

**Charter School Contract
Between
Hogan Preparatory Academy
and
University of Central Missouri**

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Charter School Contract

between

Hogan Preparatory Academy
A public charter school in Kansas City, MO

and

University of Central Missouri

Original charter: 5 year term
1999 - 2004

Approved February 17, 1999

Charter extended to June 30, 2005
Approved December 12, 2003

Renewed and revised charter agreement: 5 year term
July 1, 2005 – June 30, 2010
Approved April 20, 2004

Renewed and revised charter agreement: 10 year term
July 1, 2010 – June 30, 2020
Approved October 29, 2009
Enclosed contract signed June 24, 2010

Original Copy 1 to the University of Central Missouri

Departments of Career and Technology Education, Educational Foundations and Literacy,
Educational Leadership and Human Development, and Elementary and Early Childhood Education

Equal Education and Employment Opportunity

CHARTER SCHOOL CONTRACT

This Charter School Contract (hereinafter referred to as Agreement or Charter School Contract) entered into this 27th day of June, 2010 (and for the Term specified in Section 3.1) by and between the UNIVERSITY of CENTRAL MISSOURI, (hereinafter referred to as UCM and HOGAN PREPARATORY ACADEMY (hereinafter referred to as Hogan Prep), a Missouri nonprofit corporation incorporated pursuant to Chapter 355, RSMo. Both UCM and Charter School are also referred to herein individually as "Party" or collectively as "Parties."

WHEREAS, the Missouri General Assembly has enacted statutes authorizing the establishment of independent, publicly supported schools known as Charter Schools;

WHEREAS, those statutes, Sections 160.400-160.420, RSMo., as amended, specify the method for establishing such charter schools and the requirements which must be met by such charter schools;

WHEREAS, UCM is authorized by those statutes to serve as a sponsor of such charter schools, in accordance with the provisions of such statutes, as it may, in its discretion, determine to be appropriate;

WHEREAS, Hogan Prep is a nonprofit corporation, organized under Chapter 355, RSMo.;

WHEREAS, the Parties intend that this Charter serve as a contract that governs the operation of Hogan Prep;

WHEREAS, UCM has adopted Charter School Policies and Procedures, Board of Governors Policy Manual, 3.1.070 dated December 14, 2001 and as may be amended from time to time;

WHEREAS, Hogan Prep, has been sponsored by UCM for an initial term and both Parties have mutually agreed to UCM's sponsorship for a third term;

NOW, THEREFORE, in consideration of the above premises and the individual and mutual covenants contained herein, the Parties hereto agree as follows:

ARTICLE I—STATUS OF THE PARTIES

Section 1.1. Hogan Prep is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo. is currently in good standing with the State of Missouri; and shall, throughout the term of this Charter School Contract, remain in good standing.

Section 1.2. Hogan Prep is not a part of UCM and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of UCM; has selected the method for election of officers specified in Section 355.326, RSMo. based on the class of

corporation selected; currently has a Governing Board, none of which is an employee of UCM; and agrees that, throughout the term of this Charter School Contract, none of the members of Hogan Prep's Governing Board shall be employees of UCM. Meetings of Hogan Prep's Governing Board Members shall be subject to the provisions of Sections 610.010-610.030, RSMo., commonly known as the Missouri Sunshine Law.

Section 1.3. UCM is a public institution of higher education established through the laws of the State of Missouri Chapter 174 and supplemented by Chapter 172, RSMo. In agreeing to sponsor Hogan Prep, a public charter school, and in agreeing to the terms and conditions stated herein, UCM is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400-160.420, RSMo., as amended. Nothing contained in this Charter School Contract shall be deemed to be a waiver of UCM's autonomy, powers or immunities.

Section 1.4. Hogan Prep acknowledges that UCM's obligations and responsibilities as the sponsor of Hogan Prep is limited to those obligations and responsibilities set forth herein; or as otherwise separately agreed to in writing by authorized individuals, that neither it nor its Governing Board Members, officers or employees have authority to act as an agent for UCM or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on UCM or which otherwise bind UCM in any manner whatsoever; that by agreeing to be the sponsor of Hogan Prep, UCM does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of Hogan Prep; and further acknowledges that this Charter School Contract is not intended to be for the benefit of any third party including, but not limited to, any director, employee, agent, parent, guardian, student, or independent contractor of Hogan Prep.

Section 1.5. The Parties hereto agree that nothing contained herein is intended nor shall it be deemed to constitute a waiver of any privileges or immunities to which UCM is otherwise entitled under the law and, in addition thereto, the Parties acknowledge that Section 160.400.7, RSMo. provides that as sponsor of Hogan Prep, UCM and its agents and employees are not liable for any acts or omissions of Hogan Prep, including acts or omissions relating to the charter submitted by Hogan Prep, the operation of Hogan Prep and the performance of Hogan Prep.

Section 1.6. Members of the Hogan Prep Governing Board are considered decision making public servants, as defined by Section 160.400.12, RSMo. Hogan Prep's Governing Board Members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. Hogan Prep agrees that on or before the first day of each fiscal year of this contract, Hogan Prep shall provide UCM a current list of Board Members and officers including their business addresses. Hogan Prep shall provide UCM immediate notice of any change in the composition of Hogan Prep's Governing Board Members or officers including the name and business address of any new directors and officers. Hogan Prep agrees that criminal background checks and child abuse registry checks shall be conducted for each member of the Governing Board of Hogan Prep prior to membership on the Board. The Department of Elementary and Secondary Education (DESE) procedures specified for conducting criminal background checks and child abuse registry checks (hereinafter referred to as background checks) shall be used for

new Governing Board Members. Hogan Prep further agrees that no member of the Board or person employed or otherwise associated with Hogan Prep who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Hogan Prep funds unless approved in writing by UCM.

Section 1.7. The Parties acknowledge and agree that Hogan Prep has requested Local Education Agency status; and that this status has been approved by UCM and recognized by DESE.

Section 1.8. Parties acknowledge that Hogan Prep is exempt from all laws and rules that relate to schools, governing boards, and school districts, except as provided in Sections 160.400-160.420, RSMo.

ARTICLE II—REQUIREMENTS BASED ON STATUTES

Section 2.0. Parties acknowledge that changes may be made in statutes which alter or amend the responsibilities and obligations of either Hogan Prep or UCM. Whatever changes are made in the law will take effect as prescribed in Section 6.4. of this agreement. In the event of changes in the law which are detrimental to either Party, either Party may terminate this Charter School Contract.

Section 2.1. Hogan Prep shall give a copy of its application to the School Board in the school district in which Hogan Prep is located, as required by the provisions of Section 160.405.1, RSMo.

Section 2.2. Since the Parties agree to a third term, Parties understand that the following current documents are attached and will be incorporated as a part of this Charter School Contract, these documents are required by Sections 160.400-160.420, RSMo. and amendments thereto, and/or by UCM, as the sponsoring entity:

A. A mission statement for Hogan Prep;

B. A description of Hogan Prep's organizational structure, method of selecting officers pursuant to Section 355.326, RSMo., the bylaws of the Governing Body of Hogan Prep, which shall be responsible for the policy and operational decisions of Hogan Prep; pursuant to Section 160.400.12, RSMo., eligibility of members to serve on the governing body, and commitment to adhere to Chapter 105, RSMo. and Missouri Constitution Article VII, Sec. 6;

C. A financial plan for the next three (3) years of operation of Hogan Prep including provisions for annual audits, to be updated annually throughout the term of this Charter School Contract as a part of the detailed budget for the ensuing academic year;

D. A copy of Hogan Prep's policies, including securing personnel services, its personnel policies, personnel qualifications, and professional development plan for the next three (3) years of operation of Hogan Prep;

E. A description of the grades or ages of students to be served by Hogan Prep, including maximum school enrollment, pupil/teacher ratios, and attendance policies;

F. Hogan Prep's calendar of operation for the first year of operation under this contract which shall include at least the equivalent of a full school term as defined in Section 160.011, RSMo. as amended;

G. A copy of the academic accountability plan designed to measure the effectiveness of Hogan Prep, as required in Section 2.7 of this Agreement and specified in Section 160.405, RSMo.;

H. A description of how Hogan Prep will address admission and enrollment, as specified in Section 2.12 and, if Hogan Prep is oriented to high-risk students and to the re-entry of dropouts, then this description also will address how the mission, curriculum, teaching methods, and services support this designation, as prescribed in Section 160.405.2(4), RSMo.;

I. A copy of the comprehensive program of instruction required in Section 2.6 below;

J. A description of parental, professional educator and community involvement in Hogan Prep governance and operations;

K. A Monitoring Plan outlining UCM's scheduled and ongoing oversight activities pursuant to RSMo. Sections 160.400 et seq; and

L. DESE Charter School Application Form with statutory compliance sections completed.

Section 2.3. Hogan Prep shall be nonsectarian in its programs, its admission policies, its employment practices and all other aspects of its operations.

Section 2.4. Hogan Prep shall comply with all laws and regulations of the state relating to health, safety and minimum educational standards.

Section 2.5. Hogan Prep shall be financially accountable, use practices consistent with the Missouri financial accounting manual, take commercially prudent precautions in the deposit and investment of all funds, provide for an annual audit by a certified public accountant, maintain a surety bond or equivalent on the chief financial officer of Hogan Prep in an amount determined by UCM to be adequate based on the cash flow of Hogan Prep and provide liability insurance to indemnify Hogan Prep, its Governing Board, its staff and its teachers against tort

claims; provide to UCM within sixty (60) days a corrective action, to be approved by UCM, that addresses material internal control deficiencies identified in any annual audit; and provide to UCM all financial documents relevant to each annual audit .

Section 2.6. Hogan Prep shall provide to UCM for approval a comprehensive program of instruction for the grade level(s) and age(s) specified in its application/renewal and, at the request of UCM, will submit notice to UCM of annual revisions throughout the term of this Charter School Contract.

Section 2.7. Hogan Prep shall attach a student academic accountability plan approved by UCM that will measure pupil progress on a specified timeframe toward the pupil academic standards adopted by the State Board of Education pursuant to the provisions of Section 160.514, RSMo. and Hogan Prep agrees to submit annual revisions and progress reports to UCM for approval.

Section 2.8. Hogan Prep shall collect data during the term of this Charter School Contract for the purpose of determining how Hogan Prep is performing; and, to the extent applicable, participate in the statewide system of assessments comprised of the essential skills tests and the nationally standardized norm referenced achievement tests, as designated by UCM and the Missouri State Board of Education pursuant to the provisions of Section 160.518, RSMo.

Section 2.9. Hogan Prep shall make available for public inspection and provide upon request: Charter School Contract and Hogan Prep's most recent annual report card as prescribed in Section 160.522, RSMo. Hogan Prep shall certify to UCM that Background Checks as required by law have been completed and the same revealed no basis for non-employment and other association of the individual with Hogan Prep and further certify all obligations of Hogan Prep under Section 1.6. of this Agreement.

Section 2.10. Hogan Prep shall report to UCM, to the Governing Board of the district in which the proposed Hogan Prep is to be located and to the Missouri State Board of Education as to Hogan Prep's teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to the provisions of Section 160.410.4, RSMo.

Section 2.11. Hogan Prep shall assure that the needs of special education children are met in compliance with applicable federal and state laws and regulations and in compliance with Section 160.415, RSMo.

Section 2.12. Hogan Prep shall enroll all pupils resident in the school district in which it operates and who apply for admission. If capacity is insufficient to enroll all pupils who submit a timely application, Hogan Prep shall have an admissions process that assures all applicants of an equal chance of gaining admission except as follows:

A. Hogan Prep may establish a geographical area around Hogan Prep whose residents will receive a preference for enrolling in Hogan Prep; provided, however, that such preferences do not result in the establishment of racially or socio-economically isolated

charter schools and provided further that such preferences conform to policies and guidelines established by the Missouri State Board of Education; and

B. Hogan Prep may also give a preference for admission of children whose siblings attend Hogan Prep or whose parents are employed at Hogan Prep.

Section 2.13. Hogan Prep shall not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within the grade level(s) and age(s) specified in its application.

Section 2.14. Hogan Prep shall comply with Section 160.405(2), RSMo., including requirements relating to school discipline.

Section 2.15. Clearance of Background Checks shall occur before the employment of any employee pursuant to the provisions of Section 160.420.2, RSMo. DESE procedures specified for conducting Background Checks shall be used for new Hogan Prep employees prior to hiring.

Section 2.16. Hogan Prep shall provide assurance of compliance by Governing Board Members with Sections 105.450, 105.483, 105.485, 105.489, RSMo.

Section 2.17. Hogan Prep shall comply with laws, regulations and ordinances of the state, county, and city, if required by Charter School Law, and specifically Sections 160.400-160.420, RSMo.

Section 2.18. In addition to complying with the terms and conditions expressly provided in this Charter School Contract, Hogan Prep shall comply with all provisions of Sections 160.400-160.420, RSMo.

ARTICLE III—TERM OF THE CHARTER SCHOOL CONTRACT

Section 3.1. The term of this Charter School Contract shall be for ten years from the 1st day of July, 2010 to the 30th day of June, 2020, unless terminated prior to that time in accordance with the provisions of Article V below.

