

Janus Liberal Arts High School

City of Milwaukee Charter School Application

February 6, 2015

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

Dear Dr. Mitchell:

We appreciate the opportunity to submit this Charter School Application for the development of Janus Liberal Arts High School.

Janus College Preparatory & Arts Academies, Inc (JCPAA) is currently a non-profit organization that provides technique-based instruction for youth to adults in the fine and performing arts: music, dance, theater, and visual arts. We want to go beyond the studio with our fine arts instruction and offer a curriculum, for high school students' that provides a liberal arts education.

This approach to learning empowers students and prepares them to deal with complexity, diversity, and change. It provides students with a broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

Janus Liberal Arts High School offers an ambitious method for educating students. We want to reclaim the lives of students by offering an alternative to the traditional curriculum. 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.

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

Janus Liberal Arts High School
City of Milwaukee Charter School Application

**City of Milwaukee-Common Council
Charter School Application
For the 2016 – 2017 School Year**

Submitted By:

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

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

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



February 1, 2015



Janus Liberal Arts High School
City of Milwaukee Charter School Application

**Application
Table of Contents**

SUMMARY SHEET.....	4
SECTION I: SCHOOL OPERATIONS.....	5
Mission & Vision.....	6
Persons Seeking to Establish a Charter School.....	5
GOVERNANCE.....	8
OPERATIONAL & FISCAL MANAGEMENT.....	20 & 21
BUDGET.....	24
FACILITY.....	30
INSURANCE.....	32
AUDITS.....	32
SECTION II: EDUCATIONAL PROGRAM.....	34
Description of Educational Program	
Academic Goals.....	35
Curriculum.....	36
Method of Instruction.....	55
Educational Results.....	60
High School Matrix.....	62
OTHER ACCOUNTABILITY MEASURES.....	63
Parental Involvement.....	64
Qualifications of Teaching Staff.....	70
ADMISSION PROCEDURES.....	76
DISCIPLINARY PROCEDURES.....	78
PLAN TO EDUCATE CHILDREN WITH DISABILITIES.....	84

Janus Liberal Arts High School

City of Milwaukee Charter School Application

SUMMARY SHEET

1. Name of Applicant:

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

2. Address of Applicant:

161 West Wisconsin Avenue B1 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 Liberal Arts High School is a new school.

6. Proposed Grade Levels to be Served:

Janus Liberal Arts High School proposes to educate and serve high school students in grades 9, 10, 11, and 12.

7. Proposed Number of Students to be Served:

Janus Liberal Arts High School proposes to serve 50 high school students during the 2016-17 school year.

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

Valerie Benton, President

9. Mission and Vision of the School:

The mission of Janus Liberal Arts High School is to provide a liberal arts educational model that develops a students' sense of social responsibility, an educational model that strengthens their intellectual and practical skills, all within a learning environment that offers students' the opportunity to demonstrate their ability to apply knowledge and skills in real-world settings. Our mission is to engage youth in a fine arts and college prep curriculum program that focuses on increasing student motivation to attend and participate in school and to prevent high school dropout.

Our vision is to provide 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.

10. Brief Description of the School:

Janus offers high school students' a liberal arts education that includes studies in disciplines from the natural sciences to the arts as well as the humanities. The liberal arts program empowers students and prepares them to deal with complexity, diversity, and change. It provides students

Janus Liberal Arts High School

City of Milwaukee Charter School Application

with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest.

SECTION I: SCHOOL OPERATIONS

Mission and Vision of the Charter School and the Persons Seeking to Establish a Charter School

Instruction to applicant: Describe the mission and vision of the charter school. Provide the name and address of the person seeking the charter. For purposes of this application, “person” means the individual or organization seeking authority to operate the charter school. Provide resumes for board members (Attachment A).

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.

Janus Liberal Arts High School would be the first liberal arts focused high school approved by the City of Milwaukee, for charter. The 21st century school design is an approach to learning that empowers students and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. The liberal education model helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical/problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. And, the liberal arts education program focus will prepare our students for higher education opportunities.

Janus Liberal Arts High School caters to the needs of students from all socioeconomic backgrounds but caters to students identified as at risk and in danger of not completing high school. 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.

JCPAA, Inc. is currently a non-profit organization providing Fine and Performing Arts technical training and instruction in Dance, Theatre, Music, & Visual Arts. We are located in the heart of downtown Milwaukee’s performing arts community inside of the historic Plankinton Building.

