



Hogan Preparatory Academy

Hogan Preparatory Academy

Date and Time

Monday June 27, 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, June 27, 2022 at Hogan Preparatory Academy District Office, at 6409 Agnes Avenue. Join Zoom Meeting <https://us02web.zoom.us/j/85133616049?pwd=zFyT0LH9dlGvEPtbXy-xP9U4lzMGDC.1>

Meeting ID: 851 3361 6049

Passcode: j53PzN

One tap mobile

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Dial by your location

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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

	Purpose	Presenter	Time
E. Comments from the Board President		Dr. Mary Viveros	5 m
F. Comments from the Superintendent		Dr. Jayson Strickland	15 m
II. HPA Board Dashboard			5:55 PM
A. HPA BOD May Dashboard	Discuss	Dr. Mary Viveros	8 m
III. Consent Agenda			6:03 PM
A. Approval of May 23, 2022 Minutes	Approve Minutes	Dr. Mary Viveros	1 m
B. Community Standards Updates	Discuss	Jazmine Salach	1 m
C. 2022-23 Hogan Calender revisions	Vote	Dr. AnneliseThurber	1 m
D. Jamie Berry Consultant Proposal	Vote	Dr. Jayson Strickland	1 m
IV. Finance Committee			6:07 PM
A. Finance Committee Report	Vote	David Collier & Dr. Tamara Burns	10 m
B. Approve May Expenses	Vote	David Collier & Dr. Tamara Burns	1 m
C. Hogan Abatement	Vote	Dr. Jayson Strickland & Jamie Berry & Dr. Tamara Burns	10 m
V. Academic Committee			6:28 PM
A. Academic Committee Report	Vote	Dr. Mary Viveros & Edwin Wright	10 m
VI. Governance and Board Development Committee			6:38 PM
A. Governance & Board Development Committee	Vote	Matt Samson & Dr. Tamara Burns	10 m
VII. New Business			
VIII. Old Business			6:48 PM
A. HPA June HR Report	Vote	Dr. Tamara Burns	1 m
B. HPA Assessment Policy (Second Read)	Vote	Dr. Annelise Thurber	5 m

	Purpose	Presenter	Time
IX. Calendar			6:54 PM
A. Upcoming Dates	Discuss	Dr. Jayson Strickland	1 m
<ul style="list-style-type: none"> • July 1st • July 4th • July 12th-14th • July 25th • August 5th; 8th-9th • August 10th • August 10th • August 8th-17th • August 11th-12th • August 18th • August 22nd 		<ul style="list-style-type: none"> New administrators start Holiday--Office & Schools closed Hogan Leadership Retreat BOD Meeting New Teachers PD All Staff return to Duty Convocation, UMKC Staff PD Centralized Enrollment First Day of School BOD Meeting 	

X. Closing Items			6:55 PM
A. Motion to Go into Closed Session	Discuss	Dr. Mary Viveros	10 m
<p>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...</p>			
B. HPA BOD Meeting Evaluation/Reflection	Discuss	Dr. Tamara Burns	5 m
C. Adjourn Meeting	Vote	Dr. Mary Viveros	1 m

Cover Sheet

HPA BOD May Dashboard

Section: II. HPA Board Dashboard
Item: A. HPA BOD May Dashboard
Purpose: Discuss
Submitted by:
Related Material: 11_Board Dashboard- May.pdf



Strengthen Board Oversight

Target: 80% attendance at 80% of meetings
FY20-21: Met 80% attendance at 80% of meetings
YTD: 93.0%

Leadership Performance

Target: Proficient in Hogan 5 categories. **Goal:** 100% of District and School Leaders Proficient (3)

Hogan 5

HPA Leadership

1c	2.00
2c	3.00
2d	3.33
3c	2.67
3d	2.83



ATTENDANCE

Attendance

Target: 91.5%

YTD: In Person 86.02%
Virtual 1st Sem - 77.0% (moved from 71%)
2nd Sem - 74.67%

Teacher Performance

Target: 85% of Teachers are Proficient (6) in each category

Hogan 5	Baseline April 2021- NEE	April	Current-May	Growth
1c	4.74	4.3	3.7	.6-
2c	5.42	3.3	3.5	.2-
2d	5.40	4.6	4.3	.3-
3c	4.52	3.7	4.3	.6+-
	4.24	4.0	3.3	.7-

HPA FY21-22 Performance Dashboard- Monthly Review

Freshmen on Track

Target: 100%
YTD: 95%
Projection: 95%



Seniors on Track

Target: 83.9%
YTD: 91%
Projection: 91%



HPA FY21-22 Performance Dashboard - Monthly Review

MAP Below Basic*

	Current FY18-19	FY21-22 Target	'22 March	'21 Jan.
ELA	30.8%	28.3%	52.0%	51.3%
Math	58.7%	54.2%	68.1%	73.2%
Science	51.0%	47.0%	Not Tested	Not Tested

MAP/EOC Participation

- ES - 99%
- MS - 98%
- HS - 100%

MAP Performance Index*

	Current FY 18-19	FY21-22 Target	'22 March.	'21 Jan.
ELA	258.1	267.1	200.5	200.0
Math	194.3	208.4	173.0	156.6
Science	205.2	218.7	Not Tested	Not Tested

	Moderate (50 SGP)	Moderately Ambitious (65 SGP)	Ambitious (75 SGP)	% Above Moderate
FY21-22	100%	20%	3%	20%
Fall '21	34.9%	25.3%	18.8%	25.3%
Winter '22	38.84	27.89%	18.33%	27.89%
Spring '22	37.91%	26.89%	18.96%	26.89%

SGP Growth
3x per year
Fall
Winter
Spring

HPA FY21-22 Performance Dashboard- Semester or Annual Review

Cash Reserves

Target: \$3,000,000

FY20-21:

Projection: \$5,240,000



Retain High Quality Teachers

Target: 60% in Core Content by
FY23-24.

FY 20-21:

FY 21-22:



Graduates w/MVA

Target: 20% w/at least 1 MVA

YTD: 28%

Projection: 28%



Graduation Rate

Target: 83.9%

Projection: 91% (61 out of 67)



Previous 21- 22 Board Dashboards

- [July](#)
- [August](#)
- [September](#)
- [October](#)
- [November](#)
- [December](#)
- [January](#)
- [February](#)
- [March](#)
- [April](#)- current
- [May](#)

Cover Sheet

Approval of May 23, 2022 Minutes

Section: III. Consent Agenda
Item: A. Approval of May 23, 2022 Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Hogan Preparatory Academy on May 23, 2022

DRAFT



Hogan Preparatory Academy

Minutes

Hogan Preparatory Academy

Date and Time

Monday May 23, 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, May 23, 2022 at Hogan Preparatory Academy District Office, at 6409 Agnes Avenue.

You can attend virtually by joining via a Zoom Meeting:

<https://us02web.zoom.us/j/85480596911?pwd=WnFpTjRPeWJmb2N1WjcyMXdSMEtCZz09>

Meeting ID: 854 8059 6911

Passcode: pU22pG

One tap mobile

+13126266799,,85480596911#,,,,*496500# US (Chicago)

+19292056099,,85480596911#,,,,*496500# US (New York)

Directors Present

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

Directors Absent

None

Guests Present

Edwin Wright (remote), Jamie Berry (remote), Janice Thomas, Jayson Strickland, Jazmine Salach, Tamara Burns (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 May 23, 2022 at 5:30 PM.

B. Record Attendance and Guests

C.

Adoption of Agenda

Albert Ray made a motion to Adopt the agenda.
Robin Carlson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Comments from Public

E. Comments from the Board President

- Last week of school; congratulations and thank you!
- Graduation tomorrow
- Thanks to Dave Collier for attending the School Smart meeting.

F. Comments from the Superintendent

- Virtual school commercial
 - Target is 200 students for the 22-23 school year
- Enrollment/recruiting in progress
 - 701 completed registrations
 - 64% capacity for grades K-6
 - 47% capacity for grades 7-12
 - Building leaders received reports to help with enrollment
 - Family Summit on June 25th
- Funding equity bill passed; governor needs to sign
- BOD needs to prioritize how to leverage the dollars
- Graduation at 7pm on May 24th
- 8th Grade promotion on May 25th at 9am

II. HPA Board Dashboard

A. HPA BOD April Dashboard

- Went over April Dashboard; improvement noted.

III. Consent Agenda

A. Approval of April 25, 2022 Minutes

Albert Ray made a motion to approve the minutes from Hogan Preparatory Academy on 04-25-22.

Matt Samson seconded the motion.

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

Roll Call

Mary Viveros Aye

Roll Call

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

B. Approve March Closed session minutes

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

Roll Call

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

C. HPA May HR Report

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

Roll Call

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

D. HPA HR Rehire Report

Albert Ray made a motion to Approve the HPA HR Rehire Report.
Matt Samson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. KCPS Food Services Contract

Albert Ray made a motion to Approve the KCPS Food Services Contract.
Matt Samson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

Roll Call

Albert Ray Aye
Danielle Binion Aye

F. Pre-K MOU

Albert Ray made a motion to Approve the Pre-K MOU.
Matt Samson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Finance Committee

A. Finance Committee Report

Danielle Binion made a motion to Approve the Finance Committee report.
Matt Samson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. 2022-23 HPA Budget Approval

Albert Ray made a motion to Approve the 22-23 HPA Budget.
Robin Carlson 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

C. Approve April Expenses

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

Roll Call

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

Roll Call

Albert Ray Aye
Danielle Binion Aye

V. Academic Committee

A. Academic Committee Report

Albert Ray made a motion to Approve the Academic Committee report.
Danielle Binion seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VI. Governance and Board Development Committee

A. Governance & Board Development Committee

Robin Carlson made a motion to Approve the Governance & Board Development Committee report.
David Collier seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. New Business

A. Life Skills Curriculum

Robin Carlson made a motion to Approve the Life Skills Curriculum.
Albert Ray seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. Old Business

A. Community Standards Updates

B.

HPA Assessment Policy (Second Read)

- This item will be placed on the June BOD agenda; no vote taken.

C. Facilities Update

IX. Closing Items

A. Motion to Go into Closed Session

B. HPA BOD Meeting Evaluation/Reflection

C. Adjourn Meeting

Albert Ray made a motion to Adjourn the meeting.

Robin Carlson seconded the motion.

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

Roll Call

Matt Samson Absent

Robin Carlson Aye

David Collier Aye

Danielle Binion Aye

Albert Ray 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 7:15 PM.

Respectfully Submitted,

Mary Viveros

Cover Sheet

Community Standards Updates

Section:	III. Consent Agenda
Item:	B. Community Standards Updates
Purpose:	Discuss
Submitted by:	
Related Material:	Community Standards.pdf

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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 to come to school with a Hogan swag item that is visible 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.
- Clear backpacks are required for all students.
- 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.

VIRTUAL ACADEMY

MOCAP is the Missouri Course Access Program for virtual instruction. It can be an effective education option for some students. Hogan may offer virtual courses to students. Eligible students may enroll in virtual courses offered through the MOCAP after they have been certified as eligible by Hogan. Hogan will accept all grades and credits earned through virtual instruction and MOCAP. Please see page 44 for more guidelines and responsibilities of virtual students.

Any Hogan student has the right to participate in the Virtual Academy, which allows students a flexible, personalized approach to learning on an online platform. Families may select this option during enrollment, or may inquire with a building administrator about this option.

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

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- **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.
- **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.

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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.

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:

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- 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.
- 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.

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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.

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;

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- 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
- 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.

DRAFT**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.

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.*

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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, 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

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.	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.	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.
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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 	<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
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learner		<ul style="list-style-type: none"> ● Role play and modeling
GRADES 7-12		
<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 	<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 ● Revised individualized success plan ● Classroom interventions ● Peer mentor ● Proactive check-ins with staff

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

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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, 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 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>
<p>GRADES K-6</p>		

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<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>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>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>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>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 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 <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>
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>
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GRADES 7-12

<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

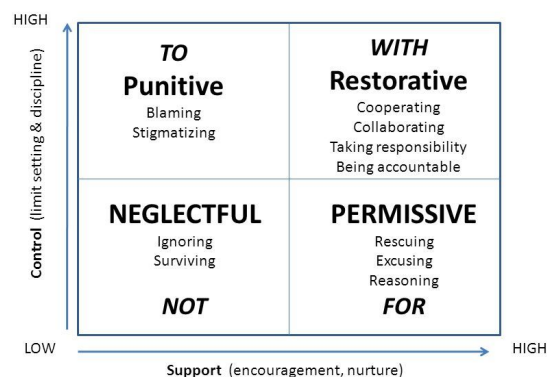


Have stronger relationships

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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**

Restorative Conference: This can be a formal or informal process. Individual 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

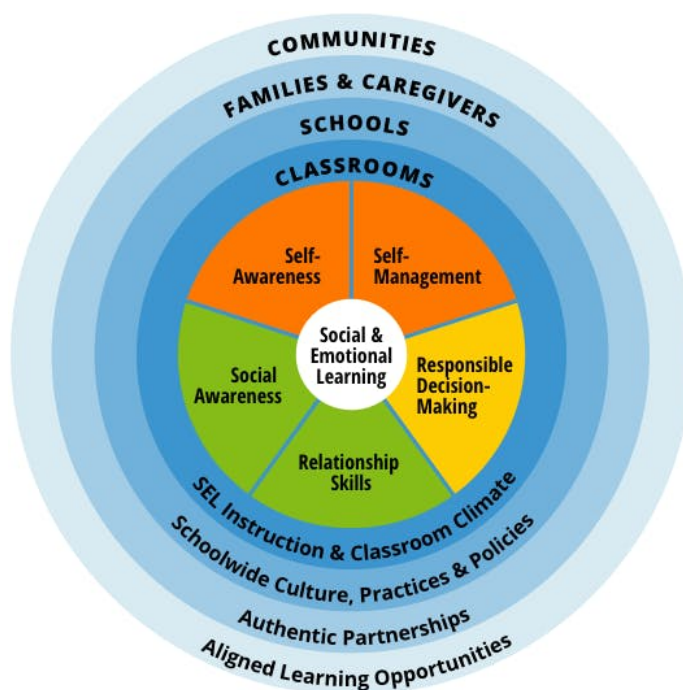
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- Apology for behavior (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Participation in counseling in 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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VIRTUAL ACADEMY

Hogan Virtual Academy (HVA) provides a gateway to 21st century education: *online, anytime*.

Families and students can access the Hogan Virtual Academy resource page for login information, curriculum resources, frequently asked questions, and other resources for virtual learning. A link to the resource page can be found at hoganprep.net/schools/virtual-academy.

HVA MISSION AND VISION

HVA Instructional Program offers equitable access to high quality, personalized education through internet based and other distance learning technologies to students in Kindergarten through 12th grade in the Kansas City area. This virtual environment provides the flexibility of time and location, while promoting the development of skills, attitudes, and self-discipline necessary to achieve success in the 21st century. HVA strives to provide an experience that is equal to an in person learning experience. HVA students experience the same career awareness, exploration and preparation that an in-seat student does. HVA students will graduate with a distinct competitive advantage.

A student/home advocate contract is signed at a required face-to-face orientation to make families aware of the nature of virtual learning. Families are offered a 10 day grace period for withdrawal and counseling as to alternatives for those who find the program inappropriate for their student. Students are not excluded based on any disability. A convening of the IEP team and a review of a student's current IEP is held to determine the appropriateness of the potential virtual placement.

HVA ENROLLMENT CRITERIA

HVA is a choice and offers a full-time program for students in grades K-12. Full-time HVA students are registered as public school students, take part in the Missouri Assessment Program (MAP), EOC, and other Hogan assessments. HVA students have the opportunity to earn a standard Hogan Academy diploma and the market value assets.

