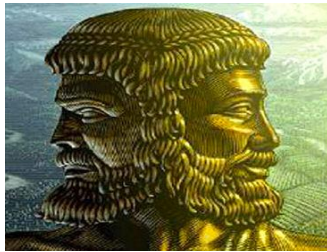




Janus College Preparatory & Arts Academies, Inc. –JCPAA



GENERAL SCHOOL OPERATIONS MANUAL SPRING 2013

WELCOME TO:

JANUS COLLEGE PREPARATORY & ARTS ACADEMIES
HIGH SCHOOL

Janus College Preparatory & Arts Academies (JCPAA) is the first arts focused, college prep Milwaukee charter school. This school has been created to provide an academic program that gives high school students the skills, knowledge, and specific resources they need to apply for college and 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.

Our mission is to prepare students academically and technically so that they can participate in our global economy, successfully, by providing a rigorous college focused curriculum. We believe that one way to help at risk students is by removing the countless obstacles and barriers 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 achievement.

The vision of JCPAA is to be a bridge linking at-risk 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 that middle class students have. JCPAA is trying to help solve the problem of educational and economic disparity that plagues our Milwaukee community.

JCPAA was created as small learning communities that have a new and ambitious method for educating students facing real academic challenges. The goals of Janus College Preparatory & Arts Academies are to:

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

We offer three Small Learning Community (SLC) programs to prepare our students. The Smaller Learning Community 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. Janus SLC programs have a two-part focus: college preparatory combined with an art-infused instructional program. The smaller learning communities are:

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

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.

Janus College Preparatory & Arts Academies: The Purpose of the Handbook

The purpose of this booklet is to provide the reader with essential knowledge about our school, especially our values and instructional expectations. Schools are organizations. But as we know from the world of business, organizations differ from each other in fundamental ways. Some organizations are dysfunctional. They lack a vision and core values that give them a sense of purpose. Power is restricted to the selected few and decisions are often arbitrary. Poor morale permeates their culture. In these organizations, individuals focus on their own needs, rather than the needs of those they serve.

At Janus College Preparatory & Arts Academies, Inc. we are driven by a commitment and dedication to our students. We work hard and consistently seek better ways of educating our students. Failure for our students is not an option. We will do whatever it takes for our students to succeed as learners and as future citizens. Our values guide our decisions. Leadership is often based on knowledge and skill, rather than position. Everyone has the opportunity to develop their leadership potential.

In this school, we believe that all students within a grade level should have similar learning experiences that provide the foundation for learning in subsequent grade levels. We will strive to make significant progress in accomplishing this goal through district-wide standards, and through school and grade level collaboration.

But reducing this variation of learning experiences is not sufficient by itself. We also want our instructional practices to represent the best thinking about how to teach the curriculum. Providing all of our students with a superior education is our ultimate goal. We want every student to be successful.

This document presents key ideas about our school that we believe should be sustained over time. But it also allows for changes to occur based upon new knowledge of organizations and best teaching and learning practices.

Regards,

Valerie Benton-Davis
President & Chief Executive Officer

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1.1 Mission

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

1.2 Vision

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 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.

1.3 Admissions Policy

Typically, college prep and college bound high schools cater to the needs of high-performing or “gifted and talented” students. We are different. Our college prep program caters to and meets the needs of both “gifted and talented” and “at-risk” students. We provide a program for students who have or have expressed an interest in the Arts, enrolling in college, attending, and completing their post-secondary education. Students in need of a smaller high school environment and learning atmosphere are welcome.

JCPAA is an open enrollment, public school of choice. Our mission is to provide an academically rigorous college preparatory program for all students regardless of prior learning experiences, socioeconomic placement, race or religion. We believe that all children can learn when challenged by high expectations and nurtured. Further, we believe that both the school and the parent equally share the responsibility of working together to provide the best possible education for all our students and that individual achievement begins with right attitudes, behavior, effort and attendance. These are the cornerstones to successful achievement in any endeavor in life and thus are these precepts are fundamental to admission to JCPAA.

Students interested in pursuing college and that have an art interest are encouraged to

apply. In addition, students may be referred by community based organizations, teen parenting networks, Wrap-A-Round, and school age parent agencies.

Charter schools are public schools and are, therefore, bound by public law that defines public school admission policies as nonsectarian, nondiscriminatory, and tuition free. JCPAA is open to all students free of charge.

1.4 Admission Requirements

The Charter School will provide equal and bias-free access for all students to the School's facilities, programs, activities and services. The Charter School will be open to all students in the District and will encourage all parents residing in the District to consider enrolling their children in the School.

Any Milwaukee child who is qualified under the laws of Wisconsin for admission to a public school is qualified for admission to Janus College Preparatory & Arts Academies, regardless of race, national origin, sexual orientation, gender, religion, English Proficiency, socio-economic status or disability. If at anytime there are more student applications than space available at the Charter School, a lottery will be utilized for admission purposes. Lottery practices will include the following:

(a) JCPAA shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

(b) A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become subsequently available during the school year. If a selected applicant fails to enroll by the deadline published, the wait-listed applicants will be selected in sequential order and given the opportunity to enroll. The waiting list will be maintained from the close of the recruitment period and first random selection process to the close of the subsequent school year.