JCPAA, Inc. provides arts education predominately to youth and young adults that may not have the financial resources to participate in performing and visual arts programming on their own.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Students learn the fundamentals and techniques in the four program areas and they receive professional arts instruction, enjoy performances and exhibits, and receive coaching to pursue their interest in the arts. The programs are conducted and supervised by company directors and professional staff.

Janus Liberal Arts High School combines a college-focused curriculum with the fine and performing arts to empower students to succeed in college. 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 want our students to have the same academic advantages as the most privileged students.

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.

We will accomplish our mission by offering, small learning communities, instruction catering to the needs of students at-risk and the needs of 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 thinking and problem solving competencies.

Research indicates that 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 (Blooms). 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. Our mission is to engage youth in a fine arts and college prep curriculum program that focuses on increasing student motivation to attend and participate in school and to prevent high school dropout.

Like other larger cities, we have areas in the Milwaukee community that are at risk and in immediate need of intervention. We have too many children living below poverty level, too many of our students drop out and never finish high school, and too many teens and young adults are facing under and unemployment. With these statistics as realities, Janus Liberal Arts High School will focus its attention on working with youth in the Milwaukee community to prevent school dropout and increase student achievement.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

In several national studies conducted over the past decade, students at risk of dropping out cite participation in the arts as their reason for staying in school.

Janus Liberal Arts High School replicates the best practices of arts programming offered throughout the country that have been effective in educating youth, specifically, at risk youth. Our expected student outcomes are to increase appreciation of and involvement in the arts, increase students' motivation to engage in the educational process, and increase the rate of graduation for students engaged in the program.

JCPAA has created an instructional program that incorporates and combines art along with college prep curricular design. Art-infused instructional program because it increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. A college preparatory approach because our four-year curriculum is designed to meet the entrance requirements of all major colleges and universities.

JCPAA, Inc. possesses a unique tool as an organization because of its collaborations, its dedicated volunteers and personnel who each have extraordinary expertise in a variety of art mediums, and using the Arts as an educational tool. 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. Studies also show 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.

Janus Liberal Arts High School will be a bridge linking students to the world of opportunities-opportunities designed to prepare students for a post-secondary education and a career. We envision 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Governance

Instruction to applicant.

Describe the legal structure of the school. Attach supporting documentation (Attachment B)

Explain how the school will be governed. Describe the roles and responsibilities of those who will govern the school and those who will manage the school. Include a description of the skills and experiences each board member brings to the board that will help ensure the success of the charter school. Also, please indicate the areas of expertise each member of your board brings to the operation of the school.

Provide an organizational chart (Attachment C).

Explain the school's internal procedures for resolution of disputes relating to governance or management of the school or its policies and practices.

Include a board resolution recognizing adoption of the following manuals (includes copies of each) (Attachment D):

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 Janus Liberal Arts High School (Janus) 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 the 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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 their 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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- Provides the Board and the school with advice and technical assistance in her or his individual areas of expertise.
- 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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Principal

JCPAA will identify and hire a capable school principal 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 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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.

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

Janus Liberal Arts High School
City of Milwaukee Charter School Application

Community Volunteer

Previous or Current Board Experience

Sharon Seventh Day Adventist Church
Janus College Preparatory & Arts Academies, Inc.

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

Janus Liberal Arts High School
City of Milwaukee Charter School Application

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.

Darron Suttle
Mentor/Counselor
Genesis One

Skills

Community Outreach

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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
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;

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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;
- 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

Instruction to applicant.

Describe the organizational structure and responsibilities of the management and staff.

Provide resumes of the educational leader(s) and financial leader(s) (Attachment E).

Describe your school's fiscal management procedures. Provide explanatory material or recent audits that demonstrate knowledge of and compliance with generally accepted procedures for fiscal management, including those related to proper internal controls and investment of funds.

Include a Long Range Business plan (Attachment F).

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

JCPAA and have established ourselves for the purpose of creating and operating JCPAA as a charter school.

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 Janus Liberal Arts High School 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Operational Management

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

The principal 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 principal at Janus Liberal Arts High School guides the school on the path to its mission and vision.

Principal Responsibility

Supervises all school personnel, directly and/or indirectly

Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

Fiscal Management

Fiscal management is the role of the governing board in conjunction with the standing committees. Janus'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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

other key operational aspects.

- 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Budget

Instruction to applicant.