To ensure appropriate placement and in order to be a successful, full time student in the Hogan Virtual Academy, a student should:

1. **Complete the Enrollment Process:** HVA students must complete an enrollment or re-enrollment application and meet all the criteria for Hogan Academy. Begin this process at <https://schoolappkc.schoolmint.net>
2. **Historical Grades:** Student has been successfully promoted to the next grade level at the end of the previous school year. For mid-year enrollment, a student must have demonstrated success in first semester courses and have recommendations from their previous school counselor or administration.

Hogan Virtual Academy students will have the opportunity to participate in afterschool, in-person activities (including athletics) at their assigned school according to their grade level. Hogan Virtual Academy students, like all Hogan students, must show documentation that they are up to date with vaccinations required for schools by the state of Missouri.

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HVA PART TIME STUDENT ENROLLMENT

Home school and traditional school students in a lab setting or needing credit recovery courses make up HVA's part time student population. These students are most successful when they have average or above average academic skills. Face to face tutorial sessions are held daily in our HVA Learning Lab. Part time students are required to meet pacing schedules requirements as a demonstration of attendance. Any student who does not meet the pacing requirements may be dropped from Hogan's rosters.

HVA AGREEMENT FORMS

All students are required to complete an HVA enrollment agreement and HVA academic agreement. Both agreements outline the expectations of the student and virtual home advocate to ensure success with course completion. Agreements must be signed with the virtual school administrator prior to enrollment into the Hogan Virtual Academy.

ACADEMIC EXPECTATIONS

Because of the school's unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, daily submission of academic work, and communication are essential. It is the student who determines their own level of success at HVA. Students can expect deadlines for their work and expect to work hard, but at their own daily time schedule within the set guidelines. They will log into the school each day and will respond to teachers' questions and prompts as they work through the courses. They'll use virtual meeting rooms (Zoom/Google Meets), email, and other communication tools to work with teachers and other students. These tools, which may have been used for social purposes, will be used for genuine academic communication to support learning goals. Students work to receive Hogan Academy Charter School's standard high school diploma.

TIME & LEARNING REQUIREMENTS

In order to meet Missouri's requirements for academic instructional time, your student should complete the following minimum hours of instruction each week:

Grade	Recommended Hours Per Day	Recommended Hours Per Week	Recommended Hours Per Semester
K-3	4-5	20-25	370-460
4-12	5-6	28-30	480-600

STUDENT CONTACT & DROP POLICY

Communication is key to success in a virtual learning environment. **It is essential that the student, home advocate, and school maintain regular communication.** To ensure that our students are aware of this commitment, the 4-part process below will be followed:

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- Part 1: If the student does not submit the expected number of activities within a period of five (5) consecutive days, the student and home advocate(s) will receive an electronic letter notifying them of the student's unproductive pace for submitting assignments.
- Part 2: If the student does not respond by submitting the appropriate number of assignments within seven (7) days, the advocate or teacher will make a telephone call to the student/family member.
- Part 3: If the student does not respond by submitting all required assignments within ten (10) days, the student may be dropped from the HVA rosters.
- Part 4: If the student has been dropped from HVA's rosters, a mandatory conference will be with the student, home advocate, and virtual school administrator to determine next steps.

Every student has a grace period during the first 10 consecutive days of being activated into a HVA course. During that period, students may drop the course without penalty and teachers can also withdraw unproductive/unsuccessful students from their course to allow them to pursue other educational means without penalty. Once the 10 day grace period has passed, students may be withdrawn with a failing grade whether the withdrawal is initiated by the teacher or the student. The failing grade could be reported on the student's official Hogan transcript. ***Once a student is removed from the course, re-enrollment may not take place until the student demonstrates consistency in all other online courses.***

ATTENDANCE

Regular participation in classes is critical to student success. It will help to keep students motivated, on pace, and in regular communication with the advocate, teachers, and peers. Attendance in online coursework, course sample submissions and assessments are also monitored. Students should log in to each of their courses for substantive participation no less than 3 times a week, preferably daily. Teachers and virtual advocates will contact students by email or phone if they do not appear to be engaging frequently or making satisfactory progress in their courses. If such efforts do not succeed in re-engaging the student, the home advocate will be notified in writing and may receive a home visit from a social worker, school administrator, or law enforcement. See the Hogan Academy Community Standards for additional details.

Hogan Virtual Academy is a public school within Hogan Academy Charter and follows the calendar and policies of the district. As a result, **if a student is absent, the home advocate must send information to the HVA staff and teachers to determine if the absence can be excused.** Any absence of more than 4 consecutive days will require a doctor's note. ***Regardless of the number of days missed due to absences, the student is responsible to complete all coursework within the time limit of the school semester.***

Students have access to the virtual course program 24/7 and allows students to work ahead of pace and/or complete work from any location, therefore if a student's course percentage completion rate (7-8% per week) is not on pace and/or the student does not communicate with the teacher, the student may be considered truant.

DRAFT**Excused School and Class Absences and Tardiness**

1. Student illness: students not submitting assignments for 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a health care provider. The written statement should include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Death in the student's immediate family.
3. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
4. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the virtual school administrator: The student must receive advance written permission from the virtual school administrator. *Examples of special events include: public functions, conferences, and region, state and national competitions.*
5. Subpoena by law enforcement agency or mandatory court appearance.
6. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the virtual school administrator. The virtual school administrator shall require documentation related to the condition.
7. Superintendent of Schools declares closing of schools due to an emergency

Unexcused School Absence

Unexcused absences include:

1. Absences due to vacations, local non-school event, program or sporting activity
2. Absences due to older students providing day care services for siblings
3. Absences due to illness of others
4. Absences due to non-compliance with immunization requirements (unless lawfully exempted)
5. Absences due to lack of internet, computer malfunction, or software errors.

Truancy

Regular attendance in virtual school is determined by course completion. Since students have flexibility to choose the time to begin work each day, take their course work to remote locations, and determine the days of the week to complete assignments; HVA has zero tolerance for truancy. Home advocates have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress:

- Monitor the time spent each day on course work.
- Participate in monthly calls between the student and teacher.
- Provide transportation to all state and district assessments.
- Submit doctor's notes for absences.
- Monitor for academic integrity.
- Attend all workshops, orientations, Live Lessons, and grade-level meetings.

SCHOOL CALENDAR

All courses must be completed by the end of the school year. HVA adheres to the school calendar established by the Hogan Academy Charter School. HVA follows the Hogan in-person calendar for holidays, days off, winter/spring breaks, parent-teacher conferences, professional

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development and other school events. Find the current calendar on the website, www.hoganprep.net.

High School students are expected to earn at least 6 credits each year. Elementary and middle school students must complete a minimum of 6 classes yearly. Those failing to earn the necessary credits for grade promotion will not be allowed to continue virtual enrollment. Students who do not complete a course by the last day of school will be issued a failing grade. Students in grades K-5 will be retained if all required coursework, assessments and communication is not complete by the end of a term.

FAMILY AND STUDENT EXPECTATIONS

Parent Responsibilities

In lieu of the daily presence of a face-to-face teacher, home advocates should take the lead in guiding the students through the curriculum, submission of work samples, assignments, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in the state tests.

- Maintain contact with teachers and staff with updates to phone numbers and email address changes
- Participate in monthly phone contact with virtual advocates.
- Assist students with lessons when necessary and provide transportation to the HVA Learning Lab for tutorial help
- Provide transportation to all required state and district assessments*
- Log into the family-facing account to monitor progress on a regular basis
- Provide a quiet learning environment conducive to a virtual school setting.
- Monitor and maintain academic integrity
- The home advocate shall be responsible for their child's school attendance as required by law. At HVA, weekly assignment submissions and weekly communication with teachers equate to attendance.

****HVA students who do not participate in required testing will not be allowed to enroll in Hogan Virtual Academy for the following year.***

Student Responsibilities

HVA students are expected to be present at school each and every school day, follow scheduled courses, and demonstrate appropriate behavior and a readiness to learn. Student's responsibilities include:

- Active communication with online teachers and advocates on a weekly basis
- Check Hogan Gmail daily
- Maintain Hogan Gmail's Google drive for document sharing of student work in multiple locations
- Completion of assignments as indicated in the pacing status of courses
- Attend the Learning Lab for tutorial assistance when needed
- Practice academic integrity and honesty
- Provide updated phone and email contact information

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- Attend all testing sessions
- Maintain a grade point average of 2.0 or above

Additional Senior Student Responsibilities

- Complete all academic graduation requirements by the senior deadline
- Pay senior dues and finalize all obligations
- Attend two mandatory senior meetings
- Participate in senior activities
- Attend the school graduation ceremony

Home Advocate and Student Responsibilities

All students and home advocates are responsible for regularly viewing updated announcements and information on the school's calendar/webpage at hoganprep.net, and on the school Facebook page at Hogan Academy. Please check your email account regularly for updates. Failure to respond to communication attempts can result in a home visit.

STUDENT SUCCESS TIPS

Visit SchoolsPLP's [How to Be Successful Guide](#) for program specific tips.

HVA LEARNING LAB

Hogan Virtual Academy provides a quiet, learning-centered computer lab which is run by our full-time certified teachers. Students may attend the lab for tutorial assistance, collaboration projects, or a structured work environment. HVA's [web page provides a schedule](#) with the subject area specialization of the teacher in the HVA Learning Lab.

ACADEMIC COUNSELING

Once each semester, full time students will receive a review of their academic progress toward completing middle school and/or obtaining a Hogan high school diploma and be advised of course selection, career and post-secondary planning. The HVA guidance counselor is available to support, encourage and monitor the success of students. Although any questions about the specifics of a course should be directed to the particular teacher, any general questions about the school or the student's education should be directed to the guidance counselor. An evaluation of each student will be conducted at the end of each school year to determine their continued enrollment for the next school year. To maintain continuous enrollment at Hogan Virtual Academy, a student must be in good academic standing in each course, maintain consistent pacing in every class, communicate successfully with teachers, and participate in all standardized testing. Those students who fail to meet the minimum continuation standards may be required to continue their education in the physical school setting.

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ASSESSMENTS

HVA requires full-time students to take all standardized tests instituted by Hogan Academy Charter Schools and the State of Missouri. Those full-time HVA students failing to participate in standardized testing will not be allowed to continue enrollment with HVA.

WHAT IS THE MAP and EOC?

The Missouri Assessment Program (MAP) is the foundation of the statewide educational assessment and accountability program. The MAP program includes assessments in the following areas:

- Writing for students in grades 4 & 8
- Reading and mathematics for students in grades 3 through 8
- Science for students in grades 5 and 8.
- End of course exams (EOC) are taken in Algebra I, Biology, English II, and Government.

WHEN DO STUDENTS TAKE THE MAP?

- MAP and EOC testing takes place in the Spring (April and May). Communication will be sent to families for scheduling the required assessments.

INDIVIDUAL LEARNING PLANS (ILPs)

Each HVA student will have an individual learning plan (ILP) that guides their learning experience. An ILP is a set of activities that helps guide students to lead their learning and their future. The ILP connects what a student does in school with their plans after graduation: college, job, and career goals. The result of a personalized education is that the student graduates with PRACTICAL knowledge and skills they need to build the future they want!

ILPs help a student

- Figure out what their skills and interests are
- Choose classes and activities that will help you reach those goals
- Match these skills and interests with college majors, jobs and careers
- Set specific college, job and career goals

Scheduling Guides

Elementary School (K-6th)	Middle School (7th & 8th)
English Language Arts Math Social Studies Science Electives (Art, Music, Physical Education, Leadership)	English Language Arts Math Social Studies Science Electives (Art, Music, Physical Education, Leadership)

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HIGH SCHOOL GRADUATION REQUIREMENT



GRADUATION REQUIREMENTS

All About Credits

A **CREDIT** is how schools measure whether a student has successfully completed a course. High schools require a certain number of credits to graduate.

Credit is earned for a grade of A, B, C, or D.

To graduate at Hogan, you will need 26 credits. For college admission, there are a selection of credits needed to be complete.

The table explains the breakdown of the types of credits needed for graduation.

English	4 Credits *EOC: ELA 10
Math	4 Credits 3 must be Algebra I or higher *EOC: Algebra I
Science	3 Credits *EOC: Biology
Social Studies	3 Credits *EOC: American Government
Health	0.5 Credit
Fine Art	1 Credit
Personal Finance	0.5 Credit
Practical Art	1 Credit
PE	1 Credit
Electives	8 Credits Students attending a 4 year college are strongly encouraged to take two consecutive years of Spanish

*EOC: End of Course Assessment

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FAQs

HOW DO I ENROLL IN HOGAN VIRTUAL ACADEMY?

Enrollment begins at our website: <https://www.hoganprep.net/enrollment>
[Link to Enrollment Guide](#)

CAN I USE A DIPLOMA FROM HOGAN VIRTUAL ACADEMY TO ENROLL INTO COLLEGE, OBTAIN A SCHOLARSHIP OR GAIN EMPLOYMENT?

Yes. Hogan Virtual School students earn a diploma from the Hogan Academy Charter School system. This diploma is equivalent to the diploma that is earned in person.

CAN I PARTICIPATE IN SPORTS IF I AM VIRTUAL ?

Yes. Student athletes are subject to the same MSHSAA guidelines that an in person student follows. For more information on participation requirements regarding MSHSAA and to ensure scholarships and playing time are not in jeopardy, contact the student school's athletic, Phil Lascuola (plascuola@hoganprep.net).

IS HVA AVAILABLE TO EVERYONE?

HVA is a public school serving grades K-12. If you have determined that online learning is suitable for your needs, you are encouraged to apply for enrollment.

HOW DO WE KNOW THE STUDENTS ARE LEARNING?

All courses include meaningful assessments of student learning. Teachers are in regular contact with all students. In addition, full time students are required to take standardized tests to meet promotion and graduation standards and so that their learning can be compared to students statewide.

IS THERE A FACE-TO-FACE REQUIREMENT? WHAT SORT OF ATTENDANCE IS REQUIRED?

HVA offers a true distance learning experience that does not require seat time in a traditional classroom. However, we are proud to offer face to face contact with teachers as an option for students. Students are encouraged to meet with teachers as needed individually or in groups to receive additional instruction. Periodically, standardized testing and academic interventions require students to attend face-to-face activities. Teachers may exercise the option of having students take face-to-face proctored assignments and exams to ensure fidelity. Students are expected to actively participate in all courses on a weekly basis in order to maintain educational integrity. Students are considered truant if there is no participation in the online courses for more than one week without prior approval and will be reported as truant to the proper authorities. Students consistently behind in one or more courses may be required to attend daily until they demonstrate consistent work.

AS A PARENT, WILL I BE KEPT INFORMED OF MY STUDENTS' PROGRESS?

Absolutely. As a parent, you will likely receive more updates and information about your student's progress than ever before. We strongly feel that a parent's involvement in a child's education is critical. Our team provides frequent online reports to parents. You can always see how your child is performing by logging in to the parent/guardian account(s) or by contacting your child's teacher or school office.

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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)).

