



Hogan Preparatory Academy Board Policies Section 7: Instructional Services

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POLICY 6110 – CURRICULUM SERVICES: CURRICULUM DEVELOPMENT

(Last approved: 02/24/2020)

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in Hogan Prep schools.

However, the Board is responsible for the approval and adoption of curriculum used by Hogan Prep.

Similarly, the Board may adopt Hogan Prep's own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain and do not conflict with the standard adopted by the State Board of Education.



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POLICY 6111 – CURRICULUM SERVICES: CURRICULUM PLANNING

(Last approved: 02/24/2020)

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by Hogan Prep shall satisfy moving Hogan students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.



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POLICY 6112 – CURRICULUM SERVICES: CURRICULUM RESEARCH

(Last approved: 02/24/2020)

The Board directs that all curriculum developed and/or adopted by Hogan Prep shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. Every effort should be made to ensure that Hogan Prep curriculum is current and based on sound educational research findings.



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POLICY 6113 – CURRICULUM SERVICES: CURRICULUM DESIGN

(Last approved: 02/24/2020)

The design of Hogan Prep curriculum shall follow curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Show-Me-Standards.



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POLICY 6114 – CURRICULUM SERVICES: CURRICULUM ADOPTION

(Last approved: 02/24/2020)

All curriculum developed by Hogan Prep staff shall be formally presented to the HPA Board for official approval before classroom implementation.



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POLICY 6115 – CURRICULUM SERVICES: STATE MANDATED CURRICULUM – CONSTITUTION, AMERICAN HISTORY, MISSOURI GOVERNMENT, CIVICS

(Last approved: 02/24/2020)

The HPA Board adopts the following policy for state mandated curriculum associated with the US Constitution, American History, Missouri government, and civics.

Seventh and eighth grade education shall offer regular courses of instruction in the Constitution of the United States and of the State of Missouri and in American history and institutions, which shall begin no later than the seventh grade and continue in high school to an extent determined by the state commissioner of education.

High school will offer in grade nine, ten, eleven or twelve a course of instruction in the institutions, branches, and functions of the government of the state of Missouri, including local governments, and of the government of the United States, and in the electoral process. Each pupil who receives a high school diploma or certificate of graduation shall satisfactorily complete such a course of study. Such course shall be of at least one semester in length and may be two semesters in length.

The school may waive the requirements of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process.

American history courses at the elementary and secondary levels shall include in their proper time-line sequence specific referrals to the details and events of the racial equality movement that have caused major changes in United States and Missouri laws and attitudes.

No pupil shall receive a certificate of graduation unless he has satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions, and American civics. The civics portion of the examination shall consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services administered to applicants for United States citizenship. The civics examination requirement may be waived for any student with a disability if recommended by the student's IEP committee.



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POLICY 6116 – CURRICULUM SERVICES: STATE MANDATED CURRICULUM – HUMAN SEXUALITY

(Last approved: 02/24/2020)

Human Sexuality Instruction

Any course materials and instruction related to human sexuality and sexually transmitted diseases will be medically and factually accurate and will:

1. Provide instruction on human sexuality and HIV prevention that is age appropriate;
2. Present abstinence from sexual activity, as the preferred choice of behavior, in relation to all sexual activity for unmarried students.
3. Advise students that teenage sexual activity places them at a higher risk of dropping out of school;
4. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity;
5. Provide students with the latest medical information regarding exposure to human immunodeficiency virus, AIDS, human papilloma virus, hepatitis, and other sexually transmitted diseases;
6. Present students with the latest factually accurate information regarding the possible side effects and benefits of all forms of contraception;
7. Include discussions of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity. Such discussions will include the consequences of adolescent pregnancy, the advantages of adoption, the adoption of special needs children, and the process involved in making an adoption plan;
8. Teach skills of conflict management, personal responsibility, and positive self-esteem. Instructions will include the prohibition against making unwanted sexual advances and methods to resist sexual advances and other negative peer pressures;
9. Advise students of the laws relating to their financial responsibility to children born out of wedlock and the criminal sanctions for statutory rape;
10. Not encourage or promote sexual activity;
11. Not distribute or aid in the distribution of legally obscene materials to minors on school property.
12. Teach students about the dangers of sexual predators, including on-line predators.
13. Teach students how to behave responsibly and remain safe on the Internet.
14. Teach students the importance of having open communications with responsible adults.
15. Teach students how to report an inappropriate activity to a responsible adult, and where appropriate, to law enforcement, Federal Bureau of Investigations or the National Center for Missing and Exploited Children's CyberTipline.
16. Teach students about the consequences, both personal and legal, of inappropriate text messaging, including texting among friends.



