

APPENDIX I: MESA DISCIPLINE POLICY

Discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly, and productive learning environment by changing unacceptable behavior to acceptable behavior.

The purpose of the Milwaukee Environmental Sciences Academy Discipline Plan is to encourage and support appropriate student behavior throughout the school including the classrooms, hallways, restrooms, playground, cafeteria, gym, media center, music room, assemblies, field trips, etc. A core component to the Milwaukee Environmental Sciences Academy curriculum is to role model, teach, practice, and praise appropriate behavior in the areas of work ethic/effort, respect for authority, and appropriate social interactions/conflict resolution. In conjunction with a school wide Disciplinary Plan, the school will also maintain a consistent positive behavior recognition plan that will outline frequent, tangible rewards that the children can be part of or earn. We will solicit donations and plan motivating activities/field trips.

- A primary purpose of the plan is to support and maintain a safe and orderly environment in all areas of the school. This is done through the establishment and clear communication of student behavior expectations supported by a consistent and fair structure, including rewards and consequences.
- While implementing this plan, school staff will be aware of and accommodate for individual student disabilities and challenges. Individualized behavior plans may be developed for some students.

Milwaukee Environmental Sciences Academy, a MTEC Charter School, focuses on developing a school environment that balances safety and structure within a caring, supportive school community. Scholars work together to solve problems, including problems related to conflicts and behavior challenges. We believe that scholars' growth as kind and respectful citizens requires becoming active members of a caring community, with a focus on using problem solving and decision-making so they can work towards handling conflicts that arise in the best way possible.

When scholars engage in challenging work, receive academic support, and are held to the school's high behavioral expectations, they are less likely to disrupt the class. Our focus on character and academics and our use of multiple approaches to classroom management--including teacher presence, norming, routines, open communication, and PBIS (positive behavior intervention systems)--address discipline problems in a respectful way.

Discipline Procedures

Our school believes in proactive discipline and providing scholars with skills to solve problems and work collaboratively. When necessary, the following procedures will be used to address misbehavior based on the seriousness of the situation:

- social conferences between scholar and teacher
- removal from the group within the classroom
- removal from the classroom to meet with the Dean of Students for redirection and reflection with the goal of being restored to return to the classroom
- detention (lunch or afterschool)

- conferences between scholar, teacher, and parent(s)/guardian(s) (these may include the Principal and/or the Dean of Students, as needed)
- suspension
- expulsion

In all disciplinary matters, scholars will be given notice and will have the opportunity to present their version of the facts and situation leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the list (suspension, expulsion) is enacted in cases involving the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program. Parents/guardians will be notified in writing in all cases of suspension. For a complete description of the school's discipline policy and procedures, please contact the Principal or Dean of Students.

Discipline Plan

As an EL Education (Expeditionary Learning) school, a core component to the Milwaukee Environmental Sciences Academy, a Charter School of MTEC, and curriculum is to create opportunities for scholars to explore new ideas, collaborate with peers, and take risks as they push themselves to achieve at high levels. This can only happen when scholars feel safe emotionally and physically. Therefore we have strong expectations for behavior.

The purpose of MESA's Discipline Plan is to encourage and support appropriate scholar behavior throughout the school including the classrooms, hallways, restrooms, playgrounds, cafeteria, gym, media center, music room, assemblies, fieldwork, etc. in order to maintain a safe and supportive environment for learning AND help scholars develop into respectful and considerate human beings.

All adults in the building will be expected to serve as role models for behavior that is respectful and supportive. Staff will teach, practice, and praise appropriate behavior as reflected in the Habits of Scholarship: respect, integrity, social justice, collaboration, perseverance and accountability.

In conjunction with a school-wide Discipline Plan, the school will maintain a consistent positive behavior recognition plan that will outline frequent, tangible, rewards that children are a part of or earn. As much as possible, these "rewards" will inspire intrinsic motivation, as needed in the "real" world. We will occasionally ask for donations and assistance in planning motivating activities.

- Misbehavior will be treated as a learning opportunity for both scholars and teachers.
- Staff will seek to understand the nature of the misbehavior or conflict, consequences will be logical, and clearly communicated.
- Positive behavior will occur through the establishment and clear communication of scholars = behavior expectations supported by a consistent and fair structure.
- While implementing this plan, MESA staff will be aware of and accommodate for individual scholar disabilities and challenges. Individualized behavior plans may be developed for some scholars.

K4-5th Behavior System

In each crew from K4-5th grade scholars will be using a color coded behavior system.