JCPAA acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case JCPAA agrees to hold such lottery no later than 30 days prior to the start of each academic year. The School's **minimum** enrollment shall be 40 students.

(c) A charter school that is sponsored by a school district governing board shall give enrollment preference to eligible pupils who reside within the boundaries of the school district where the charter school is physically located.

(d) A charter school shall admit pupils who reside in the attendance area of a school or who reside in a school district that is under a court order of desegregation or that is a party to an agreement with the United States department of education office for civil rights directed toward remediating alleged or proven racial discrimination unless notice is

received from the resident school that the admission would violate the court order or agreement. If a charter school admits a pupil after notice is received that the admission would constitute such a violation, the charter school is not allowed to include in its student count the pupils wrongfully admitted.

(e) Please note that JCPAA reserves the right not to accept any student that is classified suspended or expelled from any school district.

1.5 Admissions Procedures:

We understand that making the selection of where someone will attend school is one of the most important, and difficult, choices any parent or student makes in their educational career. Therefore the admissions process at JCPAA is very simple and straight forward.

The following general guidelines are established and presented below to aid prospective and returning students to understand the admissions process. If at any time during your admissions experience you require additional information or have questions or comments of any kind, just call 414-763-9061 or email jcpaa200@yahoo.com.

- Download or request an applications package from the school website or school Registrar's office.
- Complete the application package and return it via fax, mail or email to the school office. (See below for contact information)
- Upon receipt and review of the prospective student's application package, the parent or guardian will be contacted to schedule an interview with both the student and their responsible adult. During the interview process the expectations of both the student and their family and the school will be communicated, including:
 - Mission & Vision
 - Curriculum & Academic Performance
 - Past Performance Evaluation
 - Discipline Policy & Expectation
 - Dress Code
 - Attendance & Participation Policy
 - Electronic Media & Communications Policy
 - Academic Integrity

The interview is also an appropriate time to address any other significant or hidden factors that may affect the student's success at JCPAA.

- Upon the successful completion of the entrance interview, some students may be asked to participate in core curriculum testing to establish academic placement and set appropriately challenging educational goals.

2.1 Nonsectarian Practices

JCPAA shall be nonsectarian in all its programs, admissions policies, employment practices and all other operations.

2.2 Tuition Policy

To the extent provided in Wis. Stat. § 118.40 *et seq.*, JCPAA will not charge tuition.

2.3 NON-DISCRIMINATION POLICY

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at JCPAA will be based on merit, qualifications, and abilities. JCPAA does not discriminate in employment opportunities or practices because a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

JCPAA will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Employees with questions or concerns about discrimination in the workplace are encouraged to bring these issues to the attention of their school administrator. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in unlawful discrimination will be subject to disciplinary action, including termination of employment.

2.4 Background Screening.

JCPAA shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees, agents, contractors, and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee, agent, contractor, or volunteers to teach or otherwise to have access to pupils until JCPAA or its designee investigates and determines that there is nothing in the disclosed background of the employee, agent, contractor or volunteer which would render the him/her unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee, agent, contractor, or volunteer.

For purposes of this Section, "volunteer" shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the School.

2.5 Employment of Personnel.

JCPAA or designees shall contract with personnel in accordance with all state law requirements regarding certification and qualifications of employees of public schools, including but not limited to, Wis. Stat. § 118.19 and Wis. Stat. § 121.02. JCPAA shall provide to the City of Milwaukee a copy of all faculty and staff certification reports, including but not limited to the Fall Staff Report (Report No. PI-1202), showing that such personnel are licensed as required by this section or have applied for licensure from the Department. JCPAA shall make available upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

2.6 Non-profit Status

The Charter School has been created and shall be maintained and operated by JCPAA, Inc. a nonstock corporation created under chapter 181, Wisconsin Statutes. JCPAA shall provide to the City documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. JCPAA shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, provide the City with documentary evidence that confirms its good standing and its nonstock status. JCPAA shall also maintain tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986.

2.7 School Year Calendar

The fiscal year for JCPAA will begin on July 1 of each year. A school fiscal year that begins July 1 will end on June 30 of the next calendar year. Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the City of Milwaukee no later than the prior July 1 and shall be subject to the approval of the City. The calendar must consist of no less than 180 days of instruction.

3.1 Governing Board

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 themselves for the purpose of creating and operating JCPAA as a charter school.

Directors are selected by JCPAA, as the sole member of the Charter School. It is the policy of JCPAA that at least one (1) director will be a parent of a child enrolled in the Charter School.

The Board of Directors of JCPAA are responsible for the overall management of the business and affairs of the Charter School, including reviewing and approving financial and educational policies of the Charter School.

