

Hmong American Peace Academy

Appendix A

January 13th, 2023

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.

Chris Her-Xiong is seeking to renew 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, Founder/Chief Executive Officer (CEO), 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 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>
2023-2024	1980	K4 to 12 th
2024-2025	2025	K4 to 12 th
2025-2026	2055	K4 to 12 th
2026-2027	2070	K4 to 12 th
2027-2028	2080	K4 to 12 th

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. 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 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 Founder/Chief Executive Officer 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*. HAPA will secure a firm(s) to conduct audit 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.

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, K4-12 is seeking another five years contract. The term of the contract will begin on July 1, 2023 and ends of June 30, 2028.

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 Universal Screener. 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. 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.

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. 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. 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.

HAPA will focus on the four areas of College and Career Readiness, Connection to Hmong Heritage, Community Leadership, and Commitment to Wellness and Joy. Thus, graduates of the Hmong American Peace Academy will embody the following:

College and Career Readiness: HAPA graduates possess the mindsets, skills, content knowledge, and variety of learning experiences needed to pursue college level study and the career of their choosing. They are independent, lifelong learners who have the confidence to set their own purpose, goals, and path to success.

Connection to Hmong Heritage: HAPA graduates hold comprehensive knowledge of Hmong culture, values, and language. They have reflected deeply on their personal, family, and community history and draw perseverance from their identity. They know where they come from, take pride in who they are and share their heritage with others.

Community Leadership: HAPA graduates model compassion, moral character, and peaceful action. They are critical thinkers, effective communicators, and collaborative problem-solvers who build respectful relationships with diverse community members. They have the courage to advocate for themselves and others in order to transform their local and global communities.

Commitment to Wellness and Joy: HAPA graduates maintain healthy habits of mind, body, and spirit. They have developed the social-emotional skills, self-knowledge, and adaptability to thrive in any environment. They cultivate a well-rounded range of interests in the pursuit of a fulfilled and meaningful life.

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 12th grades Program Focus

HAPA's educational program focuses heavily on literacy-based pedagogy centered on phonemic awareness, phonics, vocabulary development and reading comprehension. Teachers create effective and engaging unit and daily lessons based on 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 throughout the content areas. 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.

All students will participate in core courses throughout their time in the school. 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. The methodology used may include inquiry based, and student-centered learning activities. HAPA high school uses curricula that will prepare able students to take AP subject area exams.

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. The goal is for students 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. 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 K4-5th

Character and cultural competency is embedded in the covenants and programming of HAPA. Students 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. Beginning with the school name, the Peacebuilder theme is prominent throughout the school culture. The *Peacebuilders* curriculum 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 honorees, but discuss the next month's emphasis. 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 with teachers and staff. 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

***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 K4-12

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 Student Assessment System (WSAS) (i. e., Wisconsin Forward Exam, and ACT Aspire), the Dynamic Learning Maps (DLM), Alternate Assessment System for eligible students with special needs when applicable, and the ACCESS for English Language Learners (ELLs) in the same manner and time frame as required by the Department of Public Instruction. This includes the final State Assessment of the current ACT, which is administrated to 11th grader students.

HAPA intends to meet the goals and measurable objectives for the term of the next charter school contract whereas HAPA scholars will meet/exceed MPS academic standards for the tested grades.

In addition to testing, students will have a collection of their work samples and formative and summative assessments throughout the course of the school year. The collection sample is used to monitor students' overall growth toward mastery of grade level State Standards. Below are the focus areas:

- Scholars will graduate from high school with the core academic skills and knowledge to succeed in college and/or career.
- Scholars will graduate from high school with an individualized, financially sustainable post-secondary college and/or career plan.
- Scholars graduate with the ability to demonstrate their knowledge of Hmong culture, history, language and personal identity.
- Scholars graduate ready to lead and improve their communities, with the essential skills of effective communication, collaborative problem-solving, adaptability to diverse environments, as well as self-knowledge and personal confidence.

Both formative and summative classroom-based assessments are used to support students in attaining 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.

