are received after the relevant lottery date shall be assigned a place in the School or on the waiting list that is behind all who applied in timely fashion, on a first-come, first-served basis.

(vi) Students who are attending the School at the time of the lottery need not participate in the lottery and shall be allowed to fill any "open" seats before the admission of any students through the lottery so long as they timely complete an "intent to return form."

(vii) The applications of siblings of students who are currently enrolled at the School are given preference to any "open" seats.

(viii) "Open" seats in each grade level are determined for the academic year in March, after "intent to return forms" are completed by currently enrolled students.

(ix) If there are more applicants than space available in any given grade, all students not accepted in the lottery will be placed on a waiting list in the order their name placed in the lottery. After a certain date set up by MSS, enrollment will be closed and the waiting list purged. The waiting list will not carry over from year to year, and a new student application must be filled out annually if parents wish to enroll their student for subsequent academic years.

(x) Once a student enrolls in MSS, if a parent wishes to withdraw the student from MSS, the parent must fill out a withdrawal form that will contain the name of the school to which the student is transferring. The form must then be signed by the student's parent/guardian. The student's file will be sent to Concept, and Concept office staff will confirm that the student has withdrawn from MSS and will make the necessary changes in the Student Information System.

(xi) Siblings of students currently enrolled at the School are given preference when applying to the School. Sibling preference is not a guarantee of acceptance. If there are more siblings interested in attending than there are open seats, the siblings shall be placed in a random lottery and accepted in the order indicated by the lottery. Sibling preference will only be granted if the application is received by the lottery deadline. No preference shall be given to applications for siblings received after the deadline.

(xii) Concept shall only enroll students in full compliance with the requirements of the Charter Agreement and the Charter Schools Law.

(xiii) If a student who applied to and was admitted to the School is found in violation of residency or age requirements, Concept will inform the principal(s) within 48 hours of discovery, and the principal(s) shall have such student removed from the School immediately.

(g) Recruiting. Concept shall be responsible for the recruitment of students for the School. Each year Concept shall develop a recruitment plan that shall be approved by the MSS Board. Such plan shall include, but not be limited to, the development and implementation of newspaper and radio advertisements. MSS shall not incur any recruitment costs other than those listed, if any, in the approved recruitment plan.

(h) Compliance with External Source Funding. In carrying out the Services under this Agreement, Concept shall (i) comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education), (ii) upon reasonable advance request, provide evidence to MSS that the School is in compliance with such terms and conditions, and (iii) provide all reports, data, and information reasonably necessary for MSS to meet any reporting, certification or other requirements for such funding.

(i) School Operations.

(i) Concept shall provide MSS and all of its students at the School with a complete educational program based on (A) school management principles previously presented in writing to MSS, subject to the overall direction, oversight and policies of MSS, (B) the requirements of

the Charter Agreement, and (C) the Charter Schools Law, except as may be further required by this Agreement.

(ii) Concept shall provide the management and administrative services necessary to implement and operate its educational program at the School.

(iii) Concept shall operate the School in accordance with the program requirements set forth in this Agreement.

(j) Assessment of Success.

(i) Concept shall be responsible for and accountable to MSS for the performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate and conduct such testing as is required to permit the evaluations contemplated by each of the foregoing.

(ii) Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students upon their enrollment at the School, and on measures of parent and student satisfaction.

(k) Reporting.

(i) Year End and Periodic Reports: Concept shall provide information on the performance of the School and its students to MSS in an annual academic year-end report (which year-end report shall be submitted to MSS no later than July 15 of the following academic year), and such other reports as may be required by the Charter Agreement and the Charter Schools Law (including, without limitation, monthly and quarterly financial reports as required by the Charter Agreement), provided that all such year-end reports shall be consistent with monthly and quarterly reports. All such year-end reports shall include a cover letter addressing the following, without limitation:

(A) Student information, broken down by grade level, including:

(1) Number of students served;

(2) Demographic characteristics of students, including with respect to race, percentage that qualify for free lunch, percentage that are English language learners (and what the home language is for such English language learners), percentage of students with disabilities;

(3) Student performance on standardized measures of evaluation;

(B) Faculty/staff information including, where applicable:

(4) Staff, faculty and administration credentials, including such information as college attended, SAT/ACT scores, GRE scores where applicable, and performance on applicable teacher exams;

(5) Staff, faculty and administration retention rates within the most recent academic year;

(6) Staff, faculty and administration turn-over between the two most recent academic years;

(7) Report of professional development during the previous year with respect to frequency, duration, and topics covered;

(ii) Additional Information. Concept shall provide all information regarding the operation of the School and the students at such times and in such manner as MSS shall reasonably request, including without limitation information relating to Concept's educational performance and the efficiency of the operation of the School during the academic year and any information required by CPS, the Charter Agreement, and Charter Schools Law. This Section shall survive termination of this Agreement with respect to reports covering periods prior to termination.

(iii) August 1st Deliveries: By August 1st of the academic year, Concept will deliver to MSS the following documents:

(A) A full description of the curriculum used for each grade to be served during the year, provided any revisions, additions, or deletions have been made to previously submitted documents, which shall include:

(1) Full scope and sequence for each subject to be taught during the academic year;

(2) Curriculum maps that describe content, skills and assessment used in each subject for each grade to be served during the year;

(3) Explanation of vertical and horizontal alignment of the curriculum between and across grade levels and subject matter;

(4) Description of how curriculum in each subject area is aligned to Minnesota State Learning Standards;

(5) Description of the program to meet the needs of students with disabilities;

(6) Description of the program to meet the needs of English Language Learners (ELL);

(7) A description of the character educational program being implemented including the scope and sequence of such program; and

(B)Emergency preparedness plan for natural disasters and threats of violence to students, staff and faculty;

(C)A description of the organizational structure of Concept and the School, including names, which description shall include without limitation a description of the responsibilities of each member of the school administrative team, including Regional Directors, Curriculum Coordinators, School Directors, Associate Directors, Team Leaders, Disciplinarians, and any other administrative team members;

(D)A plan describing how the Concept Code of Conduct will be enforced by Concept and school staff, which plan shall include without limitation a description of how staff members, students, and volunteers will be informed of the Concept Code of Conduct;

(F)A copy of the Concept Employee Handbook;

(G)A copy of the Student and/or Parent Handbook;

(H)A description of all fees that will be assessed on parents; including without limitation policies for fees related to school trips, special projects, graduation ceremonies, and other special events, a full plan for how fees will be collected, recorded, and administered, and a plan for the reduction and/or forgiveness of fees for families experiencing economic hardship.

(iv)July 1st Deliveries: By July 1st of the following academic year, Concept will deliver to MSS a report detailing:

(A) Student performance at each grade level, in each subject;

(B) After school and ancillary activities that occurred at the School during the year; including without limitation the purpose of the activity, the number of students who participated in each activity, how often the activity occurred, and the outcomes; and

(C) Community partnerships, including without limitation the names of the community partners, the frequency of contact, the purpose of the relationship, and the outcomes of the relationship.

(v) School finances. Concept will deliver the following School finance reports as provided below.

Cash Flow Report	On the 7th business day following the close of each quarter
YTD Budget vs. Actual Financial Statement	On the 15th business day following the close of each quarter
Annual CPS Cash Basis Budget for the Immediately Succeeding Academic Year	June 15th of each year
Annual Accrual Basis Budget with	March 15th of each year

Commentary for the Immediately Succeeding Academic Year	
Preliminary Annual YTD Budget vs. Actual Financial Summary with Commentary	July 30th of each year

(l) Financial Reports. Concept shall prepare and deliver to MSS (i) bi-monthly and quarterly reports on the School's finances to MSS, which shall include detailed statements of all revenues received, from whatever source, and detailed statements of all direct expenditures for services rendered to or on behalf of the School and students who attend the School, whether incurred on-site or off-site, and which shall be delivered not later than the earlier to occur of (A) the date on which delivery of such report is required pursuant to the Charter Agreement or the Charter Schools Law, and (B) in the case of monthly reports, ten (10) days following the close of each month, and in the case of quarterly reports, forty-five (45) days following the close of each of the four fiscal quarters, (ii) an independently audited annual financial report, as required by the Charter Schools Law not later than ninety (90) days following the close of the each fiscal year, (iii) any other financial and other operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter Schools Law in accordance with the requirements thereof. Unless otherwise required by the Charter Agreement and the Charter Schools Law, the foregoing reports shall include the use of activity funds collected at the beginning of the academic year or any special collections for field trips, special activities, and special events, and Concept managed clubs, and or activity groups. The audit described in (ii) above shall explicitly correlate all budgeted administrative costs and expenses, including without limitations all costs and expenses described in (y) below with actual costs and expenses based on standard cost accounting principals.

(m) Compliance with Local, State, and Federal Guidelines.

(i) Concept shall provide all Services in accordance with the Charter Agreement, the Charter Schools Law, and applicable state and federal regulations.

(ii) Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting and must submit at least 90% of the documents on time (and the remaining 10% within thirty (30) days of the applicable reporting date) and at least 90% of the documents must be accurate the first time that they are submitted.

(iii) If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, MSS shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, MSS shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal quarters, and Concept shall reimburse MSS for all expenses related to the hiring, training, and supervision of these compliance workers.

(iv) Except to the extent expressly waived by state authorities, Concept shall, and shall cause its officers and employees to, (A) comply with the Charter Schools Law, the Charter Agreement, and all applicable federal and state laws, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy

Act, *provided* that Concept acknowledges that such records are property of MSS, that Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of MSS and may use such records only in connection with its duties under this Agreement, and that it will follow MSS's instructions in connection with such records. Based on the foregoing, MSS hereby designates employees of Concept as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act.

(n) Concept Board Meetings. Concept shall cause its regional Board of Trustees to meet at least two times per year, provide MSS with not less than seven days' prior written notice of all such meetings (including, without limitation, telephonic and similar meetings), provide MSS with copies of all meeting minutes, board resolutions and consents, permit MSS to send up to two representatives to each meeting, and allow MSS's representatives to participate in all discussions at such meetings.

(o) Concept Fund Raising. Concept shall assist MSS in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with MSS, so long as such applications (i) are approved by the MSS Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep MSS informed in writing of such applications prior to any application's submission, at the level of detail that MSS reasonably requests.

(p) Additional Programs. Concept shall coordinate summer school programs, as well as before and after school programs. Concept shall also coordinate additional programs as may be mutually agreed upon by the parties.

(q) Technology Support. Concept shall (i) amend and update the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into MSS, and (iv) provide technology support services as may be requested by MSS.

(r) School Facility. MSS shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to MSS regarding potential improvements to the School Facility

(s) Purchasing Services. Concept shall purchase or lease on behalf of MSS requested furniture, computers, software, equipment, and other personal property necessary for the operation of MSS. All such property purchased in this manner shall be deemed the property of MSS. Concept shall provide access to supply sources so MSS can obtain centralized purchasing discounts where applicable and available.

(t) Tax-Exempt Status. Concept acknowledges and agrees that this Agreement is intended to be consistent with MSS's status as a tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing MSS from losing its tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. **Intellectual Property.**

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by MSS or (ii) are developed by Concept with funds from MSS. Concept and MSS understand that Concept's educational materials and teaching techniques and other documents used by or in MSS may be disclosed in accordance with applicable law and the legal opinion of legal counsel of MSS.

5. **Subcontracts.**

Subject to approval by the MSS Board, Concept may subcontract services provided to MSS except for the management, oversight, or operation of the teaching and instructional program.

6. **Authority.** Concept shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by Minnesota Charter Schools Law or the Charter Agreement.

7. **Remaining within Budget**

In connection with the operation of the school, Concept shall not deviate more than 5% from the approved budget without notice to MSS and by MSS Board of Directors. If Concept shall be faced with an unforeseen expense that requires Concept to adjust the entire approved budget, Concept shall notify MSS of such unforeseen expense and shall submit an adjusted budget to MSS for approval, which approval shall not be unreasonably withheld.

8. **Fees.**

(a) In consideration of the Services to be provided to MSS by Concept, MSS shall pay Concept a fee equal to ten percent (10%) of the per pupil revenues received by MSS, including grant funding, to the extent that such grants do not prohibit the transfer of grant funds to a third party (the "**Management Fee**"). The Management Fee shall be payable to Concept only if each of the following requirements has been satisfied: (1) the MSS Board has approved a budget which includes the fees to be paid to Concept; (2) the Services for which Concept is to be paid have been provided to MSS; (3) Concept has submitted to MSS an invoice for the duration of the services, as well as a report outlining the services provided during that time period; and (4) the MSS Board approves the fees to be paid to Concept in the particular time period.

(b) The "**Management Fee**" includes salaries of the school principal and the business manager that are assigned to MSS by Concept Schools and are made bi-monthly upon successfully meeting the standards above in 7a above.

(c) All fees payable hereunder shall, at Concept's option, be made via electronic funds transfer. MSS shall cooperate with Concept to set up and establish necessary accounts and procedures such that MSS shall transfer such payments to Concept as such payments become due.

(d) Contingencies: In case of Concept Schools underperforming based on the goals of the school set by the charter agreement or federal and state guidelines, Board of Directors of MSS reserves the right to withhold 3% of the management fee. When Concept Schools meets all the goals set by the charter agreement or federal and state guidelines, board of directors of MSS again reserves the right to compensate Concept Schools with additional 2% of the per pupil fee given that MSS has the means to do so in its budget.

9. **Termination by MSS.** MSS may terminate this Agreement in the event Concept materially breaches this Agreement. Material breach, without limitation, shall include:

(a) Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from MSS;

(b) Concept is liquidated or dissolved;

(c) Concept files a voluntary petition under any federal or state bankruptcy statute;

(d) A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

(e) Concept fails to meet any of the material terms of the Charter; and

(f) Concept assigns this Agreement without the written consent of MSS.

10. **Termination by Concept.** Concept may terminate this Agreement in the event MSS materially breaches this Agreement. Material breach, without limitation, shall include:

(a) MSS substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from Concept;

(b) MSS is liquidated or dissolved;

(c) MSS files a voluntary petition under any federal or state bankruptcy statute;

(d) A third party files an involuntary petition against MSS under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

(e) MSS fails to pay any fees due to Concept within sixty (60) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between MSS and any funding entity;

(f) MSS assigns this Agreement without the written consent of Concept; and

(g) Termination of the Charter by the Authorizing Body.

11. **Duties Upon Notice of Termination and Termination.** Unless otherwise agreed in writing by the parties, the parties agree to continue charter school operations through the end of the academic year (the "**Termination Date**"); provided that MSS continues to pay Concept the Management Fee. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. MSS shall pay to Concept all outstanding

payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, Concept shall not impede MSS's continuation of the academic year.

12. **Indemnification.** Except as otherwise stated in this Agreement, MSS agrees to indemnify, defend and hold harmless Concept from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by Concept as a result of any claims, actions or lawsuits brought against Concept as a result of the negligence, recklessness or intentional misconduct of MSS. Likewise, except as otherwise stated in this Agreement, Concept agrees to indemnify, defend and hold harmless MSS from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by MSS as a result of any claims, actions or lawsuits brought against MSS as a result of the negligence, recklessness or intentional misconduct of Concept. This indemnification provision shall survive the termination of this Agreement.

13. **Insurance.** MSS agrees to maintain workers compensation insurance, employment practices insurance, insurance against student claims, general commercial liability insurance, including personal injury and property damage, product liability insurance, umbrella/excess liability insurance and other insurance which is appropriate in the types of coverage and amounts in the industry in which Concept operates or as deemed necessary by the MSS Board. Proof of insurance must be available at time of signing this Agreement upon request by either parties or the Authorizing Body.

14. **Bonding.** Bonds for each of Concept's employees administering this Agreement are required in the amount of \$100,000 or such amount as may be reasonably required by MSS and bonds or crime insurance for theft and embezzlement are required in the amount of \$100,000 or such amount as may be reasonably required by MSS for all Concept employees handling money.

15. **Relationship of the Parties.** The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties. This Agreement shall not be construed as an abdication of MSS's responsibilities and authority for policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of MSS. MSS at all times maintains the right to accept or reject Concept's recommendations.

16. **No Third Party Beneficiaries.** This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

17. **Headings.** Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

18. **Notices.** Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt

requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Concept Schools
Columbia Center II
9450 West Bryn Mawr Avenue
Suite 250
Rosemont, IL 60018
Attention:
Facsimile: (847) 671-2612

With a copy to:

[ADDRESS]

If to the School, to:

Minnesota School of Science

With a copy to:

Goldberg, Kohn, Bell, Black, Rosenbloom & Moritz, Ltd.
55 E. Monroe Street, Suite 3300
Chicago, IL 60603
Attn: Brooke A. Levy, Esq.
Facsimile: 312.863.7856

19. **Severability.** The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

20. **Waiver and Delay.** No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

21. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.

22. **Assignment.** Neither party shall assign this Agreement without the written consent of the other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

23. **Amendment.** This Agreement may not be modified or amended except by a writing signed by each party hereto.

24. **Counterparts.** This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

25. **Conflicting Provisions.** Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

MINNESOTA SCHOOL OF SCIENCE

By: _____
Its: _____

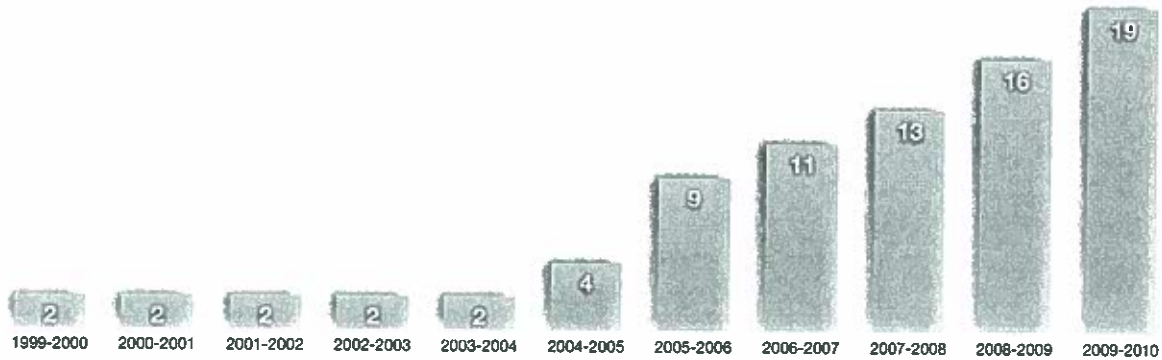
CONCEPT SCHOOLS

By: _____
Its: _____

Attachment -12

Data on Concept Schools

Concept Schools Growth History



Concept Schools, Inc. is a Chicago based, not-for-profit charter management and consulting organization. Concept Schools, Inc. first initiated Horizon Science Academies in Cleveland and Columbus Ohio, in 1999.

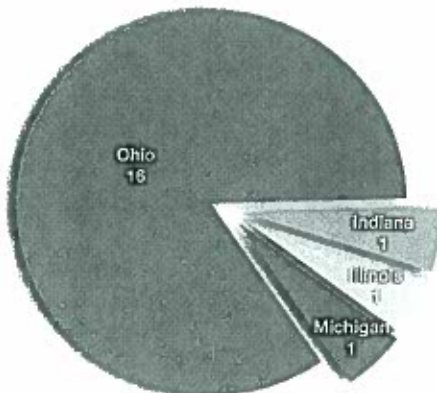
In less than ten years, Concept Schools, Inc. has grown to manage a total of 19 charter schools in Ohio, Indiana, Illinois, and Michigan. All of the schools are located in urban areas and serve a total of 5,500 underprivileged students in Cleveland, Columbus, Dayton, Cincinnati, and Toledo in Ohio, Indianapolis, Chicago, and Hazel Park in Michigan. Concept is also expanding to Missouri in 2010.

The school model that was developed by Concept Schools was initially only for grades 6-12. However, due to the need to close the achievement gap in the early years of schooling, Concept expanded its model to K-12 and began opening elementary schools in 2006.

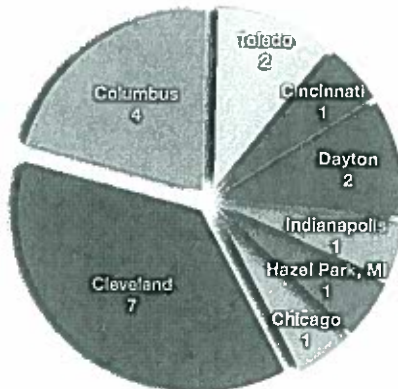
Concept Schools, Inc. employs 21 individuals with teaching and administrative experience to provide the schools with services and oversight to ensure success for all.

Years	# of schools
1999-2000	2
2000-2001	2
2001-2002	2
2002-2003	2
2003-2004	2
2004-2005	4
2005-2006	9
2006-2007	11
2007-2008	13
2008-2009	16
2009-2010	19

States



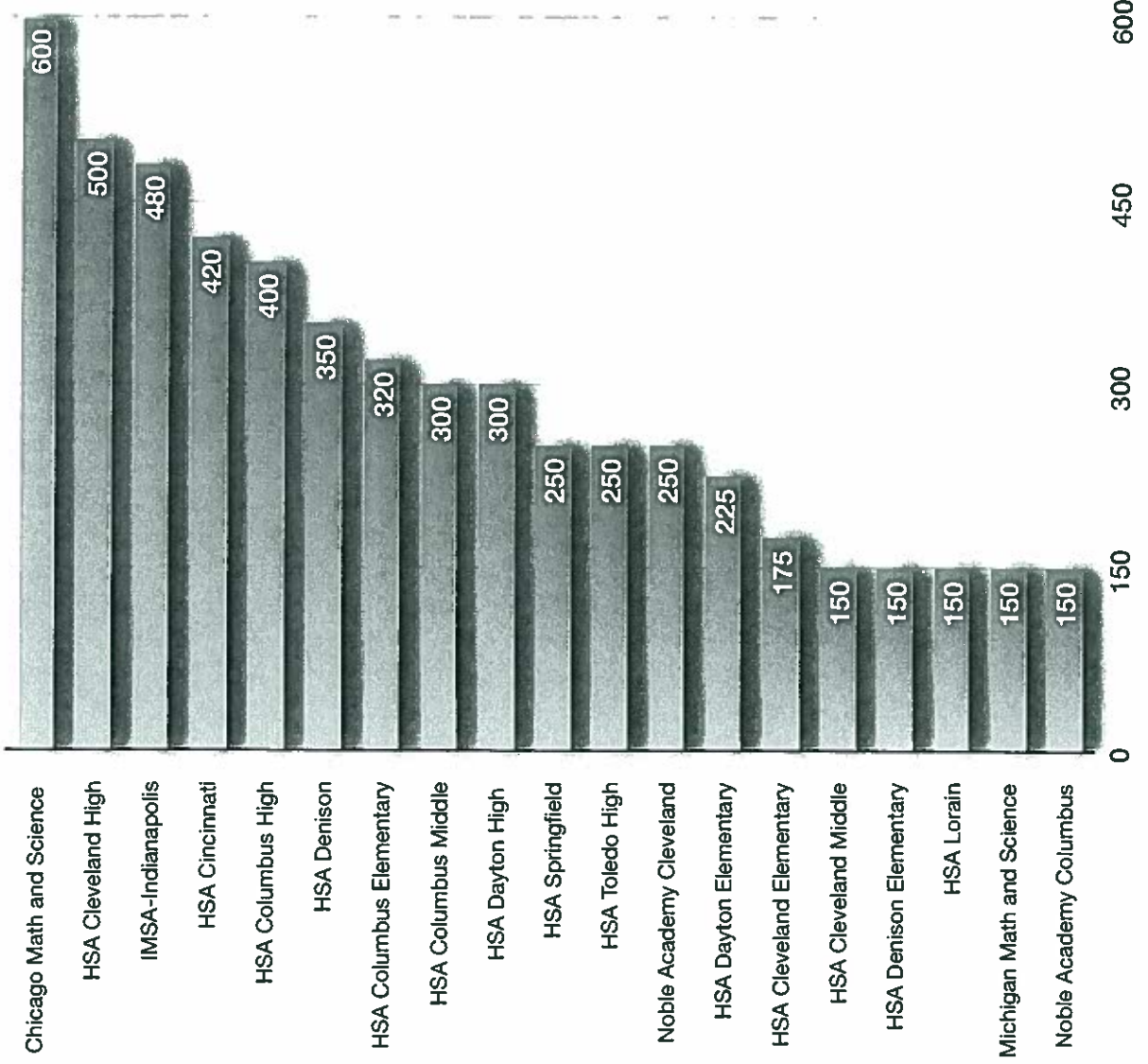
Cities



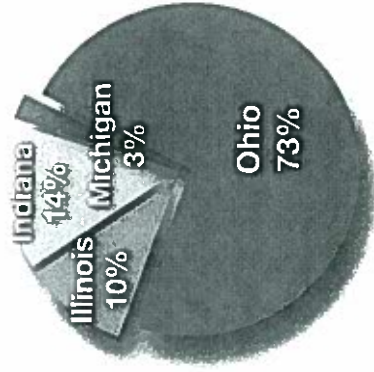
Cities	# of schools
Cleveland	7
Columbus	4
Toledo	2
Cincinnati	1
Dayton	2
Indianapolis	1
Hazel Park, MI	1
Chicago	1

