



Hogan Preparatory Academy

Hogan Preparatory Academy

Date and Time

Monday April 25, 2022 at 5:30 PM CDT

Location

Notice is hereby given that the Hogan Preparatory Academy Board will conduct a Board Meeting at 5:30 PM on Monday, April 25, 2022 at Hogan Preparatory Academy District Office, at 6409 Agnes Avenue.

Attend virtually by Zoom Meeting:

<https://us02web.zoom.us/j/83133071765?pwd=QkxicGRzOEJlPQ1QrRDE2WXZQWDh1Zz09>

Meeting ID: 831 3307 1765

Passcode: 72CnkW

One tap mobile

+13126266799,,83133071765#,,,,*626839# US (Chicago)

+19292056099,,83133071765#,,,,*626839# US (New York)

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order		Dr. Mary Viveros	1 m
B. Record Attendance and Guests		Dr. Mary Viveros	1 m
Quorum Established			
C. Adoption of Agenda	Vote	Dr. Mary Viveros	1 m
D. Comments from Public		Dr. Mary Viveros	2 m
E. Comments from the Superintendent		Dr. Jayson Strickland	10 m

- Hogan Ambassadors, Jazmine Salach

	Purpose	Presenter	Time
F. Comments from the Board President		Dr. Mary Viveros	5 m
<ul style="list-style-type: none"> • How do we understand the most significant assets and barriers to learning of students entering our schools? • How is this aligned to our mission and culture? 			
II. HPA Board Dashboard			5:50 PM
A. HPA BOD March Dashboard	Discuss	Dr. Mary Viveros	8 m
III. Consent Agenda			5:58 PM
A. Approval of March 28, 2022 Minutes	Approve Minutes	Dr. Mary Viveros	1 m
B. HPA April HR Report	Vote	Dr. Tamara Burns	1 m
IV. Finance Committee			6:00 PM
A. Finance Committee Report	Vote	David Collier & Dr. Tamara Burns	10 m
B. Approve March Expenses	Vote	David Collier & Dr. Tamara Burns	1 m
C. 2022-23 Budget Draft	Discuss	David Collier & Dr. Tamara Burns	10 m
V. Academic Committee			6:21 PM
A. Academic Committee Report	Vote	Dr. Mary Viveros & Edwin Wright	10 m
VI. Governance and Board Development Committee			6:31 PM
A. Governance & Board Development Committee	Vote	Matt Samson & Dr. Tamara Burns	10 m
VII. New Business			6:41 PM

	Purpose	Presenter	Time
A. HPA Policy Updates	Vote	Dr. Tamara Burns	5 m
B. Hogan Staffing	Discuss	Dr. Tamara Burns	10 m
C. Hogan Signing Bonus	Vote	Dr. Tamara Burns	5 m
D. SEL Curriculum	Vote	Jazmine Salach	5 m
E. Community Standards Updates	Discuss	Jazmine Salach	10 m

VIII. Old Business

IX. Calendar

7:16 PM

A. Upcoming Dates	Discuss	Dr. Jayson Strickland	1 m
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- April 26th Mid Quarter
- April 27th Early Release
- May 11th Early Release
- May 23rd Board Meeting, 5:30pm
- May 24th Hogan Graduation, 7pm, 10500 E State Rte 350, Raytown, MO 64138
- May 26th Student/Teacher Last Day & Early Release
- May 30th Memorial Day

X. Closing Items

7:17 PM

A. Motion to Go into Closed Session	Discuss	Dr. Mary Viveros	10 m
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RSMo § 610.021. Closed meetings and closed records authorized when, exceptions, sunset dates for certain exceptions (1) Legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.... 3) Hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.....(13) Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment...

B. HPA BOD Meeting Evaluation/Reflection	Discuss	Dr. Tamara Burns	5 m
C. Adjourn Meeting	Vote	Dr. Mary Viveros	1 m

Cover Sheet

Approval of March 28, 2022 Minutes

Section: III. Consent Agenda
Item: A. Approval of March 28, 2022 Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Hogan Preparatory Academy on March 28, 2022

DRAFT



Hogan Preparatory Academy

Minutes

Hogan Preparatory Academy

Date and Time

Monday March 28, 2022 at 5:30 PM

Location

Notice is hereby given that the Hogan Preparatory Academy Board will conduct a Board Meeting at 5:30 PM on Monday, March 28, 2022 at Operation Breakthrough, 3039 Troost Ave, Kansas City, MO 64109

Directors Present

Albert Ray, Danielle Binion, David Collier, Mary Viveros, Matt Samson, Robin Carlson

Directors Absent

None

Guests Present

Edwin Wright, Felecia Torres, James Tipton (remote), Janice Thomas, Jayson Strickland, Marisol Rodriguez (remote), Martha McGeehon (remote)

I. Opening Items

A. Call the Meeting to Order

Mary Viveros called a meeting of the board of directors of Hogan Preparatory Academy to order on Monday Mar 28, 2022 at 5:40 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

Matt Samson made a motion to Approve the agenda.
Albert Ray seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Robin Carlson Aye
David Collier Aye
Matt Samson Aye

Roll Call

Mary Viveros Aye
Danielle Binion Aye
Albert Ray Aye

D. Comments from Public

E. Comments from the Board President

- Welcome back to board members to the first in person meeting.
- Glad to be at Operation Breakthrough
- Board should prepare to discuss questions at next meeting.

F. Comments from the Superintendent

- Glad to see everyone
- Introduction of Felecia Torres
- Tour of Operation Breakthrough: Edwin Wright explained the partnership with Operation Breakthrough; Mary Esselman, CEO of Operation Breakthrough explained the program and Ignition Lab; Ja'Byron Hollis, HPA Senior, presented his Capstone project
- Board Appreciation Month

II. Consent Agenda

A. Approval of February 28, 2022 Minutes

Matt Samson made a motion to approve the minutes from Hogan Preparatory Academy on 02-28-22.

Albert Ray seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Robin Carlson Aye
Matt Samson Aye
Mary Viveros Aye
Danielle Binion Aye
Albert Ray Aye
David Collier Aye

B. HPA March HR Report

Matt Samson made a motion to Approve the March HR report.

Albert Ray seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Robin Carlson Aye
Danielle Binion Aye
Albert Ray Aye
Mary Viveros Aye
Matt Samson Aye
David Collier Aye

C. HPA 2022-23 Calendar Revisions

Matt Samson made a motion to Approve the HPA 2022-23 calendar revisions.
Albert Ray seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

David Collier Aye
Mary Viveros Aye
Albert Ray Aye
Matt Samson Aye
Robin Carlson Aye
Danielle Binion Aye

III. Finance Committee

A. Finance Committee Report

Albert Ray made a motion to Approve the Finance Committee Report.
Danielle Binion seconded the motion.

- Overall, no change.

The board **VOTED** to approve the motion.

Roll Call

David Collier Aye
Mary Viveros Aye
Danielle Binion Aye
Albert Ray Aye
Matt Samson Aye
Robin Carlson Aye

B. Approve February Expenses

Matt Samson made a motion to Approve February expenses.
Robin Carlson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Matt Samson Aye
Robin Carlson Aye
Albert Ray Aye
David Collier Aye
Danielle Binion Aye
Mary Viveros Aye

IV. Academic Committee

A. Academic Committee Report

Danielle Binion made a motion to Approve the Academic Committee report.
David Collier seconded the motion.

- Participation rate is a challenge due to attendance.
- Improvement in data

The board **VOTED** to approve the motion.

Roll Call

Albert Ray Aye

Roll Call

Danielle Binion Aye
David Collier Aye
Matt Samson Aye
Robin Carlson Aye
Mary Viveros Aye

V. Governance and Board Development Committee

A. Governance & Board Development Committee

David Collier made a motion to Approve the Governance Committee report.
Danielle Binion seconded the motion.

- Insignia meeting--board clerk will send options for this meeting

The board **VOTED** to approve the motion.

Roll Call

David Collier Aye
Danielle Binion Aye
Robin Carlson Aye
Mary Viveros Aye
Albert Ray Aye
Matt Samson Aye

VI. New Business

A. HPA Policy Revisions

- Policies submitted to Board for first read; to be approved at April meeting.

B. HPA 2022-23 Enrollment

- Increase in numbers
- Events weekly to promote enrollment

VII. Closing Items

A. Motion to Go into Closed Session

David Collier made a motion to enter into Closed session pursuant to RSMo § 610.021. Closed meetings and closed records authorized when, exceptions, sunset dates for certain exceptions (3) Hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded and (13) Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment.

Matt Samson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

David Collier Aye
Danielle Binion Aye
Albert Ray Aye
Matt Samson Aye

Roll Call

Robin Carlson Aye

Mary Viveros Aye

B. Motion to Return to General Session

Matt Samson made a motion to Return to General Session with no action to be taken by the Board.

David Collier seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Matt Samson Aye

Robin Carlson Aye

Danielle Binion Aye

David Collier Aye

Mary Viveros Aye

Albert Ray Aye

C. HPA BOD Meeting Evaluation/Reflection

D. Adjourn Meeting

Matt Samson made a motion to Adjourn the meeting.

David Collier seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Albert Ray Aye

Danielle Binion Aye

Matt Samson Aye

Robin Carlson Aye

David Collier Aye

Mary Viveros Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:38 PM.

Respectfully Submitted,

Mary Viveros

Cover Sheet

HPA April HR Report

Section:	III. Consent Agenda
Item:	B. HPA April HR Report
Purpose:	Vote
Submitted by:	
Related Material:	2022 April Board - HR Report.pdf

Cover Sheet

Finance Committee Report

Section: IV. Finance Committee
Item: A. Finance Committee Report
Purpose: Vote
Submitted by:
Related Material: 9. April 19th Finance Committee Meeting Agenda.pdf
10. April 19th Finance Committee Meeting Minutes.pdf
HP - Monthly Presentation - March 2022.pdf



Hogan Preparatory Academy Finance Committee Meeting

Date and Time

Tuesday, April 19th at 12:00 PM

Location

6409 Agnes Ave.
Kansas City, MO 64114

Virtual Information

Finance Committee Meeting
Tuesday, April 19 · 12:00 – 12:30pm
Google Meet joining info
Video call link: <https://meet.google.com/tdp-xefb-xby>
Or dial: (US) +1 505-585-4416 PIN: 283 184 469#

Committee Members Present: Dave Collier (remote), Anne Schaffe (remote), Tracy Null (remote), Dr. Strickland (remote), Dr. Burns (remote), Jamie Berry (remote)

Committee Members Absent: None

Guest Present: None

I. Opening Items

- | | |
|--|---------------|
| A. Record Attendance | Tamara Burns |
| B. Call the Meeting to Order | David Collier |
| C. Approve minutes | David Collier |
| ○ February 22nd minutes & March 15th minutes . | |

II. Focus of the Finance Committee

- | | | |
|--------------------------------------|---------|------------|
| A. March Close Financials | Discuss | Tracy Null |
| ○ ADA, Revenue, Expenses, Net Income | | |



Revenue:

- (State) Basic Formula Improvement of \$1.993M due to the Emergency Rule of using FY20 WADA.
- (Federal) Medicaid matches actual revenue received. Improvement of \$11K.
- (Federal) ESSER III Revenue updated to meet actual ESSER III funds to be received this year. Improvement of \$650K.

Expenses:

- Salaries: Improvement of \$71K due to release of 6 open positions.
- Benefits & Taxes: Improvement of \$45K due to release of 6 open positions.

Total Net Income Improvement of \$2.775M.

B. Proposed Emergency Rule

Discuss Anne Schaffa

As reference above, Anne noted Hogan is expecting a \$2 million increase due to the Proposed emergency rule that will allow Hogan to use the 2020 ADA year. This is a big difference. We have been forecasting an ADA of 942 compared to the 1185.8 in 2020. Ed-Ops reached out to DESE to confirm and we should begin to see catch up payments starting in May 2022 and June 2022 to end the fiscal year. For FY 2023, there will be approximately \$300,000 increase in Prop C funding.

This will have an impact on our cash balance. Dave mentioned to research and develop a plan for cash and how to earn more interest while also staying liquid. Tamara will research financial rules for schools and also look into interest bearing options to ensure the board is meeting the full extent of its fiduciary responsibilities (e.g., high interest savings or CDs with Hogan's current bank or Nicholason. Nicholas works with several nonprofits locally.)

C. Updated Pro-Forma Discussion

Discuss Tamara Burns
& Anne Schaffa

D. [Questions for the Finance Committee](#)

Tamara Burns

II. Finance- Ongoing Financial Reports

- A. In addition to the monthly budget review, other items which require the oversight of the Finance Committee.
- B. Budget Planning-
 - a. Staffing Rosters
 - b. 3rd Party Cost



c. New Budget Template Discussion and Feedback

Key Drivers to meet Budget projections and goals for 2022-2023 SY:

- Must remain bullish on enrollment
- Upside on Prop C
- KC MOU/ Funding Equity bill (one or the other)

III. Closing Items

A. Adjourn Meeting	Vote	Tamara Burns
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Hogan Preparatory Academy Finance Committee Meeting

Date and Time

Tuesday, April 19th at 12:00 PM

Location

6409 Agnes Ave.
Kansas City, MO 64114

Virtual Information

Finance Committee Meeting
Tuesday, April 19 · 12:00 – 12:30pm
Google Meet joining info
Video call link: <https://meet.google.com/tdp-xefb-xby>
Or dial: (US) +1 505-585-4416 PIN: 283 184 469#

I. Opening Items

- | | |
|---|---------------|
| A. Record Attendance | Tamara Burns |
| B. Call the Meeting to Order | David Collier |
| C. Approve minutes | David Collier |
| o March 18th minutes to approve | |

II. Focus of the Finance Committee

- | | | |
|--|---------|--------------------------------|
| A. March Close Financials | Discuss | Tracy Null |
| o ADA, Revenue, Expenses, Net Income | | |
| B. Proposed Emergency Rule | Discuss | Anne Schaffa |
| C. Updated Pro-Forma Discussion | Discuss | Tamara Burns
& Anne Schaffa |
| D. Questions for the Finance Committee | | Tamara Burns |



II. Finance- Ongoing Financial Reports

- A. In addition to the monthly budget review, other items which require the oversight of the Finance Committee.

- B. Budget Planning-
 - a. Staffing Rosters
 - b. 3rd Party Cost
 - c. New Budget Template Discussion and Feedback

- C. Summer School Budget Revisions

III. Closing Items

- A. Adjourn Meeting Vote Tamara Burns



March 2022 Financials

PREPARED **APRIL 2022** BY



- **Executive Summary**
- **Cash Forecast**
- **Key Performance Indicators**
- **Forecast Overview**
- **Key Forecast Changes This Month**
- **Financials**
- **Monthly Projections**
- **Balance Sheet**

Executive Summary

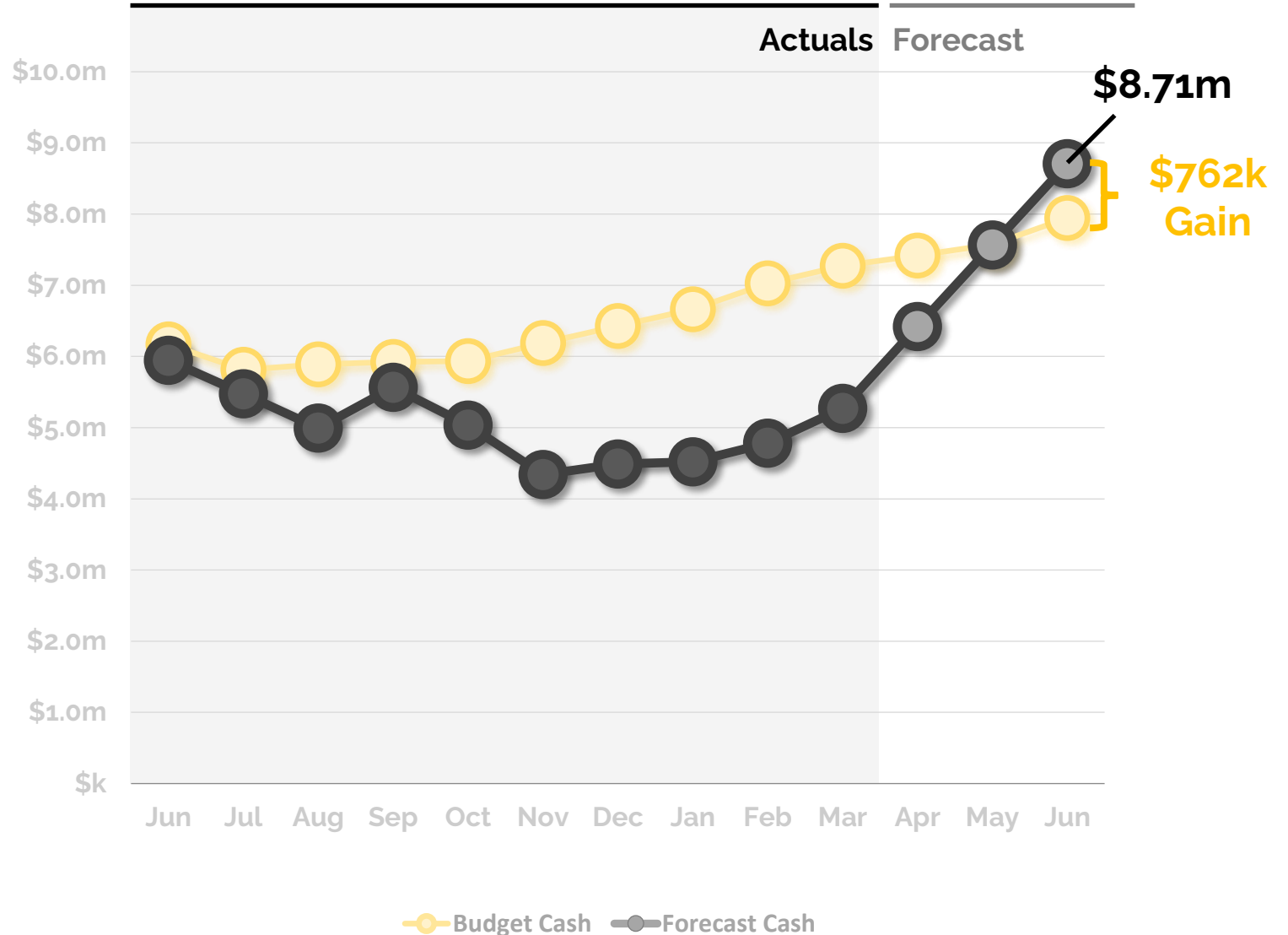
- **The Missouri State Board of Education approved the Emergency Rule with the following changes to FY22:**
 - Basic Formula can now use FY20, FY21, or FY22 WADA as the payment basis → +\$1.993M
 - Classroom Trust Fund (CTF) can now use for FY20 or FY21 ADA as the payment basis → +\$0
 - Prop C can now use FY20 or FY21 WADA as the payment basis → +\$0
- **Hogan closes March with a forecasted Net Income of 2.763M, which is a 2.774M improvement from February Close.**
- **The primary drivers of the change in March close are:**
 - **Revenue: Net Improvement of 2.653M**
 - State: Basic Formula improvement of 1.993M due to Emergency Rule allowing Hogan to use FY20 WADA.
 - Federal: Medicaid improvement of 11k. Matches actual received. 650k of ESSER III revenue moved from FY23 to FY22.
 - **Expenses: Net Decrease of 119k**
 - Salaries: Release of 6 to be filled positions of 71k
 - Benefits & Taxes: Release of 6 to be filled positions of 45k

208 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$8.71m**, **\$762k** above budget.

The revenue projected for the year is up \$1.6M than budgeted, largely due to the Emergency Rule allowing Hogan to use FY20 WADA.

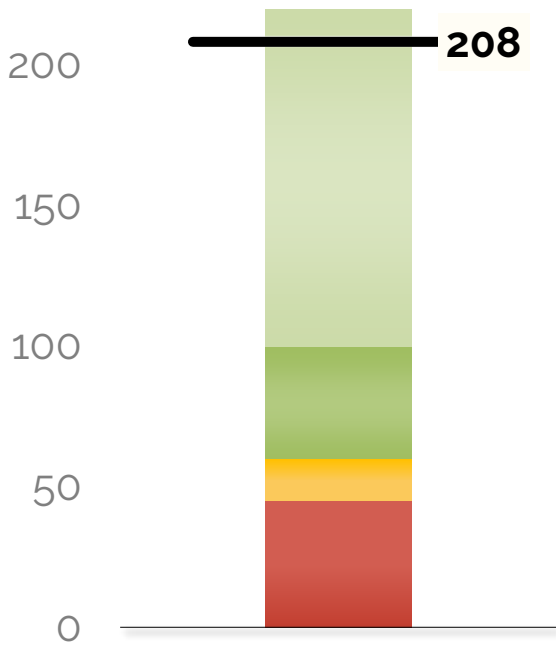
Expenses projected for the year are \$632k higher than budgeted primarily in part to the facility improvements
The Net Income is projected to be \$986k improved from budget.



Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

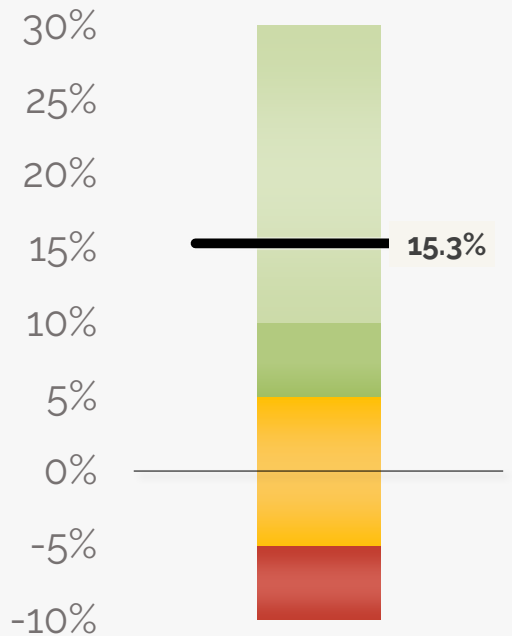


208 DAYS OF CASH AT YEAR'S END

The school will end the year with 208 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

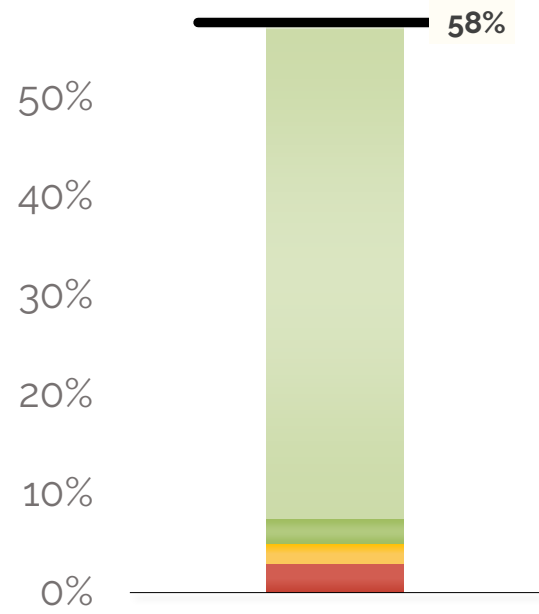


15.3% GROSS MARGIN

The forecasted net income is \$2.8m, which is \$986k above the budget. It yields a 15.3% gross margin.

