



Hogan Preparatory Academy

Hogan Preparatory Academy

Date and Time

Monday August 28, 2023 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, August 28, 2023 at Hogan Preparatory Academy Main Office, at 1331 E Meyer Boulevard, Kansas City , MO.

Join Zoom Meeting

<https://us02web.zoom.us/j/83623563477?pwd=Q0xlakYxaFV5QUQ3c3lTTTIVTHlwUT09>

Meeting ID: 836 2356 3477

Passcode: vsEry4

One tap mobile

+13126266799,,83623563477#,,, *676011# US (Chicago)

+16469313860,,83623563477#,,, *676011# US

Dial by your location

• +1 312 626 6799 US (Chicago)

• +1 646 931 3860 US

• +1 929 205 6099 US (New York)

• +1 301 715 8592 US (Washington DC)

• +1 305 224 1968 US

• +1 309 205 3325 US

• +1 669 900 6833 US (San Jose)

- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US

Meeting ID: 836 2356 3477

Passcode: 676011

Find your local number: <https://us02web.zoom.us/j/kxOH0myhL>

Agenda

| | Purpose | Presenter | Time |
|------------------------------------------------|-----------------|--------------------|----------------|
| I. Opening Items | | | 5:30 PM |
| Opening Items | | | |
| A. Record Attendance and Guests | | Dr. Mary Viveros | 1 m |
| Quorum Established | | | |
| B. Call the Meeting to Order | | Dr. Mary Viveros | 1 m |
| C. Adoption of Agenda | Vote | Dr. Mary Viveros | 1 m |
| D. Comments from Public | | Dr. Mary Viveros | 1 m |
| E. Comments from the Board President | | Dr. Mary Viveros | 5 m |
| F. Comments from the Superintendent/CEO | | Earl Martin Phalen | 5 m |
| G. Comments from Executive Director | Discuss | LaDonna Johnson | 5 m |
| II. Consent Agenda | | | 5:49 PM |
| A. Approve June 26, 2023 Minutes | Approve Minutes | Dr. Mary Viveros | 1 m |

| | Purpose | Presenter | Time |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|----------------|
| B. June Finance Reports | Vote | Dr. Mary Viveros | 1 m |
| C. June Expenses | Vote | Dr. Mary Viveros | 1 m |
| D. HPA August HR Report | Vote | Dr. Mary Viveros | 1 m |
| E. HPA Board of Director Appointments | Vote | Dr. Mary Viveros | 5 m |
| Recommend to appoint McKinney Vento, Custodian of Records, Foster Care and ELL personnel. | | | |
| F. HPA Board of Directors 2023-24 Meeting Calendar Modification | Vote | Dr. Mary Viveros | 1 m |
| Recommend to modify the HPA BOD 23-24 meeting calendar by changing the December 18, 2023 meeting to December 11, 2023. | | | |
| G. 2023 HPA Staff Handbook | Vote | Dr. Mary Viveros | 1 m |
| H. HPA Student Handbook 2023 | Vote | Dr. Mary Viveros | 1 m |
| III. New Business | | | 6:01 PM |
| A. Amendments to HPA Academic Goals | Vote | LaDonna Johnson | 5 m |
| B. HPA Board Of Directors Gifted Student Policy | Vote | Dr. Mary Viveros | 5 m |
| C. HPA Board of Directors Resolution | Vote | Dana Cutler | 5 m |
| D. HPA Board of Directors Election | Vote | Dr. Mary Viveros | 10 m |
| Election of new Board of Directors | | | |
| E. HPA Board of Directors Resignations | FYI | Dr. Mary Viveros | 5 m |
| IV. Closing Items | | | 6:31 PM |
| A. Motion to Go Into Closed Session | Vote | Dr. Mary Viveros | 5 m |
| 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... | | | |

| | Purpose | Presenter | Time |
|-----------------------------------------------|---------|------------------|------|
| B. Motion to Return to General Session | Vote | Dr. Mary Viveros | 1 m |
| C. Adjourn Meeting | Vote | Dr. Mary Viveros | 1 m |

Coversheet

Approve June 26, 2023 Minutes

| | |
|--------------------------|--------------------------------------------------------|
| Section: | II. Consent Agenda |
| Item: | A. Approve June 26, 2023 Minutes |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Hogan Preparatory Academy on June 26, 2023 |

DRAFT



Hogan Preparatory Academy

Minutes

Hogan Preparatory Academy

Date and Time

Monday June 26, 2023 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, June 26, 2023 at Hogan Preparatory Academy Main Office, at 1331 E Meyer Boulevard, Kansas City, MO.

Join Zoom Meeting

<https://us02web.zoom.us/j/89410315821?pwd=RWFaZDRJc3hWQ0NVZWdNekdkUIh1QT09>

Meeting ID: 894 1031 5821

Passcode: 3mg97y

One tap mobile

+16694449171,,89410315821#,,, *966066# US

+16699006833,,89410315821#,,, *966066# US (San Jose)

Directors Present

Albert Ray (remote), Danielle Binion (remote), David Collier (remote), John Welchen (remote), Mary Viveros (remote), Matt Samson (remote)

Directors Absent

None

Guests Present

Andrea Robinson (remote), Christine Garrett (remote), Dana Cutler (remote), Earl Phalen (remote), Eva Spilker (remote), Janice Thomas (remote), Javi Dimas (remote), Jayson Strickland (remote), LaDonna Johnson (remote), Nicole Scott (remote), Phil Lascuola (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Mary Viveros called a meeting of the board of directors of Hogan Preparatory Academy to order on Monday Jun 26, 2023 at 5:30 PM.

C. Adoption of Agenda

John Welchen made a motion to Amend the agenda to add a closed session.

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

Albert Ray Aye

John Welchen Aye

D. Comments from Public

E. Comments from the Board President

- It is good to see everyone.
- The hard work is appreciated.

F. Comments from the Superintendent

- Thank you to BOD.
- Family Summit was a success.

II. Consent Agenda

A. Approve May 30, 2023 Minutes

John Welchen made a motion to approve the minutes from Hogan Preparatory Academy Board Special Meeting on 05-30-23.

Albert Ray seconded the motion.

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

Roll Call

Danielle Binion Aye

Matt Samson Aye

Roll Call

Mary Viveros Aye
David Collier Aye
Albert Ray Aye
John Welchen Aye

B. HPA Academic Report

John Welchen made a motion to Accept the Academic Report.

Albert Ray seconded the motion.

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

Roll Call

Matt Samson Aye
David Collier Aye
John Welchen Aye
Danielle Binion Aye
Albert Ray Aye
Mary Viveros Aye

C. June HR Report

John Welchen made a motion to Approve the June HR Report.

Albert Ray seconded the motion.

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

Roll Call

Mary Viveros Aye
Albert Ray Aye
John Welchen Aye
David Collier Aye
Danielle Binion Aye
Matt Samson Aye

D. May Finance Reports

John Welchen made a motion to Approve May Finance Reports.

Albert Ray seconded the motion.

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

Roll Call

Albert Ray Aye
John Welchen Aye
Mary Viveros Aye
David Collier Aye
Danielle Binion Aye
Matt Samson Aye

E. May Expenses

John Welchen made a motion to Approve payment of May expenses.

Albert Ray seconded the motion.

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

Roll Call

Mary Viveros Aye

Matt Samson Aye

John Welchen Aye

David Collier Aye

Albert Ray Aye

Danielle Binion Aye

F. 2023-2024 Curriculum

John Welchen made a motion to Approve the 2023-2024 Curriculum purchases.

Albert Ray seconded the motion.

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

Roll Call

Danielle Binion Aye

David Collier Aye

Matt Samson Aye

John Welchen Aye

Albert Ray Aye

Mary Viveros Aye

G. 2023-24 HPA Banking Resolution

John Welchen made a motion to Approve the 2023-24 HPA Banking Resolution.

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

Roll Call

Albert Ray Aye

Mary Viveros Aye

Matt Samson Aye

John Welchen Aye

David Collier Aye

Danielle Binion Aye

H. 2023-24 HPA Credit Card Resolution

John Welchen made a motion to Approve the HPA 2-23-24 Credit Card Resolution.

Albert Ray seconded the motion.

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

Roll Call

Mary Viveros Aye

Danielle Binion Aye

John Welchen Aye

Matt Samson Aye

Roll Call

David Collier Aye

Albert Ray Aye

I. HPA Board of Directors 2023-24 Meeting Calendar

John Welchen made a motion to Approve the HPA BOD 2023-24 Meeting Calendar.

Albert Ray seconded the motion.

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

Roll Call

Albert Ray Aye

John Welchen Aye

Mary Viveros Aye

Matt Samson Aye

Danielle Binion Aye

David Collier Aye

III. New Business

A. HPA Charter Contract Amendments

Matt Samson made a motion to Approve HPA Charter Contract Amendments with updated goals to be submitted at a later date.

John Welchen seconded the motion.

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

Roll Call

David Collier Aye

Albert Ray Aye

John Welchen Aye

Mary Viveros Aye

Danielle Binion Aye

Matt Samson Aye

B. HPA Revised Graduation requirements

Albert Ray made a motion to Approve the HPA Revised Graduation requirements.

Danielle Binion seconded the motion.

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

Roll Call

Matt Samson Aye

Danielle Binion Aye

David Collier Aye

Mary Viveros Aye

John Welchen Aye

Albert Ray Aye

IV. Closing Items

A. Motion to Go Into Closed Session

John Welchen made a motion to go into Closed Session pursuant to 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...with no action to be taken.

Matt Samson seconded the motion.

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

Roll Call

Mary Viveros Aye
Matt Samson Aye
David Collier Aye
Danielle Binion Aye
John Welchen Aye
Albert Ray Aye

B. Motion to Adjourn to General Session

Albert Ray made a motion to Adjourn to General Session with no action to be taken.

John Welchen seconded the motion.

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

Roll Call

Matt Samson Aye
Albert Ray Aye
John Welchen Aye
David Collier Aye
Mary Viveros Aye
Danielle Binion Aye

C. Adjourn Meeting

Matt Samson made a motion to Adjourn the meeting.

Danielle Binion seconded the motion.

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

Roll Call

Matt Samson Aye
Mary Viveros Aye
John Welchen Aye

Roll Call

Danielle Binion Aye

Albert Ray Aye

David Collier Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:15 PM.

Respectfully Submitted,

Mary Viveros

Coversheet

June Finance Reports

| | |
|--------------------------|-------------------------|
| Section: | II. Consent Agenda |
| Item: | B. June Finance Reports |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | June Financials.pdf |



June 2023 Financials

PREPARED JUL'23 BY



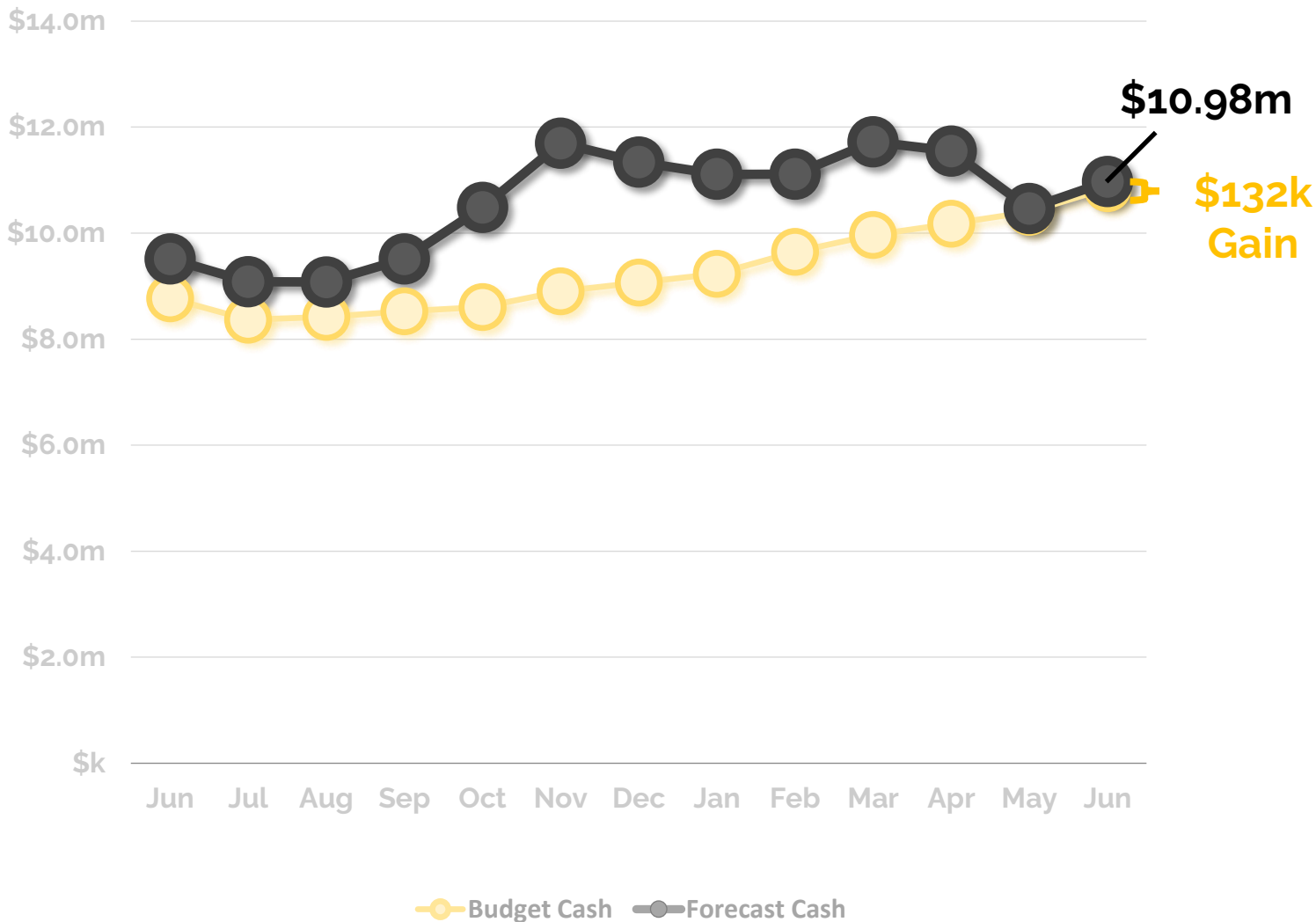
- **Executive Summary**
- **Cash Forecast**
- **Key Performance Indicators**
- **Forecast Overview**
- **Forecast History**
- **Monthly Projections**
- **Balance Sheet**

Executive Summary

- Hogan closes out FY23 with a YE cash balance of \$11M, just slightly ahead of the original budget projection.
- ESSER III revenue for FY23 did come in lower than anticipated due to the number of unfilled positions HPA maintained throughout the year. These positions were to be reimbursed via ESSER III, but because the positions weren't filled, those reimbursements could not happen. On a more positive note, those ESSER III funds will be available to HPA in FY24.
- While EdOps has provided year end numbers for reporting purposes, it should be noted that audit prep for FY23 has begun which will likely result in some additional changes to YE numbers. That said, we don't anticipate any of those changes being material.

259 Days of Cash at year's end

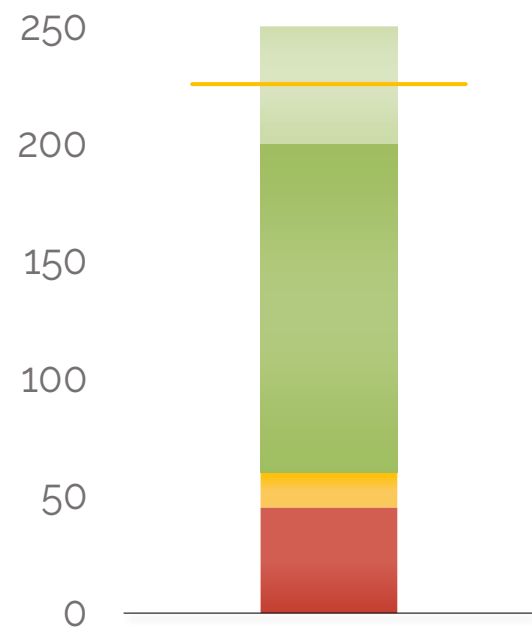
We forecast the school's year ending cash balance as **\$11m**, **\$132k** above budget.



Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

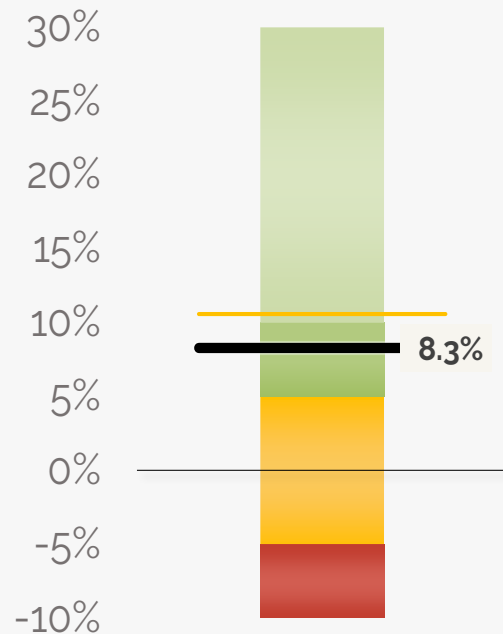


259 DAYS OF CASH AT YEAR'S END

The school will end the year with 259 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

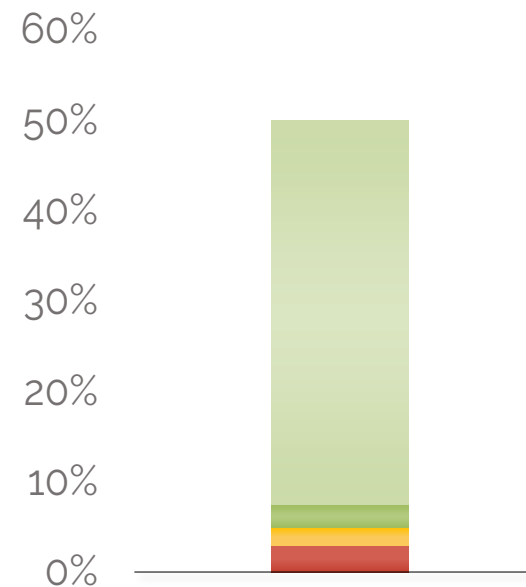


8.3% GROSS MARGIN

The forecasted net income is \$1.4m, which is \$677k below the budget. It yields a 8.3% gross margin.

Fund Balance %

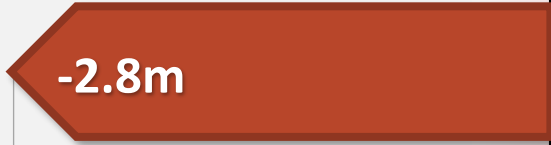

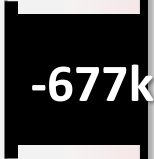

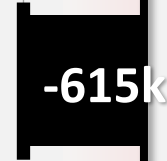
Forecasted Ending Fund Balance / Total Expenses



71.03% AT YEAR'S END

The school is projected to end the year with a fund balance of \$10,986,051. Last year's fund balance was \$9,586,948.

Forecast Overview

| | Forecast | Budget | Variance | Variance Graphic | Comments |
|-----------------------|---------------|---------------|----------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revenue | \$16.9m | \$19.6m | -\$2.8m |  | We are being paid on a prior year WADA due to enrollment & attendance numbers which are dramatically lower than originally budgeted; ESSER III reimbursements also lower due to unfilled staff positions. |
| Expenses | \$15.5m | \$17.6m | \$2.1m |  | Unbudgeted expenses, including \$808,000 in payouts for staff contract severance and Phalen management fees. |
| Net Income | \$1.4m | \$2.1m | -\$677k |  | |
| Cash Flow Adjustments | \$62k | 0 | \$62k |  | |
| Change in Cash | \$1.5m | \$2.1m | -\$615k |  | |

| | Actual | Budget | Variance | Forecast | Budget | Variance | Remaining |
|-------------------------------|-------------------|-------------------|--------------------|-------------------|-------------------|--------------------|-----------|
| Revenue | | | | | | | |
| Local Revenue | 1,563,687 | 1,491,727 | 71,960 | 1,563,687 | 1,491,727 | 71,960 | - |
| State Revenue | 10,173,160 | 10,407,630 | (234,470) | 10,173,160 | 10,407,630 | (234,470) | - |
| Federal Revenue | 4,184,728 | 6,202,728 | (2,018,000) | 4,184,728 | 6,202,728 | (2,018,000) | - |
| Private Grants and Donations | 600,269 | 557,500 | 42,769 | 600,269 | 557,500 | 42,769 | - |
| Earned Fees | 343,916 | 972,866 | (628,950) | 343,916 | 972,866 | (628,950) | - |
| Total Revenue | 16,865,760 | 19,632,450 | (2,766,691) | 16,865,760 | 19,632,450 | (2,766,691) | 1 |
| | | | | | | | |
| Expenses | | | | | | | |
| Salaries | 6,145,462 | 7,125,248 | 979,786 | 6,145,462 | 7,125,248 | 979,786 | - |
| Benefits and Taxes | 1,604,805 | 2,029,643 | 424,839 | 1,604,805 | 2,029,643 | 424,839 | - |
| Staff-Related Costs | 168,320 | 227,875 | 59,555 | 168,320 | 227,875 | 59,555 | - |
| Rent | 183,333 | 150,000 | (33,333) | 183,333 | 150,000 | (33,333) | - |
| Occupancy Service | 1,350,629 | 1,087,703 | (262,926) | 1,350,629 | 1,087,703 | (262,926) | - |
| Student Expense, Direct | 1,562,714 | 1,826,069 | 263,354 | 1,562,714 | 1,826,069 | 263,354 | - |
| Student Expense, Food | 663,045 | 1,092,995 | 429,950 | 663,045 | 1,092,995 | 429,950 | - |
| Office & Business Expense | 1,280,338 | 1,140,849 | (139,489) | 1,280,338 | 1,140,849 | (139,489) | - |
| Transportation | 892,397 | 941,560 | 49,163 | 892,397 | 941,560 | 49,163 | - |
| Total Ordinary Expenses | 13,851,044 | 15,621,943 | 1,770,899 | 13,851,044 | 15,621,943 | 1,770,899 | - |
| Net Operating Income | 3,014,716 | 4,010,508 | (995,792) | 3,014,716 | 4,010,508 | (995,792) | - |
| | | | | | | | |
| Extraordinary Expenses | | | | | | | |
| Interest | 1,164,145 | 84,233 | (1,079,912) | 1,164,145 | 84,233 | (1,079,912) | - |
| Facility Improvements | 451,468 | 1,850,034 | 1,398,567 | 451,468 | 1,850,034 | 1,398,567 | - |
| Total Extraordinary Expenses | 1,615,613 | 1,934,268 | 318,655 | 1,615,613 | 1,934,268 | 318,655 | - |
| Total Expenses | 15,466,657 | 17,556,210 | 2,089,554 | 15,466,657 | 17,556,210 | 2,089,554 | 2 |
| Net Income | 1,399,103 | 2,076,240 | (677,137) | 1,399,103 | 2,076,240 | (677,137) | 3 |
| Cash Flow Adjustments | 62,102 | - | 62,102 | 62,102 | - | 62,102 | 4 |
| Change in Cash | 1,461,205 | 2,076,240 | (615,036) | 1,461,205 | 2,076,240 | (615,036) | 5 |

1 REVENUE: \$2.8M BEHIND

KCPS MOU removed; adjustments to basic formula for funding equity & hold harmless; ESSER III reimbursements lower than budgeted.

