

Hmong American Peace Academy

Appendix A

June 13, 2018

Mission Statement

Hmong American Peace Academy provides students with rigorous academics, character development, and Hmong cultural values, preparing them to excel in colleges, universities and careers.

Vision Statement

Hmong American Peace Academy students enjoy college and career success, value Hmong cultural heritage, and exhibit responsible and peaceful leadership in local and global communities.

1. The name of the person who is seeking to establish the charter school.

~~At this time, the Board of Directors and Mrs. Chris Her-Xiong are seeking to consolidate two schools and merge the operations of the Hmong American Peace Academy (K4-8) and International Peace Academy (9-12) into a single school for administrative purposes. HAPA has been a non-instrumentality charter school of Milwaukee Public Schools for 10 years, and IPA for 5 years. Currently we serve approximately 975 students in grades K4 through 8, and 9 through 12. We desire one charter for one school serving grades K4 through 12. The school, serving grades K4 through 12, will be named the Hmong American Peace Academy.~~

Chris Her-Xiong is seeking to renewal a charter school contract with the Milwaukee Public Schools for a five-year term.

2. The name of the person who will be in charge of the charter school.

Ms. Chris Her-Xiong, Executive Director/Principal, or her successor, is the person in charge of the charter school.

3. Subject to S. 118.19(1) and 121.02 (1) (a), the qualifications that must be met by individuals to be employed in the school.

All teaching staff shall meet the qualifications for charter school staff as set forth in the *Wisconsin Charter School Law*. HAPA will ensure that all instructional staff of Charter School hold a current and appropriate license or permit issued by the Department of Public Instruction to teach assigned classes. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, or disability.

When hiring staff members, Hmong American Peace Academy will ensure that the selection procedures are consistent with HAPA's Vision, Mission and goals. HAPA will send pertinent information to Milwaukee Public Schools who will then conduct criminal background checks for all potential employees.

4. The procedures that the school will follow to ensure the health and safety of the pupils.

The charter school model is driven by the belief that all students will benefit and be more successful in their academic, social and emotional development when barriers that would otherwise interfere with their development are removed or mitigated beginning at the earliest possible age. These barriers may include inaccessibility to and lack of coordination among, medical and social resources necessary for a student’s health and social well being.

The charter school model reflects one of the nation’s best attempts to translate the ever-expanding knowledge about the process of human development into the formation of an optimal educational environment in which a student can grow. This model places significant focus on the student and family as they interact within and among various groups. As a school, ~~we are~~ HAPA is committed to supporting our families through identifying available resources on health and safety issues that will help ~~our~~ families create healthy and safe conditions for their children.

Furthermore, HAPA will comply with all Board policies and all local, state and federal laws, codes, and regulations that apply to public schools and pertain to health and safety. The Charter School shall ensure that ~~all of its~~ pupils comply with the Wisconsin immunization requirements.

5. The requirements for admission to the school.

~~The HAPA Charter School is a citywide school, serving families in Milwaukee.~~

The following chart reflects the grade level distribution and FTE enrollment numbers for each year of the contract term:

<u>Academic Year</u>	<u># of FTE Students/ Year</u>	<u>Grade Levels</u>
<u>2018 - 2019</u>	<u>1715</u>	<u>K4 to 12th</u>
<u>2019 - 2020</u>	<u>1820</u>	<u>K4 to 12th</u>
<u>2020 - 2021</u>	<u>1900</u>	<u>K4 to 12th</u>
<u>2021 - 2022</u>	<u>1960</u>	<u>K4 to 12th</u>
<u>2022 - 2023</u>	<u>2010</u>	<u>K4 to 12th</u>

Recruitment of Students

Eligibility for admission will be open to any student residing in the City of Milwaukee whose parents and families choose to enroll them in the public charter school, grades K4-12th.

Admission Policies and Practices

The Hmong American Peace Academy operates as a MPS public charter school. ~~and students are recruited on a citywide basis.~~ HAPA does not discriminate on the basis of educational needs, race, color, sex, national and ethnic origin and is fully committed to creating an inclusive family and student-learning community that reflects the ethnic, racial, cultural, and special needs diversity of the City of Milwaukee. Priority will be given to siblings of current students and to pupils enrolled in HAPA in previous year(s). Any family that desires a quality and college preparatory education is welcomed. The Academy’s admission policies and practices are that each student is given equal opportunity to attend the charter school.

During the application period, HAPA will take applications for enrollment. If more students apply for admission to a certain grade level ~~the charter school~~ than can be admitted HAPA will conduct a lottery (a random selection process for enrollment).