States	# of schools
Ohio	16
Indiana	1
Illinois	1
Michigan	1

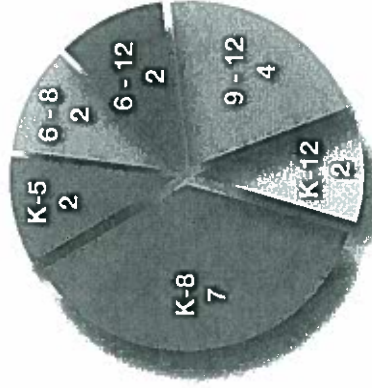
Schools and Student Populations



Schools by State



Grade Spans



State	# of students
Ohio	4340
Illinois	600
Indiana	850
Michigan	150
Total	5570

Concept Schools Demographics

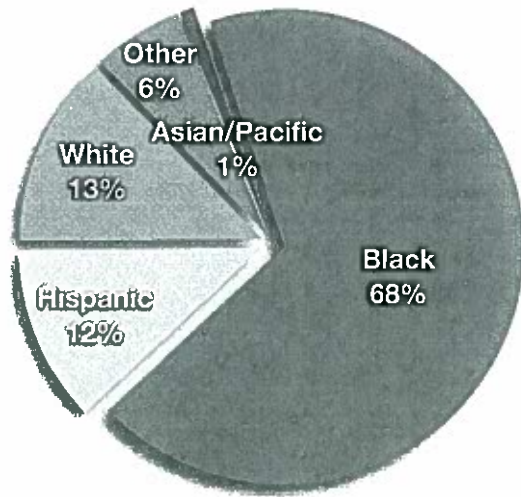
Low-Income Students



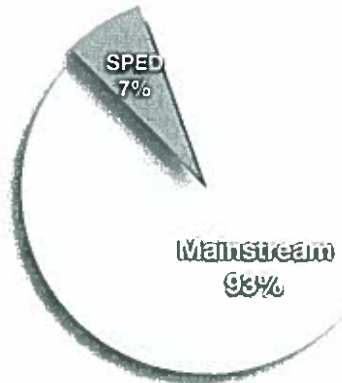
English Language Learners



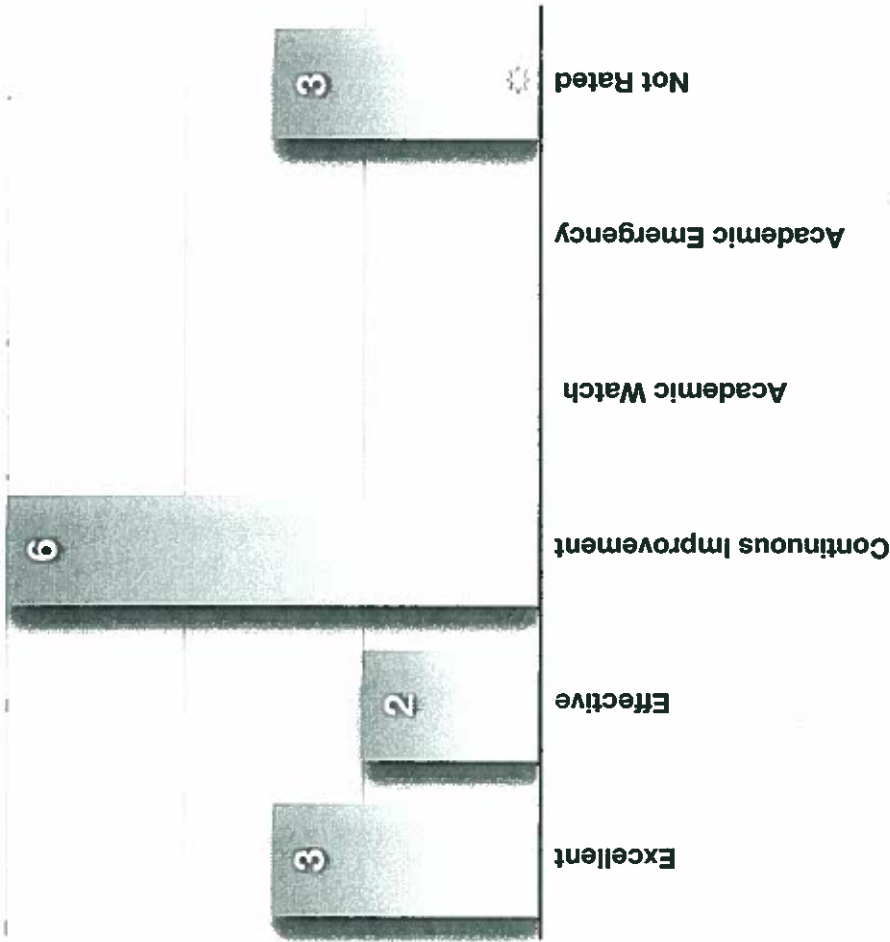
Ethnicity



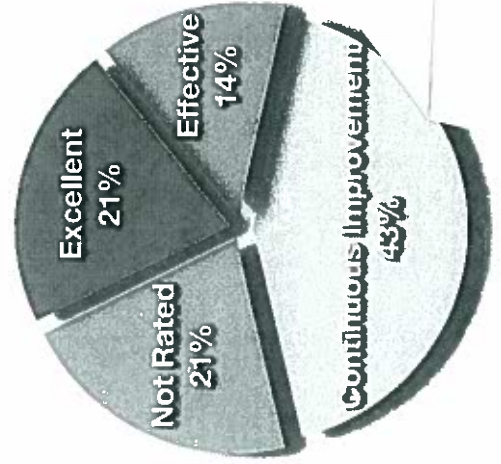
Special Education Population



School Ratings in Ohio 2008-09



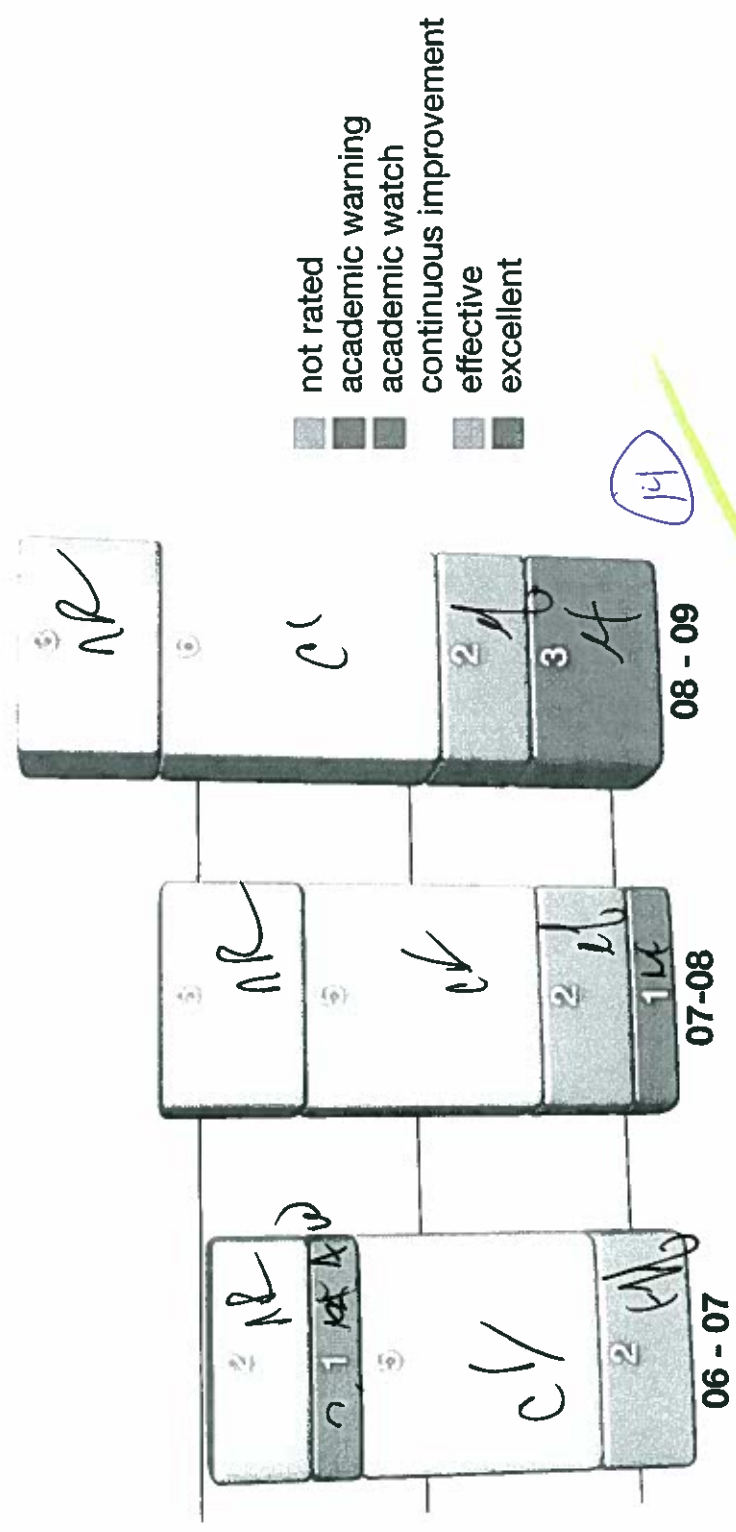
Schools	Rating
HSA Cleveland High	Effective
HSA Cincinnati	Continuous Improvement
HSA Columbus High	Excellent
HSA Denison Middle	Continuous Improvement
HSA Columbus Elementary	Not Rated
HSA Columbus Middle	Continuous Improvement
HSA Springfield	Continuous Improvement
HSA Toledo High	Excellent
Noble Academy Cleveland	Excellent
HSA Dayton Elementary	Continuous Improvement
HSA Cleveland Elementary	Not Rated
HSA Cleveland Middle	Continuous Improvement
HSA Denison Elementary	Not Rated
Noble Academy Columbus	Effective



Schools in Ohio are not rated in their first year in operation. Therefore, HSA Columbus Elementary, HSA Cleveland Elementary, and HSA Denison Elementary are not rated in 2008-2009 school year.

14

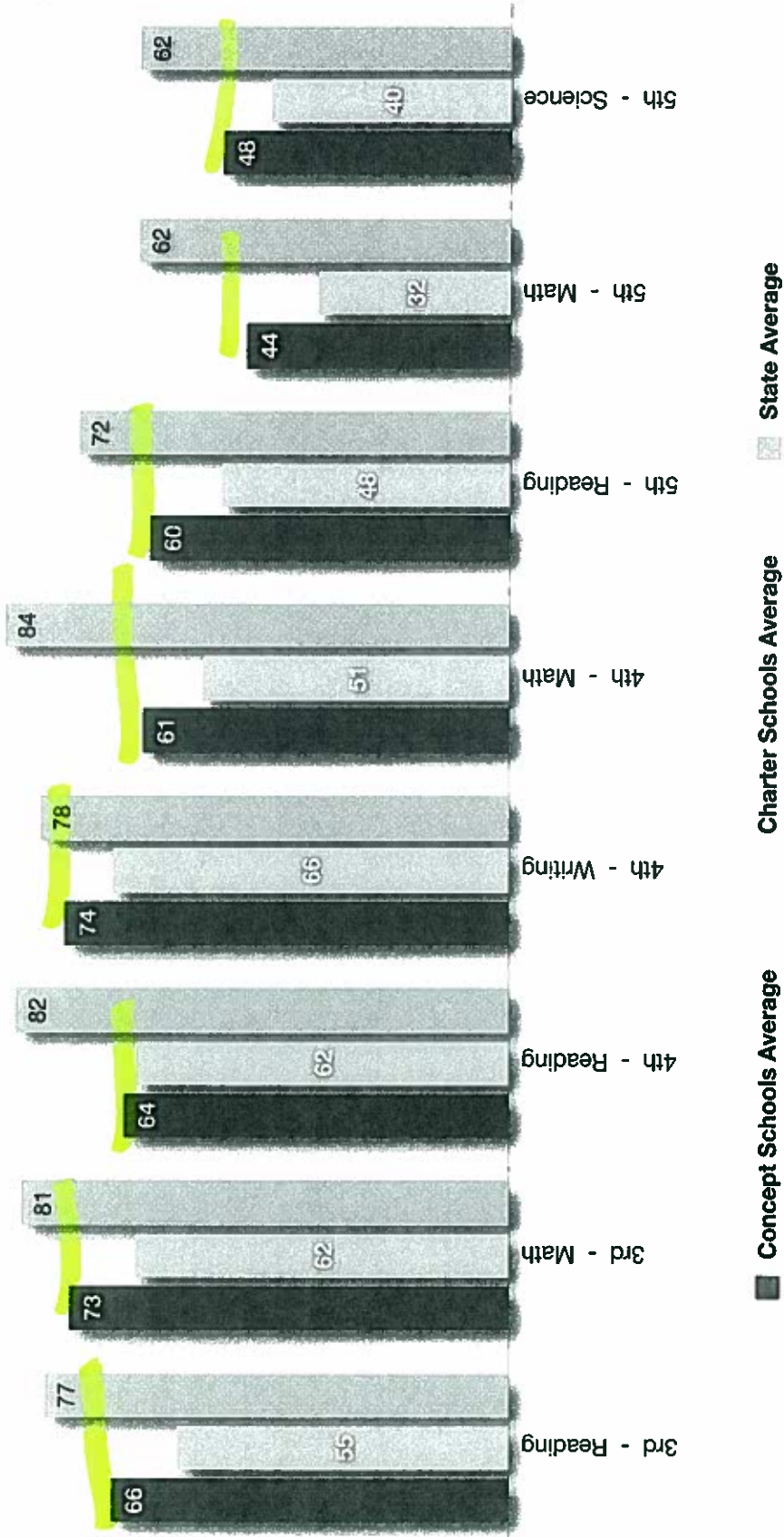
School Ratings Over the Years in Ohio



Schools in Ohio are not rated in their first year in operation. Therefore, HSA Columbus Elementary, HSA Cleveland Elementary, and HSA Denison Elementary are not rated in 2008-2009 school year.

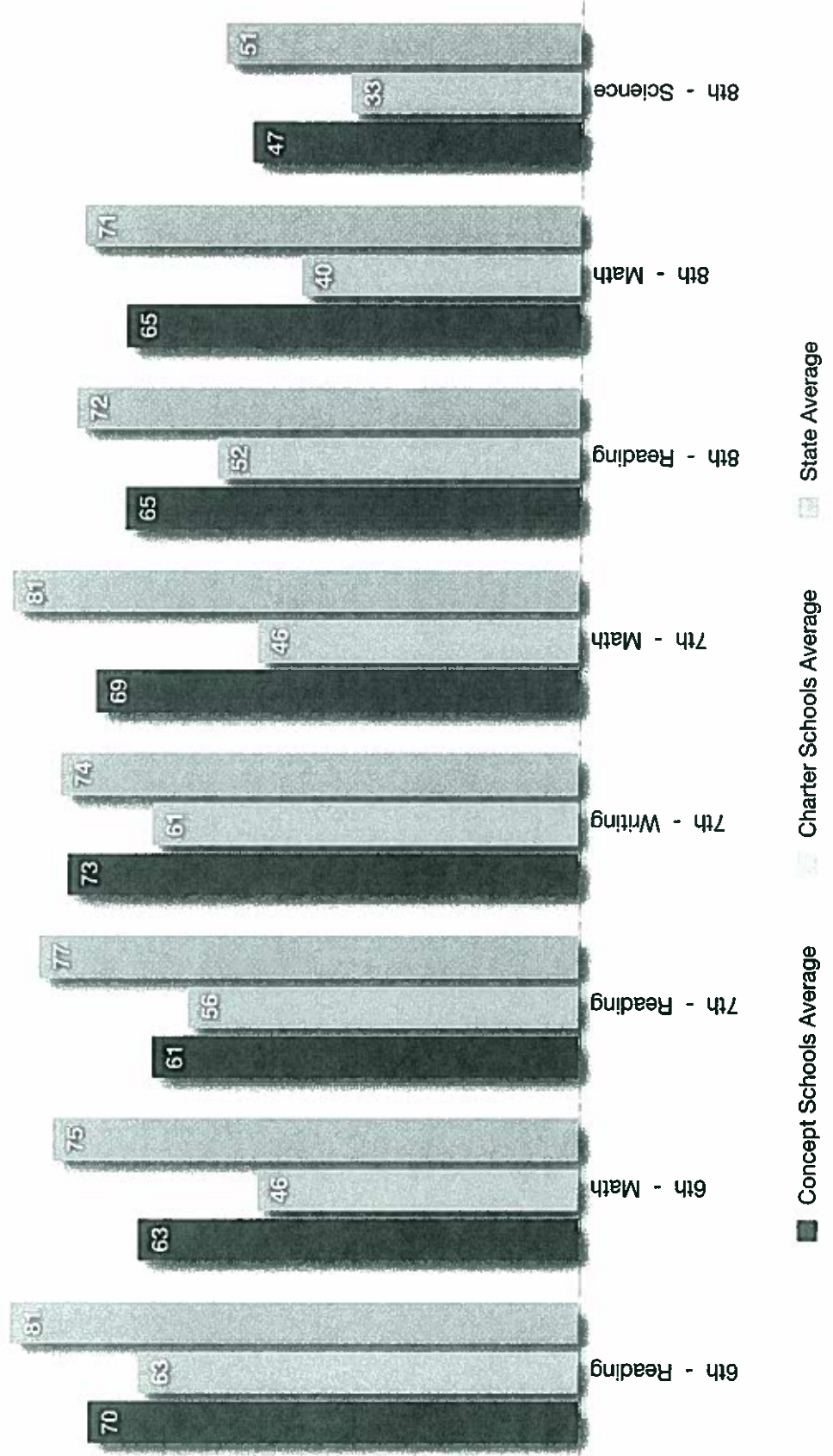
Concept Schools Comparison Data in Ohio-%

Kindergarten through Grade 5



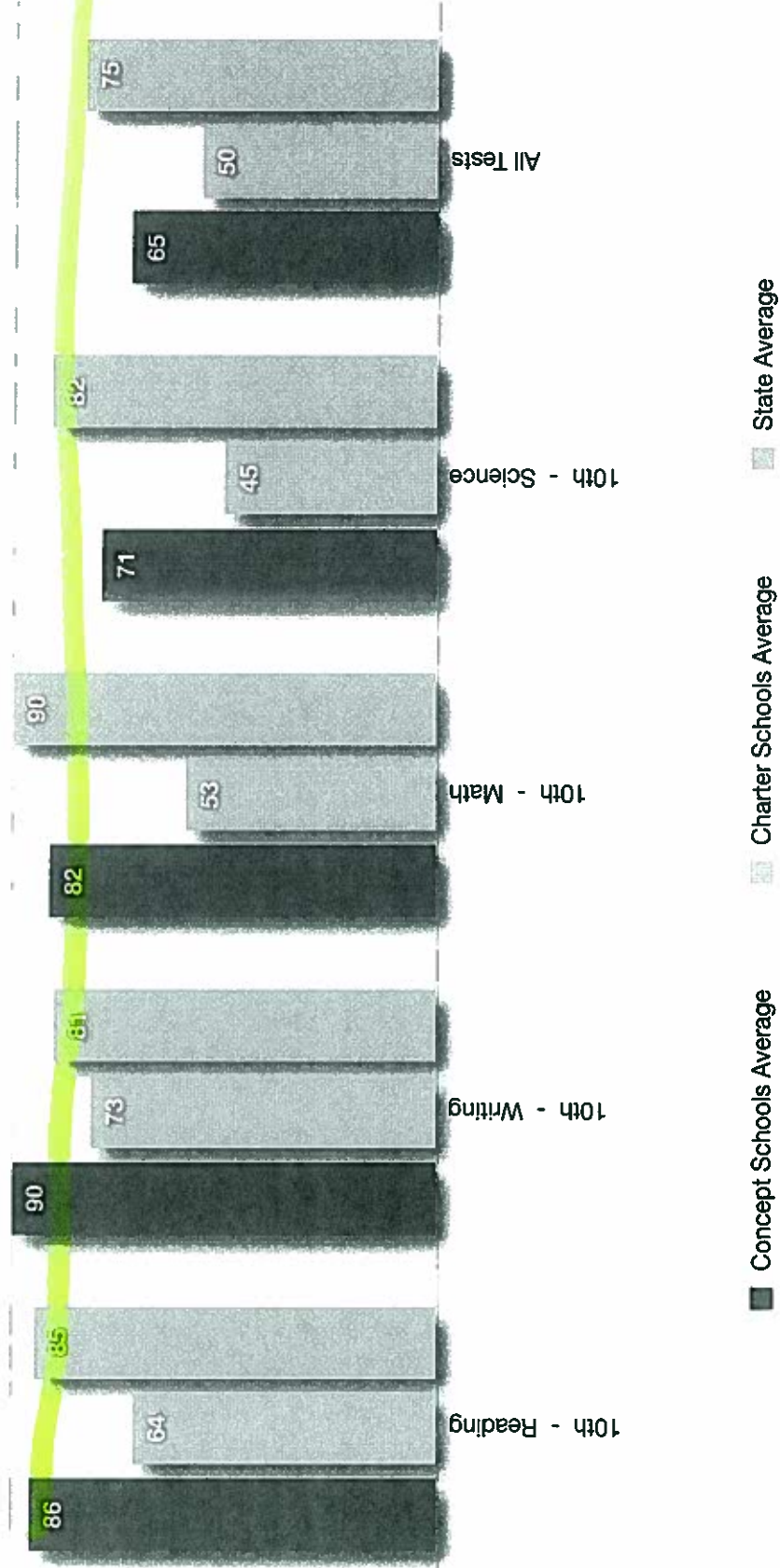
Concept Schools Comparison Data in Ohio - %

Grade 6 through 8



Concept Schools Comparison Data in Ohio - %

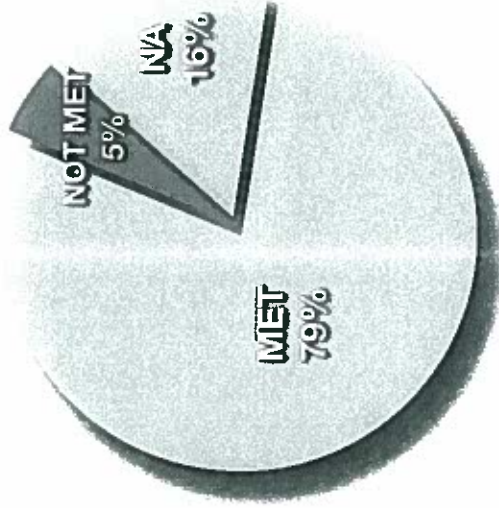
High School



Adequately Yearly Progress Data

Schools	AYP in 2008-2009
Chicago Math and Science	MET
HSA Cleveland High	MET
IMSA-Indianapolis	NOT MET
HSA Cincinnati	MET
HSA Columbus High	MET
HSA Denison	MET
HSA Columbus Elementary	MET
HSA Columbus Middle	MET
HSA Dayton High	NA
HSA Springfield	MET
HSA Toledo High	MET
Noble Academy Cleveland	MET
HSA Dayton Elementary	MET
HSA Cleveland Elementary	MET
HSA Cleveland Middle	MET
HSA Denison Elementary	MET
HSA Lorain	NA
Michigan Math and Science	NA
Noble Academy Columbus	MET

AYP Data in 2008-2009



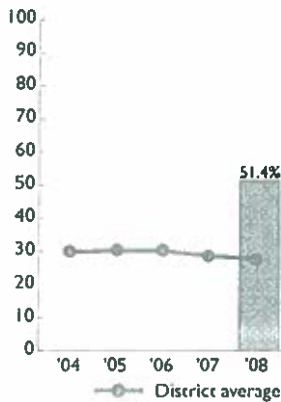
HSA Dayton High, HSA Lorain, Michigan Math and Science Academy open in 2009-2010 school years. Therefore, they do not have AYP data yet.

Chicago Math and Science Academy

PSAE Student Performance Over Time

Percentage of 11th grade students meeting and/or exceeding state standards.

PSAE composite	PSAE 2008
----------------	-----------



PSAE Reading: **51.4%**
 PSAE Math: **54.3%**
 PSAE Science: **48.6%**
 ACT average composite:
19.0
 WorkKeys Reading: **57.1%**
 score between 5 and 7
 WorkKeys Math: **57.2%**
 score between 5 and 7

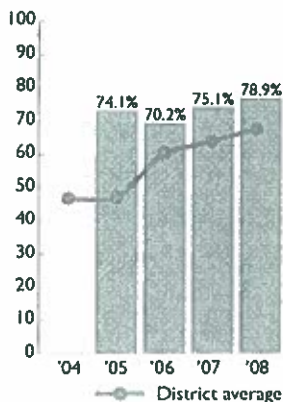
School Information

2007-08 Enrollment		397	District average
Student/teacher ratio			
Middle school	19.1/1		20/1
High school	14.1/1		16.3/1
Student ethnicity			
African American	25.3%		46.5%
Hispanic	58.8%		39.1%
White	4.6%		8.0%
Asian/Pacific Islander	8.0%		3.3%
Other	3.4%		3.1%
Other demographics			
Low-income rate	83.1%		82.7%
Limited English proficiency	3.1%		15.1%
Special education	9.8%		12.2%
Percentage of students from neighborhood	84.6%		N/A

ISAT Student Performance Over Time

Percentage of students meeting and/or exceeding state standards.