Fund Balance %

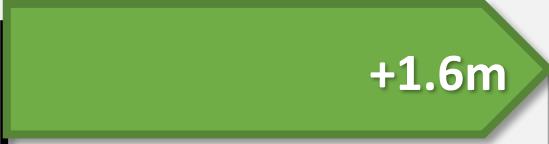

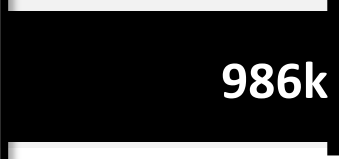
Forecasted Ending Fund Balance / Total Expenses



57.60% AT YEAR'S END

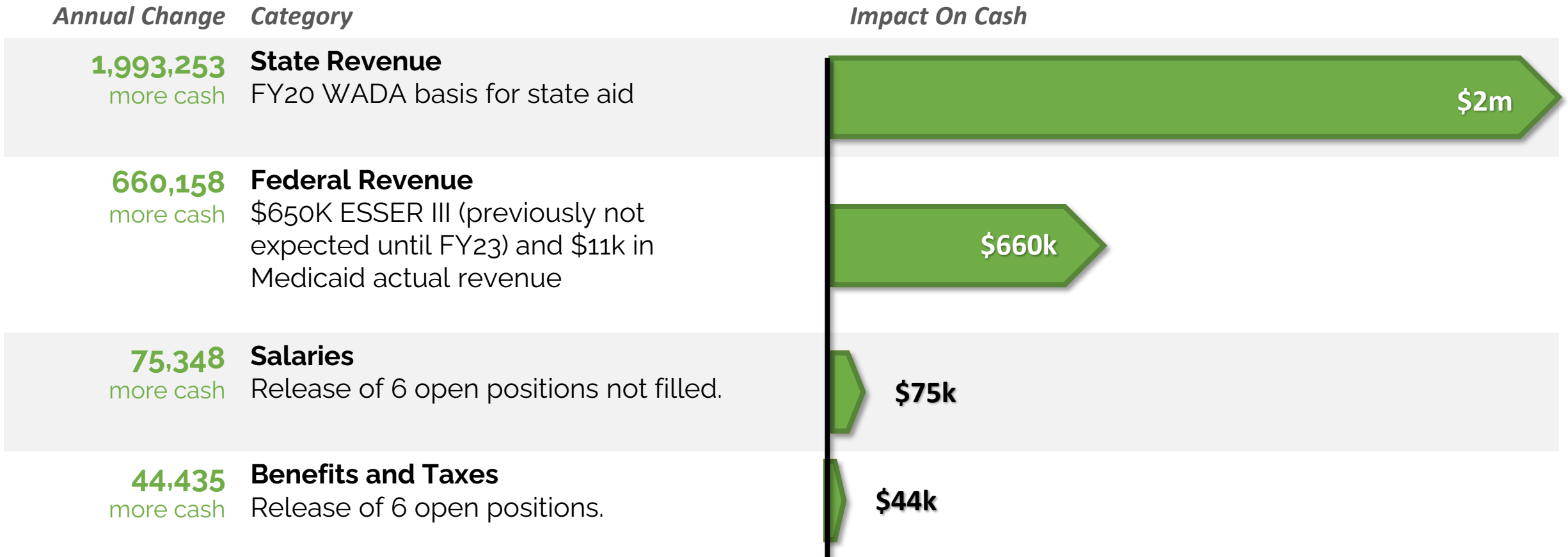
The school is projected to end the year with a fund balance of \$8,787,728. Last year's fund balance was \$6,024,239.

Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$18m	\$16.4m	\$1.6m		The Emergency Rule allowing Hogan to use FY20 WADA makes Hogan almost whole on lower-than-budgeted WADA. Improvement against budget is driven by aggressive ESSER spending and 600k in unbudgeted KCPS MOU.
Expenses	\$15.3m	\$14.6m	-\$632k		1.125M increase in facilities expenses are partially offset by 1.0M in savings in wages/taxes/benefits. Other increases include Office & Business and transportation expenses.
Net Income	\$2.8m	\$1.8m	\$986k		

Key Forecast Changes This Month

The March forecast **increased** the year-end cash expectation by **\$2.8m**. *Key changes:*



	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
Revenue							
Local Revenue	1,108,334	960,709	147,625	1,242,676	1,264,091	(21,415)	134,342
State Revenue	5,931,653	7,276,621	(1,344,968)	9,807,036	10,081,271	(274,234)	3,875,383
Federal Revenue	2,258,652	2,883,788	(625,137)	5,248,659	4,025,639	1,223,020	2,990,008
Private Grants and Donations	709,651	952,750	(243,099)	924,400	1,030,000	(105,600)	214,749
Earned Fees	570,113	-	570,113	796,426	-	796,426	226,313
Total Revenue	10,578,403	12,073,869	(1,495,466)	18,019,197	16,401,001	1,618,196 ①	7,440,794
Expenses							
Salaries	4,918,559	5,497,633	579,073	6,472,506	7,330,177	857,670	1,553,947
Benefits and Taxes	1,334,648	1,556,444	221,796	1,775,037	2,075,259	300,222	440,388
Staff-Related Costs	89,024	208,425	119,401	277,900	277,900	0	188,876
Rent	161,828	150,000	(11,828)	211,828	200,000	(11,828)	50,000
Occupancy Service	787,718	788,953	1,235	1,131,728	1,051,937	(79,791)	344,011
Student Expense, Direct	1,039,068	846,171	(192,896)	1,270,387	1,128,229	(142,158)	231,319
Student Expense, Food	388,670	579,713	191,042	772,950	772,950	(0)	384,280
Office & Business Expense	794,192	681,979	(112,213)	1,124,667	909,305	(215,362)	330,475
Transportation	559,220	593,522	34,302	1,007,363	791,363	(216,000)	448,143
Total Ordinary Expenses	10,072,927	10,902,839	829,912	14,044,367	14,537,119	492,753	3,971,439
Net Operating Income	505,476	1,171,029	(665,554)	3,974,831	1,863,882	2,110,949	3,469,355
Extraordinary Expenses							
Interest	63,175	64,757	1,582	86,342	86,342	0	23,167
Facility Improvements	1,125,000	-	(1,125,000)	1,125,000	-	(1,125,000)	-
Total Extraordinary Expenses	1,188,175	64,757	(1,123,418)	1,211,342	86,342	(1,125,000)	23,167
Total Expenses	11,261,103	10,967,596	(293,506)	15,255,709	14,623,462	(632,247) ②	3,994,606
Net Income	(682,699)	1,106,272	(1,788,972)	2,763,488	1,777,539	985,949 ③	3,446,188
Cash Flow Adjustments	7,527	-	7,527	0	-	0	(7,527)
Change in Cash	(675,172)	1,106,272	(1,781,444)	2,763,488	1,777,539	985,949	3,438,661

① REVENUE: \$1.6M AHEAD

The Emergency Rule allowing Hogan to use FY20 WADA makes Hogan almost whole on lower-than-budgeted WADA. Improvement against budget is driven by aggressive ESSER spending and 600k in unbudgeted KCPS MOU.

② EXPENSES: \$632K BEHIND

Addition of 1.125M in Facility Improvement payments; mitigated by release of salaries/benefits/tax savings for open positions not yet filled. Other increases include Office & Business and transportation expense.

③ NET INCOME: \$986K ahead

	Actual									Forecast			
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
Local Revenue	137,437	43,709	80,661	77,730	275,658	112,078	134,898	131,551	114,613	44,781	44,781	44,781	1,242,676
State Revenue	569,812	578,995	1,240,353	776,734	119,943	654,846	669,684	629,231	692,056	1,291,794	1,291,794	1,291,794	9,807,036
Federal Revenue	60,724	27,949	32,543	184,481	82,895	258,930	147,386	547,417	916,327	996,669	996,669	996,669	5,248,659
Private Grants and Donations	0	152,938	264,800	12,500	2,500	263,143	13,650	120	0	71,583	71,583	71,583	924,400
Earned Fees	14,977	53,295	11,929	21,851	21,031	1,147	330,584	49,278	66,021	75,438	75,438	75,438	796,426
Total Revenue	782,950	856,885	1,630,286	1,073,296	502,027	1,290,143	1,296,201	1,357,598	1,789,017	2,480,265	2,480,265	2,480,265	18,019,197
Expenses													
Salaries	592,180	564,413	551,885	536,623	557,543	558,330	514,085	516,289	527,211	515,430	516,630	521,887	6,472,506
Benefits and Taxes	141,912	202,024	136,291	144,227	140,898	145,836	142,751	139,552	141,159	146,574	146,666	147,149	1,775,037
Staff-Related Costs	1,451	1,589	33,930	10,356	21,153	7,924	8,639	3,108	874	62,959	62,959	62,959	277,900
Rent	28,495	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	211,828
Occupancy Service	75,548	67,726	81,363	87,275	123,392	117,249	97,915	77,848	59,400	114,670	114,670	114,670	1,131,728
Student Expense, Direct	162,185	79,517	134,114	174,388	157,101	55,828	72,435	118,532	84,968	77,106	77,106	77,106	1,270,387
Student Expense, Food	12,695	0	0	114,969	74,895	97,339	45,944	0	42,829	128,093	128,093	128,093	772,950
Office & Business Expense	242,569	109,492	83,446	67,813	64,753	48,157	77,902	47,814	52,247	110,158	110,158	110,158	1,124,667
Transportation	44,396	7,402	17,638	115,784	95,329	96,686	60,928	51,813	69,244	149,381	149,381	149,381	1,007,363
Total Ordinary Expenses	1,301,430	1,048,831	1,055,333	1,268,102	1,251,731	1,144,015	1,037,264	971,622	994,600	1,321,038	1,322,330	1,328,071	14,044,367
Operating Income	-518,481	-191,946	574,953	-194,805	-749,704	146,129	258,937	385,976	794,417	1,159,226	1,157,935	1,152,194	3,974,831
Extraordinary Expenses													
Interest	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,722	7,722	7,722	86,342
Facility Improvements	0	281,250	0	281,250	0	0	281,250	0	281,250	0	0	0	1,125,000
Total Extraordinary Expenses	7,019	288,269	7,019	288,269	7,019	7,019	288,269	7,019	288,269	7,722	7,722	7,722	1,211,342
Total Expenses	1,308,450	1,337,100	1,062,353	1,556,371	1,258,750	1,151,034	1,325,534	978,642	1,282,870	1,328,761	1,330,053	1,335,793	15,255,709
Net Income	-525,500	-480,215	567,934	-483,075	-756,724	139,109	-29,332	378,956	506,147	1,151,504	1,150,212	1,144,472	2,763,488
Cash Flow Adjustments	56,573	-3,156	5,796	-48,991	62,965	9,979	61,307	-118,425	-18,522	-2,509	-2,509	-2,509	0
Change in Cash	-468,927	-483,371	573,730	-532,066	-693,758	149,088	31,975	260,532	487,625	1,148,995	1,147,703	1,141,963	2,763,488

	<i>Previous Year End</i>	<i>Current</i>
	<i>6/30/2021</i>	<i>3/31/2022</i>
Assets		
Current Assets		
Cash	5,945,002	5,269,830
Total Current Assets	5,945,002	5,269,830
Total Assets	5,945,002	5,269,830
Liabilities and Equity		
Liabilities		
Current Liabilities		
Other Current Liabilities	-79,237	-71,710
Total Current Liabilities	-79,237	-71,710
Total Long-Term Liabilities	0	0
Total Liabilities	-79,237	-71,710
Equity		
Unrestricted Net Assets	6,024,239	6,024,239
Net Income	0	-682,699
Total Equity	6,024,239	5,341,540

Cover Sheet

Approve March Expenses

Section:	IV. Finance Committee
Item:	B. Approve March Expenses
Purpose:	Vote
Submitted by:	
Related Material:	2022 03 Check Register.pdf 2022 03 Accounts Payable.pdf



Accounts Payable

As of 3/31/2022

Hogan Preparatory Academy

PAYEE: ALL		STATUS: -- All --		REPORT DATE: 4/21/2022 9:37:26 AM ET						
GL CODE: ALL										
Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
1939	3/1/2022	2/20/2022	Paid	4/7/2022	7795923 1	Tico Sports LLC Hogan Preparatory Academy	10 2322 6319 0100 3 00000 000	\$3,554.00	Marketing Services	\$3,554.00
1265	3/5/2022	3/5/2022	Paid	4/7/2022	7795876 2	Encore Grant Services, Inc. Hogan Preparatory Academy	10 2644 6319 0100 3 00000 000	\$671.25	bo114916	\$671.25
290	3/7/2022	3/7/2022	Paid	4/7/2022	7795922 9	JAMES W. TIPPIN & ASSOCIATES Hogan Preparatory Academy	10 2311 6317 0100 3 00000 000	\$2,500.00	Legal	\$2,500.00
630987	3/12/2022	3/12/2022	Paid	4/7/2022	7795876 0	Aflac T9934	10 2164 0000 0000 0 00000 000	\$171.63	March 2022	\$171.63
20220314-1528.87	3/14/2022	3/14/2022	Paid	4/7/2022	7795876 1	Spire 0763868655	13 2542 6482 6910 3 00000 000	\$1,528.87	Gas	\$1,528.87
20220315-2675.00	3/15/2022	3/15/2022	Paid	4/7/2022	7795923 0	Simpson's Law & Landscaping Hogan Prep Charter	13 2542 6339 6910 3 00000 000	\$1,025.00	Lawn/Snow Services	\$2,675.00
							12 2542 6339 3945 3 00000 000	\$600.00	Lawn/Snow Services	
							11 2542 6339 1935 3 00000 000	\$1,050.00	Lawn/Snow Services	
20220317-636.18	3/17/2022	3/17/2022	Paid	4/7/2022	7795901 8	Spire 8939222862	12 2542 6482 3945 3 00000 000	\$636.18	gas	\$636.18
April 2022	3/17/2022	3/17/2022	Paid	4/7/2022	7795901 7	Guardian Group ID: 00 559210	10 2157 0000 0000 0 00000 000	\$740.09	April 2022	\$740.09
April 2022	3/21/2022	3/21/2022	Paid	4/7/2022	7795901 3	ALL BEVERAGE CONTROL, INC. Hogan Preparatory Academy	11 2542 6411 1935 3 00000 000	\$115.00	Ice Machine Rental - April 2022	\$115.00

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
20220323-518.44	3/23/2022	3/23/2022	Paid	4/7/2022	77958757	AT&T 816 A68-0701 502 4	13 2542 6361 6910 3 00000 000	\$226.64	816 921-9301 412 & 816 942-6394 034 is for ES	\$518.44
							12 2542 6361 3945 3 00000 000	\$201.92	816 444-4497 940 is for MS	
							11 2542 6361 1935 3 00000 000	\$89.88	816 444-3647 940 is for HS	
102925	3/25/2022	3/25/2022	Paid	4/7/2022	77958758	SOS Pest Control Hogan Preparatory Academy	10 2542 6339 0100 3 00000 000	\$100.00	Pest Control	\$100.00
102928	3/25/2022	3/25/2022	Paid	4/7/2022	77958759	SOS Pest Control Hogan Preparatory Academy	10 2542 6339 0100 3 00000 000	\$100.00	Pest Control	\$100.00
276524	3/25/2022	3/25/2022	Paid	4/7/2022	77959228	WIN PRO SOLUTIONS Hogan Preparatory Academy	13 2542 6411 6910 3 00000 000	\$596.10	Janitorial Supplies	\$596.10
April 2022	3/25/2022	3/25/2022	Paid	4/7/2022	77959014	MUTUAL OF OMAHA Hogan Preparatory Academy	10 2159 0000 0000 0 00000 000	\$2,813.20	April 2022	\$2,813.20
April 2022	3/25/2022	3/25/2022	Paid	4/7/2022	77959016	DELTA DENTAL OF MO LOCKBOX Group: 0118-3701	10 2162 0000 0000 0 00000 000	\$3,164.74	Dental - April 2022	\$3,164.74
1014	3/28/2022	3/28/2022	Paid	4/7/2022	77958755	Ryan Watkins Hogan Preparatory Academy	11 2152 6319 1935 4 44100 000	\$575.00	Speech Pathology	\$1,150.00
							12 2152 6319 3945 4 44100 000	\$575.00	Speech Pathology	
20220330-100.00	3/30/2022	3/30/2022	Paid	4/7/2022	77958756	Archie High School Hogan Preparatory Academy	11 1421 6411 1935 3 00000 000	\$100.00	bo114849	\$100.00
1290	3/31/2022	3/31/2022	Paid	4/7/2022	77959020	GRAHAM, ROCHELLE Hogan Preparatory Academy	13 2152 6319 6910 4 44100 000	\$2,760.00	Speech Pathology Services	\$2,760.00
1291	3/31/2022	3/31/2022	Paid	4/7/2022	77959020	GRAHAM, ROCHELLE Hogan Preparatory Academy	12 2152 6319 3945 4 44100 000	\$96.00	Speech Pathology Services	\$96.00
1292	3/31/2022	3/31/2022	Paid	4/7/2022	77959020	GRAHAM, ROCHELLE Hogan Preparatory Academy	11 2152 6319 1935 4 44100 000	\$96.00	Speech Pathology Services	\$96.00

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
PPS-4143	3/31/2022	3/31/2022	Paid	4/7/2022	7795901 5	OFFICE ESSENTIALS INC 444346	10 2511 6411 6910 3 00000 901	\$607.84	Elementary School	\$1,215.68
							10 2511 6411 0100 3 00000 000	\$189.95	District Office	
							10 2511 6411 3945 3 00000 901	\$227.94	Middle School	
							10 2511 6411 1935 3 00000 901	\$189.95	High School	

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
									Total:	\$25,302.18

GL Code Summary

							10 2157 0000 0000 0 00000 000			\$740.09
							10 2159 0000 0000 0 00000 000			\$2,813.20
							10 2162 0000 0000 0 00000 000			\$3,164.74
							10 2164 0000 0000 0 00000 000			\$171.63
							10 2311 6317 0100 3 00000 000			\$2,500.00
							10 2322 6319 0100 3 00000 000			\$3,554.00
							10 2511 6411 0100 3 00000 000			\$189.95
							10 2511 6411 1935 3 00000 901			\$189.95
							10 2511 6411 3945 3 00000 901			\$227.94
							10 2511 6411 6910 3 00000 901			\$607.84
							10 2542 6339 0100 3 00000 000			\$200.00
							10 2644 6319 0100 3 00000 000			\$671.25
							11 1421 6411 1935 3 00000 000			\$100.00
							11 2152 6319 1935 4 44100 000			\$671.00
							11 2542 6339 1935 3 00000 000			\$1,050.00
							11 2542 6361 1935 3 00000 000			\$89.88
							11 2542 6411 1935 3 00000 000			\$115.00
							12 2152 6319 3945 4 44100 000			\$671.00
							12 2542 6339 3945 3 00000 000			\$600.00
							12 2542 6361 3945 3 00000 000			\$201.92
							12 2542 6482 3945 3 00000 000			\$636.18
							13 2152 6319 6910 4 44100 000			\$2,760.00
							13 2542 6339 6910 3 00000 000			\$1,025.00
							13 2542 6361 6910 3 00000 000			\$226.64
							13 2542 6411 6910 3 00000 000			\$596.10
							13 2542 6482 6910 3 00000 000			\$1,528.87

\$25,302.18

Hogan Preparatory Academy
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Check Register by Type

Posted; Journal Code CD; Processing Month 03/2022

Page: 1
User ID: NULLT

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<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>	
12520400	03/20/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	1,089.92	
12520401	03/20/2022	X			GOOGLE	GOOGLE	580.00	
12520402	03/28/2022	X			BAMBOOHRLL	BAMBOO HR LLC	664.95	
12520403	03/28/2022	X			BCBS	BLUE CROSS BLUE SHIELD OF KANSAS CITY	58,527.29	
12520404	03/11/2022	X			HOMEDEPOTC	HOME DEPOT CREDIT SERVICES	1,564.71	
12520419	03/25/2022	X			AMAZON	AMAZON/SYNCHRONY BANK	879.25	
12520421	03/16/2022	X			VISACARDSE	VISA CARDSERVICES	2,262.86	
Checking Account ID: 1					Void Total:	0.00	Total without Voids:	65,568.98
Check Type Total:		Automatic Payment			Void Total:	0.00	Total without Voids:	65,568.98

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77776449	03/04/2022	X			KCPSPFNS	KANSAS CITY PUBLIC SCHOOL FOOD & NUTRITION SERV	42,828.75
77784802	03/09/2022	X			PITNEYBOWE	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	179.64
77784803	03/09/2022	X			UNIFIRSTCO	UNIFIRST CORPORATION	54.05
77784804	03/09/2022	X			UNIFIRSTCO	UNIFIRST CORPORATION	55.25
77786625	03/10/2022	X			WATKINSR	RYAN A WATKINS	1,500.00
77786626	03/10/2022	X			CROUKRI	KRISTINA CROUSE	41.75
77786627	03/10/2022	X			WRIGHT1	EDWIN WRIGHT	247.60
77786628	03/10/2022	X			ZSNSYSTEMS	ZSN SYSTEMS & SOLUTIONS LLC	3,080.00
77786629	03/10/2022	X			MISSOURIWE	MISSOURI WESTERN STATE UNIVERSITY	8,505.00
77786630	03/10/2022	X			SOSPEST	SOS PEST CONTROL	100.00
77786631	03/10/2022	X			SOSPEST	SOS PEST CONTROL	100.00
77786632	03/10/2022	X			STRASSERHA	A L STRASSER HARDWARE CO., INC.	24.48
77786633	03/10/2022	X			ZSNSYSTEMS	ZSN SYSTEMS & SOLUTIONS LLC	2,240.00
77786950	03/10/2022	X			LASCPHI	PHILLIP LASCUOLA	1,213.94
77786951	03/10/2022	X			LIDDLE	LIDDLES SPORT SHOP	2,040.00
77786952	03/10/2022	X			MUTUALOFOM	MUTUAL OF OMAHA	2,885.64
77786953	03/10/2022	X			RUSCON	JIM RUSCONI	300.00
77786954	03/10/2022	X			SOLAROCEAN	SOLAR OCEAN 2, LLC	450.46
77786955	03/10/2022	X			GRAHAM	ROCHELLE GRAHAM	3,096.00
77787204	03/10/2022	X			PAYPOOL	PAYPOOL LLC	606.55
77787205	03/10/2022	X			WINPROSOLU	WIN PRO SOLUTIONS	766.45
77787206	03/10/2022	X			CLARK1	DEBBIE CLARK	2,860.00
77787207	03/10/2022	X			FIRSTSTUDE	FIRST STUDENT INC.	3,277.13
77787208	03/10/2022	X			EDOPS	ED OPS	14,000.00
77787209	03/10/2022	X			ELITEPROTE	BRANDON FARROW	2,910.00
77793641	03/11/2022	X			OPERATION	OPERATION BREAKTHROUGH	19,336.74
77794907	03/11/2022	X			FIRSTSTUDE	FIRST STUDENT INC.	62,177.60
77830090	03/16/2022	X			ICEMASTERS	ICE MASTERS	107.91
77830091	03/16/2022	X			POWERS	POWERSCHOOL GROUP LLC	2,098.39
77830092	03/16/2022	X			MISSOURIWE	MISSOURI WESTERN STATE UNIVERSITY	285.00
77830093	03/16/2022	X			SCHOOL	SCHOOL NURSE SUPPLY	105.85
77830094	03/16/2022	X			MIDWESTSHR	MIDWEST SHREDDING SERVICE LLC	40.00
77830095	03/16/2022	X			MIDWESTSHR	MIDWEST SHREDDING SERVICE LLC	45.00
77830096	03/16/2022	X			HIGENES	Hi-Gene's Janitorial Services	780.00
77830310	03/16/2022	X			DEFFEN	WASTE MANAGEMENT	576.46
77830311	03/16/2022	X			DEFFEN	WASTE MANAGEMENT	826.48
77830312	03/16/2022	X			DEFFEN	WASTE MANAGEMENT	664.18
77830313	03/16/2022	X			HUDLE	HUDL, INC	1,999.00
77830390	03/16/2022	X			DELTAVISIO	DELTA VISION	173.56
77830391	03/16/2022	X			LASCPHI	PHILLIP LASCUOLA	540.14
77830392	03/16/2022	X			OFFICEESSE	OFFICE ESSENTIALS INC	877.44
77830516	03/16/2022	X			MIDWESTELE	MIDWEST ELEVATOR COMPANY, INC	1,249.61
77830517	03/16/2022	X			SIMPSONLAW	SIMPSON LAWN AND LANDSCAPING	6,845.00
77830518	03/16/2022	X			ELITEPROTE	BRANDON FARROW	2,340.00
77833229	03/16/2022	X			GRAING	GRAINGER	40.56