HAPA will maintain pupil database information in an MPS approved format in accordance with MPS administrative policies and procedures. This database information includes but is not limited to the pupil's name, address, home phone number, place and date of birth, parent(s) or guardian, immunization records, attendance data, ethnic background, school of last attendance, number of siblings, emergency contact information. Official transcripts, promotion, graduation, credit detail, and diploma information will be maintained. HAPA will place in each student's cumulative folder copies of the final report card and official transcripts. HAPA will comply with the law regarding the confidentiality of student records under the Family Education Rights and Privacy Act and its implementing regulations.

HAPA has a commitment to serve students with disabilities whether such students are currently or newly identified as students with disabilities. HAPA, as a public school, will through its policies and procedures, comply with all of the requirements of the Individuals with Disabilities in Education Act and the Rehabilitation Act. HAPA will provide a free appropriate public education to students with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.

6. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

The Executive Director/Principal of HAPA will manage and ensure that the financial policies and operations meet the requirements of the U.S. Office of Management and Budget Circular --- A-133, *Audit of States, Local Governments, and Non-profit Organizations*, and *MPS Audit Guide*. HAPA will construct its financial statements based on *SFAS #117 ---Financial Statements for Not-For-Profit Organizations*. ~~The firm of Serima, Kabitzke & Co., S.C., CPA,~~ HAPA will secure a firm(s) to conduct will audit ~~those of its~~ financial statements and underlying records annually and conduct the performance and compliance audit for the Charter School. HAPA, Ltd.'s policies and procedures for finances and operations will be documented in its business manual. These policies and procedures will be reviewed at least annually and be revised as needed.

Since the Hmong American Peace Academy, Ltd. has the privilege of using public dollars for the charter school, HAPA will ensure that all dollars will be spent for their intended purposes and within the State's regulatory policies. ~~The firm of Serima, Kabitzke & Co., SC, CPA, is particularly mindful of its stewardship of public funds on behalf of its client in substance and in appearance. In addition, the accounting firm has provided consulting services in tax services, information technology, benchmarking and corporate structure. The Hmong American Peace Academy, Ltd. Board of Directors, administrators and managers are confident that the firm of Serima, Kabitzke & Co., S. C. is well positioned to expand and enhance its services as the organization grows.~~

7. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

As required by *Wisconsin State Charter Law*, admission to the HAPA is voluntary. Students and parents choose to attend HAPA and participate in its programs. No one is assigned or forced to attend the school. A student who resides in Milwaukee, whose parents or legal guardians do not choose to have their student enrolled, may attend another school operated and managed by MPS in accordance with *MPS Student Assignment Policies*.

As required by state statutes, “Program voluntary. No student may be required to attend HAPA without his or her approval, if the student is an adult, or the approval of his or her parents or legal guardian, if the student is a minor.”

8. The effect of the establishment of the charter school on the liability of the school.

As between the Hmong American Peace Academy and MPS, there should be no liability on the part of the Board on account of the establishment of the Charter School. HAPA will adhere to all applicable local, state and federal laws, codes, rules, and regulations and to the Board’s insurance and risk management requirements. The Hmong American Peace Academy board members and its officers will comply with the Board’s Code of Ethics and Gifts and Solicitations.

9. The term of the contract is specified (one to five years).

Hmong American Peace Academy (K4-12) is seeking a five-year contract.

10. Date that the proposed charter contract would begin.

Hmong American Peace Academy, ~~a single consolidated school serving grades~~ K4-12 is seeking another five years contract. The term of the contract will begin on July 1, ~~2013~~ 2018.

11. The proposal/petition specifies instrumentality or non-instrumentality status.

Hmong American Peace Academy is a non-instrumentality charter school.

12. Types and limits of liability insurance that the school will carry.

HAPA, which is under the operational umbrella of the Hmong American Peace Academy, Ltd., will adhere to all Federal, State and Municipal laws and regulations and to the MPS Board of School Directors’ insurance and risk management requirements. The Hmong American Peace Academy, Ltd. will provide MPS with an insurance certificate of the Charter School and will be insured in accordance with the mandates of the Milwaukee Public Schools. The MPS Board of School Directors is to be named as an additional insured by separate endorsement under all of the insurance coverage policies with the exception of Workers’ Compensation.

A certificate of insurance acceptable to MPS evidencing the aforementioned insurance requirements will be provided to MPS. The certificate of insurance or policies of insurance evidencing all coverage will include a statement that MPS will be afforded a 30 day written notice of cancellation, non-renewal or material change by any of the Charter School insurers providing the coverage required by MPS.

13. Does the petition/proposal illustrate why charter status is necessary to carry out the proposed education structure? (e.g. What freedom/autonomy is the school seeking through charter status?)