ISAT composite	ISAT 2008
----------------	-----------



ISAT Reading: **77.1%**
 grades 3-8
 ISAT Math: **78.1%**
 grades 3-8
 ISAT Science: **86.4%**
 grades 4 and 7



Chicago Math and Science Academy began operation in 2004 in the Rogers Park community on the north side of Chicago.

In five years, CMSA built a reputation of being an effective learning environment based on its state standardized test scores, attendance and student retention rate, college acceptance and graduation rate, and parent/student satisfaction.

CMSA is moving to a brand new campus in the same neighborhood for the 2009-2010 school year enrolling 600 students in grades six through twelve. CMSA has more than 1,000 students on the waiting list for 2009-2010 school year.

The class of 2009, first graduation class of CMSA, had 100% college acceptance and earned more than 1.5 million dollars in scholarships. CMSA has also built community partnerships with various organizations including Morningstar, a fortune 500 finance firm in Chicago.

Chicago Math and Science Academy



CMSA is the highest performing non-selective public high school out of 97 high schools within Chicago Public Schools system, based on their 2008 PSAE scores.

CMSA also is recipient of many competitive grants from foundations including the Motorola Foundation and the Pritzker Family Foundation.

CMSA is one of the highest performing charter schools as well, based on their middle school test scores on the state tests, ISAT.

CMSA charter has just been renewed for another five year term with Chicago Public Schools in 2009.

Absolute and Relative Student Performance

Indicator	Performance	Absolute Rating*	Relative Performance
Middle School			
 Number of indicators charter school outperformed comparison school average: 7 of 8			
ISAT composite — percentage of students meeting/exceeding state standards	78.9%	High	 Difference: 10.2%
ISAT composite — change from prior year	3.8%	High	 Difference: 0.8%
Student attendance	96.1%	High	 Difference: 2.0%
Transfer out rate	6.9%	Middle	 Difference: -0.9%
High School			
PSAE composite — percentage of students meeting/exceeding state standards	51.4%	Middle	 Difference: 34.7%
Student attendance	93.9%	High	 Difference: 14.3%
Transfer-out rate	9.6%	Middle	 Difference: 0.2%
Dropout rate	5.8%	Middle	 Difference: 11.3%
Schoolwide			
Adequate Yearly Progress	Met AYP target	High	N/A

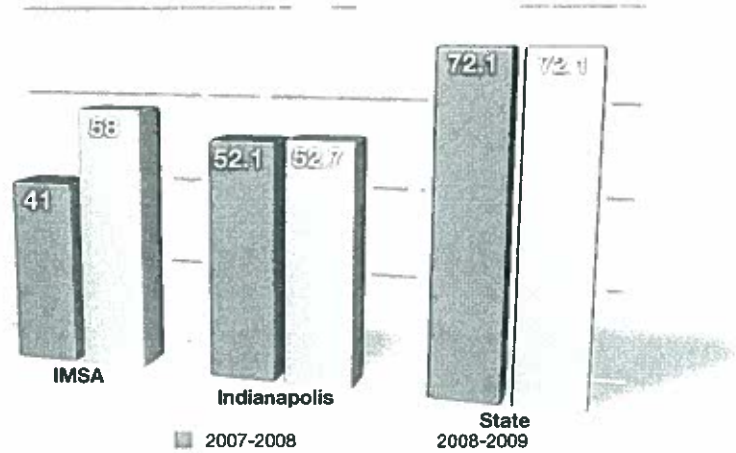
Indiana Math and Science Academy

Indiana Math and Science Academy, authorized by Ball State University, began operation with grades six through nine in 2007.

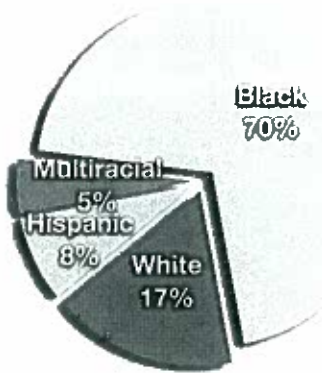
In its third year, IMSA added K-5 and expanded to 450 students.

IMSA rated "Exemplary" based on performance and improvement in based on Indiana's category placement 2008-2009 school year.

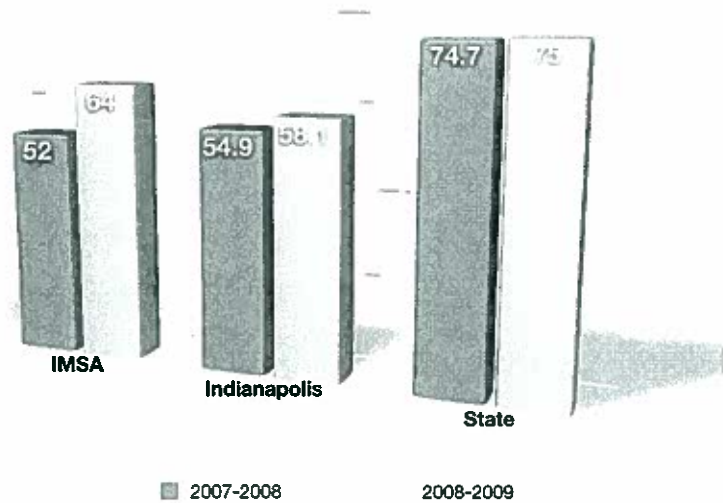
ISTEP Averages In English



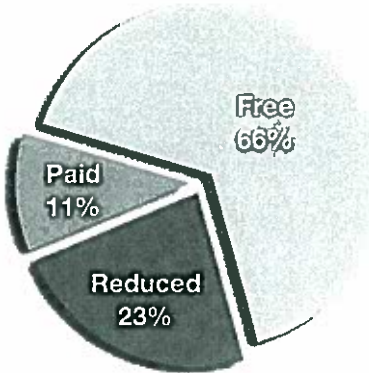
Ethnicity 2008-09



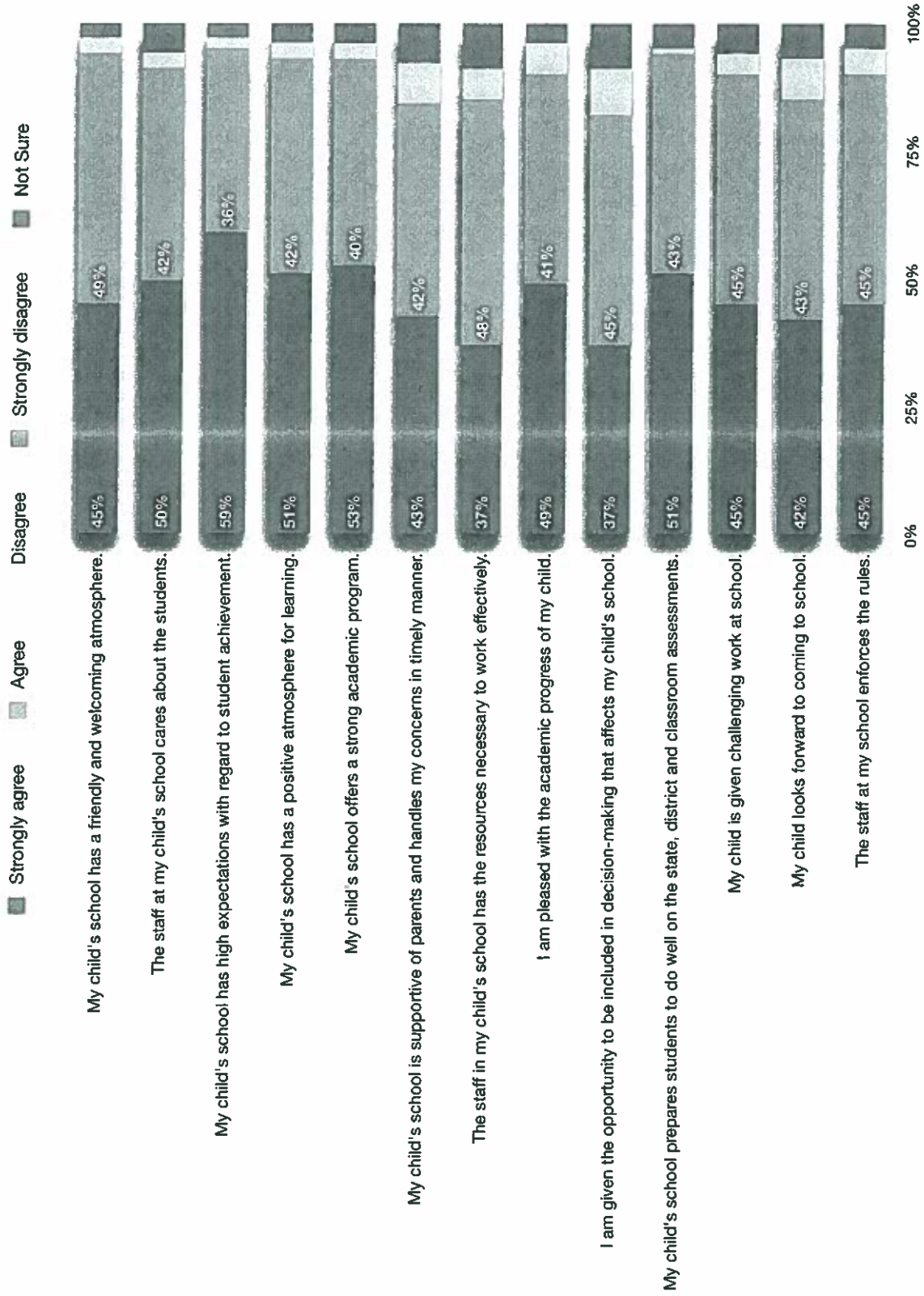
ISTEP Averages in Mathematics



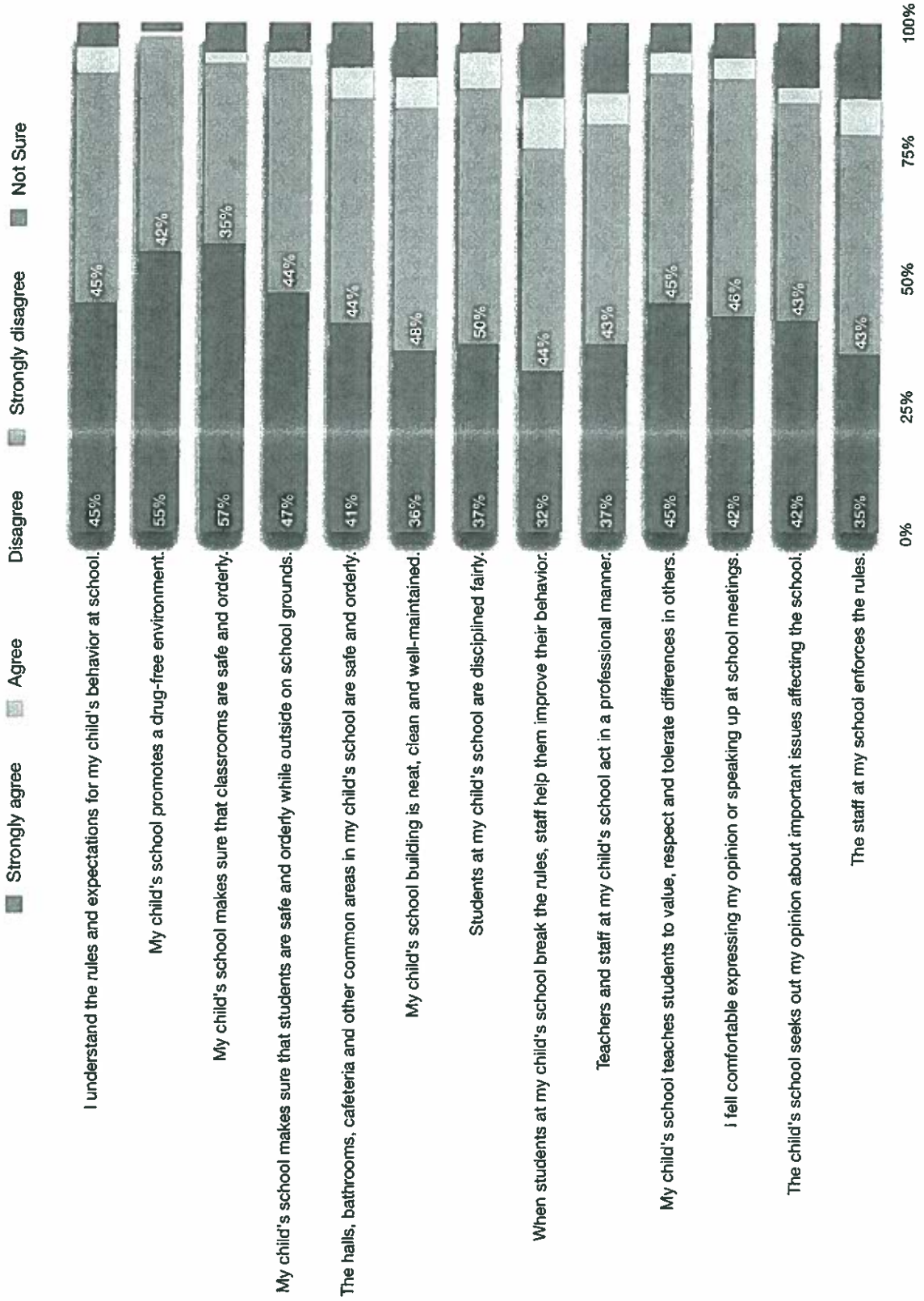
Free Lunch in 2008-09



Parent Surveys '09



Parent Surveys '09



Parent Surveys '09

Answer Options	Strongly agree	Agree	Disagree	Strongly disagree	Not Sure
I understand the rules and expectations for my child's behavior at school.	45%	49%	3%	1%	2%
My child's school promotes a drug-free environment.	50%	42%	3%	2%	4%
My child's school makes sure that classrooms are safe and orderly.	59%	36%	2%	1%	2%
My child's school makes sure that students are safe and orderly while outside on school grounds.	51%	42%	3%	2%	2%
The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.	52%	40%	3%	1%	3%
My child's school building is neat, clean and well-maintained.	43%	42%	8%	3%	5%
Students at my child's school are disciplined fairly.	37%	48%	6%	2%	7%
When students at my child's school break the rules, staff help them improve their behavior.	49%	41%	6%	2%	2%
Teachers and staff at my child's school act in a professional manner.	37%	45%	9%	2%	7%
My child's school teaches students to value, respect and tolerate differences in others.	51%	43%	1%	1%	4%
I feel comfortable expressing my opinion or speaking up at school meetings.	45%	45%	4%	2%	4%
The child's school seeks out my opinion about important issues affecting the school.	42%	43%	8%	4%	3%
The staff at my school enforces the rules.	45%	45%	5%	1%	4%
I understand the rules and expectations for my child's behavior at school.	55%	42%	1%	1%	1%
My child's school promotes a drug-free environment.	56%	35%	2%	1%	5%
My child's school makes sure that classrooms are safe and orderly.	47%	44%	3%	2%	4%
My child's school makes sure that students are safe and orderly while outside on school grounds.	41%	44%	6%	3%	6%
The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.	36%	48%	6%	2%	9%
My child's school building is neat, clean and well-maintained.	37%	50%	7%	2%	4%
Students at my child's school are disciplined fairly.	32%	44%	10%	5%	10%
When students at my child's school break the rules, staff help them improve their behavior.	37%	43%	6%	4%	10%
Teachers and staff at my child's school act in a professional manner.	45%	45%	4%	2%	4%
My child's school teaches students to value, respect and tolerate differences in others.	42%	46%	4%	1%	6%
I feel comfortable expressing my opinion or speaking up at school meetings.	42%	43%	3%	3%	10%
The child's school seeks out my opinion about important issues affecting the school.	35%	43%	7%	5%	10%

Concept Schools administered parent surveys in May 2009. Parents from the following schools participated in the parent surveys: Chicago Math and Science Academy, Noble Academy Cleveland, HSA Cleveland Middle School, HSA Columbus Elementary, HSA Dayton, HSA Cleveland High School, Noble Academy Columbus, HSA Toledo, HSA Columbus High School, HSA Denison Middle School.

Attachment -13

Concept Schools Performance Data

Appendix G: Academic Performance Data - Scl

Instructions: Please provide data requested in table below for all schools, unless otherwise noted. Please provide data from the last three school years. Please copy and add additional columns if you have more than 55

School Year	School # 9			School # 10			School # 11			School # 12			School # 13			School # 14			School # 15		
	FY08	FY09	FY10	FY07	FY08	FY09	FY07	FY08	FY09	FY07	FY08	FY09	FY07	FY08	FY09	FY07	FY08	FY09	FY07	FY08	FY09
School Name:	Science Academy of Ohio																				
School Location (City, State):	Cleveland, Ohio																				
Year Opened:	2006																				
Current Grades Served:	K to 8																				
Current Enrollment:	226																				
School Model (Performance / Contract / Charter):	Charter																				
School Type (New Start / Turnaround):	New Start																				
Current Status (Under Review / Renewed [# of times] / Closed):	NA																				
Demographic & Socio-Economic																					
% Students Low-Income:	79%																				
% Students Limited English Proficient:	1% NC																				
% Students with Disabilities:	15%																				
% Students Low Income:	55%																				
% Students Limited English Proficient:	2%																				
% Students with Disabilities:	19%																				
Peer-Referenced Assessments																					
Assessment Name (Reading - Math):	Ohio Achievement Test																				
% Students Meeting or Exceeding Standards - Reading:	57%																				
% Students Meeting or Exceeding Standards - Math:	60%																				
% Students Meeting or Exceeding Standards - Composite:	55%																				
% Students Exceeding Standards - Reading:	NA																				
% Students Exceeding Standards - Math:	NA																				
% Students Exceeding Standards - Composite:	NA																				
% Students Meeting or Exceeding Standards - Reading:	59%																				
% Students Meeting or Exceeding Standards - Math:	44%																				
% Students Meeting or Exceeding Standards - Composite:	NA																				
% Students Exceeding Standards - Reading:	NA																				
% Students Exceeding Standards - Math:	NA																				
% Students Exceeding Standards - Composite:	NA																				
Form-Referenced Assessments																					
Assessment Name (Reading - Math):	Please Enter																				
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):	Please Enter																				
Assessment Reference Group (National, State, District):	Please Enter																				
Score - Reading:	0%																				
Score - Math:	0%																				
Score - Composite:	0%																				
Average Student Growth During Year:	0%																				
% Students Making at Least One Year of Gains During Year:	0%																				
% EXPLORE to PLAN Gains:	0%																				
% PLAN to ACT Gains:	0%																				
Other Performance Measures																					
Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	66%																				
Student Average Daily Attendance Rate:	93%																				
Student 5-Year Cohort Graduation Rate:	NA																				
One Year Grade 9-12 Student Drop Out Rate:	NA																				
Student College Attendance Rate:	NA																				
Teacher Retention Rate:	66%																				
Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	NA																				
Student Average Daily Attendance Rate:	95%																				
Student 5-Year Cohort Graduation Rate:	NA																				
One Year Grade 9-12 Student Drop Out Rate:	NA																				
Student College Attendance Rate:	NA																				
Teacher Retention Rate:	NA																				

Attachment -14

Concept Audit Report

CN AND COMPANY CPAs, LTD.

CONCEPT SCHOOLS NFP

Financial Statements

June 30, 2009

CN AND COMPANY CPAs, LTD.

CONCEPT SCHOOLS NFP

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Independent Auditor’s Report2

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Statement of Activities.....4-6

Statement of Cash Flows.....7

Notes to Financial Statements.....8

CN AND COMPANY CPAs, LTD.

Certified Public Accountants

415 North Cass Ave • Westmont, Illinois 60559 • (630) 971-8297 • (630) 971-TAXS • Fax (630) 971-1121

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Concept Schools NFP
Des Plaines, IL 60018

We have audited the accompanying statement of financial position of Concept Schools NFP (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the period then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools NFP as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.


Westmont, IL
September 16, 2009

CN AND COMPANY CPAs, LTD.

**CONCEPT SCHOOLS NFP
STATEMENTS OF FINANCIAL POSITION
June 30, 2009**

ASSETS	
<i>Cash and Cash Equivalents</i>	\$ 15,145
Unconditional Promise to Give - Unrestricted	374,877
Property & Equipment - Unrestricted	94,719
Less: Accumulated Depreciation	(44,631)
Loans Receivable	135,000
Security Deposit	8,384
TOTAL ASSETS	\$ 583,494
LIABILITIES	
Accrued Payroll Liabilities	\$ 61,042
Accrued Interest Payable	38,609
Loan - Automobile	19,960
Notes Payable	397,989
TOTAL LIABILITIES	517,600
NET ASSETS	
Unrestricted	65,894
Temporarily Restricted	0
Permanently Restricted	0
TOTAL NET ASSETS	65,894
TOTAL LIABILITIES AND NET ASSETS	\$ 583,494

The accompanying notes to the financial statements are an integral part of this statement.

CN AND COMPANY CPAs, LTD.

**CONCEPT SCHOOLS NFP
STATEMENTS OF ACTIVITIES
Year Ended June 30, 2009**

UNRESTRICTED NET ASSETS		
Consulting Fees	\$ 5,925	
Revenue: Contributions	9,920	
Revenue: Management Fees	1,632,425	
Revenue: Professional Services	<u>392,474</u>	
TOTAL UNRESTRICTED NET ASSETS		2,040,744
EXPENSES		
Program Services	1,759,982	
Management and General	<u>291,259</u>	
TOTAL EXPENSES		<u>2,051,241</u>
DECREASE IN UNRESTRICTED NET ASSETS		(10,497)
NET ASSETS BEGINNING OF THE YEAR		<u>76,391</u>
NET ASSETS END OF THE YEAR		<u><u>\$ 65,894</u></u>

The accompanying notes to the financial statements are an integral part of this statement.

CN AND COMPANY CPAs, LTD.

CONCEPT SCHOOLS NFP			
STATEMENTS OF FUNCTIONAL EXPENSES			
Year Ended June 30, 2009			
	Program Services	Management Services	Total
Salary and Wages	\$ 1,152,200		\$ 1,152,200
Payroll Expense	92,495		92,495
Accounting Fees	1,626		1,626
Advertising	2,812		2,812
Consulting Service	22,000		22,000
Dues and Subscriptions		1,099	1,099
Electricity		2,568	2,568
Lease - Equipment	16,348		16,348
Health Service		14,473	14,473
Human Resource Service		4,480	4,480
Internet & Web Design		191	191
Legal Service	128,099		128,099
Repairs & Maintenance - Building	3,682		3,682
Repairs & Maintenance - Automobile		1,108	1,108
Moving Expense		4,502	4,502
New School Development	2,858		2,858
Postage & Delivery		3,530	3,530
PR Expense		10,822	10,822
Printing & Reproduction	16,439		16,439
Prof & Tech Service	74,592		74,592
Professional Development	4,765		4,765
Rent		52,446	52,446
Site Visits	7,794		7,794
Student Exchange Program	92,379		92,379
Teacher Training Service	18,663		18,663
Telephone & Cable Service		4,777	4,777
Testing Service	66,244		66,244
Travel Expense	36,806		36,806
Automobile Expense	2,189		2,189
Credit Card Expense		67,175	67,175
Subtotal	\$ 1,741,991	\$ 167,171	\$ 1,909,162
The accompanying notes to the financial statements are an integral part of this statement.			
5			

CN AND COMPANY CPAs, LTD.

**CONCEPT SCHOOLS NFP
STATEMENTS OF CASH FLOWS
Year Ended June 30, 2009**

CASH FLOWS FROM OPERATING ACTIVITIES

Increase in net assets		\$ (10,497)
Adjustments to reconcile Increase in net assets to net cash provided by operating activities:		
Depreciation	16,059	
(Increase) Decrease in Operating Assets		
Receivables	17,443	
Security Deposit	16,665	
Loan Receivable	146,668	
Employee Advance	2,650	
Accounts Payable	(21,129)	
Accrued Interest Payable	38,609	
Credit Card Payable	(67,175)	
Accrued Payroll Liabilities	17,499	
Other Payables	(6,000)	
Loan Payable	(231,799)	
Automobile Loan	(5,175)	
Total Adjustments		<u>(75,685)</u>
Net Cash Used by Operating Activities		<u>(86,182)</u>

CASH FLOW FROM INVESTING ACTIVITIES

Purchase of Assets	<u>(24,809)</u>	
Net Cash Used by Investing Activities		<u>(24,809)</u>

CASH FLOW FROM FINANCING ACTIVITIES

Acquisition of Notes Payable	<u>157,300</u>	
Net Cash Provided by Financing Activities		<u>157,300</u>

Net Increase (Decrease) in Cash and Cash Equivalents		46,309
Beginning Cash and Cash Equivalents		<u>(31,164)</u>
Ending Cash and Cash Equivalents		<u>\$ 15,145</u>

The accompanying notes to the financial statements are an integral part of this statement.