ARTICLE IV—NOTIFICATION

Section 4.1. Hogan Prep shall notify UCM within ten (10) days of any circumstance requiring the closure of Hogan Prep, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.

Section 4.2. Hogan Prep shall within ten (10) days notify UCM of the arrest of any members of Hogan Prep's Governing Board or Hogan Prep employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft.

Section 4.3. Complaints or concerns received by UCM about Hogan Prep or its operation, including but not limited to complaints filed with the Office for Civil Rights, Department of Fair Employment and Housing, Equal Employment Opportunity Commission, and Division of Family Services shall be forwarded within ten (10) days by UCM to Hogan Prep.

Section 4.4. Complaints or concerns received by Hogan Prep, including but not limited to complaints filed with the Office for Civil Rights, Department of Fair Employment and Housing, Equal Employment Opportunity Commission, and Division of Family Services shall be forwarded within ten (10) days by Hogan Prep to UCM.

Section 4.5. Hogan Prep shall notify UCM within ten (10) days of any requested change in its corporate status with the Missouri Secretary of State's Office.

Section 4.6. Hogan Prep shall notify UCM within ten (10) days of a default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more.

ARTICLE V—TERMINATION OF CHARTER SCHOOL CONTRACT

Section 5.1. UCM may terminate this Charter School Contract at any time if Hogan Prep commits a serious breach of one or more provisions of this Charter School Contract or on any of the following grounds:

- A. Failure to meet academic performance standards as set forth in this Charter School Contract or as reasonably required of Hogan Prep in writing by UCM from time to time during the term of this Charter School Contract;
- B. Failure to meet generally accepted standards of fiscal management;
- C. Violation of applicable federal or state laws;
- D. A change in the provisions of statutes which alters or amends the responsibilities and obligations of either Hogan Prep or UCM and the Parties hereto are unable to agree upon amendments to this Charter School Contract necessary to conform its terms and conditions to said statutory amendments;
- E. Insufficient enrollment to successfully operate or if Hogan Prep has lost more than fifty percent (50%) of capacity, as described in Attachment E;
- F. Hogan Prep is insolvent, has been adjudged bankrupt without regard to bankruptcy laws to the contrary, or has operated for two or more school fiscal years with a fund balance deficit;
- G. Hogan Prep's Governing Board, directors, officers, employees or agents have provided false or misleading information or documentation to UCM in connection with the issuance of this Agreement or Hogan Prep's reporting requirements under this Agreement or applicable law; and

H. Hogan Prep has failed to provide information necessary to confirm compliance with all provisions of this Charter School Contract and Sections 160.400-160.420 and 167.349, RSMo., within forty-five (45) days following receipt of written notice requesting such information, or violation of law.

Section 5.2. In lieu of such termination referred to in Section 5.1 above, UCM may, at its discretion, place Hogan Prep on probationary status to allow an opportunity for Hogan Prep to implement a remedial plan approved by UCM to correct performance deficiencies described in writing by UCM, after which, if those performance deficiencies are not corrected to the satisfaction of UCM, UCM may elect to terminate this Charter School Contract.

Section 5.3. At least sixty (60) days prior to terminating this Charter School Contract in accordance with the provisions of Article V hereof, UCM shall notify Hogan Prep's Governing Board, in writing, of the proposed action and the reasons therefore. Hogan Prep's Governing Board may request a hearing prior to such termination by requesting such a hearing within fourteen (14) calendar days after receipt of such notice from UCM.

Section 5.4. If Hogan Prep's Governing Board makes a timely written request for such a hearing, the hearing shall be conducted in accordance with administrative hearing procedures established by UCM Board of Governors Policy 3.1.070. Final decisions of UCM to terminate this Charter School Contract prior to the end of the term thereof shall be subject to judicial review pursuant to the provisions of Chapter 536, RSMo. and Section 160.405.7(4), RSMo.

Section 5.5. Except as provided in Section 5.6. below, no termination of this Charter School Contract by UCM shall be effective until the conclusion of the school year in which such decision to terminate is made by UCM.

Section 5.6. If UCM determines that continued operation of Hogan Prep presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which UCM renders its final decision to terminate.

ARTICLE VI –AMENDMENTS

Section 6.1. Process for Amendment Initiated by Hogan Prep. Hogan Prep, by a majority vote of its Governing Board, may, at any time, propose specific changes in this Agreement or may propose a meeting to discuss potential revision of this Agreement. The proposal will be made to UCM through its Director of Midwest Center for Charter Schools and Urban Education. The proposal shall be reviewed by the Dean of the College of Education who shall make a recommendation to the UCM Board of Governors. The UCM Board of Governors shall consider the Dean's recommendation and vote upon a change proposed by the Charter School, provided, if the recommendation is negative, the vote shall be following an opportunity for a presentation to the Board of Governors by Hogan Prep, as well as one by the UCM Director of Midwest Center for Charter Schools and Urban Education.

Section 6.2. Process for Amendment Initiated by UCM. UCM Board of Governors, or its authorized designee may, at any time, propose specific changes in this Agreement or may propose a meeting to discuss potential revision of this Charter School Contract. UCM delegates to the UCM Dean of the College of Education the review and negotiation of changes or amendments to this Agreement. Hogan Prep Governing Board may delegate to an officer of Hogan Prep the review and negotiation of changes or amendments to this Agreement. The Agreement shall be amended as requested by UCM Dean of the College of Education upon approval of the UCM Board of Governors and upon a majority vote of Hogan Prep Governing Board.

Section 6.3. Final Approval of Amendments. Amendments to this Agreement take effect only after they have been approved by the Governing Board of Hogan Prep and by UCM Board of Governors.

Section 6.4. Change in Existing Law. If, after the effective date of this Agreement, there is a change in applicable law that alters or amends the responsibilities and obligations of Hogan Prep or UCM, this Agreement shall be altered or amended to reflect the change in existing law as of the effective date of such change. The responsibilities and obligations of Hogan Prep and UCM shall conform to and be carried out in accordance with the change in applicable law unless either party elects to terminate the Agreement under Section 2.0.

ARTICLE VII—FUNDING SOURCES, TUITION AND FEES

Section 7.1. As a charter school, Hogan Prep shall be eligible to receive state school aid and other funding to the extent provided in Section 160.415, RSMo. and shall comply with all provisions of law set forth therein and all provisions of law incorporated by reference therein.

Section 7.2. Hogan Prep may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.

Section 7.3. The expenses associated with sponsorship of charter schools shall be defrayed by DESE retaining the lesser of (a) one and five-tenths percent of the amount of state and local funding allocated to Hogan Prep or (b) \$125,000 adjusted for inflation (by DESE) and remitting the retained funds to UCM, in accordance with Section 160.400, RSMo.

ARTICLE VIII—AUTHORIZATION FOR EMPLOYMENT OF PERSONNEL

Section 8.1. As a charter school, Hogan Prep may employ non-certificated instructional personnel; provided, however, that no more than twenty percent (20%) of the full-time equivalent instructional staff positions at Hogan Prep are filled by non-certificated personnel and provided further that all non-certificated instructional personnel shall be supervised by certificated instructional personnel. All noncertified instructional personnel shall be supervised by certificated instructional personnel and an annual supervisory plan shall be maintained in the personnel file for each non-certificated personnel.

Section 8.2. Hogan Prep shall ensure that all instructional employees of Hogan Prep have experience, training and skills appropriate to the instructional duties of the employee, and shall ensure that a criminal background check and child abuse registry check are conducted for each employee of Hogan Prep prior to the hiring of the employee. DESE procedures specified for conducting Background Checks shall be used for new Hogan Prep employees prior to hiring of the employee. Hogan Prep may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the State of Missouri Board of Education. Appropriate experience, training and skills of non-certificated instructional personnel shall be determined by considering the following:

- A. Teaching certificates issued by another state or country;
- B. Certification by the National Standards Board;
- C. College degrees in the appropriate field;
- D. Evidence of technical training and competence when such is appropriate; and
- E. Level of supervision and coordination with certificated instructional staff.

Section 8.3. Hogan Prep shall notify UCM within ten (10) days of the arrest and/or conviction of any members of Hogan Prep's Governing Board or Hogan Prep employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft and no member of the Governing Board or person employed or otherwise associated with Hogan Prep who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Hogan Prep funds unless approved in writing by UCM.

Section 8.4. Pursuant to Section 160.420.3, RSMo. personnel employed by Hogan Prep shall participate in the retirement system of the Kansas City, Missouri School District.

ARTICLE IX—INDEMNIFICATION, COVENANT NOT TO SUE AND INSURANCE

Section 9.1. Hogan Prep agrees to indemnify and hold UCM, its Board of Governors and members thereof, its officers, employees and agents harmless from all claims, demands and liability, including attorney fees and related costs, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with Hogan Prep's operations or which are incurred as a result of the reliance of UCM upon the accuracy of information provided to it by Hogan Prep. Hogan Prep hereby covenants not to sue UCM or any of its Governors, officers, employees, agents or representatives for any matters that arise under this Charter School Contract unless the Hogan Prep's claim is based upon UCM's serious breach of this Charter School Contract or the gross negligence or willful misconduct of UCM or any of its Governors, officers, employees, agents or representatives (but only as such gross negligence or willful misconduct pertains to this

Charter School Contract). UCM does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of Hogan Prep, and no such person shall have the right or standing to bring suit against UCM or any of its Governors, employees, agents or independent contractors as a result of the issuing, overseeing, placing on probationary status, terminating or revoking of this Charter School Contract.

Section 9.2. Insurance. In addition to the obligations imposed in the preceding section, Hogan Prep agrees that the insurance required by the provisions of Section 160.405.5(4), RSMo. and Section 2.5 of this Charter School Contract shall name UCM Board of Governors and its officers, employees, and agents as additional named insured for any covered loss of any kind whatsoever which they or any of them legally may be required to pay and which arise out of or are in any manner connected with Hogan Prep's operations or which are incurred as a result of the reliance of UCM upon the accuracy of information provided to it by Hogan Prep.

ARTICLE X—RESERVATION OF RIGHT TO MONITOR PERFORMANCE

Section 10.1. Notwithstanding its approval of Hogan Prep's application to operate a charter school, UCM reserves the right throughout the term of this Charter School Contract to monitor Hogan Prep's performance of its obligations under applicable laws and under this Charter School Contract, its management and its operations. Such monitoring may include all relevant aspects of Hogan Prep's performance, management and operations. The Parties acknowledge and agree that UCM may, at its discretion, conduct announced or unannounced site visits consistent with its oversight authority. Such site visits may include any activities reasonably related to fulfillment of UCM's oversight responsibilities including, but not limited to, inspection of the facilities; inspection of records maintained by Hogan Prep; interviews and observations of its principal/director, Governing Board, staff, school families, and community members; and/or observation of classroom instruction.

Section 10.2. The Parties acknowledge and agree that Hogan Prep shall timely provide to UCM any reports necessary and reasonably required for UCM to meet its oversight and reporting obligations, pursuant to Section 160.405.8, RSMo.

Section 10.3. UCM and Hogan Prep Governing Board and staff of Hogan Prep shall from time to time, but no less frequently than once every two (2) years, jointly review Hogan Prep's performance, management and operations.

Section 10.4. UCM did not ask for nor receive from Hogan Prep any fee of any type for its consideration of the proposed charter submitted by Hogan Prep. UCM has not imposed as a condition for its consideration of the proposed charter a promise of future payment of any kind by Hogan Prep.

ARTICLE XI—FACILITIES

Section 11.1. Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment.

Section 11.2. All Facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to charter schools.

Section 11.3. Hogan Prep's relocation to different Facilities shall constitute a material change to this Charter School Contract and shall be subject to the conditions as well as those listed in Article VI of this contract:

- A. Notification to the UCM;
- B. Submission of a valid Certificate of Occupancy or Temporary Certificate of Occupancy for the new Facilities at least thirty (30) days prior to the first day of occupancy;
- C. Evidence that the Facilities meet applicable health, safety and fire code requirements; and
- D. Evidence that the Facilities are of sufficient size to safely house anticipated enrollment.

ARTICLE XII—GENERAL TERMS AND CONDITIONS

Section 12.1. Assignment. This Charter School Contract is not assignable by Hogan Prep without the prior written consent of the President of UCM.

Section 12.2. Successors and Permitted Assigns. The terms and conditions of this Charter School Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

Section 12.3. Entire Contract. This Charter School Contract sets forth the entire agreement between UCM and Hogan Prep with respect to the subject matter of this Charter School Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter School Contract.

Section 12.4. Amendments. None of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned, except by written agreement of the Parties, executed by authorized representatives of the Parties.

Section 12.5. Other Contracts. Nothing contained in this Charter School Contract or in the provisions of Sections 160.400-160.420, RSMo. requires or prohibits the Parties from entering into separate contracts related to Hogan Prep's need to procure professional services from UCM or its faculty and staff including, but not limited to, sponsored research contracts, consulting contracts, etc. If the Parties desire to enter into such separate contracts, they will be in writing and shall set forth the terms and conditions thereof including the consideration to be paid therefore.

