

Hmong American Peace Academy

Appendix I—Discipline Policy

June 13, 2018

Hmong American Peace Academy and the entire community are dedicated to educating the whole person - mind, body, and will for peace and fullness of life. HAPA strives to foster and maintain a safe and peaceful environment to further engage in peacebuilding and building relationships through problem solving. The PeaceBuilders program outlines six principles for students to practice: praise people, give up put downs, seek wise people, notice and speak up about hurts one has caused, right wrongs, and help others. Capturing Kids’ Hearts supports staff in developing positive relationships with students with the goal of student achievement.

At HAPA, we strive to find ways to problem solve between the offender and offended, and come up with action plans to prevent future offenses. More importantly, both programs offer conflict prevention skills, conflict resolution/remediation strategies, and ethics. A core concept of PeaceBuilders and Capturing Kids’ Hearts is the idea of “relational capacity” (that a behavior intervention is only as successful as the relationship it is based on). With this in mind, disruptive behavior should be corrected whenever possible within the classroom by the teacher. Additionally disruptive behaviors should be addressed in the moment using The Four Questions or Lightening Quick Corrections. The Lightening Quick Correction or Four Questions are:

1. <u>What are you doing?</u>
2. <u>What are you supposed to be doing?</u>
3. <u>Are you doing it?</u>
4. <u>What are you going to do about it?</u>

Do not wait a few days or until the end of class to address something. If it is a larger issue, time outside of class should be used. Teachers, Impact Coaches, and Administrators are all present to support each other, but the closer the correction happens to the infraction, the more effective it will be.

<u>Level I - Disruptive Behavior</u>	
<u>Behavior</u>	<u>Steps</u>
<ul style="list-style-type: none"> ● <u>Speaking without permission</u> ● <u>Throwing items around the room</u> ● <u>Inappropriate noises</u> ● <u>Moving about in the classroom or school without permission</u> ● <u>Violating another person’s space</u> ● <u>Making faces and/or inappropriate gestures</u> ● <u>Inappropriate language or put downs</u> ● <u>Repeated tardiness</u> ● <u>Uniform violation</u> ● <u>Using abusive, profane or obscene language whether spoken, written, or by gesture</u> ● <u>Minor cheating or helping another to cheat, including forgery</u> 	<ol style="list-style-type: none"> 1. <u>Classroom teacher uses The Four Questions or a Lightening Quick Correction to address the behavior.</u> 2. <u>If behavior continues...</u> <ol style="list-style-type: none"> <u>A. the classroom teacher or staff will address the situation. A phone call home by the teacher will be made to inform parent. Classroom teacher or staff will document call.</u> <u>B. Teacher, parent, and student work together to come up with an action plan so behavior will not continue.</u> <u>C. Teacher will inform Impact Coach and fill out referral form.</u> 3. <u>If behavior continues after at least three (3)</u>

<ul style="list-style-type: none"> ● <u>Defiant by refusing to listen to staff, substitutes, volunteers, or any other person in authority</u> ● <u>Inappropriate use of cell phones</u> ● <u>Disrespect to staff or other students</u> ● <u>PDA (public displays of affection)</u> ● <u>Abusive language directed toward a teacher/staff or another student.</u> ● <u>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.</u> 	<p><u>teacher led interventions, it will result in the student being sent to the Impact Coach. Impact Coach will support teacher's action plan.</u></p> <p>4. <u>If disruptive behavior continues go to Level II.</u> <u>A. Student will meet with Impact Coach and parent will be contacted for a meeting to review the Covenant of Excellence.</u> <u>B. A behavior plan will be put in place using PeaceBuilders and Capturing Kid's Hearts philosophies. This plan will be documented in HAPA's tracker format.</u> <u>C. Impact Coach will inform Educational Leader.</u></p>
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Level II - Disruptive Behavior

