



HUMAN PROGRAM

Discipline Policy

2026–2027

Online Learning Community for Grades 6–12
Developing the Whole Human: Mind, Body, and Character

Adopted April 2026

Human Program

Student Discipline Policy

Grades 6–12

Adopted by the Governing Board

I. Purpose and Philosophy

Human Program is committed to maintaining a safe, respectful, and intellectually supportive learning environment in which all students can grow academically, socially, and emotionally. The school’s discipline policy is designed to reinforce the values of the Human Program model, which emphasizes belonging, accountability, personal growth, and community responsibility.

Consistent with Colorado law and the policies of the Charter School Institute (CSI), Human Program uses a discipline framework that prioritizes prevention, positive behavior supports, restorative practices, and graduated interventions before exclusionary discipline measures. Discipline is implemented in a manner that is fair, culturally responsive, and designed to help students learn from mistakes while maintaining the safety of the school community.

Human Program believes that discipline should promote learning and relationship repair rather than simply punish misconduct. Therefore, the school focuses on teaching expected behaviors, reinforcing positive contributions to the community, and supporting students in developing the social-emotional skills necessary for long-term success.

This policy aligns with Colorado Revised Statutes governing student conduct and discipline, including C.R.S. 22-33-105 and 22-33-106.

II. School Culture and Behavioral Expectations

Human Program fosters a culture of intellectual safety, belonging, and purpose. Students are expected to demonstrate behaviors that support learning, collaboration, and respectful engagement within the school community.

Core behavioral expectations include:

- Respect for oneself and others
- Responsible participation in learning activities
- Positive digital citizenship and communication
- Accountability for personal actions
- Contribution to a safe and inclusive community

These expectations are explicitly taught during student onboarding and reinforced through squad meetings, mentoring relationships, and ongoing communication with students and

families. Students collaborate with their squads to establish community norms that guide interactions and support a respectful learning environment.

III. Positive Behavior Supports and Incentives

Human Program uses proactive strategies to promote positive student behavior and engagement. These strategies include:

A. Clear Expectations

Students receive explicit instruction on expectations for respectful communication, collaboration, and digital conduct during orientation and throughout the school year.

B. Mentorship Through Squads

Each student belongs to a small learning community called a squad led by a Squad Leader. Squad Leaders serve as mentors who monitor student engagement, academic progress, and well-being while reinforcing behavioral expectations.

C. Recognition and Incentives

The school utilizes a recognition system that reinforces positive behaviors aligned with the Human Program's 4 pillars. Students may earn incentives or recognition for behaviors such as:

- Demonstrating leadership or collaboration
- Supporting peers
- Positive contributions to discussions
- Participation in wellness activities
- Persistence and academic effort

Recognition systems are designed to reinforce intrinsic motivation and strengthen a culture of encouragement and belonging.

D. Wellness and Social-Emotional Development

Daily mood check-ins, wellness activities, and mentorship conversations help students develop self-awareness, emotional regulation, and responsible decision-making.

IV. Addressing Behavioral Infractions

When behavioral concerns arise, the Human Program uses a graduated approach focused on learning, accountability, and restoration.

A. Progressive Interventions

Responses to behavioral concerns may include:

- Verbal reminders or redirection
- Coaching conversations with Squad Leaders
- Parent/guardian notification

- Restorative conversations or circles
- Reflection assignments or restorative actions
- Temporary restrictions on optional activities
- Behavior support plans
- Referral to administration

B. Behavior Support Plans

For repeated or significant behavioral concerns, school leadership may develop a behavior support plan with the student and family. These plans may include goals, support strategies, and restorative actions designed to promote positive change.

C. Restorative Practices

Restorative practices may include facilitated conversations that allow students to:

- Reflect on the impact of their behavior
- Take responsibility
- Repair harm within the community

These practices are used whenever appropriate to strengthen relationships and restore community trust.

V. Prohibited Conduct

Students may be subject to disciplinary action for conduct that disrupts the learning environment or threatens the safety or well-being of others.

Examples of prohibited conduct include, but are not limited to:

- Harassment, bullying, or intimidation (virtual and live)
- Threats or acts of violence
- Disruptive behavior that interferes with learning
- Academic dishonesty
- Misuse of school communication platforms or technology
- Possession of prohibited items
- Illegal activity on school-provided devices or within school programs
- Certain violations may require mandatory suspension or expulsion under Colorado law.

VI. Suspension and Expulsion

Suspension and expulsion are considered serious disciplinary measures and are used only when necessary to maintain the safety of the school community or when other interventions have been ineffective.

The school follows the requirements outlined in Colorado law, including C.R.S. 22-33-105 and C.R.S. 22-33-106.

A. Grounds for Suspension or Expulsion

Students may be suspended or expelled for behavior, including but not limited to:

- Physical assault or violence
- Possession of weapons
- Drug or alcohol violations
- Repeated serious disruption of the learning environment
- Threats to student or staff safety

Mandatory expulsion offenses are addressed in accordance with state law.

B. Types of Suspension

The Head of School or designee may impose short-term suspension (typically up to five school days). Longer suspensions may require additional review and due process procedures.

C. Expulsion Authority

The Governing Board has the authority to expel students following a formal expulsion process consistent with Colorado law.

VII. Attendance and Engagement in Asynchronous Online Programs

Human Program defines attendance in alignment with the unique structure of online learning environments. Rather than measuring physical presence at a fixed time, attendance is determined by student engagement and progress within the learning platform.

