

131665 - Charter School Application Section I & II Feb 2014 (2)

City of Milwaukee Charter School Application

February 1, 2014

Jeanette Mitchell, Ed.D
Charter School Review Committee
City Clerk's Office
City Hall, Room 205
200 E. Wells Street
Milwaukee, Wisconsin 53202

RE: Janus College Preparatory & Arts Academies, Inc.

Dear Dr. Mitchell:

We appreciate the opportunity to submit this Charter School Application for the development of Janus College Preparatory Arts Academies, Inc. (JCPAA).

JCPAA, Inc. was incorporated on March 26th, 2010. Janus College Preparatory & Arts Academies intends to be a charter school designed to prepare students for a post-secondary education and career.

JCPAA will be the first arts-focused, college preparatory charter school in Milwaukee. The school design caters to the needs of students from all socioeconomic backgrounds. Janus provides an academic program that opens doors for lower income high school students by equipping them with the skills, knowledge, and specific resources they need to gain entrance into college and secure financial aid at a college or university of their choice.

We are proud to potentially be a part of a pool of charter schools that are attempting to increase the number of low income and often minority children to choose college as their first option for a career.

Feel free to call us if you have any questions or concerns regarding the application at (414) 305-2563.

Sincerely,

Valerie Benton-Davis
Executive Director

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**City of Milwaukee-Common Council
Charter School Application
For the 2015 – 2016 School Year**

Submitted By:

**Janus College Preparatory & Arts Academies, Inc.
JCPAA**

**Founding Board &
Valerie Benton, President
161 W. Wisconsin Ave B1 0800
Milwaukee, WI 53203
(Historic Plankinton Building Downtown)
414.763.9061
414.305.2563**

www.jcpaa200.com/www.jcpaa200.webs.com



February 1, 2014



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SUMMARY SHEET

1. Name of Applicant:

Janus College Preparatory & Arts Academies, Inc. (JCPAA)

2. Address of Applicant:

161 West Wisconsin Avenue Bl 0800
Milwaukee, WI 53203

3. Phone Number of Applicant:

(414) 305-2563

4. Name of Contact Person:

Valerie Benton

5. Whether Applicant is an Existing or New School:

Janus College Preparatory & Arts Academies, Inc. is a new school.

6. Proposed Grade Levels to be Served:

JCPAA proposes to educate and serve high school students in grades 9, 10, 11, and 12.

7. Proposed Number of Students to be Served:

JCPAA proposes to serve 50 high school students during the 2015-16 school year.

8. Name and Title of Person Authorized to Bind the Corporation:

Valerie Benton, President

9. Mission and Vision of the School:

Janus College Preparatory & Arts Academies (JCPAA) combines a college-focused curriculum with the arts to empower students to succeed in college and the global economy. We are the bridge linking our students to the world of opportunities- opportunities designed to prepare students for post-secondary education and a career. We would like for our students to have the same academic advantages as the most privileged students.

10. Brief Description of the School:

We wish to launch Janus College Preparatory & Arts Academies, a charter school designed to prepare students for a post-secondary education and a career. We will accomplish our mission by offering:

- **Small learning communities** to differentiate instruction based on the unique needs of students at-risk and highly capable students.
- **Daily programming of visual arts, dance, music and theater** to provide opportunities for youth to explore their creativity and talents through the arts and instilling critical

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thinking and problem solving competencies.

SECTION I: SCHOOL OPERATIONS

Janus College Preparatory and Arts Academies, Inc. (JCPAA) is a non-profit organization seeking to open and operate a charter high school which will be the first fine and performing arts-focused, college preparatory charter school in Milwaukee. We are located in the heart of downtown Milwaukee inside the historic Plankinton Building next to the Shops of Grand Avenue.

The mission of JCPAA is to provide a rigorous college-focused curriculum to prepare students academically and technically so that they can successfully participate in our global economy. We believe that one way to help at-risk students is to assist in removing countless barriers and obstacles that keep them from achieving the knowledge and skills they need to succeed. Our mission is based on the philosophy that the best way for students to escape poverty is through educational attainment and achievement.

The vision of JCPAA is to work towards narrowing Milwaukee's achievement gap! We want to directly contribute to witnessing increases in high school graduation rates and college acceptance rates among at-risk students.

The school design caters to the needs of students from all socioeconomic backgrounds, however, our targeted population are at-risk and disadvantaged aged high school students. Janus provides an academic program that opens doors for lower-income students by equipping them with the skills, knowledge, and specific resources they need to gain entrance into college and secure financial aid at a college or university of their choice. We are proud to potentially be a part of a pool of charter schools that are attempting to increase the number of low income and often minority children to choose college as their first option for career.

Our school is a bridge linking students to the world of opportunities-opportunities designed to prepare students for a post-secondary education and a career. We want our students to have the same academic advantages as the most privileged students. JCPAA envisions our school as being known for its talented students and rich academic program. Our goal is to assist our students with three things: prepare our students to be academically successful for college while they are in high school, develop their art, and encourage students to choose college as their first choice.

Our comprehensive arts education curricular program allows young people opportunities to explore their creativity and talents through the visual arts, dance, music and theater. As research confirms, arts education provides an important outlet for creative expression, strengthens performance in math and science and instills critical-thinking skills in youth as they prepare for success in college and careers.

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The school design caters to the needs of students from all socioeconomic backgrounds. Janus provides an academic program that opens doors for lower income high school students by equipping them with the skills, knowledge, and specific resources they need to gain entrance into college and secure financial aid at a college or university of their choice.

GOVERNANCE

Janus College Preparatory & Arts Academies (JCPAA) operates as a Wisconsin 501(c) 3 not-for-profit organization and is governed by a board of directors. The stakeholders' model of governance is the model of school governance at Janus College Preparatory & Arts Academies. Our governing body consists of a team of volunteers who share in the mission and vision of JCPAA and have established ourselves for the purpose of creating and operating JCPAA as a charter school.

The daily leadership capabilities of the administrator at JCPAA High School and the planning of the governing board are the most important factors in sustaining our charter school program. The Governing Board exercises its responsibility and authority over school operations through the function of governance. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board is accountable to the chartering authority for ensuring that funds used to operate the school are in compliance with the charter and all applicable legal requirements. Additionally, the Board is responsible to students, families, and the community for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate authority over the operation of the school.

Governing Board of Directors

In order to accomplish the task of forming and opening a charter school, the directors bring their educational backgrounds, skills, and areas of expertise to the forefront. JCPAA board members bring the education and professional backgrounds needed to operate a college-based and arts-focused high school.

Our board members are active in the Milwaukee community. All are advocates for the educational rights of students living in the city of Milwaukee and are involved in mentorship programs that provide assistance and guidance for underprivileged youth. JCPAA board members are active in several community organizations and neighborhood associations and have coordinated, organized, and facilitated programs, classes, and workshops.

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The expertise, educational, and professional backgrounds that each board member has will help with school operations and the success of the school. All members are committed to improving the lives and academic achievement of students in the city of Milwaukee and sharing the mission and vision of JCPAA.

JCPAA's board is committed to building a solid foundation that supports the school through our start up years and as our school grows. Our school board is committed to promoting the mission and vision of JCPAA and through strategic long-term planning; we can fulfill our mission and vision. The goals that we set when planning strategically will include outcome data. Data will be used to evaluate our progress towards reaching our goals and in formulating school improvement strategies.

In addition, we are committed to creating a strong fund development plan that will position us for immediate and long term success. The rationale for a fund development planning is it equips the board with strategies to secure the necessary funds to support initial start up and the first year of operations.

Establish annual funding goals to ensure resources are available to sustain operations for the first three years.

The final rationale for fund development planning is the implementation of fund development activities that will incrementally increase the financial resources of the organization over the next three years.

Members of JCPAA's charter school governing board will participate in professional development training. A needs assessment will be used to determine what professional development is needed. Training will increase the board's ability to better understand the school curriculum, state standards and testing, programmatic operations and their impact on student achievement. The Board exercises its responsibility and authority over school operations through the function of governance. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

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The Board's governance role requires that the Board perform the following functions:

- **Strategic Oversight:** Through the charter application the Board adopts and upholds JCPAA's mission and vision for the school.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition. Budget: develops the annual school budget with the principal for approval by the Board.
- **Contracts:** The board approves all major contracts.
- **Consultant Support:** Board members use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** Board members act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.
- **Marketing:** The board develops an initial marketing plan for recruiting and enrolling students
- **Principal Recruitment:** JCPAA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate.
- **Develops the master charter application and coordinates the charter application process.**

The Board ensures that the academic program of the school is successful, that the school's programs and operation are faithful to the terms of its charter, and that the school is a financially viable organization. Each member actively participates to the best of their abilities.

As a part of her or his responsibilities, each Member:

- Regularly attends monthly meetings.
- Participates on at least one subcommittee of the Board.
- Works cooperatively with fellow Members to complete the Board's work in a timely manner.
- Ensures that her or his participation contributes to the effective operation of the Board and the success of the school
- Provides the Board and the school with advice and technical assistance in her or his individual areas of expertise.

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- Acts as an advocate and representative of the school in creating and maintaining relationships
- Maintains a close relationship with the principal, providing consistent feedback and support for the successful opening and operation of the school.
- Ensures that the school is in compliance with the charter, all legal requirements and ethical obligations.

The Board only has authority to govern as a group. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

The Strategic Planning Committee, Development Committee, and Finance Committee will perform specific tasks and report to the Board for final decisions. Each will be established as standing committees.

The Strategic Planning Committee is responsible for:

- Designing and developing both short and long term plans.
- Fulfilling the mission of the school.
- Evaluating goals and progress towards goals.
- Reviewing and advising on the school's policies and procedures
- Working in collaboration with the community.
- Formulating school improvement strategies.

The Finance Committee is responsible for:

- Fiscal matters of the school.
- Working with business manager
- Works on acquiring additional funds for our school and fund development.
- Financial planning and fundraising.
- Obtaining training for members in budget development & management

The Development Committee is responsible for:

- Producing discretionary funds
- Generating community excitement about JCPAA
- Establishing internal support

Principal/School Leader

JCPAA will identify and hire a capable school administrator who shares the mission and vision of our school. The Principal serves as the educational leader of the school, responsible for managing the educational policies, curriculum and programming. The position manages the

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school's day to day instructional operations, ensuring an environment which is safe and conducive to learning, while meeting the school's mission.

The essential role and responsibilities of the principal position include the following:

- Supervise the instructional programming of the school, establishing high standards and expectations for achievement and performance for students and staff. Employ a variety of instructional strategies and materials consistent with current research on learning and child growth and development.
- Establish and coordinate teams to review, evaluate, select and/or develop curriculum instructional materials. Establish procedures for evaluation and selection processes that reflect the highest academic standards. Ensure that a variety of instructional strategies and materials are employed in instructional practices that are consistent with current research on learning and child growth and development.
- Manage the instructional staff, including coaching, mentoring, and supervision on a regular basis, and encourage their professional development. Recruit, interview and select new teachers, as necessary. Communicate annually continuation or non-continuation of employment.
- Objectively evaluate each teacher's performance, by evaluating lesson plans and observing classes on a regular basis and in accord with Board policy. Provide frequent feedback on needed improvement areas and areas of excellent performance.
- Establish and supervise, in a fair and consistent manner, effective attendance and disciplinary procedures which ensure a safe and orderly environment that encourages personal responsibility for students, staff and families.
- Communicate regularly with staff, conducting regular staff meetings, to discuss current issues and seek input.
- Provide opportunities for professional development for all instructional staff.
- Supervise the administration of state required assessments, ensuring all are scheduled and completed as mandated by law. Supervise administration of other valued-added assessments, twice per year, as determined by the Board.
- Establish a professional rapport with students, parents and staff. Be present at all school-related functions, including open house, new parents' orientation, performances, special events, etc.
- Prepare and file required reports.

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Governance Board Members

JCPAA's governing board members are committed to promoting the mission and vision of the school, developing strategic long-term planning, engaging in professional development and training. Our members offer varied expertise in education, human resources, personnel management, finance, marketing, strategic planning, and fundraising, as well as individuals with connections to the community, local businesses, and political leaders.

Listed are the experiences and expertise each board member brings to JCPAA:

Bria Grant

Consultant

Self-Employed

Skills

Educational Programming

Community Organizer/Activist

Prior Board Experience

Campaign Manager

Administration

Human Services

Case Management

Grant Writing

Business Plan Developer

Community Outreach

AODA Counselor

Youth Care Coordinator

Communication

Fundraising

Fund Development

Strategic Planning

Community Volunteer

Previous or Current Board Experience

Sharon Seventh Day Adventist Church

Janus College Preparatory & Arts Academies, Inc.

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Bently Turner

**Vice President-Information Systems
Sixteenth Street Community Health Center**

Skills

Fundraising (Policy & Procedures)
Governance
Human Resource Training & Development
Technical Assistance & Training
Strategic Planning
Prior Board Experience
Community Volunteer

Previous or Current Board Experience

Janus College Preparatory & Arts Academies, Inc.
Johnson Park Neighborhood Association
American Cancer Society-Sankofa Project Leadership Team
Washington High School IT Board
Stay In the Game, Inc.
Northern Star School

Deshawn Ewing

**Program Coordinator
Next Door Foundation**

Skills

Organizing/outreach
Fundraising
Curriculum Development & Specialist
Group facilitation
Youth Services
Motivational Speaker
Poet & Spoken Word Performer
Youth Consultant
Program Coordinator
Family Interaction Facilitator
Case Management
Fund Development

Previous or Current Board Experience

Janus College Preparatory & Arts Academies, Inc.
Northern Star School

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Norma Madison
Education Coordinator & Outreach
Milwaukee Urban League

Skills
Human Resources
Public Policy
Fundraising
Event Planning
Teen Parent Advocate
Community Advocacy
Organizing Outreach
Strategic Planning

Previous or Current Board Experience
Northern Star School
Janus College Preparatory & Arts Academies, Inc.
Project Respect, Inc.
Black Health Coalition

Tracey Jo Whitmore
Consultant & Coordinator
Comprehensive Health Education, Inc.