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17. Teach students about sexual harassment defined as uninvited and unwelcome verbal or physical behavior of a sexual nature, including, but not limited to, conduct of a person in authority towards a subordinate.
18. Teach students about sexual violence defined as causing or attempting to cause another person to involuntarily engage in any sexual act by means of force, threat of force, duress or without the person's consent.
19. Advise students that in the context of sexual activity consent means a freely given agreement to engage in specific acts by a competent person. Consent is not given when:
 - a. A person does not verbally or physically consent; or
 - b. Submission to an act is the result of force, threat of force, or the placement of another in fear; or
 - c. A previous or current dating, social, or sexual relationship in and of itself; or
 - d. A person chooses to dress in any particular manner; or
 - e. A person is unable to make informed decisions because of the influence of alcohol or the influence of controlled substances.

An expression of lack of consent through words or conduct means there is no consent.

The parents/guardians of each student will be advised of:

1. The content of Hogan Prep's human sexuality instruction;
2. Their right to remove their student from any part of Hogan Prep's human sexuality instruction.

Hogan Prep's human sexuality curriculum will be available for public examination prior to its use in actual instruction. Consideration will be given to separating students by gender for human sexuality instruction.

Hogan Prep will not permit any individual or organization that provides abortion services, to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.



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POLICY 6118 – CURRICULUM SERVICES: BRAILLE INSTRUCTION

(Last approved: 02/24/2020)

For the purpose of this section, student is defined as: any student who has a visual impairment that, even with correction, adversely affects the student's educational performance and who is determined eligible for special education services under the Individuals with Disabilities Act

A student shall receive instruction in braille reading and writing as part of their individualized education plan unless the individual education program team determines, after an evaluation of a student's reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate.

Instruction in braille reading and writing shall be sufficient to enable each student to communicate effectively and efficiently at a level commensurate with the student's sighted peers of comparable grade level and intellectual functioning.

The student's individualized education plan shall specify:

- (a) How braille will be implemented as the primary mode for learning through integration with normal classroom activities. If braille will not be provided to a child who is blind, the reason for not incorporating it in the individualized education plan shall be documented;
- (b) The date on which braille instruction will commence;
- (c) The level of competency in braille reading and writing to be achieved by the end of the period covered by the individualized education plan; and

The duration of each session.



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POLICY 6119 – CURRICULUM SERVICES: READING INSTRUCTION

(Last approved: 02/24/2020)

Pursuant to the Missouri Reading Instruction Act (Section 170.014, RSMo) Hogan Prep shall have reading programs in kindergarten through grade three based in scientific research. Such programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new teachers who teach reading in kindergarten through grade three shall receive adequate training in these areas. The program may include “explicit systematic phonics”, which, for the purposes of this section, shall mean the methodology of pronouncing and reading words by learning the phonetic sound association of individual letters, letter groups, and syllables, and the principles governing these associations.



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POLICY 6120 – CURRICULUM SERVICES: CURRICULUM GUIDES

(Last approved: 02/24/2020)

Written curriculum guides shall be developed and Board approved for implementation in the following areas K-12:

1. English/Language Arts
2. Social Studies
3. Mathematics
4. Science
5. Foreign Language

Health education is to include drug education and AIDS education as mandated by federal legislation.

Curriculum Guides at all levels will include a philosophy statement and sections defining behavioral goals and objectives reflecting content standards, teaching resources, and evaluation criteria reflecting performance standards. Each Guide will include strategies for interdisciplinary studies and cooperative classroom implementation.