Hmong American Peace Academy is seeking a charter status with the autonomy of operating under the umbrella of the Hmong American Peace Academy, Ltd. The Hmong American Peace Academy, Ltd. was incorporated as a non-profit non-sectarian corporation in the State of Wisconsin and with the tax-exempt 501c3 tax status from the Internal Revenue Service.

Hmong American Peace Academy seeks a charter status with the request for a waiver from administering annually the ~~NWEA Measures of Academic Progress (MAP) Universal Screener at the 10th, 11th and 12th grades~~ high school. HAPA's testing program is indicated in Section 18.

The main reason for seeking charter status is HAPA's desire to engage inner-city students in a highly structured, rigorous educational program, Hmong cultural values and character development that prepares them for college and career opportunities. The charter status allows HAPA to provide at-risk/low socioeconomic students with career and interest opportunities at the high school level, which are focused in the areas of medicine, law, engineering, and business/economics. HAPA is committed to working with students, parents, community leaders, agencies, universities (colleges), businesses, and networks that have focused time, energy, and resources towards helping underprivileged students achieve, compete in the global market, and be successful citizens.

The second reason for seeking charter status is the comprehensive and effective educational plan which will be achieved through the attributes of a common focus, high expectations, personalized environment, respect and responsibility, collaboration, and technology as a tool. This waiver will allow HAPA's educational plans for the use of the study of the Hmong culture and peace education, highlighting how to live in peace and harmony with other people. These attributes are the keys of best practices which have shown to be necessary in creating a teaching and learning environment where every student can grow to his/her fullest potential. HAPA's program will address high dropout rates among MPS students, including Hmong students, because it reaffirms the importance of families, teachers, and community groups for collaborating on behalf of the education of our students.

Finally, the charter status will allow HAPA the freedom and autonomy to effectively implement its educational plan with specialized training for its staff members.

14. Description of how the community wishes to assume more responsibility for, or leadership in, the educational process.

Hmong American Peace Academy wishes to assume more responsibility for the educational process by creating a school culture that will be reality based with relationship building and rigorous academic study embedded in the culture of the school. The work environment will include rigorous and critical thinking resulting in principled decision-making. Respect and responsibility will be modeled by all. The community wishes to ensure and foster the studies of rigorous academics, Hmong culture, and character development to promote peace and harmony with all people. At the high school level, real work experiences will be sought in the student's field of study that will give the student opportunity to see the academic knowledge he or she is gaining being purposefully used in society. Community partnerships will support HAPA's mission, vision, and values.

Professional development will include training our staff and students to relate in healthy ways with each other and those outside of the school when possible. Material will be used to assist in training the staff about the Hmong people, their history and culture. It is vital that the students know who they are and where

they come from; thus, become productive and positive contributing members of society. Additional materials will be utilized to assist in training the staff and students to promote peace and harmony with people of different cultures, to understand the value of their emotions, to present themselves publicly, to recognize their values, to manage their money, to analyze their interactions with others, to think laterally and have paradigm shifts, to problem solve, to take responsibility for their thoughts, attitudes and actions, to recognize their family dynamics and to set visions for their lives when possible.

The school culture will be sustained through the organization of the school, the shared vision, and the policy making procedures. Career ~~testing and~~ interest inventories will be taken to help students determine the track of study at the high school level that most suits the student's talents and interests.

The sustainability will also come from academic excellence which will be expected of all learners including educators through collaborative learning communities and professional development. Staff members when possible will work with professionals in the community and higher education institutes to improve on their mastery of the content of the subject areas taught and to be up to date on the trends in the career field. Leadership development will be required of all staff members when possible. Learning opportunities may be extended to both staff and students through summer institutes, off-campus learning opportunities (including internships and international field experiences), and courses for college credits when possible. In addition, alternative methods of credit acquisition (including dual-credit) when possible will be sought and used with appropriate qualifying students. ~~These will be provided~~ The goal is to enrich the high school experience and/or provide a head start for post secondary education for individuals. Possible sources of these opportunities are the Wisconsin Youth Options programs, the Wisconsin Technical School programs, and potential partnerships with other secondary and postsecondary schools.

15. Description of the educational program of the school.

HAPA offers an educational program for students in grades K4-12, which includes academic studies, Hmong culture, character development (peace education), project-learning, and recreational activities. The goals of the charter school's educational program include:

- Students will meet/exceed MPS academic standards for each grade level.
- Students will strive for mastery of grade level benchmarks for the knowledge and skills required before progressing to the next grade level.
- Students will learn from an international perspective and demonstrate productive and responsible citizenship in their community.
- Students will learn how to connect their learning in the classroom to life experiences and the world around them.
- Students will think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions, and communicate new ideas and relationships to real world experiences.
- Students will acquire knowledge of foreign language, ~~the arts, the humanities, the English language arts, and personal communications~~ English language arts, person communication, humanities, and the arts.
- Students will learn how to preserve their cultural heritage and cultural diversity through participation in multilingual, multiethnic, culturally diverse programming.
- Students will learn strategies to cope with the challenges of daily living and will establish practices that promote peace, health, safety and fitness.
- Students will learn how to pursue career opportunities in colleges and professional schools.