Skills
Health Care
Education
Marketing/Public Relations
Community Organizer/Activist
Community Volunteer
Administration
Prior Board Experience
Programs

Previous or Current Board Experience
Black Health Coalition of Wisconsin, Inc. African American HIV/AIDS Task Force
Isaac Coggs Early Intervention Program
Janus College Preparatory & Arts Academies, Inc.

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Darron Suttle

Mentor/Counselor

Genesis One

Skills

Community Outreach
Career & College Readiness Instruction
Training & Development
Youth Consultant & Counselor
Youth & Young Adult Services
Athletic Coaching
Prior Board Experience

Current or Previous Board Experience

Janus College Preparatory & Arts Academies, Inc.
Midwest Minority Officiating Association
Milwaukee University Graduate School Cooperative

Valerie Benton

Educator

Milwaukee Public Schools

Skills

Training & Development
Curriculum, Instruction, & Assessment
Expertise in teaching and learning
Management of budgets
Organizing/outreach
Youth Care Coordinator
Governance
Event Planning
Strategic Planning
Educational Administration
Case Management
Human Resource Management
Personnel Management
Finance & Operations
Effectively delegate tasks
Communication
Youth Advocacy
Counseling Facilitator
Fine & Performing Arts Entertainment
Entrepreneurial
Business Management

Current or Previous Board

Northern Star School

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Janus College Preparatory & Arts Academies, Inc

The governing body, at JCPAA, is responsible for proactively creating, adopting and then rigorously following our own procedures for resolving internal disputes. We will use community resources to assist in developing resolution procedures and in resolving disputes; set procedures for seeking outside assistance from community-based organizations; and ensure that new policy group members are made aware of the process.

In any organization, there are occasions when differences arise on matters relating to an individual's employment. The purpose of the complaint procedure is to provide a method for prompt and full discussion and consideration of matters of personal irritation and concern of an employee with some aspect of employment. JCPAA offers employees internal procedures for resolving employee relations concerns fairly, quickly and as amicably as possible. We offer employees comprehensive steps for resolving issues or disagreements. They are: negotiation, mediation, arbitration, and open door policies.

JCPAA is committed to ensuring parental involvement and working together to help students achieve the district and school's standard of learning. In order for our school to accomplish many of the goals that we have set for ourselves parents need to support our vision and mission. We want our parents to be a part of the school so that they can know what's going on with their child's education and play a positive role in it.

We encourage our parents/guardians to:

- ✧ Support the school and the school's mission and vision.
- ✧ Participate and give input into the development and the evaluation of the curriculum.
- ✧ Participate in issues regarding students, discipline, and procedures.
- ✧ Coordinate and organize fundraising opportunities.
- ✧ Organize parent activities/workshops during conferences, parent, and school meetings.

JCPAA will establish a parent advisory council to provide advice on all matters related to parental involvement to the school and to programs within the school.

Parental/Guardian Involvement

JCPAA is committed to ensuring parental involvement and working together to help students achieve the district and school's standard of learning. In order for our school to accomplish many of the goals that we have set for ourselves parents need to support our vision and mission.

We want our parents to be a part of the school so that they can know what's going on with their child's education and play a positive role in it.

Parent/Guardian Evaluation Participation

JCPAA may ask the parent and/or legal guardian of a pupil enrolled in the school to participate in an evaluation or research, which may include their participation in an interview or responding to a questionnaire, about the performance of the Charter School.

To ensure meaningful consultation with parents and to support a partnership with parents and the community, and to improve students' academic achievement, JCPAA shall build the capacity for parent involvement in ways that may include but are not limited to the following:

- 1) Provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children
- 2) Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, and as appropriate, to foster increased parental involvement by other parents.
- 3) Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- 4) To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs and conduct activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- 5) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- 6) Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

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7) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation

8) Provide such other reasonable support for parental involvement activities as parents may request. JCPAA will establish a parent advisory council to provide advice on all matters related to parental involvement to schools and to programs within the school.

JCPAA may conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of schools parental involvement policies and programs in improving the academic quality of the schools, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, have disabilities, have limited English proficiency, limited literacy, are of any racial or ethnic minority background or are parents of migratory children), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. The school will involve parents in the planning of the Title I district plan and the School Improvement Plan, as needed.

Additional methods JCPAA will be used to report on the results of parental involvement. Data gathered by sign in sheets will be used to analyze and evaluate attendance at events and participation at conferences or planned activities. A parent climate survey will be administered for parents/guardians in order to report how parents feel about the academics, curriculum, communication, and overall day-to-day operations of the school. The tools used to determine parental involvement will help with improving the needs of the school and our students.

Operational and Fiscal Management of School

Organizational Structure and Responsibilities

Janus College Preparatory & Arts Academies (JCPAA) operates as a Wisconsin 501(c) 3 not-for-profit organization and is governed by a board of directors. The stakeholders' model of governance is the model of school governance at Janus College Preparatory & Arts Academies. Our governing body consists of a team of volunteers who share in the mission and vision of JCPAA and have established ourselves for the purpose of creating and operating JCPAA as a charter school.

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The Board is accountable to the chartering authority for ensuring that funds used to operate the school are in compliance with the charter and all applicable legal requirements. Additionally, the Board is responsible to students, families, and the community for the direction, financial health and effectiveness of the school.

The Board only has authority to govern as a group. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible³.

The Strategic Planning Committee, Development Committee, and Finance Committee will perform specific tasks and report to the Board for final decisions. Each will be established as standing committees.

The Principal serves as the educational leader of the school, responsible for managing the educational policies, curriculum and programming. The position manages the school's day to day instructional operations, ensuring an environment which is safe and conducive to learning, while meeting the school's mission.

Board President: The president establishes the meeting's agenda and ensures members have all the information they need. The president is the chief liaison to the principal, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws.

Vice President: The vice-president serves when the president is absent.

Secretary: The secretary records the minutes for the meetings and keeps copies of agendas and minutes, correspondence between the board and other parties, committee reports, articles of incorporation, charter contracts, and the bylaws.

Treasurer: The treasurer keeps financial records and inventory lists, tracks and records deposits to school accounts, provides assistance during financial audits, and interacts with the business manager for the school.

Principal: The principal of JCPAA must manage the facility and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals.

Other staff such as instructors, office and business staff report directly to the principal.

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Operational Management

The Governing Board of JCPAA will identify and hire a capable administrator who shares the mission and vision of the school. The board will also be responsible for the annual evaluation of the administrator and the setting of professional goals for improvement. The board will support the administrator by ensuring that they have the necessary resources to accomplish goals for day-to-day decisions.

The administrator must be both an instructional and business leader. They must manage the facility and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals. The administrator at JCPAA guides the school on the path to its mission and vision.

Principal Responsibilities:

Personnel management: motivate staff, recognize excellent, mediate strained relationships, provide guidance on professional development, encourage the use of innovative and effective classroom practices to support high academic achievement.

Communication: communicates regularly with stakeholders.

Finance and Operations: assists in establishing the budget, oversees its implementation, supervises the facility, and manages the learning environment.

Student Achievement: regularly promotes high student achievement and supports faculty in their teaching. The administrator will set the tone of expectation for both students and staff as they strive to reach academic excellence.

School Safety: develops and carries out procedures to guarantee student, faculty and staff safety.

Board Administration and Support:

Supports operations and administration of Board by advising and informing Board members, interfacing between Board and staff, and supporting Board's evaluation of chief executive .

Program, Product and Service Delivery:

Oversees design, marketing, promotion, delivery and quality of programs, products and services

Financial, Tax, Risk and Facilities Management:

Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations

Human Resource Management:

Effectively manages the human resources of the organization according to authorized personnel policies and procedures that fully conform to current laws and regulations

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Community and Public Relations:

Assures the organization and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders

Fundraising (nonprofit-specific):

Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach funders, submitting proposals and administrating fundraising records and documentation

Principal Responsibility

The JCPAA School principal is responsible for the overall operations of the school. The principal directs and monitors the academic and nonacademic activities within the school environment. The principal also plans and implements the daily routines within the educational setting.

The principal has many general responsibilities, which they must carry out on a daily basis. First and foremost, the principal is the head of the educational setting. This individual provides guidance not only for the teachers but for the students as well. The principal must monitor all activities within the school.

In addition, the principal must act as a liaison between what goes on in the school and those in the general community. The principal will meet requests from parents, school board members and government officials. This individual is the one these people go to with praise as well as complaints.

The first duty a principal is responsible for fulfilling in their capacity as principal is that of hiring, firing, and disciplining teachers and staff at the school. Those who work at the school will answer to the principal should any issues arise and the principal is the individual who usually does the interviewing and placement of staff as well as firing thereof.

Along with the hiring and firing of staff, the principal is also responsible for developing payroll specifications for the individuals. The principal will most likely have a payroll specialist who in fact transmits the payments but the principal is the one who will resolve any issues with regard to payroll.

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The principal is also responsible for monitoring the education and extracurricular activities of the students at the educational facility. This individual will monitor lesson plans of the teachers as well as other activities which go on in the school to ensure that the students are receiving the educational requirements and activity requirements that are necessary to provide a well-rounded learning environment for them. The principal is often the individual who takes care of disciplinary actions with students.

In addition to providing supervision in the school itself, the principal will also engage with outside entities. The principal may contact businesses to let them know of any contributions or sponsorships which may be needed for various school programs. This involves academic as well as extracurricular activities.

The principal must also stay abreast of current laws, rules and regulations and ensure the school's compliance with all of the above. This also deals with everything from the administration to extracurricular activities for the students. The principal must be sure that everything that deals with the smooth operation of the school is in keeping with state and federal laws and regulations.

The principal is also the individual who has a hand in government grants and funding acquisitions. The principal is in the best position to know what things his/her school needs and the best ways in which to obtain these things from governmental entities.

The principal must also stay abreast of current laws, rules and regulations and ensure the school's compliance with all of the above. This also deals with everything from the administration to extracurricular activities for the students. The principal must be sure that everything that deals with the smooth operation of the school is in keeping with state and federal laws and regulations.

The principal is also the individual who has a hand in government grants and funding acquisitions. The principal is in the best position to know what things his/her school needs and the best ways in which to obtain these things from governmental entities.

Fiscal Management

Fiscal management is the role of the governing board in conjunction with the standing committees. JCPAA's governing board will work strategically to build a foundation strong enough to support our school. The board plays a major role in planning for the future, setting sound policy, overseeing finances, evaluation, modeling professionalism, building relationships and other key operational aspects.

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- A The Finance Committee shall prepare a preliminary budget for the next fiscal year and should be presented at the annual conference board meeting. An annual budget shall be prepared and presented for approval by the Board at the first official board meeting following the annual conference. The budget shall divide association income and expenditures related to different activities into separate budget categories as is necessary to meet obligations and to comply with standard accounting practices.
- B Reports of the current budgetary status of the school will be prepared for each regularly scheduled Board Meeting and distributed to the Board. The Finance Committee chair report shall include approved budgetary line item amounts, actual line item expenditures, encumbered line item expenditures and fiscal year to date spending. Reports should include any budgetary recommendations necessary to maintain a balanced budget. The Finance Chair will provide reconciled bank statements at each Finance Committee and Board Meetings.
- C Without the specific approval of the Board, individuals are not authorized to open and JCPAA bank account. No person shall open any bank account or use any existing account as a depository for JCPAA funds without the specific approval of the Board. All recommendations on banking options should be referred to and proposed by the Treasurer for approval.
- D Annual Audit of Financial Records.
JCPAA shall have an annual external audit conducted at the close of each fiscal year. The audit will be conducted according to generally accepted auditing standards. The Treasurer is responsible for providing all required documents to auditing official on or before December 1.
- E Other Services
All services obligated must have a written agreement between the person(s) who will perform the services and the person contracting the service. These services must be approved by the Committee Chair and the Board.

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BUDGET

Janus College Preparatory Arts Academies intends to be charter school and therefore will be funded from a variety of sources-both public and private. The majority of financing will come through state and federal revenue sources.

Budget -Financial/Business Plans Narrative

About The School

Janus College Preparatory & Arts Academies, Inc., located in Milwaukee, Wisconsin, will serve a diverse population of urban students under a charter granted by the City of Milwaukee. The estimated operating budgets list revenues by source (e.g., state general-purpose aid, state and federal categorical programs revenue, grants, earned income, etc.) while expenditures are shown by object (e.g., salaries, benefits, books, rent, utilities, etc.).

The following narrative highlights the major assumptions and features of the Janus College Preparatory & Arts Academies, Inc. budget and explains its major features.

Revenues

One obvious feature of this planning budget is the fact that it is actually three budgets. It shows anticipated revenues and expenditures assuming three different levels of enrollment: 50, 75 and 100 students (see attached budgets). Under the budget assumptions shown in this school's planning budget, the school would need to serve between 50 and 100 students in order to be viable because the school would breakeven at 50, 75 and 100 students. We project that there would be a surplus with 100 students.

Expenditures

The expenses listed in the budget are a combined reflection of the school's design principles and the fiscal realities of operating a charter school. This school places a relatively heavy emphasis on school operations specifically to support the STEM, arts, and college prep curriculum.