3.2 Term

- Each member of the Governing Board shall serve up to (4) four school year terms.
- Nominations to the JCPAA Board may occur at any anytime; however, all terms will end on June 30th.

3.3 The Board of Directors

Consist of a team of volunteers who share in the mission and vision of JCPAA and have established themselves for the purpose of creating and operating this 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 that 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.

1. Governance

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 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.

2. Shared Authority

The nature of the Board's governance role must be understood in the context of an institutional partnership with JCPAA. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles.

3. Board of Directors

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, in consultation JCPAA, approves all major contracts.
- **Consultant Support:** Trustees use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** The Trustees act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.
- **Marketing:** JCPAA develops an initial marketing plan for recruiting and enrolling students

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

- Regularly attends monthly meetings.
- Participates on at least one subcommittee of the Board.
- Works cooperatively with fellow Members to complete the Board's work in a timely manner.
- Ensures that her or his participation contributes to the effective operation of the Board and the success of the school
- Provides the Board and the school with advice and technical assistance in her or his individual areas of expertise.
- 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 Strategic Planning Committee and Finance Committee will perform specific tasks and report to the Advisory Board for final decisions. Both will be established as standing committees. Additionally, we will initiate two special committees: Parent and Student.

3.4 PRINCIPAL

The Principal serves as the educational leader of the school, responsible for managing the educational policies, curriculum and programming.

Leader

- Advises the Board
- Advocates / promotes organization and stakeholder change related to organization mission
- Supports motivation of employees in organization products/programs and operations

Visionary/Information Bearer

- Ensures staff and Board have sufficient and up-to-date information
- Looks to the future for change opportunities
- Interfaces between Board and employees
- Interfaces between organization and community

Decision Maker

- Formulates policies and planning recommendations to the Board
- Decides or guides courses of action in operations by staff

Manager

- Oversees operations of organization
- Implements plans
- Manages human resources of organization
- Manages financial and physical resources

Major Functions of the Principal

1. Board Administration and Support

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

2. Program, Product and Service Delivery

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

3. Financial, Tax, Risk and Facilities Management

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

4. Human Resource Management

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

5. Community and Public Relations

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

6. Fundraising (nonprofit-specific)

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

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. In this role, the principal:

- Supervises 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.
- Establishes and coordinates 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 practice that are consistent with current research on learning and child growth and development.
- Manages 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 evaluates 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.

- Establishes and supervises, 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.
- Communicates regularly with staff, conducting regular staff meetings, to discuss current issues and seek input.
- Provides opportunities for professional development for all instructional staff.
- Supervises 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.
- Establishes 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.
- Accountability: initiates and implements accountability measures and procedures.

3.5 Parents/Guardians

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 fund raising opportunities
- Organize parent activities/workshops during conferences, parent, and school meetings
- Be represented on our Governance Board

3.6 Code of Ethics

The officers of JCPAA directly involved in the implementation of the terms and conditions of this Contract (together “the board members”) shall be subject to the following code of ethics:

“Anything of value” means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not include compensation paid by JCPAA for the services of a board member, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.

“Immediate family” means a board member’s spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.

(1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain anything of substantial value for the private benefit of the board member, his or her immediate family, or any organization with which the board member is associated.

(2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.

(3) No board member may intentionally use or disclose confidential information concerning the Charter School in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family, or for any other person or organization with which the board member is associated.

(4) (a) If a board member, a member of a board member’s immediate family, or any organization with which a board member is associated proposes to enter into any contract (including a contract of employment) or lease with JCPAA that may within any 12-month period involve payments of \$3,000 or more derived in whole or in part from payments made pursuant to Wis. Stat. § 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to JCPAA entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.

4.1 Compliance with Applicable Law

The Charter School shall comply with all Applicable Law, which may change from time to time and which may include, but is not limited to, the following laws:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*;
- (3) Age Discrimination Act of 1985, 42 U.S.C. § 6101 *et seq.*;
- (4) Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 *et seq.*
- (6) Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g);
- (7) Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*;
- (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655; and
- (9) No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301-6578, and its implementing regulations, 34 C.F.R. § 200 *et seq.*

If the Applicable Law requires JCPAA to take certain actions or establish requirements we shall cooperate with those actions and comply with those requirements. To the extent that the No Child Left Behind Act of 2001 (the “NCLB”) is applicable to the Charter School, JCPAA agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the NCLB and its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if JCPAA is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

4.2 Open Meetings.

The Grantee specifically agrees that the following meetings shall be open to the general public:

- (1) Submission of annual report to the School Board.
- (2) Approval of the annual budget of Charter School by the School Board.
- (3) All school admission lotteries.
- (4) Approval of the annual audit of Charter School by the School Board.
- (5) Annual open house.

The Grantee shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public according to Wis. Stat. § 120.08(2)(b).