Cover Sheet

2022-23 Hogan Calender revisions

Section:	III. Consent Agenda
Item:	C. 2022-23 Hogan Calender revisions
Purpose:	Vote
Submitted by:	
Related Material:	2022-23 Final.pdf

HOGAN PREPARATORY ACADEMY 2022-2023

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
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28	29	30	31			

September 2022						
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October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
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27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence Day - Schools/Offices Closed
1-31	School Not in Session
25	Board Meeting

August	
5	New Teachers PD
8-9	New Teachers PD
10	Staff Return - Convocation
8-17	Professional Development
18	Students Return
22	Board Meeting

September	
5	Labor Day Schools/Offices Closed
26	Board Meeting
30	Professional Development No School for Students

October	
14	End of 1st Quarter
20	Conferences - no school for students
21	No School for Students or Teachers
24	Board Meeting

November	
4	Professional Development No School for Students
21-25	Thanksgiving Break - Schools/Offices Closed
28	Board Meeting

December	
12	Board Meeting
16	Teacher Work Day No School for Students
19-30	Winter Break - Schools/Offices Closed

January 2023						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30	31				

February 2023						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
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23	24	25	26	27	28	29
30						

May 2023						
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21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
2	Teacher Work Day - No School
3	Records Prep - No School
4	Students Return
13	Records Prep - No School
16	MLK Jr. Day - Schools/Offices Closed
17	Start of Semester 2
23	Board Meeting

February	
17	Professional Development No School for Students
20	Presidents Day - Schools/Offices Closed
27	Board Meeting

March	
3	End of 3rd Quarter
9	Conferences - no school for students
10	No School for Students or Teachers
20-24	Spring Break - Schools/Offices Closed
27	Board Meeting

April	
21	Professional Development No School for Students
24	Board Meeting

May	
12	Professional Development No School for Students
22	Board Meeting
25	Last Day of School
26	Teacher's Last Day
27	Make-Up Snow Day if Needed
29	Memorial Day - Schools/Offices Closed

June	
1-30	School Not in Session
19	Juneteenth - Schools/Offices Closed
26	Board Meeting

Any days that may need to be made up due to inclement weather or other unforeseen circumstances will be added to the end of the school calendar.

School Year = 165 days/1089 hours

Grades 10-12
 Arrival - 8: 8:15
 Dismissal -3:15

Grades 7-9
 Arrival - 7:15 am
 Dismissal - 2:15 pm

Grades K-6
 Arrival - 9:15 am
 Dismissal - 4:15 pm

Key
No School
No Students
Board Meeting

Cover Sheet

Jamie Berry Consultant Proposal

Section:	III. Consent Agenda
Item:	D. Jamie Berry Consultant Proposal
Purpose:	Vote
Submitted by:	
Related Material:	Berry - FY22-23 Proposal.pdf

JAMIE A. BERRY

June 6, 2022

OVERVIEW

1. Project Background and Description

i Consulting and project management services will be provided in 4 areas:

- Communications
- Development/Fundraising
- Capital Project Management
- Financial Oversight

Hogan does not currently have administrative infrastructure or staffing to meet these needs for FY22-23. HPA is engaging Ms. Berry to provide these services, with the key performance milestones noted below. This contract may be canceled by either party with 30 days' notice.

2. Project Scope & Cost

i PROJECT SCOPE

Communications

- Development of a comprehensive Communications Plan and calendar for FY22-23 **(Due 7.15.22)**
 - Oversight and management of the Communications Plan.
 - Includes website, social media, press engagement, and printed collateral.
- Oversight and management of TICO Productions, HPA's contracted marketing firm.
 - Negotiation of the FY22-23 contract. **(Due 7.15.22)**
 - Participation in bi-weekly calls.
 - Management of HPA's annual marketing budget.
- Creation of HPA communications infrastructure, including communications team and building liaisons. **(Due 9.1.22)**

Development/Fundraising

- Creation of a comprehensive Development Plan for FY22-23 which includes strategies for annual operating budget support, capital campaign, and an initial Annual Giving Campaign. **(Due 9.1.22)**
 - Oversight and management of the Development Plan.
 - Participation in grant writing, funder calls, site visits, etc.
 - Oversight and management of contracted grant writing services and capital campaign consultant.
 - Participate in weekly team calls.

- Raise \$500,000 in grants/donations to support FY22-23 annual operating budget.
- In conjunction with capital campaign consultant and HPA superintendent, create and execute strategy for raising \$12M in funds to support Phase III of HPA's capital project.

Capital Project Management

- Act on HPA's behalf to oversee and manage completion of Phases I & II of its capital project.
 - Phase I – High School Building (**Due 8.1.22**)
 - Phase IIA – 7th & 8th Grade Building (**Due 12.15.22**)
 - Phase IIB – Agnes Renovation (**Due 5.1.22**)
- With HPA superintendent, determine strategy for accelerating Phase III of the project and pursue funding support. (**Due 9.1.22**)
- Create and implement plan for Phase III completion. (**TBD**)
 - Abatement & Demolition of convent building.
 - RFP for Design/Build of Phase III
 - Award of Design/Build Contract to GMP
 - Complete Phase III (new gym, HS abatement & demolition, creation of new football field, revised site parking).

Financial Oversight

- Participate in weekly call with Deputy Superintendent to provide coaching on HPA finances.
- Participate as needed in weekly finance team and monthly finance committee calls.
- Debt
 - Manage relationship with KLS II and existing loan debt covenants
 - Create strategy for financing of capital project, Phase III
 - With EdOps, model strategies for long term debt solutions which consolidate all outstanding debt and refinance it using an available program (bank loan, WFF program, etc.)

PROJECT COST

\$85,008 – billed in 24 payments (15th & 30th of each month)

3. Deliverables

- i** Consultant will work with HPA superintendent to establish an appropriate call schedule to provide timely progress updates. Deliverables and their due dates are noted above.

4. Contract Period

- i** June 16, 2022 – June 15, 2023

APPROVAL AND AUTHORITY TO PROCEED

Signature: _____

Title: _____

Date: _____

Cover Sheet

Finance Committee Report

Section: IV. Finance Committee
Item: A. Finance Committee Report
Purpose: Vote
Submitted by:
Related Material: HP - Monthly Presentation - May 2022.pdf



May 2022 Financials

PREPARED **JUNE 2022** BY



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

Executive Summary

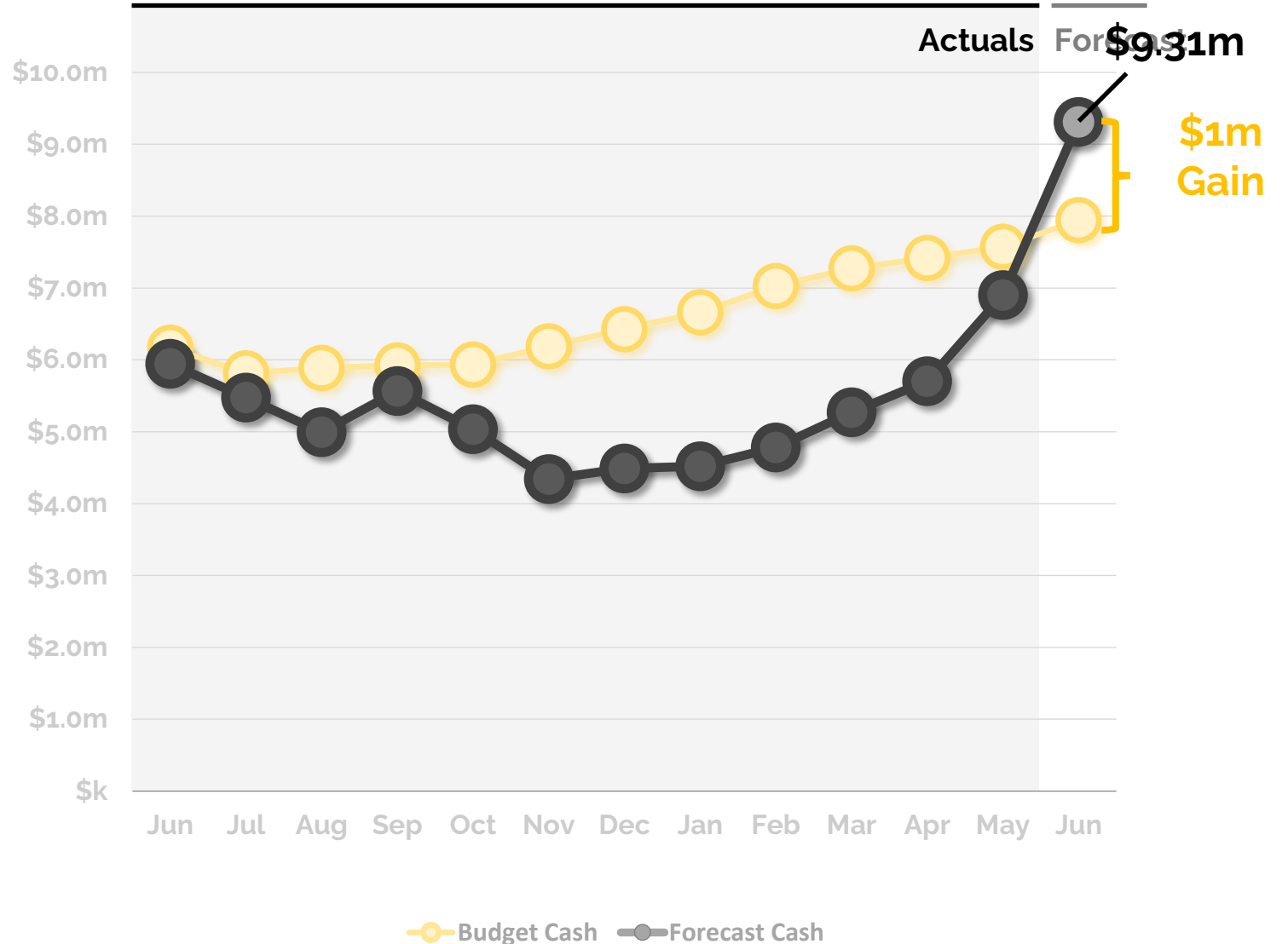
- Hogan closes May with a forecasted Net Income of 3.366M which is a 1.588M improvement from the board approved budget.
- The primary drivers of the change in May close are:
 - **Revenue: Net Decrease of \$23K.**
 - State Revenue improvement of \$31K. DESE payments for State Food (\$4K) and Charter School Closure (\$27K) not in budget.
 - Earned Fees decrease of \$54K of expected McKinney Vento Transportation Reimbursement release. (Directly correlated to transportation expense.)
 - **Expense: Net Improvement of \$209K.**
 - Transportation improvement of \$199K to match trends.
 - Occupancy Service improvement of \$10k to tighten to actuals.

226 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$9.31m**, **\$1m** above budget.

The revenue projected for the year is up \$2M than budgeted, largely due to the Emergency Rule allowing Hogan to use FY20 WADA.

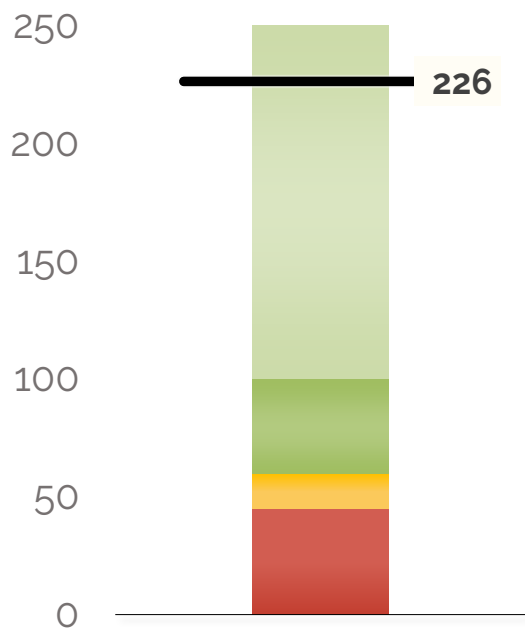
Expenses projected for the year are \$404k higher than budgeted primarily in part to the facility improvements
The Net Income is projected to be \$1.6M improved from budget.



Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

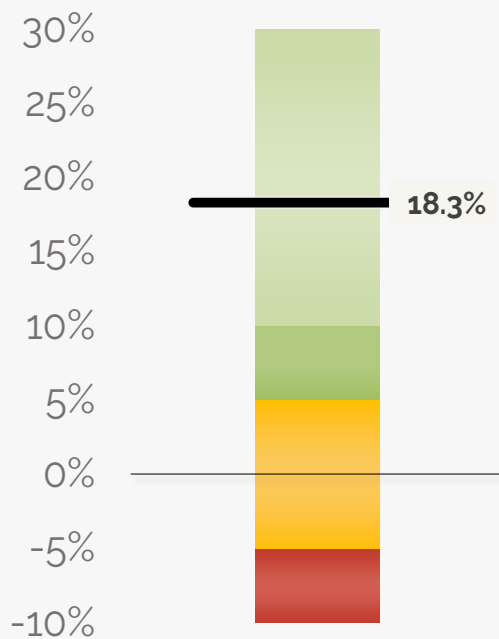


226 DAYS OF CASH AT YEAR'S END

The school will end the year with 226 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

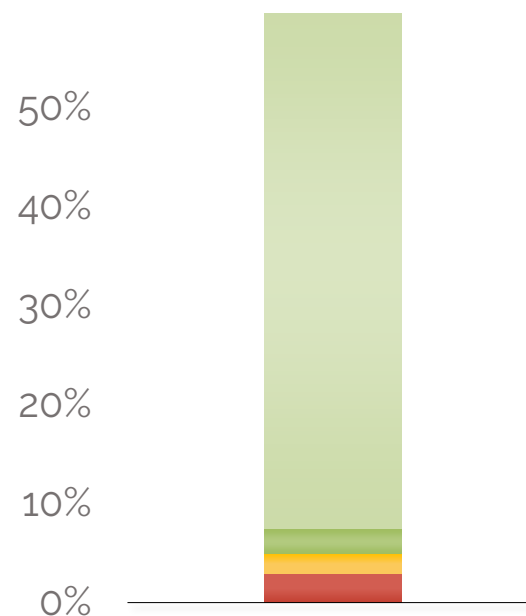


18.3% GROSS MARGIN

The forecasted net income is \$3.4m, which is \$1.6m above the budget. It yields a 18.3% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



62.49% AT YEAR'S END

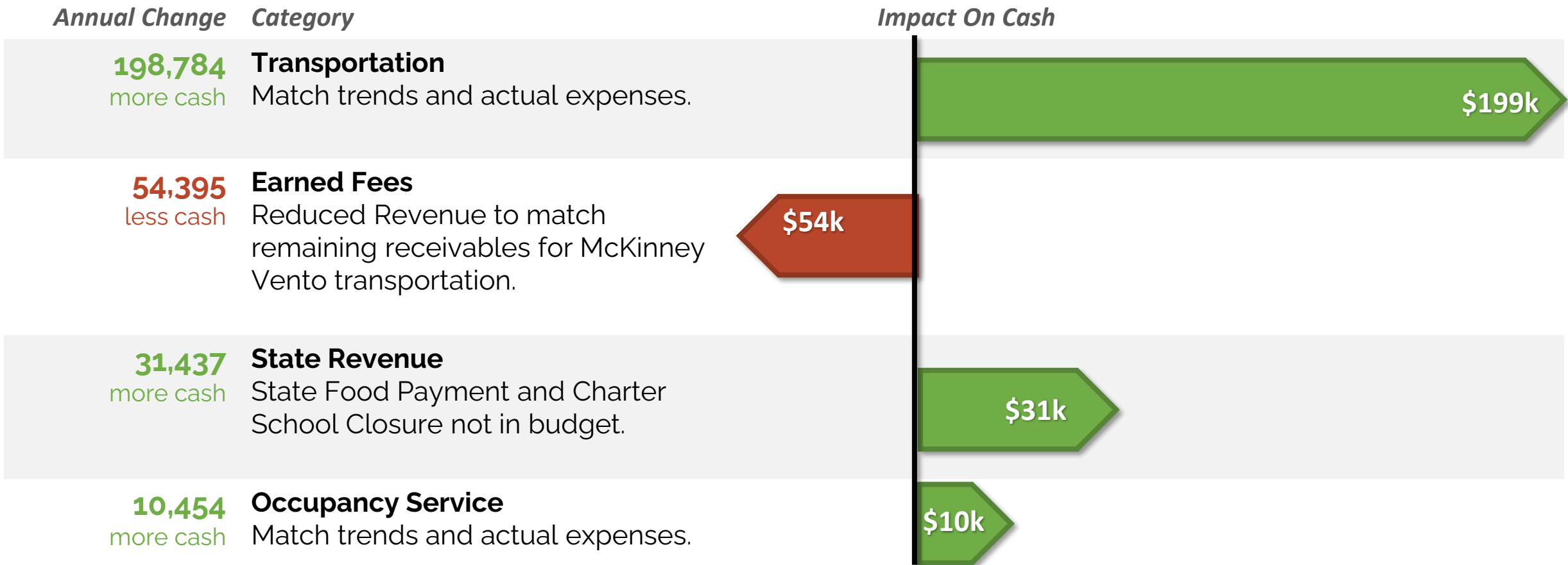
The school is projected to end the year with a fund balance of \$9,390,702. Last year's fund balance was \$6,024,239.

Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$18.4m	\$16.4m	\$2m		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. Added Donations not in budget.
Expenses	\$15m	\$14.6m	-\$404k		1.125M increase in facilities expenses are partially offset by 1.0M in savings in wages/taxes/benefits. Other increases include Office & Business, transportation, student direct expenses.
Net Income	\$3.4m	\$1.8m	\$1.6m		

Key Forecast Changes This Month

The May forecast **increased** the year-end cash expectation by **\$190k**. *Key changes:*



	Actual	Budget	Variance	Forecast	Budget	Variance	Remaining
Revenue							
Local Revenue	1,247,825	1,150,323	97,502	1,440,298	1,264,091	176,207	192,473
State Revenue	8,726,337	9,083,203	(356,865)	9,541,452	10,081,271	(539,818)	815,115
Federal Revenue	2,582,556	3,569,878	(987,322)	5,299,991	4,025,639	1,274,352	2,717,434
Private Grants and Donations	981,466	1,004,250	(22,784)	981,466	1,030,000	(48,534)	-
Earned Fees	689,182	-	689,182	1,130,819	-	1,130,819	441,637
Total Revenue	14,227,367	14,807,654	(580,287)	18,394,027	16,401,001	1,993,026 ①	4,166,659
Expenses							
Salaries	5,956,722	6,719,329	762,606	6,463,793	7,330,177	866,384	507,071
Benefits and Taxes	1,618,901	1,902,321	283,419	1,764,640	2,075,259	310,619	145,738
Staff-Related Costs	116,038	254,742	138,703	224,451	277,900	53,449	108,413
Rent	195,161	183,333	(11,828)	211,828	200,000	(11,828)	16,667
Occupancy Service	969,709	964,276	(5,434)	1,100,139	1,051,937	(48,202)	130,430
Student Expense, Direct	1,192,952	1,034,210	(158,743)	1,343,023	1,128,229	(214,794)	150,071
Student Expense, Food	388,670	708,538	319,867	772,950	772,950	(0)	384,280
Office & Business Expense	921,794	833,530	(88,264)	1,126,819	909,305	(217,515)	205,026
Transportation	716,578	725,416	8,838	808,578	791,363	(17,216)	92,000
Total Ordinary Expenses	12,076,527	13,325,693	1,249,165	13,816,221	14,537,119	720,898	1,739,694
Net Operating Income	2,150,840	1,481,961	668,879	4,577,805	1,863,882	2,713,924	2,426,966
Extraordinary Expenses							
Interest	77,214	79,147	1,933	86,342	86,342	(0)	9,128
Facility Improvements	1,125,000	-	(1,125,000)	1,125,000	-	(1,125,000)	-
Total Extraordinary Expenses	1,202,214	79,147	(1,123,067)	1,211,342	86,342	(1,125,000)	9,128
Total Expenses	13,278,741	13,404,840	126,098	15,027,564	14,623,462	(404,102) ②	1,748,822
Net Income	948,626	1,402,814	(454,188)	3,366,463	1,777,539	1,588,924 ③	2,417,837
Cash Flow Adjustments	9,233	-	9,233	0	-	0	(9,233)
Change in Cash	957,859	1,402,814	(444,955)	3,366,463	1,777,539	1,588,924	2,408,604

① **REVENUE: \$2M 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: \$404K 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, transportation, and student direct expense.

③ **NET INCOME: \$1.6M 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	116,594	22,897	192,473	1,440,298
State Revenue	569,812	578,995	1,240,353	776,734	119,943	654,846	618,353	629,231	692,056	641,565	2,204,450	815,115	9,541,452
Federal Revenue	60,724	27,949	32,543	184,481	82,895	258,930	198,717	547,417	916,327	272,573	0	2,717,434	5,299,991
Private Grants and Donations	0	152,938	264,800	12,500	2,500	263,143	13,650	120	0	270,115	1,700	0	981,466
Earned Fees	14,977	53,295	11,929	21,851	21,031	1,147	330,584	49,465	66,209	53,935	64,759	441,637	1,130,819
Total Revenue	782,950	856,885	1,630,286	1,073,296	502,027	1,290,143	1,296,201	1,357,785	1,789,205	1,354,782	2,293,807	4,166,659	18,394,027
Expenses													
Salaries	592,180	564,413	551,885	536,623	557,543	558,330	514,085	516,289	527,211	498,629	539,534	507,071	6,463,793
Benefits and Taxes	141,912	202,024	136,291	144,227	140,898	145,836	142,751	139,552	141,159	145,334	138,919	145,738	1,764,640
Staff-Related Costs	1,451	1,589	33,930	10,356	21,153	7,924	8,639	3,108	874	21,121	5,894	108,413	224,451
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	80,923	101,068	130,430	1,100,139
Student Expense, Direct	162,185	79,517	134,114	174,388	157,101	55,828	72,435	118,532	84,934	76,231	77,688	150,071	1,343,023
Student Expense, Food	12,695	0	0	114,969	74,895	97,339	45,944	0	42,829	0	0	384,280	772,950
Office & Business Expense	242,569	109,492	83,446	67,813	64,753	48,157	77,902	47,814	52,247	64,110	63,492	205,026	1,126,819
Transportation	44,396	7,402	17,638	115,784	95,329	96,686	60,928	51,813	69,244	13,644	143,715	92,000	808,578
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	994,566	916,658	1,086,976	1,739,694	13,816,221
Operating Income	-518,481	-191,946	574,953	-194,805	-749,704	146,129	258,937	386,163	794,638	438,124	1,206,831	2,426,966	4,577,805
Extraordinary Expenses													
Interest	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	9,128	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	7,019	7,019	9,128	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	1,282,836	923,678	1,093,995	1,748,822	15,027,564
Net Income	-525,500	-480,215	567,934	-483,075	-756,724	139,109	-29,332	379,143	506,369	431,105	1,199,812	2,417,837	3,366,463
Cash Flow Adjustments	56,573	-3,156	5,796	-48,991	62,965	9,979	61,307	-118,125	-18,382	756	510	-9,233	0
Change in Cash	-468,927	-483,371	573,730	-532,066	-693,758	149,088	31,975	261,019	487,987	431,861	1,200,322	2,408,604	3,366,463

	<i>Previous Year End</i>	<i>Current</i>
	<i>6/30/2021</i>	<i>5/31/2022</i>
Assets		
Current Assets		
Cash	5,945,002	6,902,861
Total Current Assets	5,945,002	6,902,861
Total Assets	5,945,002	6,902,861
Liabilities and Equity		
Liabilities		
Current Liabilities		
Other Current Liabilities	-79,237	-70,004
Total Current Liabilities	-79,237	-70,004
Total Long-Term Liabilities	0	0
Total Liabilities	-79,237	-70,004
Equity		
Unrestricted Net Assets	6,024,239	6,024,239
Net Income	0	948,626
Total Equity	6,024,239	6,972,865

Cover Sheet

Approve May Expenses

Section:	IV. Finance Committee
Item:	B. Approve May Expenses
Purpose:	Vote
Submitted by:	
Related Material:	2022.05 HPA CheckRegisterbyType.pdf 2022.05 Accounts Payable.pdf

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Check Register by Type

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Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
12520430	05/20/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	1,244.06
12520431	05/20/2022	X			GOOGLE	GOOGLE	580.00
12520432	05/28/2022	X			BAMBOOHRLL	BAMBOO HR LLC	671.82
12520433	05/28/2022	X			BCBS	BLUE CROSS BLUE SHIELD OF KANSAS CITY	56,861.48
12520434	05/11/2022	X			HOMEDEPOTC	HOME DEPOT CREDIT SERVICES	1,314.27
12520447	05/16/2022	X			VISACARDSE	VISA CARDSERVICES	2,256.57
12520452	05/25/2022	X			AMAZON	AMAZON/SYNCHRONY BANK	3,759.37
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 66,687.57
Check Type Total: Automatic Payment			Void Total:		0.00	Total without Voids: 66,687.57	

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Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
29179	05/24/2022	X			BURNSTIN	TINIKA BURNS	1,000.00
29180	05/24/2022	X			CARLOCKSHA	SHANAE CARLOCK	500.00
78167157	05/04/2022	X			JONESS	JONES SCHOOL SUPPLY	24.74
78168979	05/05/2022	X			ZSNSYSTEMS	ZSN SYSTEMS & SOLUTIONS LLC	5,600.00
78168980	05/05/2022	X			UNEMPLOY	UNEMPLOYMENT INSURANCE SERVICES, INC.	100.00
78168981	05/05/2022	X			SOSPEST	SOS PEST CONTROL	100.00
78168982	05/05/2022	X			SOSPEST	SOS PEST CONTROL	100.00
78168983	05/05/2022	X			CCWALDOPIZ	CC - WALDO PIZZA	101.91
78168984	05/05/2022	X			XELLO	XELLO INC.	5,150.00
78168985	05/05/2022	X			NEVELSEVA	EVA TUCKER NEVELS	450.00
78168986	05/05/2022	X			WHCKCT	WHC KCT LLC	527.00
78168987	05/05/2022	X			WATKINSR	RYAN A WATKINS	1,500.00
78168988	05/05/2022	X			AFLAC	AFLAC	171.63
78168989	05/05/2022	X			NILESHOME	NILES HOME FOR CHILDREN	2,720.00
78168990	05/05/2022	X			FIRSTBAPT	FIRST BAPTIST CHURCH OF RAYTOWN	3,200.00
78168991	05/05/2022	X			GRANDMAS	GRANDMA'S OFFICE CATERING, LLC	1,088.80
78169236	05/05/2022	X			BOARDOPOL	BOARD OF POLICE COMMISSIONERS	360.00
78169237	05/05/2022	X			DELTADENTA	DELTA DENTAL OF MO LOCKBOX	3,081.36
78169238	05/05/2022	X			MUTUALOFOM	MUTUAL OF OMAHA	2,873.76
78169239	05/05/2022	X			GUARDIAN	GUARDIAN	720.80
78169240	05/05/2022	X			SPIRE	SPIRE	313.53
78169516	05/05/2022	X			KELLYSERV	KELLY SERVICES, INC	698.70
78169517	05/05/2022	X			TICOPROD	TICO PRODUCTIONS LLC	3,554.00
78169518	05/05/2022	X			ELITEPROTE	BRANDON FARROW	3,645.00
78192633	05/12/2022	X			ICEMASTERS	ICE MASTERS	107.91
78192925	05/12/2022	X			JOSTENS	JOSTENS INC	711.23
78192926	05/12/2022	X			LLOYDSABC	ALL BEVERAGE CONTROL, INC.	115.00
78192927	05/12/2022	X			OFFICEESSE	OFFICE ESSENTIALS INC	1,709.55
78192928	05/12/2022	X			SEABART	ARTHUR SEABURY	185.38
78192929	05/12/2022	X			SOLAROCEAN	SOLAR OCEAN 2, LLC	450.46
78192930	05/12/2022	X			GRAHAM	ROCHELLE GRAHAM	3,024.00
78193233	05/12/2022	X			PAYPOOL	PAYPOOL LLC	557.00
78193234	05/12/2022	X			KELLYSERV	KELLY SERVICES, INC	685.00
78193235	05/12/2022	X			ENCORE	ENCORE INSTITUTE FOR SOCIAL IMPACT	1,522.75
78193236	05/12/2022	X			BERRYJAM	JAMIE BERRY	2,000.00
78193237	05/12/2022	X			CLARK1	DEBBIE CLARK	2,697.50
78193238	05/12/2022	X			SOFTWA	SOFTWARE UNLIMITED INC	8,900.00
78193239	05/12/2022	X			JAMESWTIPP	JAMES W. TIPPIN & ASSOCIATES	4,400.00
78193240	05/12/2022	X			ELITEPROTE	BRANDON FARROW	3,637.50
78201135	05/13/2022	X			HIGENES	Hi-Gene's Janitorial Services	24,691.47
78201599	05/13/2022	X			RIDDELLHEL	RIDELL/ALL AMERICAN SPORTS CORP	15,729.95
78201979	05/13/2022	X			EDOPS	ED OPS	15,250.00
78201980	05/13/2022	X			FIRSTSTUDE	FIRST STUDENT INC.	70,272.02
78262046	05/18/2022	X			DEFFEN	WASTE MANAGEMENT	690.10
78262047	05/18/2022	X			DEFFEN	WASTE MANAGEMENT	702.73
78262048	05/18/2022	X			DEFFEN	WASTE MANAGEMENT	611.92

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78277636	05/19/2022	X			ROZANNEPRA	ROZANNE PRATHER CONSULTING	775.00
78277637	05/19/2022	X			WATKINSR	RYAN A WATKINS	1,500.00
78277638	05/19/2022	X			STRICKLAN1	JAYSON STRICKLAND	99.62
78277639	05/19/2022	X			LAWSONSCHL	LAWSON SCHOOLS R XIV	150.00
78277640	05/19/2022	X			INDEPEND2	SCHOOL DISTRICT OF THE CITY OF INDEPENDENCE	60.00
78277641	05/19/2022	X			LAFAYETTEH	LAFAYETTE HIGH SCHOOL	150.00
78277642	05/19/2022	X			ATT	AT&T	372.19
78277643	05/19/2022	X			KCPL	KANSAS CITY POWER & LIGHT	1,590.21
78277644	05/19/2022	X			KCPL	KANSAS CITY POWER & LIGHT	65.10
78277645	05/19/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	106.70
78277646	05/19/2022	X			SPIRE	SPIRE	859.95
78277647	05/19/2022	X			POWERS	POWERSCHOOL GROUP LLC	2,380.32
78277648	05/19/2022	X			GRANDMAS	GRANDMA'S OFFICE CATERING, LLC	187.98
78277649	05/19/2022	X			UCMWEMET	UNIVERSITY OF CENTRAL MISSOURI	1,000.00
78277917	05/19/2022	X			451	451 PROTECTION	90.00
78277918	05/19/2022	X			JOSTENS	JOSTENS INC	205.61
78277919	05/19/2022	X			LIDDLE	LIDDLES SPORT SHOP	885.00
78277920	05/19/2022	X			NUESYNERGY	NUESYNERGY, INC	125.00
78278195	05/19/2022	X			TIMSTERS	KIM BOYKIN	5,194.00
78278196	05/19/2022	X			FIRSTSTUDE	FIRST STUDENT INC.	4,554.19
78278197	05/19/2022	X			ELITEPROTE	BRANDON FARROW	3,637.50
78304784	05/23/2022	X			OPERATION	OPERATION BREAKTHROUGH	16,488.09
78305012	05/23/2022	X			K12ITC	K12ITC, INC.	14,587.13
78305252	05/23/2022	X			FIRSTSTUDE	FIRST STUDENT INC.	58,291.50
78317011	05/26/2022	X			SOSPEST	SOS PEST CONTROL	100.00
78317012	05/26/2022	X			SOSPEST	SOS PEST CONTROL	100.00
78317013	05/26/2022	X			MCREALTY	MC REALTY GROUP, LLC	3,187.08
78317014	05/26/2022	X			MCREALTY	MC REALTY GROUP, LLC	5,676.96
78317015	05/26/2022	X			STJOSEPHSD	THE SCHOOL DISTRICT OF ST. JOSEPH	200.00
78317016	05/26/2022	X			ROBINSONKE	KENNITH ROBINSON	150.00
78317017	05/26/2022	X			SYMMETRY	SYMMETRY ENERGY SOLUTIONS, LLC (EIN 72-1309319)	4,871.60
78317018	05/26/2022	X			SPIRE	SPIRE	429.16
78317019	05/26/2022	X			KCPL	KANSAS CITY POWER & LIGHT	2,809.57
78317020	05/26/2022	X			KCPL	KANSAS CITY POWER & LIGHT	2,039.99
78317021	05/26/2022	X			NILESHOME	NILES HOME FOR CHILDREN	3,400.00
78317022	05/26/2022	X			CURRICUL1	CURRICULUM THAT MATTERS, INC	60.00
78317023	05/26/2022	X			WONDERLAND	WONDERLAND MIRACLE CARNIVAL CO	775.00
78317024	05/26/2022	X			EDUSPIRE	EDUSPIRE SOLUTIONS LLC	4,100.00
78317025	05/26/2022	X			SPOTIFYUSA	SPOTIFY USA INC.	249.00
78317026	05/26/2022	X			PREPKC	PREP KC	875.00
78317027	05/26/2022	X			PLAZAACADE	PLAZA Academy	1,500.00
78317028	05/26/2022	X			ZSNSYSTEMS	ZSN SYSTEMS & SOLUTIONS LLC	2,800.00
78317029	05/26/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	43.43
78317030	05/26/2022	X			KCWATERSER	KANSAS CITY WATER SERVICES	359.15
78317031	05/26/2022	X			ADTSECURIT	The ADT Security Corporation	528.01
78317196	05/26/2022	X			VERIZON	VERIZON WIRELESS	285.81
78317302	05/26/2022	X			DELTAVISIO	DELTA VISION	602.13
78317303	05/26/2022	X			KCPRINTSHO	PEDRO CHUCOY	163.80
78317304	05/26/2022	X			LIDDLE	LIDDLES SPORT SHOP	2,130.00
78317305	05/26/2022	X			THERAFITLL	THERA FIT, LLC	2,096.25
78317619	05/26/2022	X			SUMNERONE	SUMNERONE, INC.	922.19
78317620	05/26/2022	X			BERRYJAM	JAMIE BERRY	2,000.00
78317621	05/26/2022	X			CLARK1	DEBBIE CLARK	2,827.50
78317622	05/26/2022	X			KELLYSERV	KELLY SERVICES, INC	1,411.10
78317623	05/26/2022	X			WINPROSOLU	WIN PRO SOLUTIONS	2,029.70
78317624	05/26/2022	X			ELITEPROTE	BRANDON FARROW	3,450.00
78320993	05/27/2022	X			HIGENES	Hi-Gene's Janitorial Services	24,691.47