CN AND COMPANY CPAs, LTD.

CONCEPT SCHOOLS NFP

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE 1. NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

NATURE OF ACTIVITIES

Concept Schools is a Charter Schools Management organization providing professional consulting and program development services, and assistance with schools start up services, program design for school management, and other advisory assistance to K through 12 science academy and similar schools.

The organization is registered in Illinois as a not for profit organization, however, Internal Revenue Service has not determined its 501(c) (3) status.

ESTIMATE

The preparation of financial statements in conformity with generally accepted accounting principles require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

PROPERTY AND EQUIPMENT

Property and equipment purchased for Concept Schools is capitalized at cost. Donations of property and equipment are recorded as support at their estimated fair value at the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the organization reports expirations of donor restrictions when donated or acquired assets are placed in service. The organization reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment are depreciated using the straight-line method over their estimated useful lives. Leasehold improvements are amortized over the shorter of their estimated useful lives or applicable lease term.

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Property and equipment consist of the following:

Automobile	\$ 31,749
Furniture & Fixtures	\$ 7,109
Machinery & Equipment	\$ 55,861
Less: Accumulated Depreciation	<u>\$(44,631)</u>
Total Net Assets	<u>\$ 50,088</u>

FUNCTIONAL EXPENSES

For not for profit, expenses are charged directly to program or management and general categories based on specific identification. This organization is filing its tax return as a taxable organization. This organization has prepared the financial statements in a manner consistent with that.

FINANCIAL STATEMENT PRESENTATION

A not for profit organization is required to report information regarding the financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

CONTRIBUTIONS

Under SFAS No.116, Accounting for Contributions Received and Contributions Made, and in accordance with the policy of the management, the organization records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of donor restrictions. Concept Schools has not received any contributions with or without any donor-imposed restrictions that would result in temporarily or permanently restricted net assets.

INCOME TAX STATUS

The organization is formed as a not-for-profit organization, but the management has not obtained status that is exempt from income taxes under Section 501(c) (3) of the Internal Revenue code. The organization, therefore, is subject to federal and state income taxes.

NOTE 2. CASH

The operating account of the company is maintained at JPMorgan Chase Bank N.A. The balance in that account for the period ended June 30, 2009 was \$ 15,145.

CN AND COMPANY CPAs, LTD.

NOTE 3. ACCOUNTS RECEIVABLE

The organization has a limited number of its customers from whom a balance on the invoices are outstanding for services already rendered. The balance on such outstanding amounts as of the balance sheet date was \$ 374,877. No allowance for accounts receivable is reflected in this balance. However, the organization routinely determines how much credit to be given to selected customers and makes those adjustments directly to the accounts receivable balance as of the end of fiscal year.

NOTE 4. LOANS RECEIVABLE

This organization provides temporary cash accommodation to some of its client schools. The balances owed to the organization as of the balance sheet date are as follows:

Loan to HAS Cincinnati	\$ 37,000
Loan to HAS Lorain	\$ 36,000
Loan to HAS Dayton	\$ 25,000
Loan to Michigan Math & Science	<u>\$ 37,000</u>
Total	<u>\$135,000</u>

These parties are also customers of this organization.

NOTE 5. SECURITY DEPOSIT

Security deposit of \$ 8,384 is the balance recorded in the organization's books as paid to its lessor where the organization rents its office space in Des Plaines, Illinois.

NOTE 6. ACCRUED PAYROLL LIABILITIES

The organization has had request from government as owing prior period taxes most of which were pertaining to payroll taxes. The organization had a recorded balance of such liabilities in the amount of \$ 61,042. During the period subsequent to the balance sheet date, the organization has paid part of this balance to the governmental agencies claiming such money as due. Any unclaimed balances for which a request for payment was not produced by the organization is not included in the balances of tax liabilities.

NOTE 8. AUTOMOBILE LOAN

The organization owns an automobile for its use and the balance of \$ 19,960 reflects the balance on a loan on such automobile, as of the balance sheet date. The loan is being repaid as an installment as agreed with the automobile dealership. The loan is for a period of five years ending on September 11, 2012 and the loan carries an interest rate (APR) of 7.99 %.

CN AND COMPANY CPAs, LTD.

The total future payments are:

06/30/2010	\$ 6,994
06/30/2011	\$ 6,994
06/30/2012	\$ 6,994
09/30/2012	<u>\$ 1,748</u>
Total	<u>\$ 22,730</u>

NOTE 9. CREDIT CARD EXPENSE

The organization has recorded credit card expenses paid during the current period in the amount of \$ 67,175 as current period expense. This amount represents the balance owed for activities of prior periods recorded by the organization during the current period.

The organization has reported that all credit card balances are paid as of June 30, 2009. This balance has not been verified with any third party as the organization has elected to record the credit card balance, as of balance sheet date, as zero.

NOTE 10. LONG TERM NOTE PAYABLE

This is the balance owed on a note to one party. The promissory note reflects that the entire balance matures and is owed as of July 01, 2014. The total money reflected in the balance excludes accrued interest at 7.5% through July 01, 2014. As of the balance sheet date the recorded notes payable balance as confirmed by the note holder was \$ 397,989. This balance excludes accrued interest of \$ 38,609 on that note.

NOTE 11. RELATED PARTY TRANSACTION

The party to which the organization owed its notes payable balance is a party with which the organization works closely while servicing its clients. This organization assists its clients in facilities services.

Attachment -15

Concept Tax-exempt Status



MOSHER & WAGENMAKER, LLC
Attorneys at Law

Michael P. Mosher
Sally R. Wagenmaker
Ryan K. Oberly
Charles V. Hogren
Jacob J. Zehnder

March 29, 2010

Salim Ucan
Vice-President
Concept Schools, NFP
2250 E. Devon Ave. Suite 215
Des Plaines, IL 60018

SENT VIA EMAIL AND
U.S. MAIL

Re: Filing Status of IRS Form 1023, Application for Federal Tax Exemption
Concepts Schools, NFP (FEIN: 03-0503751)

Dear Mr. Ucan:

I am the attorney representing Concept Schools, NFP, responsible for providing corporate, tax, and related guidance as an Illinois not-for-profit corporation. As you are aware, our law firm specializes in representing tax-exempt corporations on all of their corporate and tax compliance matters. I was specifically retained by Concept Schools to prepare and file an IRS Form 1023 to receive recognition from the Internal Revenue Service its tax-exempt status under section 501(c)(3) of the Internal Revenue Code (the "Code") as a Type I Supporting Organization to its member charter schools under section 509(a)(3) of the Code.

To date, the board of directors of Concept Schools has approved and filed restated articles of incorporation and adopted new bylaws. These two documents are sufficient to meet the organizational requirement of supporting organizations. I further believe that the nature of the day-to-day operations of Concept Schools is sufficient to meet the operational test for a Type I Supporting Organization.

I have prepared the majority of Concept School's IRS Form 1023, and am currently waiting to receive final information from the board to complete the first draft. I am confident that the application is nearly complete, and anticipate that it will be filed with the IRS in the next two weeks. If you have any questions or concerns, please feel free to contact me at the above phone number.

Sincerely,



Jacob J. Zehnder

JJZ
O:\ClientFiles\NPG\3952-Concept Schools NFP\Correspondence\LTR to S. Ucan - 1023 filing status.wpd

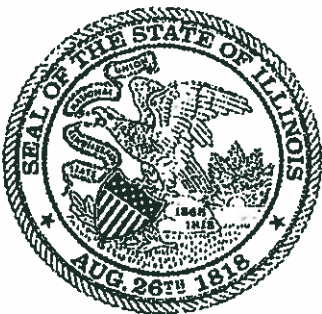
33 N. LaSalle St., Ste. 3400, Chicago, IL 60602
Tel: 312-220-0019 • Fax: 312-220-0700
www.mosherlaw.com

File Number 6266-521-1



To all to whom these Presents Shall Come, Greeting:
I, Jesse White, Secretary of State of the State of Illinois, do hereby certify that I am the keeper of the records of the Department of Business Services. I certify that

ATTACHED HERETO IS A TRUE AND CORRECT COPY, CONSISTING OF 10 PAGE(S), AS TAKEN FROM THE ORIGINAL ON FILE IN THIS OFFICE FOR CONCEPT SCHOOLS NFP.



In Testimony Whereof, I hereto set
my hand and cause to be affixed the Great Seal of
the State of Illinois, this 27TH
day of MARCH A.D. 2009 .

Jesse White

Authentication #: 0908600943

Authenticate at: <http://www.cyberdriveillinois.com>

SECRETARY OF STATE

6266-5211

NFP-102.10

(Rev. Jan. 99)

http://www.sos.state.il.us

PAID

NOV 26 2002

EXPEDITED
SECRETARY OF STATE

ARTICLES OF INCORPORATION

(Do Not Write in This Space)

SUBMIT IN DUPLICATE

Payment must be made by certified check, cashier's check, Illinois attorney's check, Illinois C.P.A.'s check or money order, payable to "Secretary of State."

DO NOT SEND CASH!

Date 11-26-02

Filing Fee \$50

Approved [Signature]



ROSE WHITE, Secretary of State

Pursuant to the provisions of "The General Not For Profit Corporation Act of 1986," the undersigned incorporator(s) hereby adopt the following Articles of Incorporation.

Article 1. The name of the corporation is: CONCEPT SCHOOLS NFP vlc

Article 2. The name and address of the initial registered agent and registered office are:

Registered Agent	<u>SALIM</u>	<u>UCAN</u>	
	First Name	Middle Name	Last Name
Registered Office	<u>7093</u>	<u>N Barry Street</u>	
	Number	Street	(Do not use P.O. Box)
	<u>Rosemont</u>	<u>IL 60018</u>	<u>COOK</u>
	City	ZIP Code	County

Article 3. The first Board of Directors shall be 3 in number, their names and residential addresses being as follows: (Not less than three)

Director's Names	Number	Street	Address City	State
<u>GUCLU KOSELI</u>	<u>8480</u>	<u>103rd Terrace</u>	<u>Polos Hills</u>	<u>IL</u>
<u>ISA KORKMAZ</u>	<u>18</u>	<u>E. Old Willow Rd.</u>	<u>Prospect Heights</u>	<u>IL</u>
<u>ELCIN IBADOV</u>	<u>819</u>	<u>S LAFLIN St.</u>	<u>CHICAGO</u>	<u>IL</u>

Article 4. The purposes for which the corporation is organized are:

EDUCATIONAL
 TO PROVIDE FOLLOWING SERVICES FOR PUBLIC AND CHARTER SCHOOLS:
 Consulting Services (Teacher, Staff and Board Training), Curriculum/Program Development, Grant Writing, Science Project Project Coaching, Teacher Exchange Programs, Facility Management, Educational Equipment, Web Design & Hosting, Fund Raising, Coordinating International Field Trips

49

Is this corporation a Condominium Association as established under the Condominium Property Act?
 Yes No (Check one)

Is this corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954?
 Yes No (Check one)

Is this a Homeowner's Association which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure?
 Yes No

Article 5. Other provisions (please use separate page):

Article 6.

NAMES & ADDRESSES OF INCORPORATORS

The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated 11/26/02, 2002. (Month & Day) (Year)

SIGNATURES AND NAMES

POST OFFICE ADDRESS

- 1. Signature [Handwritten] Name (please print) SALIM UCAN
2. Signature [Handwritten] Name (please print) GUCLU KOSELI
3. Signature [Handwritten] Name (please print) ISA KORKMAZ
4. Signature [Handwritten] Name (please print) ELCIN IBADOV
5. Signature [Handwritten] Name (please print) ISMAIL UNLUSOY

- 1. 5329 W WINONA AVE. Street CHICAGO IL 60630 City/Town State ZIP
2. 8480 103rd Terrace Street Prospect Heights IL 60465 City/Town State ZIP
3. 18 E. Old Willow Rd. Street Prospect Heights IL 60070 City/Town State ZIP
4. 819 S LAFLIN St. Street CHICAGO IL 60607 City/Town State ZIP
5. 2807 N 72nd CT 2N Street BLMWOOD PARK IL 60707 City/Town State ZIP

(Signatures must be in BLACK INK on original document. Carbon copied, photocopied or rubber stamped signatures may only be used on the true copy.)

- If a corporation acts as Incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by its President or Vice-President and verified by him, and attested by its Secretary or an Assistant Secretary.
• The registered agent cannot be the corporation itself.
• The registered agent may be an individual, resident in this State, or a domestic or foreign corporation, authorized to act as a registered agent.
• The registered office may be, but need not be, the same as its principal office.
• A corporation which is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that it will comply with the State and local laws and ordinances relating to alcoholic liquors.

FOR INSERTS - USE WHITE PAPER - SIZE 8 1/2 x 11

File No.
FORM NFP-102.10
ARTICLES OF INCORPORATION
under the
GENERAL NOT FOR PROFIT
CORPORATION ACT
of

SECRETARY OF STATE
DEPARTMENT OF BUSINESS SERVICES
CORPORATION DIVISION
SPRINGFIELD, ILLINOIS 62756
TELEPHONE (217) 782-9522
782-9523
(These Articles Must Be Executed and Filed
in Duplicate)

Filing Fee \$50
C-157.11

FORM NFP 110.30 (rev. Dec. 2003)
ARTICLES OF AMENDMENT
General Not For Profit Corporation Act

Jesse White, Secretary of State
Department of Business Services
Springfield, IL 62758
Telephone (217) 782-1832
http://www.cyberdriveillinois.com

P A T D
AUG 26 2005
DEPARTMENT OF
BUSINESS SERVICES

FILED

AUG 24 2005

Remit payment in the form of a
check or money order payable to
the Secretary of State. **JESSE WHITE**
SECRETARY OF STATE

File #

62665911

Filing Fee: \$25.00

Approved: *lgs*

Submit in duplicate

Type or Print clearly in black ink

Do not write above this line



CP0030132

1. Corporate name (Note 1): Concept Schools NFP

2. Manner of adoption of amendment:

The following amendment of Articles of Incorporation was adopted on 07/01/05 in the manner indicated below (Check one only):
(Month, Day & Year)

By affirmative vote of a majority of the directors in office, at a meeting of the board of directors, in accordance with Section 110.15. (Note 2)

By written consent, signed by all the directors in office, in compliance with Sections 110.15 and 108.45 (Note 3)

By members at a meeting of members entitled to vote by the affirmative vote of the members having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the articles of incorporation or the bylaws, in accordance with Section 110.20. (Note 4)

By written consent signed by members entitled to vote having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the articles of incorporation, or the bylaws, in compliance with Sections 107.10 and 110.20. (Note 5)

3. Text of amendment

(a.) When an amendment effects a name change, insert the new corporate name below. Use 3 (b) below for all other amendments. *Article 1: The name of the corporation is:

N/A

(New Name)

(b) All amendments other than name change.

(If amendment affects the corporate purpose, the amended purpose is required to be set forth in its entirety.) If there is not sufficient space to add the full text of the amendment, add one or more sheets of this size.


(COMPLETE ITEM 4 OR, IF APPLICABLE, ITEM 5.) ALL SIGNATURES MUST BE IN BLACK INK.

Please See Attached Amendment
EXHIBIT A

**EXHIBIT A
TO
ARTICLES OF AMENDMENT
UNDER THE
GENERAL NOT FOR PROFIT CORPORATION ACT
OF
CONCEPT SCHOOLS, NFP**

3. (b) Upon the dissolution of the Corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to charitable, religious, scientific, testing for public safety, literally, or educational organizations which would then qualify under the provisions of Section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principle office of the corporation is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

4. The undersigned corporation has caused these articles to be signed by duly authorized officer, who affirms, under penalties of perjury, that the facts stated herein are true. (All signatures must be in **BLACK INK**.)

Dated August, 19 2005 Concept Schools, NFP
(Month & Day) (Year) (Exact Name of Corporation)

(Any Authorized Officer's Signature)
Taner Ertekin
(Print Name and Title)

5. If there are no duly authorized officers, then the persons designated under Section 101.10(b)(2) must sign below and print name and title. The undersigned affirms, under penalties of perjury, that the facts stated herein are true.

Dated _____ (Month, Day & Year)

Signature	Print Name and Title
_____	_____
_____	_____
_____	_____
_____	_____

NOTES

- Note 1:** State the true and exact corporate name as it appears on the records of the Secretary of State, BEFORE any amendment herein reported.
- Note 2:** Directors may adopt amendments without member approval only when the corporation has no members, or no members entitled to vote pursuant to §110.15.
- Note 3:** Director approval may be (1) by vote at a director's meeting (*either annual or special*) or (2) by consent, in writing, without a meeting.
- Note 4:** All amendments not adopted under Sec. 110.15 require (1) that the board of directors adopt a resolution setting forth the proposed amendment and (2) that the members approve the amendment.
Member approval may be (1) by vote at a members meeting (*either annual or special*) or (2) by consent, in writing, without a meeting.
To be adopted, the amendment must receive the affirmative vote or consent of the holders of at least 2/3 of the outstanding members entitled to vote on the amendment, (*but if class voting applies, then also at least a 2/3 vote within each class is required*).
The articles of incorporation may supersede the 2/3 vote requirement by specifying any smaller or larger vote requirement not less than a majority of the outstanding votes of such members entitled to vote and not less than a majority within each when class voting applies. (Sec. 110.20)
- Note 5:** When member approval is by written consent, members must be given notice of the proposed amendment at least 5 days before the consent is signed. If the amendment is adopted, members who have not signed the consent must be promptly notified of the passage of the amendment. (Sec. 107.10 & 110.20)

FORM NFP 105.10/105.20 (rev. Dec. 2003)
**STATEMENT OF CHANGE
 OF REGISTERED AGENT AND/OR
 REGISTERED OFFICE**
 General Not For Profit Corporation Act

Jesse White, Secretary of State
 Department of Business Services
 501 S. Second St., Rm. 328
 Springfield, IL 62756
 217-782-7808
 www.cyberdriveillinois.com

SECRETARY OF STATE JESSE WHITE FILED 03/25/09

Remit payment in the form of a
 check or money order payable
 to Secretary of State.

File # 62665211 Filing Fee: \$5 Approved: SG

Submit in duplicate Type or Print clearly in black ink Do not write above this line

1. Corporate Name: CONCEPT SCHOOLS, NFP



2. State or Country of Incorporation: IL

3. Name and Address of Registered Agent and Registered Office as they appear on the records of the Office of the Secretary of State (before change):

Registered Agent:	<u>HUSEYIN</u>	<u>A</u>	<u>KARA</u>
	First Name	Middle Name	Last Name
Registered Office:	<u>9450</u>	<u>W. BRYN MAWR AVE</u>	<u>250</u>
	Number	Street	Suite # (P.O. Box alone is unacceptable)
	<u>ROSEMONT</u>	<u>60018</u>	<u>COOK</u>
	City	ZIP Code	County

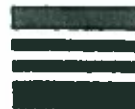
4. Name and Address of Registered Agent and Registered Office shall be (after all changes herein reported):

Registered Agent:	<u>SEDAT</u>		<u>DUMAN</u>
	First Name	Middle Name	Last Name
Registered Office:	<u>2250</u>	<u>E. DEVON AVE</u>	<u>215</u>
	Number	Street	Suite # (P.O. Box alone is unacceptable)
	<u>DES PLAINES</u>	<u>60018</u>	<u>COOK</u>
	City	ZIP Code	County

5. The address of the registered office and the address of the business office of the registered agent, as changed, will be identical.

6. The above change was authorized by: ("X" one box only)
- a. Resolution duly adopted by the board of directors. (See Note 5 on reverse.)
 - b. Action of the registered agent. (See Note 6 on reverse.)

SEE REVERSE FOR SIGNATURE(S).



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By-laws

Of

An Illinois Not-For-Profit Corporation

ARTICLE I

NAME

The name of the Corporation is the Concept Schools, Inc. (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Concept Schools. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers: The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Illinois Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees: The number of Trustees of the Corporation shall be at least five

but not more than nine.

C. Election of Trustees:

1. *Election:* The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. *Eligibility:* The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. *Interested Persons:* Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. *Term of Office:*

a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

5. *Time of Elections:* The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees: The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee: A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees: Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Concept Schools, 9450 W Bryn Mawr Ave., Suite 250, Rosemont, Illinois 60018 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings: Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings: An Annual Meeting shall be held in the month of July of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings: Regular Meetings shall be held monthly throughout the year and other times as the Board determines.

D. Special Meetings: A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

E. Adjournment: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices: Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to

the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum: Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board:

1. *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. *Action by the Board without a Meeting:* AIL action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.

3. *Board Participation by Other Means:* In all events, a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by Article 7 of the Public Officer's Law (the Open Meetings Law), so long as all Trustees participating in such meeting can hear one another and there is no

objection from any Trustee or any person in the public audience. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees:

1. *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.

2. *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. Election of Trustees;
- b. Filling vacancies on the Board or any committee that has the authority of the Board;
- c. Fixing of Trustee compensation for serving on the Board or on any committee;
- d. Amendment or repeal of Bylaws or the adoption of new Bylaws;
and
- e. Appointment of other committees of the Board, or the members of the committees.

3. *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

D. Standard of Care:

1. *Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of

diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. *Reliance on Others:* In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection:

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and

provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting:

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences:

Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. *Chair:* Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. *Vice Chair*: If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. *Secretary*: The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. *Treasurer*: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. *Election*: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for

that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. *Eligibility:* A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. *Term of Office:* Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Concept Schools may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against

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judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments:

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. Construction and Definitions:

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention

from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

RESTRICTION ON ACTIVITIES AND DISSOLUTION

No part of the net earnings of the corporation shall inure to benefit of, or be distributable to its member, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this article or in Articles of Incorporation, Article 4. There shall be no attempt to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future tax code, or (b) by a corporation, contributions to which are deductible under section 107 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

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Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for payment of all liabilities of the corporation, dispose of all assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized exclusively for charitable or educational purposes with the meaning of section 501 (c) (3) of the Internal revenue Code, or the corresponding section of any future federal tax code, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by a court of component jurisdiction of the county of its principal office, exclusively for such purposes or to such organization or public body, as said court shall determine which are organized and operated exclusively for such purposes.

ARTICLE XIII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Concept Schools, Inc. an education Corporation duly organized and existing under the laws of the State of Illinois; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: 12/21/2003

1.M. CODE OF ETHICS

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Boards general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

8. Trustees, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Trustees.

9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

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Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign

Attachment -16

Concept Business Plan (Draft)



Strategic Plan(DRAFT)

March 26, 2010

2010-2015

Concept Schools is a Chicago-based, not-for-profit charter school management organization with 19 charter schools in the Midwest states. Concept Schools' focus is to create and operate charter schools that provide educationally underserved students with the knowledge, skill and character to succeed in college, the workplace, and life—with special emphasis to enter college degree programs and careers in science, technology, engineering, and math (STEM) fields.



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Overview

Concept Schools is a Chicago-based, not-for-profit charter school management organization. Concept Schools' focus is to create and operate charter schools that provide educationally underserved students with the knowledge, skill and character to succeed in college, the workplace, and life—with emphasis to enter college degree programs and careers in science, technology, engineering, and math (STEM) fields.

Over the past 10 years, Concept Schools has created and currently manages 19 charter schools in Ohio, Indiana, Illinois, and Michigan with 6 more schools approved to open for school year 2010-2011. All schools are located in urban areas and serve over 5,000 underprivileged elementary, middle, and high school students in Cleveland, Columbus, Dayton, Cincinnati, and Toledo in Ohio, Indianapolis, Chicago, and Hazel Park in Michigan.

Concept Schools have achieved 100% college acceptance rates of its graduating students. Its schools serve students where 60% to 90% come from economically disadvantaged families. 80% of Concept Schools' graduates are the first within their families to attend college.

Concept Schools have been recognized for delivering significant success in performance and quality:

- Horizon Science Academy Cleveland High School is designated as a 2009 National Blue Ribbon School by U.S. Secretary of Education.
- Horizon Science Academy Columbus High, Horizon Science Academy Toledo, and Horizon Science Academy Cleveland High have been recognized as Schools of Promise for the 2008-2009 school year.
- Noble Academy Cleveland, Horizon Science Academy Toledo, and Horizon Science Academy Columbus High are designated as Excellent Schools by Ohio Department of Education.
- Horizon Science Academy Cleveland High School was awarded National Title I Distinguished School Award for Closing the Achievement Gap.
- Chicago Math and Science Academy made the Illinois State Board of Education's (ISBE) 2008 Illinois Honor Roll
- All but one Concept School made Adequate Yearly Progress (AYP)

The goals of this strategic plan are to accomplish the following:

1. Design and deploy the next generation of Concept Schools' model (version 2.0) that will generate even higher rates of student achievement and consistency in performance across all school sites.
2. Implement the next generation replication system that will enable Concept Schools to open 33 new schools in the Midwest states over the next five to seven years serving a total of 20,000 students with fidelity and quality.