2 EXPENSES: \$2.1M AHEAD

Unfilled staff positions and associated benefits; lower student direct expenses due to remote learning model during second semester

3 NET INCOME: \$677K behind**4 CASH ADJ:\$62K AHEAD****5 NET CHANGE IN CASH: \$615K BEHIND**

| Income Statement | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | TOTAL |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|------------------|------------------|-------------------|------------------|--|-------------------|
| Revenue | | | | | | | | | | | | | | |
| Local Revenue | 159,450 | 144,898 | 125,697 | 132,468 | 122,039 | 125,263 | 135,041 | 161,692 | 99,874 | 121,946 | 121,890 | 113,430 | | 1,563,687 |
| State Revenue | 652,434 | 768,164 | 702,991 | 1,594,362 | 786,116 | 630,606 | 1,044,735 | 609,658 | 846,373 | 846,373 | 844,975 | 846,373 | | 10,173,160 |
| Federal Revenue | 76,426 | 9,573 | 0 | 467,609 | 1,431,274 | 54,903 | 56,034 | 79,725 | 1,189,683 | 45,528 | 87,821 | 686,152 | | 4,184,728 |
| Private Grants and Donations | 1,000 | 40,700 | 314,000 | 1,000 | 1,500 | 3,530 | 5,939 | 54,000 | 100 | 0 | 28,500 | 150,000 | | 600,269 |
| Earned Fees | 95,428 | 30,018 | 168,852 | 4,997 | 1,741 | 4,523 | 10,656 | 9,096 | 4,021 | 37,951 | -17,607 | -5,760 | | 343,916 |
| Total Revenue | 984,737 | 993,353 | 1,311,540 | 2,200,437 | 2,342,670 | 818,824 | 1,252,405 | 914,172 | 2,140,051 | 1,051,798 | 1,065,578 | 1,790,194 | | 16,865,760 |
| Expenses | | | | | | | | | | | | | | |
| Salaries | 538,677 | 442,981 | 479,855 | 468,479 | 528,616 | 598,260 | 468,720 | 422,909 | 443,299 | 440,242 | 826,465 | 486,959 | | 6,145,462 |
| Benefits and Taxes | 139,145 | 131,021 | 127,291 | 134,063 | 136,996 | 137,468 | 138,405 | 123,215 | 129,685 | 128,674 | 150,177 | 128,665 | | 1,604,805 |
| Staff-Related Costs | 6,252 | 14,263 | 11,701 | 17,932 | 22,305 | 6,216 | 26,114 | 8,146 | 17,345 | 5,734 | 17,147 | 15,165 | | 168,320 |
| Rent | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 0 | 33,333 | 16,667 | 16,667 | 16,667 | 0 | | 183,333 |
| Occupancy Service | 81,274 | 73,148 | 92,261 | 99,684 | 125,349 | 122,234 | 92,584 | 113,471 | 143,777 | 114,175 | 157,099 | 135,572 | | 1,350,629 |
| Student Expense, Direct | 58,017 | 220,061 | 38,835 | 55,145 | 79,158 | 76,968 | 139,889 | 73,982 | 84,420 | 287,942 | 319,605 | 128,693 | | 1,562,714 |
| Student Expense, Food | 226,775 | 0 | 30,401 | 0 | 82,569 | 42,085 | 39,759 | 48,596 | 41,445 | 46,379 | 56,233 | 48,804 | | 663,045 |
| Office & Business Expense | 60,090 | 65,864 | 64,370 | 88,349 | 47,495 | 56,727 | 110,286 | 51,775 | 81,184 | 69,189 | 486,678 | 98,329 | | 1,280,338 |
| Transportation | 3,325 | 5,136 | 8,353 | 138,316 | 99,196 | 161,709 | 38,171 | 15,915 | 120,612 | 87,387 | 108,100 | 106,175 | | 892,397 |
| Total Ordinary Expenses | 1,130,222 | 969,140 | 869,735 | 1,018,636 | 1,138,351 | 1,218,334 | 1,053,928 | 891,343 | 1,078,435 | 1,196,389 | 2,138,170 | 1,148,362 | | 13,851,044 |
| Operating Income | -145,485 | 24,213 | 441,805 | 1,181,802 | 1,204,319 | -399,510 | 198,477 | 22,829 | 1,061,616 | -144,591 | -1,072,592 | 641,833 | | 3,014,716 |
| Extraordinary Expenses | | | | | | | | | | | | | | |
| Interest | 7,019 | 7,019 | 7,019 | 136,372 | 7,019 | 7,019 | 417,622 | 7,019 | 417,622 | 7,019 | 7,019 | 136,372 | | 1,164,145 |
| Facility Improvements | 281,250 | 28,750 | 0 | 69,210 | 0 | 0 | 0 | 17,180 | 37,250 | 13,913 | 3,915 | 0 | | 451,468 |
| Total Extraordinary Expenses | 288,269 | 35,769 | 7,019 | 205,582 | 7,019 | 7,019 | 417,622 | 24,199 | 454,872 | 20,932 | 10,934 | 136,372 | | 1,615,613 |
| Total Expenses | 1,418,491 | 1,004,909 | 876,754 | 1,224,218 | 1,145,370 | 1,225,354 | 1,471,551 | 915,543 | 1,533,307 | 1,217,321 | 2,149,104 | 1,284,734 | | 15,466,657 |
| Net Income | -433,754 | -11,556 | 434,786 | 976,219 | 1,197,300 | -406,529 | -219,145 | -1,371 | 606,744 | -165,523 | -1,083,526 | 505,460 | | 1,399,103 |
| Cash Flow Adjustments | 2,750 | 5,162 | 94 | -3,325 | 13,079 | 51,905 | -9,950 | 2,893 | 1,082 | -6,388 | -428 | 5,228 | | 62,102 |
| Change in Cash | -431,005 | -6,394 | 434,880 | 972,894 | 1,210,378 | -354,624 | -229,096 | 1,522 | 607,826 | -171,912 | -1,083,954 | 510,688 | | 1,461,205 |

| | <i>Previous Year End</i> | <i>Current</i> | <i>Year End</i> |
|-------------------------------|--------------------------|-------------------|-------------------|
| | <i>6/30/2022</i> | <i>6/30/2023</i> | <i>6/30/2023</i> |
| Assets | | | |
| Current Assets | | | |
| Cash | 9,514,997 | 10,981,854 | 10,976,202 |
| Total Current Assets | 9,514,997 | 10,981,854 | 10,976,202 |
| Total Assets | 9,514,997 | 10,981,854 | 10,976,202 |
| Liabilities and Equity | | | |
| Liabilities | | | |
| Current Liabilities | | | |
| Other Current Liabilities | -71,951 | -9,850 | -9,850 |
| Total Current Liabilities | -71,951 | -9,850 | -9,850 |
| Total Long-Term Liabilities | 0 | 0 | |
| Total Liabilities | -71,951 | -9,850 | |
| Equity | | | |
| Unrestricted Net Assets | 9,586,948 | 9,592,601 | 9,592,601 |
| Net Income | 0 | 1,399,103 | 1,399,103 |
| Total Equity | 9,586,948 | 10,991,704 | 10,991,704 |

Coversheet

June Expenses

| | |
|--------------------------|------------------------------------------------|
| Section: | II. Consent Agenda |
| Item: | C. June Expenses |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | June Expenses.pdf June Accounts Payable.pdf |

Hogan Preparatory Academy

Check Register by Type

Page: 1

07/20/2023 11:20 AM

Posted; Journal Code CD; Processing Month 06/2023

User ID: NULLT

Payee Type: Vendor

Check Type: Automatic Payment

Checking Account ID: 1

| Check Number | Check Date | Cleared | Void | Void Date | Entity ID | Entity Name | Check Amount |
|-------------------------------------|------------|---------|------|-----------|-------------|----------------------------|--------------------------------|
| 12520617 | 06/20/2023 | X | | | KCWATERSER | KANSAS CITY WATER SERVICES | 727.52 |
| 12520618 | 06/20/2023 | X | | | GOOGLE | GOOGLE | 579.83 |
| 12520619 | 06/28/2023 | X | | | BAMBOOHRLL | BAMBOO HR LLC | 588.84 |
| 12520620 | 06/01/2023 | X | | | UHC | UNITED HEALTH CARE | 56,063.34 |
| 12520621 | 06/09/2023 | X | | | KCPL | KANSAS CITY POWER & LIGHT | 5,111.33 |
| 12520641 | 06/16/2023 | X | | | VISACARDSE | VISA CARDSERVICES | 15,559.18 |
| 12520642 | 06/30/2023 | X | | | DIVVY | DIVVY CC | 10,005.75 |
| Checking Account ID: 1 | | | | | Void Total: | 0.00 | Total without Voids: 88,635.79 |
| Check Type Total: Automatic Payment | | | | | Void Total: | 0.00 | Total without Voids: 88,635.79 |

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

| Check Number | Check Date | Cleared | Void | Void Date | Entity ID | Entity Name | Check Amount |
|--------------|------------|---------|------|-----------|------------|-----------------------------------------|--------------|
| 29297 | 06/02/2023 | X | | | BURNS1 | Bailey Burns | 1,000.00 |
| 29298 | 06/02/2023 | X | | | THOMAS6 | Keith Thomas | 200.00 |
| 29305 | 06/26/2023 | X | | | BURNS1 | Bailey Burns | 2,000.00 |
| 29306 | 06/26/2023 | X | | | THOMAS6 | Keith Thomas | 800.00 |
| 80691027 | 06/08/2023 | X | | | ALMARPRINT | ALMAR PRINTING | 331.25 |
| 80691028 | 06/08/2023 | X | | | INDUSTRIAL | Industrial Salvage & Wrecking Co. Inc | 74,350.00 |
| 80691029 | 06/08/2023 | X | | | MAXIMHEALT | MAXIM HEALTHCARE SERVICES HOLDINGS, INC | 5,338.00 |
| 80691030 | 06/08/2023 | X | | | ALLSTAR | ALL STAR AWARDS & AD SPECIALTIES | 847.00 |
| 80691031 | 06/08/2023 | X | | | GERING | GERING STEVE | 10,000.00 |
| 80691032 | 06/08/2023 | X | | | KCPL | KANSAS CITY POWER & LIGHT | 61.07 |
| 80691033 | 06/08/2023 | X | | | ROBERTHALF | ROBERT HALF MANAGEMENT RESOURCES | 903.26 |
| 80691034 | 06/08/2023 | X | | | ROBERTHALF | ROBERT HALF MANAGEMENT RESOURCES | 1,120.45 |
| 80691035 | 06/08/2023 | X | | | BLAND | Stephanie Bland | 81.44 |
| 80691036 | 06/08/2023 | X | | | MAXIMHEALT | MAXIM HEALTHCARE SERVICES HOLDINGS, INC | 1,108.10 |
| 80691037 | 06/08/2023 | X | | | MCREALTY | MC REALTY GROUP, LLC | 3,187.08 |
| 80691038 | 06/08/2023 | X | | | MCREALTY | MC REALTY GROUP, LLC | 6,634.35 |
| 80691039 | 06/08/2023 | X | | | CYBERSOFT | CYBERSOFT TECHNOLOGIES, INC. | 4,538.00 |
| 80691363 | 06/08/2023 | X | | | INNOVATIVE | INNOVATIVE OPTIONS, LLC | 1,276.00 |
| 80691364 | 06/08/2023 | X | | | LIDDLE | LIDDLES SPORT SHOP | 13,195.00 |
| 80691365 | 06/08/2023 | X | | | OFFICEESSE | OFFICE ESSENTIALS INC | 285.92 |
| 80691366 | 06/08/2023 | X | | | SOLAROCEAN | SOLAR OCEAN 2, LLC | 229.74 |
| 80691367 | 06/08/2023 | X | | | AMAZON | AMAZON/SYNCHRONY BANK | 99.48 |
| 80691368 | 06/08/2023 | X | | | SEABART | ARTHUR SEABURY | 683.00 |
| 80691609 | 06/08/2023 | X | | | PAYPOOL | PAYPOOL LLC | 691.89 |
| 80691610 | 06/08/2023 | X | | | MIDWESTELE | MIDWEST ELEVATOR COMPANY, INC | 1,290.60 |
| 80691611 | 06/08/2023 | X | | | SIMPSONLAW | SIMPSON LAWN AND LANDSCAPING | 3,250.00 |
| 80691612 | 06/08/2023 | X | | | PEPTALK | SAMANTHA BECK | 6,450.00 |
| 80691613 | 06/08/2023 | X | | | EDOPS | ED OPS | 15,583.33 |
| 80691614 | 06/08/2023 | X | | | FIRSTSTUDE | FIRST STUDENT INC. | 85,378.23 |
| 80691615 | 06/08/2023 | X | | | WINPROSOLU | WIN PRO SOLUTIONS | 364.10 |
| 80691616 | 06/08/2023 | X | | | ELITEPROTE | BRANDON FARROW | 11,685.00 |
| 80691617 | 06/08/2023 | X | | | INDUSTRYSP | INDUSTRY SPECIFIC SOLUTIONS | 49,275.00 |
| 80754453 | 06/15/2023 | X | | | BLICKARTMA | BLICK ART MATERIALS LLC | 990.24 |
| 80754454 | 06/15/2023 | X | | | SCHOLTEACH | SCHOLASTIC TEACHER STORE ONLINE | 584.54 |
| 80754602 | 06/15/2023 | X | | | ICEMASTERS | ICE MASTERS | 130.57 |
| 80754603 | 06/15/2023 | X | | | LIFETOUCH | SHUTTERFLY LIFETOUCH, LLC | 1,670.00 |
| 80754604 | 06/15/2023 | X | | | ADTSECURIT | The ADT Security Corporation | 896.14 |
| 80754605 | 06/15/2023 | X | | | FINALSITE | FINALSITE | 5,500.00 |
| 80754606 | 06/15/2023 | X | | | HOMEDEPOTC | HOME DEPOT CREDIT SERVICES | 21.45 |
| 80754607 | 06/15/2023 | X | | | KCWATERSER | KANSAS CITY WATER SERVICES | 96.54 |
| 80754608 | 06/15/2023 | X | | | ESKIE | Eskie & Associates LLC | 1,000.00 |
| 80754609 | 06/15/2023 | X | | | UNIVERHEAL | University Health | 700.00 |
| 80754789 | 06/15/2023 | X | | | K12ITC | K12ITC, INC. | 14,716.65 |
| 80754790 | 06/15/2023 | X | | | NUESYNERGY | NUESYNERGY, INC | 125.00 |
| 80754791 | 06/15/2023 | X | | | GUARDIAN | GUARDIAN | 751.06 |

Hogan Preparatory Academy

Check Register by Type

Page: 2

07/20/2023 11:20 AM

Posted; Journal Code CD; Processing Month 06/2023

User ID: NULLT

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

| Check Number | Check Date | Cleared | Void | Void Date | Entity ID | Entity Name | Check Amount |
|--------------|------------|---------|------|-----------|------------|-------------------------------------------------|--------------|
| 80754792 | 06/15/2023 | X | | | AMAZON | AMAZON/SYNCHRONY BANK | 708.35 |
| 80754793 | 06/15/2023 | X | | | JOSTENS | JOSTENS INC | 934.85 |
| 80755036 | 06/15/2023 | X | | | JAMESWTIPP | JAMES W. TIPPIN & ASSOCIATES | 2,800.00 |
| 80755037 | 06/15/2023 | X | | | KCPSFNS | KANSAS CITY PUBLIC SCHOOL FOOD & NUTRITION SERV | 48,803.75 |
| 80826145 | 06/23/2023 | X | | | VERIZON | VERIZON WIRELESS | 402.75 |
| 80826146 | 06/23/2023 | X | | | STAPLESADV | STAPLES ADVANTAGE | 415.63 |
| 80826147 | 06/23/2023 | X | | | VERIZON | VERIZON WIRELESS | 497.13 |
| 80826148 | 06/23/2023 | X | | | CINTAS | CINTAS FIRE PROTECTION | 309.00 |
| 80826362 | 06/23/2023 | X | | | TECHCYCLE | TECHCYCLE SOLUTIONS | 69.00 |
| 80826363 | 06/23/2023 | X | | | TECHCYCLE | TECHCYCLE SOLUTIONS | 158.00 |
| 80826364 | 06/23/2023 | X | | | JOSEFIESTA | JOSE CABRERA | 222.00 |
| 80826365 | 06/23/2023 | X | | | ENVISIONTE | ENVISION TECHNOLOGY GROUP, LLC | 353.75 |
| 80826366 | 06/23/2023 | X | | | ENVISIONTE | ENVISION TECHNOLOGY GROUP, LLC | 1,532.69 |
| 80826367 | 06/23/2023 | X | | | ENVISIONTE | ENVISION TECHNOLOGY GROUP, LLC | 353.75 |
| 80826368 | 06/23/2023 | X | | | ENVISIONTE | ENVISION TECHNOLOGY GROUP, LLC | 850.00 |
| 80826369 | 06/23/2023 | X | | | SOSPEST | SOS PEST CONTROL | 100.00 |
| 80826370 | 06/23/2023 | X | | | SOSPEST | SOS PEST CONTROL | 100.00 |
| 80826371 | 06/23/2023 | X | | | KCPL | KANSAS CITY POWER & LIGHT | 3,511.84 |
| 80826372 | 06/23/2023 | X | | | KCPL | KANSAS CITY POWER & LIGHT | 315.70 |
| 80826373 | 06/23/2023 | X | | | KCWATERSER | KANSAS CITY WATER SERVICES | 44.86 |
| 80826374 | 06/23/2023 | X | | | KCWATERSER | KANSAS CITY WATER SERVICES | 786.19 |
| 80826375 | 06/23/2023 | X | | | SOSPEST | SOS PEST CONTROL | 100.00 |
| 80826376 | 06/23/2023 | X | | | PREPKC | PREP KC | 2,081.50 |
| 80826377 | 06/23/2023 | X | | | PREPKC | PREP KC | 1,750.00 |
| 80826378 | 06/23/2023 | X | | | TECHCYCLE | TECHCYCLE SOLUTIONS | 99.00 |
| 80826657 | 06/23/2023 | X | | | LIDDLE | LIDDLES SPORT SHOP | 406.00 |
| 80826658 | 06/23/2023 | X | | | AMAZON | AMAZON/SYNCHRONY BANK | 1,465.93 |
| 80826941 | 06/23/2023 | X | | | ELITEPROTE | BRANDON FARROW | 1,325.00 |
| 80826942 | 06/23/2023 | X | | | SUMNERONE | SUMNERONE, INC. | 1,849.82 |
| 80826943 | 06/23/2023 | X | | | INDUSTRYSP | INDUSTRY SPECIFIC SOLUTIONS | 11,150.00 |
| 80826944 | 06/23/2023 | X | | | WINPROSOLU | WIN PRO SOLUTIONS | 1,156.50 |
| 80826945 | 06/23/2023 | X | | | TIMSTERS | KIM BOYKIN | 20,797.20 |
| 80841521 | 06/29/2023 | X | | | DEFFEN | WASTE MANAGEMENT | 465.80 |
| 80841522 | 06/29/2023 | X | | | DEFFEN | WASTE MANAGEMENT | 841.54 |
| 80841523 | 06/29/2023 | X | | | DEFFEN | WASTE MANAGEMENT | 457.30 |
| 80841524 | 06/29/2023 | X | | | SCENARIOLE | SCENARIO LEARNING, LLC | 1,710.45 |
| 80841850 | 06/29/2023 | X | | | AJW | JORDAN AMY | 4,000.00 |
| 80841851 | 06/29/2023 | X | | | DMARIESUPC | Michelle Haynes-Winters | 105.00 |
| 80841852 | 06/29/2023 | X | | | AMERICANMI | AMERICAN MICRO | 4,360.79 |
| 80841853 | 06/29/2023 | X | | | OPERATION | OPERATION BREAKTHROUGH | 20,278.35 |
| 80841854 | 06/29/2023 | X | | | ALLSTAR | ALL STAR AWARDS & AD SPECIALTIES | 290.00 |
| 80841855 | 06/29/2023 | X | | | AFLAC | AFLAC | 171.63 |
| 80841856 | 06/29/2023 | X | | | KCWATERSER | KANSAS CITY WATER SERVICES | 372.77 |
| 80841857 | 06/29/2023 | X | | | LESSONSLEA | LISA WILSON | 2,500.00 |
| 80841858 | 06/29/2023 | X | | | AMERICANMI | AMERICAN MICRO | 1,657.75 |
| 80841859 | 06/29/2023 | X | | | AMERICANMI | AMERICAN MICRO | 7,130.29 |
| 80841860 | 06/29/2023 | X | | | AMERICANMI | AMERICAN MICRO | 2,147.64 |
| 80842163 | 06/29/2023 | X | | | DELTAVISIO | DELTA VISION | 678.94 |
| 80842164 | 06/29/2023 | X | | | NUESYNERGY | NUESYNERGY, INC | 125.00 |
| 80842165 | 06/29/2023 | X | | | ASSUREDPAR | ASSURED PARTNERS CAPITAL, INC | 9,123.67 |
| 80842166 | 06/29/2023 | X | | | AMAZON | AMAZON/SYNCHRONY BANK | 388.22 |
| 80842167 | 06/29/2023 | X | | | JOSTENS | JOSTENS INC | 25.90 |
| 80842485 | 06/29/2023 | X | | | PITNEYBOWE | PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC | 181.59 |
| 80842486 | 06/29/2023 | X | | | PURCHASEPO | PURCHASE POWER | 301.50 |
| 80842487 | 06/29/2023 | X | | | ELITEPROTE | BRANDON FARROW | 875.00 |
| 80842488 | 06/29/2023 | X | | | TICOPROD | TICO PRODUCTIONS LLC | 8,525.00 |
| 80842489 | 06/29/2023 | X | | | KLSLEASING | KLS LEASING II, LLC | 129,352.96 |

Hogan Preparatory Academy
07/20/2023 11:20 AM

Check Register by Type

Posted; Journal Code CD; Processing Month 06/2023

Page: 3

User ID: NULLT

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

| <u>Check Number</u> | <u>Check Date</u> | <u>Cleared</u> | <u>Void</u> | <u>Void Date</u> | <u>Entity ID</u> | <u>Entity Name</u> | <u>Check Amount</u> |
|--------------------------|-------------------|----------------|-------------|------------------|------------------|----------------------|---------------------|
| Checking Account ID: 1 | | | Void Total: | | 0.00 | Total without Voids: | 630,936.76 |
| Check Type Total: Check | | | Void Total: | | 0.00 | Total without Voids: | 630,936.76 |
| Payee Type Total: Vendor | | | Void Total: | | 0.00 | Total without Voids: | 719,572.55 |
| Grand Total: | | | Void Total: | | 0.00 | Total without Voids: | 719,572.55 |