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Check Register by Type

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78321979	05/27/2022	X			SCHOOLSMAR	SSKC EDUCATIONAL SUPPORT INC	16,666.67
78328711	06/01/2022	X			UNIFIRSTCO	UNIFIRST CORPORATION	84.13
78331893	06/03/2022	X			AMAZON	AMAZON/SYNCHRONY BANK	269.80
78331894	06/03/2022	X			AMAZON	AMAZON/SYNCHRONY BANK	44.97
78331895	06/03/2022	X			AFLAC	AFLAC	171.63
78331896	06/03/2022	X			MOWETWINGS	MO WET WINGS LLC	1,000.00
78331897	06/03/2022	X			WATKINSR	RYAN A WATKINS	2,250.00
78332216	06/03/2022	X			INNOVATIVE	INNOVATIVE OPTIONS, LLC	1,290.00
78332217	06/03/2022	X			LLOYDSABC	ALL BEVERAGE CONTROL, INC.	115.00
78332218	06/03/2022	X			PROJECTLEA	PROJECT LEAD THE WAY, INC.	2,200.00
78332219	06/03/2022	X			THERAFITLL	THERA FIT, LLC	2,703.00
78332220	06/03/2022	X			GUARDIAN	GUARDIAN	720.80
78332221	06/03/2022	X			SPIRE	SPIRE	167.48
78332539	06/03/2022	X			KELLYSERV	KELLY SERVICES, INC	3,123.60
78332540	06/03/2022	X			TIMSTERS	KIM BOYKIN	4,876.00
78332541	06/03/2022	X			ELITEPROTE	BRANDON FARROW	3,637.50
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Accounts Payable

As of 5/31/2022

Hogan Preparatory Academy

PAYEE: ALL		STATUS: -- All --		REPORT DATE: 6/15/2022 3:56:43 PM ET						
GL CODE: ALL										
Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
20220426-1000.00	5/1/2022	4/26/2022	Paid	6/3/2022	78331896	Mo Wet Wings LLC Hogan Preparatory Academy	12 2411 6411 3945 4 40001 114	\$1,000.00	bo115000	\$1,000.00
1001	5/1/2022	4/30/2022	Paid	6/9/2022	78342674	Operation Breakthrough Hogan Preparatory School District	13 1111 6319 6910 4 40001 000	\$13,500.00	Transportation Reimb for FY22	\$13,500.00
49169620220507	5/7/2022	5/7/2022	Paid	6/9/2022	78342670	Best Buy Business Advantage Account 491696	11 1151 6412 1935 3 00000 806	\$19,694.79	bo114999	\$19,694.79
2022-070	5/11/2022	5/11/2022	Paid	6/3/2022	78332216	INNOVATIVE OPTIONS, LLC Hogan Preparatory Academy	10 2529 6319 0100 3 00000 000	\$1,290.00	Quarterly Invoice	\$1,290.00
15506	5/12/2022	5/12/2022	Paid	6/9/2022	78342982	LIDDLES SPORT SHOP Hogan Preparatory Academy	12 1411 6411 3945 3 00000 904	\$900.00	BO114896?	\$900.00
384136	5/12/2022	5/12/2022	Paid	6/3/2022	78331895	Aflac T9934	10 2164 0000 0000 0 00000 000	\$171.63	May 2022	\$171.63
June 2022	5/13/2022	5/13/2022	Paid	6/3/2022	78332220	Guardian Group ID: 00 559210	10 2157 0000 0000 0 00000 000	\$720.80	June 2022	\$720.80
0017	5/14/2022	5/14/2022	Paid	6/3/2022	78332540	Timsters World Inc. Hogan Preparatory Academy	10 2553 6341 0100 3 00000 000	\$2,994.50	disabled transportation	\$4,876.00
							10 2551 6341 0100 3 00000 000	\$1,881.50	home to school transportation	
2200064149	5/16/2022	5/16/2022	Paid	6/9/2022	78342976	BOARD OF POLICE COMMISSIONERS Hogan Preparatory Academy	10 2546 6319 0100 3 00000 000	\$120.00	Alarm Permit Renewal Fee	\$120.00
20220517-167.48	5/17/2022	5/17/2022	Paid	6/3/2022	78332221	Spire 8939222862	12 2542 6482 3945 3 00000 000	\$167.48	gas	\$167.48

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
A406	5/17/2022	5/17/2022	Paid	6/9/2022	7834267 1	ZSN Systems & Solutions LLC Hogan Preparatory Academy	12 1131 6391 3945 4 40001 000	\$2,800.00	Para Professional Services	\$2,800.00
11LF-J1LP-T6NT	5/18/2022	5/18/2022	Paid	6/3/2022	7833189 3	Amazon Capital Services A14BG9UZREHMF6	10 2322 6411 0100 3 00000 000	\$269.80	bo115046	\$269.80
127929	5/18/2022	5/18/2022	Paid	6/9/2022	7834267 5	Midwest Shredding Service, LLC Hogan Preparatory Academy	10 2511 6319 0100 3 00000 000	\$40.00	Shredding Services	\$40.00
13TF-61GR-D6VV	5/18/2022	5/18/2022	Paid	6/3/2022	7833189 4	Amazon Capital Services A14BG9UZREHMF6	12 1411 6411 3945 3 00000 240	\$44.97	bo115047	\$44.97
1991	5/19/2022	5/19/2022	Paid	6/9/2022	7834329 8	Tico Sports LLC Hogan Preparatory Academy	10 2322 6319 0100 3 00000 000	\$3,554.00	Marketing Services	\$3,554.00
614318	5/19/2022	5/19/2022	Paid	6/3/2022	7833253 9	KELLY SERVICES, INC. Hogan Preparatory Academy	11 1151 6391 1935 4 40001 000	\$369.90	Sub	\$3,123.60
							13 1111 6391 6910 4 40001 000	\$2,753.70	Sub	
229 0032165	5/20/2022	5/20/2022	Paid	6/1/2022	7832871 1	UNIFIRST CORPORATION 1512134	10 2542 6331 0100 3 00000 000	\$84.13	Mats - HS	\$84.13
337346	5/20/2022	5/20/2022	Paid	6/3/2022	7833221 8	PROJECT LEAD THE WAY, INC. HOGAN PREPARATORY ACAD MIDDLE	11 2213 6319 1935 3 00000 806	\$2,200.00		\$2,200.00
INV00103	5/23/2022	5/23/2022	Paid	6/3/2022	7833254 1	Elite Protection Services LLC Hogan Prep	11 2546 6319 1935 3 00000 000	\$1,200.00	Security	\$1,200.00
							12 2546 6319 3945 3 00000 000	\$0.00	Security	
							13 2546 6319 6910 3 00000 000	\$0.00	Security	
INV00104	5/23/2022	5/23/2022	Paid	6/3/2022	7833254 1	Elite Protection Services LLC Hogan Prep	13 2546 6319 6910 3 00000 000	\$0.00	Security	\$1,200.00
							12 2546 6319 3945 3 00000 000	\$1,200.00	Security	

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
INV00105	5/23/2022	5/23/2022	Paid	6/3/2022	7833254 1	Elite Protection Services LLC Hogan Prep	13 2546 6319 6910 3 00000 000	\$1,237.50	Security	\$1,237.50
							12 2546 6319 3945 3 00000 000	\$0.00	Security	
							11 2546 6319 1935 3 00000 000	\$0.00	Security	
INV03301	5/23/2022	5/23/2022	Paid	6/9/2022	7834329 6	Schoolworks Hogan Preparatory Academy	10 2644 6319 0100 3 00000 000	\$787.50	bo115074	\$787.50
1018	5/24/2022	5/24/2022	Paid	6/3/2022	7833189 7	Ryan Watkins Hogan Preparatory Academy	11 2152 6319 1935 4 44100 000	\$1,125.00	Speech Pathology	\$2,250.00
							12 2152 6319 3945 4 44100 000	\$1,125.00	Speech Pathology	
4077	5/24/2022	5/24/2022	Paid	6/3/2022	7833221 9	THERA FIT, LLC Hogan Preparatory Academy	11 2162 6319 1935 4 44100 000	\$292.50	occupational therapy	\$2,703.00
							13 2162 6319 6910 4 44100 000	\$2,410.50	occupational therapy	
15538	5/25/2022	5/25/2022	Paid	6/9/2022	7834298 2	LIDDLES SPORT SHOP Hogan Preparatory Academy	11 1421 6411 1935 3 00000 000	\$158.25	BO115069	\$158.25
Jun-22	5/25/2022	5/25/2022	Paid	6/9/2022	7834297 8	MUTUAL OF OMAHA Hogan Preparatory Academy	10 2159 0000 0000 0 00000 000	\$2,827.13	June 22	\$2,827.13
11804637	5/26/2022	5/26/2022	Paid	6/9/2022	7834330 2	First Student 1791674	10 2551 6341 0100 3 00000 000	\$70,144.11	Transportation	\$70,144.11
1296	5/26/2022	5/26/2022	Paid	6/9/2022	7834298 3	GRAHAM, ROCHELLE Hogan Preparatory Academy	13 2152 6319 6910 4 44100 000	\$3,264.00	Speech Pathology Services	\$3,264.00
1297	5/26/2022	5/26/2022	Paid	6/9/2022	7834298 3	GRAHAM, ROCHELLE Hogan Preparatory Academy	12 2152 6319 3945 4 44100 000	\$120.00	Speech Pathology Services	\$120.00
1298	5/26/2022	5/26/2022	Paid	6/9/2022	7834298 3	GRAHAM, ROCHELLE Hogan Preparatory Academy	11 2152 6319 1935 4 44100 000	\$120.00	Speech Pathology Services	\$120.00
617295	5/26/2022	5/26/2022	Paid	6/9/2022	7834329 7	KELLY SERVICES, INC. Hogan Preparatory Academy	11 1151 6391 1935 4 40001 000	\$0.00	Sub	\$1,883.75
							13 1111 6391 6910 4 40001 000	\$1,883.75	Sub	

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
836196-0	5/26/2022	5/26/2022	Paid	6/9/2022	7834267 2	Rangel Distributing Hogan Preparatory Academy	10 2321 6411 0100 3 00000 079	\$462.59	BO115079	\$462.59
INV00106	5/26/2022	5/26/2022	Paid	6/9/2022	7834330 1	Elite Protection Services LLC Hogan Prep	13 2546 6319 6910 3 00000 000	\$1,170.00	Security	\$1,170.00
							12 2546 6319 3945 3 00000 000	\$0.00	Security	
INV00107	5/26/2022	5/26/2022	Paid	6/9/2022	7834330 1	Elite Protection Services LLC Hogan Prep	11 2546 6319 1935 3 00000 000	\$3,460.00	Security	\$3,460.00
							12 2546 6319 3945 3 00000 000	\$0.00	Security	
							13 2546 6319 6910 3 00000 000	\$0.00	Security	
104248	5/27/2022	5/27/2022	Paid	6/9/2022	7834267 8	SOS Pest Control Hogan Preparatory Academy	10 2542 6339 0100 3 00000 000	\$100.00	Pest Control	\$100.00
104251	5/27/2022	5/27/2022	Paid	6/9/2022	7834267 7	SOS Pest Control Hogan Preparatory Academy	10 2542 6339 0100 3 00000 000	\$100.00	Pest Control	\$100.00
118592	5/27/2022	5/27/2022	Paid	6/9/2022	7834330 0	Midwest Elevator Hogan Preparatory Academy	12 2542 6319 3945 3 00000 000	\$290.64	Qtrly Maint	\$290.64
							13 2542 6319 6910 3 00000 000	\$0.00	Qtrly Maint	
1WPR- FWDX- CTMJ	5/27/2022	5/27/2022	Paid	6/9/2022	7834267 3	Amazon Capital Services A14BG9UZREHMF6	12 1411 6411 3945 3 00000 240	\$116.55	bo115047	\$116.55
June 2022	5/27/2022	5/27/2022	Paid	6/9/2022	7834297 7	DELTA DENTAL OF MO LOCKBOX Group: 0118-3701	10 2162 0000 0000 0 00000 000	\$3,081.52	Dental - June 22	\$3,081.52
20220531- 115.00	5/31/2022	5/31/2022	Paid	6/3/2022	7833221 7	ALL BEVERAGE CONTROL, INC. Hogan Preparatory Academy	11 2542 6411 1935 3 00000 000	\$115.00	Ice Machine Rental	\$115.00

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
20220531-3378.67	5/31/2022	5/31/2022	Paid	6/9/2022	78342981	LASCUOLA, PHILLIP Expense Reimbursement	11 1411 6411 1935 3 00000 332	\$89.74	BO114957	\$3,378.67
							11 1421 6343 1935 3 00000 000	\$2,165.21	bo114987, bo114988	
							11 1421 6411 1935 3 00000 000	\$983.93	bo114975, bo115050	
							11 2411 6411 1935 4 40001 114	\$139.79	bo115009	
20220531-668.04	5/31/2022	5/31/2022	Paid	6/9/2022	78342981	LASCUOLA, PHILLIP Expense Reimbursement	11 1421 6343 1935 3 00000 000	\$668.04		\$668.04
							11 1421 6411 1935 3 00000 000	\$0.00		
277876-1	5/31/2022	5/31/2022	Paid	6/9/2022	78343294	WIN PRO SOLUTIONS Hogan Preparatory Academy	11 2542 6411 1935 3 00000 000	\$158.34	Janitorial Supplies	\$158.34
PPS-4626	5/31/2022	5/31/2022	Paid	6/9/2022	78342979	OFFICE ESSENTIALS INC 444346	10 2511 6411 6910 3 00000 901	\$341.91	Elementary School	\$683.82
							10 2511 6411 0100 3 00000 000	\$0.00	District Office	
							10 2511 6411 3945 3 00000 901	\$151.96	Middle School	
							10 2511 6411 1935 3 00000 901	\$189.95	High School	
Total:									\$156,237.61	