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

The Board of Directors of the Hmong American Peace Academy, Ltd. hires the Founder/Chief Executive Officer and delegates power to the Founder/CEO to lead, manage and direct the affairs of the organization. Based on the recommendations of the Founder/CEO, the Board approves the annual budget and hears appeals concerning student, parent, and staff matters. The main function of the Founder/CEO is to oversee the operations of the Hmong American Peace Academy, Ltd. The Founder/CEO 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 Chief Executive Officer and delegates power to the Chief Executive Officer to lead, manage, and direct the affairs of the Academy. Based on the recommendations of the Chief Executive Officer, 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 Chief Executive Officer is to oversee the operations of organization. The Chief Executive Officer 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 CEO, 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 Chief Executive Officer who is the administrative director/ manager with responsibilities for all of the functions in the organization. While the Chief Executive Officer 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 *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. 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.

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.

22. The procedures for disciplining students.

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. What are you doing?
2. What are you supposed to be doing?
3. Are you doing it?
4. What are you going to do about it?

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.

Level I - Disruptive Behavior	
Behavior	Steps
<ul style="list-style-type: none"> ▪ Speaking without permission ▪ Throwing items around the room ▪ Inappropriate noises ▪ Moving about in the classroom or school without permission ▪ Violating another person’s space Making faces and/or inappropriate gestures ▪ Inappropriate language or put downs ▪ Repeated tardiness ▪ Uniform violation ▪ Using abusive, profane or obscene language whether spoken, written, or by gesture ▪ Minor cheating or helping another to cheat, including forgery ▪ Defiant by refusing to listen to staff, substitutes, volunteers, or any other person in authority ▪ Inappropriate use of cell phones ▪ Disrespect to staff or other students ▪ PDA (public displays of affection) ▪ Abusive language directed toward a teacher/staff or another student. ▪ Student actions that disrupt the class to the extent that the teacher’s authority is being challenged or the teacher is unable to teach effectively. 	<ol style="list-style-type: none"> 1. Classroom teacher uses The Four Questions or a Lightening Quick Correction to address the behavior. 2. If behavior continues... <ol style="list-style-type: none"> 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. B. Teacher, parent, and student work together to come up with an action plan so behavior will not continue. C. Teacher will inform Impact Coach and fill out referral form. 3. 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. 4. If disruptive behavior continues go to Level II. <ol style="list-style-type: none"> A. Student will meet with 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 HAPA’s tracker format. C. Impact Coach will inform Educational Leader.

Level II - Disruptive Behavior	
Behavior	Steps
<ul style="list-style-type: none"> ▪ Persistent defiance by refusing to listen to staff, substitutes, volunteers, or any other person in authority ▪ Vandalizing, defacing, or destroying school property or the property of other students or staff members 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 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 Principal.
<ul style="list-style-type: none"> ▪ Cheating or helping another to cheat. ▪ Persistent uniform violations. ▪ Persistent lying or dishonesty ▪ Inappropriate physical or sexual touching ▪ Persistent disrespect ▪ Truancy 	<ol style="list-style-type: none"> 2. 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.
Level III - Disruptive Behavior	
Behavior	Steps

<ul style="list-style-type: none"> ▪ Leaving school grounds without permission ▪ Stealing ▪ Possession, use, distribution, or sale of drugs, alcohol, weapons, or any other banned substance. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 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. 2. 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.
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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. 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;</p>
<p>2. 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;</p>
<p>3. Repeated refusal to obey the rules of the school;</p>
<p>4. Fighting;</p>
<p>5. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;</p>
<p>6. Student actions that present a danger to the safety and well-being of themselves or others;</p>
<p>7. Other criminal acts in violation of local, state, or federal laws.</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.

Notification of Suspension
<p>A. Notice of In-School Suspension</p> <p>The suspension notice for in-school suspension shall include at least the following information:</p> <ol style="list-style-type: none"> 1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated; 2. 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; 3. 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.
Due Process Procedures for Suspension
<p>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:</p> <ol style="list-style-type: none"> 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.
<p>B. Out-of-School Suspension (Three Days or Fewer). Should the parent disagree with a suspension of three (3) consecutive days or fewer, the parent may appeal the decision of the school as follows:</p> <ol style="list-style-type: none"> 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).

Currently, HAPA leases the Denver Campus for third through fifth grades while the main campus houses K4 to 2nd and 6th to 12th grades. 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.