Accounts Payable

As of 6/30/2023

Hogan Preparatory Academy

| PAYEE: ALL | | | STATUS: -- All -- | | | | REPORT DATE: 7/21/2023 9:37:55 AM ET | | | |
|------------------|------------|--------------|-------------------|------------|-------------------|----------------------------------------------------------------|--------------------------------------|-------------|------------------------------|-------------|
| GL CODE: ALL | | | | | | | | | | |
| Invoice # | Incur Date | Invoice Date | Status | Check Date | Check or Trans. # | Payee/Account | GL code | Amount | Memo | Amount |
| B13142995 | 6/1/2023 | 3/10/2021 | Paid | 7/7/2023 | 80852460 | SHI INTERNATIONAL CORP 1084981 | 10 1151 6412 1935 4 42300 000 | \$4,800.00 | BO113918 | \$4,800.00 |
| B14859813 | 6/1/2023 | 3/4/2023 | Paid | 7/7/2023 | 80852459 | SHI INTERNATIONAL CORP 1084981 | 10 1131 6412 3945 4 40001 000 | \$285.45 | | \$285.45 |
| 3282 | 6/1/2023 | 3/6/2023 | Paid | 7/19/2023 | 80989478 | MO CHARTER PUBLIC SCHOOL ASSOCIATION Hogan Preparatory Academy | 10 2321 6319 0100 3 00000 000 | \$4,980.00 | MCPSA Annual Membership | \$4,980.00 |
| 471098 | 6/1/2023 | 3/10/2023 | Paid | 7/19/2023 | 80989414 | BLICK ART MATERIALS LLC 39457 | 10 1111 6411 6910 4 40001 000 | \$107.74 | BO115783 | \$107.74 |
| 20230328-66.29 | 4/1/2023 | 3/28/2023 | On Hold | | | KANSAS CITY WATER SERVICES 000177521 01643426 | --SPLIT-- | \$66.29 | 66.29 | \$66.29 |
| INV344974 | 6/1/2023 | 4/14/2023 | Paid | 7/19/2023 | 80989205 | PowerSchool Group LLC 10002163 | 10 2114 6412 0100 3 00000 000 | \$2,104.32 | Teacher Candidate Assessment | \$2,104.32 |
| 14516771 | 6/1/2023 | 4/20/2023 | Awaiting Approval | | | Fun Services of KC Hogan Preparatory Academy | 10 2322 6319 0100 3 00000 000 | \$1,147.50 | bo115974 | \$1,147.50 |
| 20230428-62.01 | 5/1/2023 | 4/28/2023 | On Hold | | | KANSAS CITY WATER SERVICES 000177521 01643426 | --SPLIT-- | \$62.01 | 62.01 | \$62.01 |
| 2200 | 6/1/2023 | 5/17/2023 | Awaiting Approval | | | SchoolsPLP, LLC. Hogan Preparatory Academy | 10 1151 6412 1935 4 40001 000 | \$16,905.00 | bo116035 | \$16,905.00 |
| 20230518-1670.00 | 6/1/2023 | 5/18/2023 | Paid | 7/7/2023 | 80852461 | Shutterfly Lifetouch,LLC Hogan Preparatory Academy | 10 1411 6411 1935 3 00000 000 | \$1,670.00 | bo116016 | \$1,670.00 |

| Invoice # | Incur Date | Invoice Date | Status | Check Date | Check or Trans. # | Payee/Account | GL code | Amount | Memo | Amount |
|-------------------------|------------|--------------|-------------------|------------|-------------------|------------------------------------------------------------------|-----------------------------------|------------|-------------------------------------|------------|
| 20230523-8.00 | 6/1/2023 | 5/23/2023 | On Hold | | | KANSAS CITY WATER SERVICES 000177521 01643426 | --SPLIT-- | \$8.00 | 8.00 | \$8.00 |
| Mgmt - June, 2023 | 6/1/2023 | 6/1/2023 | Paid | 7/7/2023 | 80852462 | MC Realty Group, LLC Hogan Preparatory Academy | 10 2542 6319 1935 3 00000 000 | \$656.00 | Facility Management Fees | \$1,333.30 |
| | | | | | | | 10 2542 6319 3945 3 00000 000 | \$677.30 | Facility Management Fees | |
| 829509 | 6/12/2023 | 6/12/2023 | Paid | 7/19/2023 | 80989475 | DATA RECOGNITION CORPORATION 3495048904 | 10 1131 6411 3945 4 40001 000 | \$300.60 | Assessment Tests | \$601.20 |
| | | | | | | | 10 1111 6411 6910 4 40001 000 | \$300.60 | Assessment Tests | |
| INV-10814 | 6/16/2023 | 6/16/2023 | Paid | 7/7/2023 | 80852879 | SPECIALIST ID, INC. Hogan Preparatory Academy | 10 1151 6411 3945 4 40001 000 | \$763.53 | | \$763.53 |
| 03 | 6/19/2023 | 6/19/2023 | Paid | 7/19/2023 | 80989206 | Brothers Liberating Our Communities Hogan Preparatory Academy | 10 2321 6319 0100 0 00000 000 | \$500.00 | Association Sponsorship BO116030 | \$500.00 |
| B0116033 | 6/21/2023 | 6/21/2023 | Paid | 7/7/2023 | 80852730 | The Scholastic Teacher Stor Online Hogan | 10 1151 6411 1935 4 40001 000 | \$508.87 | BO0116033 | \$508.87 |
| MC Realty R&M June 2023 | 6/22/2023 | 6/22/2023 | Paid | 7/7/2023 | 80852463 | MC Realty Group, LLC Hogan Preparatory Academy | 10 2542 6332 1935 3 00000 000 | \$270.00 | Facility R&M | \$8,136.68 |
| | | | | | | | 10 2542 6332 3945 3 00000 000 | \$6,552.28 | Facility R&M | |
| | | | | | | | 10 2542 6332 6910 3 00000 000 | \$1,314.40 | Facility R&M | |
| 20230623-120.00 | 6/23/2023 | 6/23/2023 | Paid | 7/19/2023 | 80989477 | ALL BEVERAGE CONTROL, INC. Hogan Preparatory Academy | 10 2542 6411 1935 3 00000 000 | \$120.00 | Ice Machine Rental | \$120.00 |
| 13H3-X6CG-FX1N | 6/24/2023 | 6/24/2023 | Awaiting Approval | | | Amazon Capital Services A14BG9UZREHMF6 | 10 1131 6411 3945 4 40001 112 | (\$140.83) | bo115397 | (\$140.83) |
| July 2023 Correction | 6/27/2023 | 6/27/2023 | Paid | 7/19/2023 | 80989476 | DELTA DENTAL OF MO LOCKBOX Group: 0118-3701 | 10 2162 0000 0000 0 00000 000 | \$1,861.32 | Dental | \$1,861.32 |

| Invoice # | Incur Date | Invoice Date | Status | Check Date | Check or Trans. # | Payee/Account | GL code | Amount | Memo | Amount |
|----------------|------------|--------------|--------------------|------------|-------------------|-------------------------------------------------|-----------------------------------|------------|-------------------|------------|
| 1NXX-9JFV-3QLD | 6/28/2023 | 6/28/2023 | Paid | 7/19/2023 | 80989479 | Amazon Capital Services A14BG9UZREHMF6 | 10 1151 6411 1935 4 40001 000 | \$1,147.12 | bo116032 | \$1,147.12 |
| SOL-10183-106 | 6/30/2023 | 6/30/2023 | Payment Authorized | | | SOLAR OCEAN 2, LLC Hogan Preparatory Academy | 10 2542 6481 1935 3 00000 000 | \$229.74 | Solar Panel Lease | \$229.74 |
| SOL-10184-106 | 6/30/2023 | 6/30/2023 | Payment Authorized | | | SOLAR OCEAN 2, LLC Hogan Preparatory Academy | 10 2542 6481 3945 3 00000 000 | \$229.74 | Solar Panel Lease | \$229.74 |

| Invoice # | Incur Date | Invoice Date | Status | Check Date | Check or Trans. # | Payee/Account | GL code | Amount | Memo | Amount |
|-----------|------------|--------------|--------|------------|-------------------|---------------|---------|--------|---------------|--------------------|
| | | | | | | | | | Total: | \$47,426.98 |

GL Code Summary

| | | |
|--|-------------------------------|--------------------|
| | 10 1111 6411 6910 4 40001 000 | \$408.34 |
| | 10 1131 6411 3945 4 40001 000 | \$300.60 |
| | 10 1131 6411 3945 4 40001 112 | (\$140.83) |
| | 10 1131 6412 3945 4 40001 000 | \$285.45 |
| | 10 1151 6411 1935 4 40001 000 | \$1,655.99 |
| | 10 1151 6411 3945 4 40001 000 | \$763.53 |
| | 10 1151 6412 1935 4 40001 000 | \$16,905.00 |
| | 10 1151 6412 1935 4 42300 000 | \$4,800.00 |
| | 10 1411 6411 1935 3 00000 000 | \$1,670.00 |
| | 10 2114 6412 0100 3 00000 000 | \$2,104.32 |
| | 10 2162 0000 0000 0 00000 000 | \$1,861.32 |
| | 10 2321 6319 0100 0 00000 000 | \$500.00 |
| | 10 2321 6319 0100 3 00000 000 | \$4,980.00 |
| | 10 2322 6319 0100 3 00000 000 | \$1,147.50 |
| | 10 2542 6319 1935 3 00000 000 | \$656.00 |
| | 10 2542 6319 3945 3 00000 000 | \$677.30 |
| | 10 2542 6332 1935 3 00000 000 | \$270.00 |
| | 10 2542 6332 3945 3 00000 000 | \$6,552.28 |
| | 10 2542 6332 6910 3 00000 000 | \$1,314.40 |
| | 10 2542 6411 1935 3 00000 000 | \$120.00 |
| | 10 2542 6481 1935 3 00000 000 | \$229.74 |
| | 10 2542 6481 3945 3 00000 000 | \$229.74 |
| | --SPLIT-- | \$136.30 |
| | | \$47,426.98 |

Coversheet

HPA August HR Report

| | |
|--------------------------|-----------------------------------|
| Section: | II. Consent Agenda |
| Item: | D. HPA August HR Report |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | August 2023 Board - HR Report.pdf |

| First Name | Last Name | Position | Effective Date | Location |
|--------------|-----------|-------------------------------|----------------|------------|
| Rachel | Andersen | Teacher | 8/7/2023 | Elementary |
| Yolanda | Bediako | Math Interventionist | 8/7/2023 | Elementary |
| Taylor | Crims | Instructional Interventionist | 8/7/2023 | Middle |
| Alyson | Gollady | Music Teacher | 8/7/2023 | Elementary |
| Erione | Gant | Health Paraprofessional | 8/7/2023 | Elementary |
| Linda | Henderson | Teacher | 8/7/2023 | Elementary |
| Danielle | Kramer | Teacher | 8/7/2023 | Elementary |
| Camisha | Lawson | Teacher | 8/7/2023 | Elementary |
| Mya | Riley | Teacher | 8/7/2023 | Elementary |
| Jasmine | Scott | Teacher | 8/7/2023 | Elementary |
| Amy | Shilhanek | SPED Teacher | 8/7/2023 | Elementary |
| Megan | Watkins | Reading Interventionist | 8/7/2023 | Elementary |
| Rachal | Young | Teacher | 8/7/2023 | Elementary |
| Katherine | Webster | Teacher | 8/7/2023 | Elementary |
| Kim | Connery | Math Teacher | 8/7/2023 | Middle |
| Dr. Rochella | Bickford | ELA Teacher | 8/7/2023 | Middle |
| Ebony | Dunn | Flex Teacher | 8/7/2023 | Middle |
| DeConley | Paige | Science Teacher | 8/7/2023 | Middle |
| Michael | Lang | Math Interventionist | 8/7/2023 | Middle |
| Emmett | Spriggs | Science Teacher | 8/7/2023 | Middle |
| Mary | Waite | Teacher | 8/7/2023 | Elementary |

| First Name | Last Name | Position | Effective Date | Location |
|------------|------------|------------------------|----------------|-------------|
| Jill | Hardy | SPED Teacher | 8/7/2023 | High |
| Courtney | Hendrix | Science Teacher | 8/7/2023 | High |
| Mecca | Freeman | Teacher | 8/7/2023 | Middle |
| Michelle | McMullen | PLTW Teacher | 8/7/2023 | High |
| Donald | Morris | Math Teacher | 8/7/2023 | Middle |
| Fredrick | Oliver | Instructional Coach | 8/7/2023 | Middle |
| Kevin | Orange | Freshman 101 | 8/7/2023 | High |
| Taylor | Smith | ELA Teacher | 8/7/2023 | High |
| Leslie | Vaughn | Business Teacher | 8/7/2023 | High |
| Larry | Washington | ELA Teacher | 8/7/2023 | High |
| Patrice | Wright | Business Teacher | 8/7/2023 | High |
| Mitchell | Lubin | Social Studies Teacher | 8/7/2023 | Middle |
| Patrice | Allen | Instructional Coach | 8/7/2023 | Middle |
| Les | Clay | Science Teacher | 8/10/2023 | Middle |
| Adrian | Thomas | Science Teacher | 8/23/2023 | High |
| Naomi | Hidalgo | SPED Teacher | 8/23/2023 | Middle |
| Michaela | James | Math Teacher | 8/31/2023 | High |
| James | Robert | ELL Teacher | 8/31/2023 | Middle |
| Jason | Guthery | Building Substitute | 8/31/2023 | Middle/High |
| Sydareha | Moss | Math Interventionist | 8/25/2023 | High |
| Ashleigh | Byrd | Spanish Teacher | 8/25/2023 | High |
| Jonny | Pescaglia | Science Teacher | 8/29/2023 | High |

Coversheet

HPA Board of Director Appointments

| | |
|--------------------------|---------------------------------------|
| Section: | II. Consent Agenda |
| Item: | E. HPA Board of Director Appointments |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | BOD Appointments FY23-24.pdf |



CONSENT AGENDA - APPOINTMENTS

Board policy requires the annual appointment of the following:

Custodian of Records

The Custodian of Records serves as the point of contact for public inquiry related to District records. S/he facilitates public access to District public records. The following appointment is recommended for Custodian of Records:

Name: Jan Thomas, Board Clerk
Location: Hogan Preparatory Academy District Office, 1331 E Meyer Blvd, KC MO 64130
Telephone: 816-444-3484

Homeless & Unaccompanied Youth Liaison

The Homeless & Unaccompanied Youth Liaison serves as the primary point of contact for the District's homeless & unaccompanied youth. S/he is responsible for the execution of all policies and procedures related to identification and support of the District's homeless and unaccompanied youth. This position also fulfills the same responsibilities for any identified migrant students. The following appointment is recommended for Homeless & Unaccompanied Youth Liaison:

Name: Dr. Annelise Thurber, Director of Student Services
Location: Hogan Preparatory Academy District Office, 1331 E Meyer Blvd, KC MO 64130
Telephone: 816-444-3484

Foster Care Liaison

The Foster Care Liaison serves as the primary point of contact for the District students who are in foster care. S/he is responsible for the execution of all policies and procedures related to identification and support of the District's students who are in foster care. The following appointment is recommended for Foster Care Liaison:

Name: Dr. Annelise Thurber, Director of Student Services
Location: Hogan Preparatory Academy District Office, 1331 E Meyer Blvd, KC MO 64130
Telephone: 816-444-3484

English Language Coordinator

The English Language Coordinator serves as the primary contact for the education of Hogan EL students S/he is responsible for the execution of all policies and procedures related to identification and support of Hogan EL students. The following appointment for English Language Coordinator is

Name: Dr. Annelise Thurber, Director of Student Services
Location: Hogan Preparatory Academy District Office, 1331 E Meyer Blvd, KC MO 64130
Telephone: 816-444-3484

Coversheet

HPA Board of Directors 2023-24 Meeting Calendar Modification

| | |
|--------------------------|-----------------------------------------------------------------|
| Section: | II. Consent Agenda |
| Item: | F. HPA Board of Directors 2023-24 Meeting Calendar Modification |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HPA_BOD_Meeting_Calendar (1).pdf |



**Hogan Preparatory Academy
2023- 2024
Board of Directors Meeting Calendar Dates**

August 28, 2023
5:30pm

October 23, 2023
5:30pm

December 11, 2023
5:30pm

February 26, 2023
5:30pm

April 22, 2023
5:30pm

June 24, 2023
5:30pm

Coversheet

2023 HPA Staff Handbook

| | |
|--------------------------|-----------------------------|
| Section: | II. Consent Agenda |
| Item: | G. 2023 HPA Staff Handbook |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HPA Staff Handbook 2023.pdf |

Employee Handbook

Current as of July, 2023



Purpose

The purpose of this employee handbook is to provide guidance to acquaint all employees with the Board Policies of Hogan Preparatory Academy, Inc. (HPA). The Board Policies are available on the district website. Additionally, the handbook provides information about working conditions, employer provided benefits, and some of the policies affecting employment. All employees should read, understand, and comply with all provisions of the handbook. It describes many employee responsibilities and outlines the benefit programs developed by HPA. Your compliance with this handbook is a condition of your employment. One of the objectives is to provide a work environment that is conducive to both personal and professional growth.

This employee handbook is a tool to keep employees informed of the terms and conditions of their employment, including school policies and procedures. HPA reserves the right to revise, add or delete from this handbook. HPA will notify employees when changes have been made to the handbook. No oral statements or representations can change the provisions of this handbook. Board Policies shall supersede this handbook.

Notice of Nondiscrimination

Hogan Preparatory Academy admits students of any race, color, national origin, ethnic origin, age, religion, creed, sex, sexual orientation, disability, or any other legally recognized classification to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The District does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex. The District does not discriminate on the basis of race, color, national origin, ethnic origin, age, religion, creed, sex, sexual orientation, veteran's status, disability, or any other legally recognized classification in administration of its hire and employment policies, educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs, and the District provides equal access to the Boy Scouts and other designated youth programs.

Hogan Preparatory Academy complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.

Inquiries concerning the District's nondiscrimination policies should be directed to:

Devon Sonnier, HR Generalist

Email: dsonnier@phalenacademies.org

For further inquiry, may also be directed to Office for Civil Rights at: OCR.KansasCity@ed.gov

Waiver of Breach

The waiver by HPA of any violation of any term or condition set forth in this employee handbook shall not operate as a waiver of any subsequent violation. No waiver shall excuse compliance with the provisions of the employee handbook unless placed in writing and signed by the Board President of HPA.

Definitions

The term "HPA administration" is used throughout the employee handbook and in general refers to the regional leadership, Principals and Assistant Principals. The intent is to provide all employees with a person to contact in the event of any of the situations described in the handbook.

Table of Contents

| | |
|----------------------------------------------------------|----|
| Purpose..... | 1 |
| Waiver of Breach | 2 |
| Definitions..... | 2 |
| Employee Acknowledgement Form (for personnel file)..... | 10 |
| Employee Acknowledgement Form (remains in handbook)..... | 13 |
| HPA’s Welcome | 15 |
| Vision Statement | 16 |
| Mission Statement..... | 16 |
| Workplace Environment | 16 |
| Ethics Code – Reporting Concerns | 16 |
| Equal Employment Opportunity | 21 |
| See Board Policy 4110 for more information | 21 |
| Immigration Law Compliance | 22 |
| See Board Policy 4110 for more information. | 22 |
| Disability Accommodations | 22 |
| Preventing Sexual and Other Unlawful Harassment..... | 23 |
| See Board Policy 1300 for more information. | 23 |
| Employment Relationship | 26 |
| Employment Applications & Information..... | 26 |
| Employment Reference Checks | 26 |
| See Board Policy 4810 for more information | 26 |
| Extensive Security Background Verification..... | 26 |
| See Board Policy 4120 for more information. | 27 |

| | |
|-------------------------------------------------------------------------|----|
| Procedures for Administering School or State Standardized Testing | 27 |
| Employee Arrest or Criminal Activity | 27 |
| Employment of Relatives and Friends | 29 |
| Job Postings | 30 |
| See Board Policy 4120 for more information. | 30 |
| Access to Personnel Files..... | 30 |
| See Board Policy 4860 for more information. | 30 |
| Employment Verifications and Post-Employment References | 31 |
| Workplace Health, Safety and Security | 32 |
| Communicable Diseases | 32 |
| Board Policy 4820 – Communicable Diseases reads | 32 |
| Drug and Alcohol-Free Workplace..... | 34 |
| Board Policy 4870 - Drug-Free Workplace reads | 34 |
| Emergency Procedures..... | 36 |
| Firearms in School | 37 |
| See Board Policies 1432 and 2620 for more information. | 37 |
| Internal Investigations, Searches, & Personal/HPA Property | 37 |
| Personal Vehicle and Property | 37 |
| Security | 38 |
| Smoke-Free Environment/Fire Safety..... | 39 |
| Workplace Violence Prevention | 40 |
| Reporting Personal Data Changes..... | 43 |
| Confidentiality & Privacy | 43 |
| See Board Policy 1450 for more information. | 43 |

| | |
|---------------------------------------------------------------------|----|
| Personal Information..... | 44 |
| Conflicts of Interest..... | 45 |
| See Board Policy 4840 for more information. | 45 |
| Outside Employment..... | 46 |
| Workplace Etiquette..... | 46 |
| Work Schedules | 47 |
| See Board Policies 4220 and 4221 for more information. | 47 |
| Attendance & Punctuality | 47 |
| Black Out Days | 49 |
| Inclement Weather..... | 49 |
| Personal Appearance..... | 50 |
| Use of Company Equipment and Electronics (Technologies)..... | 52 |
| School Property..... | 52 |
| See Board Policy 4880 for more information. | 52 |
| Technologies | 53 |
| There Is No Expectation of Privacy When Using School Equipment..... | 53 |
| Telephone Use..... | 54 |
| Mail Use..... | 54 |
| E-mail System..... | 55 |
| Computers | 55 |
| Internet | 56 |
| Hogan Preparatory Academy Technology User Agreement..... | 58 |
| Performance Management..... | 62 |
| Job Descriptions | 62 |

| | |
|---------------------------------------------------------------------------------------------------|----|
| Performance Evaluations..... | 62 |
| See Board Policy 4620 for more information..... | 62 |
| Corrective Action Through Progressive Discipline | 63 |
| Compensation Administration..... | 64 |
| Employment Categories | 64 |
| Annual Employment Agreements | 65 |
| See Board Policies 4130 and 4140 for more information. | 65 |
| Timekeeping..... | 66 |
| Paydays | 67 |
| Payroll Deductions | 67 |
| See Board Policy 4520 for more information..... | 67 |
| Direct Deposit | 68 |
| Office Expense Reimbursement | 68 |
| Business Travel Expenses | 68 |
| See CFR 200.474 and Board Policy 3440 for more information. | 68 |
| Mileage Reimbursement | 70 |
| Procedure | 71 |
| Compensation for Substituting..... | 71 |
| Leaves of Absence | 72 |
| Family and Medical Leave..... | 72 |
| See Board Policy 4321 and www.dol.gov for more information. | 72 |
| Reasons for taking leave under FMLA | 72 |
| How to Request Family or Medical Leave | 74 |
| Military Leave..... | 76 |

| | |
|-------------------------------------------------------------------|----|
| Procedure | 76 |
| Unpaid Leave Of Absence | 78 |
| Procedure | 78 |
| Paid Time Off (PTO), Holidays, Bereavement, Civic Duty | 79 |
| Paid Time Off (PTO)..... | 79 |
| See Board Policy 4310 for more information | 79 |
| Holidays | 82 |
| See Board Policies 4330 for more information. | 82 |
| Bereavement Leave..... | 83 |
| Procedure | 83 |
| Time Off to Vote | 83 |
| Procedure | 84 |
| Time Off for Civic Duty | 85 |
| Procedure | 85 |
| Accommodations for Nursing Mothers..... | 86 |
| Health and Welfare Benefits..... | 87 |
| See Board Policies 4510, 4520 and 4540 for more information. | 87 |
| Benefits Continuation (COBRA) | 87 |
| Health Insurance Portability and Accountability Act (HIPAA)..... | 88 |
| Health Insurance | 88 |
| Section 125 Flexible Spending Account Plan Benefit | 89 |
| Life Insurance Benefits | 89 |
| Voluntary Benefits Available..... | 90 |
| Retirement Benefits..... | 92 |

| | |
|------------------------------------------------------------|----|
| ERISA Rights..... | 92 |
| Kansas City Public School Retirement System (KCPSRS) | 92 |
| 403(b) Retirement Plan | 93 |
| Legally Required/Mandated Benefits | 94 |
| Workers' Compensation Insurance | 94 |
| See Board Policy 4530 for more information. | 94 |
| Social Security Insurance | 94 |
| Unemployment Insurance | 93 |
| Separation from Employment | 96 |
| See Board Policy 4710 and 4711 for more information. | 96 |
| Exit Interview..... | 96 |
| Compensation and Benefits When Exiting | 97 |
| Return of HPA Property When Exiting..... | 97 |

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Employee Acknowledgement Form (for personnel file)

_____ I acknowledge that I have received and will review my personal copy of the HPA Employee Handbook and that I have been made aware there is also an electronic version of this handbook available in Bamboo. I agree that if there is any policy or provision of the Employee Handbook that I do not understand, I will seek clarification from my principal or direct supervisor.