<u>Behavior</u>	<u>Steps</u>
<ul style="list-style-type: none"> ● <u>Persistent defiance by refusing to listen to staff, substitutes, volunteers, or any other person in authority</u> ● <u>Vandalizing, defacing, or destroying school property or the property of other students or staff members</u> ● <u>Cheating or helping another to cheat.</u> ● <u>Persistent uniform violations.</u> ● <u>Persistent lying or dishonesty</u> ● <u>Inappropriate physical or sexual touching</u> ● <u>Persistent disrespect</u> ● <u>Truancy</u> 	<ol style="list-style-type: none"> 1. <u>A. Student will meet with Impact Coach, teacher and parent will be contacted for a meeting to review the Covenant of Excellence.</u> <u>B. A behavior plan will be put in place using PeaceBuilders and Capturing Kid's Hearts philosophies. This plan will be documented in HAPA's tracker format.</u> <u>C. Impact Coach will inform Educational Leader.</u> 2. <u>If the disruptive behavior continues, in-school suspension may be deemed necessary. A plan will be put in place using PeaceBuilders and Capturing Kid's Hearts philosophies. Should an in-school suspension occur, the student, parents, an administrator, and staff must participate in a Peace Circle process to reinstate the student.</u>

Level III - Disruptive Behavior

<u>Behavior</u>	<u>Steps</u>
<ul style="list-style-type: none"> ● <u>Leaving school grounds without permission</u> ● <u>Stealing</u> ● <u>Possession, use, distribution, or sale of drugs, alcohol, weapons, or any other banned substance.</u> 	<ol style="list-style-type: none"> 1. <u>A. The student will meet with the Impact Coach and parent will be contacted for a meeting to review the Covenant of Excellence.</u> <u>B. A behavior plan will be put in place using PeaceBuilders and Capturing Kid's Hearts philosophies. This plan will be documented in the HAPA's tracker format.</u> <u>C. Impact Coach will inform Educational Leader.</u>

	<p>2. <u>If the disruptive behavior continues an out-of-school suspension may be necessary. A behavior plan will be in place using PeaceBuilders and Capturing Kid’s Hearts philosophies. Should a suspension occur, the student, parent, an administrator, and staff must participate in a Peace Circle process to reinstate the student.</u></p>
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Any instances of serious discipline infractions may result in immediate suspension or possible expulsion. An immediate suspension or expulsion may occur for the following:

<p>1. <u>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 assemble and/or riot;</u></p>
<p>2. <u>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;</u></p>
<p>3. <u>Repeated refusal to obey the rules of the school;</u></p>
<p>4. <u>Fighting;</u></p>
<p>5. <u>Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;</u></p>
<p>6. <u>Student actions that present a danger to the safety and well-being of themselves or others;</u></p>
<p>7. <u>Other criminal acts in violation of local, state, or federal laws.</u></p>

Notice of Suspension

Prior to any suspension, the student shall be advised of the reason for the proposed suspension. A form of communication from the Educational Leader or his/her designee will be communicated 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.

<p><u>Notification of Suspension</u></p>
<p>A. <u>Notice of In-School Suspension</u> <u>The suspension notice for in-school suspension shall include at least the following information:</u></p> <ol style="list-style-type: none"> 1. <u>Reason(s) for the suspension and date(s) of suspension are to be clearly stated;</u> 2. <u>A parent is expected to participate in a conference with the Educational Leader or his/her designee in order for the student to be readmitted to the regular classroom. The Peace Circle process may be implemented;</u> 3. <u>The student will not be allowed to participate in classroom, grade level and school activities during the suspension period including loss of privileges deemed appropriate by administration; and loss of</u>

privileges deemed appropriate by administration.

B. 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:

1. Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;
2. A parent must come to school for a conference with the Educational Leader or his/her designee in order for the student to be readmitted to school. The Peace Circle process may be implemented;
3. The student will not be allowed to participate in classroom and school activities during the suspension period;
4. The student is not allow to go on school property;

Due Process Procedures for Suspension

A. In-School Disciplinary Actions. Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal as follows:

1. Appeals should be made to the Educational Leader by arranging an appointment or by writing the Educational Leader.
2. If the parent is dissatisfied with the result of the appeal to the Educational Leader, 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 Educational Leader'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 school as follows:

1. Appeal requests must be made in writing by the parent to the Educational Leader. Such written request must be filed with the Educational Leader within three school days of the notice of suspension, or the right to review and appeal is waived.
2. If the parent is dissatisfied with the Educational Leader'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.
3. In cases of immediate appeal, if the Educational Leader 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 Educational Leader 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 during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Recommendation for Expulsion

HAPA shall follow MPS's Expulsion Policies and Procedures as outlined by Charter School Contract.

Students with Disabilities

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