Purple	Excellent; Has shown 3 of the 6 Habits of Scholarship: <i>integrity, respect, social justice, collaboration, perseverance, and accountability</i>
Green	Good; The starting point for each day
Yellow	Redirection
Orange	Parent contact
Red	Scholar Referral/Dean Contact

Behavior Management System

A Behavior Management System is used order to keep parents/guardians informed of their scholar's behavior, as well as character expectations including uniforms, homework, and conduct. Teachers may share photos from class, important updates and wonderful moments. One example of such a system is ClassDojo. We use ClassDojo to regularly recognize and award for demonstrating strong character, academic effort, and achievement. The six Habits of Scholarship include integrity, respect, accountability, social justice, perseverance, and collaboration. ClassDojo is used to track unacceptable behaviors including, but not limited to disrespect, disruptions to the learning environment, use of profanity, failure to turn in homework, and uniform infractions. Extreme or recurring inappropriate behavior will be handled at the administrative level

Scholars Earn Points:

- Uniform (1 point)
- Homework submission (1 point) (all assigned work must be fully completed- partial completion or missing full assignments will result in a loss of a point)
- Attendance (1 point)
- Scholars can earn points from all teachers and staff for modeling our 6 habits of scholarship which are integrity, respect, accountability, social justice, perseverance, and collaboration

School Based Incentives for Scholars will be awarded by the Dean of Students and include some of the following:

- Dance parties
- Special treats
- Dress Down Days
- Field trips
- Popcorn/Ice Cream/Pizza parties

Scholars who meet or exceed the school-wide goal will qualify for the incentives. The incentive dates will be shared in via the parent newsletter including the names of scholars who qualify for participation.

School-wide Goal

Parents have access to log into the Behavior Management System, and to view the percentage of positive and negative points. At Milwaukee Environmental Sciences Academy, a MTEC Charter School, our school-wide goal is for each scholar to maintain a positive point percentage of 85%. Please refer to the rubric.

Excellent	95%-100%
Good	85%-94%
Mediocre	60%-84%
Needs Immediate Improvement	40%-59%
Serious Concern (Danger)	0%-39%

Scholars Accumulate Negative Points:

- Failure to wear FULL school uniform (-1 point)
- Absences (unexcused absences result in a loss of 1 point per day)
- Failure to turn in all homework on time. (-1 point)
- Scholars failing to model our 6 habits of scholarship, integrity, respect, accountability, social justice, perseverance, and collaboration risk losing points.

Administrative Actions for Office Referrals

Generally, the administrator will follow the continuum below. However, higher-level offenses will be dealt with greater measures of discipline.

- Meet with scholar to understand cause of behavior, discussion of future actions; possible family contact and/or probation (if severe).
- Parent(s)/guardian(s) contact to address behavior concern; detention or probation of detention; individual consequences specific to infraction: i.e. clean up, isolated lunch, additional work, apologies, restorative justice practices, etc.
- Parent(s)/guardian(s) conference; detention; suspension or pending suspension
- Suspension and parent/guardian conference; possible additional requirements to return to class; multiple days of suspension; parent/guardian conferences are required: scholar may be referred for placement in an alternative school or recommended for expulsion.

Levels of Infractions

- **Level 1.** This is the lowest level. The teacher or staff member in charge addresses the behaviors. The behaviors are not referred to the office, unless they are excessive in terms

of damage, loss, disruption or injury; whereupon they become level 2 events. Any level 1 behavior that shows a pattern of repetition, despite teacher intervention, will be referred to the office as a level 2.

- **Level 2.** Moderate behaviors cannot go unaddressed. These behaviors may be referred to the office for administrative action. The administrator will choose actions based on the facts generally following the continuum below. Repeated behaviors will result in increased penalties and may be handled as level 3 behaviors. Behaviors that are excessive in terms of damage, loss, disruption or injury transfer to level 3 events.
- **Level 3.** This category is considered serious offenses. It includes dangerous, defiant and highly disruptive behaviors. Lower level acts that continue regardless of the best efforts of all interventions may be handled at level 3. Repeated behaviors at level 3 may result in recommendation to an alternative program or expulsion.
- **Level 4.** Most serious offenses, which may result in contacting and actions by law enforcement, charges being filed and/or removal of the scholar from Milwaukee Environmental Sciences Academy, a MTEC Charter School. This category includes repeated fights or assaults, assault on a staff member, possession of deadly weapons, and possession, sale or transfer of drugs.

Behavioral Violation Codes

TYPICAL BEHAVIORS ASSOCIATED WITH INFRACTION LEVEL

Level 1-3 Infractions

- Scholars show respect by refraining from throwing objects, teasing, name-calling or “just playing” in a physically aggressive manner.
- Scholars show respect by refraining from intimidating, threatening or using aggression.
- Scholars show respect by not using profanity or offensive gestures.
- Scholars walk in the building. They are not loud, disruptive or defiant in the cafeteria and throughout the entire building and on the grounds.
- Scholars refrain from the use of physical force (fighting).
- Scholars refrain from serious physical contact, specifically (but not limited to) punches, is strictly prohibited.
- Scholars refrain from engagement in harassment of any staff member or other scholars. This shall include, but not limited to: name calling, stories, jokes, pictures, or objects that are offensive to one’s gender, race, color, natural origin, religion, or disability, unwanted touching, sexual comments, and spreading rumors.
- Acts of retaliation
- Sexual harassment will result in an office referral. Repeated offenses may result in action by law enforcement.
- Scholars will not be in possession of any tobacco products. Students will not use tobacco products in the building or on the grounds.
- Scholars will leave all electronic devices and other valuable property at home, including, but not limited to; iPods/MP3 players, radios, electronic games,

telecommunication devices, and toys. Items will be confiscated and returned to parents only.