_____ I acknowledge that I understand that I am expected to be at work during certain events as identified in the Attendance & Punctuality section of this handbook.

_____ I acknowledge that this handbook is not a contract of employment. In consideration of my employment with HPA, I agree to observe and abide by the conditions of employment, policies, and rules contained in this handbook.

_____ I understand that the policies, procedures and benefits described in this Employee Handbook are regularly reviewed by the HPA Administration and the Board of Directors, and may be amended, modified or deleted unilaterally by the Board at any time. I further acknowledge that the provisions in this Handbook are for informational purposes only and to the extent they differ from Board policy, rules or regulations, the Board policy, rules or regulations are controlling. I understand the board policies are available on the district website.

_____ I acknowledge that I have received and reviewed a copy of the HPA Technology Users Agreement.

_____ I acknowledge that I am required to complete the Safe Schools Training by the deadline as instructed.

One copy of this Acknowledgment Form will remain in this handbook at all times. The other copy will be placed in my personnel file.

EMPLOYEE NAME (printed): _____

EMPLOYEE SIGNATURE: _____

DATE SIGNED: _____

**THIS SIGNED AND DATED COPY IS
RETAINED IN THE EMPLOYEE PERSONNEL FILE**

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Employee Acknowledgement Form (remains in handbook)

_____ I acknowledge that I have received, reviewed, and understand my personal copy of the HPA Employee Handbook and that I have been made aware there is also an electronic version of this handbook available in Bamboo. I agree that if there is any policy or provision of the Employee Handbook that I do not understand, I will seek clarification from my principal or direct supervisor.

_____ I acknowledge that I understand that I am expected to be at work during certain events as identified in the Attendance & Punctuality section of this handbook.

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_____ I acknowledge that I have received and reviewed a copy of the HPA Technology Users Agreement.

_____ I acknowledge that I am required to complete the Safe Schools Training by the deadline as instructed.

One copy of this Acknowledgment Form will remain in this handbook at all times. The other copy will be placed in my personnel file.

EMPLOYEE NAME (printed): _____

EMPLOYEE SIGNATURE: _____

DATE SIGNED: _____

THIS SIGNED AND DATED COPY
REMAINS IN THE EMPLOYEE HANDBOOK

HPA's Welcome

Welcome! You have chosen to become part of a dedicated team. We hope that your association with HPA will be rewarding, challenging, and of mutual benefit. We take pride in our staff as well as the education we provide to the Kansas City community. We consider ourselves leaders in the field of College and Career Preparatory Education.

Please take the time to read this Employee Handbook carefully. It is an important communication and management document. Please sign the acknowledgment form on the preceding page to show that you have read, understood and agree to the contents of this handbook. This handbook provides most of the terms and conditions of employment. This handbook is not an employment contract.

Understand that no employee handbook can address every situation in the workplace. If you have any difficulty reading or understanding any of the provisions of this handbook, please contact a member of administration. HPA will gladly make assistance available so you can understand the policies and what is expected of you. If you do not request assistance, HPA will work on the premises that you fully understand the handbook. Likewise, if you have any suggestions related to school policies or procedures, please let us know.

We wish you success in your employment with HPA!

Sincerely,

Hogan Preparatory Academy Inc., Board of Directors

Vision Statement

To Inspire Our Students, Families, and Community to Succeed by Unlocking Their Greatest Potential

Mission Statement

Hogan Preparatory Academy 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.

Workplace Environment

| |
|-----------------------------------------|
| Ethics Code – Reporting Concerns |
|-----------------------------------------|

Purpose

Hogan Preparatory Academy, Inc., (HPA) requires directors (members of the Board of Directors), employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School we must practice honesty and integrity in fulfilling our responsibilities and must comply with all applicable laws and regulations. The purpose of this expectation is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, employees, and volunteers of the School to raise concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

Reporting Responsibility

All board members, employees and volunteers have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted board policy or School policy, local ordinances, state and federal regulations and statutes. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a disciplinary offense.

Reporting Concerns

1. Employees and volunteers (Reporting Individuals) are encouraged to submit such reports to his/her immediate supervisor.
2. If the employee or volunteer feels unable to go to the immediate supervisor or if there is any reason why this may not be appropriate, the employee or volunteer is encouraged to report the concern to Human Resources:

Devon Sonnier, HR Generalist

Email: dsonnier@phalenacademies.org

3. All supervisor and members of building administration are required to notify the Regional Director within two business days of any reports received.

A non-exhaustive list of unethical, fraudulent or illegal acts might include:

- Theft or misuse of staff, school, student or vendor property for personal benefit
- Violation of any federal, state, or local laws
- Failure in regulatory compliance
- Inappropriate relationships with employees, students, or vendors
- More than “token”, gift(s) from a vendor
- Discrimination, based on race, color, national origin, gender, age, sexual orientation, disability, veteran status against an employee or student
- Falsification of time sheets or School records
- Bribes or kickbacks
- Falsified financial reporting
- Non-conforming accounting/auditing

Handling of Reported Violations

The Human Resources Generalist will notify the person who submitted a complaint and acknowledge receipt of the reported violation or suspected violation. The department, person and/or board committee who has responsibility for overseeing compliance with the particular policy or procedure will be notified as necessary. All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation.

No Retaliation

This Whistleblower Protection Policy is intended to encourage and enable Reporting Individuals to raise concerns within the School for investigation and appropriate action. With this goal in mind, no Reporting Individual, who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, a volunteer or employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a violation of law or policy, a non-conforming accounting, or non-conforming auditing matter. The act of making allegations that prove to be unsubstantiated and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false will be viewed as a disciplinary offense and may result in discipline, up to and including dismissal from the volunteer position or termination of employment.

Confidentiality

Reports of concerns, and investigations pertaining to the reports, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, the School cannot guarantee complete confidentiality. Disclosure of investigation information to

individuals not involved in the investigation will be viewed as a disciplinary offense and may result in discipline, up to and including termination of employment.

The degree of discipline imposed may be influenced by the existence of voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent investigation. If you have any doubt about whether an employee's conduct or that of another meets HPA ethical standards or compromises the reputation of HPA, please discuss it with a member of HPA administration.

Equal Employment Opportunity

See Board Policy 4110 for more information

Board Policy 4110 - Equal Employment Opportunity reads:

“The Board of the School is an equal opportunity employer. The Board is committed to equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation, or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.”

Any practice that appears to be inconsistent with this policy should be reported to the human resources office or the building principal immediately.

Anyone found to have illegally discriminated against a coworker will be subject to disciplinary action, up to and including termination of employment.

Immigration Law Compliance

See Board Policy 4110 for more information.

HPA is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. HPA will comply with federal and state immigration law in hiring and recordkeeping.

Disability Accommodations

HPA is committed to complying fully with the Americans with Disabilities Act (ADA) and Amendments Act (ADAAA) and all other federal, state and local laws providing for non-discrimination in employment against qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Requesting Accommodation

Employees or applicants with a qualified disability may make a request for reasonable accommodation to their supervisor or Human Resources. HPA will reasonably accommodate employees and applicants with a disability. Accommodations will be determined on a case-by-case basis and in conjunction with input from the individual and recommendations

of medical and other professionals. Disabilities will be treated in a confidential manner to the extent possible.

HPA is also committed to not discriminating against any employees or applicants because they are related to or associated with a person with a disability. HPA will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

Preventing Unlawful Harassment

See Board Policy 1300 for more information.

HPA is committed to providing a work environment that is free from discrimination and conduct that can be considered harassing, coercive, or disruptive. Harassment based on race, color, religion, sex, citizenship, ancestry, national origin, age, disability, veteran's status, sexual orientation or any other characteristic protected under law will not be sanctioned or tolerated.

Supervisors and administration are responsible for assuring that no employee, parent, student, vendor or supplier is subjected to conduct that constitutes any form of harassment.

This policy applies to employees, parents, students, vendors or suppliers who may have school or work-related interaction with HPA inside and outside the workplace. HPA provides regular anti-harassment training to employees to ensure the opportunity to work in an environment free of unlawful harassment and discrimination.

Unlawful Harassment

Unlawful harassment is defined as visual, verbal, or physical conduct of a discriminatory nature described as:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
- (2) Submission or rejection of the conduct is used as a basis for making employment decisions; or,
- (3) The conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.
- (4) Visual conduct that includes offensive visual conduct, offensive gestures, or displaying of offensive objects or pictures, cartoons or posters.
- (5) Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes based on the protective categories.
- (6) Verbal sexual advances or propositions.
- (7) Verbal abuse of an offensive nature, graphic verbal commentaries about an individual's body, degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- (8) Physical conduct that includes touching, assaulting, or impeding or blocking movements.
- (9) Actions that set a person apart due to their association with a protected class.

Reporting Procedure

If an employee, experiences or witnesses an unlawful harassment in the workplace, the staff should report it immediately to their supervisor.

If the supervisor is unavailable, the subject of the complaint or the employee believes it would be inappropriate to contact that person, they should immediately contact their designated HR Generalist: Devon Sonnier, Email: dsonnier@phalenacademies.org.

An employee can raise concerns and make reports without fear of reprisal or retaliation.

Any supervisor or manager who becomes aware of possible unlawful harassment must immediately advise the designated HR Generalist so it can be investigated in a timely and confidential manner.

All employees are expected to fully cooperate in the investigation.

All allegations of harassment will be quickly and discreetly investigated. To the extent possible, an employee's confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure.

Anyone engaging in unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Employment Relationship

Employment Applications & Information

HPA relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. *Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.*

Employment Reference Checks

See Board Policy 4810 Employee Information Sharing Policy

Employment reference checks ensure that individuals who join HPA are qualified and have a strong potential to be productive and successful. It is the hiring practice of HPA to check the employment references of applicants. HPA will follow the Missouri legislative mandate to determine the prior school of employment and contact them to determine the basis for and facts surrounding any termination of employment.

Extensive Security Background Verification

See Board Policy 4120 for more information.

Due to the nature of the work at HPA successful completion of an extensive background check is essential. Board Policy 4120 is intended to comply with the Amy Hestir Student Protection Act, Senate Bill 54, including section 162.068 RSMo.

Procedures for Administering School or State Standardized Testing

The regular classroom teacher is vital to the success of HPA students. Faculty absences during testing may cause interruption in the learning/testing process and preparation towards annual state assessments. It is critical that all faculty members uphold the expectations of their students and academic goals by avoiding absences during all testing days.

Failure to follow procedures or administer any school or state standardized test, according to testing protocols, may lead to violation of administrative testing guidelines and may result in disciplinary action against that faculty member, up to and including termination.

All faculty members must have on file a signed Standardized Testing Guideline and Policy agreeing to the procedures of administering all standardized testing.

Employee Arrest or Criminal Activity

The conviction or proven involvement in criminal activity by an employee, whether on or off school property, may result in disciplinary action up to and including termination of employment.

Disciplinary action depends upon a review of all factors involved, including whether or not the employee's action was work-related, the nature of the act, or resultant circumstances which adversely affect attendance or performance. Any disciplinary action may not be dependent upon the disposition of any case in court.

- Employees are expected to be on the job, ready to work, when scheduled.

- Inability to report to work as scheduled as a result of an arrest may lead to disciplinary action, up to and including termination, for violation of any attendance policy or job abandonment.

Any disciplinary action taken will be based on information reasonably available. This information may come from witnesses, police, or any other source as long as administration has reason to view the source as credible.

The following factors are considered to determine if the situation is work-related:

- There is a direct relationship between HPA in the activity and the employee's job;
- The activity compromises HPA responsibility to its students, parents and/or other employees;
- The activity renders the employee unable to perform the job satisfactorily;
- The activity leads other employees to reasonably refuse to work with the individual; and/or
- The misconduct jeopardizes school operations by creating publicity that could do substantial harm to HPA public image.

In addition to the above HPA reserves the right to suspend an employee with or without pay pending the outcome of any criminal law process.

HPA also reserves the right to take appropriate disciplinary action if our own investigation reveals a reasonable probability that misconduct took place, regardless of whether or not the individual is acquitted in court.

The fact that an employee has been spared criminal or civil penalties does not preclude disciplinary action since the prosecution of court cases and the supervision of employees are separate matters.

Employment of Relatives and Friends

HPA may hire friends or relatives of employees, however, steps must be taken to assure there are no actual or potential conflicts which could compromise supervision, safety, confidentiality, security, morale, and the like.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Relatives of current employees may not occupy a position working directly for a relative, supervising a relative, or in the same reporting and supervisory structure as their relative.

If a relationship is established after employment, employees who are in a reporting situation described above must report the relationship to Human Resources. If two employees marry, cohabitate, or otherwise become involved and find they are in a conflict or position for potential conflict, HPA may, at its option, take action to eliminate the conflict or potential conflict. The individuals concerned will be given the opportunity to decide who is to be transferred to another available position. If that decision is not made within 30 calendar days, administration will decide who is to be transferred or, if necessary, terminated from employment. *In other cases, where a conflict or the potential for conflict arises because of the relationship between HPA employees, even if there is no line of authority or reporting involved, the employee may be separated by reassignment or terminated from employment.*

Job Postings

See Board Policy 4120 for more information.

HPA provides employees an opportunity to indicate their interest in open positions and advance within the school according to their skills and experience. In general, notices of all regular, full-time job openings are posted, although HPA reserves its discretionary right to not post a particular opening.

Job openings will be posted on the school website board. Each job posting notice will include the dates of the posting period, job title, department, location, job summary, essential duties, qualifications (required skills and abilities), and date the posting will close.

To apply for an open position, employees should submit the online job application and attach a résumé and other supporting documents as instructed in the job posting. Other recruiting sources may also be used to fill open positions.

Access to Personnel Files

See Board Policy 4860 for more information.

HPA maintains a personnel file on each employee. The personnel file shall include, but not limited to, information such as the employee's job application, resume, records of training, documentation of performance appraisals, certifications and/or licenses, signed internet use policy, signed employee acknowledgement form for receiving employee handbook, employee reference letter, salary increases, and other employment records. Personnel files are the property of HPA, and access to the information they contain is restricted. Generally, only a member of

HPA administration with a need to know may review information in a file. Employees who wish

to review their own file should contact their designated Human Resources Generalist.

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|-------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Employment Verifications and Post-Employment References</p> |
|-------------------------------------------------------------------------------------------------------|

Reference requests regarding current or former employees should be referred to Human Resources.

Workplace Health, Safety and Security

It is the responsibility of every employee to maintain a healthy and safe work environment.

Each employee is expected to obey safety rules and to exercise caution in all work activities.

- Employees must immediately report any unsafe condition to their supervisor, school principal, and/or Human Resources Generalist.
- *Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report or remedy such situations, where appropriate, may be subject to disciplinary action, up to and including termination of employment.*
- In the case of incidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify their supervisor and Human Resources of the injury. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

Communicable Diseases

Board Policy 4820 – Communicable Diseases reads:

“An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is likely to transmit the contagious or infectious disease, unless the Board or its designee has determined, based upon medical evidence, that the employee:

1. No longer has the disease.

2. Is not in the contagious or infectious state of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as there is a risk of transmission of the disease in the school environment.

Employees with acute or chronic contagious or infectious disease have the right to privacy and confidentiality. Only employees who have a medical reason to know the identity and condition of such employee's medical condition by employees will be informed. *Negligent disclosure of confidential information about an employee's medical condition by employees will be cause for disciplinary action.*

The School will implement reporting and disease outbreak control measures in accordance with the provision of the Missouri Department of Health publication, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers, Day Care Operators, and Parents or Guardians", found on the Missouri Department of Health and Senior Services website.

Drug and Alcohol-Free Workplace**Board Policy 4870 - Drug-Free Workplace reads:**

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify their Human Resources Generalist of their conviction. Notification must be made by the employee to the HR Generalist within five (5) days of the conviction. Within ten (10) days, the HR Generalist will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

It shall be a violation of this policy for any employee to possess, use, manufacture, distribute, or be under the influence of medical marijuana in any manner inconsistent with Missouri state law and applicable regulations. Additionally, employees may not be under the influence of marijuana while they are (i) acting in the scope of their employment, whether on District property or off, or (ii) present at any school- or District sponsored or sanctioned event such as athletic events or conferences. Employees may seek reasonable accommodations related to medical marijuana under the District's policies and procedures addressing the Americans with Disabilities Act.

Emergency Procedures

For the protection of HPA employees, procedures have been established to ensure the security and safety of employees in the event of an intruder, a fire, tornado or other life threatening man-made or natural disaster. Employees will be trained on evacuation procedures and evacuation maps will be posted.

Fire – Walk quickly to the nearest exit door or stairwell. Do not take time to gather personal items. Check doors prior to opening for warmth that may indicate smoke or flames on the other side. When you reach ground level, leave the building by the nearest exit and go to a designated area. Stand clear of the building until an All Clear signal has been given. All employees are advised to meet at designated areas to help establish that all employees and students have safely evacuated the building.

Tornado Warning – Move to an interior hallway on the lowest possible level of the building, away from windows, exterior walls, fire escapes and large rooms. Cover your head and face with your hands for protection. Wait for an all clear.

Earthquake – Evacuate the building and avoid close proximity to trees and buildings. If you are unable to evacuate, seek protection under heavy furniture, under interior doorframes or brace in an interior corner away from glass and objects that could fall on you. Crouch on the ground and cover your head until it is safe to move.

Follow the emergency operations plan as provided. Anyone with questions about evacuation procedures should contact their supervisor.

Firearms in School

See Board Policies 1432 and 2620 for more information.

HPA recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. HPA will not tolerate the presence of firearms on the premises of our school. This prohibition includes possession of firearms and weapons on school grounds, school parking lots, school buses, and at school activities whether on or off school property.

Internal Investigations, Searches, & Personal/HPA Property

Occasionally, HPA may be required to conduct internal investigations. Employees are expected to cooperate and assist with the investigation if requested to do so.

HPA reserves the right, at its discretion, to conduct searches of HPA premises and equipment, employees work areas and personal belongings and to utilize audio or video surveillance. HPA will conduct searches when it deems that there is a legitimate business reason to do so; searches will be conducted in a selective and nondiscriminatory manner and when there is a reasonable suspicion of a violation of policy. An effort will be made to conduct the search in as unobtrusive manner as possible.

An employee who fails to cooperate with such a search may be subject to disciplinary action, up to and including termination of employment.

Personal Vehicle and Property

Damage or theft to an employee's personal property or vehicle while on school property or while performing school business is not the responsibility of HPA. The school's insurance does

not cover theft or damage (ex. water, smoke, or fire) for an employee's personal property, so consideration should be made to keep valuable property at home. Big items such as furniture should be approved by the building administration before moving into the school.

- Law enforcement authorities should be called as appropriate to report a crime or accident.
- HPA employees are not allowed to transport students in their personal vehicle.

All employees who perform school business while driving their personal vehicle must:

- carry a \$100,000.00 limit for liability coverage, and
- submit to the HPA business office a certificate of insurance from their auto insurance carrier or a copy of their auto insurance policy.

HPA will not be responsible for the auto liability if an employee, parent, volunteer agrees to drive students or staff while off campus and people or property are injured. The first line of coverage that will respond will be the individuals' personal auto coverage.

In the event an employee has been authorized by a senior administrative person to transport a student in their personal vehicle, the employee must:

- have on file with HPA a certificate of vehicle insurance or a copy of their vehicle liability policy indicating coverage, and
- a signed permission slip on file from the student's parents/guardian stating the student may be transported by an HPA employee for this specific purpose.

Security

Every employee is responsible for helping to make this a secure work environment. HPA will

not bear any responsibility for replacement of any lost or stolen property or equipment, whether personal or school–issued.

- Upon leaving work, employees are required to lock all desks, lockers, and doors protecting valuable or sensitive material in their work area.
- Employees are required to report any lost or stolen keys, passes, or other similar devices to their supervisor immediately.
- Employees shall refrain from discussing specifics regarding school security systems, alarms, passwords, etc.
- An employee should immediately advise a member of the administrative team of any suspicious conduct by employees, students, parents or guests of HPA and of any known security risks such as broken locks, burned out light bulbs, persons loitering, or any other potential security risks in the work environment.
- *Internal theft will result in immediate disciplinary action, up to and including possible termination of employment and may also result in criminal charges prosecution* The unauthorized use of property or private information is considered internal theft. For example, an employee may not use copy machines, computers, school products, or office supplies for personal use.

Smoke-Free Environment/Fire Safety

In keeping with HPA’s intent to provide a safe and healthy work environment, smoking is prohibited on school property including the building, parking lots, and all land owned by HPA. This policy applies equally to all employees, students, parents and visitors.