To support the budget attachments (Attachments H and I), discuss (1) sources and uses of funds; (2) basis for revenue estimates; (3) and contingency plans for revenue shortfalls.

Explain the methods for estimating revenues and expenses and plans to manage revenue deficits or other contingencies.

Applicants must submit:

- **Detailed Budget with key assumptions.** (Attachment H)
 - For all new applications two alternate budgets based on 15% enrollment below projected levels and 30% below projected levels should be submitted.
 - To assure consistent reporting, each school's budget revenue and expenditure accounts must directly reconcile to the accounting system line item or objects of expenditure accounts
 - **2%** authorizer fee as a budget expense line
- **Annual cash budget** showing monthly receipts, disbursements and beginning and end of month cash balances with key assumptions. (Attachment I)
- **Position listing** of all part- and full-time positions. (Attachment J)
- **Line of Credit** or other source(s) of cash (other revenues, reserves, personal guarantees, etc.) as needed for adequate liquidity over the fiscal year. (Attachment K)

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 Liberal Arts High School 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 budget and explains its major features.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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 humanities, 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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

- 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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

Instruction to applicant.

If you do not yet have a facility, describe your ideal facility, as well your plans to obtain an adequate facility. Provide any documentation of pending agreements.

If your proposal for a school is accepted but you do not yet have a facility, you will be issued a conditional charter contingent upon completing arrangements to lease or buy an appropriate facility, and receipt of an occupancy certificate for school use.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

For applicants that have a facility, provide the location of your facility. Describe the capacity of the facility, including classroom space, recreational areas, extracurricular areas, and cafeteria. Provide a floor plan, if available.

Provide proof of ownership or tenant status. (Attachment M)

Provide an occupancy certificate for school use from the City of Milwaukee Department of Building Inspection, and a copy of a letter from the Building Inspection Department regarding code compliance. (Attachment N and Attachment O)

If you have received notice of violations of any health or safety law or code from the Department of Building Inspection, you must submit proof that you have remedied such violations.

ALL APPLICANTS: Describe any plans you have during the next three years to expand your current facility, open a second facility and/or move to a different 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.

Janus 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.

Janus 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 the 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 Janus.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

A copy of an occupancy permit is contained in Attachment L. The intended areas that Janus 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.

Insurance

Instruction to applicant. The Common Council requires minimum liability insurance coverage. All must be written on an occurrence form except for the errors and omission coverage. The City of Milwaukee shall be named as an additional insured under the Commercial General Liability, Auto Liability and Umbrella policies.

A certificate of insurance acceptable to City evidencing the insurance requirements is to be provided to CSRC. Certification is to be provided on the certificate of insurance (Attachment P) with separate letter from the insurance agent or broker that there are no exclusions, sub-limits, or restrictions in coverage as noted in this paragraph (Attachment Q). The certificate of insurance or policies of insurance evidencing all coverages shall include a statement that City shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Charter School insurers providing the coverage required by City for the duration of this Contract. Insurance companies must be acceptable to City and must have a current A.M. Best rating of A- or better.

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.

Audits

Instructions to the applicant.

For existing and new charter school applicants:

Three financial requirements for new applicants:

- Independent Audit engagement letter for first fiscal year (Attachment R)
- Auditor report on school's long range business plan and first year budget (Attachment S)
- Auditor report on planned, documented internal controls policies and procedures (Attachment T)

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,

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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
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

Description of Educational Program

Instruction to applicant.

Describe the educational program you plan to use in the charter school. The description should include:

- Academic goals. Goals should be clear, measurable standards of performance for students.
- Curriculum. Explain whether your school will have a particular curricular focus. Describe subjects and skills that will be taught and identify content.
- Method of instruction. Describe the teaching methods you will use to attain academic goals.

Janus offers high school students' a liberal arts education that includes studies in disciplines from the natural sciences to the arts as well as the humanities. The liberal arts program empowers students and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest.

The liberal arts education model helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical/problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. And, the liberal arts education program focus will prepare our students for higher education opportunities which is our academic goal.

In several national studies conducted over the past decade, students at risk of dropping out cite participation in the arts as their reason for staying in school. Janus Liberal Arts High School replicates the best practices of arts programming offered throughout the country that have been effective in educating youth, specifically, at risk youth. Our expected student outcomes are to increase appreciation of and involvement in the arts, increase students' motivation to engage in the educational process, and increase the rate of graduation for students engaged in the program.