Section 12.6. Severability. If any provision of this Charter School Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity or enforceability of the remainder of the provision or the remaining provisions of this Charter School Contract.

Section 12.7. Non-Waiver. No term or provision of this Charter School Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default of the other, whether expressed or implied, shall constitute a consent to, or waiver of, or excuse for any different or subsequent breach or default.

Section 12.8. Governing Law and Venue. This Charter School Contract shall be governed and controlled by the laws of the State of Missouri as to interpretation, enforcement, validity, construction and effect, and in all other respects. This Charter School Contract shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the Charter School Contract. Venue for all actions and proceedings shall be in Warrensburg, Johnson County, Missouri.

Section 12.9. Counterparts. This Charter School Contract shall be executed in one or more counterparts and all such counterparts shall constitute one and the same instrument.

Section 12.10. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon the date of actual delivery, if delivery is by hand; or (ii) upon the date of actual delivery, if delivery is by first class mail, postage prepaid; or (iii) upon electronic confirmation of receipt, if delivery is by facsimile transmission. Each such notice shall be sent to the respective Party at the address or facsimile number indicated below:

To UCM:

Michael Wright, Dean
University of Central Missouri
2250 Lovinger Hall,
Warrensburg, MO 64093
Fax No.: (660) 543-4167

To Hogan Prep:

Danny Tipton, Principal
Hogan Preparatory Academy
1221 E. Meyer Blvd.
Kansas City, MO 64131
Fax No.: (816) 363-0473

IN WITNESS WHEREOF, the Parties hereto have executed this Charter School Contract and /or authorized same to be executed by their duly authorized representatives as of the date shown beside their respective signatures.

University of Central Missouri

By Richard Phillips

Date 6-24-10

Richard Phillips, President
UCM Board of Governors

Hogan Prep

By Donna Calvin

Date 6/23/10

Donna Calvin, President
HPA Board of Directors

List of Attachments as presented in Section 2.2.

The following current documents are attached and incorporated as a part of this Charter School Contract. These documents are required by Sections 160.400-160.420, RSMo. and amendments thereto, or by the University of Central Missouri, as the sponsoring entity.

<u>Attachment</u>	<u>Title</u>
Attachment A	Mission Statement
Attachment B	Organizational Structure and By-Laws
Attachment C	Financial Plan
Attachment D	Charter School Board Policies
Attachment E	Grade Levels, School Capacity, and Attendance Policies
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ARTICLE II
SECTION 2.2

A. Mission Statement

Hogan Preparatory Academy is a comprehensive four-year high school located at 1221 E. Meyer Blvd., Kansas City, MO 64131.

The mission of Hogan Preparatory Academy is to provide a high quality, individualized, values-based college preparatory education for a diverse student population with goals of personal achievement, academic success and commitment to the community.

Hogan Preparatory Academy has a long history of contributing to the educational community serving Kansas City, Missouri. As a public charter school, Hogan Preparatory Academy continues to strive to produce students well prepared for the challenges in post secondary education.

Hogan Preparatory Academy specifically affirms that as a public entity, our obligation will be to all children. As a school and as a unique and independent educational community we pledge that we will work with students, parents, teachers and the entire community to meet the needs of all students seeking a college preparatory education.

Academic Design

Hogan Preparatory offers a comprehensive, college preparatory curriculum to its students. Students and faculty are organized into grade level teams. All students are enrolled in a Core Academic Program that includes thematic units designed by faculty teams, as well as vertical, departmental teams.

Students take classes in eight classes of traditional scheduling. Hogan offers 11 Advanced Placement (AP) classes as well as an AP Lab for those students that are taking multiple AP classes. Some of the AP classes are double blocked to enable teachers to complete complex assignments and allows students to work through multi-layered lessons including comprehensive assessment.

Hogan Preparatory Academy is accredited by North Central Association (NCA) and meets education standards and graduation requirements established by the State of Missouri.

ARTICLE II
SECTION 2.2

B. Organizational Structure and By-Laws

Hogan Preparatory Academy is under the control of a Board of Directors. The Board operates under the terms and conditions established in the Bylaws of Hogan Preparatory Academy.

The administration of Hogan Preparatory Academy operates using the Business Manager/Principal model. The Principal is responsible for providing advice and assistance to the Board, the Chairman and other officers, and the committees, and shall be responsible for implementing all academic operations of the Academy, including teacher staffing, curriculum, faculty development, student achievement, certification and records administration.

The Business Manager is responsible for the financial, non-academic operations of the Academy, including operation and maintenance of the physical plant, financial stability, legal compliance, community relations, program grants, and sponsorship/partnership with the institutions vital to the health and success of the Academy.

Teacher, parent, and student input are vital to the tactical operation of the Academy. There are both teacher and parent representatives to the Board of Directors (non-voting). In addition, Hogan Preparatory Academy holds regular meetings of the Parent, Teacher, Student Association (PTSA) to inform them of progress and issues, currently facing the school.

BYLAWS OF
HOGAN PREPARATORY ACADEMY

Article I

Section 1: Name

The name of the corporation shall be Hogan Preparatory Academy and shall be referred to herein as the Academy.

Section 2: Principal Office

The principal office of this corporation is hereby fixed and located at 1221 E Meyer Boulevard, Kansas City, Missouri. The Board of Directors is hereby granted full power and authority to change the principal office from one location to another in the State of Missouri.

Article II

BOARD OF DIRECTORS

Section 1: Number and Categories of Directors

The Board of Directors shall consist of a minimum of three (3) and up to fifteen (15) directors.

No parent, guardian or custodian of a currently enrolled Academy student may serve as a voting director.

Section 2: Election and Term of Office

a) Directors

Election of new directors or election of current directors to an additional term will occur as the first item of business at the annual meeting of the corporation. In addition, the Board may at any time elect new Directors by a majority vote at any regular or special meeting of the Board called for such purpose. Directors will be elected by a majority vote of the current directors.

All Board members shall serve three year terms, but are eligible for re-election.

Section 3: Powers and Responsibilities

Subject to and within the limitations of the laws of Missouri, the Academy's Articles of Incorporation, as amended from time to time, and these Bylaws, the Board:

a) shall supervise, control and direct the handling of the affairs, assets and property of the Academy;

b) shall determine, fix and carry out the purposes of the Academy;

c) shall have absolute discretion in the disbursement of the funds and in the sale, transfer, leasing, use and management of the assets and property of the Academy;

d) shall have the power to adopt, and from time to time to change, such rules and regulations for the use of the property and the conduct of the affairs and activities of the Academy;

e) shall appoint, as it deems necessary, persons to act as advisors in determining the policies and formulating programs for carrying out the Academy's purposes;

f) shall have the power to employ and release such persons as it deems necessary, who shall serve at the discretion of the Board, including the ability to pay reasonable compensation for service performed and reasonable reimbursement of expenses incurred;

g) shall have the power to pay reasonable compensation for services and reimbursement of reasonable expenses of all attorneys, agents, consultants and assistants, whether or not such attorneys, agents, consultants or assistants are also directors of the Academy and reimbursement of reasonable expenses of officers and directors;

h) shall have the power to delegate to officers, agents and committees of the Academy the powers to transact the business and carry out the functions of the Academy;

i) may employ a Business Manager and Principal for the Academy who shall serve at the discretion of the Board of Directors;

j) shall provide an annual budget for the necessary staff to operate and maintain the property of the Academy;

k) shall have the power to amend the Articles of Incorporation from time to time; and

l) may exercise all such powers of the Academy and do all such acts and things as are not prohibited by law, the Articles of Incorporation or these Bylaws.

Section 4: Vacancy

Any vacancy in the office of director occasioned by death, resignation, removal or otherwise shall be filled by the Board from a slate proposed by the Board Development Committee and the person elected to fill such vacancy shall serve for the unexpired term of his/her predecessor.

Section 5: Removal

Any director may be removed from his/her position as director, with or without cause, and with notice to such director, by a majority vote of the Board of Directors. Any director not attending three consecutive meetings without presenting sufficient reason for his/her absence to the Board on or before the day of each such meeting, shall be deemed to have resigned as a director effective as of the conclusion of the third meeting, unless a majority of the total membership of the Board of Directors votes at the next meeting of the directors at which a quorum is present, to reinstate such person as a director.

Section 6: Meetings

Meetings of the directors shall be held at the principal office of the Academy unless some other place shall be stated in the notice of the meeting or in a duly executed waiver thereof. All meetings of the Board of Directors shall be held in strict conformity with this Bylaw and sections 610.010 to 610.030, RSMo, the open meetings law.

a) Notice

Notice of all Board meetings shall comply with the provisions of sections 610.010 to 610.030, RSMo, the open meetings law.

b) Annual Meeting

An annual meeting of directors shall be held each year. The annual meeting of the Board shall be held for the purpose of electing directors, electing officers, presenting the annual financial report for the fiscal year just ended and transacting such other business as may properly come before the meeting. Notice of the annual meeting shall contain the names of those proposed for the Board and the slate of proposed officers and directors.

c) Special Meetings

Special meetings of the Board of Directors may be called by or at the request of the President or any four (4) directors, or as may be provided by law or the Articles of Incorporation. Notice of the call of the Special Meeting may be oral or in writing and delivered to each director not later than during the third day immediately preceding the day for which the meeting is called. Such notice shall state the date, time, place and purpose for which such meeting is called.

d) Regular Meetings

By resolution, the directors shall establish at least three (3) regularly scheduled meetings in addition to the annual meetings of the Board of Directors. Such resolution shall establish the day, time and place of such meeting.

Section 7: Quorum

A majority of the members of the Board of Directors shall constitute a quorum except as otherwise provided by law, by the Articles of Incorporation or by these Bylaws. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board except as may be otherwise specifically provided by statute or by the Articles of Incorporation or by these Bylaws. If, however, such majority shall not be present or represented at any meeting of the directors, the directors entitled to vote thereat shall have power to adjourn the meeting from time to time, without notice other than the announcement at the meeting, until the requisite number of directors shall be present.

Section 8: Voting

At each meeting of the directors every voting director shall be entitled to vote in person. No director shall be entitled to vote by proxy. Upon request of any director, the vote upon any question before the meeting shall be by ballot.

Article III

OFFICERS

Section 1: Numbers and Titles

The officers of the Board of Directors of the Academy shall be a President who shall serve as Chair, a Vice-President, a Secretary and a Treasurer.

Section 2: Election, Appointment, Term and Vacancies

At the Annual Meeting such officers shall be elected by the Board to a term of one year and shall hold office until the annual meeting of the Board next following the election of such officers, or until their successors are elected. In case of a vacancy among the officers, other than the President, the Board, upon the nomination of the Board Development Committee, shall elect a successor to serve the balance of the term from among the directors currently serving. In the event of a temporary absence of the President, the President shall appoint an acting Chairperson from among the directors currently serving.

Section 3: President and Chairman

The President shall be chosen from the membership of the Board, shall serve as Chairman and shall also chair the Executive Committee. The President shall have served at least one year as a director prior to election as President. The President shall preside at all meetings of the Board, shall manage the business of the Academy as its chief executive officer, and shall carry into effect all orders and resolutions of the Board. The President may execute bonds, mortgages and other contracts and shall have such general executive powers and duties of supervision and direction as are usually vested in the office of Chairman or President of a not-for-profit corporation.

The President shall be ex officio a member of all committees established by the Board of Directors. He/she shall have such other powers and perform such other duties as are assigned by the Board of Directors or prescribed elsewhere in the Bylaws.

Section 4: Vice President

The Vice President shall have such powers and perform such duties as may be assigned by the Board of Directors. In the absence or disability of the President, or in case of an unfilled vacancy in that office, the Vice-President shall perform the duties and exercise the powers of the President.

Section 5: Secretary

The Secretary shall attend all meetings of the Board and act as clerk thereof, and record all votes and the minutes of all Proceedings. The Secretary shall give or cause to be given notice of all meetings of the Board and shall perform such other duties as may be prescribed by the Board.

Section 6: Treasurer

The Treasurer shall keep full and accurate account of receipts and disbursements in books belonging to the Academy, and shall deposit all monies and other valuable effects in the name and to the credit of the Academy, in such depositories as may be designated by the Board. The Treasurer shall file all necessary returns and reports and shall disburse the funds of the Academy as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to the Board at the regular meetings of the Board, or whenever they may require it, an account of all transactions as Treasurer and of the financial condition of the Academy.

ADMINISTRATIVE STAFF

Section 7: Academy Principal

The Academy Principal shall be responsible for providing advice and assistance to the Board, the President and other officers, and the committees, and shall be responsible for implementing all academic operations of the Academy, including teacher staffing. The Academy Principal shall have such other powers and perform such other duties as may be provided by the Board through the Board President.

Section 8: Academy Business Manager

The Academy Business Manager shall be responsible for providing advice and assistance to the Board of Directors, the President of the Board and other officers, and the committees; and shall be responsible for administering the financial, non-academic operations of the Academy, including fund development. The Academy Business Manager shall have such other powers and perform such other duties as may be provided by the Board through the Board President.