No burning of candles or other flammable materials is allowed. Science experiments/activities is an exception,

but must be closely supervised.

Workplace Violence Prevention

HPA is committed to preventing workplace violence and to maintaining a safe work environment.

HPA has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

- HPA will not tolerate any form of violence, bullying, harassment or other inappropriate behavior by any employee that affects the conditions of employment, unreasonably interferes with another individual's work performance, or creates an intimidating, hostile, or offensive working environment.

All employees, including supervisors and temporary employees, students, parents and other visitors should be treated with courtesy and respect at all times. Personal conduct detrimental to HPA employees, students, parents, visitors, vendors or general public which could cause undue disruption of work or endanger the safety of persons or property of others or exhibiting personal conduct which may be characterized as workplace violence is prohibited. Firearms, and other dangerous or hazardous devices or substances are prohibited from the premises of HPA.

- Conduct that threatens, intimidates, or coerces another employee, a student, a parent, or a member of the public at any time will not be tolerated. All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your supervisor and Human Resources. This includes threats by employees, as well as threats by students, parents, vendors, visitors, or other members of the public.

Workplace violence includes, but is not limited to, the following conduct, when such conduct is committed on HPA's premises, or in connection with an HPA activity or event:

- Offensive and/or unlawful touching or application of force by one person against another when done in a rude, insolent or angry manner;
- Threats to do bodily harm to another;
- Use of profanity or abusive language;
- Behavior that harms, intimidates, offends, degrades or humiliates;
- Intentional infliction of emotional distress;
- Stalking of another; and/or
- Inciting, causing or encouraging another to commit any of the above conduct.

Anyone found to have engaged in the above conduct will be subject to disciplinary action, up to and including termination of employment.

Do not place yourself in peril.

If you see or hear a commotion or disturbance near you, do not try to intervene.

If appropriate call 911.

HPA will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

HPA encourages employees to bring their disputes or differences with other employees to the attention of your supervisor, school principal, and/or human resources before the situation escalates into potential violence. HPA is eager to assist in the resolution of staff disputes.

Employment Expectations

Reporting Personal Data Changes

It is the responsibility of each employee to promptly notify Human Resources of any changes in personal data.

Personal mailing addresses, telephone numbers, marital status and name change, number and names of dependents, emergency contacts, educational accomplishments, and other such status reports should be accurate and current at all times.

Deliberately reporting false information may be grounds for disciplinary action, up to and including termination of employment.

Confidentiality & Privacy

See Board Policy 1450 for more information.

Employees may not disclose or communicate, in any manner, directly or indirectly, information that might violate the privacy of HPA students, families, or any other information that relates to HPA or its operations to ensure compliance with the Family Educational Rights and Privacy Act (FERPA).

To the extent staff believes they need to disclose confidential information, they may do so only after obtaining a written waiver and/or authorization from their supervisor, school principal,

human resources or regional leadership. For student information, staff will need to obtain a signed release of information from the parent(s)/guardian.

Employees who improperly use or disclose confidential information will be subject to disciplinary action, up to and including termination of employment.

Personal Information

The school philosophy is to safeguard personal employee information in its possession, to ensure the confidentiality of the information. Additionally, the school will only collect personal information that is required to pursue operations purposes and to comply with government reporting and disclosure requirements. Personal information collected by the school includes staff names, addresses, telephone numbers, e-mail addresses, emergency contact information, reporting requirement data, social security numbers, dates of birth, employment eligibility data, benefits plan enrollment information, which may include dependent personal information, and school/college or certification credentials.

Personal employee information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need to access specific records. Personal employee information used in business system applications will be safeguarded under school proprietary electronic transmission, intranet policies and security systems. Participants in school benefit plans should be aware that personal information will be shared with plan providers as required for their claims handling or record keeping needs.

School-assigned information, which may include organizational charts, department titles and staff charts, job titles, department budgets, school coding and recording systems, telephone directories, e-mail lists, school facility or location information and addresses, is considered by the school to be proprietary school information to be used for internal purposes only. The school maintains the right to communicate and distribute such school information as it deems necessary to conduct business operations.

Conflicts of Interest

See Board Policy 4840 for more information.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that person or for a relative as a result of HPA business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative they disclose, to HPA administration as soon as possible, the existence of any actual or potential conflict of interest so safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which HPA does business, but also when an employee or relative receives any kickback, bribe, substantial gift (over \$100 in value), or special consideration as a result of any transaction or business dealings involving HPA.

If an employee believes he/she has encountered unethical, fraudulent or illegal conduct, it must be

immediately reported to a member of HPA administration. HPA will take any steps necessary to reduce or eliminate such a conflict.

If the conflict cannot be resolved, it may result in termination of employment.

Outside Employment

A full-time employee may engage in outside employment if it does not present a conflict of interest or diminish the person's efficiency in performing his or her primary function at HPA. All employees will be judged by the same performance standards and will be subject to HPA scheduling demands, regardless of any existing outside work requirements. HPA remains the primary employer. If at any time, the secondary employment interferes with the person's ability to conduct their primary job at HPA, HPA may ask the person to resign from one of the employment positions.

Workplace Etiquette

HPA strives to maintain a positive work environment where all employees treat each other with respect and courtesy. Sometimes issues arise when employees are unaware their behavior in the workplace may be disruptive or annoying to others. Many of these day-to-day issues can be addressed by politely speaking with a co-worker to bring the perceived problem to his or her attention. In most cases, common sense will dictate an appropriate resolution. HPA encourages all employees to keep an open mind and graciously accept constructive feedback or a request to change behavior that may be affecting another employee's ability to concentrate and be productive.

Work Schedules

See Board Policies 4220 and 4221 for more information.

The general hours of operation for all employees range from 6:30 am until 5:00 pm, Monday through Friday. Please see your supervisor for your specific work schedule. Non-Exempt staff will receive a 30-minute non-paid lunch. Staff will need to clock out and then back in to reflect non-paid time.

Certified staff members are required to work 60 minutes total beyond the regular bell time on full school days and as required for staff meetings, parent conference days, IEP meetings, all events scheduled on the school calendar, and other meetings as determined by the administration. See the building principal for specifics on each building or see your supervisor for your specific work schedule. The work day for professional staff for 2023-2024 will be:

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| 7th, 8th, and 9th: | 7:00 am- 3:00 pm | School Day: 7:15 am – 2:15 pm |
| 10th, 11th, 12th: | 8:00 am – 4:00pm | School Day: 8:15 am – 3:15 pm |
| Elementary: | 9:00 am – 5:00pm | School Day: 9:15 am – 4:15 pm |

Attendance & Punctuality

HPA depends on employees to be consistent in their attendance and punctual in arriving and leaving work. Good attendance demonstrates commitment to one's self and to fellow co-workers and to the students and mission of HPA. We ask that all employees provide as much advance notice as possible regarding absences, tardiness or necessary personal errands to allow for alternative staffing and planning.

- All requests for time off must be submitted through the current absence tracking software.
- If at any time during the day *any* employee must leave, he/she must inform his/her supervisor before doing so.
- Classified employees should make every effort possible to inform his/her supervisor of

any absence or tardiness ***at least one hour*** prior to their normal start time.

- Certified employees must contact the principal ***no later than 6:00 a.m.*** if they are unable to report to work on time to allow enough time to secure a substitute teacher for that day. Further, certified employees are required to submit and keep current an emergency substitute folder with the administrative assistant to the principal for emergency purposes.

Unless an emergency situation is involved, the failure to personally call in advance to report an absence or tardiness may result in disciplinary action, up to and including termination of employment.

If an employee fails to show up for work or personally call in to his/her supervisor with a reason for their absence for a period of three consecutive days, he/she will be considered to have abandoned his/her job and voluntarily terminated their employment.

All instructional employees and 10/11-month positions in direct support of instruction must be present during school hours every scheduled work day as shown on the board approved school calendar. Absences are unacceptable, except in the case of illness, personal emergencies, or for those rare special needs and obligations that cannot be addressed before or after the school day; the PTO benefit is intended for these types of absences for 10/11-month employees.

All employees holding a position in the school building are expected to be at work during certain events. Absences during these events may require medical documentation or other proof of personal emergency. Unexcused absences during these events are grounds for disciplinary action, up to and including termination of employment.

Black Out Days

Requests for time off will not be granted during blackout dates as these are times when all campus personnel are needed. If an employee requests time off during these dates as a result of unforeseen circumstances, the request will be reviewed on a case-by-case basis and the supervisor will make the final decision for approval. In the event an employee is absent during blackout date(s) and approval was not given by the supervisor, the employee may be subject to disciplinary action.

Blackout dates include the following:

- The first 10 days of school
- The last 10 days of school
- The day before and after a school holiday
- Professional or staff development days
- Parent-Teacher Conference days
- Days scheduled for local exams
- Days scheduled for state exams

In addition, PTO may not be taken without at least five days advance permission after spring break of each school year. Keep in mind that PTO after spring break will be discouraged and may be denied.

Inclement Weather

There are occasions when inclement weather affects road conditions. If school is cancelled, all employees will be notified through the Inclement Weather Phone Tree. The decision to close the

school will be determined by the school and regional leadership.

In general, all 12 month employees are expected to report to work when school is cancelled due to inclement weather. In rare instances when the road conditions are such that leadership decides Hogan 12 month staff should not report to work or should delay the start of the work day, staff will be notified soon after the school cancellation communication is sent out to all staff. In the event a 12 month employee is expected to report for work and feels uncomfortable with that decision, staff may use PTO instead. The use of PTO for this purpose should be entered into the current absence tracking software and notification should be made to the employee's immediate supervisor.

Payroll Procedure

Should HPA close early due to weather conditions, employees present that day will be paid for a full day (excluding employees on PTO or who did not come to work that day).

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| Personal Appearance |
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Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image HPA presents to students and visitors.

During business hours or when representing HPA, employees are expected to present a clean, neat, and tasteful, professional appearance. All employees should dress and groom oneself according to the requirements of their position and accepted social standards of a professional. This is particularly true if the position involves dealing with students, parents or visitors in person.

If it is determined by a member of administration that an employee's personal appearance is inappropriate, the individual may be asked to leave the workplace until he or she is properly dressed or groomed. Under such circumstances, the individual will not be compensated for the time away from work. Consult your supervisor or human resources office if you have questions as to what constitutes appropriate professional appearance. Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

- Dress code is Business Professional.
- No active wear is allowed, except for teachers in the athletic department. No jeans are allowed unless it is an official student and/or staff dress-down day;
- Tank tops, tube or halter-tops, spaghetti straps, or short shorts may not be worn under any circumstances;
- Mustaches and beards must be clean, trimmed, and neat and hairstyles are expected to be in good taste
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Footwear should be neat and clean.

Use of Company Equipment and Electronics (Technologies)

School Property

See Board Policy 4880 for more information.

Because of the requirements of their position/job, some employees may be issued laptops, cell phones and other types of business equipment while working for HPA. These items are considered school property and should be handled with care to avoid theft, damage and misuse. School property shall not be used for personal benefit, borrowed, or given away regardless of its condition. Remember that the data is subject to the Sunshine Law. All electronic devices will be reviewed annually for cleaning and updates between the period

- Knowledge of any suspected or actual loss, theft, damage or destruction of school property shall be reported to your supervisor.

In the event school property is stolen or damaged while in possession of an employee, he/she may be responsible for replacement of the item at his/her personal expense.

- Notify your supervisor, school principal, or IT staff if any equipment appears to be damaged, defective or in need of repair. Likewise, all school property shall be returned to HPA should the employment relationship end or the duties be changed; failure to do so may result in deductions from an individual's final paycheck for the replacement cost of the item.

When using school-issued property, employees are expected to exercise care, perform required maintenance and all safety and operational guidelines. When operating a school rented vehicle, employees are expected to drive courteously and safely.

Employees are issued building and classroom/office keys when hired. Employees are expected to safeguard all keys in their possession to avoid theft, damage and misuse. Keys are for that employee's use only and should not be loaned or given to anyone else.

- Lost keys shall be reported to administration immediately. The cost to replace locks due to lost keys is the responsibility of the employee whose keys were lost.

Fines resulting from traffic or parking violations when traveling on school business or using a vehicle rented in HPA's name are the responsibility of the employee driving the vehicle.

- Traffic tickets and accidents involving HPA rented vehicles shall be reported to HPA.

Damage of school property and vehicles may result in disciplinary action, up to and including termination of employment, depending upon the severity of the circumstances.

Technologies

There Is No Expectation of Privacy When Using School Equipment

HPA strives to provide employees with equipment to facilitate the fulfillment of their responsibilities and duties. While the school makes this equipment available to employees, all equipment is and will remain the sole property of HPA. In general, the electronic mail system, facsimile, computers internet and telephone are to facilitate the conduct of HPA's business with limited usage for personal reasons with prior approval of the immediate supervisor. This

equipment should not be used in a manner that is unethical, discriminatory, disruptive, threatening or offensive to others, or in ways that could be harmful to workplace morale. All messages conveyed through technology sources must comply with HPA policies.

HPA owns the e-mail, facsimile, computer and telephone system hardware and all messages that are created, sent or received using the system remain the property of HPA. HPA reserves the right to review, access, and disclose all messages created, received or sent over the system for any business purpose. The use of passwords does not guarantee confidentiality.

All employees are required to sign an internet use policy.

Violation of this policy is grounds for disciplinary action, up to and including termination of employment.

Telephone Use

In general, telephone use is to be confined to HPA's business purposes only. All calls should be answered promptly and courteously. With the exception of emergency calls, personal usage (including personal cell phones) should be restricted to breaks, lunch and outside of scheduled hours. As cell phones can be a serious distraction when driving on school business, we ask that you park your vehicle before using your phone. As a reminder, voice mail is not private and may need to be accessed for business purposes.

Mail Use

Employees are required to limit usage of the mail to business purposes only. An employee may not use HPA's postage meter for personal mail.

E-mail System

Staff wishing to initiate an all district email must have it pre-approved by an administrator.

E-mail messages are confidential and should be accessed by only the intended recipient. Due to the chance that messages may get forwarded improperly or opened by an unintended party, an employee should not send highly confidential materials over the system.

Computers

All information stored in the computer system, data files or word processing documents are to be treated as confidential information of a proprietary nature to HPA.

Employees should not:

- Disclose any confidential information to persons outside the school except with the Administration or School Board
- Use this information for their own benefit, or for the profit or benefit of persons outside of HPA;
- Copy (except where necessary in order to perform duties on behalf of HPA while employed at HPA) any of this information;
- Retain any of this information upon leaving HPA's employment; and/or
- Maintain any personal information on school computers; as such information is considered the property of the school.

Disks, hard drives, and file folders for saving word processing documents and other documents have been identified for individual and department use. Access to compact disks, hard drives, and file folders not related to the performance of one's job is inappropriate.

HPA has selected software which best suits its business and educational needs, and which shall be licensed to the school. HPA employees are not to make copies of any school supplied software for use outside of HPA facilities. Employees should not make any duplication of licensed software, as it is a violation of Federal Copyright Law and constitutes the crime of “computer theft.”

All computer software must be approved by the school. Employees are restricted from loading their own software package(s), public domain software, shareware, or non-HPA applications (i.e. games) on the school’s computers.

In some cases, laptop computers and related technology may be issued to employees. Such equipment must be secured carefully off-premise to ensure security of the information.

Employees are expected to protect the equipment from loss, damage or theft and will be required to sign a form outlining their responsibilities in regard to the use and protection of such equipment. Upon resignation or separation of employment or at any time upon request, the employees may be asked to produce the computer for return or inspection. Employees unable to present the computer in good working condition within the time period requested (for example, 24 hours) may be expected to bear the cost of a replacement.

Internet

Electronic information resources, such as the Internet, should only be used for school-related purposes. Transmission or reception of any material in violation of any governmental regulation is prohibited which includes, but is not limited to, copyrighted material, threatening or obscene material. Internet records are subject to disclosure to law enforcement, government officials, or to third parties through subpoena or other processes. If an employee receives a subpoena for any

HPA records, the subpoena shall be immediately hand delivered to the Regional Director.

Furthermore, accessing websites containing inappropriate content such as sexually explicit, racially derogatory or obscene material is strictly prohibited. Messages or information sent on HPA-provided facilities to one or more individuals via an electronic network (for example, Internet mailing lists such as Hot Mail and Yahoo accounts, bulletin boards, and on-line services) are identifiable and may be traced to HPA and should not be accessed from HPA equipment. Therefore, personal use of such media is prohibited, and business information contained in Internet or electronic messages should be accurate, appropriate and lawful.

TECHNOLOGY USER AGREEMENT

TERMS AND CONDITIONS

1. **PERSONAL RESPONSIBILITY.** As an educator, I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse may come in many forms, but it is commonly viewed as any transmission(s) sent or received that indicates or suggests pornography, unethical or illegal solicitation, racism, sexism and inappropriate language, or other issues described below.
2. **ACCEPTABLE USE.** The use of my assigned account must be in support of education and research and/or job responsibilities and must be consistent with Hogan Preparatory Academy's educational goals and objectives. I am personally responsible for the use of my account at all times. *I shall not provide others with my access privilege.* I am responsible for all actions on my account.
 - a. Use of other organizations' networks or computing resources must comply with rules appropriate to that network.
 - b. Transmission of any material in violation of United States statutes or other state laws, city ordinances, and state and federal regulations is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.
 - c. Not engaging in commercial activities by for profit institutions.

- d. Will not use the network for product advertisement or political lobbying.

3. PRIVILEGES. The use of the electronic information system is a privilege not a right.

Inappropriate use may result in cancellation of the account. The administration or staff of Hogan Preparatory Academy may request that the system administrator deny, revoke or suspend specific user accounts.

4. GUIDELINES. I will abide by the following guidelines, and to all other guidelines concerning the appropriate use of technology, as approved by Hogan Preparatory Academy's governing board.

- a. **BE POLITE.** I will not send, or encourage others to send, abusive messages.
- b. **USE APPROPRIATE LANGUAGE.** I am not to swear, use vulgarities, or any other inappropriate language. I recognize that illegal activities of any kind are forbidden.
- c. **PRIVACY.** I will not reveal any personal information to include my home address or personal phone numbers or those of students or co-workers. I shall report to the system administrator any Personal information that is inadvertently disclosed.
- d. **ELECTRONIC MAIL.** Electronic mail (e-mail) is not guaranteed to be private. I will report messages relating to or in support of illegal activities to the system administrator.

- e. **DISRUPTIONS.** I will not use the network in any way that would disrupt use of the network by other users. Do not download huge files. Only take the information I need for my work responsibilities.
- f. Personal use of the network is prohibited.

- 5. **SERVICES.** Hogan Preparatory Academy makes no warranties of any kind, whether expressed or implied, for the services it is providing. The school will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, missed deliveries, or service interruptions caused by the system or by your errors or omissions.
- 6. **SECURITY.** Security on any computer system is a high priority. If I identify a security problem, I shall notify the system administrator at once.
- 7. **VANDALISM.** Vandalism is defined as any malicious attempt to harm or destroy data of another user, or that of agencies, or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses, disrupting or limiting access to network resources, or using the network to make unauthorized entry to any other machine accessible via the network. Any violation that results in the loss of my network privileges, could be treated as a violation of policy and is grounds for disciplinary action up to and including termination of employment.

- 8. UPDATING YOUR ACCOUNT.** Notify the system administrator of any changes in your account information or employment status.

Hogan Preparatory Academy Technology User Agreement

I understand and will abide by the provisions and conditions of this agreement. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account and disciplinary action. I also agree to report any unauthorized use or misuse of the information system to the system administrator. I understand that misuse may come in many forms, to include but not limited to viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, infringement of copyright laws and other issues described above.

Signature

Date

Performance Management

Job Descriptions

HPA makes every effort to create and maintain accurate job descriptions for all positions.

HPA maintains job descriptions to aid in orienting new employees to their jobs, identifying the requirements of each position, establishing hiring criteria, setting standards for performance evaluations, and establishing a basis for making reasonable accommodations for individuals with disabilities.

Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned as necessary. Employees should contact their supervisor and/or the Talent Acquisition team if they have questions or concerns about their job description.

Performance Evaluations

See Board Policy 4610 and 4620 for more information.

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. HPA will follow a prescribed plan for the evaluation of instructional staff and every year for all other employees. Additional formal performance evaluations may be

conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct areas of improvement, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

Corrective Action Through Flexible Discipline

It is HPA's intent to provide fair treatment of all employees by making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Disciplinary action may call for any of four options -- verbal warning, written warning, performance coaching plan, or termination of employment -- depending on the severity of the problem and the number of occurrences.

HPA recognizes that there are certain types of employee behavior that warrant immediate suspension or termination of employment. The Ethics Code and other HPA policies include examples of behavior that may result in immediate suspension or termination of employment.

By using flexible discipline, HPA hopes that most employee problems can be corrected at an efficient manner, benefiting both the employee and HPA.

Compensation Administration

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| Employment Categories |
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It is the intent of HPA to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility.

Each employee is designated as either NON-EXEMPT or EXEMPT under federal and state wage and hour laws.

- NON-EXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws.
- EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws, including overtime eligibility.
- An employee's EXEMPT or NON-EXEMPT classification may be changed only upon written notification by HPA administration.

Additionally, employees may be classified as one of the following, based on job duties:

CERTIFIED employees are generally those that hold instructional or faculty positions and the required certification.

CLASSIFIED employees are generally those that hold various non-faculty positions, such as clerical, business office, administration, and facilities.

In addition to the above categories, each employee will belong to one of the following employment categories:

12 MONTH REGULAR FULL-TIME employees are those who are not categorized as temporary and who are regularly scheduled to work HPA full-time schedule (at least 30 hours per week) during the full calendar year.

10 OR 11 MONTH REGULAR FULL-TIME employees are those who are not categorized as temporary and who are regularly scheduled to work HPA full-time schedule (at least 30 hours per week) during the school year.

REGULAR PART-TIME employees are those who are not categorized as temporary and who are regularly scheduled to work less than 30 hours per week.

While regular part-time employees receive all legally mandated benefits (such as Social Security and Workers' Compensation insurance), they are ineligible for some of HPA benefit programs. Contact your HR Generalist if you have questions about your eligibility for HPA benefit programs.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not imply a change in employment status. Temporary employees retain that status unless and until notified of a change.

Annual Employment Agreements See Board Policies

4130 and 4140 for more information.

Employment renewal letters will be issued each year before the end of the academic year. New employees hired after April 1 will not receive a raise for the next academic year.

Timekeeping

Accurately recording time worked is the responsibility of every non-exempt employee and for all other employees for duties that require a record for pay or other purposes (such as tutoring, before or after school care, etc.).

Federal and state laws require HPA to keep accurate records of time worked in order to calculate pay and benefits. Time worked is the time spent on the job performing assigned duties and all time worked must be recorded on your time records.

- Non-exempt employees should accurately record the time they begin and end their work, **including** time taken for meal periods.
- They should also record the beginning and ending time of any split shift or departure from work for personal reasons.
- ***All overtime must be pre-approved by the direct supervisor, no exceptions.*** Overtime pay is based on actual hours worked.