Like other larger cities, we have areas in the Milwaukee community that are at risk and in immediate need of intervention. We have too many children living below poverty level, too many of our students drop out and never finish high school, and too many teens and young adults are facing under and unemployment. With these statistics as realities, Janus Liberal Arts High School will focus its attention on working with youth in the Milwaukee community to prevent school dropout and increase student achievement.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Janus combines a college-focused curriculum with the arts and humanities to empower students to succeed in college. We have created an instructional program that incorporates and combines art along with college prep curricular designed courses. Art-infused instructional program because it increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. College preparatory approach because our four-year curriculum is designed to meet the entrance requirements of all major colleges and universities.

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.

The Commission on the Humanities and Social Sciences 2013 report *The Heart of the Matter* supports the notion of a broad "liberal arts education," which includes study in disciplines from the natural sciences to the arts as well as the humanities.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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 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.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Liberal Arts Core Curriculum

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

The Core Curriculum at Janus Liberal Arts High School takes seriously our mission to engage students in the fullness of a liberal arts education: to learn, reflect, and live with an expanding awareness of one's responsibility to self, community, and the larger world. As such, our curriculum aims to prepare students for rich and fulfilling lives in a context of rapid change here and around the globe.

The Liberal Arts curriculum, at Janus, is designed to inspire greater levels of academic achievement by linking student interest and talent in the arts to all aspects of their educational experience. By tapping into their strengths as artists, teachers lead students to improve their overall skills in reading, writing and science. Janus is particularly concerned with bridging the achievement gap and providing a challenging curriculum for all of our students.

Natural Sciences

ENGLISH (LANGUAGE ARTS)

The 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.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.
- Require students to collaborate on designing experiments or methods of inquiry.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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

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.

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.
-

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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, we emphasize 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 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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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.
- 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

Unless otherwise determined by staff and school administration, Janus 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.

Unless otherwise determined by staff and school administration, Janus 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.

ALIGNMENT WITH COMMON CORE STANDARDS

The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

The standards are:

1. Research- and evidence-based
2. Clear, understandable, and consistent

Janus Liberal Arts High School

City of Milwaukee Charter School Application

3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top performing countries in order to prepare all students for success in our global economy and society.

Janus Liberal Arts High School 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

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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.

- **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 I

- English I is the introductory course for high school English. Students learn the basics of

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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."

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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.

- 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.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

Fine Arts & Humanities Curriculum

Three Components of the Janus Fine Arts and Humanities Curriculum:

The Critical/Responsive Component

This component enables students to respond critically to images, sounds, performances and events in the artistic environment, including the mass media. Students will become willing participants in the interactive process between artist and audience rather than passive consumers of the arts. The curriculum suggests that teachers guide discussion about works of art (for example, visual art works, musical compositions, or dance and drama performances). The process is intended to move students beyond quick judgment to informed personal interpretation,

The Creative/Productive Component

This component includes the exploration, development and expression of ideas in the language of each art form. In order for an activity to be creative, the student must be actively engaged in a critical thinking process. The student will learn where ideas come from, and how ideas can be developed and transformed. Reflection, both ongoing and summative, is an essential part of the creative process and allows students to evaluate their own growth in their creative endeavors.

The Cultural/Historical Component

This component deals with the role of the arts in culture, the development of the arts throughout history, and the factors that influence the arts and artists. It includes the historical development of each art form. In addition, it focuses on the arts in contemporary cultures, and includes popular culture and various cross-cultural studies. The intention of this component is to develop in students an understanding that the arts are an integral aspect of living for all people.

Through the inclusion of the following three components, the Arts Education curriculum is structured to achieve a balance in focus. The components are not to be segregated but are intended to be interwoven throughout the program.

Here are just a few examples of how the Art Weaving Method is integrated throughout the curriculum, using the English Academic Curriculum

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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.

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.

Dance

The dance program will encourage students to explore and discover the dance of various peoples in a meaningful way and will enable students to express themselves through a non-verbal means of communication. The program will give students a comprehensive understanding of dance as they learn specific dances, look at dances and create their own dances. Students will be encouraged to explore, reflect on and learn about dance. The program will provide students with opportunities to:

- learn specific dances, including social, cultural and choreographed dances
- create dances in order to express personal ideas and feelings, and value their creations as unique expressions develop their dance techniques and deepen their spatial and kinesthetic awareness (the internal feelings of the body's muscles and joints)
- further their understanding of dance by studying dance artists, dances and the roles of dance in cultures and societies (local, national and global), past and present
- examine the roles of dance in their own communities and daily lives
- gain understanding and develop appreciation of dance through critical reflection on dances of various styles experienced as participant and as audience.