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POLICY 6130 – CURRICULUM SERVICES: DRUG EDUCATION

(Last approved: 02/24/2020)

The Board understands that parents/guardians, educators, students and other community members are seriously concerned about the adverse effects of drug abuse on the individual and society. Furthermore, the Board believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both the school and other community agencies must share in the development and conduct of programs to alleviate the problems of drug abuse.

Therefore, Hogan Prep will abide by the following:

1. Be concerned with the education of all areas of drug and alcohol abuse.
2. Establish and maintain a realistic, meaningful drug and alcohol education program that will be incorporated in the total educational program.
3. Establish and maintain an ongoing in-service drug and alcohol education program for school personnel.
4. Cooperate with government and private agencies offering services related to drug and alcohol problems.
5. Encourage and support activities that will develop a positive peer influence in the area of drugs and alcohol.
6. Create a climate whereby students may seek and receive counseling about drugs and alcohol and related problems without fear of reprisal.

Follow federal mandates concerning drug and alcohol education.



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POLICY 6140 – CURRICULUM SERVICES: SERVICES FOR STUDENTS WITH DISABILITIES

(Last approved: 05/24/2021)

Hogan Prep does not utilize a separate curriculum for students with disabilities. It is the policy of Hogan Prep to implement a program of regular and special education based on the individualized needs of each disabled student. Hogan Prep will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, its implementing regulations, the Missouri State Plan for Part B of the IDEA, Section 504 of the Rehabilitation Act of 1973, its implementing regulations, and Title II of the Americans with Disabilities Act.

For students identified as disabled under the Individuals with Disabilities Act (IDEA), each student's IEP team will develop an Individualized Educational Plan (IEP) that will address how that student's disability affects that student's involvement and progress in the general curriculum. Each student's IEP team also will, in accordance with IDEA, create an IEP that includes a statement of the special education, related services and supplementary aids and services that will enable the student to be involved in and make progress in the general educational curriculum.

As provided in a student's individualized education program (IEP), students will receive instruction in Braille or the use of Braille. However, the student's IEP team will determine, after an examination of a student's reading and writing skills, needs and appropriate reading and writing media, including an evaluation of the student's future needs for instruction, if the use of Braille is appropriate.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. The Individualized Education Program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

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The purpose of ESY services is not to provide the student with an opportunity to continue to progress toward existing annual goals or to initiate new goals. ESY services are intended to prevent serious regression on existing goals. A student will be eligible for ESY services if, based on available data, the student needs services beyond the regular school day/term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. A student will also be eligible for ESY services if the IEP team predicts regression/recoupment based on evaluation data and numerous factors, referenced below. This determination may be based on consideration of the following factors:

1. The nature and severity of the student's disability.



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2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress, including recoument of established progress after extended breaks from school.
4. The student's behavior and physical needs.
5. Availability of alternative resources.
6. Areas of curriculum that need continuous attention.
7. Particular vocational needs of the student.

If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services.

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP.



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POLICY 6150 – CURRICULUM SERVICES: CURRICULUM SERVICES FOR AT-RISK STUDENTS

(Last approved: 02/24/2020)

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education, among others, as resources for curriculum development for students at-risk.



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POLICY 6180 – CURRICULUM SERVICES: ENGLISH LANGUAGE LEARNERS

(Last approved: 12/14/2020)

DESE and LEAs share an obligation to ensure that their English Language Learner (ELL) programs and activities comply with the civil rights laws and applicable grant requirements. Title VI prohibits recipients of Federal financial assistance, including DESE and LEAs, from discriminating on the basis of race, color, or national origin. Title VI's prohibition on national origin discrimination requires DESE and LEAs to take "affirmative steps" to address language barriers so that ELL students may participate meaningfully in schools' educational programs.

Definitions:

The term "**Limited English Proficient**," (LEP) when used with respect to an individual, means an individual –

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English
(ii) who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - a. the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - b. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c. the opportunity to participate fully in society.

"**English for Speakers of Other Languages**" (ESOL) are programs that teach language skills to students from non-English-speaking backgrounds.

"**English Language Learners**" (ELLs) are speakers of other languages who are in the process of learning English. This abbreviation may be used to indicate LEP students.