GL Code Summary

10 2157 0000 0000 0 00000 000	\$720.80
10 2159 0000 0000 0 00000 000	\$2,827.13
10 2162 0000 0000 0 00000 000	\$3,081.52
10 2164 0000 0000 0 00000 000	\$171.63
10 2321 6411 0100 3 00000 079	\$462.59
10 2322 6319 0100 3 00000 000	\$3,554.00
10 2322 6411 0100 3 00000 000	\$269.80
10 2511 6319 0100 3 00000 000	\$40.00

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
							10 2511 6411 0100 3 0000 000			\$0.00
							10 2511 6411 1935 3 0000 901			\$189.95
							10 2511 6411 3945 3 0000 901			\$151.96
							10 2511 6411 6910 3 0000 901			\$341.91
							10 2529 6319 0100 3 0000 000			\$1,290.00
							10 2542 6331 0100 3 0000 000			\$84.13
							10 2542 6339 0100 3 0000 000			\$200.00
							10 2546 6319 0100 3 0000 000			\$120.00
							10 2551 6341 0100 3 0000 000			\$72,025.61
							10 2553 6341 0100 3 0000 000			\$2,994.50
							10 2644 6319 0100 3 0000 000			\$787.50
							11 1151 6391 1935 4 40001 000			\$369.90
							11 1151 6412 1935 3 0000 806			\$19,694.79
							11 1411 6411 1935 3 0000 332			\$89.74
							11 1421 6343 1935 3 0000 000			\$2,833.25
							11 1421 6411 1935 3 0000 000			\$1,142.18
							11 2152 6319 1935 4 44100 000			\$1,245.00
							11 2162 6319 1935 4 44100 000			\$292.50
							11 2213 6319 1935 3 0000 806			\$2,200.00
							11 2411 6411 1935 4 40001 114			\$139.79
							11 2542 6411 1935 3 0000 000			\$273.34
							11 2546 6319 1935 3 0000 000			\$4,660.00
							12 1131 6391 3945 4 40001 000			\$2,800.00
							12 1411 6411 3945 3 0000 240			\$161.52
							12 1411 6411 3945 3 0000 904			\$900.00
							12 2152 6319 3945 4 44100 000			\$1,245.00
							12 2411 6411 3945 4 40001 114			\$1,000.00
							12 2542 6319 3945 3 0000 000			\$290.64
							12 2542 6482 3945 3 0000 000			\$167.48
							12 2546 6319 3945 3 0000 000			\$1,200.00
							13 1111 6319 6910 4 40001 000			\$13,500.00
							13 1111 6391 6910 4 40001 000			\$4,637.45
							13 2152 6319 6910 4 44100 000			\$3,264.00
							13 2162 6319 6910 4 44100 000			\$2,410.50

Invoice #	Incur Date	Invoice Date	Status	Check Date	Check or Trans. #	Payee/Account	GL code	Amount	Memo	Amount
							13 2542 6319 6910 3 00000 000			\$0.00
							13 2546 6319 6910 3 00000 000			\$2,407.50
										\$156,237.61

Cover Sheet

Hogan Abatement

Section: IV. Finance Committee
Item: C. Hogan Abatement
Purpose: Vote
Submitted by:
Related Material: HPA - Abatement of Convent Building.pdf
New Horizons Contract.pdf



Capital Project - Phase III Convent Abatement

Phase III of our capital project includes a new gym, athletic field and an updated parking plan. Because of the complexities of the site and the fact that we've got existing buildings already on site, Phase III will need to occur sequentially in some 'sub phases'. The total anticipated cost of Phase III is \$17.7M. This includes escalation costs on materials as well as contingency.

III.A - Abatement & tear down of the existing convent building - the convent building is on the backside of our property, behind the existing high school. It is also the location for our new gym. In order to build the new gym, we must tear down the existing convent building. And, before tearing down the convent building, it has to be abated.

- **Schedule - Summer/Fall 2022**
- **Cost - \$175,000 (\$70,000/abatement; \$105,000/tear down)**
- **Funds - Provided by HPA cash reserves**

III.B - Build a new gym - once the convent building has been eliminated, the property can be graded and construction can begin on the new gym.

- **Schedule - Spring 2023 - Summer 2024**
- **Cost - \$9,304,395**
- **Funds - Pursuing a 3rd KLS III loan**

III.C - Abatement & tear down of the old high school - once the new gym is open, we can proceed with abatement and tear down of the original high school building. This will make way for the new athletic field and revised parking plan. This is a huge piece of work because we are on a hill. Grading and support walls will need to be put into place in order to create an area large enough for the field and parking.

- **Schedule - Summer 2024 - Summer 2025**
- **Cost - \$8,245,126**
- **Funds - Included with the 3rd KLS III loan**

Board Action Requested: *The Board is being asked to review and approve the contract from New Horizons for abatement of the convent building.* This is the first step of III.A. *The cost is \$69,210.* Funds will come from Hogan Prep's cash reserves. Once this work is completed, we can begin taking bids for tear down of that building. The Board will be asked to approve that portion of work at a later date.

CONTRACTOR AGREEMENT

This agreement is made and entered into as of this 7 day of June, 2022, between New Horizons Enterprises, LLC, a Missouri Limited Liability Company and Hogan Preparatory Academy, Inc., a Missouri Nonprofit Corporation (hereinafter "Client").

1. Agreement for Services

New Horizons Enterprises, LLC agrees to provide Client that material, equipment, and labor as set forth in the attached proposals for Miscellaneous Universal Waste Disposal and Asbestos Abatement both dated June 14, 2021. New Horizons Enterprises, LLC requires that all of its respective subcontractors and suppliers to be bound to Client in the same manner as New Horizons Enterprises, LLC is bound under this Agreement.

Base Contract Amount:	
Asbestos Abatement	\$65,595.00
Miscellaneous Universal Waste Disposal	\$3,615.00
Total Contract	\$69,210.00

Start Date: To Be Determined

Completion Date: To be Determined

2. Scope of Services; Relationship to General Contract

The scope of services ("Services") to be performed by New Horizons Enterprises, LLC are identified in the attached proposals both dated June 14, 2021 and incorporated by reference herein. The fees and charges shall be deemed to include all applicable local, state, and federal taxes. The Services performed by New Horizons Enterprises, LLC are limited to those services incidental thru industry custom for the performance of the scopes outlined in the Proposal. If Client requests additional services for work which is not included within the context of the proposal, such work shall be treated as "change order work" pursuant to Article 5 below.

3. Scheduling

New Horizons Enterprises, LLC agrees to start work as requested by Client, to complete the work as quickly as possible to prevent further damage to the environment, on a schedule mutually agreeable between New Horizons Enterprises, LLC and Client. The parties agree that where this schedule is impacted by factors beyond the control of New Horizons, a contract change order addressing either time, money or both shall be negotiated between the parties.

4. Unit Prices

NA

5. Change Orders

New Horizons Enterprises, LLC and Client may, without Invalidating this Agreement, order or request, respectively, changes in the Services within the general scope of this Agreement. All changes in the Services will be authorized only through execution of a Written Change Order signed by both parties. Upon issuing a Change Order, the value of the Services and materials added or omitted shall be computed and determined by New Horizons Enterprises, LLC and the bill for services rendered shall be adjusted accordingly.

6. Payment

New Horizons shall issue monthly progress payment invoices for services performed in the preceding month. Progress payment applications shall reflect the percent of work completed per area, with itemized amounts due for same. All progress payment applications shall be issued to Client no later than the last day of the month. Payment for Services shall be made to New Horizons Enterprises, LLC within fourteen (14) days after Client's receipt of same. To the extent Client disputes any portion of the invoice, said dispute must be identified in writing to New Horizons within seven (7) days of receipt or be deemed waived.

7. Compliance with Health and Safety Laws

New Horizons Enterprises, LLC shall, at its own cost and expense, apply for and obtain all necessary permits and conform strictly to the laws and ordinances in force in the locality where the Job is proceeding, including the Occupational Safety and Health Act and all state and federal laws regarding safety.

8. Quality of Services

New Horizons Enterprises, LLC shall perform the Services In a professional and competent manner in accordance with standards accepted within New Horizons Enterprises, LLC's profession for the Services rendered. New Horizons Enterprises, LLC shall be responsible for professional quality, technical accuracy, and the coordination of all services furnished by New Horizons Enterprises, LLC (or any agent, employee, or subcontractor of New Horizons Enterprises, LLC) under this Agreement.

9. Equal Employment Opportunity

New Horizons Enterprises, LLC. shall not refuse to hire, accept, register, classify, refer for employment, discharge, discharge any employee or otherwise discriminate in employment against any employee or applicant because of age, race, creed, color, sex, national origin, religion, physical or mental handicap, disability, or veteran status of the applicant or employee unless based on good faith occupational qualification, and shall comply with all applicable federal, state, and local laws, including, without limitation, the Civil Rights Act of 1964, 42 United States Code section 183, Executive Orders 11246, 11375, and 11478, all as amended and any other applicable statutes and ordinances, plans or programs, standards, or regulations that relate to the Services, or with other obligations imposed.

10. Disputes, Venue, Arbitration

Any controversy, claim and/or dispute arising out of the Services referred to in this Agreement, or regarding Interpretation of this Agreement or any subcontract, shall be subject to Missouri Law, held in the venue in which the principal offices of New Horizons is located, and submitted by agreement of the parties to binding arbitration. Client, New Horizons Enterprises, LLC., its Subcontractors, material suppliers and other parties providing labor or material related to the performance of this contract shall be bound, each to each other, by this arbitration clause provided such party has signed this Agreement, has signed a contract which incorporates this Agreement by reference, or signs any other agreement to be bound by this arbitration clause.

Arbitration shall be held in accordance with the Construction Industry Rules of the American Arbitration Association which are in effect at the time of the arbitration. Should any party refuse or neglect to appear or to participate in arbitration proceedings, the arbitrators are empowered to decide the controversy In accordance with whatever evidence is presented by the party or parties who do participate. The arbitrators are authorized to award any party or parties such sums as they shall deem proper for the time, expense and trouble of arbitration, Including arbitration fees and attorney fees as itemized below.

11. Attorney's Fees and Costs

In the event legal action or arbitration is taken or commenced between the parties hereto, declaratory or otherwise, for the enforcement of any of the covenants, terms or conditions of this Subcontract, the prevailing party shall be entitled to his costs and reasonable attorney's fees as determined and taxed by the arbitrators or trial and appellate courts.

12. Complete Agreement

This Agreement represents the entire agreement between New Horizons Enterprises, LLC and Client with respect to the Services set forth as to projects contemplated and incorporates all previous and contemporaneous oral and written understandings between the parties with respect to the Service. No change to the terms of this Agreement shall be effective unless approved in writing by authorized representatives of both parties.

13. Governing Law

This Agreement shall be governed by and Interpreted under the laws of the State of Missouri.

14. Remedies

The remedies available under the terms of this Agreement and in law or equity shall be cumulative, and the exercise of one remedy shall not constitute an election of remedies.

15. Term of Agreement

This Agreement, effective as of the date referenced on Page 1, is for the duration of the Services further Identified under Scope of Services.

16. Notice

Any official notice, communication or statement required or permitted to be given hereunder shall be In writing, unless otherwise allowed, and deemed to have been sufficiently given when delivered in person or by registered or certified mail, postage prepaid, return receipt requested to the address of the respective party below:

New Horizons Enterprises, LLC.:

New Horizons, LLC
PO Box 681183
Kansas City, Missouri 64168
Phone: 816-569-5256
Email: scott@newhorizons-llc.com

Hogan Preparatory Academy, Inc.

Hogan Preparatory Academy
5809 East Michigan Avenue
Kansas City, Missouri 64130
Phone: 816-444-3484
Email: jberry@hoganprep.net

To expedite unofficial notice or communication, the parties may contact each other as provided above. This Information may be updated from time to time without the need to modify or amend this Agreement. Any information provided in this manner shall be witnessed by writing as outlined above.

17. Lien Warnings:

NOTICE TO OWNER

FAILURE OF THIS CONTRACTOR TO PAY THOSE PERSONS SUPPLYING MATERIAL OR SERVICES TO COMPLETE THIS CONTRACT CAN RESULT IN THE FILING OF A MECHANICS LIEN ON THE PROPERTY WHICH IS THE SUBJECT OF THIS CONTRACT PURSUANT TO CHAPTER 429, RSMO. TO AVOID THIS RESULT YOU MAY ASK THIS CONTRACTOR FOR "LIEN WAIVERS" FROM ALL PERSONS SUPPLYING MATERIAL OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT. FAILURE TO SECURE LIEN WAIVERS MAY RESULT IN YOUR PAYING FOR LABOR AND MATERIAL TWICE. Section 429.012.1, RSMo 2000.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representative as of the day and year as referenced on page 1.

New Horizons Enterprises, LLC:

Client:

X: _____
By:

X: _____
By:

X: Scott Stewart
Printed Name:

X: _____
Printed Name:

X: Project Manager
Title:

X: _____
Title:

X: _____
Date:

X: _____
Date:

Attachment 1 – New Horizons Proposals Dated June 14, 2021



June 14, 2021

Ms. Jamie Berry
Hogan Preparatory Academy
5809 East Michigan Avenue
Kansas City, Missouri 64130

Re: Asbestos Abatement
1166 East 65th Street
Kansas City, Missouri 64131

Dear Ms. Berry,

New Horizons Enterprises, LLC (New Horizons), a certified Woman-Owned Business, is pleased to submit the following cost proposal for asbestos abatement at the above-mentioned property. This proposal is based on the information provided in the Asbestos Inspection Report prepared by New Horizons dated May 27, 2021.

New Horizons will complete the removal of the materials under a Missouri accredited asbestos abatement license.

PROCEDURES

Staging of Supplies: Supplies will be staged in a neat and orderly manner.

Transportation and Disposal: All asbestos materials removed from the building will be bagged or wrapped and properly labeled prior to being placed into a sealed disposal bin for transport to an authorized disposal site.

Employee Protection: Workers will utilize half-face HEPA/APR protection. Higher levels of protection will be utilized if necessary based upon sampling levels. Additionally, all personnel on site will be required to wear proper protective clothing, including hooded Tyvek® suits, gloves, and boots.

EXCLUSIONS

The following are specifically excluded from this project:

- Removal of any materials to access the asbestos material
- Replacement of any materials removed to access the asbestos containing material
- Third party air monitoring

Ms. Berry
June 14, 2021
Page 2 of 3

- Replacement of any asbestos materials removed
- Adherence to Specifications or Procedures submitted to New Horizons after proposal submission
- Costs or conditions caused by delays by others beyond New Horizons' control
- Bid, Performance, and/or Payment Bonds (an additional 3%, if required)
- Prevailing Wage/Davis Bacon Wages
- Clearances or any third party verification

OWNER/AGENT RESPONSIBILITIES

The Owner or his designated agent is responsible for providing to New Horizons the following:

- Staging areas for equipment
- Reasonable access to the work area
- Parking for work force

PROJECT COST

Asbestos Abatement **\$65,595.00**

This includes removal of:

- 260 square feet of water tank insulation
- 13 windows with caulking
- 3 linear feet of vent caulking
- 10 linear feet of pipe insulation
- 370 square feet of floor tile and mastic
- 7,590 square feet of floor tile
- 1,080 square feet of carpet
- 13 light fixtures with backing
- 365 square feet of ceiling insulation
- 300 fittings
- 80 square feet of tar underneath metal flashing
- 500 square feet of lining within stack
- 165 square feet of transite soffit
- 13 windows with glazing

SCHEDULE

New Horizons will begin the asbestos abatement following Notice to Proceed and the 10-day waiting period required by the City of Kansas City, Missouri. The work will be completed in approximately 25 working days.