Hogan Preparatory Academy
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Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
77858021	03/17/2022	X			SYMMETRY	SYMMETRY ENERGY SOLUTIONS, LLC (EIN 72-1309319)	6,952.09
77858022	03/17/2022	X			SUMNERONE	SUMNERONE, INC.	2,066.30
77858023	03/17/2022	X			YOUNGSIGNS	YOUNG SIGN CO., INC.	7,306.14
77858024	03/17/2022	X			NILESHOME	NILES HOME FOR CHILDREN	2,210.00
77858025	03/17/2022	X			ATT	AT&T	554.05
77858026	03/17/2022	X			NEVELSEVA	EVA TUCKER NEVELS	450.00
77858027	03/17/2022	X			MBA	MARCIA BRENNER ASSOCIATES, LLC	380.00
77858364	03/17/2022	X			MUTUALOFOM	MUTUAL OF OMAHA	305.41
77858365	03/17/2022	X			OFFICEESSE	OFFICE ESSENTIALS INC	219.36
77858366	03/17/2022	X			THERAFITLL	THERA FIT, LLC	1,982.50
77858588	03/17/2022	X			MARKONE	MARK ONE MANUFACTURING, LTD	800.00
77858589	03/17/2022	X			JAMESWTIPP	JAMES W. TIPPIN & ASSOCIATES	1,900.00
77858590	03/17/2022	X			BERRYJAM	JAMIE BERRY	2,000.00
77858591	03/17/2022	X			TIMSTERS	KIM BOYKIN	3,789.50
77912326	03/24/2022	X			CATAPULT	NEWTON ALLIANCE, LLC	15,280.00
77912327	03/24/2022	X			KCPL	KANSAS CITY POWER & LIGHT	2,914.03
77912328	03/24/2022	X			KCPL	KANSAS CITY POWER & LIGHT	3,688.83
77912329	03/24/2022	X			STACOELECT	STACO ELECTRIC CONSTRUCTION CO.	712.21
77912330	03/24/2022	X			NILESHOME	NILES HOME FOR CHILDREN	2,550.00
77912331	03/24/2022	X			ZSNSYSTEMS	ZSN SYSTEMS & SOLUTIONS LLC	4,964.75
77912332	03/24/2022	X			KCPL	KANSAS CITY POWER & LIGHT	1,559.00
77912333	03/24/2022	X			KCPL	KANSAS CITY POWER & LIGHT	64.85
77912334	03/24/2022	X			ATT	AT&T	530.57
77912335	03/24/2022	X			PLAZAACADE	PLAZA Academy	525.00
77912336	03/24/2022	X			ADTSECURIT	The ADT Security Corporation	528.01
77912337	03/24/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	96.54
77912338	03/24/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	45.12
77912339	03/24/2022	X			SOSPEST	SOS PEST CONTROL	100.00
77912340	03/24/2022	X			SOSPEST	SOS PEST CONTROL	100.00
77912341	03/24/2022	X			ATT	AT&T	15.00
77912342	03/24/2022	X			ALLSTAR	ALL STAR AWARDS & AD SPECIALTIES	160.50
77912343	03/24/2022	X			POSITIVEPR	POSITIVE PROMOTIONS INC.	360.76
77912573	03/24/2022	X			DESIGNMECH	DESIGN MECHANICAL INC.	328.00
77912574	03/24/2022	X			VERIZON	VERIZON WIRELESS	285.96
77912575	03/24/2022	X			PITNEYBOWE	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	181.59
77912690	03/24/2022	X			INNOVATIVE	INNOVATIVE OPTIONS, LLC	1,065.00
77912691	03/24/2022	X			K12ITC	K12ITC, INC.	14,591.38
77912692	03/24/2022	X			NUESYNERGY	NUESYNERGY, INC	125.00
77912693	03/24/2022	X			451	451 PROTECTION	352.05
77913009	03/24/2022	X			WINPROSOLU	WIN PRO SOLUTIONS	647.94
77913010	03/24/2022	X			SCHOOLSMAR	SSKC EDUCATIONAL SUPPORT INC	16,666.67
77913011	03/24/2022	X			ELITEPROTE	BRANDON FARROW	2,182.50
77938686	03/30/2022	X			STAPLESADV	STAPLES ADVANTAGE	164.40
77941416	03/31/2022	X			WATKINSR	RYAN A WATKINS	1,500.00
77941417	03/31/2022	X			MAULLEDWAR	KEVAUN MAULL-EDWARDS	893.75
77941418	03/31/2022	X			JOHNSONMIL	MILES JOHNSON	893.75
77941419	03/31/2022	X			SRINSURAN	SRA INSURANCE AGENCY	7,125.00
77941420	03/31/2022	X			UMKC1	University of Missouri Kansas City	2,511.12
77941421	03/31/2022	X			MCREALTY	MC REALTY GROUP, LLC	3,187.08
77941637	03/31/2022	X			DELTAVISIO	DELTA VISION	673.44
77941901	03/31/2022	X			BERRYJAM	JAMIE BERRY	2,100.00
77941902	03/31/2022	X			CLARK1	DEBBIE CLARK	3,640.00
77941903	03/31/2022	X			KLSLEASING	KLS LEASING II, LLC	281,250.00
77941904	03/31/2022	X			ELITEPROTE	BRANDON FARROW	3,637.50
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Payee Type Total:	Vendor	Void Total:	0.00	Total without Voids:	669,153.24
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Cover Sheet

2022-23 Budget Draft

Section: IV. Finance Committee
Item: C. 2022-23 Budget Draft
Purpose: Discuss
Submitted by:
Related Material: HPA Draft Budget-ProForma Comparison 4.21.22.xlsx

Cover Sheet

Academic Committee Report

Section: V. Academic Committee
Item: A. Academic Committee Report
Purpose: Vote
Submitted by:
Related Material: 40. March 18th Academic Committee Meeting Minutes.pdf
22. Academic Committee Report_ April 2022.pdf



Academic Committee Report: April

The HPA Academic Committee will track the progress of the monthly Evaluate interim assessment data tied to HPA’s academic goals. These metrics will be tracked and reported at each monthly Board meeting starting no later than the December 2020 Board meeting. These metrics will track students at each grade level as well as sub-groups of students in SPED and ELL. Outcomes from other schools in the HPA area will be included on an annual basis.

A. March Assessment Data Update.

- Participation Rates:
 - [Assessment Participation Rates](#)

Evaluate ELA District Participation Rates: 2nd grade and up				
	ES	MS	HS	District
Sept	88%	92%	70%	83%
Oct	86%	83%	58%	76%
Nov	88%	79%	64%	77%
Dec	90%	95%	53%	76%
Jan	95%	80%	45%	78%
Feb	67%	75%	64%	60%
Mar	83%	74%	36%	64%

Evaluate Math District Participation Rates: 2nd grade and up				
	ES	MS	HS	District
Sept	89%	84%	61%	78%
Oct	86%	75%	55%	73%
Nov	90%	81%	49%	73%
Dec	90%	83%	37%	74%
Jan	96%	85%	30%	65%
Feb	66%	67%	68%	67%
Mar	82%	72%	42%	71%

- - [Evaluate Data District Report](#) (March) This entire report includes the following information:
 - November MPI and Below Basic Rates
 - District and Disaggregated by School



- Returning students vs. New Students progress

A Quick Summary (ELA & Math)

March ELA

District											
Below Basic	50.00%	28.3%	23.75%	-4.34%	57.5%	55.87%	48.97%	48.40%	51.28%	51.66%	52.05%
Basic	45.90%				39.9%	39.67%	41.91%	41.55%	40.51%	37.85%	36.99%
Proficient	3.60%				2.4%	4.46%	6.61%	7.53%	6.92%	8.95%	9.32%
Advanced	0.50%				0.2%	0.00%	2.51%	2.51%	1.28%	1.53%	1.64%
MPI	204.6	267.1	-66.61	3.6	187.9	192.7	213.7	215.8	200.0	208.7	200.5

MPI: 200.5 **MPI Goal:** 267.1 **Below Basic (BB):** 52.05% **BB Goal:** 28.3%

March Math

District											
Below Basic	86.00%	54.2%	13.90%	-11.29%	83.8%	85.06%	68.72%	80.29%	73.19%	72.19%	68.10%
Basic	13.50%				15.5%	14.94%	29.15%	18.53%	24.13%	23.72%	24.13%
Proficient	0.50%				0.7%	0.00%	2.13%	0.95%	2.14%	3.57%	5.63%
Advanced	0.00%				0.0%	0.00%	0.00%	0.24%	0.54%	0.51%	2.14%
MPI	128.4	208.4	-35.37	-24.9	133.0	129.9	164.7	140.9	156.6	160.2	173.0

MPI: 173.0 **MPI Goal:** 208.4 **Below Basic (BB):** 66.10% **BB Goal:** 54.2%



Hogan Preparatory Academy Academic Committee Meeting

Date and Time

Monday, April 18th, 2022 at 1:00 PM

Location

6409 Agnes Ave.
Kansas City, MO 64114

Virtual Information

Academic Committee Meeting

Google Meet joining info

Video call link: <https://meet.google.com/brd-xnbx-meg>

Or dial: (US) +1 470-210-1323 PIN: 274 908 982#

The *HPA Academic Committee* will track the progress of the monthly Evaluate interim assessment data tied to HPA's academic goals. These metrics will be tracked and reported at each monthly Board meeting starting no later than the December 2020 Board meeting. These metrics will track students at each grade level as well as sub-groups of students in SPED and ELL. Outcomes from other schools in the HPA area will be included on an annual basis.

I. Opening Items

- | | |
|------------------------------|-----------------|
| A. Record Attendance | Edwin Wright |
| ○ Danielle Binion | |
| ○ Dr. Strickland | |
| ○ Jazmine Salach | |
| ○ Edwin Wright | |
| ○ Dr. Viveros - Not Present | |
| B. Call the Meeting to Order | Danielle Binion |
| C. Approve minutes | Danielle Binion |
| ○ March 18th | |



II. Academic Excellence

A. March Assessment Data Update

- [Assessment Participation Rates](#)

Evaluate ELA District Participation Rates: 2nd grade and up				
	ES	MS	HS	District
Sept	88%	92%	70%	83%
Oct	86%	83%	58%	76%
Nov	88%	79%	64%	77%
Dec	90%	95%	53%	76%
Jan	95%	80%	45%	78%
Feb	67%	75%	64%	60%
Mar	83%	74%	36%	64%

Evaluate Math District Participation Rates: 2nd grade and up				
	ES	MS	HS	District
Sept	89%	84%	61%	78%
Oct	86%	75%	55%	73%
Nov	90%	81%	49%	73%
Dec	90%	83%	37%	74%
Jan	96%	85%	30%	65%
Feb	66%	67%	68%	67%
Mar	82%	72%	42%	71%

- [Evaluate Data April District Report](#)

B. Update on School Visits

- Kairos Academy
- Gateway Science Academy

C. Questions Academic Committees to Ask

- [Questions](#) from Dr. Viveros



III. Other Business

- A. Next Academic Committee Meeting: **Monday, May 16th** at 1:00 PM
- B. Open Discussion: Anything else that needs to be considered or completed prior to the next Board meeting.
April 25th, 2022

IV. Closing Items

- A. Adjourn the Meeting

Danielle Binion

Cover Sheet

Governance & Board Development Committee

Section: VI. Governance and Board Development Committee
Item: A. Governance & Board Development Committee
Purpose: Vote
Submitted by:
Related Material: 9. April 15th Governance Committee Meeting Agenda (1).pdf
10. April 15th Governance Committee Meeting Minutes.pdf



Hogan Preparatory Academy Governance Committee Meeting

Date and Time

Friday, April 15, 2022 at 2:00 PM

Location

6409 Agnes Ave.
Kansas City, MO 64114

Virtual Information: Please use Google Meet

Board Governance and Development Committee Meeting

Friday, April 15 · 2:00 – 2:45pm

Google Meet joining info

Video call link: <https://meet.google.com/sny-ogjv-sys>

Or dial: (US) +1 567-331-1190 PIN: 875 745 655#

Committee Members Present: Mary Viveros (remote), Matt Sampson (remote), Robin Carlson (remote), Jayson Strickland (remote), and Tamara Burns (remote)

Committee Members Absent: Albert Ray

Guest Present: None

I. Opening Items

- | | |
|---|--------------|
| A. Record Attendance | Tamara Burns |
| B. Call the Meeting to Order | Matt Sampson |
| ○ Matt Sampson called the meeting to order at 2:02 PM. | |
| C. Approve minutes | Matt Sampson |
| ○ The March 18th minutes were approved. | |



II. Focus of the Governance Committee

A. [Agenda for the April 25th Board Meeting](#)

- The committee reviewed the agenda for the upcoming April 25th meeting. The committee noted its preference to have a hybrid meeting where Directors could attend virtually or in person. It was noted that we may move the Comments from the Superintendent before the Board President so the Ambassador guest speaker would not have to wait for the discussion questions. Dr. Viveros will have the board speak to the following questions:
 - i. How do we understand the most significant assets and barriers to learning of students entering our schools?
 - ii. How is this aligned to our mission and culture?

There were not any additional suggestions to revise the agenda for the meeting.

B. [Resumes of Potential Board Members](#): Charter School Board Draft

- [Short Bios of Potential Board Members](#)
- Hogan Prep is one of four charter schools that is participating with Blaque KC Charter School Board Draft. We are in the inaugural group of schools, and the organization will help Hogan Prep identify future board members. We will continue to also follow the succession schedule outlined in our bylaws and direction from Kent Peterson.
- The Committee is being intentional about the qualifications and competencies we are looking for in candidates. The governance committee has previously determined the gaps and needs for the board. We are looking for a board member with fundraising and marketing experience.
- The committee will review the bios and resumes of potential board members to identify potential matches with board goals.

B. **Offering a signing bonus for returning staff**

- The Independence School District gave their teachers a \$1000 bonus if they signed their contracts for the upcoming school year. Guadeloupe Center gave their teachers \$500. We are considering doing something similar due to the number of resignations to date and number of employees who have yet to sign contracts.
 - i. Terminations Report (4.15.22)- As of April 13, 2022 this was 18 staff
 - ii. 24 out of 50 employees has signed their contracts so far (4.15.22)

The governance committee is in favor of providing a minimum of a \$500 signing bonus pending board approval at the April 25th board meeting for everyone who has signed or will sign their contracts by the end of the day on Monday, April 18th. More details and information will follow after the April 25th board meeting.



C. Policy updates from Missouri Charter Public School Association for board approval- new policies

Goals:

- i. 1) Approve new policies according to MCPSA recommendation. This will help us meet the first compliance requirement from the Commission since Jamie and I reviewed the policies for this year, found the gaps, and sent them to the board for approval.
- o Commission Requirement: Complete a full review every two years. It is time for this review.
 - i. 2) Discuss the current set of policies and potential of switching 100% to MCPSA model policies vs. the **hybrid** we've been using (Missouri Consultant of Education-MCE) and MCPSA policies we have been adding along the way.
 - ii. 3) Identify gaps between current policies and MCPSA, and review if policy is needed and if so keep/revise.
- o **Process:** Jamie and I will compare Hogan current policies to MCPSA policies and note discrepancies. For example, Hogan has a policy of parent conduct expectations, but MCPSA does not.
- o Jamie will provide a recommendation to adopt the MCPSA policies, but to add x,y, and z.
- o The committees will review Hogan's Policies and the comparable MCPSA side by side and make recommendations.
- o The goal is to have a complete set of policies sometime in the fall to meet this compliance requirement

Hogan Policies to Review-

Academic	Finance	Governance
<ul style="list-style-type: none"> ● <u>Students</u> ● <u>Instructional Services</u> ● <u>COVID-19 & Distance Learning</u> 	<ul style="list-style-type: none"> ● <u>Financial Operations</u> ● <u>Personnel Services</u> 	<ul style="list-style-type: none"> ● Organization, Philosophy & Goals ● <u>General Administration</u> ● <u>Support Services</u>

II. Other Business

- Next Governance Committee Meeting: **Friday, May 20th** at 2:00 PM



- Open Discussion: Anything else that needs to be considered or completed prior to the next Board meeting.
 - April 25, 2022

III. Closing Items

A. Adjourn Meeting

Vote

Tamara Burns



Hogan Preparatory Academy Governance Committee Meeting

Date and Time

Friday, April 15, 2022 at 2:00 PM

Location

6409 Agnes Ave.
Kansas City, MO 64114

Virtual Information: Please use Google Meet

Board Governance and Development Committee Meeting

Friday, April 15 · 2:00 – 2:45pm

Google Meet joining info

Video call link: <https://meet.google.com/sny-oqjv-sys>

Or dial: (US) +1 567-331-1190 PIN: 875 745 655#

I. Opening Items

- | | |
|--|--------------|
| A. Record Attendance | Tamara Burns |
| B. Call the Meeting to Order | Matt Sampson |
| C. Approve minutes | Matt Sampson |
| o March 18th minutes to approve. | |

II. Focus of the Governance Committee

- A. [Agenda for the April 25th Board Meeting](#)
- o Board Directors will need to decide if board meetings should remain virtual or in-person.
 - i. Should consider our 85% attendance goal. Would meeting in person have an impact on the goal?
 - ii. Also, we have a teacher who would like to share student work and presentation with the board in April or May. We could schedule this during an in-person meeting if the Directors would like to go that route.
- B. [Resumes of Potential Board Members](#): Charter School Board Draft
- o [Short Bios of Potential Board Members](#)
 - o Jan: Timeline for events



- Succession Schedule & Planning
- Goal: Exit of Directors will be staggered, so everyone does not roll off at the same time.

Next Steps... In progress

- Determine where gaps might be and get a sense of who to go after for the next director and the competencies needed.
- The Committee should be intentional about the qualifications and competencies we are looking for. The Bylaws state that Hogan can have up to 9 directors. When we are ready to recruit, Kent's group is ready to assist and we have this group as well.

C. Offering a signing bonus for returning staff

- Independence School District gave their teachers a \$1000 bonus if they signed their contracts for the upcoming school year. Guadeloupe Center gave their teachers \$500.
- We are considering doing something similar due to the number of resignations to date and number of employees who have yet to sign contracts.
 - i. Terminations Report (4.13.22)- 14 staff
 - ii. 24 out of 50 employees has signed their contracts so far (4.13.22)
- Increase in funding due to the Missouri State Board of Education approving the Emergency Rule to establish policies and standards for charter school LEAs for foundation formula payment and other state aid payments in accordance with Chapter 160, RSMo, to meet the needs of students and faculty due to the disproportionate impact of COVID-19 on attendance during the 2020-21 and 2021-22 school years.. The ER will apply to the formula payment calculations for **this year**.

D. Policy updates from Missouri Charter Public School Association for board approval- new policies

Goals:

- i. 1) Approve new policies according to MCPSA recommendation. This will help us meet the first compliance requirement from the Commission since Jamie and I reviewed the policies for this year, found the gaps, and sent them to the board for approval.
- Commission Requirement: Complete a full review every two years. It is time for this review.
 - i. 2) Discuss the current set of policies and potential of switching 100% to MCPSA model policies vs. the **hybrid** we've been using (Missouri Consultant of Education-MCE) and MCPSA policies we have been adding along the way.



- ii. 3) Identify gaps between current policies and MCPSA, and review if policy is needed and if so keep/revise.
 - o **Process:** Jamie and I will compare Hogan current policies to MCPSA policies and note discrepancies. For example, Hogan has a policy of parent conduct expectations, but MCPSA does not.
 - o Jamie will provide a recommendation to adopt the MCPSA policies, but to add x,y, and z.
 - o The committees will review Hogan’s Policies and the comparable MCPSA side by side and make recommendations.
 - o The goal is to have a complete set of policies sometime in the fall to meet this compliance requirement

Hogan Policies to Review-

Academic	Finance	Governance
<ul style="list-style-type: none"> ● <u>Students</u> ● <u>Instructional Services</u> ● <u>COVID-19 & Distance Learning</u> 	<ul style="list-style-type: none"> ● <u>Financial Operations</u> ● <u>Personnel Services</u> 	<ul style="list-style-type: none"> ● Organization, Philosophy & Goals ● <u>General Administration</u> ● <u>Support Services</u>

- E. We tabled the following two items from the last meeting, so all committee members can offer feedback.
 - o [Governance Questions to Review from Dr. Viveros](#)
 - o [Governance & Development Committee Goals](#): Are any revisions necessary?
 - o Board Meeting Evaluation and Reflections

II. Other Business

- Next Governance Committee Meeting: **Friday, May 20th** at 2:00 PM
- Open Discussion: Anything else that needs to be considered or completed prior to the next Board meeting.
 - April 25, 2022

III. Closing Items

- A. Adjourn Meeting Vote Tamara Burns

Cover Sheet

HPA Policy Updates

Section: VII. New Business
Item: A. HPA Policy Updates
Purpose: Vote
Submitted by:
Related Material: HPA Board Policy Updates - 3.28.2022.pdf
Assessment Policy.pdf

Test Security

1. All Missouri Assessment Program materials including standardized test booklets are to be stored, immediately upon receipt, in a secured area. Student test booklets shall remain in the secured area except during those time periods necessary for processing, scoring, or delivery to and from locations as part of the testing process.
2. Only the District Test Coordinator, Site Testing Coordinator, and building administrators shall have access to stored test booklets.
3. Site Testing Coordinators shall ensure that test materials are counted and inventory sheets are completed.
4. Teachers shall not have access to student test booklets prior to the testing period designated in the School Testing Calendar, unless it is necessary to comply with a student's IEP, or the teacher needs additional time to complete required identifying information on student test booklets that is not contained on the pre-coded student answer sheets or student information sheets.
5. At least one week prior to testing, Site Testing Coordinators shall provide training for:
 - a. Completing all forms, including student information sheets, inventory sheets, validity forms, and completed testing envelopes;
 - b. Test administration and completed student test booklet collection procedures;
 - c. Test security; and
 - d. Special procedures for IEP students, make-ups for absentees, required time schedules, and other processes.
6. All items that give clues to correct answers shall be removed from the walls of the room in which tests are to be administered. Examples include: maps, multiplication tables, and periodic tables.

Test Administration

1. Test materials shall be administered immediately prior to testing except that:
 - a. The primary teacher shall be given the opportunity to complete identifying information on student answer documents; and
 - b. Administrative manuals may be provided to teachers for the purpose of preparing to administer the test(s).
2. Tests will normally be administered in classrooms by regular, certificated staff members.
3. Students will not receive test booklets until the time for testing has begun.
4. Test administrators will actively monitor students at all times during the test administration.
5. Once a test section is started, it must be completed that day, in the time allotted according to the examiner's manual. As a result, an un-timed MAP testing period should be scheduled at the beginning of the school day.
6. Make-up tests will be given as set forth in the School Testing Calendar. Site Testing Coordinators will administer the make-up test according to all administration and security procedures. Make-up tests are given to students that were absent or for one reason or another unable to take an entire subject area of the test. Make-up tests shall not be given to students to finish sections started and not completed on the previous day.
7. Except for cases of specified acceptable accommodations according to a student's IEP, all individuals administering the test will follow exactly the procedures outlined in the test administration manual.

Test Collection and Storage Following Testing

1. Site Testing Coordinators or building administrators shall collect all answer documents and test booklets from test administrators as soon as possible following the last testing session.

2. Site Testing Coordinators or building administrators shall be responsible for counting test materials, organizing them according to instructions, and storing them in a secured area.
3. Site Testing Coordinators or building administrators shall prepare all student test booklets, answer sheets, examiner manuals, and other materials for pick-up and delivery to the secured areas. Pick-ups and deliveries will follow the time schedule set forth in the School Testing Calendar.

Sanctions Against Unfair Practices

The following list provides unfair practices the School considers inappropriate and subject to sanction:

1. Copying, in any way, any part of a standardized test for any reason.
2. Removing a test booklet from a secured area without the permission of the [School personnel title(s)].
3. Failing to return all test booklets (used and unused) following test administration.
4. Directly teaching any test item included on a test (teaching practice test items and approved materials from published teachers guide books for assistance and guidance in teaching testing taking strategies are excluded).
5. Using any test preparation materials that have not been approved by [School personnel title(s)].
6. Indicating to students during testing they have answered one or more items correctly or incorrectly.
7. Giving students clues or answers to questions, allowing students to give each other answers to questions or to copy each other's work.
8. Altering student's answers on standardized test booklets, answer sheets, etc., beyond erasing stray marks or copying answers into undamaged or appropriate test booklets (the latter is usually required for large print and Braille administrations).

9. Altering test administration procedures in any way that violates any agreements with the test publisher.
10. Unduly pressuring or encouraging teachers to engage in any of the aforementioned inappropriate or unfair practices.
11. If a School staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur under the direction of the [School personnel title(s)] and a representative of the Human Resources Department. If allegations are proven, the appropriate authorities will be notified, and the individuals involved may be fined or have their teaching certificates revoked by the State Board of Education, depending on the final determination of the gravity of the breach of ethics.

Cellphone/Smart Watch Policy

The test administrator shall collect all cell phones and other wearable technology before the students enter the testing room. Any adult in the testing room shall leave their cell phone or other wearable technology outside the testing room.