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A “**migratory**” child is defined as a child who is, or whose parent or spouse is, a migratory agricultural worker (including migratory dairy workers and migratory fishers). In order to obtain temporary or seasonal employment in agricultural or fishing work during the preceding 36 months (or to accompany a parent or spouse for such purpose), a migratory child is someone:

1. who has moved from one school district to another
2. who has moved from one administrative area to another in a state that is comprised of a single school district
3. who resides in a school district of more than 15,000 square miles and who migrates a distance of 20 miles or more to a temporary residence in order to engage in fishing activities.

The LEA’s coordinator for ELL programs is the Chief Academic Officer.

The Board directs the ELL coordinator to develop and implement language instruction that:

1. Identify English Language Learner (ELL) students through the use of a home language survey OR by including home language questions on the school enrollment form. The same assessment methods must be used on all students. If using an enrollment form, the questions should include at least the following:
 - a. Do you use a language other than English?
 - b. Is a language other than English used at home?

The Building Principal will develop procedures to ensure that all new and currently enrolled students complete the home language survey or an annual enrollment form, as applicable.

2. Assess for English proficiency any student who indicates the use of a language other than English, using a DESE-approved assessment instrument.
3. Determine the appropriate instruction environment for ELL students.

LEAs are responsible for providing an English language instruction educational program that increases the English proficiency and academic performance of all ELL students. The curriculum used must be tied to scientifically based research on teaching ELL students and must have demonstrated effectiveness.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving English for Speakers of Other Languages (ESOL) or bilingual instruction in order to determine their readiness for classrooms not tailored to ELL students.
5. Provide parents with notice of and information regarding the English language instruction educational program as required by law. To the extent practicable, the notice and information should be in a language that the parent can understand. Parental involvement will be encouraged and parents will be regularly apprised of their child’s progress.



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POLICY 6190 – CURRICULUM SERVICES: MISSOURI COURSE ACCESS AND VIRTUAL SCHOOL PROGRAM (MOCAP)

(Last approved: 02/24/2020)

As required by Missouri statute, any student under the age of twenty-one in grades kindergarten through twelve shall be allowed to enroll in Missouri course access and virtual school program courses of his or her choice as part of the student's annual course load each year or a full-time virtual school option.

The school shall pay the costs associated with the course or courses if:

The student is enrolled full-time in and has attended, for at least one semester immediately prior to enrolling in the Missouri course access and virtual school program, a public school except if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the community the previous semester; and

The school approves the student's enrollment in a Missouri course access and virtual school program course or courses. If the school disapproves the student's enrollment, the school shall provide the reason in writing and it shall be for "good cause." The student's family shall be notified they have a right to appeal to the charter school governing body during a governing body meeting. The family of the student shall be given an opportunity to present their reasons for their child or children to enroll in the Missouri course access and virtual school program and the charter school shall provide its "good cause" justification for denial. The family and the charter school shall also provide their reasons in writing and these documents shall be entered into the official minutes of the meeting of the governing body. The charter school governing body shall issue their decision in writing within thirty calendar days and then an appeal may be made to the department of elementary and secondary education. The department of elementary and secondary education shall provide a final enrollment decision within seven calendar days. Good cause shall be defined as "a determination that doing so is not in the best educational interest of the student."

The school shall inform parents of their child's right to participate in the Missouri course access and virtual school program. There shall be information available in the parent handbook, registration documents and on the school's website.

The school shall pay the content provider directly on a pro rata monthly basis based on the student's completion of assignments and assessments. The school shall not pay more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target as defined in RSMo 163.011, as calculated at the end of the most recent school year for any



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single, year-long course and nor more than seven percent of the state adequacy target for any single semester equivalent course.

If a student is a candidate for A+ tuition reimbursement, the school shall attribute no less than ninety-five percent attendance to any such student who has completed a virtual course.

Pursuant to rules to be promulgated by the department of elementary and secondary education, the school shall allow the following:

- If a student transfers into the school while enrolled in a Missouri course access and virtual school program course or full time virtual school, the student shall continue to be enrolled in such course or school.
- When a student transfers into the school, credits previously gained through successful passage of approved courses under the Missouri course access and virtual school program shall be accepted by the school.