Dance links the body, intellect and emotions. This integration provides students with opportunities that further personal and social growth and promote wellbeing. At the same time, dance gives students another means of communicating their own ways of seeing and responding to the world around them. Ultimately, the dance curriculum strives to foster a life-long interest in dance. It will challenge students to reach new levels of discovery and awareness and to understand dance and its value.

Theater

This curriculum is concerned with teaching and learning through dramatic art form. Teachers must, therefore, be aware of and apply the elements of theatre form when structuring, "living through", shaping and refining theatre work with their students.

Theatre is an art form that is concerned with the representation of people in time and space, their actions and consequences of their actions. Dramatic art form is symbolic representation of

Janus Liberal Arts High School

City of Milwaukee Charter School Application

experience. It seeks (as do all art forms) to uncover meaning. It strives to help us make sense of experience.

This curriculum is concerned with teaching and learning through dramatic art form. Teachers must, therefore, be aware of and apply the elements of theatre form when structuring, "living through", shaping and refining theatre work with their students.

- **Focus.** Knowing what the theater and collective creations and structuring each step of the work so that the students are able to explore and make new discoveries about that particular concern.
- **Tension.** The "pressure for response" which can take the form of a challenge, a surprise, a time restraint, or the sense of not knowing.

Tension is what works in a drama to impel students to respond and take action, and what works in a play to make the audience want to know what happens next.

- **Contrasts.** Dynamic use of such things as movement/stillness, sound/silence, and light/darkness
- **Symbol.** Something which stands for or represents something else. Broadly defined, dramas and collective creations are symbolic or metaphoric representations of the human experience. Within works of and what works in dramatic art, links a play to make the often exist between audience want to the concrete know what experiences of happens next. those involved and abstract ideas and themes.

Music

The music program is intended to provide experiences that will be meaningful to the student and lead to development of the following:

- musical imagination (the ability to imagine sounds)
- musical understanding (the ability to grasp musical concepts)
- musical participation (experiences in creating, listening and performing).

In order to develop the above, both the classroom program and performance-oriented programs must facilitate problem-solving and interpretive decision-making by the students.

The music program will give students opportunities to:

- develop their abilities as creators and performers of music
- express their ideas through creation of their own sound compositions
- value their own work as worthy artistic endeavour and understand that music making is accessible to everyone
- realize the functions of music in their own communities and daily lives
- develop an understanding of the music of various cultures through

Janus Liberal Arts High School

City of Milwaukee Charter School Application

participation and critical reflection

- further their understanding of music by studying music and musicians (past and present) and their roles in cultures and societies (local, national and global).

These opportunities are provided through guided exploration and structured activities designed so that students experience success. In this curriculum, music experiences are based on a "sound before symbol" approach to encourage the development of sound awareness, sound discrimination and sound sensitivity. The music that students are exposed to should include a broad range, from classical to traditional to popular music in the mass media.

Visual Arts

It is important for students to experience visual art both as artists and as audience. As artists, they can use the processes and materials of visual art to explore their own ideas, experiences, feelings, cultural identities, observations and imaginations. As audience, they can see how other artists have expressed their ideas about the world and their place in the world we all share. In contemporary art (including painting, print-making, architecture, sculpture, craft, commercial art, film, video, gallery installations, etc.) we see artists' reflections on the world in our own lifetimes. Through visual art, we come to see and know ourselves. Visual art experiences involve artist and viewer in a process of thinking about the world and the artist's place in the world today.

The visual art program provides students with opportunities to:

- develop their perceptual abilities
- learn to use the language, methods and materials of visual art
- explore their own and other artists' ideas, feelings, cultural identities,
- observations and imaginations through visual art expressions
- examine the role of visual art in cultures and societies, past and present, and explore the role of visual images in their own daily lives
- examine critically and reflect upon art works of all kinds

Humanities & Recording Arts

Recording art technology is the part of the entertainment and music industry that deals with the mixing, composing, recording, and reproducing of audio. Recording Arts at Janus is designed for students who wish to study the intersection of music, technology, and liberal arts. The curriculum gives high school age students an overview of the music creation experience.