- Students will learn strategies for self-discipline and self-directed learning.

~~Students who require additional tiered instruction are provided specific research-based individual or small group instruction for intervention or are instructed based on an IEP. Based on normed and classroom assessments, students are explicitly instructed in their strand(s) of weakness.~~

HAPA provides tiered instruction to meet the learning needs of students. Some of the tiered instruction includes differentiation of instruction and providing accommodations and interventions to students in small and/or whole group settings. Students with an IEP are instructed based on the goals established.

K4 to 8th grades Program Focus

HAPA's educational program focuses heavily on literacy-based pedagogy centered on phonemic awareness, phonics, vocabulary development and reading comprehension. Teachers ~~use a backward design model to~~ create effective and engaging unit and daily lessons based on ~~the Common Core rigorous~~ standards (i.e., Common Core, Next Generation Science, etc...). Instructional practice is research-based to ensure synthesis and application of both content and language objectives. Differentiation of instruction takes place in whole and small group settings to meet the varied needs and learning styles of diverse learners. Reading materials include a rich variety of fiction (novels, stories, etc.), non-fiction (informational and technical text, biographies, etc.), poems and drama. Math instruction spirals through all strands giving students ample opportunity to achieve mastery. Writing is explicitly taught and infused across throughout the content areas. ~~curriculum using mentor texts along with explicit instruction in grammar, spelling and handwriting. Science and Social Studies units are inquiry based and infuse reading and language arts skills. Themed Science~~ units encourage students to think logically and abstractly, apply mathematical and scientific principles to solve problems and create new solutions. Technology supports and enhances the overall instructional program. The goal of HAPA's rigorous academic curriculum is to engage students and prepares them to meet the college readiness standards.

9th to 12th grades Program Focus

HAPA's educational programs for grades 9-12 are in the fields of medicine, law, engineering, and business/economics. This learning framework is centered on an authentic curriculum that engages, prepares, and challenges students to compete in an international society.

The curriculum of the educational programs is a means to connect students to a course of study where they can partner with leaders, professionals, and mentors in the field of their interest. ~~and extend their local application of the study to an international context.~~ There are distinct fields of study offered to the students as a separate continuum of electives.

The first field of study is the medical component. The medical curriculum may include but is not limited to the following: biology, anatomy and physiology, epidemiology, social medicine, aging and human development, history of medicine, people in medicine, ethics and medical research.

The second field of study is the law branch of the educational program. The law study ~~will use materials to~~ includes foundational principles of democracy, constitutional studies, the citizen and the law, the court system, levels and function of government, and international relations. Students who participate in these ~~programs~~ courses have a higher awareness of the civic involvement than the other graduates.

The third is the engineering department. This field of study will employ programs and material that have been designed to introduce students to engineering principles and design, computer science coding and computational thinking, ~~digital electronics~~, modeling, materials, and manufacturing. This program will help address the crisis in science, technology, engineering, and mathematics education. With college prep math and core science courses offered at the high school level, students will be prepared for global competition. Furthermore, HAPA will ~~provide~~ encourage student internships and summer study opportunities when possible.

The fourth area of study is the business/economic focus. ~~It includes~~ When possible, the personal finance curriculum includes, local ~~and global~~ economic studies, ~~stock market simulations~~, and business curriculum. Partnerships and internships when possible with local businesses ~~will be~~ are essential to the students' core requirements for progression. ~~Research, project based learning, and portfolios will help track student learning.~~

All students will participate in core courses throughout their time in the school. ~~Literature and Social Studies core curricula are coordinated so that students spend 9th and 10th grade studying both U. S. History and American Literature, while 11th and 12th grade Literature coordinates with World History.~~ These courses may include elements of sociology, anthropology, the arts, and philosophy for a holistic approach. Research and writing will not only be present in every course of study, but will also stand alone as a subject. Feedback through teacher, peer, and advisory team (when possible) critiquing will give the student opportunity for growth.