However, if a student uses their cell phone or other wearable technology to monitor or track a medical issue, the student may have their cell phone or other wearable technology in the testing room. The test administrator shall hold the cell phone or other wearable technology. The cell phone or other wearable technology shall be set to Do Not Disturb for all phone calls, test messages, and other non-medical alerts. In order to have their cell phone or other wearable technology in the testing room, the student shall be required to provide a doctor's note to the school at least one week before the beginning of test administration.



HPA Board Policy Updates - March 28, 2022

The Missouri Charter Public School Association annually completes a review of charter school governance policies and creates a *Model Policy Series*. The *2021-2022 School Year Model Policy Series* came out at the end of 2021. We have reviewed the recommendations and are submitting the following for the Board's review and approval. These policies represent both new policies for HPA and revisions to existing policies.

- Prohibited Expenditures Policy (new)
- Missouri Victims' Economic Security and Safety Act Model Policy (new)
- Seclusion, Restraint and Corporal Punishment Policy (revised)
- School Admissions Policy (revised)
- Missouri Student Religious Liberties Act Policy (new)
- Limited Public Forum Policy (new)
- Interstate Compact on Educational Opportunity for Military Children Policy (revised)
- Use of Social Media by Teachers, Staff, and Students Policy (new)

Once adopted, these policies will be integrated with our existing policies and the Board committees will begin a review of each section of the policy manual.

As noted last fall, it is time again to do a complete review of all HPA board policies. Our sponsor requires this to be completed once every two years. Our last complete review was in 2020. We will start this work in July, with the objective of completion by 9/30/22.



HPA Board Policy Updates - March 28, 2022

POLICY 3105 – PROHIBITED EXPENDITURES MODEL POLICY

(NEW)

The Board of Hogan Preparatory Academy adopts the following policy, effective on the date of adoption by the Board.

Section 1. No officer, employee, or agent of Hogan Preparatory Academy may use public funds to advocate, support, or oppose the passage or defeat of any ballot measure or the nomination or election of any candidate for public office.

Section 2. No officer, employee, or agent of Hogan Preparatory Academy may direct public funds to any committee supporting or opposing a ballot measure or candidate.

Section 3. No officer, employee, or agent of Hogan Preparatory Academy may use public funds To pay any debts or obligations of any committee supporting or opposing a ballot measure or candidate.



HPA Board Policy Updates - March 28, 2022

POLICY 4322 – MISSOURI VICTIMS’ ECONOMIC SECURITY AND SAFETY ACT POLICY

(NEW)

The Board of Hogan Preparatory Academy adopts the following policy, effective on the date of adoption by the Board.

In accordance with the Missouri Victims’ Economic Security and Safety Act (VESSA), Hogan Preparatory Academy offers eligible employees unpaid leave for qualifying domestic or sexual violence related reasons, with a guarantee of restoration to the same or an equivalent position on return from leave. Employees must comply with the terms and conditions set forth in this policy.

Section 1. Definitions

1.1 “Domestic violence” means abuse or stalking committed by a family or household member.

1.2 “Family” or “household member” means spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, and any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time.

1.3 “Sexual violence” means a sexual assault, including without limitation, causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the person’s consent, and trafficking for the purposes of sexual exploitation as described by Missouri law.

1.4 “Workweek” means an individual employee’s standard workweek.

Section 2. Eligible Employees

Employees are eligible for leave if they are the victim of domestic or sexual violence or have family or household member who is the victim of domestic or sexual violence. The family or household member may not have interests that are adverse to the employee as it relates to the domestic or sexual violence.



HPA Board Policy Updates - March 28, 2022

Section 3. Qualifying Reasons for Leave

3.1 To seek medical attention, for, or recover from, physical or psychological injuries caused by domestic or sexual violence against the employee or their family or household member.

3.2 To obtain victim services from a victim services organization for the employee or their family or household member.

3.3 To obtain psychological or other counseling for the employee or their family or household member.

3.4 To participate in safety planning, including temporary or permanent relocation or other actions to increase safety for the employee or their family or household member from future domestic or sexual violence.

3.5 To seek legal assistance to ensure the health and safety of the employee or their household or family member, including participating in court proceedings related to the domestic or sexual violence.

Section 4. Leave Time

Eligible employees may take up to two workweeks of unpaid domestic violence leave within any 12-month period. Leave is based on a rolling 12-month period, looking back from the date the leave would begin. Leave may be taken intermittently (in separate blocks of time) or as reduced scheduled leave.

Leave taken under this policy is unpaid. However, employees may substitute accrued and unused PTO for the unpaid leave. The substitution of PTO does not extend the leave period, but runs concurrently with it. Likewise, domestic and sexual violence leave may run concurrently with any leave available under the federal Family and Medical Leave Act (FMLA). This policy does not entitle employees to take unpaid leave that exceeds the amount of unpaid leave time allowed under FMLA.

Section 5. Notice of need for Leave and Certification

Eligible employees must provide Hogan Preparatory Academy with at least 48 hours' advance notice of the need for leave. If 48-hour notice is not practicable, an eligible employee must provide certification of need for leave with a reasonable period after the absence.



HPA Board Policy Updates - March 28, 2022

To request domestic or sexual violence leave, employees must supply the Deputy Superintendent with a sworn statement that the employee or a member of the employee's family or household is a victim of domestic or sexual violence and that leave is necessary for a specific qualifying reason. In addition, Hogan Preparatory Academy may require the following supplemental information:

1. Documents from an employee, agent, or volunteer of a victim's services organization, member of the clergy, or medical or other professional from whom the employee or family or household has sought assistance.
2. A police report or court record.
3. Other corroborating evidence.

This information must be provided to the Deputy Superintendent within a reasonable time after it is required by HPA. Full cooperation to obtain this supplemental information is required under this policy.

During leave, employees may be required to provide periodic reports when reasonably requested about the employee's status or any change in the employee's plans to return to work.

Section 6. Medical and Other Benefits

An employee taking domestic or sexual violence leave, upon return from leave, is entitled to be restored to the position of employment held by the employee when the leave commenced or to an equivalent position.

Taking domestic or sexual violence leave will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

Section 7. Reasonable Safety Accommodations

Eligible employees are entitled to reasonable safety accommodations to keep employees safe from actual or threatened domestic or sexual violence, unless it would impose an undue hardship on Hogan Preparatory Academy. Employees seeking reasonable safety accommodation may be required by Hogan to provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the reasonable safety accommodations are for a purpose authorized by VESSA.



HPA Board Policy Updates - March 28, 2022

Section 8. Non-Retaliation

Employees who seek good faith leave or reasonable safety accommodations under this policy will not be retaliated against. If you believe you have been subject to retaliation or discrimination, you should report it to your manager.

For further information or details about any of the terms of this Domestic and Sexual Violence Leave Policy, please contact the Deputy Superintendent.



HPA Board Policy Updates - March 28, 2022

POLICY 2605 – SECLUSION, RESTRAINT AND CORPORAL PUNISHMENT POLICY

(REVISED)

The Board of Hogan Preparatory Academy adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. General Policy Provisions

1.1 The use of chemical restraint, mechanical restraint, or prone restraint, as defined by state law is prohibited by the school

1.2 The use of seclusion, as defined by state law, is prohibited within the School.

1.2.1 Seclusion does not include “time-out”, defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

1.2.2 Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked classroom.

Section 2. Physical Restraint

Physical restraint may be utilized only when the student is in immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

2.1 Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

2.2 Physical restraint shall not be used (1) as a form of discipline or punishment (2) when the student cannot be safely restrained; or (3) when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.

2.3 All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

2.4 Before any staff member may implement physical restraint, he or she should have completed an approved training program.



HPA Board Policy Updates - March 28, 2022

2.4.1 Approved training programs must address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.

2.4.2 The school shall annually review the policies and procedures regarding the physical restraint of students. Any employee who is authorized to use restraints shall annually complete mandatory training in the restraint techniques the school uses.

2.4.3 Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each of the provided trainings. Copies of such documentation will be made available to the Missouri Department of Education or any member of the public upon request.

2.5 If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

2.6 The use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. A report shall be completed that contains the following information:

- The date, time of day, location, duration, and description of the incident and interventions;
- Any event leading to the incident and the reason for using restraint;
- A description of the methods of restraint used;
- The nature and extent of an injury to the student;
- The names, roles, and certifications of each employee involved in the use of restraint
- The name, role, and signature of the person who prepared the report;
- The name of any employee whom the parent or guardian can contact regarding the incident and use of restraint;
- The name of an employee to contact if the parent or guardian wishes to file a complaint, and
- A statement directing parents and legal guardians to a sociological, emotional, or behavioral support organization and a hotline number to report child abuse and neglect.

A copy of any report created under this section shall be given to the Department of Elementary and Secondary Education within thirty days of the incident.

2.7 Whenever physical restraint is used on a student the school or program where the restraint is administered shall notify the student's parent or legal guardian no later than one hour after the end of the school day in which the use of the restraint occurred. The notification may be oral or



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electronic and shall include a statement that the report created under Section 2.6 will be provided within five school days. Any report created under Section 2.6 shall be provided to the parent or legal guardian within five school days.

2.8 An officer, administrator, or employee of the school is prohibited from retaliating against any person for having reported a violation of this policy; or providing information regarding a violation of this policy.

Section 3. Time-Out

This policy does not prohibit a staff member from utilizing time-out, as defined above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

Section 4. Student Fights or Altercations

This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

Section 5. Physical Restraints

The decision whether or not to use physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, no ministerial, duties.

Section 6. Law Enforcement or Emergency Medical Personnel Assistance

6.1 In some instances, in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

6.2 School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.



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Section 7. Corporal Punishment

7.1 For the purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation, or to deter attitudes or behaviors deemed unacceptable. No person employed or volunteering on behalf of the School shall administer corporal punishment or cause corporal punishment to be administered upon a student attend LEA schools.

7.2 A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the School's policy on student seclusion, isolation, and restraint is not a violation of this policy.



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POLICY 2200 – SCHOOL ADMISSIONS POLICY

(COMPLETE REVISION OF EXISTING POLICY)

The Governing Board of Hogan Preparatory Academy adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. The School shall enroll only:

- Students who reside in the Kansas City Missouri School District.
- Nonresident students eligible to attend a district’s school under an urban voluntary transfer program;
- Nonresident students who transfer from an unaccredited district under section 167.895, RSMo, provided that the charter school is an approved charter school, as defined in section 167.895, RSMo, and subject to all other provisions of section 167.895.

Hogan Preparatory Academy does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Students will not be required to complete any test or measure in order to be admitted to Hogan Prep. Once students are formally enrolled, formal and informal assessments may be administered to determine the most appropriate instructional plan and placement for each student.

Section 2. If capacity of Hogan Prep is insufficient to enroll all students who submit an application during the open enrollment period (established in March of each year), the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission.

2.1 Priority enrollment will be given in the following order in accordance with the charter:

1. Currently enrolled students
2. Children of full time faculty and staff
3. Siblings of students currently enrolled on the date of the lottery
4. All other eligible students



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Section 3. Lottery

3.1 The lottery process shall be published in advance and articulated prior to the commencement of the lottery.

3.2 The lottery shall be observed and certified by a third party individual.

Section 4. Wait List

4.1 Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will have 3 days to complete the enrollment process before the opening will be offered to the next student on the waiting list.

4.2 It is the responsibility of the parent or guardian of the waitlisted student to provide updated contact information including a phone number and address, and an email if possible.

4.3 Parents or guardians of wait listed students must also provide an emergency contact person in the event they cannot be reached regarding an opening. Failure to keep updated information throughout the school year resulting in the inability to notify the parent of an opening waives the student's placement on the waitlist.

4.4 A school designee shall contact the next person on the waitlist if a slot becomes available. Contact may be made by phone, and if available, by email. Every effort will be made to reach the individual in person; however, if this is not possible, a message will be left on the phone and/or email.

4.5 The parents will be given 72 hours to contact the School and make a decision to accept the opening. If contact or a decision is not made within this time frame, the next student on the waitlist is extended the offer.

Section 5. Registration

5.1 Regardless of when mailed, all applications for Hogan Prep must be physically present in the administrative offices of the School on or before 5:00 p.m. on Feb 28. In the event the School is closed on Feb 28, all applications must be received by 5:00 p.m. the Monday following Feb 28.



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5.2 All applications must be complete. Regardless of reason, failure to have a completed application package in the office of the School by this deadline may constitute a waiver of inclusion in the lottery for the following school year.

5.3 In order to complete the registration process the following must be received by the School:

- Completed enrollment application, including the release of records and all required supporting documentation such as proof of residency and immunization records.
- Applications timely received but incomplete due to circumstances beyond the control of the applicant may be included in the lottery at the discretion of the Superintendent or his/her designee with a right of appeal to the Governing Board.

5.4 The School **STRONGLY** encourages all applicants to **HAND** deliver their application to the administrative offices of the School. Any applications not present in the School offices by the deadline will be deemed to have waived participation in the lottery regardless of reason.

5.5 The School's admission procedures will be published annually.

5.6 A register of all complete applications, received in a timely manner will be maintained in the School's office for review by applicants. Applicants are required to assure their application is registered prior to the deadline.



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POLICY 2190 – MISSOURI STUDENT RELIGIOUS LIBERTIES ACT POLICY

(NEW)

The Board of Hogan Preparatory Academy adopts the following policy, effective on the date of adoption by the Board.

Section 1. Anti-Discrimination

1.1 Hogan Preparatory Academy shall not discriminate against any person on the basis of a religious viewpoint or religious expression.

1.2 Hogan Preparatory Academy shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner HPA treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Section 2. Student Expression in Homework and Classroom Assignments

2.1 Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions.

2.2 Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by Hogan Preparatory Academy.

2.3 Students shall not be penalized or rewarded on account of their religious content of their work. If an assignment requires a student's viewpoints to be expressed in course work, artwork or other written or oral assignments, Hogan Preparatory Academy shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the course work or assignment.

Section 3. Student Prayer, Religious Activities, and Religious Expression

3.1 Students at Hogan Prep may pray or engage in religious activities or religious expression, before, during, and after the school day in the same manner and to the same



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extent that students may engage in nonreligious activities or expression, provided that such religious expression or religious activities are not disruptive or scheduled instructional time or other educational activities and do not impede access to school facilities or mobility on school premises.

3.2 Students may organize prayer groups, religious clubs, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups.

3.3 Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the student's expression.

3.4 Religious groups shall be allowed to advertise or announce meetings in the same manner as student groups that meet for nonreligious activities.

3.5 Hogan Preparatory Academy may only disclaim sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Section 4. Student Clothing, Accessories, and Jewelry

4.1 Students at Hogan Preparatory Academy may wear clothing, accessories, and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories, and jewelry that display messages or symbols are permitted.

Section 5. Construction

5.1 This policy shall not be construed to:

- Require any person to participate in prayer or in any other religious activity
- Violate the constitutional rights of any person
- Prohibit Hogan Prep from maintaining order and discipline in a content and viewpoint neutral manner
- Prohibit Hogan Prep from protecting the safety of students, employees, and visitors of the School.
- Prohibit Hogan Prep from adopting and enforcing policies and procedures regarding student speech at school, provided that the policies and procedures do not violate the rights of students as guaranteed by law.



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POLICY 2102 – LIMITED PUBLIC FORUM POLICY

(NEW)

The Board of Hogan Preparatory Academy adopts the following policy, effective on the date of adoption by the Board.

Section 1. Establishment of Limited Public Forum

1.1 A limited public forum is hereby established for student speakers at all Hogan Prep events at which a student is to publicly speak.

Section 2. Student Speakers

2.1 Student speakers at school events and graduation ceremonies shall be selected using the following neutral criteria:

- Student GPA
- Student attendance
- Student participation in HPA extracurricular activities

2.2 Student speakers are prohibited from engaging in obscene, vulgar, offensively lewd, or indecent speech.

2.3 Student expression in a limited public forum on an otherwise permissible subject shall not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

Section 3. Disclaimer

3.1 Any student speech at a school event or graduation ceremony does not reflect the endorsement, sponsorship, position, or expression of Hogan Preparatory Academy.

3.2 Such disclaimer shall be made in writing, orally, or both prior to a student speech at any school event or graduation ceremony.



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POLICY 2275 – INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN POLICY

(REVISION)

The Board of Hogan Preparatory Academy adopts the following policy, effective on the date of adoption by the Board.

This policy implements the obligations of Hogan Preparatory Academy under the Interstate Compact on Education Opportunity for Military Children.

Section 1. Definitions

- A. Active Duty: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. Deployment - the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.
- C. Education(al) records: those official records, files and data related to a student and maintained by the school or local education agency including by not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocol and individualized education programs.
- D. Extracurricular activities: a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local educational agency. Extracurricular activities include, but are not limited to, preparation for involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- E. Military installation: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands or any other U.S. Territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- F. Receiving state: the state to which a child of a military family is sent, brought, or caused to be sent or brought.



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- G. Sending state: the state from which a child of a military family is sent, brought, or cause to be sent or brought.
- H. Transition: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state

Section 2. Applicability

2.1 This policy applies to the children of: (1) active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211; (2) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and (3) members of the uniformed services who died on active duty for a period of one (1) year after death.

2.2 This policy shall not apply to children of: (1) inactive members of the National Guard and military reserves; (2) members of the uniformed services now retired, except as provided for in Section 2.1; (3) veterans of the uniformed services, except as provided for in Section 2.1; and (4) other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Section 3. Student Eligibility and Enrollment

3.1 Upon receipt of the unofficial education records by Hogan Preparatory Academy, HPA shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

3.2 Simultaneous with enrollment and conditional placement of student, HPA shall request the student's official education record from the school in the sending state. If HPA is the school in the sending state, HPA will process any such request and furnish the official education records to the school in the receiving state within ten (10) days.

3.3 A special power of attorney, relative to the guardianship of a child of a military family and executed under the applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.



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3.4 HPA is prohibited from charging tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

3.5 A transitioning military child shall have thirty (30) days from the date of enrollment to obtain any required immunization(s).

3.6 A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend HPA if he/she was enrolled while residing with the custodial parent.

3.7 Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) in the sending state at the time of transition, regardless of age. A student who had satisfactorily completed the prerequisite grade level in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

3.8 HPA shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

Section 4. Placement and Attendance

4.1 When the student transfers before or during the school year, Hogan Prep shall initially honor placement of the student in educational courses on the student's enrollment in the sending state school and/or education assessment conducted at the school in the sending state if the courses are offered. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude Hogan Prep from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

4.2 HPA shall initially honor placement of the student in educational programs based on current educational assessment conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs, and 2) English as a second language (ESL). This does not preclude HPA from performing subsequent evaluations to ensure appropriate placement of the student.



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4.3 HPA shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP). Hogan shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities to provide such students with equal access to education. This does not preclude Hogan from performing subsequent evaluations to ensure appropriate placement of the student. Nothing in the section exempts Hogan Prep from the requirements of federal and state law.

4.4 Hogan Prep may waive course/programs prerequisites, or other preconditions for placement in courses/programs.

4.5 A student whose parent or legal guardian is an active duty member of the uniformed services, as defined in this policy, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the School to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

Section 5. Graduation

5.1 Hogan Preparatory Academy shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency, or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, Hogan Prep shall provide an alternative means of acquiring coursework so that graduation may occur on time.

5.2 Should a military student transferring at the beginning or during his or her senior year of high school be ineligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. Hogan Prep shall ensure cooperation, as either the sending or receiving local education agency, in the event of the situation described in this section.



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POLICY 1400 – USE OF SOCIAL MEDIA BY TEACHERS, STAFF, AND STUDENTS POLICY

(NEW)

The Board of Hogan Preparatory Academy adopts the following policy effective on the date that the policy is adopted by the Board.

The Board of Hogan Preparatory Academy understands the value of social media and the benefits offered by digital communication devices for providing quick and easy interaction among peers, students, and families. This policy is intended to support teachers, staff, and students by ensuring that all teachers, staff, and students clearly understand the many factors and possible ramifications to consider when using social media. This policy is in addition to, and complements, existing and future Board policies.

Teachers and Staff

The Board of Hogan Preparatory Academy does not take a position on teachers and staff using social media for personal use on personal time. If teachers and staff choose to do so, they should keep in mind the following:

- Teachers and staff should not use personal social media accounts to communicate with students and families regarding topics pertaining to your work with Hogan Prep.
- Do not 'friend', 'follow', or otherwise interact with students from personal social media accounts.
- Always write in the first person and make it clear you are speaking for yourself and not on behalf of the School.
- Do not post school related information including but not limited to student information, pictures, and work-product exemplars on personal social media sites.
- Do not share confidential information about internal school discussions.
- Avoid communicating with students and families using personal social media sites, personal email accounts or personal phone numbers.

Social media is an excellent way to share information with families and students. If teachers and staff choose to utilize social media for school related purposes, teachers and staff should utilize the same professional standards, respect, and integrity as if it were a face to face communication.

- Use school contact information (email, address, phone, etc.) for creating and maintaining accounts, including student accounts.
- Inform parents of social media created for classroom use and its educational purpose.



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- Respect copyright and fair use guidelines. Be sure to cite your source when quoting and using Creative Commons licensing when possible.
- If you make a mistake, admit it and correct it quickly. Clearly state if you've corrected a previous post and apologize if inappropriate.
- Treat social media creation for school related purposes like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
- When using social media, never reveal information about students including but not limited to their grades, course enrollments, and class schedules. Doing so could be a FERPA violation.
- If posting photos and videos of fellow staff and teachers, seek their permission before posting.
- If posting photos and videos of students, ensure there is a signed parent/guardian permission form on file for each student.

Students

As a Hogan Prep student you represent your school even when you are not posting to social media sites during class time. You should follow these guidelines anytime you post material that could identify you or your relationship to the school.

- Be aware that what you post online-social media is public. Do not post anything you don't want friends, parents, teachers, or a future employer to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Do not share your password with anyone other than your teachers and parents.
- Do your own work. Do not use other people's work without their permission. Be aware that it is a violation of copyright law to copy and paste someone else's thoughts. It is good practice to hyperlink to your sources.
- Do not use pictures, videos, songs, and audio clips you do not have permission to use. This may be a violation of copyright laws.
- Social media posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation.
- If you come across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or parent/guardian right away.