JCPAA's budget focuses the majority of its funds on staff, but does so in keeping with the schools design principles. For starters, the school has an unusually long work year, due in large part to the year-round concept and extensive investment in many days of common staff planning time.

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Staff benefits are also a major expense and the budget assumptions underlying the figures are shown on and are reflected in total on the budget. They include federal Social Security and Medicaid (FICA) taxes, SUTA (Stat Unemployment tax, workers compensation insurance and other payroll costs, and health, life, and disability per employee, and retirement at 3% of salaries. JCPAA will hire a principal to be accountable for the day-to-day functions of the school as part of the staff.

JCPAA pays a proportion of its operating budget toward facilities lease costs . Fortunately, the proposed unique facilities at the Shops of Grand Avenue Mall will generate possible revenue. This location, combined with the fact that the school will grow to fill the leased site, will greatly enhance the school's budgetary position in 2015. The school also spends relatively heavily on student transportation to ensure that all students have proper transportation sources to keep attendance rate high.

* Expenditure Assumptions

- * Enrollment and staffing are projected to remain constant
- * Total salary costs are projected to increase 4.0% per year
- * Benefit and utility costs are expected to increase 10% per year
- * Service cost increases are estimated at 7% per year
- * Special education tuition costs are projected to increase 10% per year
- * Expendable material and equipment cost increases are held at 5% per year

Expenditures Budget Lines & Explanations

The expenditures classified as instructional will include expenditures for those activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom. Included here are the activities of aides or classroom assistance of any type.

Salaries of Teachers

The salaries for all teaching services delivered to students, including the services of full-time, summer and substitute teachers. If teachers are sharing responsibilities between teaching assignments and administrative or support assignments, their salaries should be prorated based on the time spent on each major assignment whether teaching, administrative or support.

Other Salaries for Instruction & non-instruction – Instructional/Safety Aids /
Paraprofessional/Secretary

The salaries for any assistants or aides instructional staff.

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Purchased Professional and Technical Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of assembly speakers and standardized specific subject exams.

Other Purchased Services

Amounts paid for property services or other services rendered by organizations or personnel not on the payroll of the charter school (separate from professional and technical services). While product may or may not result from the transaction, the primary reason for the purchase is the services provided. Included is the rental of equipment for instructional use.

General Supplies

Expenditures for all classroom supplies other than textbooks, including freight and cartage. Includes test protocols, chalk, paper, pencils, periodicals, etc.

Textbooks

Expenditures for textbooks furnished free to pupils, binding and other textbook repairs and freight cartage of textbooks. Expenditures for books used in the classroom not meeting this definition are included in general supplies.

Expenditures-Administrative

The expenditures in this area of the budget include the following: general/school administration, business/central services and improvement of instruction services. Total general/school administration includes the costs associated with the activities concerned with establishing and administering policy for operating the charter school.

Business services include costs for such services as budgeting services, receiving and disbursing services, financial/property accounting, payroll, inventory control, managing funds, purchasing services, printing, publishing and duplicating services.

Central services include activities such as research and development, planning, evaluation, information services, data processing services and staff services. Services related to improvement of instruction include the costs associated with the assistance of instructional staff in planning, developing and evaluating the process of providing learning experiences for students.

The combined total of administrative and support expenditures cannot be greater than 40 percent of total general fund expenditures.

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Salaries of Administration

The salaries for all positions, with the exception of secretarial and clerical assistants, as described under Administration Expenses. If the personnel in these positions are sharing responsibilities between administrative assignments and teaching or support assignments, their salaries should be prorated based on the time spent on each major assignment whether teaching, administrative or support.

Salaries of Secretarial/Clerical Assistants

The salaries for all secretarial and clerical assistants, as described under Administration Expense.

Total Benefit Costs

Expenses paid by the charter school on behalf of all employees; these amounts are not included in the gross salary but are in addition to that amount. Included in this category is group and health, . TPAF (Teachers Pension and Annuity Fund) Social Security and pension costs will be by the state on behalf of the charter school. TPAF Social Security will be on a reimbursement basis by the State; therefore, this should be considered in the cash disbursements in the Cash Flow Schedule.

Purchased Professional/Technical Services (Contracts)

Services that are not performed by an employee of the charter school but rather purchased as it relates specifically to administration. Some examples are purchased services for areas such as business support services for budgeting and payroll, financial accounting, outside auditors, curriculum developers, legal services and fine and performing art consultants.

Other Purchased Services

Amounts paid for property services or other services rendered by organizations or personnel not on the payroll of the charter school (separate from professional and technical services). Included is the rental of equipment (exclusive of communications/equipment), staff travel for administration and management fees.

Communications/Telephone

Expenditures for telephone and communication services including the rental of equipment. Also included here are the expenses for postage equipment rental and postage.

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Supplies and Materials

Amounts paid for material items relating to administration of an expendable nature that are consumed, worn out or deteriorated by use.

Miscellaneous Expense

Amounts paid for administrative goods and services not classified elsewhere.

Expenditures-Supportive Services

Costs associated with the activities related to assisting the instructional staff with the content and process of providing learning experiences and other costs associated with daily operations of the charter school. The major functions will include attendance/social work services, health/personnel services, arts services, guidance services, child study teams, educational media/school library, operations and maintenance of plant services, transportation services for field or athletic trips provided directly by the charter school, food services programs and board-sponsored athletics and co-curricular activities.

Salaries of Support Services

Salaries for services rendered. If the personnel in these positions are sharing responsibilities between support assignments and teaching or administrative assignments as defined on the subsequent pages, their salaries should be prorated based on the time spent on each major assignment whether teaching, administrative or support.

Purchased Professional/Technical Staff (Consultants)

- Services that are not performed by an employee of the charter school but purchased as it relates specifically to support services.

Other Purchased Services

- Amounts paid for property services or other services rendered by organizations or personnel not on the payroll of the charter school (separate from professional and technical services). Included is the rental of equipment for support services use and cleaning, repair and maintenance services by non-charter school employees.

Rent of Land and Buildings

- The cost to rent buildings or facilities used by the charter school.
- Insurance for Property, Liability and Fidelity

- Expenditures for all types of insurance coverage other than fringe benefits for employees and administrative-related insurance, which are reported under Administrative Expenses.
- Student Transportation

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- The cost of transportation services for students attending the charter school. No other transportation costs are to be included in charter school's general fund budget.

Energy Costs

- The cost of utilities; for example, heat, electricity and air conditioning.

Miscellaneous Expenditures

- Amounts paid for goods or services related to support services not properly classified elsewhere.

After School & Summer Programs, and Students Scholarships.

Instructional Equipment

- Expenditures for the initial, additional and replacement of instructional furniture and equipment. Instructional furniture and equipment is that which is purchased for use by pupils and instructional staff in instruction programs.

Non-Instructional Equipment

- Expenditures for the initial, additional and replacement of non-instructional furniture and equipment. Non instructional furniture and equipment is that which is purchased for use by either administrative or support services and serve no direct instructional benefit to the students (for example, computer hardware for the business office).

In general, our School Head's payroll-reduction priorities will be as follows:

1. Elimination of non-instructional positions, including senior administrators, as needed, then filling these positions, where feasible, with volunteers.
2. Elimination of non-core instructional positions, as needed; and third, reduction of salaries across-the board, 5%–15%, if the previous two steps have yet to bring the budget into alignment, as specified in the preceding bullet point.

While our School Head, in dialog with our Head Support and Evaluation Committee, will propose the payroll cuts and other reductions, this proposal must receive whole-Board simple-majority support prior to implementation.

We will not reduce marketing expenditures. If any area should receive increased funding under contingency-plan circumstances, this is the area. We will make sure all of our constituencies, current and prospective; understand that we will protect our school's ability to deliver its core mission. All parties must understand this.

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Revenue Shortfall

The revenue shortfall and the steps taken to deal with that shortfall will result in a strategic analysis of actual budgets to cut cost were necessary, evaluation of fundraising efforts, and strategic planning on grant writing and fund development. We will also analyze our marketing tactics and redevelop a new marketing campaign for new enrollment.

FACILITY

We are proud to potentially be a part of a pool of independent schools that are attempting to increase the number of low income and often minority children to choose college as their first option for career.

JCPAA anticipates the high school being located at 275 W. Wisconsin Ave. Milwaukee, WI 53203 (Shops of Grand Avenue Mall). JCPAA currently occupies 4,200 sq ft of space in the lower level of the Plankinton Building, The Shops of Grand Avenue has been home to several universities and charter schools in the past and the outcome was very successful.

JCPAA plans on occupying additional space in the Plankinton Building. There is additional space of approximately 10,000 sq ft. Total estimated square foot is 15,000 sq ft. including our current location.

The Shops of Grand Avenue is located in the heart of Milwaukee Business & Entertainment District. Not to mention, our potential location right in the heart of Milwaukee's Arts scene, which will allow kids to experience the arts hands-on as the Arts is a core part of JCPAA curriculum.

The Shops of Grand Avenue facility will offer JCPAA a Food Court for students and staff, a 24/7-security team, housekeeping and other partnership opportunities for JCPAA.

Proof of Ownership or Tenant Status

JCPAA does not own the facility. We lease the space from the Shops of Grand Avenue. The management company, 275 W. Wisconsin Ave, is directly involved in the leasing process.

Occupancy Certificate

A copy of an occupancy permit is contained in Attachment L. The intended areas that JCPAA will occupy are zoned for the purpose of a school. We will submit the Milwaukee Occupancy Permit as soon as possible when JCPAA is approved for charter.

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INSURANCE

Liability Insurance

JCPAA is a client of JP & Associates LLC and will work the agent to provide an insurance package to suit the needs of JCPAA. Insurance coverage includes: Liability, property, Workers Compensations, Abuse & Molestation Coverage, Professional, D&O Liability, Fiduciary, Internet, Workplace Violence, EPLI, Educators Protection, Employment Practice, Defense Reimbursement, etc.

AUDIT

JCPAA intends to hire independent auditor Bruce Michael Redlin, CPA, LLC to provide auditing services to JCPAA, Inc. Attachment O includes the Independent Audit Engagement Letter for first fiscal year, Auditor Report on school's long range business plan and first year budget, and Auditor Report on planned, documented internal controls policies and procedures submitted by Bruce Michael Redlin, CPA, LLC.

Bruce Michael Redlin, CPA, LLC is a Milwaukee accounting firm that provides accounting, certified audits, tax, and financial management services.

The local and family owned Milwaukee accounting firm understands the needs of businesses and individuals. They deliver personalized service that will help the school achieve our accounting/auditing needs.

2323 S 109th Street, Suite 135
West Allis, WI 53227
414-543-1550
www.bredlin.com

Financial Contingency Plan

Our school's financial contingency plan will be automatically triggered by any circumstance in which all five of the following conditions occur at the same time, and may be triggered if any four are present at the same time:

1. Cash reserves totaling less than 2% of the total budget (less than 2% of total operations expenditures)
2. Total indebtedness—including debt from bonds—exceeding total endowment

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3. Total indebtedness exceeding 70% of the total budget (exceeding 70% of total operations expenditures)
4. Hard income (revenues that are (a) billed or (b) transferred internally—such as applying 4.5% of the endowment corpus to operations), as distinct from revenues that are solicited, such as those generated by the annual fund drive) totaling less than 92% of the operations budget (less than 92% of total operations expenditures)
5. FTE enrollment (current actual enrollment, or enrollment projected for the coming year) down by 8% or more from the previous year's total.
6. If our school's contingency plan is triggered, operations expenditures will be cut as soon as practicable by reducing payroll and other expenses, as needed, to the point at which the budget—actual or projected— will be cash-positive by 1% (i.e., will show a surplus equal to 1%), to include the assumption that soft income—solicited funds—will drop by at least 20% from the previous year's total.

SECTION II EDUCATIONAL PROGRAM

Janus College Preparatory & Arts Academies takes an innovative approach to meeting the needs of students while also meeting the needs and demands of our highly technological global society. Our approach to meeting the demands is an art-infused **and** college focused curriculum.

We choose the college preparatory approach because our four-year curriculum meets or exceeds the entrance requirements of all major colleges and universities. The curriculum at College Prep includes the student's full complement of courses and activities. Everything the student does at school builds a sound foundation for college and for becoming an educated, thinking, and responsible person in the modern world.

Students, parents, and the Milwaukee community have asked for a program such as Janus College Preparatory & Arts Academies. Listed is the rationale for our college preparatory, art-infused independent school program.

Rationale #1

Students interested in post-secondary education were asked by the Milwaukee Graduation Project, on April 13, 2010, "what do students need from their schools in order to complete the "ingredients of success". High school student representatives that took part at the Youth Summit, overwhelmingly said that what they need is **support, music and art classes, after-school activities/studies, career-based programs/resources & opportunities.**

JCPAA is prepared to meet this request.

Rationale #2

Students who participated in the Milwaukee Journal/Sentinel Editorial Board round table discussion, on July 17, 2010, expressed their concerns on what should be done to increase the graduation rate. They said that more should be done to curb the teen pregnancy rate which remains at a crises level in Milwaukee. Participants suggest that a part of the solution to curbing the teen pregnancy rate is by getting teen girls actively involved in school activities and athletics along with having more mentors.

- Teenage births are associated with lower annual income for the mother. Eighty percent of teen mothers must rely on welfare at some point.
- Teenage mothers are more likely to drop out of school. Only about one-third of teen mothers obtain a high school diploma.