3. Implement the next generation support system for existing school sites that will enable them to thrive and deliver consistent high levels of performance and quality.

Current Schools

Concept Schools currently manages and operates the following schools:

#	School (Grades)	Metro	Student Pop- Current	Student Pop. @ Capacity	Yr Est	Current Grades Served	Performance
1	Chicago Math and Science Academy (CMSA)	Chicago, IL	590	590	04	6-12	Fully recognized
2	Horizon Science Academy – Cincinnati	Cincinnati, OH	350	600	05	K-12	Continuous Imp.
3	Horizon Science Academy - Cleveland High School	Cleveland, OH	436	525	99	9-12	Effective
4	Horizon Science Academy - Cleveland Middle School	Cleveland, OH	148	150	05	6-8	Continuous Imp.
5	Horizon Science Academy - Cleveland Elementary School	Cleveland, OH	143	145	08	K-5	Continuous Imp.
6	Horizon Science Academy - Columbus High School	Columbus, OH	360	600	99	9-12	Excellent
7	Horizon Science Academy - Columbus Middle School	Columbus, OH	280	450	07	6-8	Effective
8	Horizon Science Academy - Columbus Elementary School	Columbus, OH	298	350	08	K-5	Continuous Imp.
9	Horizon Science Academy - Dayton Elementary School	Dayton, OH	190	250	05	K-6	Continuous Imp.
10	Horizon Science Academy - Dayton High School	Dayton, OH	246	535	09	7-12	New
11	Horizon Science Academy - Denison Middle School	Cleveland, OH	320	340	05	K-8	Continuous Imp.
12	Horizon Science Academy - Denison Elementary School	Cleveland, OH	127	250	08	K-5	Not Rated
13	Horizon Science Academy – Lorain	Cleveland, OH	129	725	09	K-5	New
14	Horizon Science Academy – Springfield	Toledo, OH	217	350	05	4-8	Continuous Imp.
15	Horizon Science Academy – Toledo	Toledo, OH	255	650	04	9-12	Excellent
16	Indiana Math and Science Academy (IMSA)	Indianapolis, IN	432	500	07	K-10	Exemplary
17	Michigan Math and Science Academy (MMSA)	Detroit, MI	118	225	09	5-8	New
18	Noble Academy - Cleveland	Cleveland, OH	223	275	06	K-8	Excellent
19	Noble Academy – Columbus	Columbus, OH	159	225	06	K-8	Effective
	Total		5021	7735			

Concept Schools High Expectations and Standards

Concept Schools has high expectations and standards for all its students attending its schools. Concept Schools works with each school site to ensure progress toward achieving these expectations and standards:

1. **Student Population Served.** Concept Schools generally serves underserved neighborhoods that do not have enough high quality education options. Concept Schools’ student population demographics closely reflect that of their local neighborhood.
2. **Powerful Culture and Engagement.** Students who attend Concept schools show a high level of engagement and understanding of purpose in their learning. Concept schools create an environment that deliberately develops and encourages a culture that engages students. Teachers and staff members of Concept schools demonstrate a high level of engagement and commitment to students, each other, and to the Concept Schools’ model.

3. **Academic Success.** 100% of students who attend a Concept school for 3 years or more are grade-level proficient in reading and math according to state standards. The school's overall performance is in top 10+ percentile range or better compared to the state average.
4. **Post Secondary Success.** 100% of high school students who attend a Concept school for 3 years or more are accepted to 4-year colleges and at least 90% will receive a 4-year college degree. 70% of Concept Schools' high school students enter a STEM related degree program. 10% of high school graduates eventually work for Concept Schools as teachers and/or administrators.
5. **21st Century Skills Preparedness.** 100% of students who attend a Concept school for 3 years or more demonstrate proficiency in 21st Century Skills.
6. **Student, Employee, and Community Satisfaction.** All Concept schools enjoy significant teacher and student satisfaction as demonstrated by a 90%+ retention rate and a student enrollment waiting list that is 20% greater than the seats available.
7. **Contribution to Health of Community.** Each Concept school can evidence their contribution to their local community's economic health by the number of workforce-ready skilled graduates produced and the reduction in high school and college dropouts.
8. **Safe and Sound Environment.** The Concept Schools and its school sites are financially solvent, meet budgets, meet all regulatory compliance requirements, operate in an organized manner, and maintain a safe and clean environment for students and staff.

Concept Schools History

The idea of a college prep charter school model focused on math, science, and technology was developed by two Turkish educators ten years ago in Ohio. Taner Ertekin, an educator and entrepreneur who had started schools in Thailand and Japan, was visiting United States to recruit American teachers for the schools he had started in these countries. The charter school concept was introduced to Taner by his long time friend, Ehat Ercanli, a computer technology professor at Case Western University.

The state of Ohio had just recently passed their charter school law enabling charter schools to exist in the state. Taner Ertekin realized the opportunity for making a difference in education through charter schools.

Taner and Ehat put together a team of scientists, business leaders, and educators, including Sedat Duman and Salim Ucan who are now the President/CEO and the Vice President of Concept Schools respectively. They developed the program and wrote their proposal upon extensive research of the American education system, visiting many schools, and then consolidating best practices from the Turkish education system and the American education system.

Dr. Ercanli also invited scientists who were studying at the local universities to the charter school project. Some of these scientists ended up teaching in the original school once the school was opened instead of working for corporations or continuing their researches at the universities. Involvement of these scientists in the school made a huge difference in the lives of many students.



Taner's and Ehat's proposal was liked by the Ohio state board of education and was approved immediately. They had submitted one proposal to open a charter school in Cleveland. However, the State of Ohio officials were so impressed by the proposal and the school model that they asked for Taner and Ehat to open one more school in Columbus, Ohio that year in 1999.

Bob Wedl, one of the former state officials who drafted the first ever charter school law in Minnesota would speak at an event years later and explain the success behind Concept Schools as "these [Concept Schools] guys have been successful because they came from another country with no preconceived notions about our urban kids. Therefore, they had no concept of low expectations from them as many educators and schools in America do. They rejected the idea of only certain students could be successful and believed in their students that they ALL can be successful. That belief system made a huge difference..."

The model that Taner and Ehat developed expected excellence from all of their students not just from the ones with strong academic backgrounds. Their model supported the students who needed additional help through after-school, Saturday classes, summer and winter programs and their students progressed profoundly.

For five years they operated only two schools. These two schools established a good reputation of being effective learning environments through their state test scores, attendance rates, and graduation and college acceptance rates in such a short time. That is when sponsors approached Taner Ertekin with the idea of replicating the model and reaching out to greater numbers of students and parents in Ohio and Concept Schools began to replicate and grow. In 2002, he founded Concept Schools as the management organization.

Concept Schools has grown to manage 19 charter schools in four different states, Ohio, Illinois, Indiana, and Michigan in ten years with six new schools approved to open for school year 2010-2011.

School Design

The overarching philosophy of the design is the belief that "intelligence is not an innate ability and achievement is the outcome of effort, which is driven by motivation, not ability". Therefore, academics will be engulfed in rich and meaningful auxiliary programs to motivate students and foster a thirst for learning. Concept Schools operates schools in grades K-5, 5-8, 6-12, and K-12 formats.

The pillars of Concept Schools' design are:

Personalized approach – Each student will have daily individualized support for achieving milestones toward their own goals and their school's goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social

supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy & Quint, 2006). Other forms of social support increase students' access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).

Continuous relationships – Effective small schools are designed to nurture relationships with students. Concept Schools has an advisory system. Each teacher is assigned a small group of students to advise, mentor, and to help with academic, social, and emotional needs. Teachers organize additional events with their group of students outside the school in order to build sustainable and healthy relationships. Advisors conduct home visits to build a relationship with the student's parents. Advisors are the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

High standards – Concept Schools clearly define the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges. Higher standards and expectations are also reflected through grade-promotion standards, school-wide discipline policies, and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in some cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.

Post-Secondary Success - High school graduation and acceptance into college is not enough for student success. In this country, too many students who make it into college drop out within the first few years and are unable to graduate with a degree and establish good careers. The Concept Schools' model helps students achieve post-secondary success by providing them the academic, organization skills, and study skills that are essential for the college and university experience. Additionally, Concept Schools will make it easier for students to attend and succeed in college by helping them obtain scholarships as well providing counseling help and even job placement as needed during and after college. Concept Schools' alumni who successfully obtain college and universities degrees and enter Science, Technology, Engineering, and Math careers or who become teachers and leaders of Concept Schools will add to the success, reputation, and community support of Concept Schools.

Performance-based assessments - Carefully designed Concept Schools interim assessments will make it possible for teachers to effectively focus instruction and appropriately place students in accelerated programs and/or support services. With frequent and systematic analysis of assessment results, there will be a "laser-like focus" on the skills to be taught so that the students' time is used effectively.

Adaptive pedagogy – Teachers use multiple instructional strategies to adapt teaching to students’ backgrounds, talents, interests, and the nature of their past performance. Concept Schools believes in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher can customize their teaching materials according to the needs of their particular group of students. Teachers at Concept Schools use a combination of direct teaching, problem-based learning, project-based learning, and collaborative learning. Students are taught how to study, how to approach academic tasks, and how to evaluate their own and others’ work. By carefully scaffolding tasks, teachers work students through a step-by-step process resulting in a finished product.

Multi-cultural teaching – By exposing students to a rich diversity of American and international cultures, Concept Schools promote respect for diversity and create a context in which teachers’ and students’ experiences can be understood, appreciated, and connected to the curriculum. Concept Schools organizes local, national and even international trips for students, parents, and staff members. Students are able to participate in Concept Schools’ summer cultural exchange programs. Through this program, students are able to go to another culture and live with a host family for three weeks, thus getting comprehensive exposure to another culture. The impact of such programs on urban students is invaluable--considering the fact that most of them have never left their city, state, or country.

Knowledgeable and skilled teachers – Concept Schools recruit highly qualified math and science teachers that are among the brightest and most talented in their field. Many have advanced degrees and each understands the multifaceted needs of different types of learners. Their demonstrated technological skills will be infused into their curriculum. A comprehensive selection process of our staff members allows us to find teachers who are committed to urban education and who are willing to go beyond the call of duty in order to meet the needs of our students. The staff selection process requires demonstration lessons, classroom visits, online screening tests, comprehensive interview, and review of transcripts, referrals, and reference checks. Since finding high quality math and science teachers has been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas.

Collaborative planning and professional development – Because so much is expected of the teachers, professional development and collaborative planning play a critical role Concept Schools’ success. The Summer Institute and professional development days during the year provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies.

Family and community connections – Students, parents, teachers, and staff are all part of a school culture that fosters strong communication between the school and families. Everyone will be asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The schools host community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators share responsibility for student learning and will rely on each other to contribute to the learning process. High-quality interactions among educators and families can build trust, increase adult support for learning, and improve student performance (Adams & Christenson, 2000, Perna & Titus, 2005). Parents and teachers are expected to



participate in extracurricular activities, science fair projects, Olympiad competitions, national trips, overseas summer programs, Saturday SAT and ACT educational camps, and other school activities. Through community partnerships, students participate in internships, providing them with applied opportunities to pursue research and gain technical experience.

Democratic decision-making – Day-to-day decision making is made as close to the classroom as possible. Teachers share responsibility for groups of students and adapt their teaching strategies to meet student needs. Students are encouraged to attend parent-teacher conferences. Both parents and students have the opportunity to serve on school committees and plan school events. Parents and teachers have the opportunity to participate in professional development to enhance their ability to contribute to student success.

Authentic curriculum – Students are engaged in active learning set in a real-world context that requires higher-order thinking. This higher-order thinking includes creativity, innovation, critical thinking, problem solving, as well as other 21st century life and career skills such as effective communication, collaboration, and project management.

Concept Schools Central Office Support Services

The Concept Schools organization charges each school a fee of 12% of per pupil funding for comprehensive management of the school. In some states, such as Illinois, the principal and the business manager are employees of Concept Schools and the 12% fee includes their salaries and payroll liabilities. In addition to providing the principal and the business manager, the services of Concept Schools' central office to the schools could be summarized as the following:

Start-Up Services: Concept Schools provides communication with sponsors and authorizers, develops proposals, conducts facility searches and market analysis, and provides financial support to the local school site board when start-up grants are not available. If the school receives federal or state charter school planning grant, Concept Schools charges a mutually agreed upon fee for these start-up services.

Human Resources: Concept Schools provides support to schools to recruit highly qualified teachers and administrators from national and international pools and provides schools with the necessary handbooks, policies, and forms. Concept Schools provides the school leader and business managers as part of the management services.

Curriculum and School Design: Concept Schools provides schools with curriculum that is aligned to state standards. Concept Schools also determines the organizational structure that is best suited for the vision and mission of the school.

Student Information System: Concept Schools provides and maintains a common student information system for all its school sites. This system provides data tracking, performance reports, grade keeping



and online access to parents and students. Training on the student information system for the staff is provided.

Assessment: Concept Schools helps schools monitor student learning through interim assessments that are developed and analyzed at Concept Schools' national office. Such interim assessments mirror the state standardized tests and aligns to the school's curriculum. Analyses of scores are available to teachers, students, and parents online with a very quick turnaround. Teacher use this data to guide their on-going and continuous instruction. Training of staff on how to use the formative assessment and the data to guide instruction is also provided.

Marketing: Concept Schools provides schools with marketing materials to recruit students and teachers. These materials include brochures, flyers, newsletters, and posters. Concept Schools also provides web site templates to its schools. Printing and distribution of marketing materials is conducted by local school sites. For example, individual schools pay for print and distribution of marketing materials and advertisements in local media for student and teacher recruitment and for expenses such as banners, yard signs, presentations, and other community outreach efforts.

Financial Services: Concept Schools provides schools with a business manager who handles budgeting, financial management, maintenance of internal controls, and reporting. The schools also benefit from the economies of scale through Concept Schools' purchasing services. Concept Schools also financially supports the schools when needed through loans and other means. In addition to such services from Concept Schools, individual schools retain an independent audit firm that audits the school's financials and compliance with laws and policies. The annual audit report that is developed by the independent audit firm is sent to the authorizer as required.

Extra-curricular activities: Concept Schools organizes annual events in which all schools participate. These events include basketball tournaments, spelling bees, writing competitions, science fairs, math competitions, and others. The summer cultural exchange program that Concept Schools organizes has been very popular since it began three years ago. Students travel to Turkey and stay with local families for three weeks and are exposed to a new culture through this program. Concept Schools' students enjoy this experience so much that many of them participate in the program more than once.

School Visits and Evaluations: Concept Schools regularly visits schools. Concept Schools' national and regional teams visit classrooms, meet with teacher and administrators, evaluate teachers and provide feedback to the schools for improvement. Occasionally, outside external educational experts also visit schools to evaluate performance and to provide feedback.

Professional Development: Concept Schools brings together key school site personnel including school principals, deans, college counselors, and department heads in monthly meetings where best practices are shared. Concept Schools provides staff with trainings on Concept Schools' model, expectations, standards, and educational philosophy.



School Site Model Fidelity, Governance, and Autonomy

Concept Schools believes that each school site should replicate the successful Concept Schools' education model with fidelity but not be identical clones of one another. Each school site should adapt to the needs of the local community where the school is located and be governed locally.

Concept Schools' non-negotiable model elements and principles that must be implemented consistently by all school sites include the following:

School Model- Non-Negotiable Elements

1. Schools must be focused on preparing 100% of students to be college-ready with 21st Century workforce and citizenship skills. 70% of students must enter Science, Technology, Engineering, and Math college degree programs.
2. 21st Century Skills¹ must include:
 - a. Learning and Innovation Skills – creativity/innovation, critical thinking/problem solving, and communication/collaboration.
 - b. Information, Media, and Technology Skills.
 - c. Life and Career Skills – flexibility/adaptability, initiative/self-direction, social/cross-cultural skills, productivity/accountability, and leadership/responsibility.
 - d. Interdisciplinary 21st Century Themes – global awareness, financial/economic/business/entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.
3. Schools must strive for and benchmark their performance against the eight elements of Concept Schools' High Expectations and Standards at least twice per year.
4. All students must participate in one or more extra-curricular activities a year with one activity being related to Science, Technology, Engineering, or Math.
5. All school teachers and principals must participate and use the Concept Schools' parent-teacher-student conference protocol.
6. Schools must use Concept Schools' Interim Assessments at least three times a year.
7. Schools with grades 9-12 must conduct college guidance counseling to all high school students using the Concept Schools' college guidance counseling protocol.
8. Schools must conduct one nationally recognized norm-referenced assessment per year (e.g. NWEA, Terra Nova, Stanford Achievement Test, and Iowa).
9. Schools must offer teachers and staff at least 2 days of professional development days during the school year beyond the mandatory professional development that is provided by Concept Schools.
10. Schools must conduct data-analysis meetings after receiving all formative and high-stake assessment results following the Concept Schools' protocol.
11. Schools must organize leadership teams, grade-level teams, and department team and conduct team meetings using the frequency and protocols prescribed by Concept Schools.

¹ Partnership for 21st Century Skills (<http://www.21stcenturyskills.org>)

12. Schools must individually conduct all-staff retreats at least once a year using Concept Schools' protocol.
13. All students will be visited at home by a school staff member or teacher a minimum of at least once per year using Concept Schools' protocol.
14. Schools must conduct monthly student assemblies using Concept Schools' student assembly protocol.
15. Schools must conduct an annual survey of parents, teachers, and students using the Concept Schools' survey instrument and protocol.
16. Schools must use the Concept Student Information System.
17. Schools must offer Concept international trips and student exchange programs to all students and staff members.
18. All schools' staff must participate in the Annual Concept Schools Conference, Regional Professional Development Days, and 5-day Teacher Institute. All new staff must participate in a 3-day orientation training prior to the 5-day Teacher Institute.
19. All schools must use a Concept Schools approved 360 degree process and protocol to evaluate all school teachers, staff, and leaders.
20. Schools must have meaningful partnerships with the community, businesses, colleges, and universities.
21. Schools must have a professional dress code for its students and faculty.

Governance/Leadership – Non-Negotiable Elements

1. Each school site must have an autonomous board of directors consisting of 5 to 9 odd number of board members with diverse expertise and experience base.
2. Board members must not have any conflicts of interests and have a good understanding of the Concept Schools' model and their role as board members. Concept Schools' employees, school employees, and parents do not serve on their own local school board as this would be a conflict of interest unless required by law.
3. Each school must have a parent advisory committee with at least 3 members.
4. School employee hiring must use the Concept Schools' hiring protocol that requires the process to be consensus-based with a 3 or greater odd-number panel.
5. School employee firing must use a human resource panel that must include legal counsel and the Concept Schools' regional superintendent.
6. All budgets and budget amendments must be submitted by the school principal to the school board for approval. The school principal has authority to execute the approved budget and spend money as authorized by the budget with the following condition:
 - a. All contracts must be reviewed and approved by legal counsel and contracts over \$10,000 must be approved by the school board.
7. Schools are required to have a minimum of the following financial controls in place:
 - a. All checks must be signed by two authorized signers.
 - b. Bank account reconciliation and any credit card reconciliation must be conducted by a person not authorized to sign checks.

- c. Each school site must have an independent third-party financial audit by a qualified auditor on an annual basis.
 - d. The person who receives shipments of goods from orders must be a different person than the person who placed the order.
8. Schools are required to have the following risk management controls in place:
- a. A safety committee of at least 3 members must convene monthly to review different aspects of risks and safety.
 - b. Schools must receive a valid certificate of insurance from all outside contractors that provide services to the school before services are rendered.
 - c. Schools must meet all local school insurance requirements with a minimum of \$15 million general liability, sexual abuse and molestation, \$5 million professional liability, and property coverage limits that mirror current value of property.
9. Schools must use the Concept Schools' performance dashboard. They are free to add to the standard performance dashboard with elements of their own.

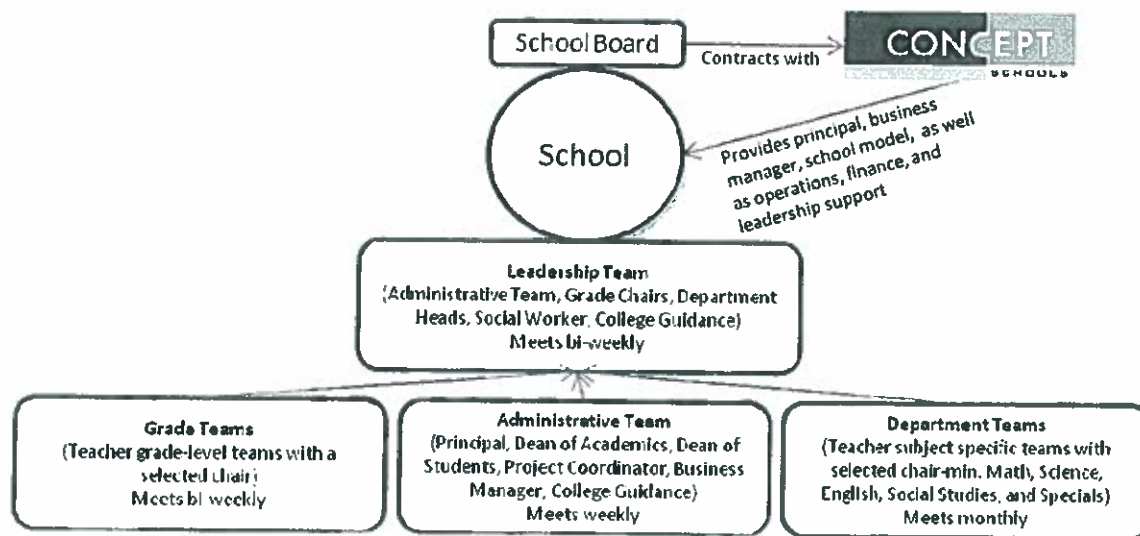
Local School Site Autonomy

The local school principal, with the authority of the local school board, has full autonomy and authority to operate, solve problems, and innovate at their school within the boundaries of regulatory mandates, legal requirements, and Concept Schools' model/governance non-negotiable requirements.

Under this premise, the local school principal, school board, and faculty may ask Concept Schools for advice and guidance but other than the boundaries specified above, they are free to take or leave the advice and guidance.

Likewise, the school board and principal are encouraged to evaluate the quality of support provided by Concept Schools. If the quality of support is found unsatisfactory and unfixable, they can opt to find support elsewhere upon contract renewal or earlier, if grievous. Concept Schools is committed to provide high quality and responsive support to its schools and is committed to continuous improvement. It is Concept Schools' goal that all performance issues get resolved in a timely manner so schools will not need to find other solutions.

School Site Governance and Leadership Structure



Each Concept school site is governed by an independent local charter school board. The school board is responsible for ensuring that the school is successful, healthy, and meeting the obligations of its charter. It is also responsible for:

- hiring, evaluating the performance, and firing the school principal;
- setting and monitoring performance goals and expectations
- making sure adequate resources are available for the school and making sure these resources are managed effectively;
- ensuring the school is accountable and fulfills all legal and ethical obligations;
- making sure the schools strategic plans are developed and carried out effectively; and
- enhancing the school's public standing and reputation.