A. Attendance Measurement

Student attendance is measured through multiple indicators that collectively demonstrate meaningful participation and progress. These indicators include:

- Module completion reflecting progress through coursework
- Login frequency indicates regular access to the learning platform
- Assignment submission demonstrating active engagement in academic tasks
- Participation in Squad activities and discussion boards
- Daily wellness logging, including mental health check-ins and physical activity tracking

Together, these measures provide a comprehensive picture of student engagement consistent with the Human Program’s whole-child model.

B. Attendance Expectations

Human Program establishes clear expectations for regular engagement, including:

- Daily login to the learning platform

- Timely submission of assignments
- Active participation in Squad-based interactions and discussions
- Consistent completion of wellness check-ins

These expectations are communicated during student onboarding and reinforced through ongoing mentorship, family communication, and progress monitoring.

C. Monitoring and Early Identification of Disengagement

Attendance and engagement data are reviewed regularly by Squad Leaders and school staff. When patterns of disengagement emerge, the school responds promptly using a tiered intervention approach aligned to Multi-Tiered System of Supports (MTSS).

D. Tiered Intervention Process

Human Program utilizes a graduated response to address attendance concerns:

- **Level I: Early Outreach (2+ days of inactivity)**
Squad Leader initiates outreach to the student and family to identify barriers and provide support.
- **Level II: Intervention Meeting (5+ days of inactivity)**
A structured meeting is held with the student, family, and school staff to develop a re-engagement plan.
- **Level III: Administrative Review (10+ days of inactivity within a semester)**
School administration reviews the student's engagement and may implement formal support plans or additional interventions.
- **Level IV: Escalation (20+ days of chronic inactivity)**
Persistent disengagement may result in referral to applicable truancy processes consistent with Colorado law and CSI expectations.

E. Truancy and Legal Compliance

Human Program complies with Colorado compulsory attendance laws (C.R.S. 22-33-101 et seq.). Chronic non-engagement, as defined by state guidelines and school policy, may be considered truancy.

Prior to initiating formal truancy proceedings, the school will:

- Document intervention efforts
- Provide multiple opportunities for student and family engagement
- Offer academic, behavioral, and wellness supports

When necessary, the school will collaborate with families and appropriate agencies to address barriers to attendance and ensure compliance with legal requirements.

F. Alignment to Whole-Child Model

Attendance practices at Human Program are intentionally aligned to the school’s four pillars—**think, move, connect, thrive**—ensuring that engagement reflects not only academic participation but also student well-being, relationships, and personal development.

VIII. Due Process Procedures

Human Program provides due process protections to students facing suspension or expulsion.

These protections include:

- Notice of the alleged violation
- Explanation of the evidence
- Opportunity for the student to present their perspective
- Notification to parents or guardians
- Documentation of disciplinary decisions

For suspensions, students and families will be notified promptly and provided information regarding the duration and conditions of the suspension.

For expulsion proceedings, the student and family will receive written notice of the hearing, the alleged violations, and the opportunity to present evidence and testimony.

IX. Expulsion Appeal Process

Students recommended for expulsion are entitled to a hearing before the Governing Board or a designated hearing officer.

The hearing process includes:

- Written notice of charges and hearing date
- Opportunity for the student and family to present evidence and witnesses
- Review of evidence by the hearing body
- Written decision issued after the hearing

Students and families may appeal expulsion decisions according to procedures established by the Governing Board and consistent with state law.

X. Educational Services During Suspension or Expulsion

Human Program remains committed to supporting student learning even when disciplinary consequences are imposed.

Students who are suspended will be provided access to academic materials and assignments.

For students removed from school for more than ten days or expelled, the school will work with the student and family to provide alternative educational services when required under state law and applicable regulations.

These services may include:

- Access to online coursework
- Alternative education placements
- Individualized academic plans
- Support services where appropriate

XI. Rights of Students with Disabilities

Human Program fully complies with:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)

Students with disabilities are entitled to all procedural safeguards required under these laws.

Before any disciplinary action that would result in a change of placement, the school will convene the student's IEP or 504 team to conduct a manifestation determination review.

This review determines whether the behavior was caused by or had a direct relationship to the student's disability.

If the behavior is determined to be a manifestation of the student's disability, the team will review and revise the student's behavior supports and educational plan as appropriate.

Behavioral supports may include:

- Functional Behavior Assessments
- Behavior Intervention Plans
- Additional services or accommodations

The school ensures that disciplinary practices do not deny students with disabilities access to a Free Appropriate Public Education (FAPE).

XII. Monitoring Discipline Equity

Human Program is committed to equitable discipline practices.

The school will regularly review discipline data disaggregated by:

- Race and ethnicity
- Gender
- Disability status
- English learner status

School leadership reviews discipline data periodically to identify potential disproportionality and to ensure disciplinary decisions are fair and consistent.

If disparities are identified, the school will take corrective actions including staff training, policy adjustments, and additional supports.

XIII. Communication of Discipline Policy

The discipline policy is communicated to students, families, and staff through multiple channels.

These include:

- Student and Family Handbook
- School website
- Student and family orientation sessions
- Staff training and professional development

The policy is available in accessible formats and translated when needed to ensure all families can understand their rights and responsibilities.

Students and families are encouraged to ask questions and engage with school staff regarding expectations and disciplinary procedures.

XIV. Staff Training and Implementation

All staff receive training on:

- Positive behavior supports
- Restorative practices
- Trauma-informed approaches
- Digital citizenship expectations
- Legal requirements related to discipline

This training ensures consistent implementation of the discipline policy and alignment with the Human Program's mission and culture.

XV. Policy Review

This policy will be reviewed periodically by school leadership and the Governing Board to ensure continued compliance with Colorado law, CSI expectations, and best practices in student discipline.

Adjustments may be made as necessary to improve fairness, effectiveness, and alignment with the Human Program model.