Section 9: The Academy Business Manager and Principal shall be appointed by the board on the recommendation of the President of the Board.

Article IV

COMMITTEES

Section 1: The Board may create committees as needed, such as public relations, peer education, trustee education and data collection. There shall be four standing committees - Executive, Personnel, Board Development, and Finance Committees. The Board Chair appoints all committee chairs. Committee chairs must be members of the Board.

Section 2: The officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors. A majority of the members of the Executive Committee shall constitute a quorum. The Executive Committee shall keep full records and accounts of its proceedings and transactions. All action by the Executive committee shall be reported to the Board at its meeting next succeeding such action and shall be subject to control, revision and alteration by the Board.

Section 3: Finance Committee

The Treasurer is chair of the Finance Committee, which includes up to three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Quarterly reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the Academy are public information and shall be made available to the membership, Board members and the public.

Section 4: Personnel Committee and Hiring Policy

The Board as a whole is responsible for hiring the Principal and Business Manager. The Principal is responsible for hiring and supervising other staff. The Personnel Committee shall operate as a grievance committee, and is responsible for developing a personnel policy.

Section 5:

The Board Development Committee is commissioned by and responsible to the board of directors to assume the primary responsibility for matters pertaining to board of director's recruitment, nominations, orientation, training, and evaluation in accordance with the by-laws as well as established policies and practices approved by the board of directors. Appointments of the chair and members of the board development committee shall be made annually by the President of the Board with the advice and consent of the Board. The chair of this committee shall be a member of the board of directors. Members of this committee shall be members of the board of directors. Additional committee members may be appointed and need not be members of the board of directors. Responsibilities include: 1. Study the current composition of the board of directors to determine current skills and experience; Identify skills and experience needed on the board. 2. Recruit members to serve as members of the board and develop a slate of directors for consideration by the board at the annual meeting. Review annually the procedures for board recruitment. 3. Develop an orientation and training plan for new board directors and assist in the planning of board retreats. 4. Assist with an annual board self-evaluation. 5. Annually submit objectives as part of the planning and budgeting process. 6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the board of directors. 7. Report to the board of directors at regular meetings of the board in a manner determined by the board.

Other Committees

The Board may provide for such other standing or special committees as it deems desirable and dissolve the same at its discretion. Each such committee shall consist of one or more persons recommended by the Chairman and approved by the Board, and shall have such powers and perform such duties or functions, not inconsistent with law, as may be delegated to it by the Board.

Article V

INDEMNITY AND INSURANCE

Section I: Indemnity

a) The Academy shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the Academy, by reason of the fact that he or she is or was a director, trustee or officer of the Academy, or is or was serving at the request of the Academy, as a director, trustee or officer, of another corporation, partnership, joint venture, trust or other enterprise, against expenses, including attorney's fees, judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Academy, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Academy, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was not unlawful.

b) The Academy shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Academy to procure a judgment in its favor by reason of the fact that he or she is or was a director, trustee, or officer of the Academy, or is or was serving at the request of the Academy as a director or officer of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, actually and reasonably incurred in connection with the defense or settlement of the action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Academy and except that no indemnification shall be made in respect to any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Academy unless and only to the extent that the court in which the action or suit was brought determines upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

c) To the extent that a director, trustee or officer of the Academy has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (a) or (b) of this section, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses, including attorney's fees, actually and reasonably incurred in connection with the action, suit or proceeding.

d) Any indemnification under said paragraphs (a) or (b) of this section, unless ordered by a court, shall be made by the Academy only as authorized in the specific case upon a determination that indemnification of the director, trustee or officer is proper in the circumstances because he or she has met the applicable standard of conduct set forth in this

section. The determination shall be made by the board by a majority vote of a quorum consisting of directors who were not parties of such action, suit or proceedings, or if such a quorum is not obtainable, or even if obtainable and a quorum of disinterested directors so directs, then by independent counsel in a written opinion.

c) Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the Academy in advance of the final disposition of such action, suit, or proceeding as authorized by the board in the specific case upon receipt of an undertaking by or on behalf of the director or officer to repay such amount unless it is ultimately determined that he or she is entitled to be indemnified by the Academy as authorized by this section.

f) The indemnification provided by this section shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, trustee or officer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 2: Insurance

The Academy at its cost, may, but need not as the board determines, provide an insurance policy or policies covering the liability of officers, directors, trustees, volunteers, committee members, employees and other designated agents of the Academy against claims arising out of their activities and duties on behalf of the Academy. The power to indemnify the individual under section 1 of these bylaws shall not necessarily be a prerequisite to maintenance of or recovery under any such policy.

Article VI

GENERAL PROVISIONS

Section 1: Contributions and Gifts

The Board may accept on behalf of the Academy any contribution, gift, bequest or devise for the general purposes or any special purpose of the Academy.

Section 2: Personal Interest of Directors, Officers, Trustees and Members

a) To the extent permitted by law and consistent with the Articles of Incorporation and these Bylaws, no contract or other transaction between the Academy and any other firm, association, or corporation shall be affected or invalidated by reason of the fact that a director, officer, trustee or member of the Academy is interested in or is a member, shareholder, director or officer of such other firm, association or corporation; and a director, officer, trustee or member of the Academy may be a party to or may be interested in any contract or transaction of the Academy or in which the Academy is interested, and no such contract shall be affected or invalidated thereby.

b) Where a director may be related in any way to any firm or organization with which the Academy does or may consider doing business, that relationship must be disclosed by that

member to the full Board. Where his/her business or other relationship may be involved in a financial transaction, the transaction shall be implemented only as the result of fair, open and honest competitive bidding or other objective measure in the best interest of the organization and the bidder; or where costs are not a factor, decisions shall be made only after open discussion by the full Board and only where it is clear that no other source can serve the institution equally well. The director may properly participate in such a Board discussion, may not be counted in the quorum necessary to hold the meeting, and shall not vote on the final decision.

Section 3: Notices for Information

Unless otherwise provided by these Bylaws, whenever notice is required to be given to any director, trustee, officer or member, it shall not be construed to mean personal notice, but such notice may be given in writing by depositing the same in the United States mail, postage prepaid, addressed to such director, trustee, officer or offices as the Board may from time to time designate.

Section 4: Books and Records

The Academy shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of meetings of the Board of Directors and all committees.

Section 5: Checks

All checks, drafts or demands for money and notes of the Academy shall be signed by such officer or officers as the Board may from time to time designate.

Section 6: Fiscal Year

The fiscal year of the Academy shall be fixed by the Board.

Section 7: Parliamentary Authority

The rules contained in Robert's Rules of Order Newly Revised shall be the parliamentary authority governing the meetings of the Board of Directors, the Board of Trustees and all committees, subject to the laws of the state, the Articles of Incorporation, these Bylaws, and any special rules of order adopted by the Academy.

Article VII

AMENDMENTS

Section 1: These bylaws may be amended or repealed by a majority vote of the entire Board at any regular meeting, or, upon notice of a special meeting, at any special meeting, provided that notice of the general nature of the proposed amendment shall have been included in the notice of the meeting.

Article VIII

DISCRIMINATION PROHIBITED

Section 1: The Academy is a school which admits students of any race, ethnicity, national origin, disability, gender, income level, proficiency in English language or athletic ability to all the rights, privileges and programs, and activities generally accorded or made available to its students and does not discriminate in administration of its education policies, administration policies, and athletic and other school administered programs.

Section 2: The Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations.

Signed:

Donna Calvin

Name



Signature

Board President

Title

10/4/10

Date

ARTICLE II
SECTIONS 2.2

C. Financial Plan

Financial management and the appropriate accounting procedures are currently in place at Hogan Preparatory Academy. Financial management, with the approval of Board, is a function of the Business Manager and Board Treasurer. The duties of reporting, controls and cash flow management are the responsibilities of the Business Manager.

Hogan Preparatory Academy will operate in accordance with RSMo 160.405 (4) and other applicable regulations. Specifically, Hogan Preparatory Academy will be financially accountable, use practices consistent with the Missouri financial accounting manual, insure all funds, provide for an annual audit by a certified public accountant, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims.

As stewards of public funds, the Business Manager and Principal along with Hogan Preparatory Academy Board of Directors will develop and adopt a yearly budget, oversee the financial operations of the school, provide oversight, and strive to direct such funds to fulfill the mission and educational purpose of the institution.

Enclosed:

- Financial Plan-Budget for the next three years.

Hogan Prep Academy
Three Year Budget Projection

Revenues	FY 2010 Budget	FY 2011 Budget	FY 2012 Budget	NOTES
Food Service	7,000	7,000	7,000	no change
Activities	9,150	9,150	9,150	no change
Student Organizations	25,000	25,000	25,000	no change
Local Revenue	22,400	22,400	22,400	no change
Sub Total	63,550	63,550	63,550	
Revenue/State Sources				
Basic Formula	2,616,136	2,712,000	2,792,000	based on growth of 12 ADA per year
Prop C	262,200	262,200	262,200	no change
Classroom Trust Fund	108,000	108,001	108,002	no change
School Food Lunch	76,000	76,000	76,000	no change
Part B Funding	43,946	43,946	43,946	no change
Part B - ARRA	79,997	0	0	funded only in FY2010
Sub Total	3,186,279	3,202,147	3,282,148	
Revenue/Federal Sources				
Title I	175,610	182,054	187,424	based on growth of 12 ADA per year
Title I - ARRA	127,379	0	0	funded only in FY2010
Title I - 1003G	62,480	0	0	funded only in FY2010
Title II-A	31,103	31,103	31,103	no change
Title IV	2,704	2,704	2,704	no change
Title V	300	0	0	not funded
Other State Revenue	0	0	0	none
Sub Total	399,576	215,861	221,231	
Maximus Medicaid (Fed)	0	0	0	
Sub Total	0	0	0	
Local Grants	0	0	0	
Total Revenue	3,649,405	3,481,558	3,566,929	

Expenses				
Salaries				
Certified Teachers	1,785,721	1,839,293	1,894,471	Based on 3% increase per year
Classified Salaries	259,493	267,278	275,296	Based on 3% increase per year
Sub Total	2,045,214	2,106,570	2,169,768	
	444,755	455,946	465,521	Based on increase in salaries
Sub Total	444,755	455,946	465,521	
Purchase Services				
Professional & Technical	413,357	258,360	258,360	less 154,997 ARRA (FY10), no increase
Professional Development	77,480	35,000	35,000	less 42,480 Grant from FY10
Transportation	26,390	27,700	29,100	based on 5% increase per year
Non-Employee Insurance	37,000	37,000	37,000	no change
Property Services	141,800	141,800	141,800	no change
Communications	12,000	12,000	12,000	no change
Dues & Membership	34,439	34,439	34,439	no change
Sub Total	742,466	546,299	547,699	
General Supplies & Materials				
Supplies	142,389	142,389	142,389	no change
Textbooks	57,000	57,000	57,000	no change
Food Service	96,000	96,000	96,000	no change
Energy	54,000	54,000	54,000	no change
Sub Total	349,389	349,389	349,389	
Capital Outlay				
Capital Outlay	30,581	21,354	34,552	
Building Renovations	0	0	0	
Equipment	33,000	0	0	
Sub Total	63,581	21,354	34,552	
Long & Short Term Debt/Interest				
Long & Short Term Debt/Interest	4,000	2,000	0	loan pay down in FY11 and paid off in FY12
Sub Total	4,000	2,000	0	
Total Expenses	3,649,405	3,481,558	3,566,929	
Total Revenue	3,649,405	3,481,558	3,566,929	
Expenses	3,649,405	3,481,558	3,566,929	
Balance	0	(0)	0	

All Board members, employees, students and patrons are required to follow the Board of Directors' policies and the rules and procedures of Hogan Preparatory Academy. The principal, administrators and supervisors of the district are required to implement and enforce Board policies and administrative procedures.

Questions regarding the interpretation of a policy or procedure will be directed to the principal and, if necessary, to the Board.

The principal is directed to inform staff about the Board policies that have been adopted and they are expected to use and follow, including any changes to these documents. Board policies and related documents, including current versions of school handbooks, will be posted on the school's website.

Current copies of Board policies and administrative procedures will also be available from the principal's office upon request.

For purposes of this document the Board Policies are in the Supplemental Binder under their separate numeric notation.

Grade Levels and School Capacity

Hogan Preparatory Academy serves high school students in grades 9-12.

The maximum school enrollment is 370.

The enrollment goal for grades 9 and 10 is 100 students. The enrollment goal for grades 11 and 12 is 85.

The student/teacher ratio goal is to be no more than 1:20.