Overview of the Audio Arts Industries

This class examines the various and interrelated sectors of the industry, enabling students to develop a view of it from the perspective of a professional. Students will explore common terms

Janus Liberal Arts High School

City of Milwaukee Charter School Application

prevalent across the audio arts industries as a means of studying the discipline from a wide-angle view. In addition, students will examine current industry trends and the variety of careers available in the audio arts, with an eye toward developing the requisite skills for their discipline of study.

Introduction to Mixing

Mixing multiple diverse audio sources into a cohesive sound is a critical skill for audio engineers in studio, post, and live production. The Introduction to Mixing class will empower students to apply their knowledge of audio, signal processors, mixers, and critical listening to this craft. The curriculum focuses on mastery of requisite gear and processors, listening skills, and aesthetic judgment in order to equip students with a commitment to excellence and continued learning as it relates to the professional audio industry.

Art History

Art History introduces students to selected, impactful monuments of art and architecture in the Western tradition from the prehistoric to post-modernism era studied in relation to the intellectual background of the ages and civilizations that produced them. Lectures accompanied by various visual mediums inspire discussions of assigned readings in philosophical, religious, scientific, political, literary, artistic, and cultural contexts.

Music History I

The American music industry has generated hits and new style combinations throughout every decade. The Music History class surveys this rich evolution from its roots through modern times – through both sound and video – while examining each musical style’s respective sociological and technological precedents.

Music History II

This class centers on how the music industry continued to evolve. From 1975 through recent decades, the convergence of film, magazines, MTV, and the Internet in the promotion of new acts has cultivated a broad array of career paths for today’s student amid every facet of the music industry.

Fundamentals of Music Business

The Fundamentals of Music Business class examines the structures of various types of music businesses. The music industry is comprised of various players: companies, unions, not-for-profit associations, and other entities that influence the music production and live event industries; students will examine these different components as they relate to the industry. The course will also address topics including copyright collectives, performance rights organizations, music business deal structures, music distribution, and the tour industry model.

Music Copyright and Publishing

Janus Liberal Arts High School

City of Milwaukee Charter School Application

The Music Copyright and Publishing class teaches students how to protect their creative works and provides an overview of the business mechanisms that can affect the use of their songs and those of their clients. Along with the global topics of copyright and music publishing, the course also covers the history of the music publishing industry, royalties, the songwriter's contract, publishing options, and an overview of publishing companies.

Method of Instruction

Janus will incorporate three research based methods of instruction in order to attain our academic goals. **Inquiry based Instruction, Technology, and Small Learning Communities.**

Inquiry-based instruction:

- Liberal Arts 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 instruction 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.

Inquiry-based learning provides students the opportunity to construct the understanding necessary to produce deeper learning. Such understanding greatly increases the chances that students will be able to apply the concept in new situations. This increases the likelihood that it will be remembered. Inquiry-based learning strategies serve as a stimulus for learning, thinking and questioning.

Questioning, Planning and Predicting, Investigating, Recording and Reporting, and Reflecting for Inquiry-based instruction.

1. Questioning

Inquiry-based learning is about asking questions. Students are encouraged to ask the questions that help them discover how the world works. These questions may be posed by the teacher or formulated by the students. Asking good questions takes practice.

There are two types of questions to formulate when using inquiry-based learning: essential and foundation.

- A. **Essential Questions:** Essential questions are usually posed and modeled by the teacher.
- B. **Foundation Questions:** Foundation questions are generally the "what is" questions. Students create the foundation questions by brainstorming questions. Through investigation and research of factual information, students work toward obtaining the answer to the essential question.
- C. It is important for students to understand that the essential question generates many small, foundation questions. Therefore, instead of trying to grasp the whole picture, it is best to take little pieces at a time and bring them together at the end.

2. Planning and Predicting

Prior to beginning the inquiry-based steps, students are introduced to the topic. During this time, the teacher is helping students to generate questions by modeling questioning. They also brainstorm and formulate six to eight foundation questions. Prior to gathering their information, students create a list of necessary resources to answer their questions and communicate their findings. These resources may include: computer, Internet, brainstorming software, multimedia tools, etc. During this time the teacher guides the students as they formulate answers to their questions.

3. Investigating

During this step, it is important that teachers allow students enough time to investigate. The teacher facilitates the process by gathering resources and asking open-ended questions during team investigations. Students have the opportunity to move around the room to see what other groups are doing. This generates other ideas that can be incorporated in their own investigations. Students keep accurate records or logs to be used when compiling information. This log also provides them with information on what worked during the investigation and what did not; which questions have been answered and which have not.