The school shall monitor student progress and success, and take into account the department of elementary and secondary education's and provider's recommendations regarding a student's enrollment in the program. The school may terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.

The school shall monitor student progress and success, and course or full-time virtual school quality, and annually provide feedback to the department of elementary and secondary education regarding course quality.



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POLICY 6210 – INSTRUCTION: INSTRUCTIONAL TIME

(Last approved: 02/24/2020)

Instructional Time

The primary focus of Hogan Prep's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.



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POLICY 6220 – INSTRUCTION: STUDENT TEACHERS AND INTERNS

(Last approved: 02/24/2020)

The Board authorizes contractual arrangements to be made for the acceptance for training of student teachers from regularly accredited colleges and universities to the extent that the training of these student teachers will both enhance educational opportunities of the classroom students as well as provide a training opportunity for the student teacher.

Guidelines will be prepared for the direction of staff members in handling the student teacher program. These guidelines will also be written to provide a definite program for the improvement of the student teacher while assigned to Hogan Prep.



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POLICY 6230 – INSTRUCTION: TEXTBOOK SELECTION AND ADOPTION

(Last approved: 02/24/2020)

The Superintendent/designee will appoint a committee of teachers and administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Superintendent. The Superintendent will consider the committee's report and make a recommendation to the Board for final approval.



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POLICY 6231 – INSTRUCTION: TEXTBOOK USAGE - STUDENTS

(Last approved: 02/24/2020)

Textbooks on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments and so that the parents/guardians may see the textbook.

Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed. No student is to be penalized if the book is lost because of factors beyond his/her control.



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POLICY 6240 – INSTRUCTION: INSTRUCTIONAL MATERIALS

(Last approved: 02/24/2020)

The Superintendent/designee shall formulate administrative regulations as necessary to be included in faculty handbooks relative to the purchase and appropriateness of instructional materials. Guidelines relative to guest lecturers or presentations shall be included.



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POLICY 6241 – INSTRUCTION: CHALLENGED MATERIALS

(Last approved: 02/24/2020)

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional and/or media materials to be used by Hogan Prep. While the Board recognizes the right of students to free access to the many different types of books and instructional materials, the Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political, or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in Hogan Prep's educational program consist of various types of print and non-print materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board.



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POLICY 6242 – INSTRUCTION: RELIGIOUS OR CONTROVERSIAL ISSUES

(Last approved: 02/24/2020)

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.



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POLICY 6243 – INSTRUCTION: COPYRIGHTED MATERIALS

(Last approved: 02/24/2020)

It is the intent of the Board to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect Hogan Prep and its employees. Hogan Prep will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard Hogan Prep's copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee (or employees) during the time he/she is paid for production of said materials shall be owned by Hogan Prep, and any civil rights of authorship are forfeited with payment by Hogan Prep for production of materials.



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POLICY 6250 – INSTRUCTION: INSTRUCTION FOR STUDENTS WITH DISABILITIES

(Last approved: 02/24/2020)

It is the policy of Hogan Prep to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who are in need of special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Hogan Prep will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B of the IDEA. For appeal procedures and information as to where to obtain a copy of Hogan Prep's 504 Procedural Safeguards regarding identification, evaluation or educational placement of a student under Section 504, refer to Regulation 2110 - Equal Education Opportunity.

When providing print materials to students with visual impairments, Hogan Prep will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.



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POLICY 6260 – INSTRUCTION: EDUCATIONAL SURROGATE

(Last approved: 02/24/2020)

The Board directs the Administration to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is living within Hogan Prep school boundaries. The Administration is directed to notify the Division of Special Education at the Missouri Department of Elementary and Secondary Education in writing within ten (10) days of the determination that such need exists.



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POLICY 6270 – INSTRUCTION: INSTRUCTION FOR AT-RISK STUDENTS

(Last approved: 02/24/2020)

Hogan Prep shall meet all federal and state requirements for identifying and providing services to educationally at-risk students.

At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.