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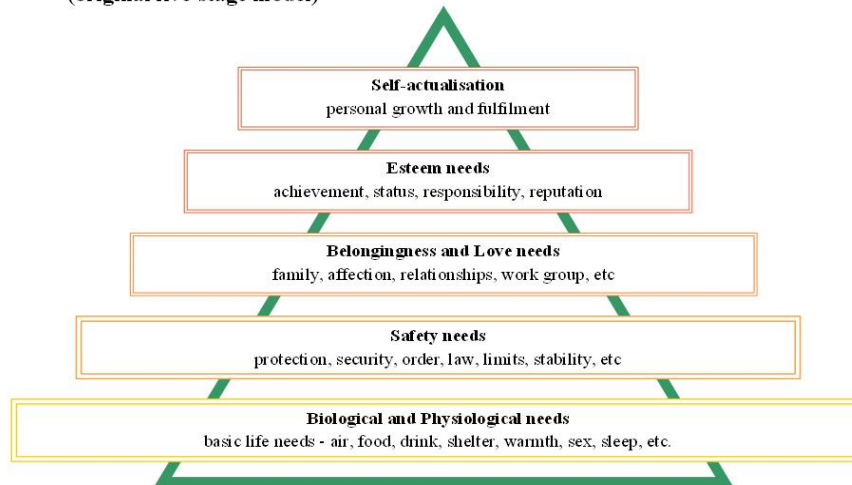
JCPAA has been developed by many in the community that have first-hand and direct involvement with teen parents, including both mothers and fathers. We are a school that has set standards and goals that include the school age parent.

Rationale #3

JCPAA because less than ½ of Milwaukee district's African-American males graduate high school. The city has the second highest black male unemployment rate in the United States at 67%. In the case of Wisconsin, we are the second highest in the nation for Black male incarceration rates, over 70%. And, we have the fourth highest poverty rate.

JCPAA addresses not only the academic needs of the student but the needs of the “whole” child based on Abraham Maslow's Hierarchy of Needs Theory.

Maslow's Hierarchy of Needs
(original five-stage model)



© alan chapman 2001-4, based on Maslow's Hierarchy of Needs

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As a school, we recognize that in order for learning to occur, and for academic needs to be met, the student's basic needs must be met first before they can successfully take advantage of educational opportunities made available to them. In order to educate and strengthen student's talents and academic skills, the roadblocks that exist in their lives have to be removed or moved out of the way. Theorist, Abraham Maslow's Theory of Motivation is a very significant component of our curriculum.

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This theory recognizes that in order for learning to occur, the basic needs of the child must be met first before the child can successfully take advantage of educational opportunities made available to them. If the needs are satisfied then the child can focus on strengthening talents and skills they naturally possess. JCPAA will focus on developing the artistic aspects of our students through the Arts.

Working in collaboration with community based organizations for their supportive services will help in moving the obstacles that get in the way of student learning and achievement. **When children have support and basic needs met, schools have a real chance of making a difference.** We are committed to creating the conditions necessary for all students to become successful, lifelong learners. Therefore, in our curriculum design we have incorporated by subject-centered and child-centered curriculum designs.

Description of Educational Program

ACADEMIC GOALS

Through the four-year curriculum, we want students to reach the following academic goals:

- ✧ develop powers of clear expression in writing and speech
- ✧ extend their knowledge of great literature of the past and present, together with the habit of critical reading
- ✧ acquire broad historical and cultural perspectives
- ✧ deepen their appreciation for and understanding of mathematics and the natural world while improving their ability to solve problems and to think logically and abstractly
- ✧ develop facility with and cultural understanding of at least one additional language
- ✧ refine the aesthetic sense through the study and practice of the performing arts
- ✧ recognize ethical and social challenges and respond to them through service to the community
- ✧ build character and improve physical fitness through participation in physical education and team sports
- ✧ become familiar with the uses of technology throughout the curriculum

CURRICULUM

The curriculum requires students to make connections among the subjects and to apply the information in their personal lives. Teachers will guide students to adapt to our deeply rigorous curriculum. The curriculum will be based on the purpose of JCPAA.

The curriculum at JCPAA is aligned with the Common Core Standards and are in alignment with our academic goals. The Common Core State Standards provides a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. JCPAA students will graduate fully prepared for the future.

These standards define the knowledge and skills students should have within their secondary educational career so that they will graduate able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

- ⤴ Are aligned with college and work expectations;
 - ⤴ Are clear, understandable and consistent;
 - ⤴ Include rigorous content and application of knowledge through high-order skills;
 - ⤴ Build upon strengths and lessons of current state standards;
 - ⤴ Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
-
- ⤴ Are aligned with college and work expectations;
 - ⤴ Are clear, understandable and consistent;
 - ⤴ Include rigorous content and application of knowledge through high-order skills;
 - ⤴ Build upon strengths and lessons of current state standards;
 - ⤴ Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
 - ⤴ Are evidence-based.

To reach the established academic goals, JCPAA is using small learning communities. The Smaller Learning Community (SLC) concept comes out of research that demonstrates that students learn better and retain more when they learn things in context, when they know why they are learning.

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The goals of our SLC's are to:

- increase high school graduation rates,
- increase college **acceptance** rates,
help narrow the achievement gap that currently exist in our district,
- see our students through college.
- promote the arts in music, dance, theater, and visual arts

JCPAA is using this research-based, school structure as a model as it has proven increases in student achievement in other secondary schools.

Strengths of SLC:

1. Stronger student accountability and responsibility for their own learning.
2. More able to use portfolio and performance-based assessment.
3. School would be safer, as strangers can be more easily recognized.
4. Students have more opportunities to develop socially and academically
5. Students will have a better chance of being known well by at least one adult.
6. Better attendance.
7. Better behavior, less discipline issues and problems.
8. Increased teacher satisfaction.
9. Teachers have smaller class sizes, allow teachers to develop a more personalized program.
10. Teachers can learn from and be supported by each other.
11. Teachers are more empowered for the program.

The smaller learning communities or “academies” that make up Janus are:

- 1. Janus Freshman Academy (9th)**
- 2. Janus College Preparatory Academy (10th-11th)**
- 3. Janus Senior Academy (12th)**

Typically, college prep and college bound high schools cater to the needs of high performing or “gifted and talented” students. The Janus approach is nontraditional. Our college prep program is designed for both “gifted and talented” and “at-risk” students. Janus is designed for those students who an interest in the Arts, enrolling in college, attending, and completing.

Janus Academies are needed because our strategic delivery of programs promotes and provides the opportunities needed for students to participate in the economy, our society, and for Milwaukee. The educational program at JCPAA is designed to help increase student achievement, gain entrance into college, and secure financial aid at a college or university of their choice. **All students are expected to meet the demands of our curriculum in order to complete their grade level requirements.**

JCPAA uses a wide variety of instructional methods, tools, and techniques to promote academic success for each student. Inquiry-based Instructional Strategies, individualized computer instruction, and small whole group class activities are methods used to deliver the curriculum.

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Our child-centered approach looks at developing the “whole” student along with academics. We use an integrated curriculum that uses interdisciplinary thematic projects to help show students the connections between English, math, science, and history.

In addition to teaching the core areas, we incorporate into our curriculum computer lab instruction, personal health and safety, life and functional living classes. Special classes related to pregnancy, parenting, and childcare issues are also a part of our educational program. We have partnered with individuals in the community that not only provide workshops on teen parenting, but also provide support in the areas of job-marketing skills, drama/poetry, etiquette, technology, self-esteem and self-worth building.

The academic rigor of JCPAA's courses is an important factor in the college admission process. College admission officers see student's high school course schedule as a blueprint of their education. They're looking for a solid foundation of learning that can built on college.

JCPAA creates that foundation by offering these opportunities: take at least five solid academic classes every semester. Start with the basics and then move on to advanced courses. Challenging yourself is part of what makes school fun; but you need a firm grasp of the fundamentals before going on to more advanced work.

Our curriculum design includes consideration of aims, intended learning outcomes, syllabus, learning and teaching methods, and assessment.

Unless otherwise determined by staff and school administration, JCPAA will use the Holt McDougal Curriculum because it correlates with the Wisconsin Model Academic Standards, WKCE test support, and Common Core State Standards in English/Language Arts, Math, Science, and Social Studies.

The following subjects and classes are standard for success in high school and beyond, whether students plan to attend a four-year or two-year college. These are required courses.

ENGLISH (LANGUAGE ARTS)

JCPAA's English program focuses on basic literacy, the proper use of language for personal and public reasons, and the development of an appreciation for various types of literature. Each year in the English curriculum plan of study is meant to build on previously learned skills while expanding the student's exposure to the realm of literature.

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The English curriculum is designed to achieve the following goals:

- To stimulate critical and creative thinking
- To improve students' written communication by providing instruction, review and reinforcement in study skills, grammar, usage and vocabulary, structure and organization of the paragraph and essay, techniques of research, practical writing skills, and creative written expression
- To enable students to comprehend, interpret, analyze and appreciate literature through studying significant authors, relating themes of literature to everyday experiences and recognizing the universality and diversity of the human family
- To develop communication skills by teaching students to listen with discernment and respect, to voice ideas clearly, and to function effectively in various communication roles
- Read and discuss literary and nonliterary texts in order to understand human experience.

Students will:

- Students will read to acquire information, participate in the discussion and analysis of written works.
- Learn and apply specific literary criticism techniques and theories
- Speak and write clearly and effectively.
- Review and reinforce the language elements necessary for successful communication.
- Use media and technology to obtain, prepare, and share information.
- Research and communicate information
- Use a variety of writing styles to express information.
- Use effective reading strategies to achieve their purposes in reading.

JCPAA student's will take English every year. Traditional courses, such as American and English literature, help improve writing skills, reading comprehension and vocabulary.

ALIGNMENT WITH COMMON CORE STANDARDS

Reading

The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level

- reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- ▲ Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.

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- ⤴ Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- ⤴ The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

1. The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
2. Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
3. Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- ⤴ The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- ⤴ The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- ⤴ Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Mathematics

The courses offered in mathematics provide for the varying needs and abilities of all students from 9th through 12th grade. The content and delivery of our courses is consistent with the content required for college admission and success as well as the standards for excellence written and accepted by the National Council of Teachers of Mathematics.

All of the math courses at JCPAA incorporate the use of technology to develop and enhance critical thinking skills. Calculators are used when appropriate to further learning and to explore the question “what if.” They are not used as a substitute for basic skills.

Students need algebra and geometry to succeed on college entrance exams and in college math classes — and in many careers. JCPAA is offering classes early on. That way, JCPAA student's will be able to enroll in advanced science and math and show colleges they are ready for higher-level work. Most college-bound students complete 4 years/4.0 credits of college preparatory mathematics.

Most colleges look for students who have taken three years of math in high school. The more competitive ones require or recommend four years.

Students will:

- Reason abstractly and quantitatively.
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

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- Analyze non-routine and real world problems
- develop oral & written presentations

Alignment with Common Core Standards

- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: “Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.”

Science

JCPAA offers our life & physical science teachers a curriculum that is aligned to state & national standards. With different learning styles as our focus, our educational curriculums optimizes the learning aptitudes of science students. Student centered lesson plans create a fun learning environment for science classes!

Writing high school science lessons that integrates different learning styles, student interest, and meets state standards is very difficult, however, can be accomplished with good curriculum planning and design.

Students will:

- Start with an open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations).
- Gather responses and subsequent questions from students with little comment or direction.

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- Require students to collaborate on designing experiments or methods of inquiry.
- Student teams conduct experiments or gather data.
- If time allows, re-evaluate question based on new data and re-experiment or collect new data based on revised question.
- Students present findings as an oral presentation, a poster presentation or an evaluative write-up.
- Learn about physical and chemical properties
- learn about the structure and systems of the universe
- learn about the characteristics and structure of living things
- learn about the relationship between science and technology

Inquiry-based learning curriculum:

- Courses are designed to emphasize the scientific processes of observing, inferring, measuring, formulating and testing hypotheses, collecting and analyzing data and problem solving.
- The laboratory experience is an essential part of the curriculum.
- Oral and written communication of scientific ideas is essential and is stressed throughout the department. Assessment is based on written lab reports, quizzes, homework, exams, written research papers, projects and semester final exams.
- Asking questions, making discoveries, gathering data, analyzing explanations, communicating scientific arguments

Inquiry-based learning aims to enhance learning based on (1) increased student involvement, (2) multiple ways of knowing and (3) sequential phases of cognition. By using student derived investigations knowledge is more relevant and meaningful. This investment in the curriculum and learning process leads to active construction of meaningful knowledge, rather than passive acquisition of facts transmitted from a lecturer.

Next, by engaging students' multiple intelligences more types of students are successful contributors and students are engaged on more than one level. In addition, this process mirrors the stages of Blooms learning phases, which leads to more complete cognition by building on previously learned knowledge. Lastly, the student to student collaboration reinforces assimilation of knowledge, while the teacher to student collaboration builds trust for future discovery.

The STEM curriculum is an integrative approach to teaching and learning that draws on the foundations of each individual field to form a cohesive course of instruction. By breaking down

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the traditional walls between the subjects, students are able to garner a deeper understanding of each by applying the knowledge and skills typically learned in one subject to the others. STEM education helps students gain a solid foundation of critical thinking skills that can be applied in other subjects and after graduation.

Alignment with Wisconsin State Standards in Science

- Students in Wisconsin will understand that there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; form and function among scientific disciplines.

Nature of Science: Students in Wisconsin will understand that science is ongoing and inventive

- Nature of Science: Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.
- Physical Science: Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.
- Life and Environmental Science: Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.
- Science Applications: Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.
- Science Applications: Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

Social Studies

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, JCPAA emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members

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of a global community.

The curriculum standards for social studies provide a framework for professional deliberation and planning about what should occur in a social studies program in grades pre-K through 12. The social studies standards have been widely and successfully used as a framework for teachers, schools, districts, states, and other nations as a tool for curriculum alignment and development.