TERMS OF PAYMENT

Payment will be net 30 days upon substantial completion. The client will pay 1.5% per month interest penalty for any part of the month and for any amount for which the payment becomes past due. Substantial completion is defined as complete visual removal of asbestos materials.

Ms. Berry
June 14, 2021
Page 3 of 3

Thank you for this opportunity to submit our proposal on this project. If you have any questions or require any additional information, please do not hesitate to contact us at (816) 569-5256. New Horizons will proceed with notification upon your written authorization.

Sincerely,



Scott Stewart
Project Manager
New Horizons Enterprises, LLC

ACCEPTANCE: The above proposal, including Scope of Work, Procedures, and Terms and Conditions is hereby accepted. **New Horizons Enterprises, LLC** is authorized to proceed with the work as specified.

Accepted by:

_____	_____
Printed Name	Signature
_____	_____
Title	Company

Date	



June 14, 2021

Ms. Jamie Berry
Hogan Preparatory Academy
5809 East Michigan Avenue
Kansas City, Missouri 64130

Re: Miscellaneous Universal Waste Disposal
1166 East 65th Street
Kansas City, Missouri 64131

Dear Ms. Berry,

New Horizons Enterprises, LLC (New Horizons), is pleased to submit the following cost proposal for the proper disposal of miscellaneous universal waste for the above-mentioned project. The Scope of Work outlined below is based on a Hazardous Material Inventory Report prepared by New Horizons dated May 27, 2021. The disposal fees below include costs for disposal of various types of non-regulated (non-hazardous) wastes including universal wastes and white goods.

SCOPE OF WORK

New Horizons will package the materials for proper disposal, arrange for transportation and disposal, and prepare all disposal documentation. The universal waste and white goods include fluorescent light bulbs, fire extinguishers, and electronics. An inventory table is provided as Attachment 1. The materials that are not regulated as hazardous waste for disposal. Any materials not listed on the inventory table, are excluded from this bid.

FEES

Miscellaneous Universal Waste Removal and Disposal	\$3,615.00
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TERMS OF PAYMENT

Payment will be net 30 days. The client will pay 1.5% per month interest penalty for any part of the month and for any amount for which the payment becomes past due.

SCHEDULE

Work will commence upon Notice to Proceed.

Ms. Berry
June 14, 2021
Page 2 of 2

Thank you for this opportunity to submit our proposal on this project. If you have any questions or require any additional information, please do not hesitate to contact me at (816) 569-5256. New Horizons will proceed with this work upon your written authorization.

Sincerely,



MacKenzie Koepke
Environmental Scientist
New Horizons Enterprises, LLC

ACCEPTANCE: The above proposal, including Scope of Work, Procedures, and Terms and Conditions is hereby accepted. **New Horizons Enterprises, LLC** is authorized to proceed with the work as specified.

Accepted by:

_____	_____
Printed Name	Signature
_____	_____
Title	Company

Date	

ATTACHMENT 1

INVENTORY

1166 East 65th Street HHW Inventory

Number of Containers	Quantity	Product	Manufacturer
		Universal Waste	
1		Lead Acid Battery - 12V	Casil
1		Transformer	Sperti Faraday Inc.
16		"Non-PCB" Ballasts	
32	4 ft	Silver Tipped	
		Other White Goods	
1	9 lbs	Fire Extinguisher - Dry Chemical	General Fire Extinguisher Corp.
1	5 lbs	Fire Extinguisher - Carbon Dioxide	Badger -Powhatan
2	2.5 gallon	Fire Extinguisher - Water/Loaded Stream	Amerex Corporation
2		Computer Monitor	Dell
1		Projector - Powerlite 83+	Epson
2		AirPort Base Station Router	Apple
2		Remote Bulb Microtherm	Barber Colman
2		Motor Operator	Barber Colman

Note: Non-PCB Ballast quantities are estimated,
See report for more details

Cover Sheet

Academic Committee Report

Section: V. Academic Committee
Item: A. Academic Committee Report
Purpose: Vote
Submitted by:
Related Material: 24.Academic Committee Report_ June 2022.pdf



Academic Committee Report: June

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. End of Year Assessment Participation Data

- MAP and EOC Participation Rates
 - ES MAP - 99.03%
 - MS MAP - 98.78%
 - HS EOC - 100%
- [Full Evaluate Assessment Participation Rate Report](#)

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 Assessment Participation Rates grew after the winter dip that was in place during December and January.

Lower assessment rates at the high school can be attributed to lower engagement levels by virtual students and inconsistencies in assessment procedures as the result of a teacher’s long term absence.

To ensure the LEA met the DESE requirement to assess 95% of students, Site Testing Coordinators at each school administered MAP Grade Level and End of Course exams to small groups and individual students who were not in attendance on scheduled assessment days. The virtual school administrator and virtual school teacher scheduled in-person assessment events and provided transportation as needed for virtual students. Student Information System records were reviewed and adjusted to accurately reflect student enrollment.

ES		MS		HS	
ELA	Math	ELA	Math	ELA	Math
88.00%	87.00%	90.20%	85.50%	78.70%	79.70%
MIDYEAR STAR					
ES		MS		HS	
ELA	Math	ELA	Math	ELA	Math
80%	91%	69%	66%	42%	56%
EOY STAR					
ES		MS		HS	
ELA	Math	ELA	Math	ELA	Math
86%	88%	67%	64%	47%	57%

STAR Reading and STAR Math were administered during the final 2 weeks of the school year, after the majority of MAP and EOC assessments were complete. Elementary and High school both had higher participation rates compared to the March participation rates on the Evaluate Assessment. Middle School STAR participation was slightly lower compared to the March Evaluate participation rates. This was in part to attendance rates the last couple of weeks at each building.



B. End of Year Assessment Data Achievement

- [Evaluate Data District Report](#) The entire report includes the following information:
 - MPI and Below Basic Rates
 - District and Disaggregated by School
 - Returning students vs. New Students progress
- End Of Year STAR District Report
 - [Math](#)
 - [Reading](#)

Summary of Evaluate (ELA & Math)

ELA

ES	2021 MAP	2022 Goals	Distance to Goal	Year to Year	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Below Basic	60.12%	28.3%	7.75%	-10.20%	60.7%	54.76%	52.07%	43.79%	44.08%	41.10%	36.05%
Basic	37.50%				36.8%	42.26%	44.38%	47.34%	46.71%	45.21%	47.62%
Proficient	1.79%				2.5%	2.98%	2.96%	7.69%	9.21%	12.33%	13.61%
Advanced	0.60%				0.0%	0.00%	0.59%	1.18%	0.00%	1.37%	2.72%
MPI	187.7	274.1	-27.16	18.28	180.98	193.45	200.00	222.49	221.05	232.88	246.94
MS											
Below Basic	42.41%	31.8%	29.25%	2.17%	57.3%	57.59%	56.68%	49.01%	55.68%	64.37%	61.05%
Basic	52.23%				39.8%	37.17%	35.29%	38.61%	36.76%	27.59%	31.40%
Proficient	4.91%				2.4%	5.24%	7.49%	8.91%	5.41%	6.90%	6.40%
Advanced	0.45%				0.5%	0.00%	0.53%	3.47%	2.16%	1.15%	1.16%
MPI	220.0	255.3	-44.25	3.00	188.6	190.05	195.19	186.14	181.62	195.40	211.05
HS											
Below Basic	55.21%	12.4%	57.17%		51.3%	53.73%	25.30%	58.21%	56.60%	42.25%	69.57%
Basic	32.30%				46.3%	40.30%	51.81%	35.82%	35.85%	47.89%	23.91%
Proficient	12.50%				2.5%	5.97%	12.05%	2.99%	5.66%	7.04%	6.52%
Advanced	0.00%				0.0%	0.00%	10.84%	2.99%	1.89%	2.82%	0.00%
MPI	202.1	301.0	-133.61		200.0	198.51	283.13	192.54	196.23	228.17	167.39
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%



Math

ES	2021 MAP	2022 Goals	Distance to Goal	Year to Year	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Below Basic	86.90%	40.8%	18.38%	1.72%	83.0%	86.55%	68.21%	81.07%	69.68%	67.12%	59.18%
Basic	11.90%				16.4%	13.45%	27.17%	18.93%	25.16%	25.34%	27.89%
Proficient	1.19%				0.6%	0.00%	4.62%	0.00%	3.87%	6.85%	10.88%
Advanced	0.00%				0.0%	0.00%	0.00%	0.00%	1.29%	0.68%	2.04%
MPI	127.4	244.9	-48.30	-2.53	134.55	126.90	168.21	137.87	167.10	173.97	196.60
MS											
Below Basic	85.71%	64.5%	5.79%	11.95%	82.9%	81.40%	63.16%	76.41%	73.14%	66.25%	70.29%
Basic	14.73%				16.1%	18.60%	36.32%	21.03%	25.71%	30.63%	24.00%
Proficient	0.00%				1.0%	0.00%	0.53%	2.05%	1.14%	2.50%	2.86%
Advanced	0.00%				0.0%	0.00%	0.00%	0.51%	0.00%	0.63%	2.86%
MPI	129.3	179.4	-14.26	-38.45	135.2	137.21	174.21	119.49	148.00	158.75	165.14
HS											
Below Basic		34.5%	51.77%		88.4%	90.28%	88.14%	91.23%	86.05%	91.86%	86.27%
Basic					11.6%	9.72%	11.86%	8.77%	13.95%	8.14%	13.73%
Proficient					0.0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Advanced					0.0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
MPI		267.8	-140.35		123.2	119.44	123.73	117.54	127.91	116.28	127.45
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): 68.10% BB Goal: 54.2%

Evaluate assessments were administered during the months of September through March. Teaching and learning continued through the months of April and May. Data for the 2021-22 school year may not accurately reflect student growth and achievement because the final two months of instruction are not represented in the data.

ELA

The LEA MPI score for the Evaluate ELA assessment was 200.0 for Cycle A and 208.7 for Cycle B. This fell short of the LEA goal of 267.1. The LEA MPI Cycle A score increased 12.1 points from 187.9 to 200.0 from September to February and the LEA MPI Cycle B score increased 16 points from 192.7 to 208.7 from October to March.



The LEA Reduction of Below Basic goal for ELA was for 28.3% or fewer of students to achieve a score of Below Basic on MAP Grade Level and MAP End of Course assessments. The percent of students who achieved a level of Below Basic for Cycle A decreased 5.45% from 57.5% to 52.05% from September to February. The percent of students who achieved a level of Below Basic for Cycle B decreased 4.21% from 55.87% to 51.66% from October to March. The Reduction of Below Basic goal was not met.

Mathematics

The LEA MPI score for the Evaluate Mathematics assessment was 173.0 for Cycle A and 160.2 for Cycle B. This fell short of the LEA goal of 208.4. The LEA MPI Cycle A score increased 40 points from 133.0 to 173.0 from September to February and the LEA MPI Cycle B score increased 30.3 points from 129.9 to 160.2 from October to March.

The LEA Reduction of Below Basic goal for math was for 54.2% or fewer of students to achieve a score of Below Basic on MAP Grade Level and MAP End of Course assessments. The percent of students who achieved a level of Below Basic for Cycle A decreased 17.7% from 83.8% to 63.10% from September to February. The percent of students who achieved a level of Below Basic for Cycle B decreased 12.87% from 85.06% to 72.19% from October to March. The Reduction of Below Basic goal was not met.



Full Year Report of STAR (Math & Reading)

Reading DATA

Elementary SGP Data

STAR: SGP Goal								
Reading		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%		#DIV/0!	19.44%	39.58%	33.33%	31.25%	26.11%
Moderately Ambitious: 65 SGP	30.0%		#DIV/0!	13.89%	35.42%	25.00%	25.00%	21.02%
Ambitious: 75 SGP	5.0%		#DIV/0!	8.33%	0.00%	14.58%	18.75%	15.29%
Median SGP			#N/A	11.5	35	34.5	56	33

STAR: SGP Goal	January 2022							
Reading		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%	22.64%	29.41%	25.58%	50%	40%	48.57%	29.555
Moderately Ambitious: 65 SGP	30.0%	16.98%	25.49%	16.28%	43.18%	30%	34.29%	20.26%
Ambitious: 75 SGP	5.0%	7.55%	19.61%	11.63%	36.36%	18.33%	14.29%	13.20%
Median SGP		28	22	15	51	38	49	34

STAR: SGP Goal	May 2022							
Reading		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%	38.46%	40.68%	20.78%	32.14%	46.55%	56.67%	36.39%
Moderately Ambitious: 65 SGP	30.0%	28.85%	23.73%	12.99%	26.19%	34.48%	33.33%	25.28%
Ambitious: 75 SGP	5.0%	25%	16.95%	5.19%	16.67%	24.14%	26.67%	17.50%
Median SGP		33	45	24	34	37	51	35



Middle School SGP Data

STAR: SGP Goal		Fall			
Reading		6	7	8	School
Moderate: 50 SGP	100.0%	67.65%	29.63%	46.30%	48.70%
Moderately Ambitious: 65 SGP	20.0%	38.24%	22.22%	33.33%	32.17%
Ambitious: 75 SGP	0.0%	29.41%	18.52%	27.78%	26.09%
Median SGP		60.5	32.0	43.5	49.0

STAR: SGP Goal		January 2022			
Reading		6	7	8	School
Moderate: 50 SGP	100.0%	33.33%	41.82%	25%	33.55%
Moderately Ambitious: 65 SGP	20.0%	17.78%	25.45%	17.31%	20.39%
Ambitious: 75 SGP	0.0%	13.33%	16.36%	11.54%	13.82%
Median SGP		31	41	23	31

STAR: SGP Goal		May 2022			
Reading		6	7	8	School
Moderate: 50 SGP	100.0%	32.56%	29.79%	20.93%	27.82%
Moderately Ambitious: 65 SGP	20.0%	25.58%	21.28%	16.28%	21.05%
Ambitious: 75 SGP	0.0%	18.6%	17.02%	9.3%	15.04%
Median SGP		34	35	18	29



High School SGP Data

STAR: SGP Goal		Fall				
Reading		9	10	11	12	HS
Moderate: 50 SGP	100.0%	38.30%	47.06%	25.64%	23.33%	29.94%
Moderately Ambitious: 65 SGP	15.0%	31.91%	0.00%	0.00%	0.00%	22.75%
Ambitious: 75 SGP	0.0%	21.28%	0.00%	0.00%	0.00%	14.97%
Mean SGP		38.0	48.0	23.0	33.0	36.0

STAR: SGP Goal		January 2022				
Reading		9	10	11	12	HS
Moderate: 50 SGP	100.0%	40.63%	37.21%	44.19%	41.18%	40.74%
Moderately Ambitious: 65 SGP	31.25%	31.25%	25.58%	32.56%	29.41%	29.63%
Ambitious: 75 SGP	0.0%	25%	18.60%	18.60%	23.53%	20.74%
Mean SGP		40	34	41	49	38

STAR: SGP Goal		May 2022				
Reading		9	10	11	12	HS
Moderate: 50 SGP	100.0%	57.14%	31.03%	20.59%	33.33%	34.95%
Moderately Ambitious: 65 SGP	31.25%	46.43%	24.14%	11.76%	16.67%	25.24%
Ambitious: 75 SGP	0.0%	32.14%	13.79%	8.82%	8.33%	16.50%
Mean SGP		59	32	24	31	34