5.1 Annual Operating Budget

The annual operating budget serves a variety of purposes. First, and perhaps foremost, our budget is a fiscal reflection of the design principles of our school and a very concrete demonstration of the school's priorities. Second, a budget is a plan. It shows how much money our school anticipates receiving over the course of the year and how it plans to spend the money. Third, once approved by a school's governing board, the budget serves as the board's official authorization of the expenditure of the school's funds. Thus a budget may also serve an authorization and control function.

Revenues

One obvious feature of this planning budget is the fact that it is actually three budgets. It shows anticipated revenues and expenditures assuming enrollment of 150 students. Under the budget assumptions shown in this school's planning budget, the school would need to serve between 100 and 200 students in order to be viable.

This budget shows that JCPAA will receive funding from several different sources. The top listed sources include a state general-purpose aid program, a compensatory aid program for schools serving disadvantaged students, and a state transportation aid program. The school also anticipates receiving funds from the federal Title I compensatory aid program --the federal government's largest K-12 aid program and federal funds for child nutrition. Finally, the school's budget anticipates receipt of grants from both the federal government's charter school grant program as well as grants from local charitable foundations.

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 investing in technology, staff development, and instructional materials and supplies. Though the level of expenditures on these items may seem low by the standards of the private sector, they are quite high relative to most public school budgets where technology, staff development, and the like often must be trimmed.

Schools are typically very "people-intensive" institutions and spend the vast majority of their funds on staff salaries and benefits. JCPAA's budget focuses the majority of its funds on staff, but does so in keeping with the school's design principles. Staff benefits are also a major expense.

5.2 Annual Independent Audits

A. Financial Audits

- Required to be conducted annually.
- Financial Reports required include:
 - 1) Statement of Financial Position
 - 2) Statement of Activities and Changes in Net Assets
 - 3) Statement of Cash Flows
 - 4) Full Footnote Disclosure
 - 5) An opinion that states:
 - a) The Financial Statements are fairly stated in all material respects in conformity with generally accepted accounting principles.
 - b) The audit was conducted in accordance with generally accepted auditing standards.
 - c) The audit was conducted in accordance with government auditing standards.
 - d) The auditor's report on internal control over financial reporting.
 - e) The auditor's report on compliance with laws, regulations, and provisions of contract or grant agreements.

A separate Schedule of Contract Revenues and Expenses

- 1) Prepared in a format consistent with the approved budget format attached to the contract
- 2) An opinion that:
 - a) States the schedule is fairly stated in all material respects.
 - b) Attests to the percentages of contract funds spent on instructional and non-instructional costs.
 - c) States the auditor's report on internal control over financial reporting.
 - d) States the auditor's report on compliance with laws, regulations, and provisions of contract or grant agreements.

Single Audit Report

- 1) Prepared in accordance with the provisions of US Office of Management and Budget (OMB) Circular

B. Performance Audits

- Required to be conducted annually.
- Performance reports required include:

Report on Compliance with Charter School Contract Provisions

- 1) A schedule listing the contract provisions the charter school is required to comply with and management attestation about whether or not the school complied with the requirement. Where noncompliance is noted, the degree of noncompliance should be reported.

2) An opinion that states:

- a) Management's assertion that the charter school complied with the contract requirements listed on the accompanying schedule for the school year ended June 30, 2009 (except for . . .) is fairly stated in all material respects.
- b) The audit was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The audit was conducted in accordance with the minimum audit procedures established by

5.3 Financial Reports

JCPAA shall submit audited financial statements of the Charter School's operation, the auditor's management letters and any exceptions noted by the auditors, to the charter authorizer annually. The audit reports shall be prepared by a certified public accountant and submitted to the authorizer within 120 days after the end of JCPAA's fiscal year on June 30.

Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with "Generally Accepted Accounting Principles" [GAAP]. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include a separate report of the management companies' expenditures on behalf of the Charter School.

If the audited financial statements do not utilize the list of revenues and expenditures JCPAA will simultaneously submit a completed statement along with a written verification from the auditor that the total revenues and total expenditures are accurately stated. The authorizer specifically reserves the right to request, in its sole discretion, monthly financial reports from JCPAA.

5.4 Report on Charter School Performance Results

1) A report listing each of the performance measures listed in the contract and a statement for each measure indicating whether the school met or did not meet the measure. In addition, if a school chooses to use local standards and assessments, these measures must also be included and analyzed in the report. When a measure is determined not applicable to a school, the report needs to indicate the reason(s) the measure does not apply to the school.

2) An auditor's opinion that states:

- a) Management's assertion that the charter school's results reported in the accompanying Report on Academic Performance for the school year ended June

30, 2009 are accurate, valid, and representative of all students attending the school is fairly stated in all material respects.

b) Management's assertion that the charter school attained (or did not attain) at least 75 percent of the applicable performance criteria for the school year ended June 30, 2009 is fairly stated in all material respects.

c) The audit was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants.

d) The audit was conducted in accordance with the minimum audit procedures established by the

5.5 Pupil Eligibility Audits

➤ Required to be conducted for every year that ends in an odd number.