Altering, falsifying, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Paydays

Employees are paid their annual salary divided into 24 pay periods. Paydays are on the 15th and 30th of each month. In the event that a regularly scheduled payday falls on a Saturday, Sunday, or banking holiday, the payday will be moved to the last business day prior to the regularly scheduled payday. The only exception is on the first payday of the calendar year; if the first payday of the calendar year falls on a weekend, the payday will be moved to the first business day in January.

Payroll Deductions

See Board Policy 4520 for more information.

HPA is required by federal and state law to make certain deductions from employees' paychecks. This includes Federal Income Tax, State Income Tax, FICA contributions (Social Security and Medicare), and Kansas City Earnings Tax. Deductions are also taken for employees' health, life, disability, dental, vision insurance and pension contributions.

HPA complies with the Fair Labor Standards Act. It is our responsibility to promptly investigate and correct any improper payroll deductions or other payroll practices that do not comply with the Act. If an employee believes an improper payroll practice — such as an incorrect deduction from an exempt salary — has occurred, he or she may make an inquiry to the HR Generalist. The HR Generalist will see that the matter is appropriately reviewed. The employee will be reimbursed for the amount of any inappropriate deduction on the next paycheck.

Direct Deposit

Pay will be directly deposited into employees' bank accounts. A direct deposit form will be completed as a part of the new hire process. Changes to direct deposit information should be submitted to Human Resources. Employees will receive an itemized statement of wages when HPA makes direct deposits. Contact your dedicated HR Generalist for more information.

Office Expense Reimbursement

- Employees who use personal funds to purchase authorized office supplies must have a purchase order approved prior to making the purchase.
- Requisitions must be submitted electronically in order for processing into a purchase order. A purchase order will be issued once the requisition is approved.
- HPA will not reimburse for sales tax.
- It is the employee's responsibility to request a tax-exempt letter from the business office prior to purchase.
- Internal processing and approval of requisitions and purchase orders can take up to five days.

Business Travel Expenses

See Board Policy 3440 for more information.

HPA will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be preapproved before travel can be taken or reimbursed.

Procedure:

1. Fill out an “Application for Professional Development and Travel Reimbursement” form and get approval from your immediate Supervisor. Once approved by the Supervisor then submit to the business office.
 - i. Include all documentation: conference brochure, conference registration form
 - ii. preferred hotel and contact info, check in and check out dates, preferred
 - iii. airline, airline dates and times, and ground transportation information
 - iv. enter a PD leave request in the current computer tracking system.
2. Upon approval of professional development, any related travel arrangements must be coordinated through the business office. It is the responsibility of each employee to follow-up with the business office to ensure all travel plans are completed.
3. When travel is completed, employees should submit completed travel expense reports that require any reimbursement within 10 days. Receipts for all individual expenses should accompany reports. (i.e. parking receipts).

Limiting Expenses: When approved, the actual costs of travel, lodging, meal costs and other expenses directly related to official business travel will be reimbursed by HPA. Employees are expected to limit expenses to reasonable amounts. Please obtain an “Application for Professional Development and Travel Reimbursement” form from the business office for current reimbursement rates. See www.irs.gov for more information. Airport parking reimbursement will be limited to the current long-term economy parking rate. All travel expenses are subject to HPA determining the reasonableness of the actual expenditure.

Prepaid Travel: Travel expenses prepaid by HPA for employees who either do not use the travel or who separate from employment with HPA within ninety (90) days of the first day of travel may be required to reimburse HPA for pre-paid travel expenses (i.e. airline tickets).

Compliance Requirements: 1) HPA will retain all documentation that participation of the individual employee occurred and was necessary for any travel paid by Federal program awards. 2) Unallowable conference/meeting travel costs would be entertainment costs (amusement, diversion and social activities). Costs of alcoholic beverages are unallowable with any school funds and will not be reimbursed.

Accident Reporting: Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by HPA may not be used for personal use without prior approval.

Abuse of this business travel reimbursement policy, including falsifying expense reports, may be grounds for disciplinary action, up to and including termination of employment.

Mileage Reimbursement

Employees will be reimbursed for mileage when using their personal vehicle to conduct school-required business. Mileage will be calculated based on the most direct route. An employee leaving from home will only use the home address if it is closer to the destination than from the school. For example, a person living in Shawnee and traveling to Jefferson City would use the

school address to calculate mileage because the school address is closer to the destination than their home address. The same policy applies to return trips. The rate of reimbursement will be in accordance with the current Internal Revenue Service approved rate (www.irs.gov). Mileage reimbursement is not authorized between home and HPA.

Procedure:

- For mileage reimbursement, an “Application for Professional Development and Travel Reimbursement” form or “mileage reimbursement” form must be completed and submitted to the business office, indicating nature of business, location and roundtrip mileage.
- A printout from Google Maps or MapQuest must accompany the PD Form showing mileage of the most direct route.

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| Compensation for Substituting |
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Teachers and other professional staff that substitute during their plan time will be compensated at the rate of \$20/hr. Paraprofessionals and other classified staff that substitute for a teacher or other professional staff will be compensated an additional 25% of their current rate of pay for the time they are substituting.

Leaves of Absence

Family and Medical Leave

See Board Policy 4321 and www.dol.gov for more information.

Under Federal law employers with 50 or more employees within a 75-mile radius must provide unpaid Family and/or Medical Leave under certain circumstances. HPA may grant a leave of absence under the Family and Medical Leave Act (FMLA) to employees who have completed at least one full year of service with HPA and have worked at least 1,250 hours in the 12-month period preceding the leave. In general, full-time teachers are considered to meet the 1,250-hour test however you are advised to verify your individual eligibility with your HR Generalist.

Reasons for taking leave under FMLA

- Due to pregnancy, prenatal medical care or child birth
- To care for the employee's child after birth, or placement for adoption or foster care
- To care for the employee's spouse, child or parent, who has a serious health condition;
- For an employee's own serious health condition that makes the employee unable to perform the essential functions of the employee's job; and/or
- To attend to any qualifying exigency (as defined by regulation) arising out of the fact that the spouse, child or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

An eligible employee may take up to 12 work weeks of unpaid leave during the “12-month period” for any one, or a combination of the above described situations.

HPA uses a rolling 12-month period method. The “12-month period” in which the 12 work weeks of FML (Family Medical Leave) may be taken is a rolling 12-month period measured backward from the date an employee commences any FML.

- An employee who is the spouse, child, parent, or next of kin of a covered military service member may be entitled to 26 weeks in a single 12-month period in order to care for the service member.

During the single 12-month period in which leave is taken to care for a covered military service member, if the employee needs FMLA leave for any other reason, the employee is entitled to a combined total of 26 weeks. The availability of leave for another reason in any other 12-month period shall not be limited.

(A “health condition” is an injury, illness, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.)

Substitution of paid leave

Under the Family and Medical Leave Act, an employee may elect to use available PTO for time for FML. Leave time beyond the available paid time off will be unpaid. The employee cannot work for another employer while utilizing FMLA.

Intermittent Leave

Leave may be taken on an intermittent or reduced schedule basis for a health condition, either the employee’s or a family member’s as defined under FMLA; qualifying exigencies; or to care for an injured service member when such leave is certified as medically necessary. If the intermittent leave

or reduced schedule leave is for a health condition or to care for an injured service member, the school may require that the employee transfer to a temporary, alternative job for which the employee is qualified and that better accommodates the intermittent or reduced schedule leave than the employee's regular job. The temporary position will have pay and benefits equivalent to the employee's regular job. Intermittent leave for childbirth (and to care for such child) or placement may only be taken with HPA approval.

Employee and Spouse Co-workers

If the employee and the employee's spouse are employed by HPA, they are entitled to combined leave of up to 12 weeks in a 12-month period for birth, adoption or placement for foster care of a child; to care for a sick parent; or for a qualifying exigency and are entitled to a combined total of 26 weeks of leave to care for an injured service member as well as leave for other FMLA-qualifying reasons during the applicable 12-month period.

How to Request Family or Medical Leave:

Employees should request FML by completing the Family and Medical Leave Request form and submitting it to the HR Generalist. Forms are available from Human Resources and at www.dol.gov.

If leave is planned in advance, employees should provide **notice at least 30 days in advance of the requested leave.**

- If leave is unexpected, an employee shall notify HPA as soon as possible of the need to take leave (less than 3 days).

HPA will notify the employee regarding the eligibility of this leave to be designated as FMLA.

Medical Certification

A request for leave due to the employee's own health condition, the health condition of a covered family member, or the need to care for a covered service member must be accompanied by medical certification. Physician's statements must be supplied by the physician directly to HPA through mail or fax delivery. No physician statement will be accepted from the employee directly.

Employees seeking leave for any medical purpose will be required to submit the appropriate medical documentation on the Certification of Health Care Provider form obtained through the human resources office at the following times:

- Initial request (to be returned within 15 days);
- Before returning to work (following a health condition to certify fitness for duty);
- If the employee is not returning to work following a leave during which the employer has paid health care premiums; and/or
- Re-certification on a regular basis during leave.

Interim Benefits

All group health benefits will continue during FML. The employee must submit their normal premium amounts during the leave as if at work. Employees have a 30-day grace period in which to make premium payments in full. If payment is not made within this 30-day period, group

health insurance will be dropped for the employee and any of his/her dependents on the plan. In such instances, HPA will notify the employee by mail, 15 days before coverage is to cease, advising that coverage will be dropped by a specified date. If health coverage is terminated for non-payment, coverage will again be provided by HPA upon the employee's return to work and in accordance with the applicable plans. Employees, who do not return to work, may be asked to repay the school's premium contribution paid while he/she was on leave.

Reinstatement

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide HPA with at least two weeks advance notice of the date the employee intends to return to work. Employees off for a personal health condition must receive a release from their physician to return to work. Eligible employees are entitled on return from leave to reinstatement to their former position or an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. Exceptions to this provision may apply if business circumstances have changed (i.e., if the employee's position is no longer available due to a job elimination). Exceptions may also apply for certain highly compensated (as defined in FMLA regulations) employees. *In the absence of any other protection afforded by federal, state or local laws, if an employee fails to return to work on the agreed upon return date and without further notice of the reason for the delay, HPA will assume that the employee has resigned.*

Military Leave

Regular full-time employees who are inducted into the U.S. Armed Forces, the National Guard or the Reserves are eligible for unpaid leave and reinstatement to the same or similar job position

where available, as long as they provide timely notice to HPA of the necessity of such leave, that they are honorably discharged from the service, and that they return to work within 30 days after active duty for training, or within 90 days after military discharge.

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. Uniformed Services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice, or it is otherwise impossible or unreasonable.

The leave will be unpaid. Employees may use any available PTO for the absence. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the staff is otherwise eligible.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they have been continuously employed for purposes of determining benefits based on length of service.

Procedure:

Contact your HR Generalist for more information or questions about military leave.

Unpaid Leave of Absence

HPA understands that our employees may, for various reasons, need unpaid leaves of absence that do not qualify for FML. These reasons include, but are not limited to, medical or family needs, pregnancy, bereavement leave, and the like. Unpaid leaves of absence may be allowed if they do not result in undue hardship for the school.

Procedure:

Every effort should be made by the employee to give as much advance written notice as possible as to the length of the unpaid leave as well as the expected return-to-work date. Requests for leave for medical reasons or pregnancy must include a doctor's certificate indicating the beginning date and expected length of such leave. Updated certificates may be requested during the leave. HPA cannot guarantee, upon return from leave, that the employee's job position will be available.

During an unpaid leave of absence, an employee does not accrue school benefits including PTO or any other benefit. After 30 days of unpaid leave of absence, the employee will be responsible for paying premiums on his/her insurance coverage and that of his/her dependents. If the employee does not continue the premium payments, he/she risks loss of coverage. *The failure to return from unpaid leave of absence as scheduled may result in termination.* Medical leave shall be for a reasonable time while the employee is unable to work not to exceed three (3) months.

Paid Time Off (PTO), Holidays, Bereavement, Civic Duty

Paid Time Off (PTO)

See Board Policy 4310 for more information

PTO must be earned before used. The PTO benefit for all 10 and 11-month employees is intended for absences due to illness, personal emergencies, or for those rare special needs and obligations that cannot be addressed before or after the school day.

The PTO benefit for 12-month employees is an all-purpose time-off benefit to use for vacation, illness or injury, and personal business. Paid time off for eligible 12-month employees will begin to accumulate from the first day of the pay period coincident or following employment.

Ten and Eleven Month Regular Full-Time Employees

- Ten and eleven-month regular full-time employees will earn 8 hours a month for ten months per school year (August – May) for a total of 80 hours.
- Ten and eleven-month regular full-time employees may carry forward a total of 40 hours to the next fiscal year. HPA fiscal year begins July 1st.
- Excess hours for regular full-time employees will be adjusted on June 30th and hours above the maximum carry forward amount of 40 hours may be eligible for PTO Annual Reimbursement as described under PTO Annual Reimbursement.

Regular Part-Time Employees

- Regular part-time employees will earn a prorated number of hours a month based on the number of hours worked.
- Regular part-time employees may carry forward a total of 40 hours to the next fiscal year. HPA fiscal year begins July 1st.
- Excess hours for regular part-time employees will be adjusted on the last day of the fiscal year (June 30th) and hours above the maximum carry forward amount of 40 hours will be lost.

Twelve-Month Regular Full-Time Employees

Twelve-month regular full-time employees will earn hours based on the length of employment at HPA in accordance with the chart below:

| Year of Service | Hours per Month Accrual | Hours per Year Accrual |
|--------------------------|--------------------------------|-------------------------------|
| First year – third year | 10.7 | 128.40 |
| Fourth year – And beyond | 14.7 | 176.40 |

- Twelve-month regular full-time employees may carry forward a total of 80 hours to the next fiscal year. HPA fiscal year begins July 1st.
- Excess hours for twelve-month regular full-time employees will be adjusted on the last day of the fiscal year (June 30th) and hours above the maximum carry forward amount of 80 may be eligible for PTO Annual Reimbursement as described under PTO Annual Reimbursement.

PTO ANNUAL REIMBURSEMENT

Ten and 11 month employees having more than 40 hours of PTO **who do not request any PTO after spring break** will receive PTO reimbursement with the July 15th payroll according to the following schedule.

Returning 12 month employees having more than 80 hours of PTO on June 30 will receive reimbursement with the July 15th payroll according to the following schedule.

Twelve month employees **leaving the district** may receive reimbursement with the July 15th payroll according to the following schedule.

In the event that an employee breaches the terms of his/her offer letter or is terminated for cause by HPA, such employee will not receive payment for any accrued PTO.

PTO reimbursement calculations will be made based on the average hourly salaries for the following groups.

- Instructional staff (teaching staff, instructional coaches)
- Non-instructional staff (social workers, behavior interventionists, counselors)
- Subs & Para-professionals (building subs, para-professionals, lab proctors)
- Building administration I (administrative assistants, operations manager, HR & transportation manager)
- Building administration II (building principals & asst. principals, district leadership, coordinators)

The average hourly salary for each group will then be used to calculate reimbursement for each employee, using that employee's available PTO hours. For example, if the average hourly salary for a group is \$20 and

the employee has 10 available PTO hours, their reimbursement calculation would be \$200. HPA will reimburse employees up to a maximum as shown in the attached table.

PTO REIMBURSEMENT FOR ALL STAFF LEAVING THE DISTRICT

| HOURS | MAXIMUM REIMBURSEMENT |
|---------------|------------------------------|
| 1-8 HOURS | 0 |
| 9-20 HOURS | \$250 |
| 21-40 HOURS | \$400 |
| 41-60 HOURS | \$550 |
| 61-80 HOURS | \$700 |
| 81-100 HOURS | \$850 |
| 101-160 HOURS | \$1,000 |

NOTE: Ten and 11 month employees must not take any PTO after spring break to qualify for reimbursement

PTO REIMBURSEMENT FOR RETURNING STAFF

| | **10/11 MONTH EMPLOYEES | 12 MONTH EMPLOYEES |
|------------------------------------------------------|--------------------------------|---------------------------|
| ROLL OVER MAXIMUM | 40 | 80 |
| MAXIMUM REIMBURSEMENT FOR *EXCESS 1-8 HRS | \$100 | 0 |
| MAXIMUM REIMBURSEMENT FOR *EXCESS 9-20 HRS | \$250 | \$250 |
| MAXIMUM REIMBURSEMENT FOR *EXCESS 21-40 HRS | \$500 | \$500 |

| | | |
|-----------------------------------------------------------|--------------------------------|---------------------------|
| MAXIMUM REIMBURSEMENT FOR *EXCESS 41-60 HRS | \$750 | \$750 |
| | **10/11 MONTH EMPLOYEES | 12 MONTH EMPLOYEES |
| MAXIMUM REIMBURSEMENT FOR *EXCESS 61AND OVER HRS | \$1,000 | \$1,000 |

*Excess = accumulated PTO beyond maximum roll over

****Ten and 11 month employees must not take any PTO after spring break to qualify for reimbursement**

Holidays

See Board Policies 4330 for more information.

HPA will grant paid time off to all full-time employees on the holidays listed below, provided they fall within the normal work months for the individual. Part-time employees are not eligible for holiday pay. Administration reserves the right to designate a holiday as a work day based on the needs of the school.

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (third Monday in January)
- President's Day (third Monday in February)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving Day (fourth Thursday in November)
- Friday following Thanksgiving Day

- Christmas Eve (December 24)
- Christmas Day (December 25)

Generally, a recognized holiday that falls on a Saturday will be observed on the preceding Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday. If a recognized holiday falls during an eligible employee's paid absence (such as PTO), holiday pay will be provided instead of the (PTO) benefit that would otherwise have applied. Holidays will not be counted as hours worked for the purposes of determining overtime pay.

Bereavement Leave

Up to 3 days of paid bereavement leave may be provided to regular full-time employees. (If approved, this time is not counted against paid time off (PTO) balances.)

HPA defines "immediate family" as spouse, partner, parent, grandparent, child, son-in-law, daughter-in-law, sibling, the employees' spouse's parent, partner, grandparent, child, or sibling. Employees may, with their supervisor's approval, use available PTO for additional time off as needed.

Procedure:

Employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately. All requests for time off must be submitted through the current absence tracking software. Employee must provide documentation in the form of a funeral program or obituary to Human Resources upon return to work.

Time Off to Vote

HPA encourages employees to fulfill their civic responsibilities by participating in elections.

Generally, employees are able to find time to vote either before or after their regular work schedule. In the unlikely event an employees' work schedule prevents him/her from voting during polling times, HPA will make arrangements for the employee to take time off to vote.

Procedure:

All requests for time off must be submitted through the current absence tracking software.

Employees should request time off to vote at least two working days prior to the Election Day.

Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift; whichever provides the least disruption to the normal work schedule. Time off for voting should be reported and coded appropriately on timekeeping records.

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| Time Off for Civic Duty |
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HPA encourages all employees to do their civic duty. HPA will cooperate fully with local, state, and federal courts in allowing employees to serve on juries.

Procedure:

To qualify for paid jury or witness duty leave, employees must submit to his/her supervisor a copy of the summons as soon as it is received. All requests for time off must be submitted through the current absence tracking software.

In addition, proof of service must be submitted to the employees' supervisor when the period of jury or witness duty is completed. Of course, employees are expected to report for work whenever the court schedule permits.

Employees who are crime victims will be allowed to take leave to consult with the district attorney or attend the criminal proceeding as provided under Missouri law. Documentation may be requested to support such requests for leave. HPA will comply with Missouri law regarding the granting of time off and the use of PTO for such time off.

Accommodations for Nursing Mothers

Upon request HPA will make arrangements to provide a suitable private location for breast-feeding mothers to express milk during work hours. As provided for under the health reform act, mothers will be provided break time for this purpose during the first year of the child's life. To make arrangements for a location or with further questions please contact your immediate supervisor or HR Generalist.

Health and Welfare Benefits

See Board Policies 4510, 4520 and 4540 for more information.

Benefits comprise an important component of your overall compensation package. Please note that HPA reserves the right to modify and/or discontinue the benefits it provides, premium amounts it pays, eligibility rules, and other provisions of these benefit plans. When possible, we will try to notify you in advance of such changes.

The benefit information included in this Handbook is merely an overview; a more detailed description of the specific provisions of the various plans can be obtained by reviewing the Summary Plan Description booklets supplied by the benefits broker. **The exact provisions of the Plans may only be determined by reading the actual Plan Documents.**

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| Benefits Continuation (COBRA) |
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The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under HPA health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at HPA group rates plus an administration fee. HPA provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under HPA

health insurance plan. The notice contains important information about the employee's rights and obligations.

Other rules defining COBRA, periods of coverage, etc., are defined in the health plan Certificate of Coverage.

Health Insurance Portability and Accountability Act (HIPAA)

It is the intent of HPA to assure compliance with the HIPAA privacy regulations issued by the Department of Health and Human Services.

Health Insurance

Eligible employees may elect either single or dependent coverage beginning on the first day of the month following 30 days of employment.

HPA contributes a portion of the premium for “employee only” coverage. The additional cost for spouse and dependent coverage is the responsibility of the employee. Details of the health insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees.

- If an employee chooses not to enroll themselves and/or dependents when first eligible, they must wait until open enrollment to enroll in coverage unless a qualifying event occurs as defined by the Health Insurance Portability and Accountability Act (HIPAA).

A qualifying event occurs when an individual experiences a loss of other coverage or becomes a new dependent through marriage, birth or adoption. However, the individual must notify the plan administrator of their request to enroll within 30 days of the qualifying event. If an individual

experiences a qualifying event and has evidence of creditable coverage, they may not be treated as a late enrollee for purposes of any preexisting condition exclusion period.

Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between HPA and the insurance carrier. A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Refer to the Benefits Continuation (COBRA) policy for more information. Contact your HR Generalist for more information.

Section 125 Flexible Spending Account Plan Benefit

HPA provides a Flexible Spending Account Plan that allows eligible employees to have pre-tax dollars deducted from their salaries to pay for eligible 1) dependent care, 2) un-reimbursed health care expenses and 3) adoption assistance.

Participation in the Flexible Spending Account Plan is optional. Election changes are made annually at open enrollment. An employee must re-enroll in the Plan each plan year. Money contributed to this program must be used within the year or will be forfeited, as defined under regulations. Contact your HR Generalist for additional information.

Life Insurance Benefits

Basic Life Insurance – Employer Provided

Life insurance offers the employee and their family important financial protection. HPA provides a basic life insurance plan for eligible full-time employees beginning on the first of the month

following 30 days of employment. Details of the basic life insurance plan including benefit amounts are described in the Summary Plan Description (SPD) provided to eligible employees. This basic coverage of \$15,000 is paid by HPA.

Supplemental Life Insurance

Eligible employees may participate in the supplemental life insurance plan subject to all terms and conditions of the agreement between HPA and the insurance carrier. No portion of the supplemental life insurance is paid by HPA. Contact your HR Generalist for additional information.

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| Voluntary Benefits Available |
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Eligible employees may participate in the voluntary benefits subject to all terms and conditions of the agreement between HPA and the insurance carriers. No portion of voluntary benefit costs is paid by HPA. Voluntary benefits are available to eligible full-time employees the first of the month following 30 days of employment.