Students will:

- learn about the history of the United States of America and the World
- learn about political science and political systems
- learn about geography through the study of the relationships among people, places, and environment
- learn civics and develop civic responsibility
- learn about and respect other cultures by learning about their history and their contributions

Alignment with National Curriculum Standards for Social Studies

- Social studies programs should include experiences that provide for the study of culture and cultural diversity
- Social studies programs should include experiences that provide for the study of the past and its legacy.
- Social studies programs should include experiences that provide for the study of people, places, and environments.
- Social studies programs should include experiences that provide for the study of individual development and identity
- Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

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- Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- Social studies programs should include experiences that provide for the study of global connections and interdependence
- Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

METHOD OF INSTRUCTION

Janus Freshman Academy

Freshman year tends to be a turning point for many students. The habits they develop in this first, critical year of high school will determine future successes. In order to provide students the best possible education, we have instituted Freshman Academies.

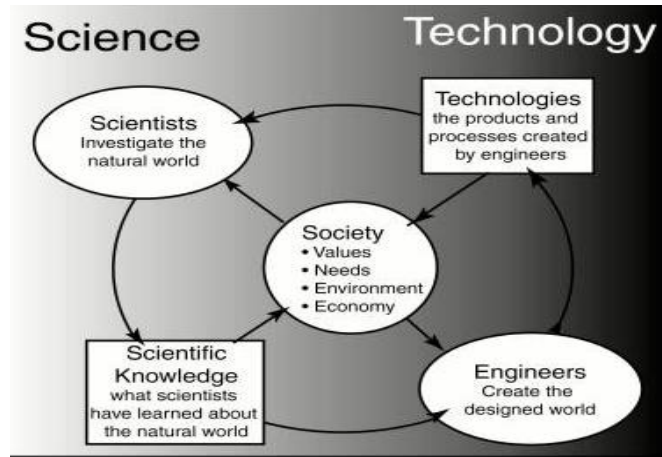
Freshman Academies is a transitional program provided for students in 9th grade that are beginning their first year of high school. Students that may have few to no credits or those students who have or are on the verge of dropping out are eligible for this small learning community.

Transitioning to high school for many freshman, may be difficult. They may deal with anxiety about entering a new school, social pressure, and increased academic pressure and responsibilities. To offset these issues, we have instituted a freshman academy.

The goals of the academy is to provide structure, to provide a sense of belonging, and to ease the transition into high school while integrating content and increasing communication between teachers and parents.

The goal is also to help freshmen effectively realize their full potential, establish goals, maximize credit status and enhance student success. And, to see fewer students fail their first year of high school. Janus Freshman Academy will help students explore options and help students to prepare and take full advantage of academic opportunities available throughout their high school experience.

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The STEM curriculum is the instructional tool we will use to support the cross-disciplinary science, technology, engineering, and mathematics (STEM) coursework. The curriculum focus is on learning, planning and making career choices.

STEM instruction helps to improve student learning and achievement in science and math. It increases awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increases the technological literacy of students.

The teaching of STEM subjects is an important educational tool because it equips students with the competitiveness they need to survive in a global economy. Current research in this area has identified many reasons to introduce children to the STEM curriculum, in order to learn science and technology concepts and build related skills:

- Children are fascinated with building and with taking things apart to see how they work. They engineer informally all the time.
- Projects integrate other disciplines, such as mathematics, science, literacy, and social studies.
- Projects foster problem-solving skills.
- Engineering embraces project-based learning and encompasses hands on learning
- Scientific and technological literacy are necessary for the 21st Century.
- Learning about engineering will increase students' awareness of and access to scientific and technical careers.

Students successfully completing Janus Freshman Academy will move on to Janus College Preparatory Academy (10th-11th).

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Janus II (10th-11th).

JCPAA has a college bound curriculum designed to meet the needs of high school students in grades 10th – 12th. Students entering this program must have a minimum of five credits. The Career Clusters embedded in the curriculum provide the opportunity to complete high school with a college focused curriculum so that they can be as competitive as their peers. The intention is to bridge the gap between high school and college and facilitate transitioning students towards post-secondary education.

In order to move our children in the direction of preparing for college, all students in grade 10 will participate in the AVID program (Advancement Via Individual Determination) a college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID is a foundational program designed as an embedded sequential academic skills program. It is intended for non-elective, multi-subject, multi-ability level classrooms. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID class as a support system, they will rise to the challenge.

AVID trained teachers will support grade 10 students through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

According to AVID, since 1990, AVID has been a success in many school districts. More than 65,300 AVID students have graduated from high school and planned to attend college. Of the 2009 AVID graduates, 92 percent planned to attend college; 60 percent to a four-year college and 32 percent to a two-year college.

Upon the two year completion of the Janus College Prep school learning community, students transition into Janus Senior Academy (12th).

Janus Senior Academy (12th)

Senior year is an honorable and important stage for students. It is a time for not just college and a job but a time to make career choices. Our high school students are guaranteed a rigorous college focused curriculum. A part of the curriculum, students will choose a “major” in the Arts. Choosing a major gives students a focus and possible career path. These classes fulfill the elective requirements towards graduation and provide them with the experience they need in these areas. The majors are: Music, Visual Arts, Dance, and Theater.

We are a college focused program that relates work to education, we offer a small class learning environment, we have low student-to-teacher ratios, and we provide, mentoring, counseling and supportive services. We are flexible and we tailor the curriculum to meet the learning needs of the individual students. The curriculum is not watered down for at risk students but instead taught with rigor.

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The delivery of the curriculum is through research-based instructional programs:

Janus Freshman Academy

- Art Infusion
- STEM
- Project- and inquiry-based learning

Janus College Preparatory Academy (10th-11th)

- AVID
- Technology Education
- Art Infusion

Janus Senior Academy (12th)

- Art Infusion
- Technology Education
- Project- and inquiry-based learning

INSTRUCTIONAL PROGRAM DESCRIPTIONS

The instructional programs at Janus are student centered, knowledge-driven, and researched based, in order for student's to achieve the academic goals and standards established by the school.

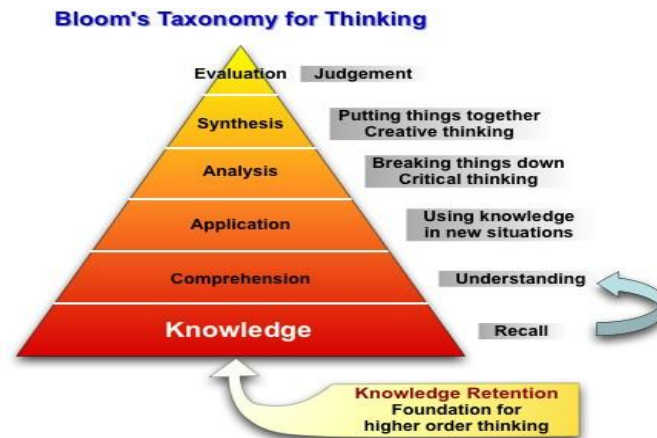
A. Arts-Infused Instruction

Janus Academies offers an ambitious method for educating students. We want to reclaim the lives of students by offering an alternative to the traditional curriculum through our independent charter school program. For many students, the Arts are a part of daily life. This is an excellent opportunity for our teachers to develop talents that come naturally while at the same time developing their academic abilities.

Art-infused because based on research on arts infusion as an instructional program, studies have shown that art used as part of the instruction increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. Research also shows that the study of both art and music is linked to higher test scores and is a better way to teach the research-based curricula because it reinforces and extends learning. We are incorporating this approach as part of our curriculum because it works.

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Janus has a central philosophical umbrella of higher order thinking which focuses on learning to learn rather than learning of facts for their own sake. Higher order thinking skills, according to Bloom, are application, analysis, synthesis, and evaluation. While knowledge and comprehension (lower order thinking skills) are important, they are imbedded in instruction toward deeper understanding and skill.



The learning process, in which students experience, explore/imitate, describe, label, practice create, and then maintain; is the key to teaching for higher order thinking. This learning process not only demands hands-on, brains-on teaching and learning, it is the process through which the arts are naturally assimilated and learned. Therefore, by teaching in, about, and through the arts, the arts become the lab for learning in all disciplines. They also become the avenue for learning how to learn throughout life

A correlation, in arts-infused instruction, is an integrated curriculum design that links disciplines. Many creative and interesting activities can be generated through correlation, and the skills and concepts of each discipline can be addressed. Furthermore, collaboration between teachers brings understanding and support to both disciplines and teachers. Research-based, arts-infused academic programming supports the schools goal of student achievement.

10 Lessons the Arts Teach:

1. The arts teach students to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. The arts teach students that problems can have more than one solution and that questions can have more than one answer.
3. The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.
4. The arts teach students that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity.

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Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know. The limits of our language do not define the limits of our cognition.

6. The arts teach students that small differences can have large effects. The arts traffic in subtleties.

7. The arts teach students to think through and within a material. All art forms employ some means through which images become real.

8. The arts help students learn to say what cannot be said. When students are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

9. The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.

10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.

SOURCE: Eisner, E. (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from Ten Lessons with proper acknowledgment of its source and NAEA.

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Art Weaving Method for JCPAA's Core Academic Curriculum

The Art Weaving Method is a progressive way for helping students to grasp academic fundamentals. It can be designed to fit the needs of each individual student or can be designed to meet the needs of the teacher's course curriculum.

By placing a creative link to the intellectual elements of each core curriculum, teachers and the **Art Weaving Method** can turn traditional ideas into innovative applications that can be implemented for everyday living and strengthen harmonious interactions with others.

The **Art Weaving Method** includes "ART" of every genre' to help facilitate a better understanding for the student within every academic course. Here are just a few examples of how the Art Weaving Method can be included: Using the English Academic Curriculum

English I

To help students gain a better understanding of language, paintings using basic sentence structures can be incorporated in the lesson plan and work on characterization and conflict by way of color mixing, values, tones and tints.

Or

English I-A

Lyrics to a song can be composed then restructured into complete sentences and engage in the advanced methods of literary analysis while creating a story behind the song.

Or

English 11

As students elevate their written expressions, they can choreograph a dance where each movement of their body within the dance helps to facilitate the writing of their essay and creative writings.

Another Example: Using Algebra 1-A with Geometry

To help students grasp the concepts of inductive and deductive reasoning skills, they will create a painting using measurements for color mixing combinations and work with Algebraic geometry to strengthen their skills in problem-solving and critical thinking.

Or

Trigonometry

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Students will apply their advanced mathematical knowledge with computerized art renderings and musical graphing to challenge their creative ideas with calculations and concepts in graphing software.

Samples of **Art Weaving Method** By Kristell M. Urich 2013

Arts integration naturally incorporates many cognitive activities that have been shown to improve long-term memory (Rinne, et al., 2011).

Elaboration	Adding meaning to, and/or incorporating, information that is to be remembered. Example: Create stories, pictures, or nonverbal expressions that express and/or integrate the content being learned in elaborated expressions.
Rehearsal of Meaning (in a variety of nonverbal forms)	Repeating content over and over until it is memorized; however, rereading, or even elaborating upon meaning, is not as effective as recalling and reconstructing the information from a cue (Karpicke & Blunt, 2011). Example: Watch a movie or listen to a song about mathematical equations.
Generation	Generating information (pictures, stories, songs, poems) in response to a visual or physical cue. Retrieving and reconstructing the information has been shown to be more effective in promoting learning than elaboration (Karpicke & Blunt, 2011). Example: Take a photograph showing a law of physics.
Enactment	Performing action phrases, as in drama or dance, improves memory. Example: Co-create and/or participate in a dance that incorporates understanding of meteorology to represent seasons, weather patterns, and atmospheric conditions.
Oral Production	Singing or theatrical production that requires information to be remembered and recited orally promotes retention. Example: Create a three-minute skit or song that helps teach the Pythagorean theorem.
Effort After Meaning	Briefly puzzling over the meaning before figuring it out can lead to better memory. (If students must decode meaning from art, they are more likely to remember the meaning.) Example: Study <i>Guernica</i> (1937) by Pablo Picasso and describe what the artist was trying to express, citing specific details in the work to support your claims.
Emotional Arousal (vs. neutral)	Content that generates higher levels of emotional arousal can promote memory for that content, but arousal needs to be at an optimal level. Too much arousal distracts from the content, and high levels of negative arousal (fear or stress) can lead to impaired learning. Example: Write about a personal experience that relates to a cultural or social issue that you feel needs to be addressed, and then design a poster or performance to represent your knowledge and feelings about the topic.
Pictorial Representation (a.k.a. picture superiority effect)	Visual information is better retained than information presented verbally or as text. In other words, people tend to better remember things they have seen than things they have heard or read. Example: Use striking visual images, such as artworks, historical artifacts, scientific images, or graphs to represent important concepts.

For planning arts-integrated lessons, Hardiman's *Brain-Targeted Teaching Model* (2012) also provides a useful reference for translating findings from cognitive neuroscience into instructional practices.

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B. Differentiated Instruction

JCPAA teacher's proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. This instructional approach will be the method used for one hour of the day during the extended portion of the school day. There are many benefits to this piece of our program.

- Provides immediate academic intervention
 - Homework Help
 - Reinforce instruction
 - Remedial/Enrichment Opportunities
 - Teachers review/reteach the curriculum

C. Project-based and inquiry-based learning is a part of the college based curriculum. It puts students and teachers in collaborative roles, where students learn actively through long-term, cross-disciplinary experiences tied to the state's academic standards.

Students develop research, problem-solving, and critical thinking skills as they complete tasks that help them learn academic concepts.