There are four distinct types of teams with overlapping members that operate the school and make decisions within the boundaries of the Concept Schools' model, school strategic plan, charter agreement, and legal/ethical requirements. These teams are:

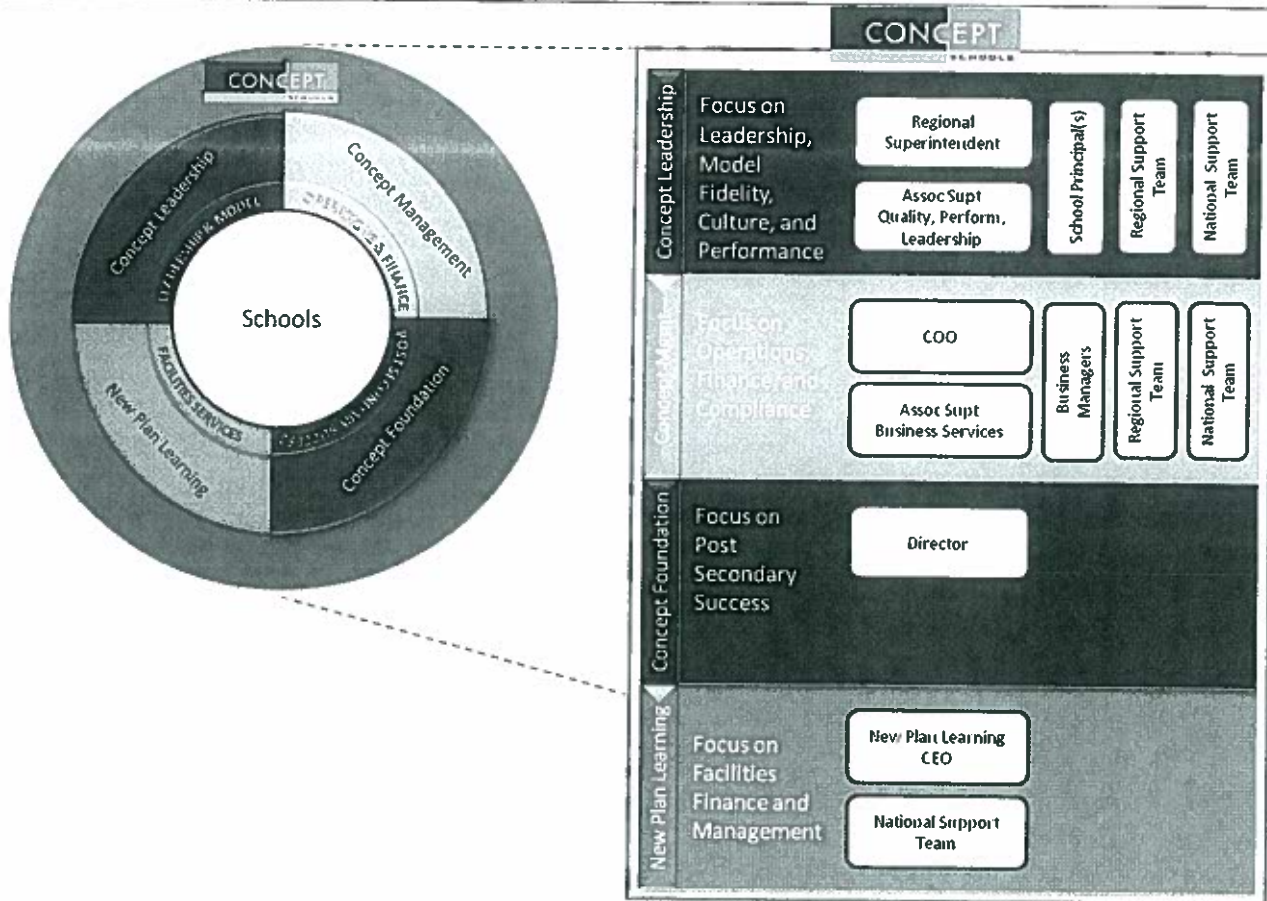
- **Leadership Team** -- comprised of members of the Administrative team plus Grade Chairs, Department Heads, the College Guidance Counselor, Specials Team Leaders, and the school's Social Worker. This team convenes bi-weekly to evaluate overall school performance and culture, identify major performance issues and gaps, coordinate initiatives between departments and grades, and develop plans of action.
- **Grade Level Teams** -- comprised of all teachers within a grade level with a selected chair person. These teams convene bi-weekly to review student performance, create intervention plans, and to coordinate and develop integrated projects and curriculum.
- **Department Teams** -- comprised of all teachers within a subject area with a selected chair person. At a minimum, there are Math, Science, Social Studies, English, and special subject

teams. These teams convene monthly to develop subject teaching strategies and review student performance.

- **Administrative Team** -- comprised of the Principal, Business Manager, Dean of Students, Project Coordinators, and College Guidance Counselor. This team meets monthly to review the school's operational, financial compliance, safety, and student discipline performance. They create action plans and form work teams to tackle any performance gaps.

Each team uses specific Concept Schools' meeting protocols to guide the discussions and create an environment that promotes effective collaboration and ownership.

School Site Support Structure



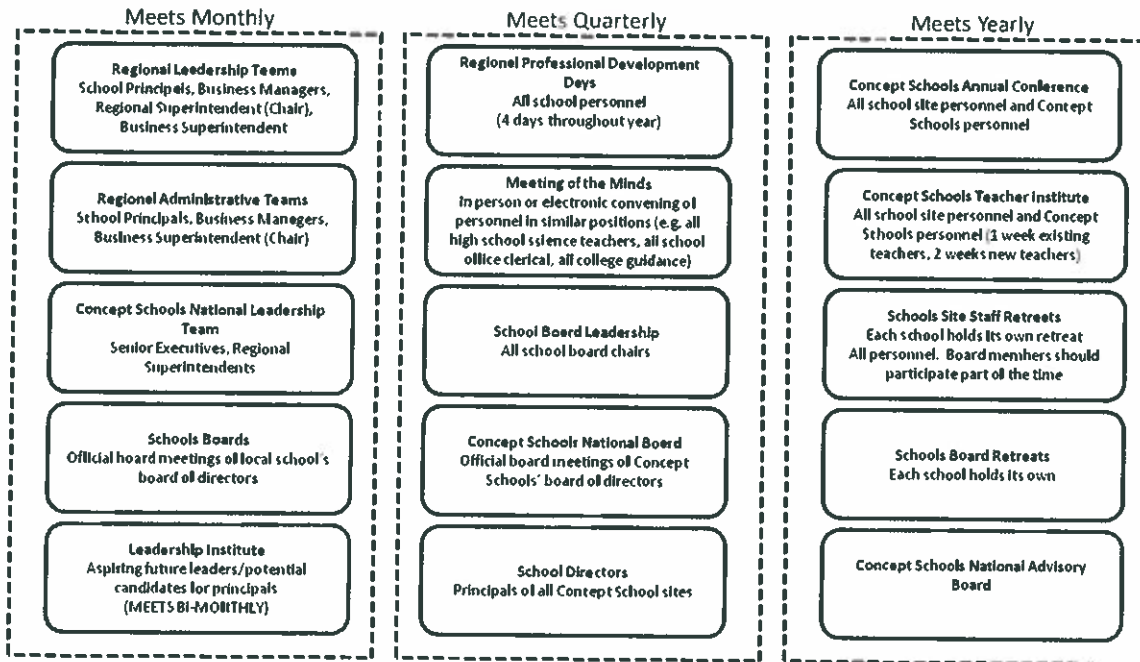
Concept Schools supports the local school site through a management contract with the local school's board of directors. This support is delivered in a coordinated fashion through four distinct teams:

1. **Concept Leadership Team** -- focused on leadership, model implementation fidelity, fidelity of school culture, and performance evaluation. The Concept Leadership Team is also responsible for identification, cultivation and chartering of new school sites including the recruitment of the new principal.

2. **Concept Management Team** -- focused on providing business services support for school operations, compliance, reporting, logistics, finance, accounting, human resource, marketing, technology, and procurement. The Concept Management Team is also responsible for the setup and launch of new school sites including the recruitment of the business managers and the recruiting of students to the new school site.
3. **New Plan Learning** -- a sister non-profit company of Concept Schools that focuses on facilities finance and management. They handle the acquisition, financing, construction, and major maintenance of school facilities. The CEO of New Plan Learning interacts and coordinates with the other Concept School teams along with the school site principal and business manager for delivery of new school sites or modifications to existing sites.
4. **Concept Foundation** -- will be created to raise money to support graduates going to college in scholarship and with other services such as guidance, regular contacts, alumni events, and job placement when they graduate. Since Concept Schools' success measure is for students to successfully complete post-secondary education and for students to enter science, technology, engineering, and math careers, it is important that Concept Schools provides some level of support during the student's post-secondary experience. Initial financial support for the foundation may come from individual school sites. The foundation will raise additional funds to build capacity to provide more scholarships and conduct more extensive post-secondary support programs.

Culture, Leadership, and Teaching Support

In addition to the standard school site teams, Concept Schools provides leadership and teaching support through professional development and facilitation of learning communities at the national and regional, and school site level.



Operational Support

Concept Schools coordinates the school site's operational and back office support needs through the school business manager and the Regional Associate Superintendent of Business Services. The Regional Associate Superintendent of Business Services oversees all the business managers and is responsible to ensure that the schools' needs are met in a high quality and responsive fashion.

Accountability

Concept Schools maintains high accountability standards for all its people and schools. Concept Schools' goal is to create and operate the top performing schools in the country. This standard is above and beyond what is required by law. The following is an accountability matrix reflecting who is accountable for what results:

Who	Accountable for	Monitored by
School Board	<ul style="list-style-type: none"> Maintaining a solid strategic plan and budget that supports the school's goals. Overall health and performance of school—especially with student success goals. Employing an effective principal that meets goals. Maintaining a well informed board and with good governance practices. Meeting all regulatory and legal requirements as well as ethical standards. 	<ul style="list-style-type: none"> Concept Schools Regional Superintendent Charter Authorizer
School Principal	<ul style="list-style-type: none"> Carrying out the strategic plan and following the budget. Implementing a strong school culture that is results oriented, practices continuous improvement, and is student focused. 	<ul style="list-style-type: none"> School Board Concept Schools Regional

	<ul style="list-style-type: none"> • Maintaining effective school personnel. • Delivering a school environment that is healthy and meets performance goals especially with student success goals. • Meeting all regulatory and legal requirements as well as ethical standards. • Meeting Concept Schools' model requirements. 	Superintendent
School Business Manager	<ul style="list-style-type: none"> • Operational effectiveness and efficiency. • Ensuring the school, especially teachers get the resources they need to meet their goals. • Maintaining accurate financial statements and records. • Meeting and delivering on all regulatory and legal requirements as well as ethical standards. • Making sure all risk management and financial controls are effectively implemented. • Making sure all required reporting deadlines are met. • Meeting Concept Schools' model requirements for operations. 	<ul style="list-style-type: none"> • Principal • Business Superintendent • School Board
Department Heads	<ul style="list-style-type: none"> • Performance of all students within their department's subject area. • Coordinating instruction between grade levels within their subject area. • Maintaining the right personnel and skill levels. • Meeting Concept Schools' model requirements. 	<ul style="list-style-type: none"> • School principal
Grade Level Chairs	<ul style="list-style-type: none"> • Performance of all students within the grade level. • Coordinating instruction between subject areas within the grade level. • Maintaining the right personnel and skill levels. • Meeting Concept Schools' model requirements. 	<ul style="list-style-type: none"> • School principal
Teachers	<ul style="list-style-type: none"> • Performance of all of their students. • Coordinating between other grade levels and between subject areas. • Maintaining a high performance attitude and level of aptitude. • Meeting Concept Schools' model requirements. 	<ul style="list-style-type: none"> • Department Heads • Grade Level Chairs • School Principal
College Guidance Counselor	<ul style="list-style-type: none"> • Motivate students and ensure students apply and are accepted into college. • Develop specific plans for each student so they meet the necessary requirements to compete and gain entry into top colleges. • Thorough understanding of requirements and how to compete to gain entry into the top college choices. 	<ul style="list-style-type: none"> • School Principal
Dean of Academics	<ul style="list-style-type: none"> • Ensure academic programs meet all required state and federal education standards and assessments. • Coordination between department heads and grade level chairs for consistent implementation of academic program and school culture. • Meeting Concept Schools' model requirements in academics and school culture. • Coaching and training of teachers in helping them implement the academic program and school culture more effectively. 	<ul style="list-style-type: none"> • School Principal
Dean of Students	<ul style="list-style-type: none"> • Effective student recruitment that complies with the law, reflects diversity of the community, and creates demand that results in a healthy waiting list. • Ensuring consistent healthy school culture that meets Concept Schools' model requirements. • Development and implementation of effective and consistent student discipline that meets Concept Schools' model requirements. • Creating effective student schedules that help them achieve performance 	<ul style="list-style-type: none"> • School Principal

	<ul style="list-style-type: none"> and college-readiness on-time. Coaching of school staff and teachers in helping them implement school culture, schedules, and discipline policies more effectively and consistently. Managing escalated student discipline issues. 	
Regional Superintendent	<ul style="list-style-type: none"> Attainment of high performance by all schools within their region. Delivery of high quality leadership and culture coaching. Performance level monitoring of all schools using Concept Schools' metrics and metrics required by the authorizer/state. Understanding performance gaps within schools and ensuring school leaders have action plans to address those gaps. 	<ul style="list-style-type: none"> Concept Schools Chief Academic Officer CEO
COO	<ul style="list-style-type: none"> Effective, timely, and quality delivery of school support services. Meeting Concept Schools' model requirements for operations. Understanding performance gaps around operations within schools and ensuring school leaders and business managers have action plans to address those gaps. 	<ul style="list-style-type: none"> Concept Schools CEO
Regional Associate Superintendent of Business Services	<ul style="list-style-type: none"> Effective, timely, and quality delivery of school support services within their region. Meeting Concept Schools' model requirements for operations. Understanding performance gaps around operations of schools within their region and ensuring school leaders and business managers have action plans to address those gaps. 	<ul style="list-style-type: none"> Regional Superintendent COO
Regional Associate Superintendent of Quality, Performance, and Leadership	<ul style="list-style-type: none"> Attainment of high performance by all schools within their region. Delivery of high quality leadership and culture coaching. Performance level monitoring of all schools using Concept Schools' metrics and metrics required by the authorizer/state. Understanding performance gaps within their schools and ensuring that school leaders have action plans to address those gaps. 	<ul style="list-style-type: none"> Regional Superintendent Chief Academic Officer

Growth Strategy

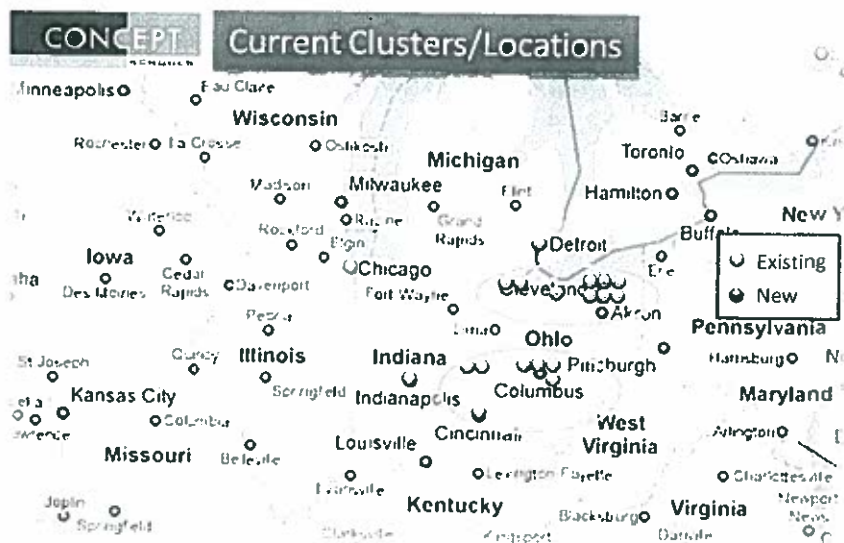
Over the past 10 years, Concept Schools has grown organically to 19 schools with a high concentration of schools in Ohio. Six additional schools are scheduled to open for the school year 2010-2011. The current locations developed in an opportunistic way and were based on where the Concept School founders had the strongest relationships with the community and authorizers. Today, Concept Schools has embarked on a more deliberate strategy to create additional growth while maintaining school quality and fidelity to the Concept Schools' model.

The attributes considered when selecting new school sites in this growth strategy are the following:

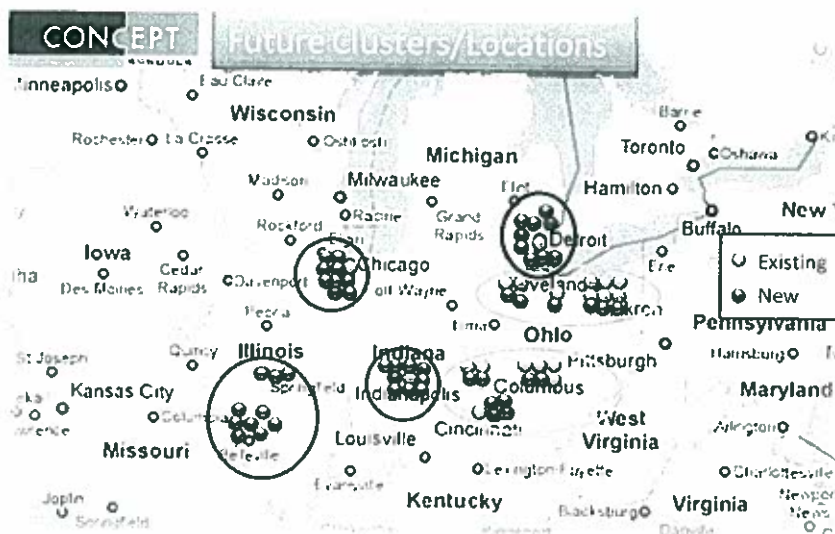
1. Concept Schools wants to have an impact and be the dominant player within Midwest states including Illinois, Indiana, Michigan, Missouri, and Ohio.
2. Focus on the larger urban areas that have significant needs for better education options.
3. Build clusters of schools around large urban areas to provide the right level of impact on the community, enabling students to start in a Concept School in kindergarten and to graduate

from a Concept School in high school, and to enable Concept Schools to regionalize its support more effectively.

4. The level of difficulty to launch a new charter school. (dimensions: logistical, financial, regulatory, and political)
5. Availability of principals and teachers to staff new and existing schools—preferably from other Concept Schools.
6. Financial – availability of startup capital and facilities funding as well as strong predictable level of per-pupil funding.
7. Internal capacity of Concept Schools to support additional schools.



Concept Schools currently operates two major clusters of schools—Northern Ohio and Southern Ohio. Each cluster has a regional superintendent who can provide support for up to 15 schools.





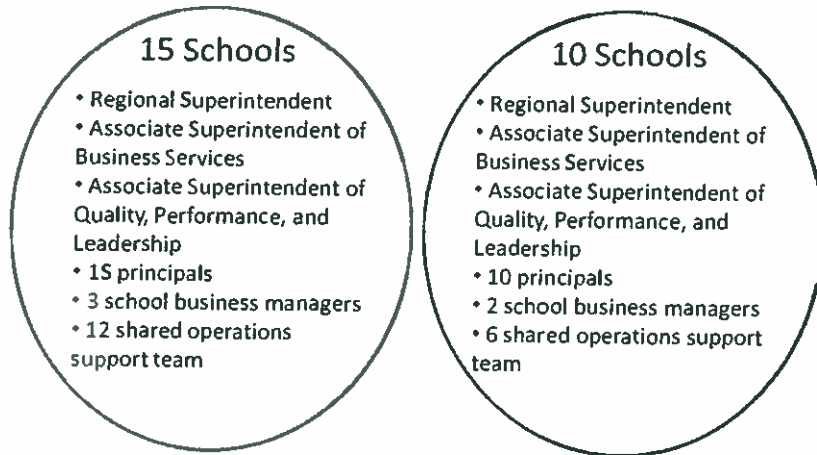
In the future, Concept Schools will (a), add more schools to each existing cluster--up to a total of 10-15 schools each and (b), create and build out four new clusters containing 10-15 schools in Chicago, Detroit, Indianapolis, and St. Louis—serving 20,000 students.

The following are potential new school locations with targeted start dates:

School #	School Type	Student Pop. @ Capacity	Approx Start +/- 1 yr	Metro Region	Cluster
20	K-12	650	2010	Peoria, IL	Illinois
21	K-12	650	2010	Indianapolis, IN	Indiana
22	K-12	650	2010	St. Louis, MO	Missouri
23	K-12	650	2010	Columbus, OH	South Ohio
24	K-12	650	2010	Youngstown, OH	North Ohio
25	K-12	650	2010	Toledo, OH	North Ohio
26	K-5	300	2011	Chicago, IL	Illinois
27	K-12	650	2011	Chicago, IL	Illinois
28	K-12	650	2011	Minneapolis, MN	Wisconsin
29	K-12	650	2011	Indianapolis, IN	Indiana
30	K-12	650	2011	Milwaukee, WI	Wisconsin
31	K-12	650	2011	Cleveland, OH	North Ohio
32	K-12	650	2012	Chicago, IL	Illinois
33	K-12	650	2012	Indianapolis, IN	Indiana
34	K-12	650	2012	Milwaukee, WI	Wisconsin
35	K-12	650	2012	St. Louis, MO	Missouri
36	K-12	650	2012	Detroit, MI	Michigan
37	K-12	650	2012	Rockford, IL	Illinois
38	K-12	650	2012	Cincinnati, OH	South Ohio
39	K-12	650	2013	Minneapolis, MN	Wisconsin
40	K-12	650	2013	Chicago, IL	Illinois
41	K-12	650	2013	Aurora, IL	Illinois
42	K-12	650	2013	Waukegan, IL	Illinois
43	K-12	650	2013	Indianapolis, IN	Indiana
44	K-12	650	2013	Kansas City, MO	Missouri
45	K-12	650	2013	Columbus, OH	South Ohio
46	K-12	650	2014	Chicago, IL	Illinois
47	K-12	650	2014	Fort Wayne, IN	Indiana
48	K-12	650	2014	St. Louis, MO	Missouri
49	K-12	650	2014	Springfield, IL	Illinois
50	K-12	650	2014	Detroit, MI	Michigan
51	K-12	650	2014	Madison, WI	Wisconsin
52	K-12	650	2014	Dayton, OH	South Ohio



Cluster Configuration



Each cluster of 10-15 schools enables Concept Schools to establish a regional office that provides leadership coaching and operational support to its schools. A cluster of 10 to 15 schools creates a financial break-even point that makes each regional office financially sustainable. In the case of a region where there is only one school or fewer than 10 schools, the region is supported by the closest

adjacent region that has excess capacity or supported through the central office in Chicago, Illinois.

Each Regional Superintendent is supported by an Associate Superintendent of Business Services and Associate Superintendent of Quality, Performance, and Leadership. Each cluster will require one fulltime business manager for every five to seven schools depending on how many new starts versus established schools are in the portfolio. In addition, each cluster will require approximately .5 to 1 fulltime equivalent support team members for every school in the cluster--also depending on growth rate of new schools in the cluster.

New School Cultivation

Concept Schools believes it is important that each of its schools is viewed by the local community as the local community's school. In other words, the local community (e.g. families, civic leaders, business community) wants the school, views the school as its own, and sees the school as a solution to improve education for their children. With this belief, Concept School conducts the following activities to cultivate demand for its schools:

- Build relationships with local community leaders and families and works to help them become aware and understand what a Concept school looks like and what it can do for the community and generate their support. "Concept Schools seeks to provide choice to urban families and communities that would otherwise not have access to high quality education options in math, science, technology, engineering, and math education."
- Understand the process and what support is needed to get a new charter school approved and develop a strategy to accomplish approval.
- Determine possible locations.
- Determine any unique financial characteristics including funding available and unique costs.
- Determine potential timing of a new school start.



New School Startup Process

Concept Schools new site development process generally requires one to two years to complete from cultivation, approval, to door opening. Each new Concept School must be developed in a manner that the school is able to be operationally sound and sustainable.

Concept Schools' Executive Board is vested with the authority to approve launching a new Concept School. The Concept Schools' Executive Board will vote to formally allow the launch and ongoing operation of a new Concept School only when each of the following guideposts being met:

1. **Identified Champion** -- A Champion who will lead the start up process.
2. **Reasonable Sponsor** -- A local school board and/or district, state board and/or department of education, university or college, municipal body, independent chartering board, or qualified non-profit organization that will authorize and oversee our charter
3. **Availability of Start-Up Grants** -- Philanthropic or state/federal new school start-up grants.
4. **Identification of Board Chair** -- An influential, well-respected individual in the community that will lead the development of a Founding Committee and transition it into the school board.
5. **Identification of Board Members** -- Establish a five to nine member board with diverse expertise to govern the school.
6. **Community Support** -- Evidence of strong community support. E.g. letters of support from community and corporate leaders and public officials.
7. **Operational Readiness** -- Key programmatic and personnel objectives are met to ensure operational readiness, including community outreach, staff recruitment, transportation, food services, and curriculum planning and development.



The following outlines the major tasks in the Concept Schools' startup process:

Action Item	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1 Board Chair and Founding Committee Identified															
2 Community Outreach															
3 Architects and General Contractors Selected *															
4 Obtain Facility Financing *															
5 Walton Family Foundation Start Up Grant Application															
6 Identification of Principal															
7 School Board Meets with Principal															
8 Principal on Board															
9 Complete Student Application Package															
10 Publish School Website															
11 Obtain Addresses															
12 Design Brochures															
13 Brochures Printed															
14 Brochures Mailed to the Community															
15 Advertisement (Media, billboard, etc)															
16 Office Space Secured and Utilized															
17 Secretary Hired															
18 Set Up Bank Accounts															
19 Set Up Accounting System															
20 Submit Application for tax Exemption															
21 Informational Meetings															
22 Approval of Policies and Procedures															
23 Teacher Recruitment															
24 Community Luncheon															
25 Approval of FY2011 Budget															
26 Policies Reviewed/Approved by the Board															
27 Administrative Positions Filled															
28 Student Application Deadline															
29 Obtain Building Permits															
30 Finalize the School Calendar															
31 Lottery															
32 Enrollment Package Sent to Accepted Students															
33 Enrollment Deadline															
34 Order Office Furniture															
35 Order Science Labs-materials/furniture															
36 Order Computer Labs- materials/furniture															
37 Order Textbooks															
38 Order School Uniforms															
39 Parent/Student Small Group Interviews															
40 Location for Teacher Institute Determined															
41 Teacher Institute															
42 Student Schedules are Done															
43 Identify Business Manager															
44 Maintenance/Cleaning Personnel Hired															
45 School Begins															
46 Food Services Identified															
47 Facility Updates/Make-up Work/New Construction															
48 Transportation services identified/completed															
49 FY 2011 Budget Revised															
50 Complete Background Checks on Personnel															
51 Parent Orientation Night															
52 Opening Ceremony															

* Concept Schools sister company, New Plan Learning has a history of acquiring and leasing facilities for new schools; thus, providing a list of investors for facility financing as well as architects and general contractors for construction of new sites.