Cover Sheet

Hogan Staffing

Section:	VII. New Business
Item:	B. Hogan Staffing
Purpose:	Discuss
Submitted by:	
Related Material:	23. Hogan Staffing Report.pptx.pdf



HOGAN

PREP ACADEMY

Staffing

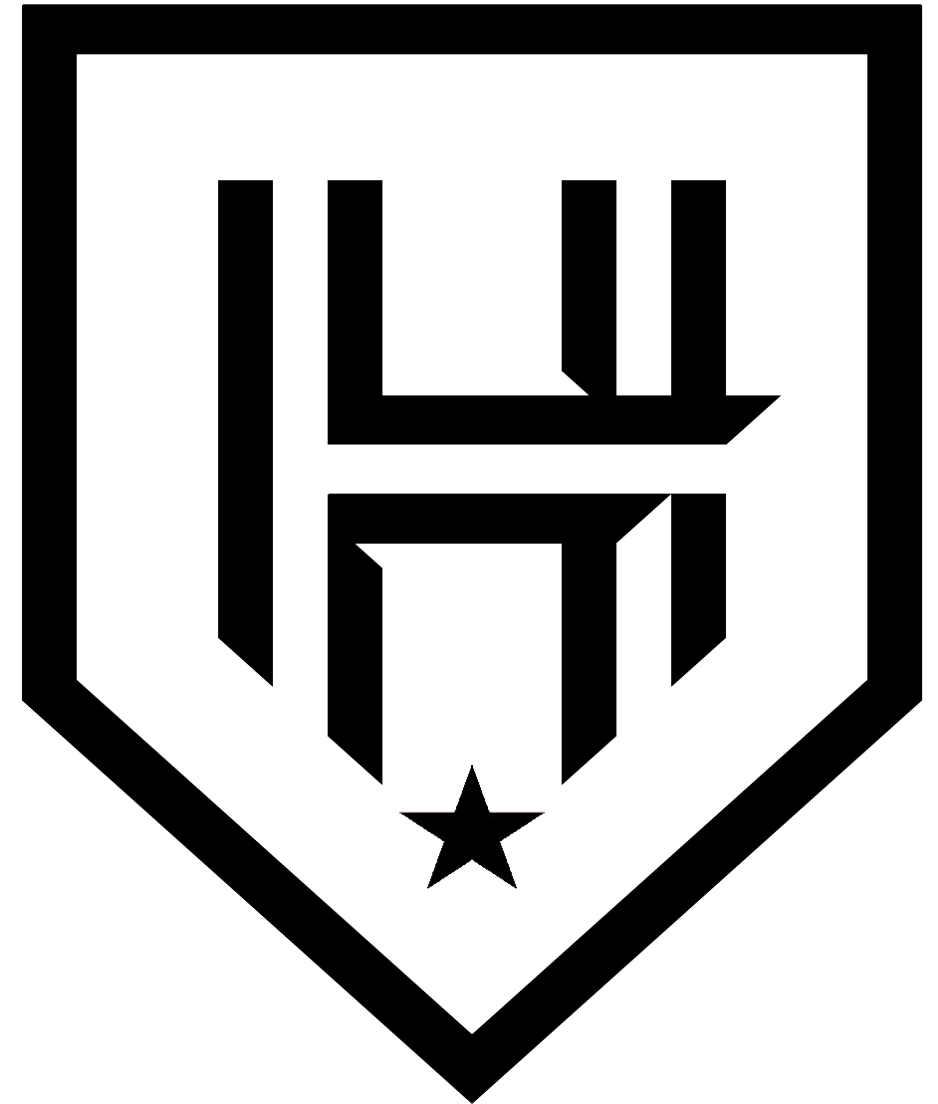


NEW SCHOOL

HOGAN
PREP ACADEMY

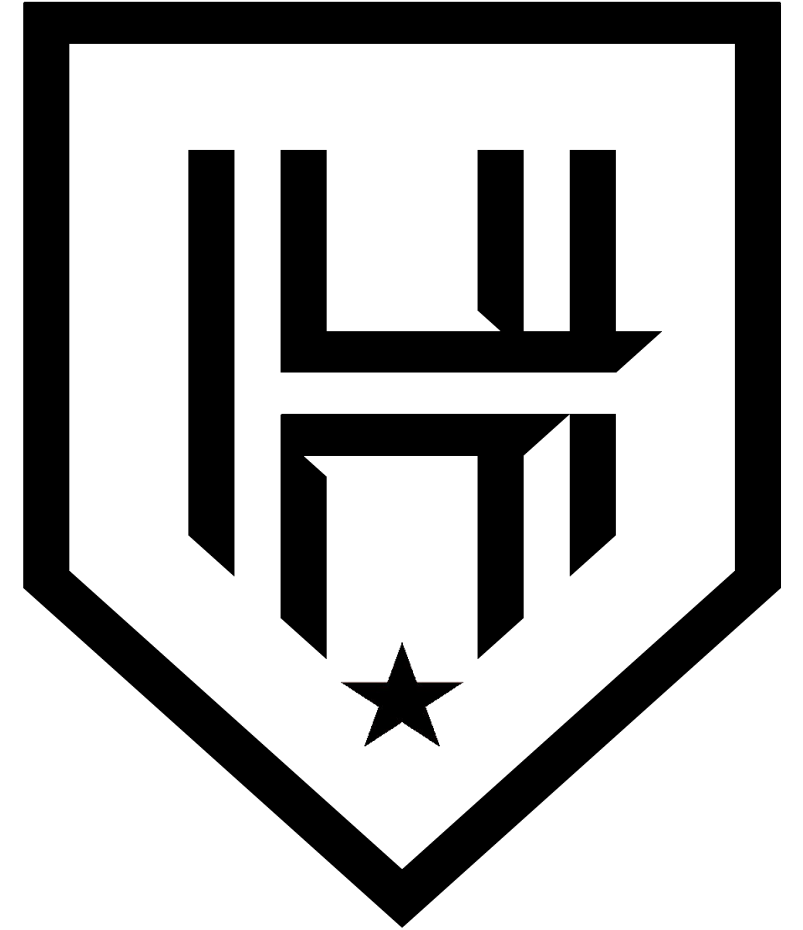
Our Vision

To inspire our students, families, and community to succeed by unlocking their **greatest potential**



Our Mission

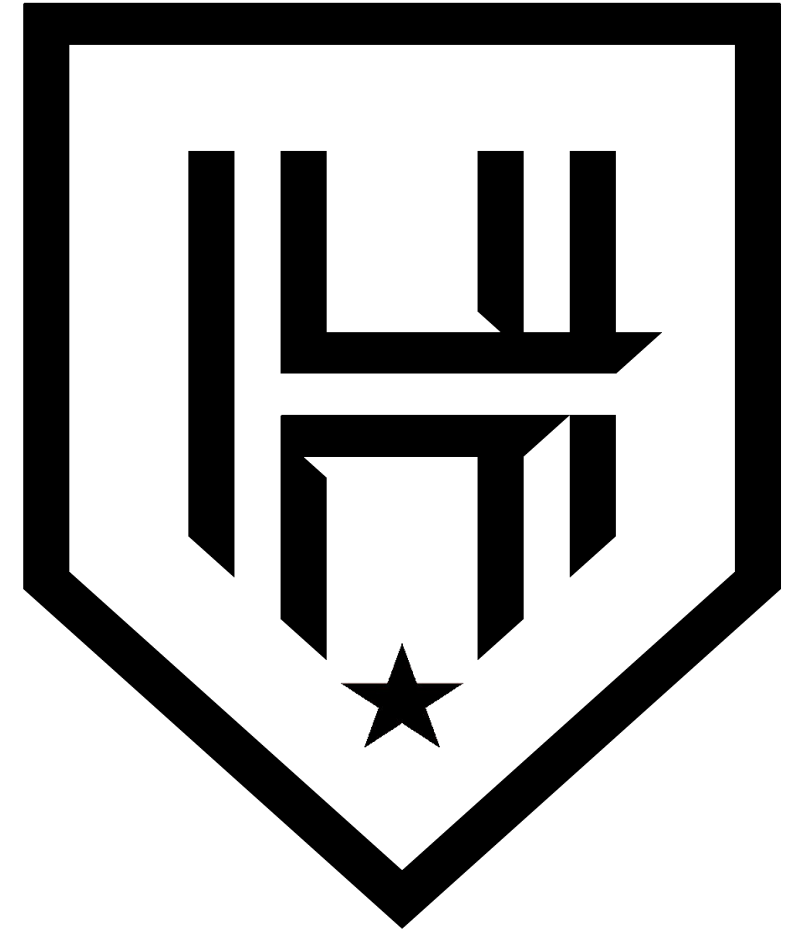
Hogan Prep is an organization of leaders, educators, and mentors working closely with families and the community to help students unlock their greatest potential. Hogan prepares them for college and career success by providing education, experience, and passion that equips them with a **distinct competitive advantage**.



Our Goal

To graduate Hogan Prep students who are college and career ready with a distinct competitive advantage.

**Diploma + College Credit, IRC, Client Project,
Internship**



theory of action



High School
PREPARATION



Middle School
EXPLORATION



Elementary School
AWARENESS

*Personalization
& Real World
Learning Experiences*



WHY IS A NEW STAFFING MODEL NECESSARY?

It's time for the Next Education Workforce

Information Session

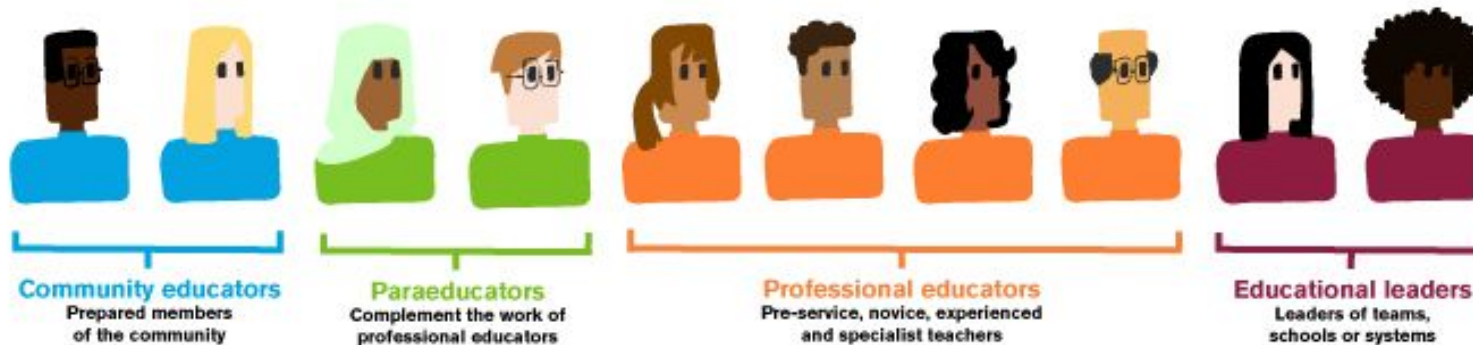
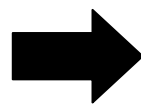
ASU Mary Lou Fulton
Teachers College
Arizona State University

What if we don't have just a teacher supply problem, but also, a workforce design problem?

The Next Education Workforce

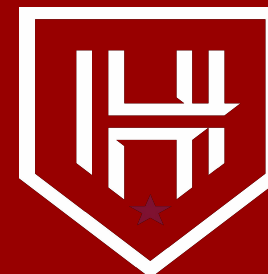
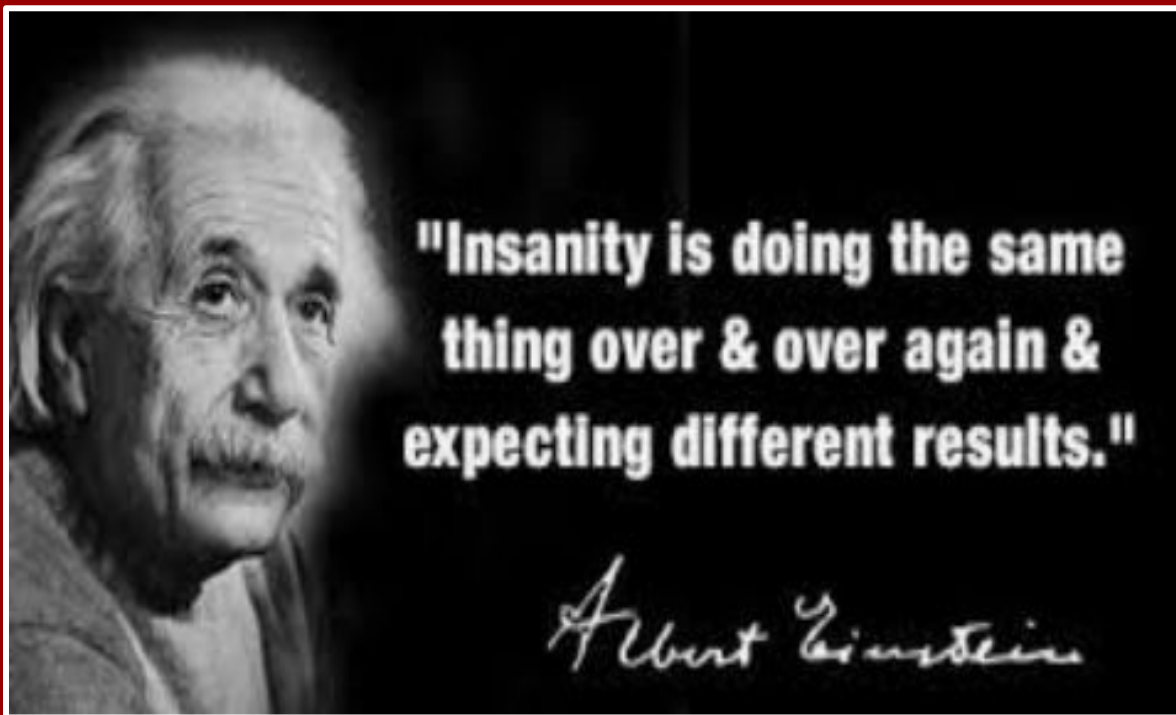
1. Provide all students with **deeper and personalized learning** by building **teams of educators with distributed expertise** and
2. Empower educators by developing new opportunities to **enter, specialize, and advance** in the profession.

Build teams of educators w/ distributed expertise



Teams are made up of educators who are probably already in our schools and communities... just staffed differently.

Reimagining Schools





What kind of educator would you like to see apply for these positions?

We want teachers who can inspire hope, ignite the imagination, and instill a love of learning in our next generation of leaders. We are looking for passionate professionals to join our Hogan Prep team to impact the lives of our students and our community.



Number of Hogan Current Employees: 124

Number of certified employee positions: 79

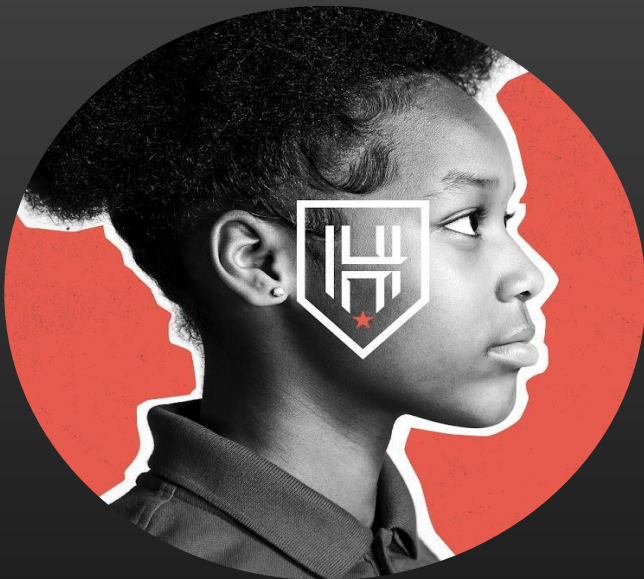
Certified Openings: 30

Certified Positions Filled: 4

Goal: May-80% staffed & July- 100% staffed

Current Percentage: 32.9%

Classified Staff: In progress



1. Elementary Teacher Positions
2. Math and Science Secondary Teacher Positions
3. SPED Teacher Positions
4. HS Spanish Teacher
5. Community Dean Position
6. HS Counselor
7. Two Instructional Coach Positions



WHAT ARE WE GOING TO DO TO RECRUIT NEW STAFF?

1. Signing Bonuses for renewing contract (*29 out of 35 teachers signed contracts*)
2. Tuition Reimbursement
3. Alternative Pathways and Partnerships
 - a. Teach for America
 - b. Kansas City Teaching Residency
4. Recruitment & Job Fairs
5. **New Staffing Model and Teaming Approach**
6. Eddie Wright to share more...



HOGAN

PREP ACADEMY

DO AMAZING!!

Cover Sheet

Hogan Signing Bonus

Section:	VII. New Business
Item:	C. Hogan Signing Bonus
Purpose:	Vote
Submitted by:	
Related Material:	23. Signing Bonus.pdf



ITEM: Signing Bonus:

Purpose: Vote

Submitted by: Tamara Burns

Related Material: N/A

BACKGROUND: The Independence School District gave their teachers a \$1000 bonus if they signed their contracts for the upcoming school year. Guadeloupe Center gave their teachers \$500. We are considering doing something similar due to the number of resignations to date and number of employees who have yet to sign contracts. Terminations Report (4.15.22)- As of April 13, 2022 this was 18 staff. This does not include the staff who have resigned during the school year. Currently, we have 26 out of 79 certified positions that need to be filled for the 22-23 SY. The governance committee is in favor of providing a minimum of a \$500 signing bonus pending board approval for everyone who has signed their contracts by the end of the day on Monday, April 18th.

RECOMMENDATION: Determine the amount of the signing bonus and approve the payout of the signing bonus.

Signing Bonuses for Returning Staff

Projected Cost for April 18th Deadline Bonus: 50 staff who qualify x \$500 = \$25,000

How will this cost be paid? Dr. Strickland has enough funds to cover this expense in his leadership development category. There are also enough projected funds for the classified staff contracts. Another option is to use some of the funding we will receive from the Emergency Rule.

Message sent to staff on Friday, April 15th. Again, all but six teachers who were sent contracts signed (29 out of 35 staff).

Happy Friday! I hope everyone had a productive and meaningful professional development session today. This year has been a tough and remarkably difficult year. As a way to recognize that and also acknowledge the feedback we have received from teachers and staff, we are electing to provide a minimum of a \$500 signing bonus pending board approval at the April 25th board meeting for everyone who has signed or will sign their contracts by the end of the day on



Monday, April 18th. *(Please note we already have positive feedback from our board of directors, but we need an official vote).* More details and information will follow after April 25th.

Proctors and classified staff will receive their contracts on Monday, April 18th. We are recommending something similar for these positions as well.

Finally, I just want to say thank you for being a part of the Ram Fam. As many of us reflect on our next steps and what is best for us and our families, please remember the work we do at Hogan Prep is not in vain. My favorite educational quote is by Frederick Douglass and it states, "It is easier to build strong children, than to repair broken men." Although our work can be difficult and taxing, our role in society is invaluable. We have no idea how we are impacting the lives of the children and families we interact with each day and who we are helping to shape our students to become. Enjoy your weekend.

Cover Sheet

SEL Curriculum

Section:	VII. New Business
Item:	D. SEL Curriculum
Purpose:	Vote
Submitted by:	
Related Material:	SEL Program Comparison.pdf

Program	Pros	Cons
<i>Lion's Quest</i>	<ul style="list-style-type: none"> - Comprehensive curriculum - Connections to other contents - Clear scope and sequence with lesson plans - User-friendly platform - Cost effective (around \$8,500) - CASEL-aligned - Has family resources 	<ul style="list-style-type: none"> - 5-year license, will need to be renewed - Not as much embedded tech - More rigid in topics/lessons - Additional cost for professional development with cap of 40 teachers
<i>RethinkEd</i>	<ul style="list-style-type: none"> - One-time purchase - Embedded implementation strategist - Online data tracking - Blend of videos, editable PDFs, and other resources - Includes 10 hours of professional development - CASEL-aligned - Includes mental health and wellness - Has family resources 	<ul style="list-style-type: none"> - Higher cost (around \$25,000) - Platform seems difficult to maneuver - No structured lesson plans for teachers

Recommendation: Lion's Quest

Total Cost: 55 licenses x \$149 = \$8,195

Current SEL Curriculum: Ripples (\$12,000 total)

Savings: \$3,805.00

Cover Sheet

Community Standards Updates

Section:	VII. New Business
Item:	E. Community Standards Updates
Purpose:	Discuss
Submitted by:	
Related Material:	Board Presentation_4.25.2022.pdf Community Standards (5).pdf



HOGAN

Building the Community Standards

April 25th, 2022

Objective:

To develop a comprehensive approach to discipline that highlights personalization and restorative practices



THE WHY

During professional development in September 2021, 90% of staff indicated students' social emotional needs as a gap in our systems.

- Clear systems for discipline (code of conduct)
- Infrastructure and support
- Training for staff
- Cannot teach social emotional with academics





Step One: Data Collection

Step Two: Tiered System of Support

Step Three: Reflection and Continued Data Collection

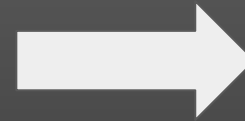
Step Four: Review with all stakeholders

Step Five: Formal review

Step Six: Establish defined systems with autonomy

Step Seven: Previewing and planning

Code of Conduct



Community Standards



TIER I - BEHAVIORS AND INTERVENTIONS

Social Emotional Tier I (Class-Wide Management): Well-managed classrooms are built on a foundation that includes teaching standards of conduct and using proactive strategies to support students in meeting the standards of conduct.

Tardy: A learner is tardy or late if they are not present at the start of a class period. A learner who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Learners who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be excused or unexcused. An excused tardy is only recorded with a formal written and timed from a school administrator, teacher, or other Hogan employee. All other tardies will be unexcused.

Adherence to the Approved Dress Code: Learners are encouraged to dress in a manner consistent with schools' dress code guidelines. Learners whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

Academic Dishonesty: Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration; facilitation of academic dishonesty and other misconduct related to academics. *Students who are collaborating together shall not be included in this definition. Any students working together must have responses written in their own words.*

Unproductive Behavior in the Classroom, School or During School Activity: Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment. This can include but is not limited to: off-task behavior, avoidance of work, difficulty getting started, inability to transition between activities and spaces, throwing small items, moving furniture, etc.

Use of Abusive, Obscene, Offensive or Profane Language: The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Tier II or Tier III interventions.

1-2 incidents in the Tier I status over the span of 2-3 weeks. These incidents have been managed at the classroom level with minor interventions and documented. A home advocate has been contacted.

incidents in the Tier I status over the span of 4-6 weeks. These incidents have resulted in a one-on-one conversation between the student and teacher. A home advocate has been contacted to discuss interventions. An individualized behavior plan has been created, discussed, and provided to all stakeholders. Interventions are implemented and documented.

Level Three: Students have had 7 or more incidents in the Tier I bucket over the span of 6 weeks or longer. At least 4 interventions have been implemented and documented with no success. The behavior plan is not successful. Students are elevated to a Tier II status.

GRADES K-6

First Incident:

- Home Advocate Contact
- Discussed at team meeting

Subsequent Incidents

- Redirections framed in the positive
- Classroom interventions

First Incident:

- Home Advocate Contact
- In-school conference with learner
- Discussed at team meeting

Subsequent Incidents

- Individualized behavior plan
- Classroom interventions
- Role play and modeling

First Incident:

- Home Advocate Contact
- In-school team conference with learner

Subsequent Incidents

- Restriction of attendance to school events/recess
- Revised individualized behavior plan
- Classroom interventions
- Role play and modeling

GRADES 7-12

First Incident:

- Home Advocate Contact
- Discussed at team meeting

Subsequent Incidents

- Redirections framed in the positive
- Classroom interventions

First Incident:

- Home Advocate Contact
- In-school conference with learner
- Discussed at team meeting

Subsequent Incidents

- Individualized behavior plan
- Classroom interventions
- Role play and modeling

First Incident:

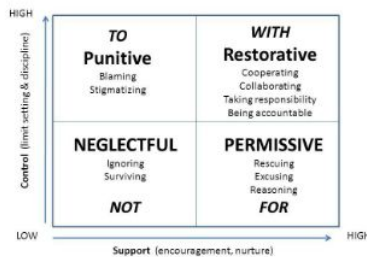
- Home Advocate Contact
- In-school team conference with learner

Subsequent Incidents

- Restriction of attendance to school events
- Revised individualized behavior plan
- Classroom interventions
- Peer mentor
- Advocate check ins

HOGAN COMMUNITY STANDARDS

All staff employed by Hogan will integrate restorative practices in their daily interactions with all students. The interventions discussed utilize an approach aligned with restorative practices, as described in the Social Discipline Window. Restorative practices engage learners in community building and problem solving. When conflict occurs, a restorative approach focuses less on rules and punishment, instead emphasizing the importance of relationships and repair.



PROACTIVE INTERVENTIONS

Restorative Classroom Temp Checks: This proactive approach can be done at the beginning of every class or one time a week. Ask learners to share how they're feeling on a scale from 1-10. The "why" is optional. Staff should be sure to check in with any learner below a "5." These numbers are often representations of the learner's "Window of Tolerance" for the day and can be a predictor of future stress responses.

**When a learner falls out of the Window of Tolerance (the area where they can regulate frustrations), they're more likely to act out.*

Mindfulness: Practices that focus on learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. This could include Restorative Yoga, Mindfulness Monday in Advisory, Gratefulness Minutes during Morning Circles, etc.

Community Circle: Staff can use the Circle process for culture building, opinion sharing, and curriculum review. The circle process includes:

1. A talking piece
2. Circle norms agreed upon by the group
3. A centerpiece
4. An agenda

Collaborative Class Agreements: Staff can engage their learners in a "WITH" approach by building some or all classroom norms together, using this 4-square:

Teacher-Learner Norms:	Learner-to-Learner Norms:
Learner-Teacher Norms:	All of Us to Classroom:

FAMILY COMMUNITY STANDARDS

All Hogan families are encouraged to engage within the Hogan community. Family engagement is an important component of student success, and Hogan welcomes collaboration, problem-solving, and communication from all families to continue to grow and improve as a system.

However, family members, when on campus or interacting with the campus via email or phone conferences are expected to adhere to the Hogan Community Standards. This includes, but is not limited to the ban on profanity; threatening behaviors; yelling at staff and destruction of school property. A family member's behavior can result in that family member being banned from the campus; requiring all communication to be in writing; and in extreme cases the suspension or expulsion of the student if the family member's behavior poses a threat to the school's ability to keep students and staff safe.