HAPA's high school curriculum focuses on rigorous academic standards assessed by data-driven results ~~will meet or exceed state level standards~~. The methodology used ~~will be~~ may include inquiry based, ~~and student-centered learning activities, and data-driven informed by real world contexts~~. HAPA high school uses curricula that will prepare able students to take AP subject area exams. ~~HAPA will expand to include AP certified courses, and more opportunities to participate in AP testing.~~

The purpose of the curriculum is for students to evaluate, analyze, synthesize, apply, and connect the patterns they find in society and the specific disciplines. ~~Academically the~~ The goal is for students ~~will to~~ be proficient communicators by learning how to understand both people and information through extensive reading, using visual tools, and critical thinking including research, analysis, and synthesis of information and learning relationship skills. ~~They will~~ This goal includes students knowing how to respond clearly to ideas presented in writing, in images, or through speech through their own excellence in speaking and writing. Finally, they will know how to apply knowledge and skills to advance ideas and material for moral purposes in a career field.

Grades K4-12

~~Cultural~~ Character and cultural competency is embedded in the covenants and programming of HAPA. ~~All~~ Students and their families are engaged in a positive behavioral support program with the staff using several components which help to promote high expectations for student character and behavior. At the beginning of each school year, students, parents/guardians, and school staff ~~participate in a conference where the~~ Covenant is reviewed and signed by all three parties the Covenant to establish a broad base of understanding and agreement with positive behavioral expectations. ~~It-The~~ Covenant is used as a basis of discussion for behavioral issues throughout the year. ~~HAPA's "Proclamation of Excellence" is reviewed and recited regularly to reinforce positive outlook and relationships in daily school routines.~~ Beginning with the school name, the Peacebuilder theme is prominent throughout the school culture. The *Peacebuilders* curriculum (www.peacebuilders.com) ~~has been implemented school wide~~ focusing on the six essential peacebuilding behaviors expressed in the Peacebuilder pledge: praise people, give up put downs, seek wise people, notice

hurts, right wrongs, and help others. Student of the Month is a program committed to develop students who are knowledgeable, are equipped with the necessary skills to be successful, and are people of high character. With this goal in mind, HAPA created SOM to cultivate strong character traits in the students, and help them recognize the traits in other people. Monthly nominations lead to celebrations and assemblies to not only recognize monthly winner honorees, but discuss the next month’s emphasis. Finally, there is an After School Achievement Program. Program goals The goals of the after school programs include helping students in their quest to achieve academic success. Students are ~~empowered and~~ supported through extended school day academic tutoring and connections with teachers and staff. ASAP After school programming empowers students by providing adequate academic resources and encouraging healthy study habits.

16. The methods the school will use to enable pupils to attain the educational goals under S.118.01:

The methods used in the high school will include inquiry and research learning for critically examining information. The instructional methods include best practices of both direct and collaborative learning such as modeling, using graphic organizers, giving practice opportunities, specific feedback, and collaboration time (refining and challenging one’s own thinking) when possible. The school will continue to use standards based education so that within each subject area and within trans-disciplinary areas, students will aim to achieve the standards established by the school, which will be taken from research within the subject areas, as well as rigorous standards (i.e., state, Common Core and Next Generation Science standards). High standards, rigorous expectations, the use of technology, and the exposure of special education and all students to content area subject matter on a regular basis are all methods for success in which the school will engage.

Based on formative and summative assessments, standardized and classroom tests, teachers provide short-term interventions specific to student need. The intervention, instructional strategy, specific strand emphasis, and student groups are flexible and vary in duration. Learning styles and disabilities, English acquisition, attendance issues, behavioral problems, relational breakdowns all can lead to lower achievement than expected for the grade and/or age. Because of the differences in the causes, different approaches are employed to assist students in achieving the best possible outcomes in correcting problems and addressing achievement gaps. While the highest priority is given to meeting these needs in a normal classroom environment, specialized programs or personnel may be used when necessary.

17. The school program addresses MPS promotion and graduation requirements.

HAPA’s high school requires the following credits for promotion and graduation:

Overall minimum of 22 credits required to graduate	
4 credits	English/Language Arts
3 credits	Mathematics
3 credits	Science
3 credits	Social Studies/History (including .5 Government)
1 credit	Fine Arts
1.5 credits	Physical Education
0.5 credit	Health *

22 credits	A minimum of 22 credits is required for graduation
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***May be taken in the 8th grade**

18. The method by which pupil progress in attaining the educational goals under S.118.01 will be measured:

Grades K4-8

HAPA will administer the Universal Screeners in the same manner and time frame as required by the MPS. The school shall annually administer the current Wisconsin State Assessment, the Dynamic Learning Maps (DLM) Alternate Assessment System for eligible students with special needs when applicable, and ACCESS for English Language Learners (ELLs) in the same manner and time frame as required by the Department of Public Instruction.

In addition to testing, students will also be assessed based on their portfolio, which is a collection of their work samples and formative and summative assessments throughout the course of the school year. The portfolio is used to assess students’ overall growth toward mastery of grade level Common Core State Standards.