Students in schools using project-based learning have higher levels of engagement in their own learning and develop learning partnerships with their teachers, local experts, and other students that improve the school climate. This model is a part of JCPAA because schools using project-based learning have experienced improved student attendance and graduation rates.

Technology

Technology education provides an opportunity for students to learn about the processes and knowledge related to technology. As a study, it covers the human ability to shape and change the physical world to meet needs, by manipulating materials and tools with techniques. In education, the goal is to teach the knowledge and techniques to develop technological literacy which is accomplished by bringing laboratory activities to students.

Classroom instruction in all core areas will be delivered via SMARTboard interactive technology offers high quality, interactive lesson activities, content, assessment material, and teaching resources. Training and professional development to help teachers learn the most effective use of the Smartboards. Technology education allows learners to explore a variety of activities related to many areas. Learners can develop problem solving strategies and work habits that will be useful in almost any career and or occupation.

Within the scope of this educational program is the effort to develop "soft skills" within the learner, as well as an opportunity for the learner to see how systems work together and the chance to put much of the academic class instruction to work in an applied way.

We live in a technological world. Living in the twenty-first century requires much more from every individual than a basic ability to read, write, and perform simple mathematics. Technology affects every aspect of our lives, from enabling citizens to perform routine tasks to requiring that they be able to make responsible, informed decisions that affect individuals, our society, and the environment. Smartboard technology instruction provides students of Janus the tools needed to reach the academic goals.

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

The core concept driving this educational strategy is that by combining service objectives and learning objectives, along with the intent to show measurable change in both the recipient and the provider of the service, the result is a radically-effective transformative method of teaching students.

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Community members, students, and educators everywhere are discovering that service-learning offers all its participants a chance to take part in the active education of its youth while simultaneously addressing the concerns, needs, and hopes of their community.

To work towards the goal of achieving success we will use a variety of methods to enable our students to attain the goals under 118.01. Janus Academies will be year-round, extended day program.

Year round provides our students the opportunity for continuous learning. Due to the fact that some of these students are over-age this will give them the opportunity to “catch up” in order to complete both completion and graduation requirements. This is especially beneficial for these reasons: YRE benefits students with varied learning needs, provides remediation and enrichment opportunities, and maintains student interest in learning.

There are a substantial number of studies which are conducted by researchers (with no vested interest in either supporting or opposing year-round schooling) which conclude that the year round school organization should be considered as an instructional strategy to meet the needs of educational and economically disadvantaged students who are in danger of dropping out of school.

Although research is still debated, there are some revealing patterns: (1) students exhibit better attitudes toward school, (2) students improve their overall attendance, (3) they don't do any worse academically than traditional calendar, (4) and students drop out of school less. These patterns indicate that we can have a rigorous and college focused program for our at risk student population.

For students at-risk, it is clear that more time is necessary to support those students in need of additional time to be able to successfully master and build upon national and state standards and expectations. **Extending learning time** for students can bridge the gap to successful academic learning and provide students with the time they require to master subject content.

In a number of studies, extended-day activities have been found to positively affect the achievement of participating low-achieving students, who received more passing grades, higher grades and/or better test scores. To ensure that our students Janus Academies mandatory extended-day program runs daily from 3 to 4 PM. It is mandatory for Janus students and is considered part of the school day.

To help student achievement, class sizes are reduced. Low student/teacher ratios provide for more individualized instruction. Our smaller class sizes will allow us to offer more time teaching, allow for more one-on-one instruction, and allow for more academic interaction and instruction. To help increase student success in our Janus Freshman Academy, we will use the 4 x 4 block instructional delivery system. Block scheduling will allow for more class instruction and homework time.

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Janus Academies is **service-intensive**; Janus provides students personal contact with qualified, caring staff. We offer a comprehensive, continuous, linked series of programs support system. Providing information, resources, referrals for our students, parents, guardians, and other individuals who are connected to our student as it relates to areas concerning, nutrition, dental, mental health, W2, student childcare issues, and driver licensing access.

We are a college focused program that relates work to education, we are offer a small class learning environment, we have low student-to-teacher ratios, and we provide, mentoring, counseling and supportive services. We are flexible and we tailor the curriculum to meet the learning needs of the individual students.

Educational Results: Assessment STANDARDS

JCPAA is a data-driven high school. We believe that using data is real accountability in order to drive instruction. The first three weeks of school is testing so that we can look at our data.

Formative Assessments

1. **MAP, Measures of Academic Progress**, is a computerized, adaptive assessment. Developed by NWEA, the Northwest Evaluation Association, **MAP assessments** provide detailed, actionable data about where each child is on their unique learning path. Because student engagement is essential to any testing experience, NWEA works with educators to create test items that interest children and help to capture detail about what they know and what they're ready to learn. It's information teachers can use in the classroom to help every child, every day.

MAP adapts to a student's responses – as they take the test.

- Answer a question correctly and the test presents a more challenging item
- Miss a question, and MAP offers a simpler item

MAP provides useful data that measures student growth, and aligning that data to state and national standards helps keep MAP tests relevant to the educational community. JCPAA teacher's will use the data to look at student growth which enables them to focus on helping every student meet their academic goals.

MAP tests will also help JCPAA educators prepare for the coming year by providing them with reliable information to guide instructional planning. Tests will be administered four times per school year.

2. **The Smarter Balanced assessment system**—including summative, interim, and formative components—is aligned with the Common Core State Standards and will accurately measure student achievement and growth toward college- and career- readiness.

Performance Assessments

3. **Classroom Assessment** involves student and teachers in the continuous monitoring of students' learning. It provides faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Most important, because Classroom Assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhanced.

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Teachers can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

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4. End of unit and chapter quizzes and comprehensive tests, including interactive assessments.

6. Project-based Learning Portfolios

Assessment: to provide a body of student work that can be used to assess the quality of the student's past or ongoing performance.

- 1. the assessment purpose is defined; portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning.*
- 2. criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and*
- 3. criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance.*

METHOD OF INSTRUCTION

Instructional strategies: The staff at JCPAA are utilizing various instructional strategies to implement instruction. However, Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book *Classroom Instruction that Works* by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way.

2. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

3. **Summarizing and Note Taking**

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

3. **Reinforcing Effort and Providing Recognition**

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

4. **Homework and Practice**

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

5. **Nonlinguistic Representations**

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

6. **Cooperative Learning**

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

7. **Setting Objectives and Providing Feedback**

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

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8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

9. Cues, Questions, and Advance Organizers

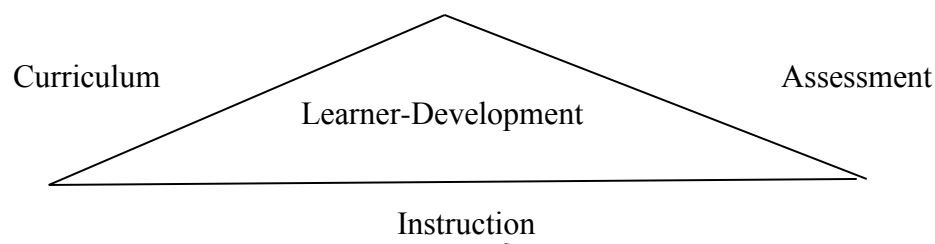
Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

What Works in Classroom Instruction

by Robert J. Marzano, et. al. Are the instructional strategies we will incorporate into our academic program to better assist students in reaching the academic goals.

We are a team of dedicated professionals working to raise the bar in public education. By continually challenging ourselves, through professional development training, we strive for continuous improvement towards a common goal: to assure every student achieves to his or her own unique potential through a college focused curriculum.

Curriculum, instruction, and assessments are linked. Curricular plans work best if all three elements are in balance.



Supportive services are crucial to our programs because they tie in directly with the schools mission to prepare students academically and technically so that they can participate in our global economy, successfully, by providing an academically rigorous college focused curriculum. Besides our social support systems, Janus provides academic support embedded in to the curriculum. It is an initiative created to help increase student achievement and to narrow the achievement gap.

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College Counseling

JCPAA understands the college process can be overwhelming. College Counseling is a personalized service available to students throughout their high school years.

The mission of JCPAA's Counseling process is to provide information and guidance to students and their parents, and to assist them in making an informed decision regarding the selection of a college or university best suited to the needs and abilities of their student.

JCPAA's College Counseling office provides:

- Individual counseling for juniors and seniors through one on one appointments
- College informational meetings for students and parents at each grade level
- Resources for students and parents to reference during their search, including financial aid and scholarships
- Coordination of standardized testing through ACT and Collegeboard , including AP exams, ACT with accommodations, PLAN, PSAT and SAT testing
- Visits from college admission reps for meetings and interviews with students throughout the year

The school also utilizes a web-based program called Family Connection from Naviance to help students manage their college search process. Family Connection allows students to track and analyze data about college and career plans. The program also allows students to sign up for college visits, keep track of application deadlines, build a resume, research colleges, manage applications and access the Common Application, College Board and SAT/ACT online.

At JCPAA we are proud of our students and their accomplishments. We are honored to provide them with the College Counseling services necessary to prepare them for their next step in their young adult lives.

Janus College Preparatory Math Plan of Study

Year One – Algebra 1 OR Geometry

Students who completed Algebra 1 in middle school will move directly into Geometry. Otherwise, they will complete Algebra 1 in ninth grade.

Major Topics Included in Algebra 1:

- Real Numbers
- Linear Equations
- Systems of Equations
- Exponents
- Polynomials and Factoring
- Quadratic Equations
- Radicals

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Major Topics Included in Geometry:

- Length, Distance, and Angles
- Proofs
- Parallel Lines
- Polygons
- Congruency
- Area Relationships and the Pythagorean Theorem
- Coordinate Geometry
- Surface Area and Volume
- Similarity
- Introduction to Trigonometry and Circles

Year Two – Geometry or Algebra 2

Students who completed Algebra 1 in their ninth grade year will continue with Geometry. Otherwise, they will enroll in Algebra 2.

Major Topics Included in Algebra 2:

- Families of Functions
- Matrices
- Systems of Equations
- Quadratics
- Polynomials and Factoring
- Rational Expressions
- Composition of Functions and Inverse Functions
- Probability and Statistics

Year Three – Algebra 2 or Precalculus

Students who completed Algebra 2 in their tenth grade year will continue with Precalculus which includes topics in Trigonometry. Otherwise, they will enroll in Algebra 2.

Major Topics Included in Precalculus:

- Functions and Graphing Functions
- Rational and Polynomial Functions
- Exponential and Logarithmic Functions
- Basic Trigonometry
- Analytic Trigonometry
- Vectors
- Limits

Year Four – Precalculus or Calculus

Students who completed Precalculus in their eleventh grade year will continue with Calculus. Otherwise, they will enroll in Precalculus.

Major Topics Included in Calculus:

- Limits
- Differentiation
- Integration
- Logarithmic, Exponential, and Other Transcendental Functions
- Differential Equations
- Integration Techniques

AP Calculus is the standard replacement for Calculus. This is the equivalent of a first year college introductory calculus course.

Math Electives

Typically students take their math elective in their senior year. Following are a sampling of typical math electives offered in high schools.

- **AP Statistics**

Year One – Physical Science

The Physical Science course covers the natural sciences and non-living systems. This is a survey course providing students with a basic understanding of key physical science concepts. Students focus on learning overall concepts and theories to help them understand and explain aspects of nature. Across the nations, different states have different opinions on what should be included in physical science. Some include astronomy and earth science while others focus on physics and chemistry. This sample Physical Science course is integrated and includes basic principles in:

- Physics
- Chemistry
- Earth Science
- Astronomy

Year Two - Biology

The Biology course studies living organisms and their interactions with each other and the environment. The course provides the students with laboratories designed to help them understand the nature of living organisms along with their similarities and differences. Topics covered include:

- Cellular Biology
- Life Cycle
- Genetics
- Evolution
- Classification
- Organisms
- Animals
- Plants
- Ecosystems

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AP Biology often Biology even though the college board suggests that this be taken after one year of biology and one year of chemistry. This is the equivalent of a first year college introductory biology course. Some students choose to double up on science and take this their third year or as an elective in their senior year.

Year Three - Chemistry

The Chemistry course studies matter, atomic theory, chemical reactions and interactions, and the laws that govern the study of chemistry. The course includes laboratories that are designed to reinforce these major concepts. Topics covered include:

- Matter
- Atomic Structure
- The Periodic Table
- Ionic and Covalent Bonding
- Chemical Reactions
- Kinetic Theory
- Gas Laws
- Solutions
- Chemical Kinetics
- Acids, Bases, and Salts

Year Four - Electives

Typically students take their science elective in their senior year. Following are a sampling of typical science electives offered in high schools.

- **Physics or AP Physics**

Physics is the study of the interactions between matter and energy. Students who have doubled up in previous years and taken basic physics might choose to take AP Physics their senior year.

- **Chemistry II or AP Chemistry**

Students who have taken their first year of chemistry might continue with Chem II or AP Chemistry. This course continues and expands on the topics taught in Chemistry I.

- **Marine Science**

Marine Science is the study of the marine environment including the ecology of the seas and the diversity of marine organisms and ecosystems.

- **Astronomy**

Many schools do not offer courses in astronomy. However, the study of astronomy is fascinating and a welcome addition as a science elective. Astronomy includes the study of the planets, the stars, the sun, and other astronomical structures.

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- **Anatomy and Physiology**

Anatomy and Physiology is the study of the structures and functions of the human body. Students learn about the skeletal, muscular, endocrine, nervous, and other systems in the body.

- **Environmental Science**

Environmental Science is the study of the interaction between humans and the living and non-living environment around them. Students learn about the effects of human interaction including deforestation, pollution, habitat destruction, and issues surrounding the management of the Earth's water resources.