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POLICY 6273 – INSTRUCTION: INSTRUCTION FOR HOMELESS STUDENTS

(Last approved: 02/24/2020)

The Board is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan for the education of homeless children. (See also Policy 2260 – Admission of Homeless Students)



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POLICY 6274 – INSTRUCTION: INSTRUCTION FOR MIGRANT STUDENTS

(Last approved: 02/24/2020)

The Superintendent will develop appropriate means to identify migrant students and to develop a plan to meet the educational needs of these children. Migrant students will be provided the full range of education and related services provided to other Hogan students. (See also Policy and Regulation 2270 - Admission of Migrant Students.)

The educational plan may consist of the following:

1. Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.
2. Identify any health and social needs and contact the appropriate public agencies for extended services.
3. Provide professional development activities for the teachers and support staff as related to migrant students.
4. Involve the parents in the educational program.



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POLICY 6310 – LIBRARIES, MEDIA AND TECHNOLOGY SERVICES: SCHOOL LIBRARIES

(Last approved: 02/24/2020)

The Board believes that it is the responsibility of Hogan Prep's library/media centers to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support Hogan Prep's curriculum. Selection of and access to library/media materials will be based upon the contribution to the education program and the age

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by Hogan Prep policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

Hogan Prep recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.



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POLICY 6320 – LIBRARIES, MEDIA AND TECHNOLOGY SERVICES: INTERNET USAGE

(Last approved: 02/24/2020)

A. Introduction

It is the policy of Hogan Prep to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all Hogan Prep students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include Internet, cell phones, text messages, chat rooms, email and instant messaging programs. (See also Policy 6116 – State Mandated Curriculum – Human Sexuality).

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of Hogan Prep's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

It shall be the responsibility of all Hogan Prep employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Chief Finance & Accountability Officers and the individual building principals.



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POLICY 6420 – TEST SECURITY POLICY

(Last approved: 06/27/22)

Test Security

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



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Test Administration

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

Test Collection and Storage Following Testing

1. Site Testing Coordinators or building administrators shall collect all answer documents and test booklets from test administrators as soon as possible following the last testing session.
2. Site Testing Coordinators or building administrators shall be responsible for counting test materials, organizing them according to instructions, and storing them in a secured area.



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3. Site Testing Coordinators or building administrators shall prepare all student test booklets, answer sheets, examiner manuals, and other materials for pick-up and delivery to the secured areas. Pick-ups and deliveries will follow the time schedule set forth in the School Testing Calendar.

Sanctions Against Unfair Practices

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

1. Copying, in any way, any part of a standardized test for any reason.
2. Removing a test booklet from a secured area without the permission of the [School personnel title(s)].
3. Failing to return all test booklets (used and unused) following test administration.
4. Directly teaching any test item included on a test (teaching practice test items and approved materials from published teachers guide books for assistance and guidance in teaching testing taking strategies are excluded).
5. Using any test preparation materials that have not been approved by [School personnel title(s)].
6. Indicating to students during testing they have answered one or more items correctly or incorrectly.
7. Giving students clues or answers to questions, allowing students to give each other answers to questions or to copy each other's work.
8. Altering student's answers on standardized test booklets, answer sheets, etc., beyond erasing stray marks or copying answers into undamaged or appropriate test booklets (the latter is usually required for large print and Braille administrations).
9. Altering test administration procedures in any way that violates any agreements with the test publisher.
10. Unduly pressuring or encouraging teachers to engage in any of the aforementioned inappropriate or unfair practices.
11. If a School staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur under the direction of the [School personnel title(s)] and a representative of the Human Resources Department. If allegations



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are proven, the appropriate authorities will be notified, and the individuals involved may be fined or have their teaching certificates revoked by the State Board of Education, depending on the final determination of the gravity of the breach of ethics.

Cellphone/Smart Watch Policy

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

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



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POLICY 6445 – DYSLEXIA SCREENING POLICY

(Last approved: 11/16/20)

This policy addresses Hogan Preparatory Academy's dyslexia screening as mandated by the Department of Elementary and Secondary Education guidelines.