Mission Critical 2010-2011 Initiatives

The following are mission critical initiatives to complete within the next 12 months:

#	Description	Resp.	Timeframe
1	Create new Concept Management teams for greater capacity and focus on providing business services to schools. This includes hiring a COO and Associate Superintendent of Business Services for each region. (See Operations Plan)	CEO	4-5 months
2	Regional superintendent to increase capacity and focus on leadership and coaching by adding an Associate Superintendent of Quality, Performance, and Leadership in each cluster. (See Governance and Leadership Plan)	CEO	4-5 months
3	CEO, VP, and Regional Superintendents to conduct more regional and state level advocacy efforts. (See Advocacy Plan)	CEO, VP, Regional Superintendents	Immediately
4	Create more transparency (bios of board meetings posted on web sites, public meeting agendas and minutes of actions) about Concept Schools' central office, regional office, and school site level governance. Build out expertise and diversity. (See Governance and Leadership Plan)	COO	4-5 months
5	Create teacher, principal, and business manager recruitment screening protocol. (See Human Capital Plan)	COO	4-5 months
6	Create organization culture protocols including meeting and learning community meeting protocols, reinforcement rituals, accountability/authority matrix, and performance dashboards. (See Human Capital Plan)	COO/CAO	3-4 months
7	Integrate engineering into academic programs. (See Academic Program Plan)	CAO	3-4 months
8	Create more integrated project learning. (See Academic Program Plan)	CAO	3-4 months
9	Define and document business operating system for school operations. (See Operational Plan)	COO	4-5 months
10	Finalize and disseminate Concept Schools' model non-negotiable and recommendation elements to all schools and review these elements with each school team to determine any fidelity gaps at their school sites. (Governance & Leadership Plan)	Regional Superintendent	2-3 months
11	Establish fund development function to raise capital for national and school site needs. This includes hiring a Director of Business Development and Philanthropy. (See Financial Plan/Funding Requirements and Business Development Plan)	VP	6 months
12	Build Concept Schools brand, reputation, and awareness. (See Business Development Plan)	VP	6 months
13	Ramp up cultivation efforts to target regions. (See Business Development Plan)	VP	12 months
14	Establish 501(c)3 status for Concept Schools. (See Operational Plan)	CFO	3 months
15	Implement Human Capital Management System. (See Human Capital Plan)	COO	4-5 months



Governance & Leadership Plan

Board Development

It is important that Concept Schools both at national level and at each individual school site have qualified board members with the right expertise and who are informed about their obligations and roles as board members.

Concept Schools will conduct an annual board expertise assessment to determine gaps and make recommendations for board recruitment and re-nomination. The following collective expertise is desired:

Concept Schools National Board of Directors	School Site Board of Directors
Finance	Academics
Academics	School Management
National Education Reform	Marketing
High Performance School Models	Finance
Organizational Scaling and Culture	Legal
Marketing	Operations
Public Relations and Communications	Fund Development
Advocacy	Non-Profit Management
Legal	Business Management
Fund Development	

Concept Schools will recommend staggered renewable terms for current board members ranging from one to three years. Concept Schools will also work toward building more racially and gender diverse boards.

Concept Schools will facilitate annual board retreats for its own board of directors as well as at each school site. At these board retreats, the following issues will be discussed:

1. Organizational performance compared to plan.
2. Strategic objectives, goals, and initiatives for the next year.
3. Review of charter obligations.
4. Review of board role.
5. Evaluation of board, board members, and principal.

Board Transparency

Concept Schools will post and update Concept School board member and advisory board member bios on the Concept Schools' web sites and post school board member bios and terms on each school's web site.

Each charter school board will conduct itself in the following manner:

- Comply with open meeting laws.
- Post all meeting agendas and minutes of board official actions on school web sites.

- Conduct an annual conflict of interest disclosure and have policy for resignation of board members that have or will have conflicts of interest.

Shift Role of Regional Superintendents

Currently, the Regional Superintendents report that the majority of their time is being spent providing support for their schools' operational issues. The majority of Regional Superintendent's time will be shifted to focus on providing leadership coaching and evaluation to school principals and school site leadership teams. The majority of their time together with a newly created position of Associate Superintendent of Quality, Performance, and Leadership will be spent performing the following activities:

- Monthly (minimum) school site visits and periodic attendance to school site team meetings and board meetings.
- Phone, email, and in-person support for principals.
- Evaluation of fidelity to the Concept School's model, evaluation of the strength and consistency of the school culture, and providing active feedback to the school principal.
- Providing feedback to school principal on school plans and initiatives.
- Facilitating regional meetings, annual meetings, and professional development.
- Participation in Concept Schools Leadership Team activities.
- Organizing and participating in local advocacy, communications and public relations initiatives.

Operational issues will be handled by a newly created position of Associate Superintendent of Business Services. They will coordinate delivery of business services to individual school sites with the support of regional and national business services teams. (See Operations Plan)

Ensure Fidelity of Model and Create Alignment

Each school site may have gaps in their fidelity to the 2.0 version of the Concept Schools' model. It is important to identify these gaps and prioritize them. Concept Schools will roll out the updated 2.0 school model in the following manner:

1. Get understanding of each element of the model and agreement by the Concept Schools' Leadership Team including Regional Superintendents.
2. Regional Superintendent will perform an internal assessment of each school site for gaps and rank the issue as:
 - a. Mission Critical – gaps that must be closed right away because it causes risk and is impacting performance.
 - b. Continuous Improvement – gaps that are somewhat impacting performance or risk levels and have a high likelihood of negative performance impact and risk in the near future.
 - c. Watch – gaps do not seem to be impacting performance or risk levels but could have some performance or risk impact in the future.
 - d. Innovation – school is doing something different that appears to be working to produce good results and/or to minimize risks.

3. Regional Superintendents will meet with each school leadership team to discuss the updated model and gaps areas.
4. Regional Superintendent will work with each school leadership team to get agreement to gaps and facilitate action planning to close mission critical and continuous improvement gaps.

Continual Improvement Culture

Concept Schools Leadership Team and each School Leadership Team should be “obsessed with failure” and be constantly looking for ways things can be improved. Each team will:

- Create a series of performance indicators that they will check on a specified routine basis that could be early-warning indicators of problems.
- Evaluate themselves against the Concept Schools’ model to measure the quality and fidelity of implementation.
- Set and benchmark against goals monthly.
- Discuss performance indicator results, achievement toward goals, and evaluation results at each of their team meetings.

Academic Program Plan

Build 21st Century Skills into Program

Concept Schools will implement a 21st Century Curriculum & Instruction which will create more opportunities for the students to

- learn 21st century skills (collaboration, team work, research, critical thinking, communication, presentations) in the context of core subjects and newly created block scheduled interdisciplinary courses
- provide opportunities for applying 21st century skills across content areas and for a competency - based approaches to learning
- enable innovative learning methods that integrate use of supportive technologies
- encourage the integration of community resources beyond school walls

Integrate Engineering

Engineering is part of every newly created school site. For existing school sites, engineering will be integrated into the schools’ program over a three year period.

Integrate Technology

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Concept Schools will make improvements on its curriculum to reflect these four key components.



Build on School Culture

Concept Schools will focus on establishing a culture that values and celebrates success, teaches shared values, sets high expectations, builds pride, and fosters a sense of community and belonging. The culture and climate of the school incorporates five essential attributes:

- **Focus on Student Achievement** - Concept Schools will have a laser-like focus on student achievement and work relentlessly to help students excel in the classroom, on standardized tests and other objective measures.
- **High Expectations** - Students, parents, teachers, and staff will create and reinforce a culture of achievement and support, through a range of both formal and informal rewards and consequences for academic performance and behavior.
- **Commitment** - Students and parents will select Concept Schools as a choice. Because of the lengthened school day and year and the high standards the curriculum will require, the commitment of parents, teachers, staff, and students will be critical for each student's success.
- **Determination** - Teachers will do what needs to be done to help students be successful but ultimately success rests on the determination of the student.
- **Involvement** - Successful schools require great student and parent/family involvement. Parents/families and teachers should expect to participate in helping students learn through projects, competitions, trips, educational camps, and other school-related activities.

Concept Schools will be founded on six core values: respect, responsibility, integrity, courage, curiosity and effort. Teachers and staff will be expected to model these core values in all behaviors inside and outside the classroom. These core values will provide students with the opportunity for self-improvement, individual growth, and character development. They will define the rules and behavioral expectations for students. Students will be expected to encourage their peers to adhere to these values and school authorities will manage student conduct according to these values.

Concept Schools' teachers will review the core values in homeroom every day. They will mentor, model, and guide the students on the values. Homeroom will begin with announcements from the school administration. Students will be asked to recite the Pledge of Allegiance and the Concept Schools pledge (below). Concept Schools pledge reads as follows:

"As a valuable member of Concept Schools' community, today I commit myself to growth, achievement, and success. I am respectful, responsible, courageous, curious, honest, and hardworking. I pledge to use the tools I have been given to realize my talents, fulfill my dreams, and attain my goals. I am on a quest to be the best."

Students, parents and staff will be recognized for their achievements. Student assemblies also will be used to build the culture in which Concept Schools' students will thrive and attain their goals. At assemblies, the student of the month will be recognized. Recognition also will highlight positive behavior, success in and out of school, and performance in specific areas. Staff members of Concept Schools will be actively involved in the assemblies to build a positive and strong relationship with the students. The assemblies also will integrate student accountability into activities.

Students, faculty, and staff will be encouraged to know everyone in the school and call them by name. Concept Schools will develop a tradition of the Long Walk in which members of the school community will attempt to identify each person at the school by first and last name.

All Concept Schools students will be required to wear uniforms as part of establishing the school culture. Students will wear branded school shirts with an option of khaki or navy blue pants. School shirts will be



available for sale from the school. Students scheduled to enroll in the school who cannot afford to purchase the school shirts will be able to request assistance.

As part of the culture, Concept Schools will have a closed campus. This will foster a stronger community on campus. A closed campus allows for greater supervision of students, keeping them focused on academics first and sending the message that community well being can be more important than individual choice. Middle school students will have a distinct environment separate from the high school students.

Discipline is a part of the school culture and climate. A challenging curriculum, dedicated teachers and proper materials are critical to learning but so is a safe and secure learning environment. The dean of students along with the principal will be responsible for maintaining discipline and safety at Concept Schools. Concept Schools will implement a school-wide discipline policy that reflects high standards and expectations. Staff will be trained on the school-wide discipline policy to ensure consistent, accurate, and fair application of the policy. The discipline policy will be communicated to all parents/families and students before the opening of school through small group presentations and training.

Concept Schools will focus on building a community where members feel comfortable with each other, support each other, and have a sense of belonging. Providing students with an environment that is socially and emotionally safe and supportive is critical to the success of the school. Therefore, Concept Schools will have an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

Human Capital Plan

The purpose of Concept Schools' Human Capital plan is to successfully recruit, develop, and retain highly qualified personnel for its schools. This plan will be executed by the Regional Superintendents with the support of the Chief Academic Officer. The human resource compliance function that compliments and supports the Human Capital Plan and will be the responsibility of the Regional Superintendent of Business Services with the support of the COO.

Filling the Pipeline with Candidates

It is Concept Schools' belief that the best school leaders and administrators will be developed from within—those who have worked within the Concept Schools' model and who demonstrate good leadership potential.

However, for new candidates, Concept Schools will continue recruiting highly qualified teachers and school leaders from within the U.S. as well as from other countries.

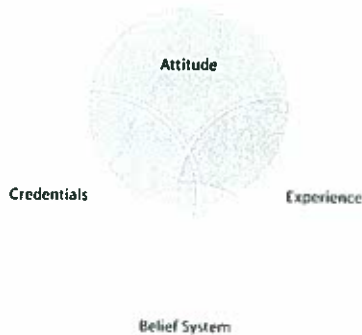
Teacher Recruitment Pipeline	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Number of New Schools		6	8	9	9	9
Number of 2 Yr Schools	5	5	3	5	9	12
Total Number of Schools	19	25	33	42	51	60
Avg # of School Teachers @ Capacity	30	30	30	30	30	30
Avg # of School Teachers @ New	10	10	10	10	10	10
Avg # of School Teachers @ 2nd Yr	20	20	20	20	20	20
Avg Teacher Turn Over Rate	18%	18%	18%	18%	18%	18%
Total Existing Teachers	520	520	680	820	1010	1280
Total Teacher Turn Over		-94	-123	-148	-182	-231
Number Recruited to be Administrators/Principals		-6	-8	-9	-9	-9
New Teachers-Growing/New Schools		160	140	190	270	330
Total Teachers Needed		260	271	347	461	570
Total Candidate Pool Needed		1300	1355	1735	2305	2850

The candidate pool will need to be 5 times the number of needed hires. Recruitment sources will include:

- Partnership with regional university and college schools of education.
- Regional job postings on education sites.
- Partnership and recruitment from foreign universities and colleges.

Concept Schools will work with school principals to formally identify teachers with high leadership potential and sponsor them to get their administrative credentials so they may run a school within the next 2 years. If each school can identify 3-4 candidates, this will be more than enough to create enough principals to satisfy Concept Schools' growth plans.

Screening for Right Team Members



Concept Schools will develop a series of screening tools and protocols. Effective screening looks at attitude, experience, credentials, and internal life belief system.

The attributes of successful Concept Schools' teachers will be studied to develop a series of questions that can identify high potential candidates. For example, under attitude, one may look for people that live their lives in a "do-whatever-it-takes" manner.

All potential candidates should take an online assessment to identify high potential candidates. High potential candidates are then screened by Concept Schools'



leadership teams by phone interviews and then in-person interviews. Finally, the school site leadership teams do the final interviewing of candidates to select their hires.

Professional Development

All new teachers go through a mandatory 3-day New Teacher’s Institute in addition to the annual 5-day Teacher’s Institute. All teachers are required to attend the annual 5-day Teacher’s Institute. In addition, each teacher is part of a number of grade level and subject level learning communities and possibly school site leadership teams.

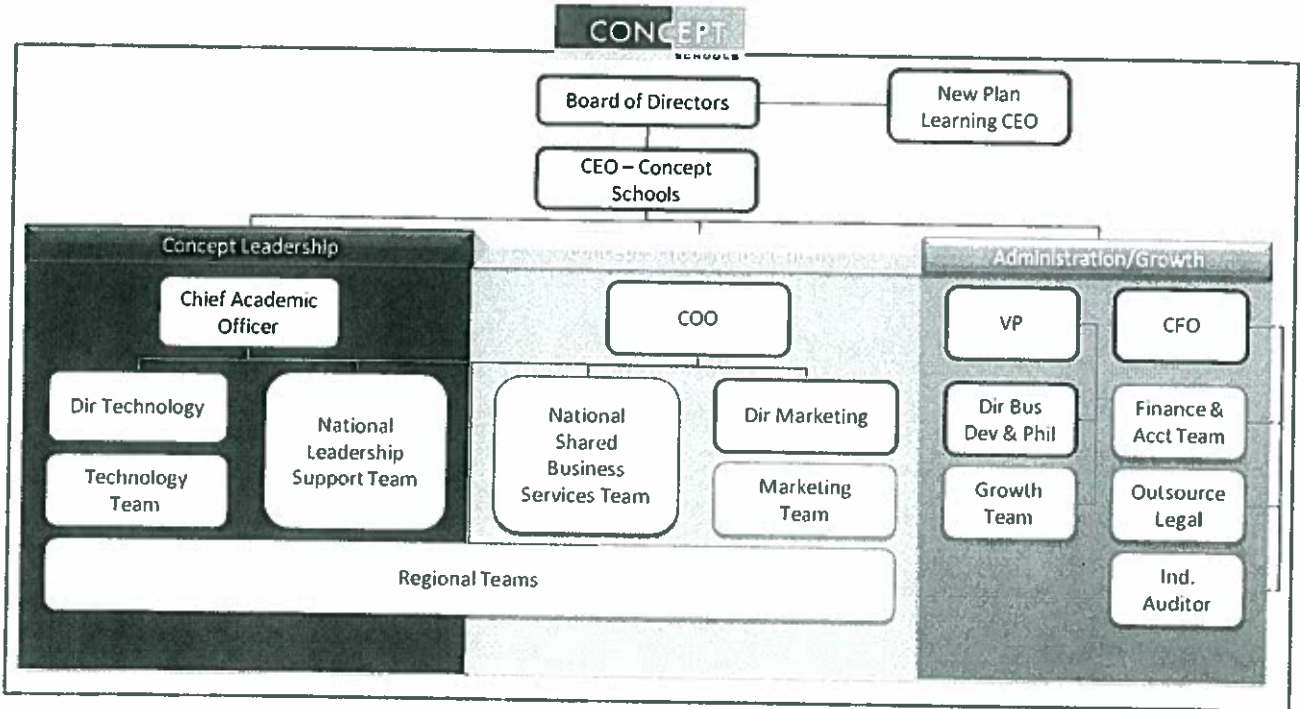
New school site principals first serve as assistant principals in another Concept School and are personally mentored by both the school Principal and the Regional Superintendent. The Regional Superintendent signs off on potential principal candidates to become principals.

Evaluating Performance

Each team member is evaluated yearly using a 360 degree evaluation process including a self evaluation. Based on the 360 degree evaluation, the each team member will develop an action plan to create professional growth and opportunity, close performance gaps, and to set performance goals for the next year.

Organization Chart

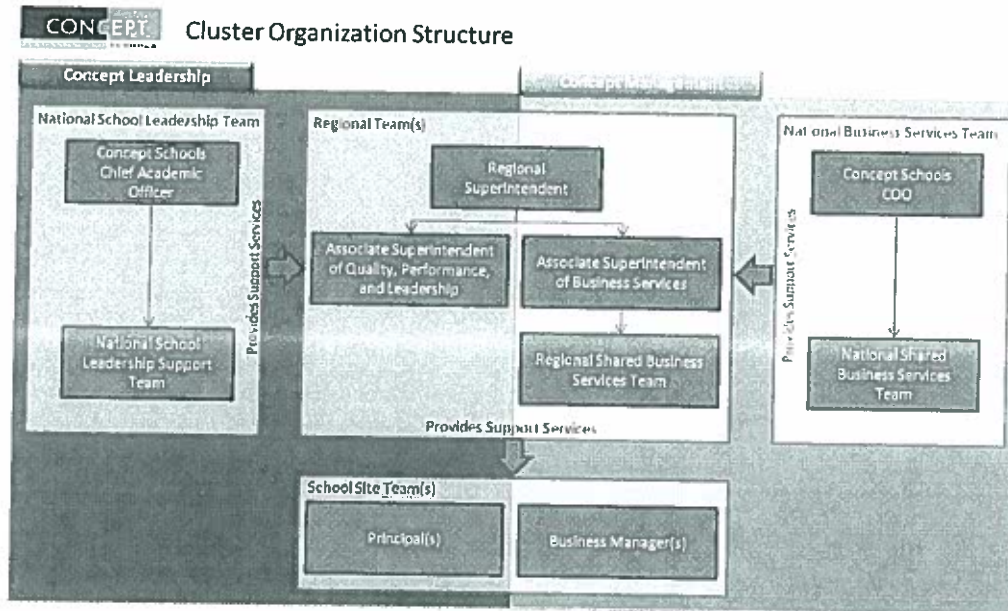
The following is Concept Schools’ current organization chart including the newly created COO and Director of Business Development and Philanthropy positions.



Operational Plan

Create National and Regional Support Teams

Concept Schools will create two new teams—a Concept Management Team headed by a Chief Operating Officer who will report directly to the CEO and a Concept Leadership Team, headed by the Chief Academic Officer. Both of these teams provide support to the Regional teams.



The Concept Leadership National Team’s primary responsibilities for all schools in all regions are to:

- develop and refine the Concept Schools’ academic, leadership, and culture model;
- provide professional development, coaching, and tools to the regional teams and their schools to help them implement the Concept Schools’ model with fidelity and with a continuous improvement process; and
- assess performance, health, and fidelity of schools.

The Concept Leadership Regional Team’s responsibilities for their region’s schools are to:

- implement Concept Schools’ academic, leadership, and culture model with fidelity;
- provide professional development, coaching, and tool implementation help to school site teams; and
- assess performance, health, fidelity of schools, and help them implement continuous improvement processes.

The Concept Management National Team’s responsibilities for all schools in all regions are to:

- develop and refine the Concept Schools’ operational and financial protocols and models;
- provide professional development, coaching, and tools to regional teams and their schools to help them implement sound operational, compliance, and financial strategies and implement continuous improvement processes; and



- to assess fiscal, operational, compliance, and risk management practices and performance of schools;

The Concept Management Regional Team's responsibilities for their region's schools are to:

- provide effective and efficient operational, compliance, and fiscal management support for school sites;
- to assess fiscal, operational, compliance, and risk management practices and performance of each school and help them a implement continuous improvement process; and
- ensure schools are fiscally and operationally sound and that they are in legal compliance.

Establish 501(c)3 status for Concept Schools

Concept Schools is a non-profit organization but has not requested a 501(c)3 tax exemption status. This status will be important as Concept Schools raises foundation and philanthropic and government funding to open more schools and to expand the capacity and capability of the management organization. Concept Schools is in process of obtaining this status.



Information Systems

Concept Schools maintains the following major systems to support its operations:

System	Description	Action
Concept Student Information System	Proprietary student information and assessment system.	Version 2.0 to be deployed Aug. 2010 – improvements in reporting
Financial System	Quick Books	Upgrade to mid-range system that will allow for better accounting controls and cost/project accounting
Employee Candidate Screening System	To be implemented	To be implemented
Satisfaction Surveys	Student satisfaction only	Implement stakeholder satisfaction including board, employees, students, parents, and community.
Employee 360 Evaluation System	To be implemented	To be implemented
School Web Site Template	Template web site that can be modified by school	Version 2.0 rollout April 2010
Collaboration System	Google Docs and Google Groups that enables web access to school model resources including protocols, policies, and procedures.	Continue to post updated and new protocols, policies, and procedures.
Performance Dashboards	Various Excel and PowerPoint Tools	Refinement to include standard set of dashboards including school site, region, school site department, and grade-level.

Business Development Plan

Build Brand Awareness and Reputation

The benefits for Concept Schools in building brand awareness and reputation include the following:

- Build demand by communities for Concept Schools that makes it easier to recruit students.
- Makes it easier to get schools approved.
- Makes it easier to raise funding.

Today, Concept Schools has limited brand awareness and reputation nationally with better brand awareness in communities and states it has concentration of schools.

To build brand awareness and reputation, Concept Schools will perform the following activities:

- Formal press releases will be generated for major school successes and year-end results that highlight the individual school as well as talks about the success of Concept Schools as a whole. This will be distributed to the media of the local communities where the school is located as well as to state charter school associations, foundations, National Association for Charter School Authorizers and the National Alliance for Public Charter Schools.

- Engage public relations firm to develop stories that puts Concept Schools as a leader in helping to close the achievement gap and changing education.
- Build a library of student, parent, and community member testimonials in video and/or written form about their experience with Concept Schools and how it changed their lives or their community.
- Concept School principals, teachers, students, and leadership team members will on a monthly basis participate in speaking engagements to community groups, civic groups, education conferences, and neighborhood groups. Their talks should highlight their beliefs about what is possible in public education and what Concept Schools has accomplished.

Establish Fund Development Program

The availability and timing of financial capital will become more important and require focus as Concept Schools opens more schools. Concept Schools will hire a Director of Business Development and Philanthropy that will:

- Build relationships with national foundations, regional foundations, and civic grant makers.
- Identify grant and loan programs.
- Manage the application process for grants.
- Oversee grant reporting requirements.
- Create a Concept Schools Annual Grant Makers Report that focuses on the results and their return on investment.

Advocacy Plan

State Level

As Concept School grows within its target states, it will be impacted greatly by state and regional level political and policy issues encountered by the charter school movement. As one of the premier charter school operators, it is important that Concept School maintains a voice in the statewide charter school movement to protect its interest and to promote a healthy chartering environment. The following potential activities will be undertaken by members of the leadership team both at the national level and regional level:

- Each school will be a member of the state's charter school association. Concept Schools' leadership team works to become part of the Association's member councils, quality committees, and board of directors.
- Concept Schools leadership team and school site principals will be routinely briefed on legislative and policy issues and become part of statewide advocacy efforts conducted by the state association as needed (i.e. testimony, letters of support, marches)
- Each school will be aware who their local state legislator for their area is and build relationships with them as well as their staff. They will orchestrate legislator visits to their school.

- Individual members of the Concept Schools' leadership team and principals will become active in political action committees that support candidates that are strategically advantageous to Concept Schools.