Both formative and summative classroom-based assessments are used to **ensure support that all** students **are in** attaining **the** basic and analytical skills, as well as the knowledge they need, to succeed in their academic future. Students will also be issued report cards throughout the year to track their gradual progress and achievement with respect to the educational goals under *S. 118.01*. Parent conferences will be held each fall and spring where parents will have the opportunity to inquire more about their child’s development and progress.

Student achievement is recognized throughout the year in large and small group assemblies. Students are affirmed and recognized for their positive contributions to the educational community helping them to develop qualities of good global citizens.

Grades 9-12

HAPA will use locally-determined measures, assessments, and standardized tests to measure pupil progress. HAPA will administer the current Wisconsin State Assessment, Dynamic Learning Maps (DLM) Alternate Assessment System for eligible students with special needs when applicable, and ACCESS for all eligible English Language Learners (ELLs) in the same manner and time frame as required by the Department of Public Instruction.

The final State Assessment is currently the ACT, which is administered to 11th grade students in the spring of the school year. What the ACT assesses is driven by the ACT College and Career Readiness Standards (CCRS). These standards are empirically derived descriptions of the essential skills and knowledge students need to become ready for college and careers after high school. The explicit Mission of HAPA is to prepare students for success in college and career. The CCRS are therefore the underlying academic standards that are being used together with **other rigorous standards (including but not limited to** the Common Core State Standards, **Next Generation Science Standards, etc...)** to drive our curriculum and instruction.

The primary means of measuring student progress toward mastery with regard to the CCRS at HAPA is through the use of full-length ACT-styled tests. In the fall of the school year, an ACT-styled diagnostic

~~pretest is given to students in 9th, 10th, and 11th grades to provide baseline ACT sub scores in the areas of English, Math, Reading and Science, and a Composite score (which is the average of these four sub-scores). At that time, students set growth goals for themselves with regard to their ACT scores. In the spring, an ACT-styled posttest is given to these same students to obtain their new ACT sub-scores. (For each 11th-grade student, the posttest is the actual ACT with the highest composite score taken by that student prior to the end of the school year.) Student growth in each of these subject areas is determined by calculating the difference between the fall sub-scores and the spring sub-scores. Periodically, between the pretest and posttest, ACT-styled practice tests are administered. All ACT-styled tests mentioned above are currently provided and scored by a company called The Princeton Review (TPR). In addition to their normal coursework, the students are currently receiving TPR prescribed instruction throughout the school year based on their performance on TPR tests. ACT and/or ACT reviews posttests are subsequently taken by these same students at scheduled intervals during the school year to obtain their new ACT sub-scores. Student growth in each of these subject areas is determined by calculating the difference between the diagnostic pretest sub-score and the best subsequent posttest sub-score.~~

~~After each ACT-styled test is scored, three types of reports are generated to facilitate future student growth toward mastery. Each student is provided with a detailed score report which maps student growth, the specific errors made on the test, and detailed suggestions for improvement. Instructors are provided with an aggregate score report which contains a detailed item analysis for each of the subject areas. They are also provided with an improvement report which shows the progress of each student in each of the subject areas and the overall progress of the students in those subject areas.~~

The ACT document, “How Much Growth toward College Readiness Is Reasonable to Expect in High School?” is the source of the specific one-point per year growth targets. Based on the extensive research referenced in that document, the one-point per year growth targets are-baseline goals for measuring the success of our college preparatory program.

Local Measures (9th to 11th grades)

HAPA shall demonstrate an increase in the percentage of students within a cohort meeting College and Career Readiness as they progress from year to year using ACT reviews (i.e., The Princeton Review or other exam) as described in Appendix A.

1. At least 65% of tested cohorts (9th to 11th grades) will demonstrate an average achievement growth of one point or higher from beginning of school year to subsequent administrations within the same school year on ACT reviews using data in English as described in Appendix A.
2. At least 65% of tested cohorts (9th to 11 grades) will demonstrate an average achievement growth of one point or higher from beginning of school year to subsequent administrations within the same school year on ACT reviews using data in math as described in Appendix A.
3. At least 65% of tested cohorts (9th to 11 grades) will demonstrate an average achievement growth of one point or higher from beginning of school year to subsequent administrations within the same school year on ACT reviews using data in reading as described in Appendix A.
4. At least 65% of tested cohorts (9th to 11 grades) will demonstrate an average achievement growth of one point or higher from beginning of school year to subsequent administrations within the same school year on ACT reviews using data in science as described in Appendix A.