HOGAN PREPARATORY ACADEMY

2009-10

School Calendar

August 10 – 14, 2009	Professional Development	Staff Return
August 17, 2009	Students Return (First day of school)	Noon dismissal
August 17 – August 28, 2009	Heat Schedule	Noon dismissal
August 31, 2009		First full day
September 3, 2009	Back-to-School night	6:00 pm – 8:00 pm
September 7, 2009	Labor Day	No School
September 9, 2009	Staff Meeting/Professional Development	Noon dismissal
September 18, 2009	1 st quarter Mid-Term	Full Day
September 24, 2009	Parent/Teacher Conferences (2 – 7:00 pm)	Noon dismissal
September 25, 2009		No School
October 14, 2009	Staff Meeting/Professional Development	Noon dismissal
October 16, 2009	1 st quarter end	Full Day
October 19, 2009	Teacher work day	Noon dismissal
October 28, 2009	Staff /Professional Development	Noon dismissal
November 11, 2009	Staff Meeting/Professional Development	Noon dismissal
November 13, 2009	2 nd quarter Mid-Term	Full Day
November 25 – 27, 2009	Thanksgiving Break	No School
December 9, 2009	Staff Meeting/Professional Development	Noon dismissal
December 16 – 18, 2009	1 st semester Finals	Noon dismissal
December 21, 2009 – January 4, 2010	Winter Holiday Break	No School
January 4, 2010	Teacher Workday	No Students
January 13, 2010	Staff Meeting/Professional Development	Noon dismissal
January 18, 2010	Dr. Martin Luther King, Jr. Day	No School
January 27, 2010	Staff /Professional Development	Noon dismissal
January 29, 2010	3 rd quarter Mid-Term	Full Day
February 4, 2010	Parent/Teacher Conferences (2 – 7:00 pm)	Noon dismissal
February 5, 2010		No School
February 10, 2010	Staff Meeting/Professional Development	Noon dismissal
February 15, 2010	President's Day	No School
February 24, 2010	Staff /Professional Development	Noon dismissal
February 26, 2010	3 rd quarter end	Full Day
March 1, 2010	Teacher work day	Noon dismissal
March 15 – March 19, 2010	Spring Break	No School
March 24, 2010	Staff /Professional Development	Noon dismissal
April 2, 2010		No School
April 7, 2010	Staff Meeting/Professional Development	Noon dismissal
April 9, 2010	4 th quarter Mid-Term	Full Day
April 21, 2010	Staff /Professional Development	Noon dismissal
April 23, 2010		Noon dismissal
April 24, 2010	Prom (8 pm – 12 am)	Saturday
May 5, 2010	Staff Meeting/Professional Development	Noon dismissal
May 20, 2010	Senior Finals	Seniors only
May 21, 2010	Senior Finals	Seniors only
May 24, 2010	Finals preparation	Noon dismissal
May 25, 2010	Graduation practice/Finals preparations	Noon dismissal
May 26, 2010	Graduation/Finals	Noon dismissal
May 27, 2010	Finals	Noon dismissal
May 28, 2010	Finals (Last day of school)	Noon dismissal

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

Revised 8/10/09

Details for the upcoming school year include:

187 Staff Days

181 Student Days

1156 hours

5 Professional Development Days (Prior to the start of School)

13 Professional Development Days (Noon Releases)

School Board Policy #1210 addresses calendar requirements.

5

SCHOOL WIDE ACADEMIC ACCOUNTABILITY PLAN

For

THE HOGAN PREPARATORY ACADEMY CHARTER SCHOOL

GRADES 9-12

This Academic Accountability Plan is a plan of action to raise the academic performance of all students to the level of performance goals established by the State of Missouri as determined by the No Child Left Behind Act and to meet the contractual requirements as agreed upon between Hogan and our charter's sponsor, UCM.

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Academic Accountability Plan Committee Members

- | | |
|--------------------------|-------------------------------|
| Linda Camacho | Academic Dean |
| Mike Day | Technology Coordinator |
| Phil Lascuola | Dean of Students |
| Tracie McClelland | Instructional Coach |
| Danny Tipton | Principal |
| Barbara Wright | Teacher |
| Ina Gunther | Teacher |
| Beverly Hill | Teacher |
| Gretchen Orwig | Teacher |
| Annie Webb | Teacher |

HOGAN PREPARATORY ACADEMY CHARTER SCHOOL

GRADES 9-12

SCHOOL WIDE ACADEMIC ACCOUNTABILITY PLAN

- I. Mission
- II. School Beliefs
- III. School Profile
- IV. School Demographics
- V. Analysis of Student Performance Data
- VI. Analysis of Current Education Practice
- VII. Goals for Improving Student Achievement
- VIII. Recommendations

I. OUR MISSION

Hogan Preparatory Academy will provide a high quality, values-based, individualized college preparatory education for a diverse student population with goals of personal achievement, academic success and commitment to the community.



II. OUR BELIEFS

STUDENTS AND THEIR PERFORMANCE

Students learn best when they are actively engaged in the learning process.
Exceptional students (e.g., special education, LEP, gifted/talented, etc...) need special services and resources to improve their performance.
Motivation to learn is influenced by a student's emotional state, beliefs, interests, goals, and habits of thinking.
A successful student links new information with existing knowledge in meaningful ways.
A successful student creates and uses a variety of thinking and reasoning strategies.
A successful student sets learning goals and monitors progress in achieving them.
Interactions with adults and other students contribute to student learning.
Entering students significantly behind grade level are capable of successfully completing a college preparatory curriculum.

SCHOOL EFFECTIVENESS

Collectively, staff and other stakeholders enable students to achieve expectations for student learning.
Students learn best when our staff maintains high expectations for learning.
The school staff needs to focus on a shared vision, goals, and actions to improve school performance.
Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.
Students learn more when provided with a variety of instructional approaches.
Assessments of student learning offer students a variety of opportunities to demonstrate their achievement.
Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.
Students learn more when authentic assessment data is used to analyze student learning and tailor instruction.
Constructivist or inquiry-based pedagogy leads to effective learning.

SCHOOL AND COMMUNITY CONTEXT

A safe and physically comfortable environment promotes student learning.
Schools that accommodate students' prior educational experiences and cultural backgrounds promote student learning.
All students in our school need to have an equal opportunity to learn.
Teachers, administrators, parents, and the community share the responsibility for helping students learn.
A student's performance is enhanced by mutual respect among students and staff.
The standards of conduct will be raised each year to reflect the school goals and vision. Discipline and respect for authority enhance learning.
Character and godly values enhance learning.
The school vision should be shared with students, teachers and parents to maintain a known goal to be achieved by all.
Having role models for younger students (e.g., athletes, graduates) increases learning and character development.

III. School Profile

Attendance

	2007	2008
HOGAN PREPARATORY	93.8	92.4

Students Eligible for Free or Reduced-Price Lunch

HOGAN PREPARATORY	2007	2008
Percent	71.3%	79.5%
Number	241	240

Graduation Rate

	2007	2008
HOGAN PREPARATORY	100	98.

Dropout Rate

HOGAN PREPARATORY	2007	2008
Total	0.3	0.0
Asian	0.0	0.0
Black	0.3	0.0
Hispanic	0.0	0.0
Indian	0.0	0.0
White	0.0	0.0

IV. School Demographics

9-12 Enrollment

HOGAN PREPARATORY	2007	2008
Asian	0.0%	0.6%
Black	98.9%	98.5%
Hispanic	0.3%	0.0%
Indian	0.0%	0.0%
White	0.9%	0.9%

Staffing Ratios

HOGAN PREPARATORY	2007	2008
Students to classroom teachers	11	12
Students to administrators	348	332

Certification Status of Teachers

HOGAN PREPARATORY	2007	2008
Teachers with Regular Certificates	83.3%	93.3%
Temporary or Special Assignment Certificates	13.3%	3.3%
Substitute, Expired or No Certificate	3.3%	3.3%
Classes Taught by Highly Qualified Teachers	94.7%	93.8%

V. Analysis of Student Performance Data

See Charter Renewal Supplemental Binder, Achievement Data.

VI. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

1. Alignment of curriculum, instruction and materials to content and performance standards:

The established curriculum needs to be modified to align with the DESE Course Level Expectations, which have been developed in conjunction with the transition from the MAP assessment to End-of-Course exams, and other appropriate external references such as the Missouri College Entry-Level Competencies and College Board Advanced Placement curricula.

2. Availability of standard-based instructional materials appropriate to all students:

Each teacher is responsible for ensuring the availability of appropriate instructional materials and submitting budgets for necessary additional materials.

3. Alignment of Professional Development to standard, assessed student performance and professional needs:

A data-driven continuous school improvement process is followed. Goals are established for gaps in student achievement derived from a systemic analysis of student assessment data. Research-based interventions are established and monitored for each goal area. Appropriate professional development is identified in conjunction with the establishment of each intervention.

4. Services provided to enable under performing students to meet standards:

All teachers are required to be available for tutoring both before and after school. Athletic teams have mandatory study halls several days a week before practice. Specific programs funded by categorical funds are detailed in the following paragraph.

5. Services provided by categorical funds to enable under performing students to meet standards:

Tutoring by outside service providers is made available to every student. A Read180 program was established as a reading intervention for freshmen students who are significantly behind grade level in that subject. Additional instruction in mathematics is provided to freshmen students who are significantly behind grade level in that subject.

6. Use of state and local assessments to modify instruction and improve student achievement:

The SAT 10 is administered twice yearly, fall and spring. The fall testing serves as a baseline for establishing instructional priorities for all students. The spring test results assess progress that has been made throughout the year. Using the test results, teachers will be able to identify student instructional needs and strategically modify instruction as they continue to prepare for SAT 10 and EOC (End of course exams.)

The EOC is the State required test, which is administered in the spring. The results of this test are thoroughly interpreted by analyzing individual student test scores, school wide reports, IBD report and other data provided to assist with developing school wide plans, curriculum, classroom instruction, Student Learning Plans and determining other school and student needs. Teachers utilize multiple measures to assess students, such as daily assignments, end of unit test, projects, performance-based test, summative test and Edu-Test. Edu-Test is an electronic testing program aligned with State standards that allows teachers to build a test to periodically assess student learning and teacher's teaching based on standards that have been taught.

7. Family, school and community resources available to assist low performing students:

Tutoring is provided by students from Rockhurst University in some content areas. Refer to the Parent and Community Plan for additional detail.

8. School and community barriers to improvements in student achievement:

We must address the typical challenges associated with serving a predominately minority student population in a low-income urban core area.

9. Limitations of the current program to enable under performing students to meet standards:

The single greatest limitation is that our incoming freshmen students come to us two to two and one-half years behind grade level. Further, many of these students do not have strong academic engagement, requiring us to spend time and resources addressing this issue during their first year or two at the school as opposed to being able to solely focus on academic content. We receive our incoming freshmen from many feeder schools, which we have no control over. It is imperative that we intervene earlier in our students' educational experience to both prevent them from falling so far behind grade level and to help prevent them from becoming academically disengaged.

Attachment G
Accountability Plan

The Accountability Plan for Hogan Preparatory Academy presented on the following pages addresses two areas of accountability, academic and organizational. Eight key indicators of academic and organizational performance have been established.

The sections addressing academic performance are tied to specific pupil performance standards, the state assessment program, and nationally normed achievement data. Five key academic indicators have been selected to provide a framework for the collection of data and determination of academic accountability:

- Indicator #1: Adequate Yearly Progress (AYP) or Significant Gains on NCLB Indicators
- Indicator #2: Student Achievement Levels (Status)
- Indicator #3: Student Progress over Time (Growth)
- Indicator #4: Post-secondary Readiness and Success
- Indicator #5: Student Engagement

Each of these performance indicators are accompanied by academic goals, three years of baseline data, established benchmarks, targets, and reporting documents. For the academic accountability section of this performance plan, determination will be either "Met" or "Not Met".

The last section of the Accountability Plan provides a template for "Organizational Accountability". Specific criteria and performance standards are listed for three key areas:

- Indicator # 6: School Governance
- Indicator # 7: Fiscal Operations
- Indicator #8: Administration and Operations of the School

For the Organizational Accountability section of this performance plan, determination of performance level will be "Does Not Meet", "Partially Meets", "Meets", or "Exceeds" the standards based on the listed criteria. The criteria rubric can be found in the Monitoring Plan section of this contract.

**Academic Accountability Indicators 1-5
3 year Benchmarks and Goals**

Indicator #1: Adequate Yearly Progress (AYP)

Goal: 1.1 Hogan students will attain AYP in the aggregate as per DESE guidelines.

Measures	Metric	2006/07	2007/08	2008/09	Benchmark	Target
1.1 AYP Determination.	Attainment of Adequate Yearly Progress.	Not Met	Not Met	Met	Achieve AYP	Achieve AYP in the aggregate

Indicator #2: Student Achievement Levels (Status)

Goal: 2.1 HPA students will generate an average ACT score higher than the KCMOSD average.

Goal: 2.2 HPA 12 grade students will achieve a mean battery NCE score at or above the established benchmark.

Measure	Metric	2006/07	2007/08	2008/09	Benchmark	Target
2.1 ACT exam.	Mean Composite Score.	16.7 Met	16.8 Met	16.1 Met	16.0 (KC)	21
2.2 SAT10 or NWEA exam 12 th grade.	Mean Battery NCE on fall exam.	45.6 Met	46.2 Met	43.9 Not Met	45	50

- The target of 21 for the mean ACT composite score corresponds to the ACT's college readiness standard.

Indicator #3: Student Progress over Time (Growth)

Goal: 3.1 Cohort analysis of HPA students will produce a positive growth in the average NCE on the composite score of a nationally normed assessment. A positive change in the NCE indicates growth greater than the national average.