Local Level

As Concept Schools builds new schools, it will be important that any political body that has a say or influence in approving or disapproving a Concept School charter is managed proactively. Concept Schools will conduct local advocacy in the following ways:

- Build relationship with each person that has a vote as well as with their staff members. Send them information about Concept Schools, success stories, and results.
- Build relationships with key people and organizations that can influence positively the people who have a vote.
- The regional leadership teams should become active and visible within their communities civic, neighborhood, and business groups.

Financial Plan & Budget

<insert budget>

The budget impacts for the 2010-2011 year include:

- Additional personnel: COO, Director of Development & Philanthropy, 2 Associate Superintendents of Quality, Performance, and Leadership, and 2 Associate Superintendents of Business Services
- Financial System Upgrade
- 360 Employee Evaluation System
- Increased travel expense from more school site visits
- Advocacy costs including membership dues and travel
- New school starts 2010-2011
- Cultivation costs for schools for 2011 and 2012 starts
- Increase in legal, financial audit, and compliance audit costs

Financial Sustainability

The goal of Concept Schools is that each school site, when fully enrolled, will be fully sustainable with standard per pupil funding and minimal outside funding. In addition, each regional office will be sustainable when there are between 10 to 15 schools within each region.

Funding Requirements



To fully execute this plan, Concept Schools will need to raise \$x million and an additional \$x million for facilities over the next three years and \$x million with an additional \$x million for facilities over the next five years.

<u>Funding Requirements</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
# New Schools					
# Schools in Ramp-Up					
New School Startup Costs					
School Ramp-Up Costs					
Total School Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Concept Schools Foundation					
New School Facilities					
Total Funding Needed	\$ -	\$ -	\$ -	\$ -	\$ -

- New School Startup Costs pays for one-time costs to open the school.
- School Ramp-Up Costs are the extra costs incurred while the school is not at full capacity with partial grades. Once the school is fully enrolled with all grades, the school is fiscally sound with a balanced budget from per pupil funding and minimal grants.
- Concept Schools Foundation costs are to seed student post-secondary scholarships and to fund development and deployment of a post-secondary support program for Concept Schools alumni.
- New School Facilities funding will be used for facilities acquisition and remodeling in the form of credit enhancements, down payments, and loan payments during the startup and ramp-up years.
- If Concept Schools does not receive full funding, then it will slow new school growth to match whatever funding is provided.

Risks and Opportunities

- Risk: Certain Concept School sites fail or significantly underperform. Response: Continual monitoring for performance issues and gaps catches critical issues early. Leadership team structure enables issues to be surfaced and decisions to be made quickly.
- Risk: Charter school caps and moratoriums are placed in target regions. Response: Concept Schools will focus building out in other target regions or new target regions.
- Risk: Charter school funding is significantly affected negatively. Response: Concept Schools will manage expenses in a way to not compromise the fidelity of the model. However, if funding cuts will impact fidelity of the model, Concept Schools will consider winding down the school.



- Risk: Concept Schools cannot scale its operations smoothly. Response: Concept Schools is moderate its growth until operational issues are worked out.
- Risk: Concept Schools has difficulty maintaining consistent fidelity of model, culture, and performance among its school sites. Response: Concept Schools will moderate growth and double up efforts around continuous improvement and leadership coaching.
- Risk: Concept Schools cannot recruit the number of teachers and principals it needs. Response: Concept Schools will need to ramp up recruitment efforts and/or slow new school growth.
- Risk: Concept Schools has difficulty raising the funding it needs to open more schools. Response: Concept Schools will slow growth or open up schools in areas where funding is more readily available.
- Opportunity: Certain target regions and states become high priority in foundation and/or government funding.
- Opportunity: Certain new regions and states become high priority in foundation and/or government funding.
- Opportunity: Concept Schools affiliates and absorbs other Science, Technology, Engineering, and Math oriented schools under its management.
- Opportunity: Concept Schools Management division provides back office services to other non Concept Schools.
- Opportunity: Concept Schools launches and manages other school models.

Attachment -17

Alternate Budgets

Five-Year Budget Template:

Proposed Charter School: Milwaukee Math and Science Academy

	From approval to opening		FY2012	FY2013	FY2014	FY2015	FY2016
	Projected Enrollment	K-12 Enrollment					
Alternate Enrollment (1.5% below projected level)			275	350	450	545	635
I. Revenues			234	298	383	463	540
Carry-over from previous period		\$0					
Per Pupil Payments		\$617,689		\$385,727	\$346,060	\$324,715	\$335,736
Federal Grants	\$150,000	\$1,817,406	\$2,313,063	\$2,973,938	\$2,500,000	\$3,601,769	\$4,196,556
Title Funding		\$250,000	\$250,000	\$250,000	\$250,000	\$0	\$0
Private Funds/Grants/Fundraising		\$108,563	\$138,171	\$177,849	\$215,153	\$250,683	\$250,683
Walton Family Foundation Grant	\$250,000	\$0	\$0	\$0	\$50,000	\$100,000	\$100,000
Concept Schools Loan	\$150,000	\$150,000	\$150,000	\$50,000	\$50,000	\$0	\$0
IFF Equipment Loan	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues		\$800,000	\$2,943,658	\$3,136,961	\$3,847,647	\$4,241,637	\$4,882,975

II. Expenditures	
Human Resources	
Director/Principal Salary	\$30,000
Supervisors/Lead Teachers Salaries	\$80,000
Teachers (FT) Salaries	\$50,000
Teachers (PT) Salaries	\$612,000
Clerical Salaries	\$0
Custodial Salaries	\$15,000
Consultants Salaries/Contracts	\$140,000
Other (Admin. Staff) Salaries	\$52,000
Payroll Taxes	\$0
Pension	\$80,000
Medical Benefits	\$77,571
Professional Development	\$2,610
Substitute Teachers	\$59,595
Board Recruitment	\$130,500
Board Development	\$4,000
Payroll Services	\$14,000
Other Human Resources Expenses	\$6,000
Total Human Resources	\$1,303,666
Facility	
Rent	\$0
Mortgage	\$5,000
Renovation/Construction	\$2,000
Utilities	\$0
Maintenance	\$2,000
Other Facility Expenses	\$68,512
Total Facility	\$12,000

	\$84,872	\$87,418	\$180,081
	\$159,135	\$163,909	\$281,377
	\$973,906	\$1,151,734	\$1,262,821
	\$0	\$0	\$0
	\$148,526	\$183,578	\$189,085
	\$82,750	\$85,233	\$87,790
	\$0	\$0	\$0
	\$127,308	\$131,127	\$180,081
	\$120,602	\$137,929	\$166,865
	\$97,529	\$111,229	\$138,066
	\$189,000	\$211,500	\$238,500
	\$22,000	\$26,000	\$30,000
	\$8,640	\$6,000	\$6,000
	\$2,000	\$2,000	\$2,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$1,518,044	\$2,297,658	\$2,762,667
	\$420,000	\$480,000	\$540,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$66,000	\$79,860	\$87,846
	\$22,000	\$26,620	\$29,282
	\$448,000	\$586,480	\$657,128

Materials/Supplies/Equipment										
Textbooks and Other Instructional Supplies										
Assessments			\$60,000	\$35,000	\$45,000	\$35,000		\$35,000		\$35,000
Instructional Equipment			\$4,950	\$6,300	\$8,100	\$8,100		\$9,810		\$11,430
Classroom Technology			\$13,750	\$14,000	\$18,000	\$18,000		\$21,800		\$25,400
Office Technology-Computers for staff members			\$18,000	\$5,000	\$5,000	\$5,000		\$5,000		\$5,000
Instructional Software		\$4,200	\$17,400	\$2,400	\$5,400	\$3,000		\$3,000		\$3,600
Office Software			\$3,000	\$1,000	\$1,000	\$1,000		\$1,000		\$1,000
Library		\$600	\$4,000	\$1,000	\$1,000	\$1,000		\$1,000		\$1,000
Office Furniture			\$10,000	\$10,000	\$10,000	\$10,000		\$10,000		\$10,000
Classroom Furniture		\$3,000	\$20,000	\$0	\$8,000	\$4,000		\$4,000		\$0
Other Equipment-Computer and Science Labs			\$63,250	\$17,250	\$23,000	\$21,850		\$21,850		\$20,700
Copying and Reproduction			\$70,000	\$35,000	\$35,000	\$0		\$0		\$35,000
Postage and Shipping		\$8,000	\$15,000	\$15,450	\$15,914	\$16,391		\$16,391		\$16,863
Telephone/Fax Lines *Included in utilities		\$12,000	\$10,400	\$2,400	\$2,400	\$4,200		\$4,200		\$4,200
Internet Access			\$0	\$0	\$0	\$0		\$0		\$0
Other Materials/Supplies/Equipment		\$800	\$6,000	\$6,600	\$7,260	\$7,986		\$7,986		\$8,785
		\$5,000	\$5,500	\$6,050	\$6,655	\$7,321		\$7,321		\$7,321
Total Materials/Supplies/Equipment		\$28,600	\$320,750	\$156,900	\$191,124	\$147,692		\$185,318		\$185,318
Additional Costs										
Contracted Services (Management Fee)										
Sponsorship Fee			\$145,393	\$185,045	\$237,915	\$288,142		\$335,725		\$335,725
Business Services			\$54,522	\$69,392	\$89,218	\$108,053		\$125,897		\$125,897
Insurance		\$1,200	\$3,600	\$3,960	\$4,356	\$4,792		\$5,271		\$5,271
Marketing/Development			\$12,000	\$12,360	\$12,731	\$13,113		\$13,506		\$13,506
Legal Expenses		\$40,000	\$30,000	\$20,000	\$20,000	\$20,000		\$20,000		\$20,000
Accounting/Audit		\$25,000	\$15,000	\$15,000	\$15,000	\$15,000		\$15,000		\$15,000
Transportation			\$8,000	\$10,000	\$12,000	\$14,000		\$14,000		\$14,000
Field Trips/After School Activities			\$150,000	\$210,000	\$260,000	\$310,000		\$360,000		\$360,000
Food Service			\$12,000	\$13,200	\$14,520	\$15,972		\$17,569		\$17,569
Concept Schools Loan Repayment			\$12,000	\$18,000	\$22,000	\$24,000		\$26,000		\$26,000
IFF Equipment Loan Repayment			\$50,000	\$50,000	\$50,000	\$0		\$0		\$0
Community Outreach			\$56,000	\$56,000	\$56,000	\$56,000		\$56,000		\$56,000
Other (reserve)		\$7,000	\$5,000	\$5,000	\$5,000	\$5,000		\$5,000		\$5,000
Total Additional Costs		\$73,200	\$553,515	\$667,957	\$798,740	\$874,071		\$993,967		\$993,967
Total Revenues		\$800,000	\$2,943,658	\$3,136,961	\$3,847,647	\$4,241,637		\$4,882,975		\$4,882,975
Total Expenditures		\$182,312	\$2,557,931	\$2,790,901	\$3,522,931	\$3,905,900		\$4,599,080		\$4,599,080
Balance		\$617,689	\$385,727	\$346,060	\$324,715	\$335,736		\$283,895		\$283,895

	Years of Operation	1	2	3	4	5	6
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Grades	K-7	K-8	K-9	K-10	K-11	K-12
	Enrollment Number	234	298	383	463	540	612
	Position						
	Principal (K-8)	1	1	1	1	1	1
	Principal (9-12)	0	0	0	0	1	1
# of Principal Positions		1	1	1	1	2	2
Average Salary	\$80,000	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
Total Principal Salary		\$80,000	\$82,400	\$84,872	\$87,418	\$180,081	\$185,484
	Dean of Students K-8	1	1	1	1	1	1
	Dean of Students 9-12	0	0	0	0	1	1
	Dean of Academics K-8	0	0	1	1	1	1
	Dean of Academics 9-12	0	0	0	0	1	1
	Development Director	0	0	1	1	1	1
# of Supervisor Positions		1	1	3	3	5	5
Average Salary	\$50,000	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275	\$57,964
Total Supervisor Salary		\$50,000	\$51,500	\$159,135	\$163,909	\$281,377	\$289,819
	Math	1.5	2	3	3	4	5
	Science	1	1	2	2	3	3
	Social Studies	1	1	2	3	3	3
	English	1.5	2	3	4	4	5
	Art	1	1	2	2	2	2
	Physical Education	1	1	2	2	2	2
	Athletic Director	0	0	0	0	0	1
	Computer Teacher	1	1	1	2	2	2
	Kindergarten Teacher	1	1	1	1	1	1
	1st Grade Teacher	1	1	1	1	1	1
	2nd Grade Teacher	1	1	1	1	1	1
	3rd Grade Teacher	1	1	1	1	1	1
	4th Grade Teacher	1	1	1	1	1	1
	5th Grade Teacher	1	1	1	1	1	1
	ESL Coordinator	0.5	0.5	1	1	1	1
	Spanish	0.5	0.5	1	1	1	1
	Title 1	1	2	2	2	2	2
	Special Ed	2	2	2	3	3	3
	Permanent Substitute	0	0	0	0	0	1
# of teaching position		18	20	27	31	33	37
Average Salary	\$34,000	\$34,000	\$35,020	\$36,071	\$37,153	\$38,267	\$39,415
Total teacher Salaries		\$612,000	\$700,400	\$973,906	\$1,151,734	\$1,262,821	\$1,458,967
	Social Worker	1	1	1	1	1	2
	College Guidance	0	0	0	0	1	1
	Project Coordinator	0	0	0	0	0	0
	Business Manager	1	1	1	1	1	1
	IT Coordinator	0	1	1	1	1	1
Other Admin Positions		2	3	3	3	4	5
Other Admin Salary	\$40,000	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$46,371
Total Other Admin		\$80,000	\$123,600	\$127,308	\$131,127	\$180,081	\$231,855
	Teacher Aide K-5	1	1	1	2	2	2
	Administrative Assistant	1	1	1	1	1	1
	Nurse	1	1	1	1	1	1
	Lunch Coordinator	1	1	1	1	1	1
	Secretary	1	1	1	1	1	1
	Security	0	0	0	0	0	0
# of Clerical Positions		5	5	5	6	6	6
Average Salary	\$28,000	\$28,000	\$28,840	\$29,705	\$30,596	\$31,514	\$32,460
Total Clerical Salary		\$140,000	\$144,200	\$148,526	\$183,578	\$189,085	\$194,758
	Maintenance Staff	1	1	1	1	1	1
	Cleaning Staff	1	2	2	2	2	3
# of Custodial Positions		2	3	3	3	3	4
Average Salary	\$26,000	\$26,000	\$26,780	\$27,583	\$28,411	\$29,263	\$30,141
Total Custodial Salary		\$52,000	\$80,340	\$82,750	\$85,233	\$87,790	\$120,565
Total		\$1,014,000	\$1,182,440	\$1,576,497	\$1,803,000	\$2,181,236	\$2,480,847
Total # of Staff		29	33	42	47	53	59
Fiscal Years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Five-Year Budget Template:

Proposed Charter School: Milwaukee Math and Science Academy

	From approval to opening	FY2012	FY2013	FY2014	FY2015	FY2016
Projected Enrollment	K-12 Enrollment	275	350	450	545	635
Alternate Enrollment (30% below projected level)		193	245	315	382	445
I. Revenues						
Carry-over from previous period	\$0	\$667,689	\$445,093	\$443,838	\$406,328	\$304,682
Per Pupil Payments		\$1,496,688	\$1,904,875	\$2,449,125	\$2,966,163	\$3,455,988
Federal Grants	\$150,000	\$250,000	\$250,000	\$250,000	\$0	\$0
Title Funding		\$89,405	\$113,788	\$146,299	\$177,185	\$206,444
Private Funds/Grants/Fundraising		\$0	\$0	\$50,000	\$100,000	\$100,000
Walton Family Foundation Grant	\$250,000	\$150,000	\$50,000	\$50,000	\$0	\$0
Concept Schools Loan	\$200,000	\$0	\$0	\$0	\$0	\$0
IFF Equipment Loan	\$250,000	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$850,000	\$2,653,781	\$2,763,756	\$3,389,262	\$3,649,676	\$4,067,114

II. Expenditures						
Human Resources						
Director/Principal Salary	\$30,000	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Supervisors/Lead Teachers Salaries		\$45,000	\$46,350	\$95,481	\$147,518	\$151,944
Teachers (FT) Salaries		\$594,810	\$645,810	\$875,243	\$1,009,680	\$1,188,537
Teachers (PT) Salaries		\$0	\$0	\$0	\$0	\$0
Clerical Salaries	\$15,000	\$84,000	\$86,520	\$148,526	\$152,982	\$157,571
Custodial Salaries		\$52,000	\$80,340	\$82,750	\$85,233	\$87,790
Consultants Salaries/Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Other (Admin. Staff) Salaries	\$6,000	\$80,000	\$82,400	\$127,308	\$131,127	\$135,061
Payroll Taxes	\$3,902	\$71,528	\$78,322	\$108,185	\$123,468	\$138,537
Pension	\$2,610	\$57,928	\$62,130	\$85,761	\$99,741	\$113,505
Medical Benefits		\$121,500	\$130,500	\$175,500	\$193,500	\$211,500
Professional Development	\$4,000	\$14,000	\$15,000	\$17,000	\$19,000	\$22,000
Substitute Teachers		\$6,000	\$7,200	\$8,640	\$6,000	\$6,000
Board Recruitment		\$0	\$0	\$0	\$0	\$0
Board Development	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Payroll Services	\$2,000	\$0	\$0	\$0	\$0	\$0
Other Human Resources Expenses	\$68,512	\$1,207,955	\$1,318,972	\$1,811,265	\$2,057,667	\$2,304,486
Total Human Resources						
Facility						
Rent						
Mortgage	\$12,000	\$300,000	\$360,000	\$420,000	\$480,000	\$540,000
Renovation/Construction		\$0	\$0	\$0	\$0	\$0
Utilities		\$0	\$0	\$0	\$0	\$0
Maintenance		\$40,000	\$44,000	\$48,400	\$53,240	\$58,564
Other Facility Expenses		\$16,000	\$17,600	\$19,360	\$21,296	\$23,426
Total Facility	\$12,000	\$356,000	\$421,600	\$487,760	\$554,536	\$621,990

Materials/Supplies/Equipment						
Textbooks and Other Instructional Supplies						
Assessments		\$40,000	\$15,000	\$15,000	\$15,000	\$15,000
Instructional Equipment		\$3,465	\$4,410	\$5,670	\$6,867	\$8,001
Classroom Technology		\$9,625	\$12,250	\$15,750	\$19,075	\$22,225
Office Technology-Computers for staff members	\$4,200	\$12,000	\$5,000	\$5,000	\$5,000	\$5,000
Instructional Software		\$16,200	\$1,200	\$6,000	\$2,400	\$2,400
Office Software		\$3,000	\$1,000	\$1,000	\$1,000	\$1,000
Library	\$600	\$4,000	\$1,000	\$1,000	\$1,000	\$1,000
Office Furniture		\$0	\$0	\$0	\$0	\$0
Classroom Furniture	\$3,000	\$18,000	\$0	\$8,000	\$4,000	\$0
Other Equipment-Computer and Science Labs		\$44,275	\$12,075	\$16,100	\$15,295	\$14,490
Copying and Reproduction		\$60,000	\$30,000	\$30,000	\$0	\$0
Postage and Shipping	\$8,000	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Telephone/Fax Lines *included in utilities	\$12,000	\$10,400	\$2,400	\$2,400	\$4,200	\$4,200
Internet Access		\$0	\$0	\$0	\$0	\$0
Other Materials/Supplies/Equipment	\$800	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Total Materials/Supplies/Equipment	\$28,600	\$3,000	\$3,300	\$3,630	\$3,993	\$4,392
		\$241,365	\$105,485	\$127,864	\$96,621	\$96,991
Additional Costs						
Contracted Services (Management Fee)		\$59,868	\$76,195	\$97,965	\$148,308	\$172,799
Sponsorship Fee		\$44,901	\$57,146	\$73,474	\$88,985	\$103,680
Business Services	\$1,200	\$3,600	\$3,960	\$4,356	\$4,792	\$5,271
Insurance		\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
Marketing/Development	\$40,000	\$30,000	\$20,000	\$12,000	\$12,000	\$12,000
Legal Expenses	\$25,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Accounting/Audit		\$8,000	\$8,000	\$8,000	\$10,000	\$10,000
Transportation		\$110,000	\$160,000	\$210,000	\$220,000	\$260,000
Field Trips/After School Activities		\$8,000	\$8,800	\$9,680	\$10,648	\$11,713
Food Service		\$4,000	\$4,400	\$4,840	\$5,324	\$5,856
Concept Schools Loan Repayment		\$50,000	\$50,000	\$50,000	\$50,000	\$0
IFF Equipment Loan Repayment		\$56,000	\$56,000	\$56,000	\$56,000	\$56,000
Community Outreach		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Other (reserve)	\$7,000	\$0	\$0	\$0	\$0	\$0
Total Additional Costs	\$73,200	\$403,368	\$473,861	\$556,046	\$636,169	\$667,825
Total Revenues	\$850,000	\$2,653,781	\$2,763,756	\$3,389,262	\$3,649,676	\$4,067,114
Total Expenditures	\$182,312	\$2,208,688	\$2,319,918	\$2,982,934	\$3,344,993	\$3,691,291
Balance	\$667,689	\$445,093	\$443,838	\$406,328	\$304,682	\$375,823

	Years of Operation	1	2	3	4	5	6
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Grades	K-7	K-8	K-9	K-10	K-11	K-12
	Enrollment Number	193	245	315	382	445	504
	Position						
	Principal (K-8)	1	1	1	1	1	1
	Principal (9-12)	0	0	0	0	0	1
# of Principal Positions		1	1	1	1	1	2
Average Salary	\$80,000	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
Total Principal Salary		\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$185,484
	Dean of Students K-8	1	1	1	1	1	1
	Dean of Students 9-12	0	0	0	0	0	1
	Dean of Academics K-8	0	0	0	1	1	1
	Dean of Academics 9-12	0	0	0	0	0	0.5
	Development Director	0	0	1	1	1	1
# of Supervisor Positions		1	1	2	3	3	4.5
Average Salary	\$45,000	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648	\$52,167
Total Supervisor Salary		\$45,000	\$46,350	\$95,481	\$147,518	\$151,944	\$234,753
	Math	1.5	2	3	3	4	5
	Science	1	1	2	2	3	3
	Social Studies	1	1	2	3	3	3
	English	1.5	2	3	3	4	5
	Art	1	1	2	2	2	2
	Physical Education	1	1	1	2	2	2
	Athletic Director	0	0	0	0	0	0
	Computer Teacher	1	1	1	1	2	2
	Kindergarten Teacher	1	1	1	1	1	1
	1st Grade Teacher	1	1	1	1	1	1
	2nd Grade Teacher	1	1	1	1	1	1
	3rd Grade Teacher	1	1	1	1	1	1
	4th Grade Teacher	1	1	1	1	1	1
	5th Grade Teacher	1	1	1	1	1	1
	ESL Coordinator	0.5	0.5	1	1	1	1
	Spanish	0.5	0.5	1	1	1	1
	Title 1	1	1	1	1	1	1
	Special Ed	2	2	2	3	3	3
	Permanent Substitute	0	0	0	0	0	0
# of teaching position		18	19	25	28	32	34
Average Salary	\$33,000	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142	\$38,256
Total teacher Salaries		\$594,000	\$645,810	\$875,243	\$1,009,680	\$1,188,537	\$1,300,706
	Social Worker	1	1	1	1	1	1
	College Guidance	0	0	0	0	0	0.5
	Project Coordinator	0	0	0	0	0	0
	Business Manager	1	1	1	1	1	1
	IT Coordinator	0	0	1	1	1	1
Other Admin Positions		2	2	3	3	3	3.5
Other Admin Salary	\$40,000	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$46,371
Total Other Admin		\$80,000	\$82,400	\$127,308	\$131,127	\$135,061	\$162,298
	Teacher Aide K-5	1	1	1	1	1	1
	Administrative Assistant	0	0	1	1	1	1
	Nurse	0	0	1	1	1	1
	Lunch Coordinator	1	1	1	1	1	1
	Secretary	1	1	1	1	1	1
	Security	0	0	0	0	0	0
# of Clerical Positions		3	3	5	5	5	5
Average Salary	\$28,000	\$28,000	\$28,840	\$29,705	\$30,596	\$31,514	\$32,460
Total Clerical Salary		\$84,000	\$86,520	\$148,526	\$152,982	\$157,571	\$162,298
	Maintenance Staff	1	1	1	1	1	1
	Cleaning Staff	1	2	2	2	2	2
# of Custodial Positions		2	3	3	3	3	3
Average Salary	\$26,000	\$26,000	\$26,780	\$27,583	\$28,411	\$29,263	\$30,141
Total Custodial Salary		\$52,000	\$80,340	\$82,750	\$85,233	\$87,790	\$90,423
	Total	\$935,000	\$1,023,820	\$1,414,180	\$1,613,958	\$1,810,944	\$2,135,962
	Total # of Staff	27	29	39	43	47	52
	Fiscal Years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017