STAR Reading: % of Students Reading on Grade Level/ Mean of Grade Equivalent

Reading Level (e.g., 30%(.4) = 30% of students reading on grade level and .4 is the average Grade Equivalent Reading Level)

	Fall	Winter	Spring
Elementary School			
Kindergarten	STAR Early Lit	STAR EARLY LIT 40% (.1) 30 Tested/ 26 Not Tested	STAR EARLY LIT 53% (.9) 52 Tested/ 2 Not Tested
First Grade	STAR Early Lit	STAR EARLY LIT 4% (.4) 27 Tested/ 31 Not Tested	STAR EARLY LIT 7% (1) 56 Tested/ 1 Not Tested
Second Grade	6% (.6) 49 Tested/ 1 Not Tested	12% (.8) 42 Tested/ 7 Not Tested	7% (.8) 49 Tested/ 3 Not Tested
Third Grade	16% (1.5) 63 Tested/ 3 Not Tested	21% (2.6) 42 Tested/ 16 Not Tested	7% (2.4) 56 Tested/ 3 Not Tested
Fourth Grade	8% (2.4) 68 Tested/ 8 Not Tested	6% (2.6) 62 Tested/ 7 Not Tested	10% (2.9) 53 Tested/ 5 Not Tested
Fifth Grade	12% (3.3) 43 Tested/ 11 Not Tested	11% (2.9) 37 Tested/ 11 Not Tested	5% (3.5) 39 Tested/ 7 Not Tested
Middle School			
Sixth Grade	7% (3.6) 55 Tested/ 5 Not Tested	4% (3.6) 49 Tested/ 12 Not Tested	2% (3.8) 52 Tested/ 5 Not Tested
Seventh Grade	4% (3.8) 72 Tested/ 6 Not Tested	2% (3.9) 61 Tested/ 18 Not Tested	3% (3.8) 64 Tested/ 9 Not Tested
Eighth Grade	6% (4.7) 85 Tested/ 12 Not Tested	6% (4.4) 58 Tested/ 39 Not Tested	1% (3.9) 70 Tested/ 24 Not Tested
High School			
Ninth Grade	6% (4.3) 98 Tested/ 18 Not Tested	5% (4.6) 39 Tested/ 73 Not Tested	3% (4.8) 74 Tested/ 32 Not Tested
Tenth Grade	6% (5.0) 93 Tested/ 24 Not Tested	16% (4.8) 51 Tested/ 62 Not Tested	5% (4.7) 67 Tested/ 39 Not Tested
Eleventh Grade	12% (3.3) 43 Tested/ 11 Not Tested	0% (5.2) 51 Tested/ 47 Not Tested	3% (4.7) 64 Tested/ 27 Not Tested
Twelfth Grade	12% (3.3) 43 Tested/ 11 Not Tested	0% (6.9) 20 Tested/ 46 Not Tested	0% (5.1) 33 Tested/ 28 Not Tested



Math DATA

Elementary SGP Data

STAR: SGP Goal	Fall 2021							
Math		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%		#DIV/0!	46.67%	42.55%	53.19%	38.30%	36.91%
Moderately Ambitious: 65 SGP	30.0%		#DIV/0!	26.67%	31.91%	40.43%	34.04%	26.17%
Ambitious: 75 SGP	5.0%		#DIV/0!	10.00%	0.00%	27.66%	21.28%	18.79%
Median SGP			#N/A	43	43	55	72	54

STAR: SGP Goal	January 2022							
Math		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%		34.69%	25%	33.33%	45%	44.44%	36.67%
Moderately Ambitious: 65 SGP	30.0%		26.53%	18.18%	23.53%	35%	22.22%	25.83%
Ambitious: 75 SGP	5.0%		18.37%	13.64%	11.76%	25%	16.17%	17.50%
Median SGP			38	26	30	48	42	37

STAR: SGP Goal	May 2022							
Math		K	1	2	3	4	5	School
Moderate: 50 SGP	100.0%		34.62%	31.58%	38.30%	16.95%	25%	28.95%
Moderately Ambitious: 65 SGP	30.0%		17.31%	18.42%	23.40%	11.86%	18.75%	17.54%
Ambitious: 75 SGP	5.0%		17.31%	5.26%	17.02%	8.47%	12.50%	12.28%
Median SGP			39	38	40	25	19	32



Middle School SGP Data

STAR: SGP Goal		Fall			
Math		6	7	8	School
Moderate: 50 SGP	100.0%	4.55%	15.09%	22.81%	15.15%
Moderately Ambitious: 65 SGP	20.0%	0.00%	7.55%	12.28%	6.82%
Ambitious: 75 SGP	0.0%	0.00%	3.77%	7.02%	3.03%
Median SGP		6.0	14.0	20.0	14.0

STAR: SGP Goal		January 2022			
Math		6	7	8	School
Moderate: 50 SGP	100.0%	31.58%	31.91%	37.7%	34.25%
Moderately Ambitious: 65 SGP	20.0%	21.05%	17.02%	24.59%	21.23%
Ambitious: 75 SGP	0.0%	7.89%	17.02%	18.03%	15.07%
Median SGP		33	25	34	33

STAR: SGP Goal		May 2022			
Math		6	7	8	School
Moderate: 50 SGP	100.0%	16.22%	20.45%	35.90%	24.17%
Moderately Ambitious: 65 SGP	20.0%	10.81%	18.18%	23.08%	17.50%
Ambitious: 75 SGP	0.0%	5.41%	9.09%	17.95%	10.83%
Median SGP		26	21	35	27



High School SGP Data

STAR: SGP Goal		Fall				
Math		9	10	11	12	HS
Moderate: 50 SGP	100.0%	27.66%	32.69%	23.68%	52.00%	23.46%
Moderately Ambitious: 65 SGP	15.0%	17.02%	0.00%	0.00%	0.00%	16.05%
Ambitious: 75 SGP	0.0%	12.77%	0.00%	0.00%	0.00%	11.11%
Mean SGP		20.0	38.5	24.5	51.0	33.0

STAR: SGP Goal		January 2022				
Math		9	10	11	12	HS
Moderate: 50 SGP	100.0%	38.46%	50%	52%	55.17%	48.11%
Moderately Ambitious: 65 SGP	15.0%	23.08%	40.74%	30%	37.93%	32.43%
Ambitious: 75 SGP	0.0%	21.15%	27.78%	26%	20.69%	24.32%
Mean SGP		33	51	51	54	49

STAR: SGP Goal		May 2022				
Math		9	10	11	12	HS
Moderate: 50 SGP	100.0%	52.78%	48.21%	30%	58.82%	46.02%
Moderately Ambitious: 65 SGP	15.0%	38.89%	35.71%	14.00%	41.18%	31.25%
Ambitious: 75 SGP	0.0%	22.22%	26.79%	12.00%	35.29%	23.30%
Mean SGP		54	49	36	59	47



STAR Math: % of Students Math on Grade Level/ Mean of Grade Equivalent

Math Level (e.g., 30%(.4) = 30% of students are on grade level for math and .4 is the average Grade Equivalent Math Level)

	Fall	Winter	Spring
Elementary School			
Kindergarten	STAR Early Lit- Math	STAR Early Lit- Math	STAR Early Lit- Math
First Grade	31% (<1) <i>52 Tested/ 10 Not Tested</i>	33% (1.2) <i>36 Tested/ 22 Not Tested</i>	39% (1.5) <i>57 Tested/ 1 Not Tested</i>
Second Grade	10% (1.3) <i>49 Tested/ 1 Not Tested</i>	12% (1.7) <i>43 Tested/ 6 Not Tested</i>	9% (2) <i>46 Tested/ 3 Not Tested</i>
Third Grade	18% (2.2) <i>63 Tested/ 3 Not Tested</i>	18% (2.6) <i>49 Tested/ 9 Not Tested</i>	16% (2.9) <i>57 Tested/ 2 Not Tested</i>
Fourth Grade	16% (2.9) <i>69 Tested/ 7 Not Tested</i>	12% (3.1) <i>63 Tested/ 6 Not Tested</i>	13% (3.1) <i>60 Tested/ 6 Not Tested</i>
Fifth Grade	12% (3.3) <i>42 Tested/ 12 Not Tested</i>	8% (3.7) <i>38 Tested/ 10 Not Tested</i>	8% (3.3) <i>40 Tested/ 6 Not Tested</i>
Middle School			
Sixth Grade	8% (4.0) <i>55 Tested/ 5 Not Tested</i>	2% (3.7) <i>43 Tested/ 18 Not Tested</i>	4% (4.1) <i>52 Tested/ 5 Not Tested</i>
Seventh Grade	7% (4.3) <i>64 Tested/ 14 Not Tested</i>	6% (4.1) <i>58 Tested/ 21 Not Tested</i>	4% (3.9) <i>63 Tested/ 10 Not Tested</i>
Eighth Grade	13% (5.1) <i>82 Tested/ 15 Not Tested</i>	12% (5.3) <i>70 Tested/ 27 Not Tested</i>	13% (5) <i>75 Tested/ 19 Not Tested</i>
High School			
Ninth Grade	6% (5.2) <i>95 Tested/ 21 Not Tested</i>	6% (5.8) <i>61 Tested/ 51 Not Tested</i>	9% (5.2) <i>75 Tested/ 31 Not Tested</i>
Tenth Grade	13% (5.5) <i>97 Tested/ 20 Not Tested</i>	12% (5.8) <i>59 Tested/ 54 Not Tested</i>	12% (6.3) <i>76 Tested/ 30 Not Tested</i>
Eleventh Grade	9% (5.1) <i>80 Tested/ 26 Not Tested</i>	17% (5.3) <i>60 Tested/ 38 Not Tested</i>	8% (5.7) <i>73 Tested/ 18 Not Tested</i>
Twelfth Grade	22% (7.4) <i>54 Tested/ 14 Not Tested</i>	12% (7.7) <i>33 Tested/ 33 Not Tested</i>	22% (7.9) <i>46 Tested/ 15 Not Tested</i>



The LEA goal for moderate reading growth is for 100% of students to achieve an SGP score of 50. The following growth occurred:

- Elementary: The number of students achieving an SGP score of 50 increased by 10.28% from 26.11% on the fall assessment to 36.39% on the spring assessment
 - The number of 4th grade students achieving an SGP score of 50 increased 13.22% from fall to spring
 - The number of 5th grade students achieving an SGP score of 50 increased 24.42% from fall to spring
- Middle School: The number of students achieving an SGP score of 50 decreased by 20.88% from 48.7% on the fall assessment to 27.82% on the spring assessment
- High School: The number of students achieving an SGP score of 50 increased by 5.04% from 29.94% on the fall assessment to 34.95% on the spring assessment
 - The number of 9th grade students achieving an SGP score of 50 increased 18.84% from fall to spring

The LEA goal for moderate mathematics growth is for 100% of students to achieve an SGP score of 50. The following growth occurred:

- Elementary: The number of students achieving an SGP score of 50 decreased by 7.96% from 36.91% on the fall assessment to 28.95% on the spring assessment
- Middle School: The number of students achieving an SGP score of 50 increased by 9.02% from 15.15% on the fall assessment to 24.17% on the spring assessment
 - Median SGP increased from 14.0 to 27.0 from fall to spring
- High School: The number of students achieving an SGP score of 50 increased by 22.56% from 23.46% on the fall assessment to 46.02% on the spring assessment
 - All grade levels saw an increase in the number of students scoring a 50 SGP or higher
 - Median SGP increased from 33.0 to 47.0 from fall to spring



Next Steps

Analysis of student ELA and mathematics assessment data indicates low achievement across the LEA and a necessity for change in instructional practice. For the 2022-23 school year, the following changes will be implemented:

- Increased focus on reading and writing skills implemented in all core classes.
- Literacy council to study grade level appropriate literacy skills and critical thinking strategies to be implemented in all classes.
- Replicating strategies that were used in classrooms and grade levels that demonstrated growth. For example, personalized and station based instruction, and use of educational technology for skill remediation, as these practices appeared to yield growth in middle school mathematics classrooms.
- Implementing an instructional rotation to prioritize all students receiving access to Tier 1 instruction from highly qualified teachers in collaboration with non-certified staff to provide support for alternative instructional methods. The rationale for this instructional approach is that in areas where students had consistent access to highly qualified teachers, such as 3rd grade, 11th grade, and 12th grade, reading scores showed one year of growth or more.
- Regular weekly and monthly interim data collection for ELA and mathematics throughout the entire school year, including the months of April and May
- Monthly curriculum implementation audits to ensure students regularly have access to high quality, board-approved curriculum resources



B. Principal's Dashboard

- Principals' Data Dashboard and 30 day plans
 - [Elementary](#)
 - [Middle](#)
 - [High](#)
 - [Virtual](#)

Cover Sheet

HPA June HR Report

Section: VIII. Old Business
Item: A. HPA June HR Report
Purpose: Vote
Submitted by:
Related Material: 24. HPA June HR Report .pdf



ITEM: HPA June HR Report

Purpose: Vote

Submitted by: Tamara Burns

Related Material: None

BACKGROUND: Typically the HR Report for new hires is in the consent agenda. However, the purpose of this report is to provide the board an update on staffing for the upcoming school year.

RECOMMENDATION: Vote to approve new hires for the 2022-2023`

HPA June HR Report

June New Hires:

First Name	Last Name	Position	Effective Date	Location
Anja	Browning	Teacher, Social Studies	8/5/2022	Middle School
Melody	Joyce	Teacher, 1st Grade	8/5/2022	Elementary
Brittnee	Linn	Teacher, Physical Education	8/5/2022	High School
Jessica	McGan	Teacher, Art	8/5/2022	High School

Offers in Progress: 3 candidates (1 ES Teacher, 1 HS teacher, and 1 School Nurse)

Below is some current information with staffing open positions for the 2022-2023 SY:

- **Open Positions**
 - There are 120(+ sub pool) total positions in our system
 - There are 65 teaching positions in our system



- 45 out of 65 positions are filled. 20 are opened.
 - 30.8% of open teaching positions
 - There are a total of 29 open positions in our system.
 - 29 out of 120 positions are opened.
 - 24.1% of positions are opened
- **% Covered by Certified Teachers**
 - Right now all but 5 teachers hired are certified. Two of the 5 are working towards having their provisional certification by July. This would reduce the number to 3 uncertified teachers.
 - 40 out of 45= 88.9%/ 42 out of 45= 93.3%
- **Staffing Challenges:** Due to the current hiring environment and lack of qualified candidates, it has impacted the number of candidates we have available to interview and hire. For example, in our high school science department, we need 4 certified teachers, and there are zero candidates who are appropriately certified. Therefore, we are making a shift to hire uncertified teachers with Bachelor degrees to ensure we have enough staff for the upcoming school year.
 - Doing this will allow us to make offers to internal employees without certifications who were in teacher positions.
 - **Tashann East-** HS Math
 - **Stephen Creps-** MS Math
 - **Michelle Hayes-Winter-** 8th grade Seminar
 - **Jessica Wright-** MS Science
 - **Tyron Bridgewater-** MS Math
 - **Barah Ahmad-** HS Science
 - **Anaya Phillips-** Building Sub
 - **Russel Friend-** ES Classroom Teacher (Building Sub)
 - **Knikkia Townsend-** ES Classroom Teacher (Rams Time Facilitator)
 - **Yalanda Walker-** ES Classroom Teacher
 - **Harold Bass-** ES Classroom Teacher (Para)
 - By June 30, 2022, have 10 open teacher positions remaining to fill. (Once all the people sign their contracts, we will have met this goal.)
 - By July 25, 2022, have 100% of all open positions (both certified & classified) filled.

Cover Sheet

HPA Assessment Policy (Second Read)

Section: VIII. Old Business
Item: B. HPA Assessment Policy (Second Read)
Purpose: Vote
Submitted by:
Related Material: 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 disseminated 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 Principal or Site Testing Coordinator.
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 District Assessment Coordinator.
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 Principal 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.