Measures	Metric	2006/07	2007/08	2008/09	Benchmark	Target
Grade 9 SAT10 or NWEA exam.	Mean Battery Normal Curve Equivalent (NCE) on fall exam.	34.8	34.7	37.3	Positive gain of 2 points or more for 2 of the 3 cohorts.	Positive gain of 3 points or more for 3 of the 3 cohorts.
Grade 10 SAT10 or NWEA exam.	Mean Battery NCE on fall exam.	42.2	+7.4	+4.5		
Grade 11 SAT10 or NWEA exam.	Mean Battery NCE on fall exam.	45.7	45.7	44.3		
Grade 12 SAT10 or NWEA exam.	Mean Battery NCE on fall exam.	45.6	46.2	+0.5	Met 2 of 3	Met 2 of 3

Goal: 3.2 For each year of attendance at HPA, the majority of HPA students will make one year or more growth.

Measures	Metric	2006/07	2007/08	2008/09	Benchmark	Target
3.2 SAT10 or NWEA exam.	Percent of Students with fall-to-fall Battery NCE Gain (More Than One Year Gain in Academic Achievement in One Year).	84 Met	66 Met	60 Met	60	70

- The benchmark for fall-to-fall battery NCE gain corresponds to students learning at the national average rate.

**Academic Accountability Indicators 1-5
3 year Benchmarks and Goals**

Indicator #4: Postsecondary Readiness and Success

Goal: As a college preparatory program, HPA students will exceed the KCMOSD average for key post-secondary indicators.

Measures	Metric	2006/07	2007/08	2008/09	Benchmark	Target
4.1 Post-secondary Enrollment	Percent of graduates, by cohort, enrolled in post-secondary institutions by February of year 1 after graduating from high school.	90 Met	87 Met	N/A	40% (KC)	70.2 (MO)
4.2 Post-secondary Readiness-Math	Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial math courses.	23 Met	14 Met	N/A	< 30	< 30 (MO)
4.3 Post-secondary Readiness-Com Arts	Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial English courses.	27 Met	36 Not Met	N/A	< 30	< 18 (MO)
4.4 Post-secondary Readiness-Reading	Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial reading courses.	12 Met	5 Met	N/A	< 20	< 10 (MO)

- From DESE website APR.
- Post-secondary readiness in remedial classes as compared to the State.

Academic Accountability Indicators 1-5
3 year Benchmarks and Goals

Attachment G
Accountability Plan
June 2010

Indicator #5: Student Engagement

Goal: HPA students will exceed the district average for student attendance.

Measures	Metric	2006/07	2007/08	2008/09	Benchmark	Target
5.1 Student Attendance	Average Daily Attendance rate	93.8 Met	92.4 Met	93.8 Met	90 % (KC)	94 % (MO)
5.2 Student Retention	% of 10 th graders attending senior year (2 year retention)	46% Not Met	45% Not Met	NA	60%	70%

Report Card
 Academic Accountability Indicators 1-5

Benchmarks may be revised pending updated data. Any changes must be pre-approved by HPA and UCM.
 Report Card will document if the school has "Met" or "Not Met" the established Academic Accountability benchmarks.

Indicator #1: Adequate Yearly Progress (AYP).

Measures	Metric	Benchmark	2009/10	2010/11	2011/12
1.1 Adequate Yearly Progress (AYP).	MAP/EOC results for Math/Algebra and CA/English II.	Achieve AYP			

Indicator #2: Student Achievement Levels (Status).

Measures	Metric	Benchmark	2009/10	2010/11	2011/12
2.1 ACT Scores.	Mean Composite ACT Score.	16.0 (KC)			
2.1 Grade 12 SAT10 Scores or NWEA exam.	Mean Battery NCE on fall SAT 10.	45			

Indicator #3: Student Progress over Time (Growth).

Measures	Metric	Benchmark	2009/10	2010/11	2011/12
3.1 Positive Gain in NCE (SAT10 or NWEA) for HPA grade level cohorts (3).	9 th Grade Mean Battery (NCE) on fall exam.	Positive gain of 2 points or more for 2 of the 3 cohorts.			
	10 th Grade Mean Battery NCE on fall exam.				
	11 th Grade Mean Battery NCE on fall exam.				
	12 th Grade Mean Battery NCE on fall exam.				
3.2 Percent of students obtaining one or more years gain on nationally normed assessment.	# of cohorts making + gain.	50%			
	Fall-to-fall Battery NCE Gain (one or more years gain in Academic Achievement in one year).				

Report Card
Academic Accountability Indicators 1-5

Attachment G
Accountability Plan
June 2010

Indicator #4: Post-secondary Readiness and Success.

Measures	Metric	Benchmark	2009/10	2010/11	2011/12
4.1 Percent of graduates, by cohort, enrolled in post-secondary institutions by February of Year 1 after graduating from high school.	APR data DESE website	40% (KC)			
4.2 Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial Math courses.	APR data DESE website	< 30			
4.3 Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial English courses.	APR data DESE website	< 30			
4.4 Percent of graduates attending Missouri public post-secondary institutions enrolled in remedial reading courses.	APR data DESE website	< 20			

Indicator #5: Student Engagement.

Measures	Metric	Benchmark	2009/10	2010/11	2011/12
5.1 Student Attendance	Average Daily Attendance rate.	90 % (KC)			
5.2 Student Retention	Percent of 10 th graders attending senior year (2 year retention).	60%			

Report Card
 Organizational Accountability Indicators 6 – 8

Report Card will document school's performance regarding established organizational criteria.
 A reporting system of "Does Not Meet", "Partially Meets", "Meets", or "Exceeds"
 the standards of organizational performance will be utilized.

Indicator # 6: School Governance.

Measures / Criteria	Metric	2009/10	2010/11	2011/12
6.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records.			
6.2 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.			
6.3 Meetings are regularly scheduled and appropriately conducted.	Governance records.			
6.4 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.			
6.5 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.			

**Organizational Accountability Indicators 6 – 8
Report Card**

Report Card will document if the school “Does Not Meet”, “Partially Meets”, “Meets”, or “Exceeds”
the established organizational criteria.

Indicator # 7: Fiscal Operations.

Measures /Criteria	Metric	2009/10	2010/11	2011/12
7.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
7.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
7.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
7.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.			

Organizational Accountability Indicators 6 – 8
Report Card

Report Card will document if the school “Does Not Meet”, “Partially Meets”, “Meets”, or “Exceeds”
 the established Organizational Criteria.

Indicator #8 Administration and Operations of the School.

Measures /Criteria	Metric	2009/10	2010/11	2011/12
8.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.			
8.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.			
8.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators			
8.4 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.	Personnel files, including background checks, contracts, and employee evaluations. Employment and payroll records. Certification reports.			
8.5 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safety permits. Fiscal records. On-site observations and reports.			

Enrollment and Admissions

By mid March re-enrollment contracts will be mailed to current Hogan Preparatory Academy students who desire to attend the school and who live within the boundaries of the Kansas City Missouri School District. Current students have preference in the school's enrollment procedures. Those wishing to attend the school for the upcoming year will be enrolled. Students must have earned enough credits to advance to the next grade. Those students who do not have enough credits will be retained and repeat any classes that were failed.

Grade advancement credits are as follows:

Freshmen must have 6 credits to advance to a sophomore.

Sophomores must have 13 credits to advance to a junior.

Juniors must have 21 credits to advance to a senior.

Policies and Procedures for Selection, Admission, and Enrollment

Hogan Preparatory Academy shall enroll only students that reside in the Kansas City Missouri School District. This Charter School does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

If capacity of the School is insufficient to enroll all students who submit an application during the open enrollment period (established in March of each year), the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission. A waiting list will then be established. If the number of students is equal or less than the number of openings at any grade level, all students will be admitted, with the exception of Safe Schools violations. After the open enrollment period, students will be enrolled on a first-come-first-served basis. Students on the waiting list will be used to fill remaining vacancy by grade level.

The School gives a preference for admission of children whose siblings attend the School or whose parents are employed at the School and reside in the Kansas City Missouri School District.

A student will be considered officially enrolled at the School when the student and his/her parent/guardian have completed the official admissions packet and it has been approved. Partial applications will not be considered for enrollment and may be placed on the waiting list if the grade level is filled.

CORE CURRICULUM

Communication Arts
Grades 9-12
Core and Elective Courses

HOGAN PREPARATORY ACADEMY
1221 East Meyer
Kansas City, Missouri 64131

Rationale

Communication Arts

1. Writing, speaking and reading provide opportunities for human beings to make sense of the world around them.
2. Writing, speaking, and reading are a means for learning, as well as effectively communicating and demonstrating knowledge.
3. Becoming skillful in communicating with words (both written and spoken) is an active process.
4. Different kinds of language are appropriate in different kinds of situations; choosing to write and speak using the conventions of Academic English is a key component to success in college and the professional world.
5. Learning to becoming a skillful communicator with words (both written and spoken) should be integrated across the content areas.
6. Communication Arts is a program that is both sequenced and comprehensive. Becoming a skillful communicator involves returning to the same kinds of concepts many times but each time deepening understanding and level of abstraction about the concept. Individual reading, writing, and thinking skills must be built upon one another in order for a student to become a proficient communicator.

COURSE DESCRIPTIONS

English 9:

This course serves as an introduction to great works of literature and critical reading. While students read a variety of great works by modern and ancient writers, emphasis is placed on critical reading strategies, the writing process, and essay writing.

English 10: American Literature

This course focuses on increasing reading comprehension, strengthening critical thinking skills, analyzing literature and mastering literary concepts. In addition, students will learn the writing process, strengthen writing and vocabulary skills, and begin to reach the mastery level when writing in various literary styles and genres. Students will work cooperatively and independently, use accountable talk, and read independently and in class. In addition, students will be assessed using quizzes, tests, and portfolios.

Students will read a variety of literary masterpieces written by American authors. These stories, novels, poems, and essays represent many periods in American History. Background about the authors will be studied as well.

English 11: Critical Reading and Composition

This course focuses on two of the most important components for success in college, reading for comprehension and analysis, and writing for clarity, voice, and organization. Both the fall and the spring semesters center on American novels, short stories, and works of non-fiction. In addition, students will be composing many different kinds of expository and creative writing pieces. This course, as a whole will emphasize reading, writing, speaking, and listening and will focus on the following goals:

- Increasing proficiency in reading, writing, and speaking
- Increasing competency in grammar, vocabulary, and spelling
- Increasing critical thinking about written, spoken, and visual material

Students will be involved in small group and whole class learning. At times Critical Reading and Composition will coordinate with other 11th grade classes to build connections between disciplines. Students will explore the connections between literature, history, art, music, and other elements of our everyday life.

English 12: World Literature

This course is designed to introduce students to the variety of literature written by those around the world. The literature is a survey course, focused on a variety of cultures, areas in the world, and time periods. In addition, students will work to improve their academic vocabulary, and on their proficiency as writers. During this course students will write a research paper, but also concentrate on oral communication skills such as storytelling.

Senior Seminar:

This course focuses on guiding students through the college application process, as a result, students complete several different kinds of business writing. This includes completing college applications, filling out financial aid materials, writing admissions essays, personal profiles, and resumes. The objective of Senior Seminar is to prepare students for graduation and life beyond high school. In order to accomplish this task, the following three goals will be the focus of the course: All seniors will know their status for graduation and will have a plan in place to assure that they graduate in May. All seniors will have a plan for after high school to include acceptance to at least one college of his or her choice. All seniors will have a plan for how they will pay for their post-secondary education so their dream can become reality.

Communication Arts Electives (9-12)

The goal of these courses to provide students with more in depth study of literature and of genres of both fiction and non-fiction. In addition, strengthening critical thinking skills is also emphasized. Courses focusing on literature include an author study, Shakespeare, genres, Great Plays and Poetry. In Creative Writing, Introduction to Journalism, Speech Communication, and Debate students learn to craft writings specific to the objectives of the course. In addition, Literacy class focuses on building students' skills in regards to vocabulary, critical reading, comprehension, and grammar.