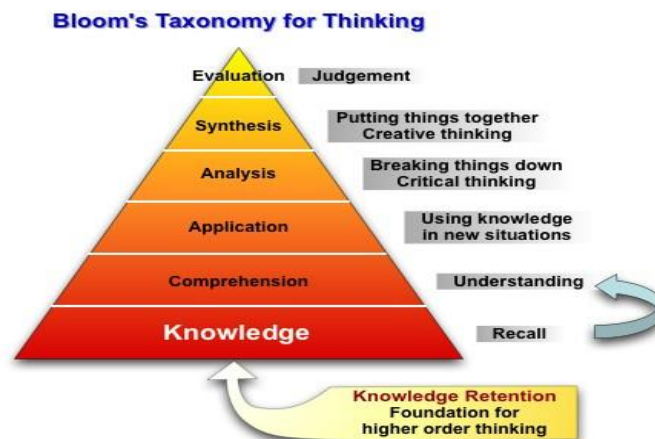
4. Recording and Reporting

In this step of inquiry-based learning, students record and report their findings. Students may use a variety of ways to record: lists, spreadsheets, databases, graphic organizers, graphs, memos, notes, webs, and note cards. Likewise, students may use word processing, multimedia presentations, brochures, bulletin boards, graphs, artwork, models, and portfolios for reporting their information.

5. Reflecting

In this final step of inquiry-based learning, students reflect by revisiting the essential and foundation questions. If the information gathered does not answer the essential question then more foundation questions may need to be formulated and investigated. For each inquiry-based project, a rubric is created to help students maintain direction.

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.



Janus Liberal Arts High School

City of Milwaukee Charter School Application

Technology based instruction

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.

When technology integration in the classroom is seamless and thoughtful, students not only become more engaged, they begin to take more control over their own learning, too. Effective tech integration changes classroom dynamics, encouraging student-centered project-based learning.

Classroom instruction in all core areas will be delivered with technology hardware. Instructors will teach via SMARTboard interactive technology which 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 Smart boards will be a part of professional development. 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.

Small Learning Communities

To reach the established academic goals, we are 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. We are using this research-based school structure as a model as it has proven increases in student achievement in other secondary schools.

Each of our grade levels is designed as an academy within a small learning community.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Novice Academy I (9th grade)

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. Novice Freshman Academy I is a transitional program provided for students in 9th grade that are beginning their first year of high school. 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

Apprentice Academy II (10th grade)

“The most important thing for a 10th grader to bear in mind is to stay in a challenging curriculum,” says Bill McClintick, board president of the National Association for College Admission Counseling. A major milestone of 10th grade is the PSAT or the preliminary ACT, precursors to the big college admissions exams.

Innovators Academy III (11th grade)

Academically, 11th grade is the most rigorous. We will encourage students to register for and take exams for college admission. The standardized tests that many colleges require are the SAT, the SAT Subject Tests, and the ACT. Students will be guided in their search to find and apply for scholarships, especially those that early summer applications deadlines that fall between 11th and 12th grades.

Master Academy IV (12th grade)

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. Students will begin their college essay(s), apply for admission at colleges they've chosen, start the financial aid application process and receive help with completing FAFSA.

Benefits of Smaller Learning Community Strategies

- **Freshman transition activities** help ease the difficulties students often encounter as they move from middle to high school.
- **Multiyear groups**, in which several teachers stay with a group of students over a period of two or more years, foster trust and intimacy between students and teachers.
- **Alternative scheduling** allows teachers to develop lessons that are more compatible with learning objectives. Alternative scheduling is also conducive to arranging for work-based learning opportunities and integrating business and community volunteers into the

Janus Liberal Arts High School

City of Milwaukee Charter School Application

curriculum. The length of the class period, the school day, and the school year can be changed to support academic achievement

- **Adult advocate systems** ensure that at least one adult knows each student well
- **Teacher advisory systems** are similar to adult advocate systems; they organize adults to personalize the high school experience and support academic achievement, working with small groups of students
- **Academic teaming** organizes groups of teachers across departments, so that teachers share the same students rather than the same subject. Academic teaming personalizes the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. Teams can build a sense of community into the school, enabling students to learn more so they can meet higher standards (George and McEwin, April 1999; Legters, January 1999).

Educational Results

Instructions to applicant.

Describe the specific measures the school will use to measure academic progress and determine whether the school attains its educational goals. Describe the rationale for choosing these measures.