➤ Pupil eligibility reports required include:

1) Separate schedules reporting attendance for each of the two count dates.

2) An opinion that states:

a) The membership counts on the separate reports fairly present, in all material respects, the number of students eligible to be counted under the Charter School Program for the purpose of determining student eligibility.

b) The audit was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants, General Accepted Government Auditing Standards

The audit was conducted in accordance with the membership audit procedures developed by the Wisconsin Department of Public Instruction.

5.6 Authorization for Release of Department of Public Instruction Reports.

JCPAA hereby authorizes the Department of Public Instruction to disclose and/or transmit to the City upon the City's request any information, data, or reports filed by JCPAA with the Department. Reports submitted by JCPAA to the Department include but are not limited to the Pupil Membership Audit, the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

5.7 Annual School Accountability Progress Report.

By the later of August 1 of each school year or ten (10) days following the date on which JCPAA receives written WKCE results for the most recently completed school year, JCPAA shall submit a school performance report to the Department of Public Instruction which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report shall include a description of how the Charter School is or is not meeting the State of Wisconsin's definition of AYP under the NCLB and, if the Charter School has not made AYP in the past, a detailed description of the Charter School's compliance with the responsive and/or corrective requirements of the NCLB in the prior year. JCPAA may amend its progress report, as appropriate, if the NCLB results are not available when it submits the report.

JCPAA shall provide the following required reports, at the times described below:

(a) Annual School Accountability Plan. By the later of September 1 of each school year or ten (10) days following the date on which the Grantee receives written Wisconsin Knowledge Concepts Exam ("WKCE") results for the most recently completed school year, JCPAA shall submit to the Department of Public Instruction for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School has not made Adequate Yearly Progress ("AYP") under the NCLB, as determined by the State of Wisconsin, this plan shall include a detailed description of JCPAA's plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year. JCPAA may amend its accountability plan, as appropriate, if the NCLB results are not available when it submits the plan. The Annual School Accountability Plan shall also specify the mission and vision of the School, identify the target population of students, and establish strategic goals for the development of the School, and contain a School and organization profile, which provides general information about the School and its operations.

(b) Annual School Accountability Progress Report. By the later of August 1 of each school year or ten (10) days following the date on which JCPAA receives written WKCE results for the most recently completed school year, JCPAA shall submit a school performance report to the Department of Public Instruction which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report shall include a description of how the Charter School is or is not meeting the State of Wisconsin's definition of AYP under the NCLB and, if the Charter School has not made AYP in the past, a detailed

6.0 Educational Facility

The School educational facility shall be located at 275 W. Wisconsin Avenue in the Grand Avenue of Milwaukee. JCPAA shall provide the City with evidence of a lease or ownership of the School premises. JCPAA shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

Coverage Type Minimum Limit

A. Commercial General Liability (which must include coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment and must not contain endorsements CG 22 94/95; CG 21 42/43; CG 21 39; CG 24 26; CG 21 45 or CG 21 04)

Each Occurrence Limit \$1,000,000

Personal & Advertising \$1,000,000

Damages to Premises Rented to You \$500,000

General Aggregate \$3,000,000

Products-Completed

Operations Aggregate \$3,000,000

Medical Expense \$5,000

B. Auto Liability

Combined Single Limit \$1,000,000

each accident

C. Umbrella (providing excess employer's liability, general liability and auto liability coverage)

Each Occurrence Limit \$5,000,000

General Aggregate Limit \$5,000,000

D. Worker's Compensation

Worker's Compensation Statutory Coverage

E. School Leader's Errors & Omissions/Educator's Legal Liability

Aggregate Limit \$2,000,000

F. Fidelity Bond Coverage (covering Crime, and including employee theft, forgery, larceny and embezzlement for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)

Limit per Loss \$500,000

The **leasing agent** shall be named as an additional insured under the insurance policies described in section A, B, C, E, and F above. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually. A specimen policy for each of the aforementioned insurance requirements shall also be provided to the Office annually. The insurer may not cancel any of the aforementioned insurance requirements prior to the expiration date thereof with less than 60 days notice, and the certificate of insurance shall reflect this requirement.

The certificate of insurance must specifically identify any exclusions in any of the aforementioned coverages. Under no circumstances is the Board's right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

JCPAA shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

A. Workers Compensation Statutory Coverage

B. Commercial General Liability

Each Occurrence Limit \$1,000,000

General Aggregate \$1,000,000

Products-Completed

Operations Aggregate \$1,000,000

C. Automobile Liability

Combined Single Limit \$1,000,000

In addition, for high risk subcontractors providing the following services: air charter, asbestos abatement, building construction and remodeling, custodial, daycare, elevator maintenance, manual food service, medical services, recreational services/high risk entertainment, refuse transportation and disposal, security, and transportation of people, the JCPAA shall require subcontractors to provide a certificate of additional coverage for the coverage and in the amounts. Should JCPAA be unable to obtain proof of insurance as required in this subsection from a particular subcontractor, JCPAA may seek a written waiver of the above provisions.