Student Goals & Objectives

Communication Arts

- *Grade Level Expectation Reading 1 Develop and apply skills and strategies to the reading process*
- *Grade Level Expectation Reading 2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times*
- *Grade Level Expectation Reading 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times*
- *Grade Level Expectation Writing 1 Apply a writing process in composing text*
- *Grade Level Expectation Writing 2 Compose well-developed text using standard English conventions*
- *Grade Level Expectation Writing 3 Write effectively in various forms and types of writing*
- *Grade Level Expectation Listening and Speaking 1 Develop and apply effective listening skills and strategies*
- *Grade Level Expectation Listening and Speaking 2 Develop and apply effective speaking skills and strategies for various audiences and purposes*
- *Grade Level Expectation Information Literacy 1 Develop and apply effective research process skills to gather, analyze and evaluate information*
- *Grade Level Expectation Information Literacy 2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media*
- *NETS (National Educational Technology Standards for Students) 1 Basic operations and concepts*
- *NETS 2 Social, ethical, and human issues*
- *NETS 3 Technology productivity tools*
- *NETS 4 Technology communications tools*
- *NETS 5 Technology research tools*
- *NETS 6 Technology problem-solving and decision-making tools*

Communication Arts: Standards and Objectives
 Grade Level Expectation Reading 1: Develop and apply skills and strategies to the reading process

Grade Level Expectation	Objectives:	Key Concepts	Resources
R1C, R1E	1. Use problems solving techniques to figure out the meaning of unknown words from context, roots and affixes, outside resources	Academic vocabulary development	Teacher generated materials <i>Writers INC</i> , Houghton Mifflin, 2001
RID	2. Read text with expression, inflection, and appropriate pace	Reading fluency, expression	ACT Prep. Books Novels, plays, and other printed materials
R1F, R1G, R1H	3. Use reading strategies for comprehension of written material	Pre-Reading, active reading, and post reading strategies	Teacher generated materials
R1I	4. Compare, contrast, analyze, and evaluate self-to-text, text-to-text, and text-to-historical context experiences	Reading for comprehension Text reflection Critical thinking	Textbooks, novels, plays, and non-fiction materials.

CORE CURRICULUM

MATH DEPARTMENT
Grades 9-12
Core and Elective Courses

HOGAN PREPARATORY ACADEMY
1221 East Meyer
Kansas City, Missouri 64131

Rationale

Mathematics Curriculum

1. **Mathematics is for all students.**
All students can be successful in learning mathematics, even though they may learn in different ways. We must provide a common core of mathematical topics that enable all students to succeed in college and society. Instructional leaders must hold high expectations for all, regardless of prior mathematics achievement, race, ethnic group, gender, socioeconomic status, language, or disability.
2. **Provide opportunity for rigorous study of mathematics.**
While all students will be provided a common core of mathematical skills, we must provide students interested in pursuing technical fields of study and careers an opportunity to learn the necessary mathematical skills. This includes incorporating courses with levels of academic rigor typical of first or second year college courses.
3. **Active Learners of Mathematics**
All students should be engaged in conjecturing, inventing, and reasoning activities that move them from a concrete to a symbolic understanding of mathematics.
4. **Logical and Mathematical Evidence as Verification**
Students should rely on their own mathematical skills and reasoning abilities, not those of the instructor, to verify solutions to problems or applications. Memorization techniques are useful at various stages, but the underlying process should be understood and transferable to other mathematical concepts.
5. **Integration of Technology**
With the widespread availability of computers and calculators, mathematical concepts can be explored in greater depth than ever before. Calculators can be used to assist with computations and allow students to expand their knowledge of mathematical concepts and procedures. Computers and calculators should enhance and support the learning of computational skills, not replace it.
6. **Mathematical Communication**
The development of students' power to use mathematics involves learning the signs, symbols, and terms of mathematics. This is best accomplished in problem-solving scenarios that provide opportunities to read, write, and discuss ideas in the language of mathematics. As students communicate their ideas, they clarify, refine, and consolidate their own thinking.
7. **Mathematical Assessment**
Mathematical assessment, evolving from a core curriculum, will guide learning and instruction in the individual classroom. Assessment helps learners identify the essential math concepts in the core curriculum, and provides feedback to the teacher and student. Assessment is more than testing. It is the continual evaluation of a student's understanding of the processes and content, which are embedded in the instruction.

COURSE DESCRIPTIONS

Math Lab – Students who do not meet the prerequisites for Algebra I will advance their skills using the Renaissance Accelerated Math program. This program is computer aided, and will allow students to excel at their own pace. The students will also use technological resources such as Echalk and Internet links to various math websites to participate in peer discussion panels, research the historical and modern applications of algebra, and gather information for projects. Project topics will include dimensional analysis, building classroom models, research, and compiling data into charts and graphs.

Algebra I - In this course students will gain skills necessary for further study in mathematics or science. They will build skills in problem solving, and to assist in the preparation for state tests. Students will learn how to solve for unknown values and variables; how to manipulate expressions and equations; develop, solve and graph first-degree equations. Students will also be exposed to second-degree equations, their graphs, and the quadratic formula. This course is designed to provide a comprehensive overview of the mathematical field of algebra. Students that are successful in this course will gain the analytical skills and knowledge necessary to deal critically in an algebraic world.

Geometry - This is a yearlong core class that is designed for 10th graders to improve problem-solving and spatial abilities for all Hogan Prep Students. This course will address the Show –Me academic standards and help prepare Hogan students to be successful on the M.A.P. state assessment. This course presents concepts of points, lines, planes, space, and the structure of geometric figures, facts and relationships. Lessons balance theory and application using inductive and deductive reasoning. Algebraic skills are reviewed and strengthened through application to problem solving in geometry.

Algebra II – This is a yearlong core class that is designed for 11th graders to include appropriate mathematical goals for all students. The belief that “shopkeeper arithmetic” is sufficient for most math students is no longer prevalent. It has been replaced by the belief that all students need to develop mathematical power as “an individual’s abilities to explore, conjecture, and reason logically, as well as the ability to use a variety of mathematical methods effective to solve non-routine problems” ---defined by the National Council of Teacher of Mathematics (NCTM). Algebraic skills are reviewed from Algebra 1 and strengthened to expand their math and problem solving skills. The following topics will be explored: basic algebra; first and second-degree equations and graphs; polynomials; polynomials and radical equations; algebraic functions and graphs; and polynomial inequalities.

Pre-Calculus/Trigonometry – (Course #6871) – This is a semester course for seniors who want to expand their math and problem-solving skills and be better prepared for college. The following topics will be explored: review of basic algebra; algebraic functions and graphs: polynomials; exponential and logarithmic functions; and trigonometry. An emphasis will be placed on developing the students' problem solving skills and applying the various areas of mathematics we study to "real-world" problems. We will build a solid foundation of mathematical skills to help the students master calculus in future studies. This is a rigorous course. Pre-requisite – Algebra II. One credit (90 minutes per day – one semester)

AP Calculus A/B– (Course #6891) – This is a semester course for seniors who want to major in a math-related field in college. The following topics will be explored: review of functions introduced in Pre-calculus and trigonometry; limits and derivatives; integrals; and applications of both differentiation and integration. An emphasis will be placed on developing the students' problem solving skills and applying the various areas of mathematics we study to "real-world" problems. We will build a solid foundation of mathematical skills to help the students succeed in quantitative courses in college.

This is an Advanced Placement (AP) course. The students will be given the opportunity to take the AP test in May. This test is graded on a 1-5 scale. Most colleges will award credit for Calculus to students who score a 3, 4 or 5 on this test. Pre-requisite – Pre-Calculus/Trigonometry. One credit (90 minutes per day – one semester)

AP Statistics – The following topics will be explored: trigonometry; counting theory and probability; and statistics including the normal distribution. An emphasis will be placed on developing the students' problem solving skills and applying the various areas of mathematics we study to "real-world" problems. We will build a solid foundation of mathematical skills to help the students succeed in technical courses in college and understand statistical information that they will encounter in everyday life.

This is an Advanced Placement (AP) course. The students will be given the opportunity to take the AP test in May. This test is graded on a 1-5 scale. Most colleges will award credit for Statistics to students who score a 3, 4 or 5 on this test. Pre-requisite – Algebra II. One credit (45 minutes per day – two semesters)

Student Goals & Objectives

Mathematics Department

In Mathematics, Hogan Preparatory Academy students will acquire a solid foundation which includes knowledge of:

Curriculum Standard 1: Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

Curriculum Standard 2: Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes

Curriculum Standard 3: Data analysis, probability and statistics

Curriculum Standard 4: Patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts

Curriculum Standard 5: Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)

Curriculum Standard 6: Discrete mathematics (such as graph theory, counting techniques, matrices)

Math Lab

Standard 1: Numbers and Operations

Grade Level Expectation 1: Understand numbers, ways of representing numbers, relationships among numbers and number systems

Concept	Objectives	Resources
A. Read, write and compare numbers	9 – Compare and order rational numbers, including finding their approximate locations on a number line	Accelerated Math
B. Represent and use rational numbers	8 – Use fractions, decimals and percents to solve problems	Accelerated Math
C. Compose and decompose numbers	8 – Recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including scientific notation	Accelerated Math
D. Classify and describe numeric relationships	8 – Use factors and multiples to describe relationships between and among numbers and justify characteristics of numbers	Accelerated Math

Grade Level Expectation 2: Understand meanings of operations and how they relate to one another

Concept	Objectives	Resources
B. Describe effects of operations	6 – Describe the effects of addition and subtraction on fractions and decimals 7 – Describe the effects of multiplication and division on fractions and addition and subtraction on integers 8 – Describe the effects of multiple and division on integers	Accelerated Math
C. Apply properties of operations	8 – Apply properties of operations to rational numbers, including order of operations and inverse operations 9 – Apply properties of exponents to simplify expressions.	Accelerated Math

RATIONALE

VISUAL ARTS

1. **Art is for all students.**
All students, regardless of gender, cultural background, abilities, aspirations, or interests should have the opportunity to attain high levels of artistic literacy.
2. **Learning is an active process.**
Students will be continually involved in the work, practice, and study required for creative growth in the visual arts. This includes knowledge and skills in the use of language, materials, tools, techniques, and aesthetics.
3. **Students learn about diverse heritages through the visual arts.**
Our focus widens from the local and particular to the global and universal. With increasing proficiency, students will be able to interpret works of art from structural, historical, and cultural perspectives.
4. **Proficiency in the visual arts enhances performances across the curriculum.**
Students will be able to effectively communicate in the visual arts. They will develop the ability to define and solve artistic problems with insight, reason, and technical skill.
5. **The development of problem-solving and higher-order thinking skills necessary for success in life and work is taken seriously in the visual arts.**
Students will practice problem-solving skills developed in the process of art production in the visual arts and employ higher-order thinking skills in the evaluation and critique of art works.
6. **Visual arts education is a sequenced and comprehensive program.**
7. **These principles offer a foundation of educational assessment on a student-by-student basis.**
An understanding of the elements of art and principles of design allows students to evaluate the works of others and themselves. As a result, students develop a deeper appreciation of the visual arts and a pride of accomplishment in their own art work.

CORE CURRICULUM

VISUAL ARTS

Grades 9—12

Core and Elective Courses

HOGAN PREPARATORY ACADEMY

1221 East Meyer Blvd

Kansas City, Missouri 64131

Student Goals & Objectives

Department Name: Spanish

Curriculum Standard 1: Communicate in Spanish.

Curriculum Standard 2: Knowledge and Understanding of Culture.

Curriculum Standard 3: Connect Spanish with Other Disciplines.

Curriculum Standard 4: Make Comparisons.

Curriculum Standard 5: Communities at Home and Around the World.

COURSE DESCRIPTIONS

Course 1: To help students to develop linguistic proficiency in the present tense grammar and cultural sensitivity by interweaving language and culture, and by broadening students communication skills while at the same time deepening their appreciation for Hispanic culture.

Course 2: help students to develop linguistic proficiency in the past tense grammar and cultural sensitivity by interweaving language and culture, and by broadening students communication skills while at the same time deepening their appreciation for Hispanic culture.

Course 3

Course 4

Rationale:

Spanish (Grades 9 & 10)

- 1: Missouri children need second language fluency in order to be competitive in the 21st century.
- 2: Students of foreign languages score statistically higher on standardized tests conducted in English. Students who averaged 4 or more years of foreign language study scored higher on the verbalized section of the SAT than those who studied 4 or more years of any other subject area.
- 3: Students of foreign languages have access to a greater number of career possibilities and develop a deeper understanding of their own language and other cultures.
- 4: Some evidence also suggests that children who receive second language instruction are more creative and better at solving complex problems.
- 5: Benefits to society are many: Missourians fluent in other languages enhance our economic competitiveness abroad, improve global communication, and maintain national, political and security interests.

CORE CURRICULUM

DEPARTMENT: Spanish
Grades: 9 & 10

HOGAN PREPARATORY ACADEMY
1221 East Meyer
Kansas City, Missouri 64131

Student Goals and Objectives

Business Department (Extrapolated from various states)

In Business Education, students at Hogan Preparatory Academy will acquire a solid foundation that includes knowledge of:

- *Curriculum Standard 1* – Demonstrate self-initiative through cooperative learning.
- *Curriculum Standard 2* – Develop communication skills
- *Curriculum Standard 3* – Develop problem solving/critical thinking skills
- *Curriculum Standard 4* – Implement research and technology
- *Curriculum Standard 5* – Apply computer and keyboarding terminology and skills
- *Curriculum Standard 6* – Analyze the goals and apply principles of Business Professionals of America
- *Curriculum Standard 7* – Evaluate the appearance and accuracy of document formatting
- *Curriculum Standard 8* – Keep accurate and up to date records

COURSE DESCRIPTIONS

Keyboarding – This nine week course will introduce and develop basic skills in operating a computerized keyboard by using the touch system to produce mailable business documents. Mailability standards relate keying, formatting, grammar, punctuation, capitalization, spelling, content, typography and layout and design. Using special features of the software, such as the table function, the student will be able to format academic and business reports.