FAMILY RESPONSIBILITIES

In order to ensure that all students can unlock their greatest potential and graduate with a distinct competitive advantage, Hogan tasks all families with the following responsibilities:

- Providing students with the opportunity to attend school at least 90% of the time.
- Connecting with school staff to discuss academics, attendance, and behavior.
- Attending mandatory family meetings when students reach Tier II Level II status and beyond.
 - *NOTE: Failure to attend the meeting, either virtually or in person, relinquishes your right to participate in the decision-making process.*
- Speaking with school staff in a positive, friendly manner.
- Adhering to all procedures outlined by the building administrator, including bus transportation and pick-up and/or drop-off procedures.

FAMILY OPPORTUNITIES

Hogan families are encouraged to attend Family Advocacy Coalition meetings to continue to build a partnership to support all students in unlocking their greatest potential. Family Advocacy Coalition is an organization of parents, guardians, mentors, and Hogan staff who collaborate in identifying challenges, problem-solving, and planning events. Meetings are held once per month in the evenings. More information can be found on the Hogan website to become involved.

NEXT STEPS

- Continued training and support for staff
- Adjusting human resources
- Integrating social emotional with academics
- Clear, comprehensive approach to personalized discipline formally approved and implemented

RAM FAM



WE ARE BETTER
TOGETHER

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HOGAN COMMUNITY STANDARDS

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HOGAN PHILOSOPHY

VISION

To inspire our students, families, and community to succeed by unlocking their greatest potential.

MISSION STATEMENT

Hogan is an organization of leaders, educators, and mentors working closely with families and the community to help students unlock their greatest potential. Hogan prepares them for college and career success by providing education, experience, and passion that equips them with a distinct competitive advantage.

OUR COMMITMENT

Hogan acknowledges racism, sexism and other inequities within our educational system. We commit to providing an equitable and high-quality personalized learning experience for all students. We strive to reduce disparities for all students to unlock their greatest potential regardless of gender, race, ethnicity, sexual orientation, family background, and religious beliefs.

Hogan has a goal to create safe, positive learning environments that do not rely on exclusionary discipline practices. To achieve this goal, we have aligned on the following strategies to ensure equity and fairness for all students:

- 1) Reviewing and adjusting hiring processes for Hogan staff members;
- 2) Creating a culture of care and utilizing trauma-informed, restorative practices in our classrooms; and
- 3) Utilizing restorative interventions to reduce both in-school and out-of-school suspensions.

We ensure due process is provided to every student. Before a suspension is issued, the student will have an opportunity to hear the concerns and to tell their side prior to a final decision being made. Each home advocate will be notified both via phone call and in writing by the school building. The home advocate will be given an opportunity to request a conference with school administrators to discuss the suspension. Students will be permitted to make up schoolwork, at full credit, during suspension or upon their return. Quizzes, tests or other exams missed during a suspension will be made up in a timely manner.

Hogan will continue to review our Community Standards on an ongoing basis to eliminate any oppressive, outdated and/or inequitable practices that marginalize students. We are fully committed to building a Hogan Community that provides equitable access to education for all.

DEFINED LANGUAGE

- *Community* refers to a fellowship of like-minded individuals sharing common attitudes, interests, and goals reflected in Hogan's mission and vision.
- *Standards* refer to expectations that each individual will uphold to accomplish our goals.
- *Home Advocate* refers to the individuals outside of a school setting who support students in their academic and personal development and success.

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UNLOCKING YOUR GREATEST POTENTIAL

Being successful in school looks different for all students. The development of self-awareness, self-management, relationship skills, responsible decision-making, and social awareness supports students in being successful in college or career. Alongside these skills, it is imperative that students practice wellness and compassion. Some strategies are named below:

MINDFULNESS EXERCISES

- **5, 4, 3, 2, 1 Grounding Activity:** Look for 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. As you go through this exercise, say these things quietly to yourself or write them down.
- **Progressive Muscle Relaxation:** Start with your hands and squeeze them as hard as you can for 3 seconds, and slowly release. Do the same thing with your eyes, arms, legs, shoulders.
- **Breathing Exercises:**
 - Take at least three deep breaths to calm.
 - *Drain:* with arms out front as an extension of the breath with a simulated faucet
 - *Balloon:* with arms over head that expands as you inhale and deflates to lower arms upon exhale
- **Meditation:** Take a seat in a quiet space, notice how your body feels, focus on your breathing, allow your mind to wander, repeat kind words or phrases

POSITIVE AFFIRMATIONS

- Today I choose to be confident.
- Today I choose to be positive.
- My problems have solutions.
- I believe in myself and my abilities.
- My mistakes help me learn and grow.

RIGHTS OF LEARNERS

Learners are protected to rights under federal and state law and shall not be discriminated against on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity or expression or any other factor prohibited by law in its programs and activities.

Learners have a right to:

- Be treated with fairness and equity.
- Access a quality education in a safe learning environment.
- Fair interventions and consequences.
- Safety and security, which includes protection from harassment and bullying.
- Be heard and treated with dignity.
- Be protected from negative reactions after reporting harassment, bullying, or other reports.

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CITIZENSHIP STANDARDS

ACADEMIC INTEGRITY

Academic integrity is a focus on learning through positive values of honesty, trust, fairness, respect, responsibility and courage driving learners intrinsically in ethical academic practice.

Ethical Academic Practice includes avoiding the following:

- *PLAGIARISM*: Only original and unique yet informed ideas, thoughts, works, or images are used to complete work with proper citations to the source. This includes using technology or completing traditional assignments or accepting money to complete assignments for other individuals.
- *CHEATING*: An attempt to alter your grade by bringing answers into a testing area, copying others work or providing answers to other learners when prohibited can result in disciplinary action. In addition, this keeps you from reaching your true potential. Utilize your teachers and resources to understand the material and be successful.
- *FORGERY/FALSIFYING DOCUMENTS*: If a document requires a signature or represents academics in any capacity, altering that document will result in disciplinary action.

Please practice our values of academic integrity and have the courage to act accordingly.

BUYING, SELLING, TRADING OF PRODUCTS

- Except for school-approved fundraisers, buying, selling and trading items, including personal items, is not allowed.
- Hogan is not responsible for reimbursement for the loss of personal items and products are considered to be personal items.

COLLEGE AND CAREER READINESS

Learners are encouraged to:

- Use all available school resources for academic success.
- Consistently check grades or transcripts to know where they stand related to grade promotion or graduation.
- Participate in the development of their individual learning plan and engage in the discovery, exploration, and participation of market value assets.
- Think about future college and career plans and engage in courses/activities that will cultivate the skills needed to be successful.

COMMON AREAS/CAFETERIA EXPECTATIONS

- Learners are to remain in the buildings during their lunch periods without a pass.
- Learners are expected to go directly to the cafeteria during their lunch time unless they receive permission to be elsewhere.
- Learners are to remain in the cafeteria until they are dismissed and thereafter, go directly to class.
- Takeout food cannot be delivered to learners unless they receive permission.

DRAFT**DRESS CODE**

- No learner shall be discriminated against by dress code policies based on gender, gender identity, gender expression, race, religion, body size/maturity, or socioeconomic status.
- Learners are encouraged to come to school in their Hogan swag to continue to build community as a school system and demonstrate pride in our school name.
- Private parts and undergarments must be covered by clothing with opaque fabric (i.e. no sheer/mesh).
- Clothing and accessories that display statements, signs, or pictures with alcohol, tobacco, drugs, weapons, sexual innuendos, inappropriate language/slogans will not be permitted.
- Shoes must be worn at all times.
- Students who are out of uniform will be given the opportunity to change their clothes for the remainder of the school day or have a home advocate drop off clothing to change.

ELECTRONIC DEVICES

- Hogan understands learners may have responsibilities or concerns outside of school that require cell phone use. These learners are expected to communicate these needs to administration and/or teachers with as much notice as possible.
- When a learner is found to be using a cell phone during the school day when it has been explicitly stated that cell phone use is to be limited—interventions may be instituted on a case-by-case basis. Interventions for frequent, inappropriate cell phone use may include confiscating the device and contacting the home advocate to pick it up, detention or placement in a designated RAMS room.
- Learners are encouraged to leave other types of electronic devices at home, including hand held music, video and gaming devices. If a learner chooses to bring these devices to school, the use of these devices will only be allowed only before and after school.
- Hogan Academy is not responsible for ANY lost, stolen, or damaged electronic devices.

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are encouraged to find their seat and end their conversations.
- Learners are to let their teachers know which supplies they are missing for support.
- Learners are encouraged to communicate positively with peers and adults.
- Learners are to make arrangements with teachers for any makeup work or tests that need to be made up due to an absence.
- Learners are asked to refrain from sharing their hard work with others.
- Learners are to limit distractions inside the classroom to engage in the learning process.
- Before being dismissed, learners are encouraged to help clean up their spaces.
- Learners are asked not to leave a space without arrangements from a staff member.
- Learners are to refrain from physical displays of affection while on campus.

FIELD TRIP EXPECTATIONS

- Learners leaving with a group on a field trip are expected to return with the group unless prior transportation arrangements have been made with a home advocate and a chaperone has been informed of the arrangement.

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- All participants in a system-sponsored field trip must sign a statement agreeing to follow Hogan rules and the rules of any sponsoring host or organization.

SOCIAL MEDIA USAGE

Learners are encouraged to exercise caution when participating in social media or online communications, both within the Hogan community and beyond. Learners who participate in online interactions must remember that their posts are subject to the same standards in the Community Standards.

Social media reaches audiences far beyond the community and can leave lasting impressions. Learners must use social sites responsibly and be accountable for their actions. Learners should not post or link to social networking sites that they would not want peers, teachers, college admissions officers or future employers to access. Learners should utilize privacy settings to control access, never share personal information with unknown parties and/or on unsecure sites, and be protective of site passwords. Misrepresentation of someone else's identity, including acting as or posting as another individual, should also be avoided.

Learners should be respectful to others when communicating online, and refrain from profane, obscene or threatening language. Cyberbullying is considered an act of harassment. Cyber threats are online materials that threaten or raise concerns of violence against others, suicide or self-harm. Learners involved in cyberbullying or cyber-threats may result in disciplinary action.

BULLYING

General

In order to promote a safe learning environment for all, Hogan strictly prohibits all forms of bullying and cyberbullying. Hogan also prohibits retaliation against any person who reports an act of bullying among or against learners.

Definitions

- **Bullying:** In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable learner to fear for their physical safety or property; that substantially interferes with educational performance, opportunities or benefits of any learner; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion or threats; or threats of reprisal or retaliation for reporting such acts.

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- Cyberbullying: A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, telephone, a cell phone or other wireless communication device, computer or other device. The system has jurisdiction over cyberbullying that uses the system's technology resources or that originates on Hogan property, a Hogan activity or on school transportation. Even when cyberbullying does not involve Hogan property, activities or technology resources, the system will impose actions for those who engage in cyberbullying that materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the system is otherwise allowed by law to address the behavior.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two individuals who are authorized to receive and investigate reports of bullying in the principal's absence or discretion.

Reporting Bullying

School employees, substitutes, or volunteers are expected to intervene to prevent learner bullying, assist those harmed, and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute, or volunteer who witnesses or has firsthand knowledge of bullying of a learner must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Learners who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee shall promptly transmit the report to the building principal or designee.

If the bullying incident involves learners from more than one building, the report should be made to the principal or designee of the building in which the incident took place or to the principal/designee of the building attended by the majority of the participants in the incident.

Interventions

Learners who participate in bullying, or who retaliate against those who report bullying, will be disciplined in accordance with Hogan's Community Standards. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from activities, and other interventions deemed appropriate by the principal or superintendent. The Local Educational Agency will contact law enforcement when required by law or notify social media companies of inappropriate online activity when necessary.

Even in situations where Hogan does not have the ability to discipline a learner for bullying, such as when acts take place off campus, the principal or designee will take appropriate actions to assist. Such actions may include, but are not limited to, contacting the home advocate of each party, communicating that these actions are not allowed in Hogan, notifying the appropriate staff to assist and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

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Hogan employees and substitutes who violate this policy will be subject to the consequences appropriate to the degree of harm implemented. Volunteers who violate this policy will no longer be permitted to volunteer.

CONCEAL AND CARRY FIREARMS LEGISLATION

Anyone carrying a firearm, including individuals with conceal and carry permits, will not be allowed on any school property without the consent of the Superintendent or his/her designee or building Principal or the LEA's Board of Directors. This includes possession of a firearm in a vehicle on the premises of a school facility.

WEAPONS: Weapons, including guns, knives, mace, or any items designed to inflict injury to others are prohibited on school grounds. In compliance with the "Gun Free Schools Act" (Federal) and §160.261 RSMo. (Amended 1995): If it is determined that any learner brought a weapon (as defined below) to school in violation of this policy, the learner shall be suspended for a period of not less than one year, or be recommended for expulsion and referred to the appropriate legal authorities. The superintendent will review every incident in which a learner brings a weapon to school. A learner's suspension may be amended based solely on the superintendent's discretion, per state law.

Definition: For purposes of this section the term "weapon" shall mean a firearm as defined under 18 U.S.C. 921. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant. Violation of this policy will result in suspension and referral to the superintendent. Simulated weapons (including water guns) are prohibited and disciplinary actions shall be imposed according to the Community Standards.

INVESTIGATION PROTOCOL

An investigation shall be conducted for any parties who express a conflict, concern, or report within the Hogan Local Educational Agency:

- Sexual harassment, misconduct, or violence
- Bullying
- Threats
- Discrimination based on age, sex, race, sexual orientation/identification, gender, religion, or nationality
- Physical or verbal harm or assault

Administration has a timeline of sixty (60) days to complete the investigation. The protocol for investigations are:

- 1) Collect written statements from the alleged victim, the alleged aggressor, and any witnesses that were present. Statements should be collected individually and in a safe space for all parties.
- 2) Following the collection of the statements, administration will conduct a follow-up to ask clarifying questions based on the statements.
- 3) Review of any security footage (if applicable) as well as any previous incidents that may have occurred, including interventions that have been implemented.

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- 4) Examine all documentation and determine next steps moving forward. This can include:
 - a) Short-term suspension
 - b) Success plan
 - c) Superintendent hearing
 - d) No further action due to evidence collected
- 5) Inform all parties of the decision and why that decision was made.

Please note that names, videos, statements or any other investigative materials are confidential information and cannot be shared with anyone, except law enforcement officials with a court order.

SUSPENSION GUIDELINES

At Hogan, any action from our learners will first be viewed through a lens of understanding the causes of the actions, with an intention to focus on impact, restoration of harm, building awareness, and identifying alternative coping strategies in preparation to support learners for life beyond their time with Hogan.

RESPONSIBILITY OF PRINCIPALS

Principals are to lead the basic responsibility for implementing the Community Standards with fidelity in accordance with regulations and guidelines established by the school's Board of Directors.

SUSPENSION OR EXPULSION

The authority of the principal, superintendent and Board of Directors, to suspend or expel learners, as provided in §167.161 and §167.171, RSMo., shall be exercised only in conformity with the provision of said statutes and of the rules of the Board governing method and procedure, specification of charge, right of appeal, right to counsel and of hearing. Learners who are suspended or expelled for any reason are prohibited from attending or taking part in any Hogan-sponsored activity, regardless of location, or any activity that occurs on school property.

RAMS ROOM PROCEDURES

The purpose of a RAMS room is to keep learners engaged in school during situations which might otherwise result in an out-of-school suspension. The RAMS room process is a highly structured environment allowing learners an environment to recover from situations in which a learner's presence in their classroom may not be appropriate, including, but not limited to: conflict resolution, proactive check-ins, or disruptive behavior.

OUT-OF-SCHOOL SUSPENSION (OSS)

Hogan believes that out-of-school suspensions should be a last resort and only in response to behavior that is harmful to others or which violates the Missouri Safe Schools Act.

Trauma-informed and restorative practices are to be provided prior to the consideration of an out-of-school suspension. If a learner is given an out-of-school suspension, the purpose of the suspension is to allow time for staff to develop a plan upon the learner's return to school.

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MAKE-UP WORK PROCEDURE FOR OSS LEARNERS

Make-up work shall be provided for all absences, including suspensions. School administration and teachers are expected to work collaboratively to provide make-up work to learners serving out of school suspensions. After a learner obtains their make-up work, learners will be given one (1) day for each day absent to complete the work and receive full credit upon completion. Work should be scaled to be manageable for a student comparable to the amount of days missed. If students miss more than 3 days due to suspension, work should be provided during their absence to allow additional time to make up assignments.

STUDENT COMMUNITY STANDARDS

The Student Community Standards are designed to encourage learners to advocate for their needs to access the learning environment, accept responsibility for their actions, engage in meaningful practices to learn and implement soft skills, and facilitate the promotion of safe and positive operation of Hogan. It demonstrates three tiers of behavior. A learner who engages in behavior which is not listed in the Student Community Standards, but is disruptive to the order in schools or which impairs the moral or good standing of learners, will be subject to the intervention of the classroom teacher and/or administration.

Application of Disciplinary Interventions

For purposes of these Student Community Standards, elementary interventions apply to learners in grades K-6 and secondary interventions apply to learners in grades 7-12. Hogan personnel will use their professional judgment to determine which interventions for the listed behaviors will be most effective while taking into account the following factors:

- The learner's age
- The level of the infraction
- The learner's previous interventions
- Other culturally relevant factors
- Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as Board of Directors policy. Please refer to page 40 for the approved procedures for disciplining learners with special needs.

SCOPE OF STANDARDS

The provisions of this Student Community Standards apply in all situations where learners are involved, including:

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport learners for the system;
- Off-site school sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the learner's conduct is the result or cause of disruptive behavior on school grounds; and

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- Acts or behavior, which occurs off school property and poses a threat to the safety of learners and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of learners and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related, but affect the educational climate will also be subject to school-related interventions. In addition, Hogan will seek restitution in instances where school property is damaged, destroyed or stolen.

SUPERVISION OF LEARNERS

All Hogan personnel responsible for the care and supervision of learners will support learners' physical and psychological safety. Therefore, Hogan personnel are authorized to hold learners accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport learners for Hogan during school-sponsored activities or during intermission or recess period.

LEARNER ACCOUNTABILITY

It is expected that behavior always falls under the guidance of the Student Community Standards. This is expected of all learners and home advocates without exception (unless spelled out through a written success plan). It is encouraged that all students and parents/guardians read and understand the Student Community Standards responsibilities and consequences. A sign of good faith will be an acknowledgment with a signature. This acknowledgment is intended to share that we are a team and in an agreeable standing of our responsibilities.

Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment. Learners are encouraged:

- To attend school daily, come prepared for academic success, and complete all academic work to the best of their ability.
- To understand and follow school rules and instructions given by the school's leaders, teachers, and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property, and the property of others.

LEARNERS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

Hogan strives to promote a safe and positive learning environment. Learners should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri and federal law, school board policy or the Student Community Standards. Learners are responsible for items and/or materials found in their possession.

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For purposes of the Student Community Standards, items are deemed to be within a learner's possession if the items are found in any of the following places: Learner's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.); learner's purse/book bag; learner's desk; learner's locker; and/or learner's automobile located on Hogan property.

It is each learner's responsibility to check their personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school or any vehicle when that vehicle is used to transport learners for school-sponsored activities. A learner may be required to provide unsafe items to administration if these items are brought to school.

Each principal has the authority to use discretion and common sense in enforcing the Community Standards. The principal is authorized to apply a higher level of consequence for serious violations of the standards even if it is a student's first offense

TIER I - BEHAVIORS AND INTERVENTIONS

Social Emotional Tier I (Class-Wide Management): Well-managed classrooms are built on a foundation that includes teaching standards of conduct and using proactive strategies to support students in meeting the standards of conduct.

Tardy: A learner is tardy or late if they are not present at the start of a class period. A learner who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Learners who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be excused or unexcused. An excused tardy is only recorded with a formal written pass from a school administrator, teacher, or other Hogan employee. All other tardies will be unexcused.

Adherence to the Approved Dress Code: Learners are encouraged to dress in a manner consistent with schools' dress code guidelines. Learners who do not meet dress code guidelines, and which disrupt the learning environment, may be subject to interventions.

Academic Dishonesty: Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration; facilitation of academic dishonesty and other misconduct related to academics. *Students who are collaborating together shall not be included in this definition. Any students working together must have responses written in their own words.*

Unproductive Behavior in the Classroom, School or During School Activity: Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment. This can include but is not limited to: off-task behavior, avoidance of work, difficulty getting started, inability to transition between activities and spaces, throwing small items, moving furniture, etc.

Use of Abusive, Obscene, Offensive or Profane Language: The use of any language, acts, unwelcome remarks or expressions, names or slurs or other behavior including obscene gestures, which are offensive. Any slurs,

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innuendos or other verbal conduct reflecting on an individual’s sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Tier II or Tier III interventions.

Contact	Observable Look Fors	Progress Monitoring
Classroom Teacher Advocate Student-identified adult	<ul style="list-style-type: none"> ● Positive relationships with peers and adults ● Clear expectations, procedures and routines ● Feedback for redirection ● Differentiated instruction 	Monthly with documentation in PowerSchool under “Interventions” by Community Dean

Tier I Interventions

<p>Level One: Students have had 1-2 incidents in the Tier I status over the span of 2-3 weeks. These incidents have been managed at the classroom level with minor interventions and documented. A home advocate has been contacted.</p>	<p>Level Two: Students have had 3-6 incidents in the Tier I status over the span of 4-6 weeks. A one-on-one conversation between the student and staff member occurred. A home advocate has been contacted to discuss interventions. An individualized success plan has been created, discussed, implemented, and documented.</p>	<p>Level Three: Students have had 7 or more incidents in the Tier I bucket over the span of 6 weeks or longer. At least 4 interventions have been implemented and documented with no success. The success plan is not successful. Students are elevated to a Tier II status.</p>
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GRADES K-6

<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Discussed at team meeting with selected interventions and support <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Positive redirections ● Classroom interventions ● Seek to understand with learner 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner ● Discussed at team meeting with selected interventions and support <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Individualized success plan ● Classroom interventions ● Role play and modeling 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Restriction of attendance to school events/recess ● Revised individualized success plan ● Classroom interventions ● Role play and modeling
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GRADES 7-12

<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Discussed at team meeting 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner
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<p>with selected interventions and support</p> <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Positive redirections ● Classroom interventions 	<ul style="list-style-type: none"> ● Discussed at team meeting with selected interventions and support <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Individualized success plan ● Classroom interventions ● Role play and modeling 	<p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Restriction of attendance to school events ● Revised individualized success plan ● Classroom interventions ● Peer mentor ● Proactive check-ins with staff
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TIER II - BEHAVIORS AND INTERVENTIONS

Social Emotional Tier II: Occurs above and beyond core instruction and can take the form of small group programs, mentoring, and/or individual counseling.

Unproductive Behavior on School Bus or at School Bus Stop: Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment. This includes but is not limited to: climbing over seats, standing or walking while the bus is moving, as well as any other actions that create an unsafe environment.

Dangerous Behavior: Behaving in a way that could reasonably cause injury to a learner or staff member (i.e., running in the halls, horse playing, wrestling, inappropriate use of equipment, etc.) *Note: Any serious physical injury, which results from dangerous behavior, may be considered an assault and result in Tier III Interventions.*

Violation of Technology Acceptable Use Policy: Any violation of the expectations, requirements, and/or learner responsibilities outlined in the Hogan’s Technology Acceptable Use Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the Hogan network for illegal, harassing, inappropriate or obscene activities. *Note: Additional interventions may be imposed by administration for violation of this policy.*

Forgery: Making, completing, or altering any document so that it seems to have been made by another party. The behavior includes, but is not limited to, signing a home advocate or Hogan staff’s signature on documents.

Unauthorized Entry – Restricted and/or Unsupervised: Learners entering into the school or areas of the building without permission; learners being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter a facility other than through designated entrances or allowing unauthorized persons to enter a Hogan facility through any entrance; and returning to school premises while serving a suspension. A Hogan facility may include a school provided transportation vehicle.

Sustained Unproductive Behavior in the Classroom, School or During School Activity: Behavior in the classroom, school building or on school grounds that continues to disrupt or result in an unsafe learning environment. This can include but is not limited to: off-task behavior, avoidance of work, difficulty getting started,

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inability to transition between activities and spaces, throwing small items, moving furniture, etc. and continues on a near-daily basis.

Possession and/or Use of a Simulated Weapon: The possession or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or perception of harm.