19. The manner in which administrative services will be provided.

The Board of Directors of the Hmong American Peace Academy, Ltd. hires the Executive Director/Principal and delegates power to the Executive Director/ Principal to lead, manage and direct the affairs of the

organization. Based on the recommendations of the Executive Director/ Principal, the Board approves the annual budget and hears appeals concerning student, parent, and staff matters. The main function of the Executive Director/Principal is to oversee the operations of the Hmong American Peace Academy, Ltd. The Executive Director/Principal will hire all of the staff members including the administrative team and when necessary terminate staff members to ensure the success of the educational program of the school.

20. The governance structure of the school, including the method to be followed by the school to ensure parental involvement:

HAPA operates under the umbrella of the Hmong American Peace Academy, Ltd., which was incorporated as a non-profit non-sectarian corporation in the State of Wisconsin and received the tax-exempt 501c3tax status from the Internal Revenues Services. The Board of Directors of the Hmong American Peace Academy, Ltd. will monitor the educational outcomes of the Charter School and ensure that the Charter School is in compliance with its MPS contract as well as the vision, mission and goals of the Charter School.

The governance structure of the By-Laws includes plans and procedures to define future board recruitment. Structures are established to assure effective orientation, training, and development of all Board Members. HAPA itself has well-developed board governance and committee structures in place, which will guide Board operations. The Board of Directors of the Hmong American Peace Academy, Ltd. will assure alignment of the Vision, Educational Philosophy, Goals, and Instructional Approach of the Charter School.

The Board of Directors of the Hmong American Peace Academy, Ltd., as the governing body of HAPA, will focus its attention on matters of major policy, strategic planning and overall progress in achieving educational outcomes, vision and mission and perform other oversight duties prescribed in the By-Laws. The Board of Directors shall manage the affairs of the organization. The Board of Directors shall approve expenditures, but shall not create any indebtedness beyond the current income of the organization. The Board of Directors shall only authorize dispersal of funds for purposes consistent with the non-profit, educational objectives. The Board of Directors shall have the power to modify, override, or rescind the action of any Officer or Board member of the organization. The Board of Directors shall have the power to enter and terminate any contracts with agencies, business, or individuals. The Board of Directors hires the Executive Director/Principal and delegates power to the Executive Director/ Principal to lead, manage, and direct the affairs of the Academy. Based on the recommendations of the Executive Director/ Principal, the Board approves the annual budget and hears appeals concerning student, parent, and staff matters as well as performs other oversight duties prescribed in the By-Laws. The main function of the Executive Director/Principal is to oversee the operations of organization. The Executive Director/Principal will hire (and when necessary terminate) all the teaching and supportive staff to ensure effectiveness and student learning. The Board will receive quarterly reports from the Executive Director/ Principal, tracking progress in achieving performance objectives specified in the contract with MPS, and other relevant measures as defined by the Board. The Board will not involve itself in the management of day-to-day operations.

The organizational structure of the Hmong American Peace Academy, Ltd. provides for the Executive Director/Principal who is the administrative director/ manager with responsibilities for all of the functions in the organization. While the Executive Director/Principal has the authority to run the organization, there are shared-decision making and participatory management processes that allow the staff and parents to have a voice in the school.

The school governance and administrative structure is consistent with the Hmong American Peace Academy, Ltd.'s Vision and Mission and support attainment of the academic goals. Emphasis is placed on involvement of family members, staff and other key stakeholders. HAPA's design incorporates the maximum governance and administrative flexibility possible under *Wisconsin's Charter School Law*. Finally, the school's organizational structures reflect an understanding of the need for well-defined governance and management functions.

Parent and Family Involvement:

The ~~*No Child Left Behind*~~ *Every Student Succeeds Act (ESSA)* legislation requires all schools to promote school-family partnerships that will promote the social, emotional, and academic growth of children (U.S. Department of Education, 2002). The HAPA Charter School embraces this goal in philosophy, program design and implementation. We recognize that schools alone cannot solve the challenges that students face in our communities; neither can families solve the challenges alone. It is through partnerships between HAPA and its families that the solutions can be found and implemented.

In order to facilitate parent involvement, HAPA recognizes that diverse family structures, cultures, circumstances and responsibilities may impede parent participation. HAPA-implements strategies to build successful partnerships that encourage and support parent involvement in governance, advocacy initiatives, community involvement, and direct parent involvement in curriculum design and school operations.

The HAPA Charter School has flexible programs and activities in order to facilitate the participation of diverse parent groups. HAPA holds events throughout the school year which relate to academics, college readiness, student performance and social events. Parents are encouraged to attend these family events with their student. A high percentage of parents attend parent-teacher conferences to discuss student progress as well as credits earned, academic support needed, graduation readiness, and post-secondary plans. HAPA is sensitive to the community's ethnic, linguistic, and cultural backgrounds, which greatly influence the types and levels of participation by parents.