Voluntary Short-Term and Long-Term Disability

Short Term Disability (STD) is designed to ensure a continuing income for employees who are disabled or unable to work for a short duration. Details of the STD plan including benefit amounts, limitations and restrictions are described in the Summary Plan Description.

Long Term Disability (LTD) is designed to ensure a continuing income for employees who are disabled or unable to work. Details of the LTD plan including benefit amounts, and limitations and restrictions are described in the Summary Plan Description.

Voluntary Accident, Cancer, Critical Care, and Hospital Indemnity Benefits

Accident insurance supplements your medical insurance policy. It can help cover unforeseen expenses resulting from an accidental injury. Depending on the carrier, you can choose from a variety of plans and coverage for yourself and eligible family members. Benefits include: emergency room treatment, follow-up physician visits, physical therapy and hospital confinement.

Cancer insurance supplements your medical insurance and can cover family lodging and transportation, hospice, bone marrow donor, radiation treatment, and chemotherapy. Depending on the carrier, you can choose from a variety of plans and coverage for yourself and eligible family members.

Critical Illness insurance supplements your medical insurance. Depending on the carrier, you can choose from a variety of plans and coverage for yourself and eligible family members. It pays a lump sum to you upon the diagnosis of a covered illness which may include: cancer, heart attack, stroke, and end-stage renal disease and more. Coverage is available to eligible family members.

Hospital indemnity insurance supplements your medical insurance. Depending on the carrier, you can choose from a variety of plans and coverage for yourself and eligible family members. It pays a lump sum benefit in the event of a hospital stay.

Retirement Benefits

ERISA Rights

As a participant of the plans described in the following pages, you may be entitled to certain rights and protection under the Employee Retirement Income Security Act of 1974, also called ERISA. These plans will contain an ERISA statement of rights in the Summary Plan Descriptions provided by administration. If you have any questions about your Plan, you should contact the Plan Administrator. If you have any questions about your rights under ERISA, you should contact the nearest Area Office of the U.S. Labor–Management Services Administration, Department of Labor.

Kansas City Public School Retirement System (KCPSRS)

<http://www.kcpsrs.org>

Participation in the KCPSRS plan is mandatory and a condition of employment. This plan is a 401(a) Defined Benefit Plan. Employees in a position requiring service of at least 25 hours per week during 9 months of the year are eligible to participate in this retirement plan.

As an employee, you are required to contribute a percentage of your annual base salary to your retirement account. HPA will process the deduction from all employees' base salary amount (does not include any extra duty pay) and submit the contributions to KCPSRS. The contributions are deposited into your individual retirement account set up with KCPSRS.

HPA is also required to make contributions to the plan. Employer contributions are not made to the individual accounts. Instead, they go into the general reserve account to help fund the benefits for those who do retire.

Questions regarding the KCPSRS plan should be directed to the school district of Kansas City Public School Retirement System. The telephone number is 816-472-5800. KCPSRS is located at 3100 Broadway #1211, Kansas City, MO 64111.

403(b) Retirement Plan

HPA has established a 403(b)-retirement plan to provide employees the potential for future financial security for retirement. The 403(b)-retirement plan allows the employee to elect how much salary he or she wants to contribute, within legal limits, so the retirement package can be tailored to meet individual needs. HPA does not make an additional contribution to the 403(b) account.

Because a 403(b)-plan contribution is automatically deducted from the employee's pay before federal and state tax withholdings are calculated, tax dollars are saved by having the current taxable amount reduced. While the amounts deducted generally will be taxed when they are finally distributed, taxation of the dollars will be deferred until distribution. Eligible employees may participate in the 403(b)-plan subject to all terms and conditions of the plan. Contact your HR Generalist for more information about the 403(b) plan.

Legally Required/Mandated Benefits

Workers' Compensation Insurance

See Board Policy 4530 for more information.

HPA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform both their supervisor and their HR Generalist immediately.

He/she will assist in the determination of the proper provider. Medical care should be obtained through the facility recommended by our workman's compensation insurance carrier. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Neither HPA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by HPA.

Social Security Insurance

HPA makes a matching contribution to the Social Security fund on the employee's behalf. HPA contributes one dollar to the Social Security Fund for every dollar deducted from the staff's

paycheck for payment to the fund up to legal limits. Employees may contact the Social Security office to determine current social security account status.

Unemployment Insurance

Unemployment compensation insurance is paid for by HPA and provides temporary income for employees who have lost their job. Employees can apply for benefits directly with the state who will determine eligibility.

Separation from Employment

See Board Policies 4710 and 4711 for more information.

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee. A minimum of two weeks' notice is requested of classified employees and as much notice as possible is appreciated for certified employees that plan to resign or retire;
- Discharge - involuntary employment termination initiated by the school;
- Reorganization – involuntary termination due to realignment by the school and /or of duties; and/or
- Retirement - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the school.

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| Exit Interview |
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HPA will generally schedule exit interviews at the time of employment termination. The purpose of the exit interview is to provide administration with greater insight into employee relations and the school. Additionally, the exit interview will afford an opportunity to discuss such issues as staff benefits, conversion privileges, repayment of outstanding debts to HPA, or return of HPA-owned property. Cooperation in the exit interview process will be greatly appreciated. Any

information provided in the course of an exit interview will not affect any reference provided by HPA.

Compensation and Benefits When Exiting

All compensation and accrued, vested benefits that are due and payable at termination will be paid. COBRA qualified benefits may be continued at the participant's expense if the individual so chooses. The employee will be notified in writing of the terms, conditions, and limitations of applicable benefits continuance.

Return of HPA Property When Exiting

All school property should be returned to HPA should the employment relationship end or the duties be changed; failure to do so may result in deductions from an individual's final paycheck for the replacement cost of the item.

Coversheet

HPA Student Handbook 2023

| | |
|--------------------------|------------------------------------------------------|
| Section: | II. Consent Agenda |
| Item: | H. HPA Student Handbook 2023 |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Student Handbook & Community Standards (Revised).pdf |



HOGAN

Student Handbook & COMMUNITY STANDARDS

TABLE OF CONTENTS

Hogan Philosophy..... 3

Unlocking Greatest Potential 4

Citizenship Standards 5

Investigation Protocol14

Suspension Guidelines 15

Student Community Standards16

Tier I Behaviors and Interventions 18

Tier II Behaviors and Interventions 20

Tier III Behaviors and Interventions 22

Missouri Safe Schools Act26

Family Community Standards.....27

Hogan Community Standards 30

Support Models..... 34

Teacher Intervention Strategies 36

Hogan Virtual Academy.....38

Provisions of Missouri Safe Schools Act 47

Suspension and Expulsion of Learners.....49

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.

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.

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.

ATTENDANCE

1. Daily Absence Reporting:
 - a. Home advocates should notify the school by telephone each day a student is absent by 8:30 AM for grades 7-12 and 10:30 AM for grades K-6. If the home advocate fails to notify the school, contact will be attempted.
 - b. Students absent without a home advocate's excuse may be considered truant.
 - c. All absences, including those approved in advance by home advocates or school officials, except school-sponsored activities, may count against a student's attendance.
 - d. Hogan encourages home advocates to schedule appointments after school hours.
 - e. Excessive absences may affect a student's academic achievement.
 - f. Home advocates may be required to submit supporting documentation in order to excuse the absence of their student if absenteeism is excessive.
2. A student arriving late to school must report to the Front Office for a pass to their first class. Students must remain on school grounds and in the building until dismissal.
3. Home advocates must notify the Front Office if their child needs to leave. Home advocates must check out through the Front Office for their absence to be considered excused. Students who leave school without prior consent and without checking through the office will be considered truant.
4. Students represent Hogan in a variety of athletic and academic activities. When a student serves as a representative of their school, the student is not considered absent. Students who choose to participate in extracurricular activities are to make-up all assignments missed when classes are missed. Students must attend school for at least 50% of the school day for an activity in order to be eligible for participation.
5. A student is late if they are not present at the start of class. A student arriving to class after ten minutes without proper authorization is considered truant. Students who are

frequently late, either at the beginning of the day or to classes, may be subject to interventions.

6. School administration will determine whether the student's absence is excused or unexcused. Truancy is a violation of state statutes as well as school regulations and may result in interventions, home visits, or a referral to truancy court.
7. Multiple strategies will be implemented before a student may be withdrawn for non-attendance. No student will be withdrawn from Hogan until there is documentation of the attempted calls, home visits, copies of letters and documentation of other interventions, when applicable, in the student's file. Additionally, Hogan employees will report incidences of abuse/neglect to the Division of Youth Services as required by law.

ATTENDANCE CONSEQUENCES

Students who have an excessive number of unexcused absences as defined in the attendance policy will not earn credit for courses and may be retained in the same grade unless absences are waived in accordance with this policy. Students and home advocates will have an opportunity to appeal any loss of credits and/or retainment recommended by administration.

In addition to the policies and procedures set forth herein, Hogan will report suspected incidents of educational neglect to the Children's Division Department of Youth Services and will report truancy in accordance with the local truancy ordinance. Once a citation is issued by a Hogan representative, the home advocate and student are mandated to appear in truancy court. Truancy court is held every Tuesday at 10:00 AM. The warning or citation will be mailed or delivered.

Policies and procedures governing English Language Learners and students with disabilities within the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 shall take precedence over this attendance policy where an application of this policy conflicts with the legal rights provided to such students.

Any student, both in-person and online, will be removed from Hogan's roster after 10 consecutive days of absences and/or inactivity. Multiple attempts will be made prior to this step to ensure due process for students and families.

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 dismissed and thereafter, go directly to class.
- Takeout food cannot be delivered to learners unless they receive permission.

APPEAL PROCESS

Building suspensions of 10 days or fewer cannot be appealed. Suspensions between 11 and 180 days require a hearing with the superintendent. A superintendent's suspension of 11 to 180 days can be appealed to the board of directors. Written notice of a desire to appeal a superintendent's suspension must be received by an administrator within 7 days of the suspension. The board of directors has the sole authority to expel students from Hogan for more than 180 days.

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/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

- Cell phones are not to be used by students at school during the instructional day. They must remain locked in the school provided Yondr Bag in silent or airplane mode. Every student 5th through 12th grade is assigned a personal Yondr Bag. While the Yondr Bag is considered school property, it is each student's responsibility to bring their Bag with them to school every day and keep it in good working condition. Failure to comply with this safety protocol may result in loss of privileges; suspension (in and out of school); and continued refusal to comply can result in expulsion.
- 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 to find their seat and end 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.

TRANSPORTATION

Hogan provides bus transportation to and from school. Students should arrive at their stop at least five minutes early. Students must ride their assigned bus and get off at their designated stop; students are not permitted to ride the bus with other students or family members unless an extenuating circumstance is approved by administration in advance. A signed Transportation Agreement must be on file for bus riders. Students are expected to maintain appropriate behavior on buses; consistent misbehavior will result in suspension or removal from Hogan transportation. Home advocates are expected to maintain an appropriate standard of communication with bus drivers. Under no circumstance should home advocates board a school bus. Family behavior that impedes the safety of students or violates the standard of professional communication will result in the student's suspension or removal from Hogan transportation.

Car riders are released by Hogan staff at the following time per school:

- K-6: 4:15 PM
- 7/8/9: 2:15 PM
- 10/11/12: 3:15 PM

Families should wait in the car rider line and follow the school's procedure for releasing students. Students who are picked up from school should be picked up no later than 2:30 PM (7/8/9), 3:30 PM (10/11/12) and 4:30 PM (K-6) respectively. Consistent late pick-ups will be addressed by administration.

All students will have one primary method of transportation; this is how the students will get home on a daily basis. Changes to student's' primary mode of transportation should be made by phone or written letter to the office or teacher no later than 3:30 PM. Changes will not be made by verbal communication from children. For safety reasons, changes received after 1:00 PM may not be honored. Failure to honor this policy may result in loss of transportation privileges to ensure safety and clarity for staff and students at dismissal.

We strive to get every child home safely and keep careful records. Please help us by making any transportation changes by phone or written note to the main office (not the teacher's cell phone or email) before 3:30 P.M. Emergency situations will be addressed by administration. Refusal to honor this policy may result in loss of transportation privileges to ensure safety and clarity for staff and students at dismissal.

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.
- 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.

PROMOTION AND RETENTION

Hogan students will be promoted on the recommendation of the classroom teacher and approval of administration. The classroom teacher will base their recommendation on the following criteria:

1. Mastery of at least 70% of Missouri Learning Standards in English Language Arts and Mathematics on grade level unit assessments. Home advocates may request a copy of the standards at any time.
2. Reading within one-half year of grade level as measured by STAR reading and/or Teacher's College diagnostic reading assessment or making above average growth toward that goal.
3. Maintain an overall 90% attendance rate. All absences (including suspension), tardy arrivals, or early departures are factored into overall attendance rate, excused or unexcused.
4. Standardized test scores, grades, social/emotional development, birthdate, and other pertinent data will also be considered in determining promotion.

The decision to retain a student is a process that the Hogan staff follows to ensure the best interests of the student. Newly enrolling students may be asked to take an academic screening to determine students' strengths and areas for academic growth. Appeals may be made to the superintendent, who will make the final decision on any placement decision.

MOCAP

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

- **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.

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.

DRUG FREE SCHOOLS

The Hogan Schools are concerned with the health, welfare and safety of its students. Therefore, use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any Hogan property, in any district-owned vehicle or in any other Hogan-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any Hogan-sponsored or Hogan-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of Hogan.

The use, sale, transfer or possession of drug-related paraphernalia is also prohibited. For the purpose of this policy a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, § 195.010, RSMo., and in schedules I, II, III, IV and V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c). Students may only be in possession of medication as detailed in Board policy JHCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's discipline policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

NOTICE FOR MEDICAL INFORMATION

Medical Forms – Each student must have a Medical Form on file.

Illness - Sick children should not come to school. Students with a temperature above 100.0 degrees or who have thrown up will be sent home, and must be fever-free without medicine for 24 hours before returning.

Allergies - A child that is allergic to any food must have a doctor signed form on file.

Immunizations – All students are expected to comply with Missouri state immunization law. It is the responsibility of the parent/guardian to ensure proof of up-to-date immunizations are on file. If immunizations are not on file and in compliance, students may not attend school.

Medical Emergencies - In the case of a medical emergency, every effort will be made to contact the home advocate listed on the student information form. If the home advocate cannot be contacted, an administrator (or designated school official) will secure medical assistance as necessary. Hogan will not be responsible for any financial costs or liability due to the absence of a home advocate. It is the home advocate's responsibility to provide accurate, current contact information and necessary written permission statements.

Medical Assistance

It is strongly encouraged that prescription and non-prescription medications be dispensed by the student's home advocate before and/or after school. If it is necessary for a student to take medication during school hours, the parent/guardian must provide a written doctor's order (Medication Form) and the medication must be in the original container with the prescription label attached. All prescription and nonprescription medication must be kept in the main office at the high school. It is the student's responsibility to come to the appropriate office to take the medication. A log will be kept of the date and time(s) medication is dispensed.

In the case of a medical emergency every effort will be made to contact the home advocate listed on the student information form. If the parent/guardian cannot be contacted, an administrator (or designated school official) will secure medical assistance as necessary. Hogan will not be responsible for any financial costs or liability due to the absence of the home advocate. It is the home advocate's responsibility to provide accurate contact information and necessary written permission statements.

Medical Administration

Giving of medicine to children during school hours shall be restricted to necessary medication that cannot be given on an alternate schedule. When medication is to be administered by school officials, the medicine must be in the original container with a label affixed by a pharmacy, with the prescriber's name, student's name, and name and dosage of medication. In addition, a Request must be filled out and signed by the parent/guardian. Nonprescription drugs may only be given with written orders from a parent or physician detailing the name of the student, the name of the drug, dosage, and time interval that the drug is to be given, as well as stating the medical condition for which it is given. The parents/guardians of the child must assume responsibility for informing school personnel of any change in the child's health or change in medication. School personnel will not administer the first dose of any medication.

***Students are not allowed to carry prescription or over the counter medications; includes inhalers.*

Student Health Records

Student's records will be confidential. A written request from the legal guardian must be completed listing the names of who can receive student records. A photo ID must be provided at time of pickup of information or student.

Communicable Diseases

Missouri law requires that students with a contagious disease be excluded from school until medical clearance is received. Students must be without fever (100.0 F or above) or other flu-like symptoms for 24 hours without medicine before returning to school.

INVESTIGATION PROTOCOL

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

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

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

- 1) Collect written statements from the alleged victim, the alleged aggressor, and any witnesses that were present. Statements should be collected individually and in a safe space for all parties.
- 2) Following the collection of the statements, administration will conduct a follow-up to ask clarifying questions based on the statements.
- 3) Review of any security footage (if applicable) as well as any previous incidents that may have occurred, including interventions that have been implemented.
- 4) Examine all documentation and determine next steps moving forward. This can include:
 - a) Short-term suspension
 - b) Success plan
 - c) Superintendent hearing
 - d) No further action due to evidence collected
- 5) Inform all parties of the decision and why that decision was made.

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

SUSPENSION GUIDELINES

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

RESPONSIBILITY OF PRINCIPALS

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

SUSPENSION OR EXPULSION

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

RAMS ROOM PROCEDURES

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

OUT-OF-SCHOOL SUSPENSION (OSS)

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

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

MAKE-UP WORK PROCEDURE FOR OSS LEARNERS

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

STUDENT COMMUNITY STANDARDS

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

Application of Disciplinary Interventions

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

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

SCOPE OF STANDARDS

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

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport learners for the system;
- Off-site school sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the learner's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of learners and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of learners and faculty or disrupts the learning environment.

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

SUPERVISION OF LEARNERS

All Hogan personnel responsible for the care and supervision of learners will support learners' physical and psychological safety. Therefore, Hogan personnel are authorized to hold learners

accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport learners for Hogan during school-sponsored activities or during intermission or recess period.

LEARNER ACCOUNTABILITY

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

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

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

LEARNERS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

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

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

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

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

TIER I - BEHAVIORS AND INTERVENTIONS

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

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

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

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

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

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

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| 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. |
| GRADES K-6 | | |
| <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Discussed at team meeting with selected interventions and support <u>Subsequent Incidents</u> <ul style="list-style-type: none"> • Positive redirections • Classroom interventions • Seek to understand with learner | <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Seek to understand with learner • Discussed at team meeting with selected interventions and support <u>Subsequent Incidents</u> <ul style="list-style-type: none"> • Individualized success plan • Classroom interventions • Role play and modeling | <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Seek to understand with learner <u>Subsequent Incidents</u> <ul style="list-style-type: none"> • Restriction of attendance to school events/recess • Revised individualized success plan • Classroom interventions • Role play and modeling |
| GRADES 7-12 | | |
| <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Discussed at team meeting with selected interventions and support <u>Subsequent Incidents</u> <ul style="list-style-type: none"> • Positive redirections • Classroom interventions | <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Seek to understand with learner • Discussed at team meeting with selected interventions and support <u>Subsequent Incidents</u> <ul style="list-style-type: none"> • Individualized success plan • Classroom interventions • Role play and modeling | <u>First Incident:</u> <ul style="list-style-type: none"> • Home Advocate Contact • Seek to understand with learner <u>Subsequent Incidents</u> <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 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 |
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| 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

| 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. | 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. | 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. |
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| GRADES K-6 | | |
| <u>First Incident:</u> <ul style="list-style-type: none"> Home Advocate Contact Seek to understand with learner Selection of interventions <u>Subsequent Incidents</u> <ul style="list-style-type: none"> Mini-lessons with role playing RAMS Room Extended school options or detention <i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i> | <u>First Incident:</u> <ul style="list-style-type: none"> Care Team Referral Family Conference Student Success Plan Seek to understand with learner Extended school options or detention <u>Subsequent Incidents</u> <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 <i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i> | <u>First Incident:</u> <ul style="list-style-type: none"> Care Team Meeting Team meeting with student Seek to understand with learner <u>Subsequent Incidents</u> <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 <i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i> |

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

TIER III - BEHAVIORS AND INTERVENTIONS

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

Annelise Thurber

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.

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 |
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| 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" |
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Tier III Interventions

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 • 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> | <p><u>First Incident:</u></p> <ul style="list-style-type: none"> • Family Conference • Discuss options for short-term restorative pathway placements • Seek to understand with learner • 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>First Incident:</u></p> <ul style="list-style-type: none"> • Seek to understand with learner • Short-term suspension (no more than 5 days) <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> |

GRADES 7-12

First Incident:

- Care Team meeting with home advocate
- Seek to understand with learner
- Plans revised and redistributed
- Progress monitor 4-6 weeks
- Substance abuse counseling

Subsequent Incident

- Home visit
- Mental Health support
- RAMS Room
- Long-term suspension (no more than 5 days)

Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.

First Incident:

- Family Conference
- Discuss options for short-term restorative pathway placements
- Substance abuse counseling
- Seek to understand with learner

Subsequent Incident

- Behavior support and interventions
- Proactive check-ins with staff
- Goal setting
- Long-term suspension (no more than 5 days)
- Re-entry meeting after suspension

Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.

First Incident:

- Short-term suspension (no more than 5 days)
- Long-term suspension (more than 8 days)
- Seek to understand with learner

Subsequent Incident

- 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

Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.

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 47 for additional information regarding the Missouri Safe Schools Act provisions.

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.

Families are also encouraged and have a right to attend monthly board meetings to share feedback to the Hogan Board of Directors and cabinet to better address the needs of students.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACTS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords certain rights with regard to education records of your children. If you are a student who is at least eighteen years old, FERPA affords you, not your parents/guardians, these rights. Under FERPA, these are your rights:

- You have the right to inspect your child's education records.
- You have the right to ask for an amendment to any of your child's education records which you believe to be erroneous, misleading, or an invasion of your or your child's privacy.
- Personally identifiable information from your child's education records can only be disclosed to third parties outside this school or school district with your express written consent, except to the extent that FERPA allows for such disclosures without your consent. One of FERPA's exceptions allows for such disclosures to school officials who have legitimate educational interest in having access to personally identifiable information in your child's education record. School officials include contractors or other parties to whom the district has outsourced services. A school official has a legitimate educational interest if he or she needs the information in order to perform some aspect of their job.
- If you believe that Hogan Preparatory Academy has violated your FERPA rights, you have the right to file a complaint with the United States Department of Education, Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington DC 20202.

FEDERAL PROGRAMS COMPLAINT RESOLUTION PROCEDURES

The Elementary and Secondary Education Act (ESEA) requires certain notifications to parents/guardians when school districts receive federal funds. School districts must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.

[Every Student Succeeds Act of 2015 \(ESSA\) Complaint Procedures](#)

MCKINNEY-VENTO SERVICES

Students in transitional housing are eligible to receive support services through the McKinney Vento federal aid program. For more information please contact a teacher, administrator, or the Chief Officer of Student Services.

FOSTER CARE

Students in foster care are eligible to receive support services. For more information please contact a teacher, building administrator, or the Chief Officer of Student Services.