Possession and/or Use of Tobacco or Tobacco-like Products: Possession and/or use of any tobacco products, electronic cigarettes or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any campus locations.

Note: Electronic vaping devices, personal vaporizers, electronic nicotine delivery systems, including Juul and Juul pods, or vials of liquid or other types of material for use in such devices.

Contact	Observable Look Fors	Progress Monitoring
Classroom teacher Restorative Advocate Counselor Leadership Team Social Worker Other Identified Staff	<ul style="list-style-type: none"> ● One-on-one support ● Nonverbal cues ● Student accountability partners ● Checklists for self-regulation ● Progress monitoring tools ● Any Tier I interventions & support 	Biweekly with documentation in PowerSchool under "Interventions"

Tier II Interventions

<p>Level One: Students engaged in 1-2 Tier II behaviors for 1-3 weeks or have moved from Level Three Tier I status to Tier II status. 1-2 major interventions are identified with support of counselors, social workers, leadership, and/or classroom teachers. Interventions are implemented with documentation.</p>	<p>Level Two: Students engaged in 2-3 Tier II behaviors for 3-4 weeks or have continued to exhibit repeated Tier I behaviors. Student is referred to the Care Team. A family conference is held and a Care Team Action Plan OR Student Success Plan is created. All parties sign the plan and it is given to all stakeholders. The plan is implemented and tracked.</p>	<p>Level Three: Students continue to engage in Tier II or Tier I behaviors with no change from previous interventions, family conferences, and action plans. Students are elevated to Tier III status with continuation of any combination of Tier II interventions and support.</p>
GRADES K-6		
<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner ● Selection of interventions 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Referral ● Family Conference ● Student Success Plan ● Seek to understand with learner ● Extended school options or detention 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Meeting ● Team meeting with student ● Seek to understand with learner

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<p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Mini-lessons with role playing ● RAMS Room ● Extended school options or detention <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Revision of plans ● Increased interventions ● Mental health services ● Break from class or activity ● RAMS Room ● Restriction of movement throughout building/participation in activities <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Restriction of movement throughout building and/or participation in activities ● Revision of plans ● Peer or adult mentor ● Restorative interventions ● Family meetings <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>
<p>GRADES 7-12</p>		
<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Selection of interventions ● Seek to understand with learner <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Peer coaching ● Nonverbal signs for redirection ● RAMS room with proactive strategies <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Referral ● Family Conference ● Student Success Plan ● Seek to understand with learner <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Break from class or activity ● Revision of plans ● Utilization of mental health services ● RAMS Room ● Short-term suspension (no more than 2 days) ● Re-entry plan after suspension <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Meeting ● Team meeting with student ● Seek to understand with learner <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Restriction of movement throughout building and/or participation in activities ● Revision of plans ● Peer or adult mentor ● Restorative interventions ● Family meetings ● Weekly coaching in RAMS Room ● Short-term suspension (no more than 3 days) ● Re-entry plan after suspension <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>

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TIER III - BEHAVIORS AND INTERVENTIONS

Social Emotional Tier III: Wrap around support with Care Team and administration

Bullying (Physical, Verbal or Cyber): For purposes of this policy, bullying is defined as intimidation or harassment of one or multiple learners perpetuated by individuals/groups. The behavior is continuous or has potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, or damaging property; oral or written taunts, including name-calling, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful/cruel text or images using the Internet or other digital communication. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal/physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a learner's education or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes/comments; requests for sexual favors; and other unwelcome verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate.

Sexual Misconduct: An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another's clothing, etc.). This behavior includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: Learners found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration, support staff, and the Kansas City Police Department if warranted.

Fighting: Mutual conflict in which both parties have contributed, either verbally or by physical action. If a learner utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc., the learner may be included as a participant in violation of a behavior that may include inciting to fight, fighting or bullying.

Note: The severity of a fight violation could warrant a referral for a disciplinary hearing on the first behavior that will require a ten (10) day out-of-school suspension.

Assault: An actual and intentional touching or striking of another learner or staff member against their will with the intent of causing serious physical harm, an attempt, or placing a person in perception of immediate physical injury. A learner using physical force in self-defense in the event of an assault shall not be considered to have engaged in assault themselves. An investigation must be conducted to determine if it was self-defense.

Threatening: Intentional verbal or physical threat to do violence to a staff member or another learner. This includes making threats made electronically during school or after school hours.

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Inciting to Fight/Contributing to a Disruptive Situation: The intentional promotion or advocacy of learner misconduct by another learner for the purpose of substantially disrupting any school function or classroom. If a learner utilizes social media to promote and/or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of any behavior that may include inciting to fight, fighting, or bullying.

Drugs/Alcohol: The use and/or determination of being under the influence of drugs and/or alcohol on Hogan property, which includes the school day, Hogan events and activities, and Hogan transportation.

Note: Distribution and/or possession of drugs is a Missouri Safe Schools Act violation and will be treated as such.

Vandalism: The willful or malicious destruction and/or damage of school property or the property of another.

Note: If the damage can be reversed, the behavior is considered Unproductive Behavior, a Tier I behavior.

Contact	Observable Look Fors	Progress Monitoring
Administrator Central Office	<ul style="list-style-type: none"> ● Home visits ● Care Team documentation ● Support services if needed ● Goal setting with student, staff, and family ● Documentation of interventions 	Weekly with documentation in PowerSchool under “Interventions”

Tier III Interventions

<p>Level One: Students engaged in one Tier III infraction, or have elevated in tiers due to Tier I or Tier II behaviors. The Care Team meets to discuss the concerns for the student and adjust the action plan. This revised plan is shared with all stakeholders. Any attempts to utilize the plan are documented. Students are referred for any Tier III interventions that may require more monitoring and action.</p>	<p>Level Two: Students engaged in more than one Tier III infraction, or elevated in tiers due to Tier I or Tier II behaviors. The Care Team Action Plan is not successful. A family conference is held to discuss a student’s move to virtual with a finite amount of time (short term or long term) or other intensive interventions (shortened school day, RAMS room, counseling, etc).</p>	<p>Level Three: Students continue to engage in Tier III behaviors and are unsuccessful with classroom and building supports. Students are referred for one of the following: Substance abuse counseling, superintendent hearing, short term suspension, long term suspension, etc. Expulsion may be necessary based on severity of behaviors and determined on a case-by-case basis.</p>
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GRADES K-6

<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team meeting with home advocate ● Plans revised and redistributed ● Progress monitor 4-6 weeks 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Family Conference ● Discuss options for short-term alternative placements ● Seek to understand with learner 	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Seek to understand with learner ● Short-term suspension (no more than 5 days)
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<ul style="list-style-type: none"> ● Seek to understand with learner ● Substance abuse counseling <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Home visit ● Mental Health support ● RAMS Room ● Short-term suspension (no more than 3 days) <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<ul style="list-style-type: none"> ● Substance abuse counseling <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Behavior support and interventions ● Proactive check-ins with staff ● Frequent breaks ● Goal setting ● Long-term suspension (no more than 5 days) ● Re-entry meeting after suspension <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Long-term suspension (10 days) ● Superintendent referral ● Discussion of alternatives for student with criteria to reintegrate into school setting ● Re-entry meeting after suspension and/or alternative setting <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>
<p>GRADES 7-12</p>		
<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team meeting with home advocate ● Seek to understand with learner ● Plans revised and redistributed ● Progress monitor 4-6 weeks ● Substance abuse counseling <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Home visit ● Mental Health support ● RAMS Room ● Long-term suspension (no more than 5 days) <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Family Conference ● Discuss options for short-term alternative placements ● Substance abuse counseling ● Seek to understand with learner <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Behavior support and interventions ● Proactive check-ins with staff ● Goal setting ● Long-term suspension (no more than 5 days) ● Re-entry meeting after suspension <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Short-term suspension (no more than 5 days) ● Long-term suspension (more than 8 days) ● Seek to understand with learner <p><u>Subsequent Incident</u></p> <ul style="list-style-type: none"> ● Long-term suspension (10 days) ● Superintendent referral ● Discussion of alternatives for student with criteria to re-enter the school setting ● Re-entry meeting after suspension and/or alternative setting <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>

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NOTICE OF PROVISIONS UNDER THE MISSOURI SAFE SCHOOLS ACT

By state law, school administrators are required to report acts of school violence to teachers and other LEA personnel with a need to know. Hogan personnel with a “need to know” refers to school personnel who are directly responsible for the learner’s education or who otherwise interact with the learner on a professional basis while acting within the scope of their assigned duties.

School administrators shall report to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the LEA or while involved in school activities:

- | | |
|--|---|
| 1. First Degree Murder under 565.020, RSMo.; | 15. Second Degree Assault under 565.060, RSMo.; |
| 2. Second Degree Murder under 565.021, RSMo.; | 16. Sexual Assault under 566.040, RSMo.; |
| 3. Kidnapping under 569.040, RSMo.; | 17. Felonious Restraint under 565.120, RSMo.; |
| 4. First Degree Assault under 565.050, RSMo.; | 18. Property Damage in the 1st Degree under 569.100, RSMo.; |
| 5. Forcible Rape under 566.030, RSMo.; | 19. Possession of a Weapon under 571, RSMo.; |
| 6. Forcible Sodomy under 566.060, RSMo.; | 20. Child Molestation in the 1st Degree under 566.067, RSMo.; |
| 7. Burglary in the 1st Degree under 569.160, RSMo.; | 21. Deviate Sexual Assault under 566.070 RSMo.; |
| 8. Burglary in the 2nd Degree under 569.170, RSMo.; | 22. Sexual Misconduct Involving a Child under 566.083 RSMo.; |
| 9. Robbery in the 1st Degree under 569.020, RSMo.; | 23. Sexual Abuse under 566.100 RSMo.; |
| 10. Distribution of Drugs under 195.211, RSMo.; | 24. Harassment under 565.090 RSMo.; and/or |
| 11. Distribution of Drugs to a Minor under 195.212, RSMo.; | 25. Stalking under 565.225 RSMo. |
| 12. Arson in the 1st Degree under 569.040, RSMo.; | |
| 13. Voluntary Manslaughter under 565.023, RSMo.; | |
| 14. Involuntary Manslaughter under 565.024, RSMo.; | |

The appropriate law enforcement agency will be notified in all situations where a learner’s conduct violates state law or municipal ordinances. Hogan will fully cooperate in any investigation and encourages personnel to prosecute learners who are involved in conduct that causes physical harm to them.

In addition, if Hogan is notified by the juvenile officer that a petition has been filed alleging that a learner has committed a serious behavior against persons or property, teachers and other LEA personnel with a need to know will be notified of that information. Any information regarding serious behaviors will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a learner.

If a learner’s Individualized Education Program (IEP) includes an indication that the learner’s condition includes violent behavior that information will be provided to teachers and other Hogan personnel with a need to know.

Please see page 33 for additional information regarding the Missouri Safe Schools Act provisions.

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FAMILY COMMUNITY STANDARDS

All Hogan families are encouraged to engage within the Hogan community. Family engagement is an important component of student success, and Hogan welcomes collaboration, problem-solving, and communication from all families to continue to grow and improve as a system.

However, family members, when on campus or interacting with the campus via email or phone conferences are expected to adhere to the Hogan Community Standards. This includes, but is not limited to the ban on profanity; threatening behaviors; yelling at staff and destruction of school property. A family member's behavior can result in that family member being banned from the campus; requiring all communication to be in writing; and in extreme cases the suspension or expulsion of the student if the family member's behavior poses a threat to the school's ability to keep students and staff safe.

FAMILY RESPONSIBILITIES

In order to ensure that all students can unlock their greatest potential and graduate with a distinct competitive advantage, Hogan tasks all families with the following responsibilities:

- Providing students with the opportunity to attend school at least 90% of the time.
- Connecting with school staff to discuss academics, attendance, and behavior.
- Attending mandatory family meetings when students reach Tier II Level II status and beyond.
 - *NOTE: Failure to attend the meeting, either virtually or in person, relinquishes your right to participate in the decision-making process.*
- Speaking with school staff in a positive, friendly manner.
- Adhering to all procedures outlined by the building administrator, including bus transportation and pick-up and/or drop-off procedures.

FAMILY OPPORTUNITIES

Hogan families are encouraged to attend Family Advocacy Coalition meetings to continue to build a partnership to support all students in unlocking their greatest potential. Family Advocacy Coalition is an organization of parents, guardians, mentors, and Hogan staff who collaborate in identifying challenges, problem-solving, and planning events. Meetings are held once per month in the evenings. More information can be found on the Hogan website to become involved.

STUDENTS WITH ENGAGED HOME ADVOCATES ARE MORE LIKELY TO:



Attend school regularly



Have a positive attitude towards school



Earn good grades



Have good behavior

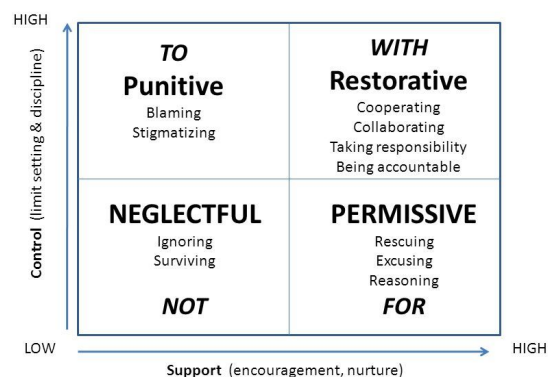


Have stronger relationships

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HOGAN COMMUNITY STANDARDS

All staff employed by Hogan will integrate restorative practices in their daily interactions with all students. The interventions discussed utilize an approach aligned with restorative practices, as described in the Social Discipline Window. Restorative practices engage learners in community building and problem solving. When conflict occurs, a restorative approach focuses less on rules and punishment, instead emphasizing the importance of relationships and repair.



PROACTIVE INTERVENTIONS

Restorative Classroom Temp Checks: This proactive approach can be done at the beginning of every class or one time a week. Ask learners to share how they’re feeling on a scale from 1-10. The “why” is optional. Staff should be sure to check in with any learner below a “5.” These numbers are often representations of the learner’s “Window of Tolerance” for the day and can be a predictor of future stress responses.

**When a learner falls out of the Window of Tolerance (the area where they can regulate frustrations), they’re more likely to act out.*

Mindfulness: Practices that focus on learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. This could include Restorative Yoga, Mindfulness Monday in Advisory, Gratefulness Minutes during Morning Circles, etc.

Community Circle: Staff can use the Circle process for culture building, opinion sharing, and curriculum review. The circle process includes:

1. A talking piece
2. Circle norms agreed upon by the group
3. A centerpiece
4. An agenda

Collaborative Class Agreements: Staff can engage their learners in a “WITH” approach by building some or all classroom norms together, using this 4-square:

Teacher-Learner Norms:	Learner-to-Learner Norms:
Learner-Teacher Norms:	All of Us to Classroom:

DRAFT**TIER I INTERVENTIONS**

Teacher-Learner/Restorative Conference: This can be a formal or informal process. Teacher will ask the learner:

- What happened?
- What were you feeling at the time?
- Who was affected?
- What can be done to make it right or better?

Check-In/Check-Out: Learners assigned to a check-in/check-out intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that learner. For example, the learner uses a “points card” that spells out the goals for each part of the day. As the learner progresses through the day, their teachers work with the learners to collectively* evaluate behavior and assign points together for meeting the learners’ daily goals (1-5). Learners will review their reflection card with check-out at the end of the day.

**Staff must work collectively with learners to assign points for the day for this to be a restorative approach.*

Cool-Down Space: Whether in the classroom or in an alternative space in the school, learners can utilize a cool-down space. For example, schools can use a cool-down card system (2-5 cool-down cards a semester). When a learner is dysregulated, a staff member would ask “Would you like to use one of your cool down cards?” The learner then gets 5-10 minutes to cool down in a safe space. This teaches learners to monitor their emotions and advocate for their needs.

Other interventions include but are not limited to:

- Positively state expectations and model for/with students
- Clear directions (no more than 3 steps in one set of directions)
- Sincere and authentic praise for students meeting the community standards
- Proximity
- Chunking of new material
- Clear feedback with restated expectation
 - *Hey Student, we are getting started on our independent work. It looks like you have not gotten started yet. What do you need to get started?*
- Think/Talk alouds
- Scaffolded check for understanding
- Differentiation
- Zone Defense (all adults in classroom set students up for success)

DRAFT**TIER II INTERVENTIONS**

Restorative Mediation: This conference brings together the two parties harmed by the action.

Mediations require:

1. A written reflection by both parties
2. A pre-conference with both parties separately
3. Both parties agreeing to be present
4. Guidelines written by both parties
5. Mediator trained in mediation practices

In-Class Restorative Circle: A member of the student services team will assist a staff member in planning and facilitating a classroom circle. All learners and staff will be able to share how they were affected by the action and what they collectively believe is needed to make things right.

Home Advocate Restorative Conference: Home Advocates will take part in a restorative circle. Learners and parent/guardian(s) will be able to share what happened from their perspective, how they were affected by the action and what they collectively believe is needed to make things right.

Problem Solving Anchor Chart: Staff will facilitate learners in filling out a Problem-Solving Anchor Chart. This is a more formal version of a restorative conversation. This can be facilitated with an individual learner, with a small group or with a full class.

What happened?	Who all was affected?
What needs to happen to make it right?	When will those action steps take place?

Individual Success Plan: Staff will create a Care Team Action Plan or Individual Support Plan WITH learners; with a focus on Window of Tolerance:

1. What often makes you feel angry, frustrated, or stressed?
2. What strategies do you usually use to cope with frustration and stress?
3. What is a safe space in the school for you?

Other interventions include but are not limited to:

- Break card
- Re-teach of Community Standards
- Peer coaching
- Nonverbal signs for redirection
- RAMS Room with calming strategies

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TIER III INTERVENTIONS

Alternative School Assignment: The reassignment of a learner to a specific alternative program which may be better suited to meet the learner's educational needs concerning academics, attendance and/or discipline. Alternative school programs may offer specialized curriculum, smaller teacher/learner ratios, and support services.

Note: Learner referrals for alternative placement will need CARE Team documentation to be reviewed. Documents regarding the interventions will be reviewed to determine whether alternative placement is appropriate. No referrals will be accepted without documentation.

Community Service: An assignment of work or responsibilities that are given and served as interventions for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A learner performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parent/guardian.

RAMS Room Process: The RAMS room process has been established to give learners an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. Learners are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for learners.

Long-Term Suspension (LTS): The removal of the violating learner from school property for eleven (11) to one hundred and eighty (180) school days. The length of time is imposed by the superintendent or their administrative designee. Learners shall not be allowed to participate in extracurricular activities, attend any school function or be on any Hogan property during the length of the suspension.

Mediation: A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation and finalize the agreed upon resolution between the parties.

Out-of-School Suspension (OSS): The removal of the violating learner from school property for ten (10) days or less. The length of time may be imposed by the building principal, the superintendent or their administrative designee. Learners shall not be allowed to participate in extracurricular activities, attend any school function or be on any Hogan property during the length of the suspension.

Home Advocate Conference: A conference will be held with home advocate, learner and school administration to discuss violations of the Community Standards and disciplinary interventions that may include suspension for subsequent discipline infractions.

Restitution: After notice to, or a conference with, the learner and parent/guardian, a learner may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property.

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SUPPORT MODELS

CARE TEAM: The CARE Team utilizes an early detection process to determine if a student needs support in attendance, academics, social emotional, or a combination of those. Once a student is referred, the identified CARE Team will meet and discuss the following:

- 1) Who will initiate this process?
- 2) What concerns are being observed?
- 3) When will the meeting be held?

Once the meeting is scheduled, the team member will meet with the student, a home advocate, teacher who referred the student, and any other members deemed appropriate. An individual success plan will be created, signed by all parties involved, and disseminated to all stakeholders the student identifies are necessary to implement the plan.

Mentoring: A strategy that is implemented to engage more learners in school-based mentoring programs. Mentoring within schools has become an increasingly popular and effective way to bring a caring adult or older peer relationship to the lives of more youth. The school setting provides an opportunity to reach learners in an environment that also allows access to educational, recreational and developmental support to help enhance mentoring relationships.

PBIS (Positive Behavior Intervention Support): PBIS is a framework that is utilized by schools to create a safer and effective school structure to support academic and behavior success of all learners. In utilizing this framework, a school adopts a long-term implementation plan for efficient and effective discipline throughout the school environment. This three-tiered model utilizes research-based methods to significantly reduce problem behaviors.

Positive Classroom Environment: Positive Classroom Environment is a set of professional norms for teachers. These norms support a learner-centered discipline approach and working with learners with trauma informed manner to establish a positive environment. The norms are:

- 1) Expectations posted in positive, student-friendly language in every classroom
- 2) Clear evidence of classroom systems and procedures
- 3) Modeling of expectations for students behaviorally and academically
- 4) Organized classroom structure that allows for cooperative learning
- 5) Check for understanding and formative assessments to gauge student understanding
- 6) A minimum of 4 positive feedback remarks for 1 corrective feedback
- 7) A minimum of 5 phone calls home total recorded in PowerSchool per week by advocates
- 8) Feedback is given to students consistently and framed in a positive manner
- 9) Documentation is evident for any interventions, communication, or support for students and families by all stakeholders

Restorative Practices: Restorative Practices are voluntary conversations (conferences, mediations, boards) that allow all parties to share harms and needs. These are processes that focus on accountability and healing. Some accountability actions (agreed upon by all parties) could include:

- Restitution
- Alternative suspension including In-School Suspension/Detention

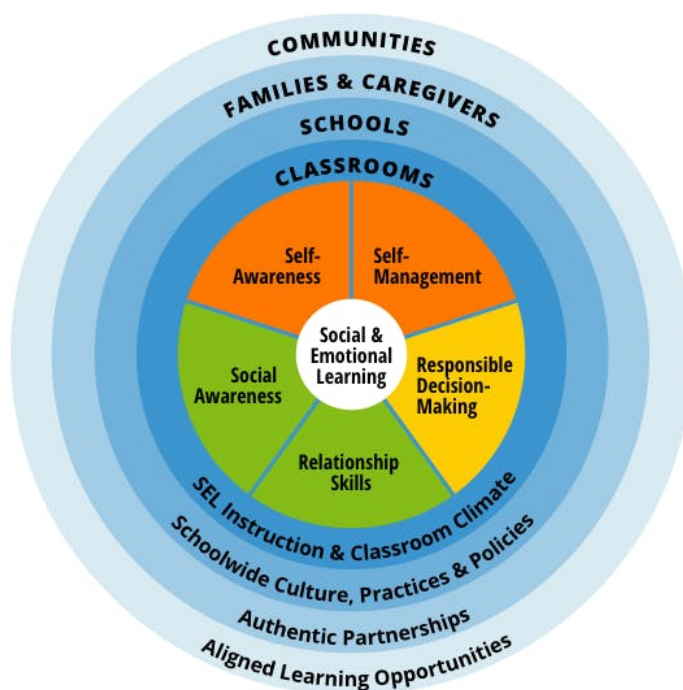
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- Apology for behavior (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Participation in counseling in and out of school
- Engage in an agency and community supports
- Mediation

Restorative practices also serve to supplement a lower-term suspension versus only a suspension. All restorative practice plans should include a timeline with terms of completion specified.

Love and Logic: Children learn the best lessons when they're given a task and allowed to make their own choices (and fail) when the cost of failure is still small. Children's failures must be coupled with love and empathy from their teachers. The Love and Logic approach uses humor, hope, and empathy to build up the adult/child relationship, emphasizes respect and dignity for both children and adults, provides real limits in a loving way, and teaches consequences and healthy decision-making.

Social Emotional Learning: SEL is the process through which students acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.