For the purposes of this subparagraph, "subcontractor" is defined as any third party or entity with which JCPAA contracts for the provision of goods or services related to the School, whose employees or representatives will have face-to-face contact with students, staff, or the School site, and which subcontractor is not expressly covered by the JCPAA's own liability insurance coverage as described above.

7.0 INTERNAL PROCEDURES FOR RESOLUTION OF DISPUTES

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 two comprehensive steps for resolving issues or disagreements. These are: Open Door & Mediation.

7.1 Open Door

"An open door policy implies that when employees have a concern they should first approach their supervisor for an informal discussion and attempt at resolution, and if not satisfied, should write a formal complaint which their supervisor is obligated to take to the next level of management."

7.2 Dispute/Complaint Procedure Employee's

First Step. When employees have a concern they should first approach their school principal for an informal discussion and attempt at resolution. Where a complaint is involved, an employee shall, within five workdays after he/she knew or should have known of the incident, submit the same to the principal. The school administrator shall orally respond to the complaint within five days. If not satisfied, the employee should write a formal complaint to the school administrator.

Second Step. If the complaint is not adjusted in a satisfactory manner orally, the complainant shall, within two workdays, submit the same in writing to the principal. The principal shall advise the complainant of his/her disposition in writing within five workdays after receipt of the written complaint. A copy of the disposition shall be sent to the next level of management.

Third Step. If the written complaint is not adjusted in a manner satisfactory to the employee he/she within ten workdays of the written disposition of the school administrator, may be permitted to appeal to a progressively higher level of management for discussion.

Fourth Step. If the complaint is not adjusted in a manner satisfactory to the employee, within ten days, it may be presented in final arbitration. The executive director will serve as the final arbiter.

7.3 Mediation

Only claims that could be asserted in court are referred to Mediation if not resolved in the earlier steps. Because Mediation has proven highly successful in the majority of cases. This step is an informal dispute resolution process conducted by a neutral third party.

The mediator helps open up the lines of communication and assists the parties in

attempting to reach a mutual and voluntary resolution of their dispute by identifying the issues, the strengths and weaknesses of their respective positions, and exploring possible bases for agreement. Mediation is a fair, straightforward and cost-effective method for examining and resolving disputes, offering many advantages for all involved parties. Mediation is non-binding. If the mediation is not successful, the issue can be brought to court.

Mediation offers these advantages:

- Provides the opportunity for both sides to explain their positions.
- Gives both sides the benefit of a neutral, third party perspective.
- Helps separate emotional issues from factual issues.
- Promotes discussion of fair, creative solutions.
- Helps people work problems out themselves.
- Is relatively quick.

The Open Door and Mediation do not establish any terms of employment. They provide procedures for attempting to resolve employment related disputes. It does not create a contract of employment, express or implied, for any period of time or guarantee that employment will end only under certain conditions.

They do not alter or modify the “at will” employment relationship between the employee and JCPAA at which he or she is employed. An employee will not lose or compromise any substantive rights he or she has. The comprehensive steps will not impair the right of JCPAA to make decisions regarding an employee’s compensation, benefits or continued employment.

The costs of the mediation is split equally between the parties involved and paid in advance of the mediation.

7.4 Dispute/Complaint Procedure Parent’s

Parent's Complaint Policy

To present a framework within which to properly process parents' complaints, the following procedure will be observed:

- 1). An earnest effort will first be made to settle the matter informally, between the parent and teacher; if that is not satisfactory, the parent and teacher will meet with the Administrator.
- 2). If the parent or teacher is not satisfied with the disposition of the complaint at Step 1, either party may file a written statement, on the Parents Complaint Form. The Complaint Form will be signed by the party making the complaint.

- 3). The Principal will reply in writing to the parent or teacher making the complaint on action taken to resolve the complaint. A copy of the written response will be given to all parties concerned with the complaint.
- 4). If the matter is not resolved at the administrative level, the complaint will be presented in writing by the teacher or parent to the Executive Director. The complaint will be signed by the party making the complaint. The parent and teacher will meet with the Executive Director.
- 5). The Executive Director will reply in writing to the teacher or parent making the complaint on action taken to resolve the complaint. A copy of the written response shall be given to all parties concerned with the complaint.

If a complaint does not involve a teacher or teachers, the party making the complaint should request a meeting with the Administrator. If the matter is not resolved, the party making the complaint should then proceed to Step 2 above by filing a written statement with the Administrator, and then proceed with succeeding steps.

JCPAA wants to help parents and families find solutions when there is a problem or disagreement about special education. By working in partnership with your child's school, parents and school staff can quickly find solutions. By working in partnership, parents and school staff can quickly find solutions. All JCPAA personnel working on your complaint are required to keep the information confidential.