- Scholars will not falsify documents or signatures. Scholars will not act deceptively or dishonestly; including a scholar copying another scholar's work and using it as his/her own or allowing a scholar to copy his/her work.
- Scholars will not steal.
- Scholars will not engage in games of chance involving money.
- Scholars will not engage in the destruction or defacement of public or personal property.
- Restitution may be required.
- Victims of aggression are required to report concerns to teacher(s) or administrators.

May be recommended for expulsion (Level 4):

- Scholars in possession, use, or under the influence of, sell, or transfer alcoholic beverages, narcotics, drugs, counterfeit controlled substances, look-alike drugs, or other intoxicating substances, nor possess, sell, or transfer drug paraphernalia on school property, en route to or from school, or at any location of school-sponsored activity.
- Scholars in possession of fireworks or dangerous instruments, which include any instrument, article or substance, readily capable of causing death or serious physical injury. Dangerous instruments shall include pocket knives and knives of all types. Students shall not be in possession of a look-alike weapon.
- Scholars in possession of any deadly weapon from which a projectile, readily capable of producing death or other serious physical injury, may be discharged i.e. gun, any knife; nightstick, or other club; artificial knuckles made from metal, plastic, or other similar hard material.
- Any egregious behaviors or offense deemed extremely inappropriate by the Principal

Notice of Suspension/ Expulsion

Notification of Suspension: Prior to any suspension, the scholar shall be advised of the reason for the proposed suspension. A letter from the Principal or Dean of Students will be sent to the scholar's parent(s)/guardian(s), when the scholar is assigned in-school suspension, or out-of-school suspension, or in recommendation for expulsion.

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/guardian is required to participate in a conference with the Principal or Dean of Students in order for the scholar to be readmitted to the regular classroom
- The scholar will not be allowed to participate in classroom and school activities during the suspension period; and appeal procedures shall be clearly stated in detail.

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/guardian must come to school for a conference with the Principal or Dean of Students in order for the scholar to be readmitted to school
- The scholar will not be allowed to participate in classroom and school activities during the suspension period.
- The scholar is not to go on school property; appeal procedures shall be clearly stated.

Expulsion

Milwaukee Environmental Sciences Academy, a MTEC Charter School, Milwaukee Public Schools, the non-instrumentality authorizer policies and procedures, in alignment with Milwaukee Teacher Education Center policies and procedures.

Students with Disabilities

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

School IEP Teams 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 do 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 or his or her designee has recommended expulsion of the student to the Board.)

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; or
- ii. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at a school-sponsored function. In such case, the district must develop or revise the child's functional behavioral assessment plan.

If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g., an expulsion, 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 non-disabled 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.

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.

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.

Appeal Procedures

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:

- 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 MTEC Executive Director or designee. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal's notice of disciplinary action.

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

1. 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:
2. 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.
3. If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the MTEC Executive Director or designee by filing a written request of appeal within five school days or the right to further appeal is waived.
4. 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 days 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.

Expulsions

Milwaukee Environmental Sciences Academy, a MTEC Charter School, Milwaukee Public Schools, the non-instrumentality authorizer policies and procedures, in alignment with Milwaukee Teacher Education Center policies and procedures.

Interventions and Family Involvement Required

We promote a positive school culture and reward scholars for meeting our cultural expectations because it fosters a healthy school atmosphere and prepares them for college and career opportunities. We also rely on family support and involvement when school-wide interventions fail to result in positive behavioral outcomes for scholars. Parents are required to get involved and attend mandatory meetings at the following points.

1. If a scholar's weekly average points drop below the 59% range, “needs immediate improvement” for two consecutive weeks within the current trimester, a parent must meet with the Dean of Students, scholar, and HR teacher.
2. If a scholar’s daily points drop below 39%, three or more days within one school week, the parent must meet with the Dean of Students, scholar, and HR teacher
3. If a scholar is absent 5 days from school (unexcused), parent/guardian must meet with the Dean of Students, scholar, and HR teacher
4. If a scholar is absent 10 days from school (unexcused), parent must meet with the Dean of Students, scholar, and HR teacher, Parent and Learning Liaison, and social worker. At this point a scholar may be retained. A referral to the district attorney may be made by the school.
5. If a scholar is absent 15 days from school (unexcused) parent must meet with the Dean of Students, scholar, and HR teacher, Parent and Learning Liaison, social worker, and Principal. A referral to the district attorney may be made. Scholar may be retained.