Year One

English 1

- English 1 is the introductory course for high school English. Students learn the basics of the writing process including constructing thesis statements and writing essays. They also study grammar rules and vocabulary. In terms of literature, students typically look closely at each author's style, theme, and plot. Finally students learn about and practice research and public speaking skills.

Year Two

English 2

- English 2 continues to build on the major principles taught in English 1. Students focus on expanding their formal and informal forms of written expression. They work through each step of the writing process from pre-writing to final drafts. Students continue to learn about grammar and expand their vocabulary. In terms of literature, students continue to focus on increasing their comprehension while recognizing theme and plot. They also examine each author's use of literary devices. Students are expected to present information orally and learn more about correct research techniques.

Year Three

English 3

- With English 3, students focus specifically on American literature. In many cases, this course can be successfully integrated with American History. Students continue to work on their formal and informal forms of written expression. Students are expected to successfully complete literary analyses of various forms of literature. Students are expected to successfully complete a research paper this year along with numerous oral presentations.

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English 3

- With English 3, students focus specifically on American literature. In many cases, this course can be successfully integrated with American History. Students continue to work on their formal and informal forms of written expression. Students are expected to successfully complete literary analyses of various forms of literature. Students are expected to successfully complete a research paper this year along with numerous oral presentations.

AP English Language and Composition

- AP English Language and Composition typically replaces English 3. According to the College Board, the course is "designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing."

Year Four

English 4

- English 4 culminates the student's secondary school language arts experience. The focus is on World Literature this year. Students are expected by the end of this year to be able to comprehend and analyze various forms of literature including essays, nonfiction, fiction, and poetry. A strong focus will be on formal written expression through essays and literary analyses. Further, students are expected to complete a research paper this year along with numerous oral presentations.

AP English Literature and Composition

- AP English Literature and Composition typically replaces English 4. Again, according to the College Board, this course is "designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone."

Year One - World History

The World History course is obviously a true survey course. Due to time constraints, students typically get just a taste of the various cultures and their history from around the world. The most powerful world history curriculum is one which builds connections between world cultures.

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World history follows a progression as follows:

- Prehistory and Early Man
- First civilizations (Mesopotamia, Egypt, India, China)
- Greece and Rome
- Medieval China and Japan
- Medieval Era in Europe
- Renaissance and Reformation in Europe
- Modern Era

AP World History is the standard replacement for World History. This course is considered an introductory advanced placement social studies course.

Year Two - Electives

This plan of study assumes that only three full year credits are required in social studies for graduation. Therefore, this year is one in which students often take any desired social studies electives. This list is not meant to be exhaustive but instead representative of a typical high school.

- Psychology or AP Psychology
- Sociology
- World Geography
- AP Comparative Government
-

Year Three - American History

The American History course differs in many locations. Some have American History in high school cover the time period beginning with the American Civil War while others have it begin at the beginning. In this curriculum example, we begin with a brief review of exploration and discovery before jumping into the colonial era. One of the main purposes of the American History course is to highlight the root causes and interconnections of many events that arose throughout America's past. Connections are highlighted along with the dynamics of group interaction, the building of a national identity, the rise of social movements, and the growth of federal institutions.

AP American History is the standard replacement for American History. This course covers topics that range from discovery and exploration through the most recent presidential administrations.

Year Four - American Government and Economics

Each of these courses normally lasts for one half of the year. Therefore, they are typically placed together although there is no reason that they have to follow each other or be completed in a particular order.

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- [American Government](#)

American Government provides students the a basic understanding of the institutions and functions of government in America. Students learn about the foundations of American Government and then focus on the institutions themselves. Further, they learn about the ways that they can get involved and participate in government.

[American Government Course Outline](#)

AP American Government replaces American Government. This course typically covers the same topics as American Government but in greater depth. Emphasis is placed on interpretation, synthesis, and analysis of governmental policies and institutions.

- **Economics**

In Economics students learn key economic concepts such as scarcity, supply and demand, and major economic theories. Students then focus on the way that the American government interacts with the American economy. The last portion of the course is spent on real world applications of economic concepts. Students do not only learn basic consumer economics but also details about savings and investing.

AP Macroeconomics and/or **AP Microeconomics** replaces Economics. This advanced placement course focuses less on consumer economics and more on a typical undergraduate level of economic theory.

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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				
2. Mathematics				
3. Writing				
4. IEP Goals				
Additional Local Measures Beginning in 2nd Year of School Operation:				
5. Employability Skills				
6. Skills related to Verbal/Artistic Expression				
7. Skills related to				

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Civic participation				
8. Post Graduation Plan				
9. Post Graduation Plan				

Other Accountability Measures

JCPAA Parental Involvement Policy/Plan

2014-15

GENERAL EXPECTATIONS

JCPAA agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning

(B) that parents are encouraged to be actively involved in their children's education at school

(C) that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children

(D) the carrying out of other activities

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.

Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community

- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers

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If the plan for Title I, Part A, developed under section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency

Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section

POLICY INVOLVEMENT

JCPAA will take the following actions to:

- Convene an annual meeting at a time convenient for parents of participating children:
 - All parents shall be invited and encouraged to attend
 - The school will provide information and explain the requirements of Title I and the rights of parents

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

- Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

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Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

4. Provide parents of participating children:

- Timely information about the Title I programs
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
- Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

Note: If the school-wide program plan under section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency.

IMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy/plan, the school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

JCPAA will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Wisconsin's student academic achievement standards as follows:
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement. Conferences will be held (at least annually):
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: conferences, report cards, progress reports

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4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities.

Parents will support our children's learning in the following ways:

1.
 - Monitoring attendance
 - Making sure that homework is completed
 - Monitoring amount of television children watches
 - Participating, as appropriate, in decisions relating to my children's education
 - Promoting positive use of children's extracurricular time
 - Staying informed about children's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding as appropriate
 - Serving, to the extent possible, on policy advisory groups, such as; serving as the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, or other school advisory or policy groups

Students will share the responsibility to improve our academic achievement and achieve Florida's high standards in the following ways:

1. Describe the ways in which students will support their academic achievement, such as:
 - Do my homework every day and ask for help when I need to
 - Read at least 30 minutes every day outside of school time
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

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BUILDING CAPACITY FOR INVOLVEMENT

JCPAA will take the following actions to:

1. Provide assistance to parents in understanding such topics as:

- Wisconsin's academic content standards
- Wisconsin's student academic achievement standards
- Wisconsin's and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their children's progress
- How to work with educators to improve the achievement of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

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4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). The schools program must help teachers, principals, and other staff work well with parents. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

6. Provide reasonable support for parental involvement activities as parents may request.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

ADDITIONAL ACTIVITIES

- Involve parents in the development of training to improve the effectiveness of that training for teachers, principals, and other educators
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Train parents to enhance the involvement of other parents
- Arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children

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- Arrange meetings with parents who are unable to attend conferences at school to maximize parental involvement and participation in their children's education
- Adopt and implement model approaches to improving parental involvement
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)

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Qualifications of Teaching Staff

Janus College Preparatory & Arts Academies (JCPAA), follows the requirements set forth by the Wisconsin Department of Public Instruction (DPI) and the Wisconsin State Statute [Wisconsin Statute 118.91(1)].

Teachers at JCPAA are expected to be and must be certified, highly educated, and qualified for their positions. Wisconsin law requires that all professional school staff be properly licensed for their assignments to teach in the public schools.

JCPAA teachers must be licensed, which requires a bachelor's degree and the completion of an approved teacher education program.

Licensure and certification.

Wisconsin requires public school teachers to be licensed granted by the State Board of Education or a licensure advisory committee.

JCPAA requires general education teachers to have a bachelor's degree and to have completed an approved teacher training program with a prescribed number of subject and education credits, as well as supervised practice teaching.

Almost all States require applicants for a teacher's license to be tested for competency in basic skills, such as reading and writing, and in teaching and require teachers to exhibit proficiency in their subject. Many school systems are moving toward implementing performance-based systems for licensure, which usually require teachers to demonstrate satisfactory teaching performance over an extended period in order to obtain a provisional license, in addition to passing an examination in their subject. Most States require teachers to complete a minimum number of hours of continuing education to renew their license. Many States have reciprocity agreements that make it easier for teachers licensed in one State to become licensed in another

At JCPAA we prefer candidates who have a bachelor's degree in the subject they intend to teach.

Other qualifications.

JCPAA is looking for highly qualified teachers to teach the college-bound curriculum. A highly qualified teacher is a public teacher that meets the definition created under the federal education law known as No Child Left Behind. This law stipulates that in addition to a bachelor's degree, highly qualified teachers must possess a teaching license from their state and demonstrate core competence in the subjects they teach.

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In addition to being knowledgeable about the subjects they teach, our teachers must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand the students' educational and emotional needs. JCPAA teachers must be able to recognize and respond to individual and cultural differences in students and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative. Our teachers also must be able to work cooperatively and communicate effectively with other teachers, support staff, parents, and members of the community.

Teachers, at JCPAA, play an important role in fostering the intellectual and social development of our college-bound high school students. The education that the students acquire is key to determining their future. Our teachers are providing the tools and the environment for their students to develop into responsible adults.

JCPAA teachers use classroom presentations or individual instruction to help students learn and apply concepts in subject areas such as science, mathematics, and English. They plan, evaluate, and assign lessons; prepare, administer, and grade tests; listen to oral presentations; and maintain classroom discipline. Our teachers observe and evaluate student's performance and potential and are asked to use new assessment methods. For example, teachers may examine a portfolio of a student's artwork or writing in order to judge the student's overall progress. JCPAA teachers provide additional assistance in areas in which the student needs help. In addition, teachers also grade papers, prepare report cards, and meet with parents and school staff to discuss a student's academic progress or personal problems.

In keeping in alignment with the common core standards, teachers will use a hands-on approach that utilizes props to help our students understand abstract concepts, solve problems, and develop critical thinking skills. For example, demonstrating science experiments or working with computers. Teachers will encourage collaboration in solving problems by having students work in groups to discuss and solve the problems together. To be prepared for success later in life, students must be able to interact with others, adapt to new technology, and think through problems logically.

Our teaching staff specializes in their specific subject, such as English, Spanish, mathematics, history, or biology and they also teach subjects that are career oriented. Additional responsibilities of our teachers includes career guidance and job placement, as well as following up with students after graduation.

In addition to conducting classroom activities, our teachers oversee study halls and homerooms, supervise extracurricular activities, and accompany students on field trips. They may identify students who have physical or mental problems and refer the students to the proper authorities. We will also assist students in choosing courses, colleges, and careers. Teachers also participate in education conferences and workshops.

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Computers play an integral role in the education teachers provide. Computers play a role in other classroom activities as well, from solving math problems to learning English as a second language. Teachers will use computers to record grades, perform assessments, and perform other administrative and clerical duties. Teachers must continually update their skills so that they can instruct and use the latest technology in the classroom.

Teachers at JCPAA will work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in most parts of the country, it is important for teachers to work effectively with a diverse student population. Professional development training will be offered to help our teachers enhance their awareness and understanding of different cultures. Teachers should include multicultural programming in their lesson plans, to address the needs of all students, regardless of their cultural background.

Teachers at Janus College Preparatory & Arts Academies follow the Ten Standards for Teacher Development and Licensure.

"Ten Teaching Standards" (www.dpi.state.wi.us/tepd/stand10.html).

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

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- **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- **Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- **Teachers are connected with other teachers and the community.**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

21st Century Learning

The intent at JCPAA is to prepare our students for successful lives in the 21st century. In order to accomplish this task, we are adding these 'new' skills and dispositions to the existing curriculum

Knowledge, Skills, and Dispositions Standards

Standard #1:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher relates his/her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.

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The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.
The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard #2:

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Knowledge

The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

The teacher understands that students 'physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self confidence and competence.

The teacher is disposed to use students 'strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners 'current needs in each domain (cognitive, social, emotional, moral, and physical)and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students 'experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students 'thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3:

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher understands and can provide adaptations for areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Standard #4:

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e. g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e. g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e. g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students 'critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e. g. developmental stages, prior knowledge, learning styles, learning differences, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e. g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students 'understanding and presenting diverse perspectives to encourage critical thinking.

Standard #5:

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

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The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard #6:

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher understands and can use effective verbal, nonverbal, and media communication techniques.

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Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e. g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.

Standard #7:

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long-term and short-term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e. g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

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The teacher plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and

performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short-and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Standard #8:

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

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e. g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work)for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e. g. observation, port-folios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests)to enhance her or his knowledge of learners, evaluate students 'progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

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Standard #9:

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

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher understands critical frameworks for reflecting on teaching practice (e. g. frameworks from social, cultural, and philosophical foundations of education).

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e. g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district.

The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard #10:

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e. g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

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The teacher understands and implements laws related to students' rights and teacher responsibilities (e. g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

*INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers.

This document is available at: <http://dpi.wi.gov/tepd/standards.html>

Recruitment

JCPAA will use a variety of recruitment methods when hiring our 21st century teacher.

We will post positions on Wisconsin's Department of Education webpage.

Try putting the vacancies on <http://k12jobspot.com/> this website has job postings for every state within the United States. We will post the positions on our school website and MilwaukeeJobs.com.

Additional recruitment methods: networking, contact employment services, post at major local colleges and universities. Identify them through university alumni groups from Colleges of Education and through ads in teaching journals. Find them at seminars and teacher conventions, as well as online social networks and discussion forums. Also, summer is the ideal time to begin recruitment as potential teachers have more availability.

