



**HOGAN
COMMUNITY STANDARDS**

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HOGAN PHILOSOPHY

VISION

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

MISSION STATEMENT

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

OUR COMMITMENT

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

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

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

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

Hogan will continue to review our Community Standards on an ongoing basis to eliminate any oppressive, outdated and/or inequitable practices that marginalize students.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

DEFINED LANGUAGE

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

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

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

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are 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

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

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

<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
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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
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TIER II - BEHAVIORS AND INTERVENTIONS

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

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

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

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

Note: Additional interventions may be imposed by administration for violation of this policy.

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

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

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

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

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

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

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

Tier II Interventions

<p>Level One: Students engaged in 1-2 Tier II behaviors for 1-3 weeks or have moved from Level Three Tier I status to Tier II status. 1-2 major interventions are identified with counselors, social workers, leadership, and/or classroom teachers. Interventions are implemented with documentation.</p>	<p>Level Two: Students engaged in 2-3 Tier II behaviors for 3-4 weeks or have continued to exhibit repeated Tier I behaviors. Student is referred to the Care Team. A family conference is held and a Care Team Action Plan OR Student Success Plan is created. All parties sign the plan and it is given to all stakeholders. The plan is implemented and tracked.</p>	<p>Level Three: Students continue to engage in Tier II or Tier I behaviors with no change from previous interventions, family conferences, and action plans. Students are elevated to Tier III status with continuation of any combination of Tier II interventions and support.</p>
GRADES K-6		
<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Home Advocate Contact ● Seek to understand with learner ● Selection of interventions <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Mini-lessons with role playing ● RAMS Room ● Extended school options or detention <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Referral ● Family Conference ● Student Success Plan ● Seek to understand with learner ● Extended school options or detention <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Revision of plans ● Increased interventions ● Mental health services ● Break from class or activity ● RAMS Room ● Restriction of movement throughout building/participation in activities <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>	<p><u>First Incident:</u></p> <ul style="list-style-type: none"> ● Care Team Meeting ● Team meeting with student ● Seek to understand with learner <p><u>Subsequent Incidents</u></p> <ul style="list-style-type: none"> ● Restriction of movement throughout building and/or participation in activities ● Revision of plans ● Peer or adult mentor ● Restorative interventions ● Family meetings <p><i>Conduct mediations and/or investigations as needed. Close the loop as needed with stakeholders.</i></p>

GRADES 7-12

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

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

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

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal/physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a learner's education or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes/comments; requests for sexual favors; and other

unwelcome verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

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

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

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

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

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

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

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

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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<p>Administrator Central Office</p>	<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 	<p>Weekly with documentation in PowerSchool under “Interventions”</p>
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Tier III Interventions

<p>Level One: Students engaged in one Tier III infraction, or have elevated in tiers due to Tier I or Tier II behaviors. The Care Team meets to discuss the concerns for the student and adjust the action plan. This revised plan is shared with all stakeholders. Any attempts to utilize the plan are documented. Students are referred for any Tier III interventions that may require more monitoring and action.</p>	<p>Level Two: Students engaged in more than one Tier III infraction, or elevated in tiers due to Tier I or Tier II behaviors. The Care Team Action Plan is not successful. A family conference is held to discuss a student’s move to virtual with a finite amount of time (short term or long term) or other intensive interventions (shortened school day, RAMS room, counseling, etc).</p>	<p>Level Three: Students continue to engage in Tier III behaviors and are unsuccessful with classroom and building supports. Students are referred for one of the following: Substance abuse counseling, superintendent hearing, short term suspension, long term suspension, etc. Expulsion may be necessary based on severity of behaviors and determined on a case-by-case basis.</p>
<p>GRADES K-6</p>		
<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.;
2. Second Degree Murder under 565.021, RSMo.;
3. Kidnapping under 569.040, RSMo.;
4. First Degree Assault under 565.050, RSMo.;
5. Forcible Rape under 566.030, RSMo.;
6. Forcible Sodomy under 566.060, RSMo.;
7. Burglary in the 1st Degree under 569.160, RSMo.;
8. Burglary in the 2nd Degree under 569.170, RSMo.;
9. Robbery in the 1st Degree under 569.020, RSMo.;
10. Distribution of Drugs under 195.211, RSMo.;
11. Distribution of Drugs to a Minor under 195.212, 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.;
15. Second Degree Assault under 565.060, RSMo.;
16. Sexual Assault under 566.040, RSMo.;
17. Felonious Restraint under 565.120, RSMo.;
18. Property Damage in the 1st Degree under 569.100, RSMo.;
19. Possession of a Weapon under 571, RSMo.;
20. Child Molestation in the 1st Degree under 566.067, RSMo.;
21. Deviate Sexual Assault under 566.070 RSMo.;
22. Sexual Misconduct Involving a Child under 566.083 RSMo.;
23. Sexual Abuse under 566.100 RSMo.;
24. Harassment under 565.090 RSMo.; and/or
25. Stalking under 565.225 RSMo.

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

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

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

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

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.

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

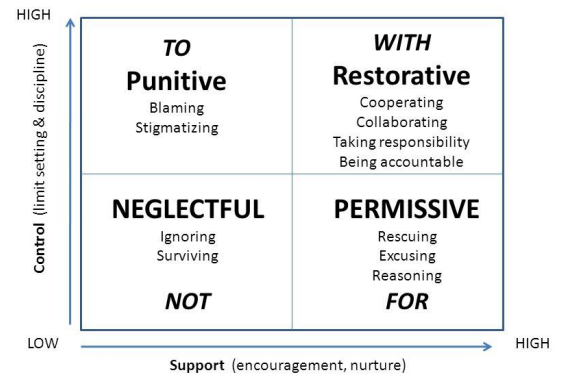
A complaint is a formal allegation that a specific federal law or regulation has been violated, misapplied, or misinterpreted by school personnel or by DESE personnel. Any individual or organization may file a complaint. Such a complaint must be in writing and signed; it must provide specific details 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)).