DRAFT**TEACHER INTERVENTION STRATEGIES**

PHYSICAL CLASSROOM LAYOUT	BEHAVIOR MOTIVATION
Seat learner near teacher or role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Move location from students	Use of timers to facilitate task completion
Different groupings of students	Structure unstructured times (hallways, assemblies, etc.)
Allow varied positions during work time (standing, sitting on ground, etc)	Allow short breaks between assignments/tasks
Station teaching to address varied skill levels	Implement self-monitoring strategies
Allow enrichment projects for accelerated students	Role play or model specific community standards
Team teach or parallel teach	Maintain home/school communication
Provide a calm or peace space in classroom	Develop a rewards system in class
ORGANIZATIONAL STANDARDS	LESSON PRESENTATION
Time limits for assignments	Give assignments in variety of ways
Ask questions throughout the lesson to keep focus on task at hand	Use computer-assisted instruction (flipped classroom, pre-work, etc)
Highlight main facts throughout a text	Provide a model to a student and refer to it often
Conference regularly with student about progress/support needed	Include a variety of tasks in each lesson
Utilize parent/guardian volunteers or aids	Provide cross-age or cross-content tutoring
Conference often with students and families	Provide peer note-taking
Organize a notebook/binder to support student success	Utilize interactive notebooks to refer back to lesson materials
COMMUNICATION	UNIVERSAL TOOLS
Provide positive replacement behaviors for inappropriate behaviors or language	Provide special materials (speech-to-text, highlighters, etc)
Role play how to express feelings (I-statements, accountable talk sentence stems, etc)	Provide opportunities for repeated practice of skills
Communicate at developmentally appropriate level	Provide instructional materials on student's current skill level
Ask student to repeat directions to gauge understanding	Allow for student choice in demonstrating mastery of a skill or learning objective
Provide simple steps in directions	Provide opportunities for independent research or passion projects
Pair gestures/non-verbal cues with directions and redirections	Ask check for understanding questions every 5-8 minutes

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COMMUNICATION PROTOCOLS

LOVE AND LOGIC ONE-LINERS

Utilizing phrases that are positive as opposed to negative for redirections can act as a Tier I intervention in the classroom.

Instead of this...	Use this
Please sit down. I'm going to start now.	We will begin as soon as everyone is seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as everyone shows me they are ready.
Open your books to page 54.	We will be working from page 54.
I'm not lining everyone up until we are all quiet.	We will line up as soon as everyone is quiet.
Don't sharpen your pencil while I'm talking.	Pencils can be sharpened after directions are given.
You can't go to the bathroom until I am done giving directions.	Feel free to use the restroom after the lesson is completed.
Stop bothering your classmates.	You are welcome to participate in class as long as we are focused and on task.
Keep your hands to yourself.	Let's respect the personal space of those around you.
Turn assignments in on time or you'll get a low grade.	Full credit is awarded to assignments turned in on time.
Don't talk to me in that tone of voice.	We can discuss when we have calm voices.
Show some respect.	Let's have a conversation about how we can show one another respect.
Don't be late for class.	Arriving on time prepares us for class.
Don't turn in sloppy work to me.	I am happy to accept work that is neat and clear for class.
Keep your desks organized and neat.	Neat and organized desks prepare us for a career or college.

DRAFT**RESTORATIVE REDIRECTION**

This strategy can be utilized for a redirection in the moment for a student, small-group, or whole-group who are not meeting expectations.

When approaching students to reinforce an expectation:

- Be positive. Do not start your phrase with a punishment or consequence. Ask the student a question while stating the expectation.
 - *Example: Hey Student X, I noticed that you put your head down during independent practice. The expectation is that everyone's head is up and we are working. What's going on?*
- If the student reengages with the activity, thank them and tell them you are happy they are in class.
- If a student does not engage with the activity, keep the mood positive:
 - *Thank you for sharing. You are frustrated because your guardian rushed you out of the house this morning and you forgot your book. That would frustrate me, too. My concern is if you do not participate in class, you'll miss valuable practice time. How can I support you in getting started?*
- Allow the student to share their possible solution. If no solution is reached:
 - *I am going to check on some other students and give you five minutes to decompress. I will be back to check in on you.*

This can be altered for any situation. Below are some more examples. Make sure these conversations are authentic to your teaching style and stay positive in delivery.

Addressing whole-group: *Scholars, thank you all for being here today. Just a reminder that we all should have those cellphones put up and away so that we can get ready for learning today! Those cellphones should be away in 3...2...1....thank you.*

Addressing small-group: *Hey everyone. I love that you are enjoying your classwork today, but a gentle reminder that there should be no cellphones out during small-group time. I will be scanning the room. I want to ensure everyone is focused and working. Thank you so much.*

Addressing individuals: *Hey Student X, I noticed that you still have your cell phone out. The expectation is that cellphones are away during class time so we can focus and learn. What's going on?*

DRAFT**PROACTIVE SOLUTION PROTOCOL**

This protocol is used when a student continues to engage in behavior not aligned with the community standards, even with redirections and interventions. This protocol allows both parties to share concerns and allows space for a student to be heard. This protocol should be completed one-on-one with a student.

Empathy Step

Hey, Student, I've noticed that you're having difficulty keeping your cell phone away during independent practice. What's going on?

***Ask clarifying questions if you are unsure of what the student means, or says "I don't know."*

For example, "I understand it can be difficult to say what's going on. Why don't you take a minute to think about it, and when I return, I really want to hear your thoughts on the situation."

*Or "I'm not sure what you mean. Could you explain more to me what you're thinking?"***

Define the Problem Step

I really appreciate you sharing that with me. Could I share my concern? The thing is, when you are on your cellphone during the independent practice, I am unable to tell if you understand the material or not. If I'm not sure where you are in understanding the material, I cannot support you in being successful during class. Similarly, if you do understand the material and do not show me what you know, I cannot give you the grade you earn. Does that make sense?

Invitation Step

I'm so glad we have been able to discuss this. What I hear us saying is that sometimes, we have difficulty keeping our cell phone away during independent practice. Let's brainstorm a way to solve this problem. What can I do to support you in keeping that cell phone away?

PHONE CONFERENCE PROTOCOL

- Introduce yourself and the class you teach
 - *Good morning! My name is _____, and I have [Student Name] in my Algebra I class.*
- Include a positive about the student in class, whether behavior, academics, etc.
 - *I really enjoy having [Student Name] in my classroom. They always come into the classroom with a smile on their face, and it is just so great to see every day 3rd hour.*
- Clearly state your concern
 - *I am a little concerned about [Student Name] in class. They often have their phone out in class, which is really impacting their grade. I do ask [Student Name] to put their phone away during class time, but this is sometimes met with anger or argument. Currently, [Student Name] has a _____.*
- Propose an opportunity for success and collaboration
 - *I really want [Student Name] to be successful in my class and in school. Do you have any suggestions on how to make sure they have their phone away in class?*

This is a great opportunity to collaborate with the parent/guardian. If the parent/guardian is willing, create a plan with the parent. Ask the home advocate to share the plan with the student, and speak to the student as well about the conversation.

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PROVISIONS OF THE MISSOURI SAFE SCHOOLS ACT

SECTION I. CORPORAL PUNISHMENT

Corporal punishment is the use of physical force as a method of correcting learner behavior. No person employed by or volunteering on behalf of Hogan shall administer or cause to be administered corporal punishment upon a learner attending Hogan schools. A staff member may, however, use reasonable physical force against a learner for the protection of the learner or other persons.

SECTION II. MANDATORY DISCIPLINE FOR CERTAIN WEAPONS VIOLATIONS

If a learner is determined to have brought any of the following weapons to school or upon school property in violation of this and other Local Educational Agency policies, the learner shall be suspended for a period of not less than one (1) calendar year or recommended for expulsion, except that the superintendent may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, “taser” (or stun-gun), mace, pepper spray or switchblade knife.

For purposes of this section, a “knife” means a dagger, dirk, stiletto or bladed-hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. In determining whether a learner will be subject to a mandatory one (1) year suspension, a “knife” shall not include any ordinary pocket knife with a blade of four inches in length or less. However, an ordinary pocket knife with a blade of any length is a “weapon” as that term is used in this and other LEA policies and the possession, sale, use or transfer of a pocket knife on school property will subject a learner disciplinary action, including, but not limited to, suspension and/ or expulsion.

SECTION III. SERIOUS VIOLATIONS OF THE DISCIPLINE POLICY

All Tier III Behaviors of the Student Community Standards are considered serious violations of the Hogan’s discipline policy.

SECTION IV. VIOLENT ACTS

Pursuant to the Safe Schools Act, the phrase “act of school violence” or “violent behavior” means the exertion of physical force by a learner with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the LEA or while involved in school activities. “Serious physical injury” is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting a learner, a teacher or any other school personnel of Hogan and a third-degree assault is considered a violent act.

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SECTION V. RESTRICTIONS ON ATTENDING SCHOOL WITHIN HOGAN

No learner shall be readmitted or enrolled in a regular program of instruction if: a) the learner is convicted of; b) an indictment or information is filed against the learner and no judgment is found; c) a petition is filed under Section 211.091 RSMo. alleging the learner committed an act and no judgment is found; or d) a person was adjudicated to have committed an act.

This section shall not prohibit the re-admittance or enrollment of any learner if a petition has been dismissed or when a learner has been acquitted or adjudicated not to have committed any of the above acts. In addition, this section shall not apply to a learner with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the learner's disability. Finally, nothing in this section shall be construed to prohibit an LEA that provides an alternative education program from enrolling a learner in an alternative education program if the LEA determines such enrollment is appropriate.

SECTION VI. SUSPENSION RESTRICTIONS FOR SERIOUS VIOLENT ACTS

Learners on suspension for any of the behaviors listed under Notice of Provisions, Requirements and Definitions under the Safe Schools Act or any act of violence or drug-related activity defined by Board of Directors policy as a serious violation of school discipline pursuant to Section III. Serious Violation of Hogan's Discipline Policy and Section IV. Violent Acts, shall have as a condition of their suspension the requirement that the learner is not allowed, while on suspension, to be within one thousand (1000) feet of any school where the learner attended school unless the learner:

- Is under the direct supervision of his or her parent or guardian;
- is under the direct supervision of another adult designated by the learner's parent or guardian, in advance, in writing, to the principal of the school which suspended the learner;
- is in an alternative school that is located within one thousand (1,000) feet of a school in the LEA where the learner attended school; or
- resides within one thousand (1,000) feet of any school in the LEA where they attended school, in which case the learner may be on the property of his or her residence without direct adult supervision.

Any learner violating the condition of suspension required pursuant to this section may be subject to expulsion or further suspension pursuant to the provisions under Behaviors and Interventions. In making such determination, Hogan shall consider whether the learner poses a threat to the safety of any learner or school employee and whether the learner's unsupervised presence within one thousand (1,000) feet of the school is disruptive of the school's disciplinary policy. Removal of any learner with a disability is subject to state and federal procedural rights.

SECTION VII. REINSTATEMENT CONFERENCES

Prior to the readmission or enrollment of any learner who has been suspended for more than ten (10) consecutive days for an act of school violence; or suspended out of school or expelled in

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accordance with this policy, a conference must be held to review the learner's conduct that resulted in the suspension or expulsion regardless of whether or not the act was committed at a public school or private school in the state and discuss any remedial actions needed to prevent future occurrences of such conduct.

Hogan may carry out a suspension or expulsion imposed by another in-state or out-of-state school district, private school, charter school or parochial school if similar conduct in this LEA would have also resulted in suspension or expulsion. The parent/legal guardian, surrogate parent or learner may request a conference. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the learner and parents/guardians of the learner or any agency having legal jurisdiction, care, custody or control of the learner. The school board shall notify in writing the parent/guardian and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

PROCEDURES FOR SUSPENSION AND EXPULSION OF LEARNERS

Note: Learners with special needs (i.e. IEPs or Section 504 Plans) must be disciplined in accordance with federal and state law, as well as Board of Directors policy.

SECTION I. OUT OF SCHOOL SUSPENSION (10 DAYS OR LESS)

Principals or their designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any learner for up to ten (10) school days for violation of the Student Community Standards. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time. *Note: Home advocates and learners do not have the right to appeal short-term suspensions.*

Prior to imposing the suspension, the principal or their designee must follow the following procedures:

1. Determine whether the learner is a special needs learner. The learner is a special needs learner if any of the following are present:
 - Learner has an Individual Education Plan (IEP);
 - Learner has a Section 504 Accommodation Plan or request;
 - Learner is in the process of being considered or evaluated for a disability; or
 - Learner is suspected of having a disability.

If the learner is not a special needs learner, the principal or their designee should proceed as discussed below. *Refer to Section IV for procedures for the suspension and expulsion of special needs learners.*

2. Inform the learner, verbally or in writing, of the charges against them and give them the opportunity to admit or deny the allegations.

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3. If the learner denies the charges, they must be given an explanation of the facts as known to school personnel and an opportunity to present their version of the incident before any interventions are imposed.

4. If they deem it necessary, the principal or their designee may conduct a further investigation into the matter before imposing a disciplinary suspension.

NOTE:

- For purposes of this policy, the principal may designate a vice principal to act on the principal's behalf, subject to the principal's supervision.
- In some cases, the principal or vice principal may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.
- When issuing a mandatory parent conference, principals and/or their designee may not use the lack of parent conference as an alternative form of suspension.

EMERGENCY SUSPENSION

Any learner who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and a learner's opportunity to present their version of the facts shall be provided as soon as possible thereafter. The principal or their designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the learner as soon as possible thereafter. A learner subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the learner's transportation and safety.

SECTION II. LONG - TERM SUSPENSION (11- 180 SCHOOL DAYS)

The superintendent may suspend learners from school for a period of eleven (11) days to one hundred and eighty (180) days after the learner and their parents/guardians have been afforded a disciplinary conference. For purposes of this policy, the superintendent may designate the Learner Discipline Officer to act on their behalf, subject to the superintendent's supervision.

During the conference, the learner is subject to the following Due Process safeguards.

1. The learner shall be given notice, either oral or written, of the charges against them.
2. If the learner denies the charges, they shall be given an oral or written explanation of the facts which form the basis for the proposed suspension.
3. The learner shall be given an opportunity to present their version of the incident before any interventions are imposed. A learner has the right to bring witnesses on their behalf.
4. Prompt notification will be given to the learner's parents/guardians of the superintendent or designee's actions, the reasons for such action and the right to a hearing before the Board of Directors. This notice shall be provided at the conclusion of the hearing or made by certified mail, addressed to the learner's parents/guardians at their last address.

DRAFT**Right to Appeal**

Parents/guardians may appeal the decision of the superintendent or their designee. The appeal must be in writing and filed with Hogan's Legal Services Department within seven (7) calendar days of notice of the suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

If the learner gives notice that they wish to appeal the long-term suspension to the school board, the suspension shall be stayed until the school board renders its decision, unless the superintendent determines that the learner's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the learner may be immediately removed from school and the notice and hearing shall follow as soon as is practicable.

In the event of an appeal, the superintendent shall promptly transmit to the Board of Directors a fully written report of the facts relating to the long-term suspension, the action taken by the superintendent and the reasons therefore.

SECTION III. EXPULSIONS

The Board of Directors is the only governing body within the LEA which may expel a learner for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the learners. Prior to expelling a learner, the parent and/or guardian must be given notice and a hearing before the Board of Directors. The parent/guardian, or learner if eighteen years or older, may waive the expulsion hearing. If not waived, the hearing will be held on the date set by the Board. The Board will make a good faith effort to notify parents/guardians of the time, date and place of the hearing.

In all hearings for expulsions and/or appeals of long-term suspensions, the following procedures will be adhered to:

1. The parents/guardians will be notified in writing of:
 - The charges against the learner;
 - their right to a hearing;
 - the date, time, and place of the hearing;
 - their right to counsel; and
 - their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses.

All such notifications will be addressed to the learner's parent/guardian and mailed by certified mail and regular mail to the learner's parent/guardian at the last address shown on learner records.

2. Prior to the Board of Director's hearing, the learner and the learner's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the learner and learner's parent/guardian will be provided with copies of the documents to be introduced at the hearing by school administration.

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3. The hearing will be closed. At the hearing, the administration or counsel for the administration will present the charges, testimony and evidence to support such charges. The learner, their parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits and to cross-examine witnesses called in support of the charges.

4. At the conclusion of the hearing, the Board of Directors shall deliberate in Executive Session and shall render a decision to dismiss the charges, suspend the learner for a specified period of time or expel the learner from the LEA's schools. The administration or its counsel, by director of the Board of Directors, shall promptly prepare and transmit to the parents/guardians written notice of the decision. Written notice of the decision will also be submitted to the principal and superintendent.

NOTE:

- During any period of suspension (i.e. short and long-term or expulsion), students are prohibited from being on school property at all times. In addition, students are prohibited from attending and/or participating in any LEA-sponsored activities on or off school property.

SECTION IV. SUSPENSION AND EXPULSION OF SPECIAL NEEDS LEARNERS

Learners with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Student Community Standards, except as otherwise provided by this section. The term "Exceptional Education" shall mean and include the administrative unit or units responsible for the direction of the Department of Exceptional Education. The learner's parent/guardian and Exceptional Education staff shall be involved in all administrative decisions under this Student Community Standards involving learners with special needs.

Due Process: Due process procedures applicable to removal, suspension or expulsion of learners from public schools under state law shall be afforded to qualified learners in accordance with School Board policy on Learner Suspension and Expulsion.

Authority of School Personnel: School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a learner with a disability who violates the Student Community Standards.

Ten (10) School Days or Less: A school may remove a learner with a disability who violates the Student Community Standards from their current placement to an appropriate interim alternative educational setting, another setting or suspension, for no more than ten (10) school days in the same school year (to the extent such alternatives are applied to learners without disabilities) without providing services. Once a learner has been removed from their placement for a total in excess of ten (10) school days in the same school year, this agency must, during any subsequent days of removal in that school year, determine what special education services will be provided to the learner.

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Long-Term Suspension: If a school seeks to give a learner with a disability an out-of-school suspension that totals more than ten (10) school days in one (1) school year and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the learner's disability, the relevant disciplinary procedures applicable to learners without disabilities may be applied to the learner in the same manner and for the same duration that the procedures would be applied to learners without disabilities except services must be provided to ensure the learner receives a free, appropriate, public education, although it may be provided in an interim alternative educational setting.

Change of Placement: A removal of a learner with a disability from the learner's current educational placement is a significant change of placement if:

The proposed exclusion of a learner is permanent (expulsion), for an indefinite period, for more than ten (10) consecutive school days or a series of suspensions that cumulatively amount to more than ten (10) days that creates a pattern of exclusions under the Individual Disabilities Education Act.

- a. The determination of whether a series of suspension creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspension has resulted in a "significant change in placement" are the length of each suspension, the proximity of the suspensions to one another, the total amount of time the learner is excluded from school, and the similarity of the misconduct. In no case, however, may serial, short-term exclusions be used to avoid the requirements of re-evaluation before cumulative suspensions of more than ten (10) days. The LEA's determination of whether a pattern of misconduct has occurred is subject to review through due process and judicial proceedings. Suspensions that, in the aggregate, are for ten (10) days or fewer are not considered to be a significant change in placement.

Services: School officials may suspend learners with disabilities as defined in the IDEA for a total of up to ten (10) school days (consecutive or cumulative) during a school year without providing procedural safeguards (i.e. without providing IEP services).

If learners with disabilities are given recovery room (suspension in school) and continue to receive access to IEP services, and the general curriculum, and participate with non-disabled learners to the same extent as specified in their IEP, suspension days do not count toward the ten-day limit.

School administrators may consider unique circumstances and determine on a case by case basis whether or not to apply full punishment for incidents as defined in this Student Community Standards for learners with disabilities, and may suspend a learner for fewer days than set forth in the code for a single incident.

Manifestation: When school officials anticipate a referral for suspension days of more than ten (10) for the school year, or a long-term suspension/expulsion, the IEP team must meet to hold a manifestation determination. At a Manifestation Determination, the IEP team reviews the learner's IEP, evaluation report, information from the parent/guardian and observations of the

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learner and disciplinary incident to determine whether or not the incident is related to or caused by the learner's disability.

If the decision made by the IEP team that the incident is:

- A. Related to, has a substantial relationship to, or is caused by the learner's disability;
- B. OR the incident was a direct result of the school's failure to implement the learner's IEP.

Then the incident IS determined to be a manifestation of the learner's disability, and a disciplinary change in placement (suspension/ expulsion) cannot occur. Learners with disabilities, even if expelled, must be provided with an appropriate education in an alternative setting. (See below for special circumstances.)

Additionally, if the incident is related to or caused by the learner's disability, if necessary the IEP team should review or revise the learner's Behavior Intervention Plan to address the incident/misconduct for which the learner is being disciplined. If the learner doesn't have a Behavior Intervention Plan, the IEP team should refer the learner for a Functional Behavior Assessment in order to develop a Behavior Intervention Plan to address the misconduct.

If the learner's behavior is NOT a manifestation of their disability, then school officials may apply the Student Community Standards. In no event, however, may the learner be suspended for more than 10 days in a school year without providing appropriate educational services.

Protection for Learners Not Yet Eligible for Special Education and Related Services

Learners who have not been identified as disabled may be subjected to the same disciplinary measures applied to learners without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the learner had a disability before the behavior that caused the disciplinary action, the learner may assert any of the protections for learners with disabilities in the area of discipline.

A school has knowledge of the disability when:

- The parent/guardian has expressed a concern that the learner needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the learner; or,
- the parent/guardian has requested an evaluation; or,
- the learner's teacher or other school staff has expressed specific concern about a pattern of the learner's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established learner find or special education referral system.

A school would not be deemed to have knowledge that the learner had a disability, if this agency conducted an evaluation and determined that the learner did not have a disability; or determined that an evaluation was not necessary and provided proper Prior Written Notice refused prior to the behavior incident; or, if the parent of the learner has not allowed an evaluation of the learner pursuant to IDEA or has refused services.

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If a request for evaluation is made during the period the learner is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the learner had a disability prior to the behavior that caused the disciplinary action), the learner remains in the educational placement determined by the LEA, that can include suspension or expulsion without educational placement determined by the LEA, that can include suspension or expulsion without educational services. If the learner is determined to have a disability, this agency shall provide special education and related services and follow all required procedures for disciplining learners with disabilities.

Determination that Behavior Was a Manifestation

If the conduct was a manifestation of the learner's disability, and the school has not conducted a functional behavioral assessment, the IEP team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such learners. If the learner already had a behavioral intervention plan when the conduct occurred, the IEP team must review the plan and, if necessary, modify it to address the behavior. If the behavior was a manifestation of the learner's disability, unless the removal is due to weapons, drugs or serious bodily injury, the learner must be returned to the placement from which the learner was removed. The parent and the school, however, may agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

Whether or not the behavior was a manifestation of the learner's disability, school personnel may remove a learner to an alternative educational setting (determined by the IEP team) for up to forty-five (45) school days if, while at school, on school grounds or at a school function under the jurisdiction of the State Educational Agency or Local Educational Agency:

- A) Carries/has a weapon.
- B) Knowingly has or uses illegal drugs, sells or solicits the sale of illegal or controlled substances.
- C) Has inflicted serious bodily injury upon another person.

On the date this is made, the parent must be notified of the decision, and provided the Procedural Safeguards statement.

Determination of Setting

The interim alternative educational setting must be determined by the IEP team for removals that are changes of IEP placement or forty-five (45) school day suspensions described under special circumstances.

Parent Appeal

If the parent of a learner with a disability disagrees with any decision regarding IEP placement, the manifestation determination under this subsection or the school believes that maintaining the current setting of the learner is substantially likely to result in injury to the learner or to others, they may request a due process hearing.

DRAFTAuthority of Hearing Officer

A qualified hearing officer must conduct the due process hearing and make a decision. The hearing officer may:

- A) Return the learner with a disability to the IEP placement from which the learner was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the learner's behavior was a manifestation of the learner's disability; or
- B) order a change of IEP placement of the learner with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current setting of the learner is substantially likely to result in injury to the learner or to others.

These hearing procedures may be repeated, if the LEA believes that returning the learner to the original setting is substantially likely, to result in injury to the learner or to others.

Whenever a parent or LEA files a due process complaint to request such a hearing, a hearing must be held, except as follows: The State Educational Agency must arrange for an expedited due process hearing that must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing. Unless the parents and the LEA agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint. A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

Placement

When the parent or the school has filed a due process complaint related to disciplinary matters, the learner must, unless the parent and the State Educational Agency or Local Educational Agency agree otherwise, remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Reporting Crimes Committed by Learners with Disabilities

Nothing in this part shall be construed to prohibit this agency from reporting crimes, to appropriate law enforcement and judicial authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by learners with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the learner are transmitted for consideration by the appropriate authorities to whom it reports the crime. Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

Definitions

Controlled substances mean a drug or other substance identified under schedules I, II, III, IV or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)). Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under

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the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law. Substantial evidence means beyond a preponderance of the evidence. Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of Title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 4 inches in length.

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ or mental faculty (18 USC 1365 (h)(3)).

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

HPA Draft Budget-ProForma Comparison 4.21.22.xlsx