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Admissions Procedures

Charter schools may set admission procedures, but according to state law they may not discriminate against students on the basis of sex, race, religion, national origin, national ancestry, pregnancy, marital or parental status, sexual orientation or physical, emotional or learning disability.

Janus College Preparatory & Arts Academies admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

JCPAA will be the first arts-focused, college preparatory charter school in Milwaukee. The school design caters to the needs of students from all socioeconomic backgrounds. Janus provides an academic program that opens doors for lower income high school students by equipping them with the skills, knowledge, and specific resources they need to gain entrance into college and secure financial aid at a college or university of their choice. We are proud to potentially be a part of a pool of independent schools that are attempting to increase the number of low income and often minority children to choose college as their first option for career.

The mission of JCPAA is to provide a rigorous college-focused curriculum to prepare students academically and technically so that they can successfully participate in our global economy. We believe that one way, to help all students, is to approach each w holistically addressing their academic, economic, social, and environmental needs.

The vision of JCPAA is to be a bridge linking all students to the world of opportunities - opportunities designed to prepare students for a post-secondary education and a career. We would like for our students to have the same academic advantages as the most privileged students.

JCPAA will be open to all student living in the city of Milwaukee. Eligibility requirements follow the State of Wisconsin Statues. JCPAA, is open to both female and male students within our prospective geographic area. The student may be defined as a Child-At-Risk as established under Wisconsin Statue but is not a requirement. School age parents may be male or female. Student may be a resident of Milwaukee/qualify under Chapter 220/open enrollment. Students may be referred by community based organizations, teen parenting networks, nurses, Wrap-A-Round, and school age parent agencies. Students interested in pursuing college and that have an art interest are encouraged to apply.

The projected enrollment is 50 students. The student population includes students entering high school, students who have earned high school credits, and those students who are on the verge of graduation. Pregnant and/or parenting teens, students in need of a smaller high school environment and learning atmosphere are welcome.

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Sometimes the student may require special education and related services because of a significant disability that adversely affects his or her ability to learn. Students qualify for services through procedures outlined in federal and state law.

The following steps are required for enrollment in our program:

- Attend an Open House
- Submit an application along with your most recent report card showing academic achievement, attendance and effort due
- Placement test will be scheduled
- Attend Summer Institute in August

Our schools are distinctive and designed specifically to meet the existing and emerging needs of our students. Listed are the characteristics of JCPAA.

- High expectations for academics and behavior
- Personalized student attention
- Caring, highly qualified teachers
- Hands-on, relevant learning
- Safe, nurturing environment

JCPAA will recruit students from diverse and ethnically diverse populations. The task is not easy as we live in a city that is segregated. Our job will be to go into each of the separate communities and inform students and parents about our program. We will do this by radio public announcements, mailings, social networking, door-to-door, JCPAA recruitment events, local newspapers, working collaboratively with our community and business partnerships, flyers, attending community/block meetings, visit local private schools and surrounding suburban schools to inform them of our college prep and arts program. Our recruitment campaign is city-wide.

JCPAA will include a statement of our racially nondiscriminatory policy in all brochures and catalogs dealing with student admissions, programs, and scholarships. The racially non-discriminatory policy will be located on our website, in our office, and parent information. Also, JCPAA will include a reference to its racially nondiscriminatory policy in other written advertising that we use to inform prospective students of our programs.

Disciplinary Procedures

JCPAA has high expectations for all students and recognizes their potential. To help each student reach that potential, it is necessary to have a school free of disruption. As a parent/guardian, we are asking you to familiarize yourself with our expectations. Your understanding of and commitment to assisting your child in abiding with these rules is greatly appreciated.

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

The community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, any teacher's authority extends to all students, whether or not the student is in that teacher's class.

Possible Disciplinary Actions

a. By Teachers.

A disruptive or unruly student is subject to disciplinary action by the teacher and/or Principal. Action taken by teachers toward students who are disruptive or unruly may include but is not limited to:

- time out in the classroom or other secure, supervised area;
 - a conference with the student;
 - a reprimand;
 - detention; and
- a conference with a parent/guardian.

b. By Principal or Designee.

A discipline referral should be sent to the Principal when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school.

Action taken by an administrator toward students who are disruptive may include but is not limited to:

- a conference with the student and/or the parents;

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- a reprimand;
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days per occurrence)
- out-of-school suspension (OSS) (up to five days unless recommendation-for expulsion sent to Executive Director by the Principal, then up to fifteen days); and
- recommendation for expulsion.

For a student who has been suspended, either in school or out of school, for three (3) or more days, the Principal will require the parent/guardian to meet with him/her to develop a corrective action plan which is signed by the parent/guardian, student, teacher, and Principal.

a. Notification of Suspension.

Prior to any suspension, the student shall be advised of the reason for the proposed suspension.

A letter from the Principal or his or her designee will be sent to the student's parent(s)/guardian when the student is assigned in-school suspension or out-of school suspension or is recommended for expulsion.

It is neither possible nor necessary to specify every type of improper behavior or every inappropriate circumstance that may subject a student to disciplinary action, including suspension and expulsion, under these rules and procedures. However, **students engaging in the following behavior may be subject to discipline, up to and including suspension and expulsion.** (This list is provided as a guideline. It is not an all-inclusive list of behaviors that may subject a student to disciplinary action.)

- Absenteeism (including cutting of class), unexcused or excessive;
- Alcoholic beverages, possession, delivery, use or being under the influence of;
- Arson or attempted arson;
- Assault or attempted assault;
- Beeper and/or other telecommunications devices, possession of, except as considered necessary by the Executive Principal;
- Cheating and/or plagiarism;
- Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc., possession of;
- Defacing or destruction of school property or property of another (includes writing on walls, etc.);
- Defiance or disrespect of a teacher or other staff member, manifest in words, gestures or other overt behavior;
- Detention, failure to report to;
- Detention, refusal of;
- Dice shooting (whether or not gambling);

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- Disruption of class, study or instruction
- Drugs and controlled substances, possession, use, distribution, or being under the influence of;
- Extortion or attempted extortion, harassment, or intimidation;
- Failure to follow directives of teacher or staff including, but not limited to failure to report to office as directed;
- Fighting;
- Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;
- Forgery of notes or passes, etc.;
- Gambling or present at scene of gambling;
- Inappropriate physical contact intended or likely to hurt, distract or annoy others such as pinching, grabbing, biting, kicking, hitting, pushing and shoving;
- Leaving class without teacher's permission;
- Leaving school ground without proper authorization;
 - Loitering on school property, including halls and classrooms;
- Loitering in vehicles, in parking lots, or on streets adjacent to school grounds;
- Lying/falsehood:
- Misuse of school property or property of others;
- Molesting others;
- Obscene language or gestures, use of;
- Obscene writing, pictures or articles, or possession of;
- Participating in and/or instigating a riot;
- Presentation of forged notes or passes;
- Profane language, use of;
- Refusal to follow directions of teacher or other staff member;
- Refusal to identify self properly;
- Removal of food from cafeteria without permission;
- Rude behavior to others;
- Sexual harassment;
- Sleeping in class;
- Tardiness, unexcused or excessive;
- Tobacco products, possession or use of;
- Trespassing while suspended or expelled;
- Theft or attempted theft of school property or the property of others under the jurisdiction of the school;
- Threatening bodily harm or property damage;
- Threatening language or gestures, use of;
- Truancy from school;
- Unauthorized entry into restricted areas;
- Violence, acts of;
- Walkouts;
- Any violation of this code, policies of the Board of Directors, or local, state or federal law;
 - Any other conduct considered by the Executive Principal to be disruptive, disrespectful or disobedient.

b. Notice of In-School Suspension.

The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
- A parent is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the Principal that outlines the guidelines of the in-school suspension program.

c. Notice of Out-of-School Suspension.

The suspension notice for out-of-school suspension (fewer than five days) shall include at least the following information

Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;

- A parent must come to school for a conference with the Principal in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not to go on school property;
 - Appeal procedures shall be clearly stated in detail.

In cases involving the following types of behavior, discipline referrals must be made immediately to the Principal:

- Fighting;
- Abusive language directed toward a teacher or another student;
- Student actions that disrupt the class to the extent that the teacher's authority is being challenged or the teacher is unable to teach effectively;
- Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;
- Other criminal acts in violation of local, state, or federal laws.

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The Principal is expected to recommend expulsion and prosecution for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

- Conduct by the student while at school or under the supervision of a school authority that endangers the property, health or safety of others, including, but not limited to: arson or attempted arson; assault and/or battery of another student; possession, distribution, manufacturing and/or sale of drugs and/or drug paraphernalia; threatening to harm the health or safety of a person or making a threat to damage property; possession, use, or sale of a firearm, as defined in 18 USC 921(a)(3), or dangerous weapon; possession, use, distribution, sale, lighting, or discharge of explosive devices; unlawful assembly and/or riot;
- Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- Conduct that endangers the property, health or safety of any employee or member of the Board of Directors of the school;
- Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Repeated refusal to obey the rules of the school.

d. Notice of Suspension and Potential Expulsion Recommendation.

The notice for a suspension for conduct that may lead to an expulsion recommendation shall include at least the following information:

First Notice

- The reason(s) for a suspension are to be clearly stated;
 - A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
 - A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Principal or designee to present and hear information;
 - The student will not be allowed to participate in classroom and school activities during the suspension; and
- The student is not permitted on school property.

Written Notice

Following the conference, the Principal will make a decision to move forward with a recommendation to the Executive Director for expulsion and inform the parent(s) and student. If the Principal moves forward with the recommendation, the Principal will provide written notice of the recommendation to the parent/guardian and separately to the student at least five (5) calendar days prior to the date of the hearing. The notice to the parent(s) and student must include the following information:

e. Notice of Expulsion Recommendation.

- The specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based;
- The time and place of the hearing;
- That the hearing may result in the student's expulsion;
- That the hearing shall be closed;
- That the student and, if the student is a minor, the student's parent or guardian, may be represented at the hearing by counsel at their own expense;
- That the Board of Directors shall keep written minutes, or at the Board of Directors' option, an audiotape of the hearing; and

That if the Board orders the expulsion of the student, the Board secretary shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian;

If the Board orders the expulsion of the student:

- a. The Board should reduce its decision to writing in the form of a written order.
- b. If expulsion is ordered, the order must state the length of time that the student is to be expelled including the beginning and ending date.
- c. The order should state the specific findings of fact and conclusions in support of the decision. The order should be sent to the student and, if the student is a minor, to the student's parent or guardian.

Plan to Educate Children with Disabilities

Special Education is provided at JCPAA. The special education department will be staffed with a special education teacher. The teachers, administrators, and staff of Janus College Preparatory & Arts Academies High School (JCPAA) believe in the equal worth and dignity of all students and are committed to educating all students to their maximum potential.

Our mission is to also provide support to the school community in order to maximize learning for all students within an inclusive environment so that each student will contribute to and benefit from our diverse society.

Special education is specially designed instruction, at no cost to parents, to meet the unique needs of the child. In order for a child who has one or more of the above disabilities to be eligible for special education, they must have a unique educational need that requires specially designed instruction.

A unique educational need is one that stems from the disability of the child and is significantly different from the educational needs of the student's typical peers. Specially designed instruction is adapting the content, methodology, or delivery of instruction to address the unique educational needs of the child so that he/she can access the general curriculum and meet State and District educational standards. JCPAA will address each special education child using the students IEP.

By law, the IEP must include certain information about the child and the educational program designed to meet his or her unique needs. In a nutshell, this information is:

- Current performance.** The IEP must state how the child is currently doing in school (known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.
- **Annual goals.** These are goals that the child can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs. The goals must be measurable-meaning that it must be possible to measure whether the student has achieved the goals.
 - **Special education and related services.** The IEP must list the special education and related services to be provided to the child or on behalf of the child. This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel-such as training or professional development-that will be provided to assist the child.

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According to IDEA, the regular education teacher at JCPAA:

- must, to the extent appropriate, determine “appropriate positive behavioral interventions and supports, and other strategies for the child” [§300.324(a)(3)(i)]; and
- determine which “supplementary aids and services, program modifications, and support for school personnel” are needed to help the child progress toward attaining the annual goals; be involved in and make progress in the general education curriculum; participate in extracurricular activities and other nonacademic activities; and be educated and participate with other children with disabilities and those who are not disabled [§300.324(a)(3)(ii) and §300.320(a)(4)].

These supports and services might include adapting the curriculum, providing reading materials written at a lower reading level, using graphics along with written materials, or providing the child with a child assistant. The regular education teacher may also tell what he or she needs to help the child understand the general curriculum and achieve the goals listed in the IEP.

The regular education teacher often knows the curriculum for a child’s grade level and what children in regular education classes are typically expected to do. If the child is going to be educated in the regular education environment for any part of the school day, then the child’s regular education teacher may talk at the IEP meeting about what the child will be taught and expected to learn. This information can contribute directly to making decisions about what types of supplementary aids and services the child may need to be successful in that setting.

There will be 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. 115.78(1m)(c)

We will work to develop collaborations and partnerships with other agencies, organizations, and institutions that serve students with disabilities for whom we cannot educate on site and to help us with facilitate the best educational program for our students with special education needs.

- Aurora Family Service of Milwaukee
- Counseling Center of Milwaukee
- CSSW Child & Family Counseling
- Milwaukee Public Schools-Special Education Services-Psychological ServicesLuthern Social Services Behavioral Health
- Marquette University
- The Parenting Network
- Sixteenth Street Community Health Center
- United Community Center
- Milwaukee Urban League
- Northcott Neighborhood House
- **Wisconsin Department of Public Instruction**
- **Wisc Family Assistance Center for Education, Training and Support, Inc. (WI FACETS)**