Explain how your school intends to incorporate CSRC assessments in your school's accountability system and/or decision-making (See Appendix A).

Identify the staff person and board representative or committee that will be responsible for reporting required student achievement data and other educational reporting items to the CSRC representative.

Provide a description of the computer applications/programs the school plans to use for purposes of student information management.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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. Janus 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 Janus 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 Assessments 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 enhances.

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.

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

Janus Liberal Arts High School

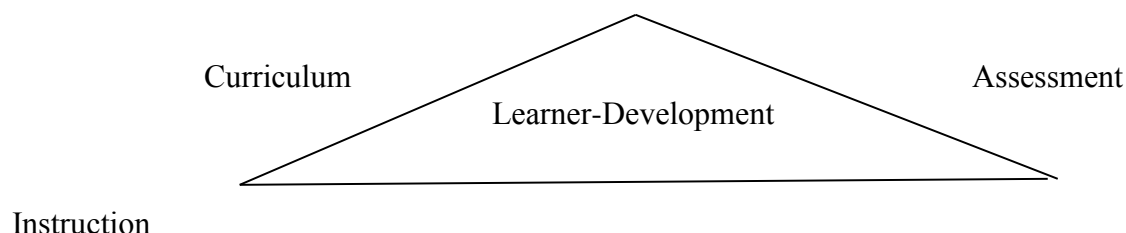
City of Milwaukee Charter School Application

5. Project-based learning portfolio provides a body of student work that can be used to assess the quality of the student's past or ongoing performance. Portfolios will be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning.

Criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance.

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.



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)
---------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------	----------------------------------------------------------------------------------

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

Other Accountability Measures

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Instruction to applicant.

Describe other factors the school plans to measure, such as parental satisfaction, attendance, parental involvement, community services, etc. (*Measures may vary widely from application to application. However, they should reflect what the school considers to be significant.*)

Criteria for evaluation

- Relationship of proposed measures to school quality
- Relationship of measures to school mission and educational program

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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

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/Evaluation ns (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/Evaluation ns (How success will be measured)

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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):

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/Evaluatio ns (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/Evaluatio ns (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:

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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
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

Janus Liberal Arts High School
City of Milwaukee Charter School Application

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/Evaluatio ns (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/Evaluatio ns (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	Staff Responsible	Timeline (When it will	Steps (How it will	Accountability/Evaluatio ns
--------------------------------	----------------------	---------------------------	-----------------------	--------------------------------

Janus Liberal Arts High School

City of Milwaukee Charter School Application

done)	(Who will be doing it)	be done)	be done)	(How success will be measured)

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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
- 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)

Qualifications of Teaching Staff

Instruction to applicant. Demonstrate that the staff meets requirements in state statute and administrative rules. State law requires that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. Instructional staff are defined as those who have instructional duties and those who supervise those with instructional duties.

Please describe any additional requirements that the school imposes and explain how the school proposes to evaluate staff. These procedures should be included in the personnel manual.

Describe the school's procedures for ensuring that all instructional staff are appropriately licensed.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

Provide an assurance that all staff who will teach in the charter school are currently licensed to teach in a charter school in Wisconsin or, if not properly licensed, provide the plan(s) for the instructional staff to achieve appropriate licensure by the time the school opens as a charter school (Attachment V). Schools that do not have staff completely identified/hired will be required to provide this assurance before they open.

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- **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.

Standard #2:

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

Standard #3:

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

Standard #4:

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

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.

Standard #7:

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

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.

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.

Standard #10:

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

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>

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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.

Admission 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.

Describe your admission procedures.

Explain how the admission procedures will be applied fairly, including use of a lottery should more students apply than there are seats available.

Identify admission procedures for students with IEPs.

The applicant must also certify the school will serve at-risk students.

Describe the means the school will use to achieve racial and ethnic balance reflective of school district.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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 Statutes. 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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

Instruction to applicant.

Describe the disciplinary procedures the school will use. Describe the process for disciplining a student.

Explain the role of parents and staff in that process.

Explain the grounds for such actions as suspensions and expulsions.

If the school is already in operation, please summarize disciplinary actions taken during the past school year.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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;
- 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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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);
- 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;

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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;

Janus Liberal Arts High School

City of Milwaukee Charter School Application

- 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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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:

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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 student's 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.

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

Janus Liberal Arts High School

City of Milwaukee Charter School Application

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)**