1. Hogan Preparatory Academy shall conduct dyslexia screenings for students in the appropriate year consistent with the Department of Elementary and Secondary Education guidelines.
2. The Governing Board of Hogan Preparatory Academy shall provide reasonable classroom support consistent with the Department of Elementary and Secondary Education guidelines.
3. Hogan Preparatory Academy shall offer all of its teachers two hours of training on dyslexia and related disorders. HPA may seek assistance from the Department of Elementary and Secondary Education in developing and providing such training. Completion of such training shall count as two contact hours of professional development.



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POLICY 6540 – PHYSIOLOGY TEXTBOOK POLICY

(Last approved: 12/14/20)

The Governing Board of Hogan Preparatory Academy adopts the following policy.

Section 1. Physiology Textbook

- 1.1 The school shall use a physiology textbook that contains at least one or more chapters on dental hygiene
- 1.2 The chapter(s) on dental hygiene shall convey the proper knowledge to students on the care, function, and relation of the teeth to general health



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POLICY 6550 – ALTERNATE METHODS OF INSTRUCTION MODEL POLICY

(Last approved: 12/14/20)

The Board of Hogan Prep adopts the following policy on Alternate Methods of Instruction.

Section 1. Alternative Methods of Instruction Plan Approval

Section 1.1. The School shall submit to the department of elementary and secondary education an application requesting approval of an alternative methods of instruction plan.

Section 1.2 The application submitted to the department of elementary and secondary education shall describe:

Section 1.2.1. The manner in which the school intends to strengthen and reinforce instructional content

while supporting student learning outside the classroom environment

Section 1.2.2. The process the school intends to use to communicate to students and parents the decision to implement alternative methods of instruction on any day of a closure

Section 1.2.3. The manner in which the school intends to communicate the purpose and expectations for a day in which alternative methods of instruction will be implemented to students and parents

Section 1.2.4. The assignments and materials to be used within the school for days in which alternative methods of instruction will be implemented to effectively facilitate teaching and support learning for the benefit of the students.

Section 1.2.5. The manner in which student attendance will be determined for a day in which alternative methods of instruction will be implemented. The method chosen shall be linked to completion of lessons and activities.

Section 1.2.6. The instructional methods, which shall include instruction through electronic means and instruction through other means for students who have no access to internet services or a computer.

Section 1.2.7. Instructional plans for students with individualized education programs.

Section 1.2.8. The role and responsibility of certified personnel to be available to communicate



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with students.

Section 2. Alternative Methods of Instruction Plan Implementation

Section 2.1. If school is closed due to exceptional or emergency circumstances, the school may use its Alternative Methods of Instruction Plan for up to thirty-six hours in a school year.

Section 2.2. The school shall notify students and parents on each day of the closure whether the alternative methods of instruction plan is to be implemented for that day. If the plan is to be implemented on any day of the closure, the school shall ensure that each student receives assignments for that day in hard copy form or receives instruction through virtual learning or another method of instruction.



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POLICY 6560 – PERSONAL PLAN OF STUDY POLICY

(Last approved: 12/14/20)

The Governing Board of Hogan Preparatory Academy adopts the following policy regarding the development of student personal plans of study.

Section 1. Personal Plan of Study

Section 1.1. Each student in the school, prior to his or her ninth grade year may develop with help from the school's guidance counselors a personal plan of student, which shall be reviewed regularly, as needed by school personnel and the student's parents or guardian and updated based upon the needs of the student.

Section 1.2. A personal plan of study shall present a sequence of courses and experiences that conclude with the student reaching his or her postsecondary goals, with implementation of the plan of study transferring to the program of postsecondary education or training upon the student's high school graduation.

Section 1.3. A student's person plan of study shall include, but not be limited to the following information:

1. Requirements for graduation from the school district or charter school;
2. Career or postsecondary goals;
3. Coursework or program of study related to career and postsecondary goals, which shall include, if relevant, opportunities that the district or school may not directly offer;
4. Grade-appropriate and career-related experiences, as outlined in the grade-level expectations of the Missouri comprehensive guidance program;
and
5. Student assessments, interest inventories, or academic results needed to develop, review, and revise the personal plan of study, which shall include, if relevant, assessments, inventories, or academic results that the school district or charter school may not offer.

Section 2. Waiver for Students with IEPs

Section 2.1. The school shall waive the requirements of this Policy for any student with a disability if recommended by the student's IEP committee.