COUNSELING SERVICES

Counseling services are available as needed. For more information, please contact a teacher, administrator, or social worker.

REPORTING ABUSE OR NEGLECT

Any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the appropriate county department of social services or local law enforcement agency.

Board Policy 2710

The Board believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. In addition, school employees are required by law to report instances of suspected child abuse when the employee has reasonable cause to suspect that a child has been or is likely to be abused or neglected.

Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means.

Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well being.

School employees who know or have reason to believe that another School employee has sexually or physically abused a student have an additional duty to notify their immediate supervisor immediately.

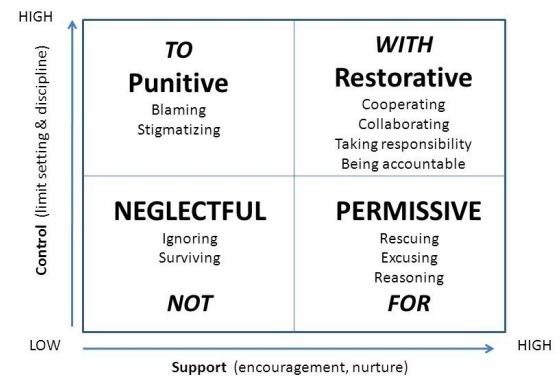
COMPLAINTS

A complaint is a formal allegation that a specific federal law or regulation has been violated, misapplied, or misinterpreted by school personnel or by DESE personnel. Any individual or organization may file a complaint. Such a complaint must be in writing and signed; it must provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted. The written, signed complaint can be submitted to the Superintendent of Hogan Preparatory Academy or to DESE. If the issue cannot be resolved at the local level, the complainant may appeal to DESE.

Anyone wishing more information about this procedure or how complaints are resolved may contact the Superintendent of Hogan.

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: |

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)

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

TIER III INTERVENTIONS

Restorative Pathway Placement/Alternative Placement: The reassignment of a learner to a restorative pathway 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 restorative pathway or alternative placement need CARE Team documentation. Documents regarding the interventions will be reviewed to determine whether 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.

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:

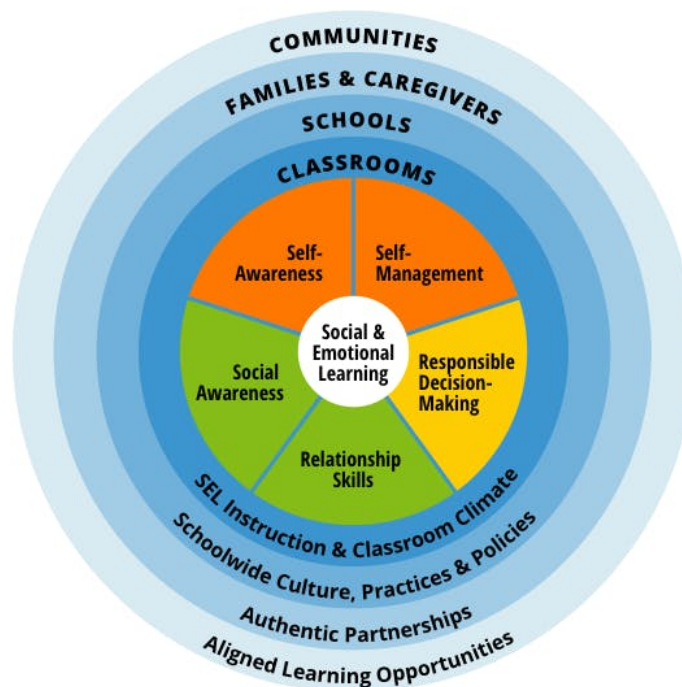
- Restitution
- Alternative suspension including In-School Suspension/Detention
- Apology for behavior (both written or verbal)
- Participation in diversion programs

- 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.



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 |

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. |

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.

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:

- 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.

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

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

- 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.

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) |

HIGH SCHOOL GRADUATION REQUIREMENT



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.

GRADUATION REQUIREMENTS

| | |
|------------------|-------------------------------------------------------------------------------------------------------------------|
| 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

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.

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.

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

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.

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.

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.

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.

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

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.

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.

Authority 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

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)).

Coversheet

Amendments to HPA Academic Goals

| | |
|--------------------------|-------------------------------------|
| Section: | III. New Business |
| Item: | A. Amendments to HPA Academic Goals |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HPA Academic Amendments.pdf |

AMENDMENT NUMBER [#3]

The Renewal and Performance Contract (Contract) effective July 1, 2021 between Hogan Preparatory Academy (School) and the Missouri Charter Public School Commission (Commission) is amended as follows, effective on the date of execution by both parties.

For FY24 through FY26 the performance contract goals are as follows:

GOAL 1: Hogan's MAP Performance Index (MPI) will exceed the current State Student Group MPI. Hogan's ELA and Math MPI scores will be at or above the following:

| | ELA | Math |
|------------------|-----|------|
| 2023-24 MPI Goal | 325 | 280 |
| 2024-25 MPI Goal | 337 | 300 |
| 2025-26 MPI Goal | 351 | 322 |

GOAL 2: The median spring to spring (or fall to spring for students without a prior year spring score) conditional growth percentile (CGP) in ELA and math will increase at least 5 percentile points a year in state testing grades (3rd-12th) up through the 55th percentile as measured by the NWEA MAP test.

GOAL 3: Hogan Preparatory Academy's four-year graduation rate will meet or exceed the State average by the end of the charter term. Annual graduation rates will be:

| | Graduation Rate Goal |
|---------|----------------------|
| 2023-24 | 86.9% |
| 2024-25 | 87.4% |
| 2025-26 | 89.9% |

GOAL 4: The number of students graduating with one or more market value asset (MVA) will increase annually during the charter term:

SY23-24: 30.0% of graduates will have at least one MVA

SY24-25: 40.0% of graduates will have at least one MVA

SY25-26: 50.0% of graduates will have at least one MVA

Hogan remains accountable to the goals from FY22 and FY23 as written in the 2021 Renewal and Performance Contract. Hogan's performance across all years of that contract will be considered by the Commission when making renewal or other sponsorship decisions.

All other terms of the Performance Contract, including prior amendments, remain effective as written.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment.

By: _____ By: _____

Name: Robbyn G. Wahby

NAME, Board Chair

Executive Director

SCHOOL NAME

Missouri Charter Public School Commission

Date: _____ Date: _____

Coversheet

HPA Board Of Directors Gifted Student Policy

| | |
|--------------------------|-------------------------------------------------|
| Section: | III. New Business |
| Item: | B. HPA Board Of Directors Gifted Student Policy |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Hogan Gifted Policy.pdf |



Hogan Preparatory Academy Board Policies

Section 7: Instructional Services

POLICY 6271 - INSTRUCTION: INSTRUCTION FOR GIFTED STUDENTS

(Last approved: 8/28/2023)

The District will provide monetary support to the extent possible in order to provide instruction for students identified as gifted in a manner that attains the standards for a state-approved program. However, for the 2024-2025 and all subsequent school years, if 3% or more of students enrolled are identified as gifted and their development requires programs or services beyond the level of those ordinarily provided, the District will establish a state-approved gifted program.

Procedures for the identification and selection of students for participation in any program for gifted students will be developed by the District and approved by the Board.

In the event the District decides a student does not qualify to receive services through the District's program for gifted students, parents/guardians may request a review of that decision by contacting the Director of Student Services or designee. The Director of Student Services will review the eligibility determination process and the student's assessment or evaluation with the parents/guardians and will uphold the decision unless an error in the eligibility determination for the student is identified. If such an error is identified, the Director of Student Services may arrange to have the student re-evaluated.

Coversheet

HPA Board of Directors Resolution

| | |
|--------------------------|--------------------------------------|
| Section: | III. New Business |
| Item: | C. HPA Board of Directors Resolution |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HPABylaws.pdf |



ITEM: Amendment to Hogan Preparatory Academy Bylaws

PURPOSE: Board Vote

SUBMITTED BY: Legal

RELATED MATERIAL: Prior HPA Bylaws

BACKGROUND: In partnership with PLA, HPA has reviewed organizational documents that may require updating and/or amendments based upon the current state of the school. Upon review of the Second Amended Bylaws executed on October 25, 2021, the following amendments are recommended at this time:

1. 1. Amend Article IV, Section 2, which currently reads:
"Section 2. Number: The number of persons to constitute the Board of Directors of the Corporation shall be no less than five (5) and no more than nine (9)."

The requested amendment shall read (changes in bold):

"Section 2. . Number: The number of persons to constitute the Board of Directors of the Corporation shall be no less than **three (3)** and no more than nine (9)."

2. 2. Amend Article IV, Section 3, which currently reads:
"Section 3. Election and Term of Office: Directors shall be elected at the annual meeting. The term of office for each Director shall be for a period of three years. No director shall serve more than three consecutive terms."

The requested amendment shall read (changes in bold):

"Section 3. Election and Term of Office: Directors shall be elected at the annual meeting. The term of office for each Director shall be for a period **of one to three** years. No director shall serve more than three consecutive terms."

RECOMMENDATION: Vote to approve the above amendments to the HPA corporate bylaws.

3.

Coversheet

HPA Board of Directors Election

| | |
|--------------------------|---------------------------------------------------------------------|
| Section: | III. New Business |
| Item: | D. HPA Board of Directors Election |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HPABOD.pdf A. North.pdf Erin Lenihan.pdf Natalie Lewis.pdf |



ITEM: Vacancies on the Hogan Prep Academy Board

PURPOSE: Board Vote

SUBMITTED BY: Legal

RELATED MATERIAL: HPA Second Amended Bylaws – Article IV, Section 11

BACKGROUND: HPA Bylaws Article IV, Section 11.3 reads:

“11.3. Resignation/Death: In the event of the death or resignation of a Director, the seat shall be filled by a candidate elected by a majority of the remaining Directors to complete the unexpired term. A Director so elected is still able to serve up to an additional three years after the completion of the unexpired term, if the time left on the unexpired term was less than eighteen (18) months.”

As of the date of this board meeting, three board members will have resigned from the HPA board. The following board members have been vetted and are being recommended for appointment:

1. 1. Erin Lenihan, M.Ed., Empact Learning Solutions
2. (Service to the board would be effective immediately.)
3. 2. Aaron North, Kauffman Foundation
- (Service on the board would be effective January 1,2024)
4. 3. Natalie Lewis, Kansas City Scholars
5. (Service on the board would be effective immediately.)

It should be noted that Sly James (former Mayor, HPA Hall of Famer, and current partner at Wickham James) will serve as a special advisor to the organization/board.

RECOMMENDATION: Vote to approve new board members to HPA's board of directors as indicated above and pursuant to the relevant bylaws.

Aaron North is vice president and interim program lead at the Ewing Marion Kauffman Foundation, where he serves as a member of the Foundation's senior leadership team. He leads a program team supporting activities designed to ensure more Kansas City students of all ages have access to equitable and real-world relevant opportunities and pathways leading to economically empowering careers and community well-being.

Prior to joining the Kauffman Foundation, North served as the founding executive director of the Missouri Charter Public School Association (MCPSA). Before leading the startup effort at MCPSA, North worked for the education team at Volunteers of America of Minnesota as a school resource center director at the University of Minnesota, and in the Minnesota Department of Education's Office of Choice and Innovation. He taught high school English in rural North Carolina as a Teach For America corps member and worked for Andersen Consulting and Sprint PCS prior to his teaching experience. North has helped create or catalyze several education programs, including the [Ewing Marion Kauffman School](#), [Kansas City Scholars/Great Jobs KC](#), [SchoolSmartKC](#), [Success-Ready Students Network](#), and the [Real World Learning initiative](#). He is a Pahara-Aspen Fellow and serves as board chair of Kauffman Scholars, Inc.

North earned a Master of Public Policy from the Humphrey Institute of Public Affairs at the University of Minnesota and a bachelor's degree in English from the University of Kansas.

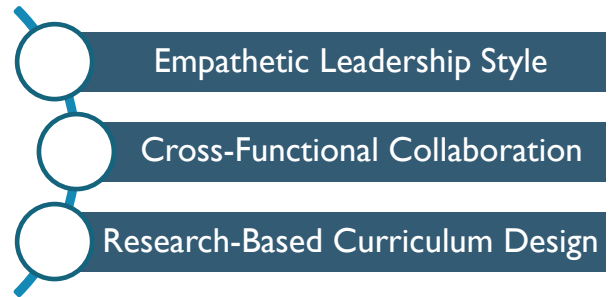
ERIN LENIHAN, M.Ed

816-209-8665 | eclenihan@gmail.com | [LinkedIn](#) | Kansas City, MO

LEARNING EXPERIENCE DESIGN EXECUTIVE

Forward-looking learning & design leader, innovator, and culture champion, helping companies solve problems of practice and scalability

- **Collaborative and empowering leader** with a successful track record of working effectively and delivering high-impact outcomes in diverse environments, ensuring the discovery, assessment, development, and delivery of content that meets user needs
- **Communicate cross-functionally and engage with stakeholders** to ensure organizational strategic alignment for long-term sustainability
- **Leverage scalable and adaptive approaches to learning** to ensure learners remain at the core and create both learning and behavioral change resulting in measurable improvement



AREAS OF EXPERTISE

- Leadership Development
- Organizational Development
- Program Management
- People-Centered Design / Agile
- Strategic Change Management
- Learning / E-Learning
- Instructional Design
- Curriculum Development
- Team Development
- Training & Development
- Program Development
- Culture Building
- Generative AI
- DEI Advisory
- Public Speaking

Education & Professional Development

Master's Degree in Education, Curriculum & Instruction, UNIVERSITY OF KANSAS

Bachelor's Degree, MISSOURI BAPTIST UNIVERSITY

Organizational Coaching Certificate Level 1, Institute of Executive Coaching and Leadership

Technical Skills: ChatGPT, MidJourney, Confluence, JIRA, Trello, Canvas, Articulate, Miro, Zoom, Google Suite, Microsoft Office

Professional Experience

IMPACT LEARNING SOLUTIONS • Kansas City, MO • 2023

Learning design consultancy creating impact through empathy

Founder/President

With twenty years of diverse experience in curriculum development and learning experience design, I have honed my skills across early childhood, K-12, and adult learning domains. My background includes roles as a classroom teacher, school administrator, and EdTech executive, and I specialize in creating both virtual and in-person learning experiences. I founded my learning design consultancy to offer organizations expertise in crafting elevated, empathetic learning experiences that go beyond content to address the affective aspects of learning. By leveraging the power of generative AI, we can create highly personalized and engaging learning experiences for our clients. Utilizing research-based learning theories and methodologies, our key services include curriculum development, program design, and instructional design, all aimed at delivering practical, meaningful, and enjoyable learning experiences enhanced by cutting-edge AI technology.

- Expertly designed and executed a virtual five-week undergraduate course in collaboration with a subject matter expert, focusing on the innovative concept of flexible spaces in educational settings.
- Skillfully crafted a comprehensive six-lesson asynchronous volunteer training program for a non-profit supporting foster youth, incorporating engaging videos and interactive activities to ensure effective learning outcomes.
- Revitalized and restructured a 4-week virtual career transition course by seamlessly adapting existing curriculum into a flipped lesson model, resulting in enhanced learner engagement and improved knowledge retention.
- Skillfully orchestrated and delivered engaging virtual group workshops for over 300 participants, focusing on fostering the optimal mindset for leveraging generative AI and providing actionable guidance on utilizing ChatGPT effectively.

AGE OF LEARNING, INC. / ABCMOUSE.COM • Glendale, CA • 2016 to 2022*A leading education technology innovator***Vice President of Curriculum Planning & Design**

Earned 3 fast-track promotions within 6-year tenure to ultimately lead team of curriculum specialists and SMEs tasked with creating curriculum and content for fully digital self-guided language learning app in 4 different countries. Led development of design frameworks and procedures to maintain consistency and coherence across products. Translated curriculum research into business implications for product road-mapping and feature prioritization. Delivered presentations and reports to executives, global partners, and stakeholders incorporating data, research, design, and strategy.

- **Established and grew curriculum planning and design vertical** with a reputation for excellent cross-functional collaboration by instilling empathy and clear/kind communication, which facilitated respectful dialogue and productive execution.
- **Achieved and sustained 100% employee retention for 6 years** despite tight deadlines, transitioning to fully remote, and onboarding new remote employees.
- **Spearheaded strategic initiative** to establish internal and cross-functional procedures and KPIs to meet aggressive deadlines, maintain budget, and remain pedagogically sound. United Product, Creative, and Curriculum teams to develop high-quality products quickly and effectively while maintaining a strong sense of trust and high morale.
- **Expanded team-member learning and upskilling** by creating a curriculum framework and conducting monthly remote professional development training sessions for multiple teams of individual contributors, managers, and directors; led trainings through mixed training delivery design and facilitation (online, in-person, hybrid). Conducted an end-to-end needs analysis process to help shape the learning strategy for the department.
- **Partnered with product owners, instructional designers, creative directors, SMEs, and user researchers** to create a scalable and innovative digital learning product, a multilevel self-guided learning path that consisted of 700+ lessons with more than 6K activities (songs, books, interactive activities, videos (live-action/animation))
- **Collaborated with product team to scale the curriculum and production processes** to produce 6X more interactive learning activities annually from 2017 to 2022. Worked alongside production/studio team to scale the curriculum production processes to produce 4X more live action and animated videos per year from 2017-2022.
- **Helped design and implement 2 mixed-methods efficacy research studies** (China, 2019-2020; Japan, 2021-2022), the results of which provided empirical evidence that users' English ability improved 3X+ when using company learning products.

"Erin has unyielding determination regarding objectives and flexibility regarding strategies for achieving them, all wrapped in a package of straightforwardness and honesty. She leads from behind to empower and strengthen her team. Additionally, she has a sense of humor that keeps you upright and balanced, even in heavy winds."
– former supervisor and mentor.

BIGBYTE EDUCATION • Taipei, Taiwan • 2006 to 2016*A Taiwan-based education B2C company with 6 schools across Taipei and several international partnerships***Academic Director & Teacher**

Directed curriculum development, implementation, evaluation, and maintenance for K-12 programs across 6 campuses. Designed and implemented a student-centered, research-based curriculum. Managed HR and personnel functions, including performance management, employee relations, compensation and benefits, and employee engagement. Administered a large department budget for all projects, events, curriculum, material, and staffing needs.

- **Recruited, hired, trained, and supervised of a large team** (~60) of educators as well as designed a yearlong professional development training program.
- **Drastically improved employee retention from 40% to 75%**, which also contributed to measurable increases in student retention.
- **Developed onboarding and continued professional development** for teachers that centered on learning theories, instructional methodologies, classroom management, cultural awareness, and parent/customer communication.
- **Drove change as culture champion**, easing tensions and promoting collaboration between expatriate and Taiwanese teaching staff.
- **Led organization to adopt a learning management system (LMS)**, which enabled significant improvements, including streamlining and upgrading the curriculum and training.
- **Coordinated and consulted with third-party suppliers and publishers** to implement new innovative educational programs and approaches into BigByte (e.g., edTech, SEL, STEM, DRA2, SRA Reading Lab).

Natalie Lewis - Chief Operating Officer

Natalie Lewis currently serves as KC Scholars' Chief Operating Officer where she leads the Scholarship and Program team. Her team is responsible for overseeing Community Engagement, Research and Evaluation, and Scholarship Programs (9th Grade College Savings Match, 11th Grade Traditional Scholarships and Adult Learner Scholarships). Lewis was motivated to join KC Scholars for its opportunity to serve others.

Lewis is highly regarded for her unwavering “can-do” belief in the mission, her expertise in tackling complex, multifaceted, systemic challenges facing young scholars and moving cross-functional collaborative teams beyond disbelief, past any history of failures, and in the face of conflicting agendas. She brings over 35 years of diverse experience in both for-profit and non-profit roles. Lewis has a unique combination of career experiences that perfectly prepares her for the work that she is called to do, experiences including strategic planning, workforce and college readiness, small business consulting, sales and marketing, PreK-16 public education, community engagement, and political leadership.

After spending over 13 years working as an engineer for Mobil Chemical and business leader for Hallmark Cards and Sprint, Lewis left her corporate career to pursue her passion for fighting for quality education for all children. Her career journey in education began as a certified classroom teacher in the Kansas City Public Schools District and local charter schools. She then spent seven years serving as a College Prep Education Coach with Kauffman Scholars, Inc. In 2016, she expanded her impact and was elected Board of Directors for Kansas City Public Schools, where she served for three years.

Community service and leadership has always been a priority for Lewis. She has served in the roles of strategic advisor and board member for Green Works Kansas City, KC STEM Alliance, and a number of other community-based organizations. She is most proud of her achievements as a long-term foster parent for a former student that she taught in the third grade. At every stage of her life, Lewis has encountered those that were underserved by the existing system, it is those experiences that fuel her passion and commitment to fight for systemic change for ALL, where ALL means ALL.

Lewis has a Bachelor of Science in Chemical Engineering from the Massachusetts Institute of Technology, an MBA from the University of Texas in Austin, has studied at Manchester Business School in Manchester, England, and earned her Missouri Teaching Certification from Northwest Missouri State University.

Outside of work, Lewis loves traveling, wildlife animal adventures, live music, and spending time with friends and family.

Coversheet

HPA Board of Directors Resignations

| | |
|--------------------------|------------------------------------------------------------------------|
| Section: | III. New Business |
| Item: | E. HPA Board of Directors Resignations |
| Purpose: | FYI |
| Submitted by: | |
| Related Material: | Carlson.pdf Collier.pdf Viveros.pdf Welchen.pdf Samson.pdf |



April 29, 2023

Dr. Viveros and Dr. Strickland,

Please consider this my formal resignation from the Hogan Prep Academy board of directors effective May 31, 2023. It has been such a pleasure to work with you both and with the rest of the board over the last four years. I wish the very best for the Hogan students, staff, community, and incoming leadership.

Thank you so much for your leadership and the opportunity to work with you.

With best regards,

Robin Carlson



June 26, 2023

I hereby tender my resignation from the board of Hogan Preparatory Academy effective August 31, 2023 (or through the August board meeting).

It has been a great privilege to serve Hogan over the last several years.

I am happy to work with Ed Ops and new board members to assist in transition (including attending the August and September (as a guest) finance committee meetings).

Thank you
Dave



June 20, 2023

I am willing to remain on the board to assist with transition. I can remain on the board through September. I will be unavailable, however, for the July meeting. I will be away from July 19 through August 3.

Thank you

Dr. Mary Viveros



June 26, 2023

Dr Mary and Jayson,

Please consider this my formal resignation from the Hogan Prep Academy Board effective May 31, 2023. It has been a pleasure to serve as a member of the Board.

Sincerely,

John Welchen



May 22, 2023

Hogan Preparatory Academy
Dr. Jayson Strickland
Superintendent

It is my intent to roll off the HPA Board of Directors at the end of my term in June, 2023.
It has been my pleasure to serve on the board.

All the best to the Hogan Preparatory Academy as it continues to Do Amazing.

Sincerely,

Matt Samson

Matt Samson