8.0 Student Safety

- (a) JCPAA will provide for on-site security personnel as administration deems reasonably required.
- (b) JCPAA may, within its discretion, install video cameras in classrooms and common areas to monitor security.
- (c) JCPAA has adopted and will maintain a comprehensive code of conduct delineating the rights and responsibilities of all the members of the school community. The code of student conduct will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, stating that the parent understands the Code of Student Conduct, including the consequences of unacceptable behavior by the student. The acknowledgment page will also state that the parent has reviewed and explained the Code of Student Conduct with the student, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.
- (d) JCPAA shall also comply with all Applicable Laws. In addition, Wis. Stat. § 118.32, which prohibits a strip search of a pupil, shall apply to JCPAA.

(9) The means by which JCPAA will achieve a racial and ethnic balance among its pupils that is reflective of the District population:

JCPAA is open to all students in the District and provide equal access as set forth more fully in Section 3.1(10) below. JCPAAA will promote the School throughout Milwaukee by mass media, direct marketing and enrollment information meetings. JCPAA will hold open houses for prospective students, parents and community supporters in Milwaukee. Meetings will be held throughout the city in local community centers, public auditoriums, hotel conference rooms and other appropriate venues in order to attract a cross-section of students.

8.1 Student Rules & Discipline Procedures

1. Definition of Discipline

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

JCPAA, as in the community at large, will establish rules and procedures to guide students through constructive growth and into mature adulthood. Parents, teachers, and others responsible for the welfare and education of these students cooperate to interpret and enforce these rules.

2. Behaviors Warranting Disciplinary Action

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;
- 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.

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 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.

3. Discipline Procedures

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.

4. 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 .

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 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.

8.2 Definitions

Out-of-school suspensions are classified as :

Short-Term: The Principal can suspend a student for up to five school days.

Long-Term: A student can be suspended for up to fifteen school days if a recommendation for expulsion has been made by the Principal to the Board.

Expulsion: A student can be expelled only by action by the Board of Directors based upon recommendation of the Principal or his/her designee. Expulsion from school excludes the student from regular school attendance until the period of expulsion is completed.

8.3 Notice of Suspension

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.

b. Notice of In-School Suspension.

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

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

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

c. Notice of Out-of-School Suspension.

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

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

d. Notice of Suspension and Potential Expulsion Recommendation.

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

First Notice

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

Written Notice

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

e. Notice of Expulsion Recommendation.

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

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

8.4 Order of Expulsion.

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.

8.5 Students with Disabilities

Students with disabilities may be disciplined, in accordance with the state and federal law, for inappropriate behavior.

- a. School personnel may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting, or suspend the child for not more than ten (10) days to the extent they could so with a child without disabilities. (Note: A suspension for more than five (5) days for a child with a disability is available only if the Principal has recommended expulsion of the student to the Board.)
- b. School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled child would be subject to discipline, but for not more than forty-five (45) days if the child:
 - i. carries a weapon to school or to a school sponsored function;
 - ii. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school sponsored function. In such case, the school must develop or revise the child's functional behavioral assessment plan; or
 - iii. inflicts serious bodily injury while at school, on school premises or at a school function.

If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g. an expulsion or a series of removals that constitute a pattern, then the school must hold an IEP meeting to determine whether the behavior was a manifestation of the child's disability.

i. If the behavior was not a manifestation of the child's disability, the child may be subject to the same disciplinary actions as a nondisabled student, except the school must continue to provide an appropriate education to the child.

ii. If the behavior was related to the child's disability, the child may not be subject to disciplinary action for periods longer than ten (10) school days.

d. A child who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had "knowledge" that the child was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:

- i. The parent of the child has expressed concern in writing to school personnel that the child is in need of special education or related services;
- ii. Behavior or performance of the child demonstrates the need for such services;
- iii. The parent of the child has requested an evaluation of the child for purposes of determining if the child is in need of special education or related services; or
- iv. The teacher of the child, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.

e. If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

8.6 Appeal Procedures

a.. In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school, the parent may appeal as follows:

Appeals should be made to the Principal by arranging an appointment or by writing the Principal

If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the Executive Director. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal's notice of disciplinary action.

b. Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five (5) consecutive days or fewer, the parent may appeal the decision of the Principal as follows:

Appeal requests must be made in writing by the parent to the Principal. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.

If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the Executive Director by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded from classes during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make up assignments.

JCPAA will be a safe and secure school for teaching and learning and will incorporate suspension and expulsion statutes into the Code of Student conduct.

9.0 Compulsory School Attendance.

Students are required to stay in school until they graduate or until the end of the school term, quarter, or semester during which they turn 18 years of age, s. 118.15 (1) (a), Wis. Stats. Instruction in a home-based private educational program (home schooling) that meets the criteria in s. 118.165 (1), Wis. Stats., may be substituted for attendance at a public or private school, s. 118.15 (4), Wis. Stats.