HAPA has a comprehensive, formal plan for parent and family involvement in the charter school based on the *National Standards for Parent/Family Involvement Programs* developed by the National PTA. A triangular model is utilized, where the student, the parents and the school all must work together to achieve success. Prior to the beginning of school, a Covenant meeting is held with all parties, and home visits or parent meetings at school serve as a vehicle to explain the responsibilities of the student, the family and the school to attain success. Parent and family involvement in the school is key.

Family-School Collaborations for Students with Special Needs

Overall, the HAPA Charter School's aim is to achieve significantly higher levels of parent and family involvement than is ordinarily present in schools. The following principles, drawn from *Collaborative Teams for Students with Severe Disabilities* by Rainforth and York-Barr (1997), serves as the foundation for developing inclusive practices:

- Each parent or family is given the opportunity to become involved in the child's educational program.
- HAPA has a continuum of strategies and options for enhancing the inclusion of parents or families in the educational context.
- Parents are treated as equal members of teams.
- HAPA supports and promotes the self-sufficiency and development of families through the use of integrated and normalized resources.

- HAPA employs family-centered principles and practices as a pro-family approach to improving child, parent, and family functioning.

The Charter School’s goal is to enable families of children with disabilities to:

1. Benefit from expert diagnosis;
2. Participate in the long-term planning;
3. Become empowered as life-long advocates for their children and their children’s education; and
4. Access medical and social resources in the community.

HAPA staff work with students with special education needs to meet the goals established in their Individualized Education Plan. Parent-teacher conferences are encouraged, and each student/parent receives reports indicating progress toward their goals.

21. The means by which the school will achieve ethnic diversity among its pupils that is reflective of the school district population.

Hmong American Peace Academy operates as an open enrollment MPS public charter school. As an MPS Charter School students are recruited on a citywide basis. HAPA does not discriminate on the basis of educational needs, race, color, sex, national and ethnic origin. Hmong American Peace Academy fully commits to creating an inclusive family and student-learning community that reflects the ethnic, racial, cultural, and special needs diversity of the City of Milwaukee. HAPA serves as a citywide school. It is anticipated that there will be high interest in HAPA on the part of Milwaukee families. Any family that desires a quality and college preparatory education is welcomed.

~~As an open enrollment public charter school,~~ HAPA uses various strategies to inform students and families in the community about the opportunity the school provides and its admission procedures. Examples of ways that the Academy communicates with potential students/ families include, but are not restricted to: hosting multiple orientation sessions for interested parties to receive more detailed information; sending information packets (brochures) to community-based organizations; and advertise open enrollment. ~~in the MPS 3-Choice selections process booklet; advertise open enrollment through community newspapers, radio stations, and/or other outlets information booths.~~

22. The procedures for disciplining students.

~~Hmong American Peace Academy will adhere to the disciplinary guidelines adopted by MPS and will comply with those guidelines as set forth in the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.~~

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> ● <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</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) teacher led interventions, it will result in the student being sent to the Impact Coach. Impact Coach will support teacher's action plan.</u> 4. <u>If disruptive behavior continues go to Level II.</u> <ol style="list-style-type: none"> <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>

<p><u>the extent that the teacher’s authority is being challenged or the teacher is unable to teach effectively.</u></p>	<p><u>C. Impact Coach will inform Educational Leader.</u></p>
<p><u>Level II - Disruptive Behavior</u></p>	
<p><u>Behavior</u></p>	<p><u>Steps</u></p>
<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. 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. 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>
<p><u>Level III - Disruptive Behavior</u></p>	
<p><u>Behavior</u></p>	<p><u>Steps</u></p>
<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. 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. C. Impact Coach will inform Educational Leader.</u> 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>

Any instances of serious discipline infractions may result in immediate suspension or possible expulsion. An immediate suspension or expulsion may occur for the following:

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

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.

Notification of Suspension

A. 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 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;
- 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 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:

- 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 Educational Leader or his/her designee in order for the student to be readmitted to school. The Peace Circle process may be implemented;
- 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.

23. A description of the school facilities:

Hmong American Peace Academy is housed in the parcel located at 4601 North 84th Street (formerly known as the Morse Middle School). The Milwaukee Board of School Directors has approved the Land Contract of the property located at 4601 North 84th Street to Hmong American Peace Academy, Ltd. as of January 31, 2013. Currently, HAPA leases the Happy Hill Elementary School for the primary grades while the main campus houses grades 3 to 12. HAPA has since purchased the parcel stated above from MPS and it has plans for future development to house its growing student enrollment where all educational programming will be located at the 84th Street parcel as the Academy consolidated space.