Pupils attending public school may be excused by the school under the following circumstances.

Under s. 118.15 (3), Wis. Stats., exceptions to compulsory school attendance include:

a. Any child who is excused by the school because the child is temporarily not in proper physical or mental condition to attend a school program but who can be expected to return to a school program upon termination or abatement of the illness or condition. The school attendance secretary may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

b. Any child excused by the school in accordance with the school's written attendance policy under s. 118.16 (4), Wis. Stats., and with the written approval of the child's parent or guardian. The child's truancy, discipline or school achievement problems or disabilities as described in s. 115.76 (5), Wis. Stats., may not be used as the reason for an excuse under this paragraph. The excuse shall be in writing and shall state the time period for which it is effective, not to extend beyond the end of the current school year.

c. Any child excused in writing by his or her parent or guardian before the absence. The school shall require a child excused under this paragraph to complete any course work missed during the absence. A child may not be excused for more than 10 days in a school year under this paragraph.

d. Any child excused in writing by his or her parent or guardian and by the principal of the school that the child attends for the purpose of serving as an election official under s. 7.30 (2) (am), Wis. Stats. A principal may not excuse a child under this paragraph unless the child has at least a 3.0 grade point average or the equivalent. The principal shall allow the child to take examinations and complete course work missed during the child's absences under this paragraph. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child ceases to be enrolled in school or if the child no longer has at least a 3.0 grade point average or the equivalent.

10.0 Wisconsin Child Abuse Laws 48.981, 48.02

What Constitutes Abuse

Physical injury inflicted on child other than by accidental means, sexual abuse/exploitation, emotional damage, (harm to child's psychological or intellectual functioning which is exhibited by anxiety, depression, or other outward behavior) or neglect (failure to provide necessities of life); on unborn child, habitual lack of self control by expectant mother in use of alcohol and controlled drugs.

Mandatory Reporting Required By	Physician, coroner, nurse, dentist, chiropractor, acupuncturist, or other medical or mental health professional, social worker, marriage or family therapist, counselor, public assistance worker, school teacher/administrator/counselor, mediator, child care or day care center worker, physical or occupational therapists, EMT, speech-language pathologists, police or law enforcement officer, attorney, member of treatment staff or alcohol/drug abuse counselor
Basis of Report of Abuse/neglect	Reasonable cause to suspect that a child has been abused or neglected or has been threatened with abuse or neglect or that abuse or neglect will occur
To Whom Reported	The county department (or licensed child welfare agency under contract with the county department) or sheriff or police department-220-SAFE
Penalty for Failure to Report or False Reporting	Fine up to \$1,000 and/or up to 6 months in jail

11.0 Pledge of Allegiance

Wisconsin Statutes 118.06 - Flag, pledge of allegiance, and national anthem
118.06(2)

(2) Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem.

11.1 Athletic and Other Associations.

JCPAA may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

11.2 Transportation Contracts.

JCPAA may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

11.3 Student Activities and Rental Fees

(1) JCPAA may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fee shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.

(2) The Charter School may require its pupils to purchase and wear uniforms.

11.5 Visitors Policy

At JCPAA we maintain an "open door" policy for visitors by requesting their cooperation with the following rules.

- All visitors to the school must report to the school office upon arrival.
- All visitors must sign in when they arrive and sign out when they leave.
- Visitors must wear our visitor's tag at all times while they are on campus.
- All observations must be approved by the Principal or Executive Director prior to the observation and are usually only an hour long. You must have a student enrolled in that class in order to observe.
- All volunteer/visitor time must be scheduled in advance with your classroom teacher.
- Unscheduled visitors will not be let into the classroom/campus.
- No person will be allowed to conduct or attempt to conduct an activity on school premises that has not had prior approval by the Principal or Executive Director.
- No materials are to be dispersed on campus that have not been approved by Administration.
- Once you have checked in with the office, you may enter your student(s) classroom without knocking, but please enter and leave without saying "hello" or "goodbye". A wink to your children will quietly let them know you've noticed them without disturbing others. In order to avoid interrupting classes and distracting from the students' learning time, students and teachers have been instructed to ignore visitors unless it is convenient for the teacher to stop and include you in that particular lesson. If a conference is desired, arrangements will

be made by the teacher for an appointment with the parent either before or after school hours.

- Do not attempt to carry on a conversation with a teacher or student unless the teacher makes that part of her plan.
- You may stand on the side or back of the room, or take any available chair as long as moving furniture does not cause a distraction.
- If you come with other people, do not talk among yourselves while you're in the classroom. If you must talk, do it outside the room.
- Visitors who are not family of students must be accompanied by a member of our administrative staff.
- Anyone who is in violation of any school policy or procedure may be asked to leave the school. Failure to comply with the lawful directions of the CEO/Principal or his designee, security officers, or any other law enforcement officers acting in performance of their duties, or failure to identify oneself to such officials or officers when requested to do so, may subject the person to criminal proceedings applicable under law.