Desktop Publishing – This one semester course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications are emphasized. Proofreading, document composition, and communication competencies are also included.

Accounting – This one semester course introduces basic principles and concepts of accounting. The content emphasizes foundations of accounting, including Generally Accepted Accounting Principles, examination of source documents, transaction preparation and analysis, financial statement preparation and analysis and various aspects of the accounting cycle. Skills will be reinforced through practice and simulation. Life skills will be integrated throughout the course.

Marketing – This one semester course introduces the basic principles of marketing. First, it explores marketing practices and principles at both the retail and industrial level to give students an overview of the importance of marketing in the business world. Second, it stresses the mathematics fundamentals and applications they need to pursue marketing careers. Third, it helps students do the values clarification they need to identify their interests and aptitudes in the career they will enjoy.

Rationale

Business Education

1. The students enrolled in the business courses will develop better communication skills via the Internet, various business documents and group activities.
2. All students should acquire job skills beginning with self assessment and continuing through successful employment
3. Students will learn a variety of research techniques and will be able to use them in higher education and in the workforce.
4. Students will develop critical thinking and problem solving skills, which is very important in our society, which demands skilled employees.
5. Students will become familiar with ethical issues in the business world and be able to analyze and apply critical thinking and problem solving skills.

CORE CURRICULUM

BUSINESS DEPARTMENT

Grades 9-12

Elective Courses

HOGAN PREPARATORY ACADEMY

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Geography: Standards and Objectives
Goal 4 Knowledge of economic concepts and principles

Grade Level Expectation	Objectives:	Key Concepts	Resources
Factors of production	<p>Students will study natural resources as they are distributed across the globe.</p> <p>Students will be introduced to the terms supply and demand.</p> <p>Students make applications of the term interdependence.</p>	<p>Natural resources, Human resources, Capital resources</p>	<p>In Text book, World Geography by Boehm the natural resources map in the country profile at the beginning of units 2-11 ex. Pg. 89</p>

STUDENT GOALS AND OBJECTIVES

Department: Social Studies

In Social Studies, students at Hogan Preparatory Academy will acquire a solid foundation that includes knowledge of:

- Curriculum Standard 1: the principles expressed in documents shaping constitutional democracy in the United States.*
- Curriculum Standard 2: continuity and change in the history of Missouri, the United States and the world.*
- Curriculum Standard 3: principles and processes of governance systems.*
- Curriculum Standard 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand.)*
- Curriculum Standard 5: major elements of geographical study and analysis such a location, place, movement, regions and their relationship to changes in society and the environment.*
- Curriculum Standard 6: relationships of the individual and groups to institutions and cultural traditions.*
- Curriculum Standard 7: the use of tools of social science inquiry such as surveys, statistics, maps and documents.*

structures, labor unions, taxation, government spending, gross domestic product, inflation, federal reserve system, money supply, and consumer education.

World History, Grade 12

This course is designed to help the students gain clarity and form to the countless events in World History. The student will explore and compare the commonalities and uniqueness of modern man from 1,000 C.E. to the present day. The focus will be on four major regions: Africa, Asia, Europe, and the Americas. This approach will give the learner a global perspective and create an awareness of contributions of different peoples and different times to human history. Emphasis will be placed on increasing map and globe skills, critical thinking and writing skills.

African American History/Issues, Grade 11-12

In this course, the student will examine the African-American experience from the early African empires to modern America. The course will focus on the unique aspects of the African-American role in the United States with emphasis on the historical contributions, struggles and impact of the African-American.

COURSE DESCRIPTIONS

World Geography, Grade 9

The student will focus on the five themes of geography: movement, region, location, human/environment interaction and place. Another topic is culture and it will include history, government, religion, literature, music, art, and language. Identity is the interdisciplinary theme of freshman year and students will study how their personal culture, political culture, heritage and environment affect the person they are becoming. Five projects help to accomplish this goal: Triune Brain, Influential Person Essay, Global Mosaic Project, Culture Project and Personal Culture Project.

American History, Grade 10

The student will explore the major issues and events of American History from the founding of the country to the present day. The student will examine the cultural, social, economic and political diversity in the United States and the impact and significance of that diversity. Emphasis will be placed on increasing historical and critical thinking and writing skills.

American Government, Grade 11

Content for this course will focus on the people, institutions, processes, and history of the government of the United States. A brief history and governance of Missouri will also be covered. Students will examine participation, privileges, and responsibilities of citizenship in our government. Key topics will include growth of democracy, federalism, separation of powers, national and state powers, checks and balances, civil rights, civic participation, characteristics of democracy, types of governments, elections and the election process, the U.S. Constitution, amendments including the Bill of Rights, detailed analysis of each branch of government, law making process political parties and interest groups.

Economics, Grade 11

Content for this course will focus on the consumer role in an economy. It will also encompass economic concepts, terminology, and related application utilized in making decisions about resources. Key topics will include scarcity, trade-offs, opportunity cost, cost benefit analysis, economic systems, capitalism, business organizations, business growth and expansion, demand, supply, market

RATIONALE

Social Studies

1. Social studies programs should provide for the study of ideals, principles and practices of citizenship in democracy.
2. Social studies curriculum empowers students to make sense of a multicultural world and their place in it. Students should develop a global perspective, identify commonalities and difference among the people in the United States and throughout the world.
3. Social studies programs should provide for an understanding of the ways human beings have viewed themselves in the context of time and place. Students need to understand their historical background in order to analyze and make decisions for the present and future.
4. Social studies programs should include experiences that provide for the study of people, places and environments.
5. Social studies programs should provide for an understanding of the relationship of self to the larger society. Students need to study the past and present roles that institutions have over the lives of individuals.
6. Social studies programs should provide for the study of how people create and change structures of power. Students need to explore the ways in which changes in power, authority, and governance are made in a democratic society.
7. Social studies programs should provide for the study of how people organize themselves for the production, distribution, and consumption of goods and services.
8. Social studies programs should provide for the study of relationships among other subject areas and technology.
9. Social studies learning is an active and cumulative process.

CORE CURRICULUM

SOCIAL STUDIES

Grades 9-12

Core and Elective Courses

HOGAN PREPARATORY ACADEMY

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understanding of the science concept, interactions, and processes involved. This course will provide a basis for the level of understanding necessary for achievement and success in advanced college chemistry courses and/or related careers.

Course 6 - Physics

AP Physics B – (Course #5891) – Physics principally consists of the study of energy. The following topics relating to energy will be explored: mechanics, including motion, force, work, and simple machines; wave theory including sound and light; and electricity and magnetism. An emphasis will be placed on developing the students' problem solving skills and applying the various areas of physics we study to "real-world" problems.

This is an Advanced Placement (AP) course. The students will be given the opportunity to take the AP Physics B test in May. This test is graded on a 1-5 scale. Most colleges will award credit for Calculus to students who score a 3, 4 or 5 on this test. The fee for the AP test is \$82. A \$22 reduction in this fee is available for students who qualify for free or reduced-price lunches. Pre-requisite – Algebra II. One credit (90 minutes per day – one semester NOTE: UNDER CONSIDERATION TO MAKE THIS 45 MINUTES PER DAY FOR THE FULL YEAR.)

Course 7 – Environmental Science

Environmental Science - Environmental Science – (Course #5861) – This is a semester-long required course for 9th graders. Environmental Science is an applied science that uses principles from the basic sciences such as biology and chemistry to study the world we live in. This course will focus on understanding and developing perspectives on environmental problems and challenges associated with global social and economic development. Major topics include ecosystems; natural resources including water, air, and land; and challenges associated with human population growth, energy consumption, and waste. An emphasis will be placed on studying current local, regional, national, and global problems. We will take two field trips to the Discovery Center to explore wildlife management and environmental considerations about water.

Course 1 - Physical Science- (Course #5840) -

This is a year-long required course for 9th graders. Physical Science principally consists of the study of matter and energy. Learning physical science will provide a solid foundation for the study of these topics in greater depth in Chemistry and Physics. The following topics relating to energy will be explored: force, energy and work, motion, machines, heat, waves, sound, light, electricity and magnetism. The following topics relating to matter will be explored: density, atoms, compounds and mixtures, chemical formulas, chemical reactions, and acids, bases & salts. An emphasis will be placed on developing the students' problem solving skills and applying the various areas of physical science we study to "real-world" problems.

Course 2 - Earth Science

Course 4 - Biology

Biology (#5611) is a year-long course designed for 10th grade students and is a good preparation for the MAP exam that is taken in the Sophomore year. The Missouri Show-Me Standards will be applied to this course, as in all other courses in the Hogan curriculum. Biology provides the students with the tools needed to function as a biologically literate citizen, including labs related to Biology. It includes knowledge of the kingdoms of organisms, the interrelations of living organisms, and the mechanisms by which these organisms become adapted to their ecological environments. Biology includes a study of genetics and cellular functions.

Course 5 - Chemistry

Chemistry (#5831) is a required course taken during the 11th grade year at Hogan Preparatory Academy. The concepts of Chemistry include: properties and behavior of matter; discrete energy levels of electrons in the atomic structure; chemical bonding; chemical reactions; properties of solutions; energy transfer; properties and behaviors of substances relating to their molecular structure; determining empirical and molecular formulas from quantitative data; predict the masses of reactants in chemical reactions; determine and use mathematical; representations of relationships. Students will conduct investigations relating to each of the concepts to build

COURSE DESCRIPTIONS

world events and apply science content to new problems as they engage in problem solving, planning, decision-making, and group discussions.

Rationale 5: Less is more.

To understand the essential ideas of science, students need to engage in an in-depth exploration of science concepts, processes, and investigations.

Rationale 6: Science and Technology

Science activities should provide students with opportunities to explore the natural and constructed environment. Technology enables students to extend their abilities to observe, measure, compute, collect data, communicate information, and solve problems. Science, technology, and societal issues are inseparably connected; an understanding of this should be inherent in student activities and projects.

Rationale

Name of Curriculum: Science

Rationale 1: Science is for all students.

All students, regardless of gender, cultural background, abilities, or career aspirations, should have the opportunity to attain high levels of scientific literacy.

Rationale 2: All students will have the opportunity to learn about each of the science concepts in the core curriculum.

The essential science concepts described in the core curriculum are for all students. We recognize that students learn at different rates, to different depths, and in different manners. All students should have sufficient time to develop their knowledge and understanding of the essential concepts.

Rationale 3: All students will develop a relevant and meaningful understanding of science.

All students will develop science knowledge and understanding of processes as defined in the core curriculum. Students will then be able to apply these to scientific, personal, social, and historical perspectives. Instructional emphasis is on knowledge and processes that generate deeper understanding and interaction.

Rationale 4: Learning is an active process.

Students describe objects and events, ask questions, construct explanations, test explanations in many different ways, and communicate their ideas to others. Students must also have "hands-on" and "minds-on" experiences. Science teaching must involve students in inquiry-oriented investigations. They must establish connections between their current knowledge of science and real-

CORE CURRICULUM

DEPARTMENT: Science

Grades: 9 - 12

HOGAN PREPARATORY
ACADEMY

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COURSE DESCRIPTIONS

Art Appreciation

This course is designed to introduce freshman students to works of art, the elements of art and principles of design, and develop a means to evaluate art. Students are encouraged to explore and develop their own artistic expressions within the framework of assigned projects and written assignments.

This course provides the opportunity to develop many of the life skills targeted at Hogan Prep: responsibility, initiative, organization, curiosity, and perseverance, as well as, respect for other opinions and cultures.

Art I & II

These two courses are centered around the elements of art and principles of design and their application to student generated art. Students in these courses will gain knowledge and experience in the use of several media and art techniques through the production of several projects. Students will learn to critically analyze works of art, including their own and become familiar with important artists, styles of art, and art and artifacts of other cultures.

This course provides the opportunity to develop many of the life skills targeted at Hogan Prep: responsibility, initiative, organization, curiosity, and perseverance, as well as, respect for other opinions and cultures.

Art III

This advanced art course is centered around the elements of art and principles of design and their application to student generated art. Art III students will gain knowledge and experience in the use of several media and art techniques through the production of several independent art projects. Students will continue to build a portfolio that reflects their growth as an artist and learn to critically analyze works of art, including a critical analysis and reflection of each major project they complete. Art III students will develop and utilize high level thinking skills and problem solving skills. Art III students will complete one assigned project each quarter and research, develop, create, and critique their own art productions through independent projects, allowing the advanced art student to pursue their own personal art interests.

This course provides the opportunity to develop many of the life skills targeted at Hogan Prep: responsibility, initiative, organization, curiosity, and perseverance, as well as, respect for other opinions and cultures.

STUDENT GOALS & OBJECTIVES

Fine Arts: Visual Arts

In Fine Arts, students at Hogan Preparatory Academy will acquire a solid foundation that includes knowledge of:

- Curriculum Standard 1:* process and techniques for the production and exhibition of the visual arts
- Curriculum Standard 2:* the principles of art and elements of design in different art forms
- Curriculum Standard 3:* the vocabulary to explain perceptions about and evaluations of works in visual arts
- Curriculum Standard 4:* interrelationships of visual and performing arts and the relationship of the arts to other disciplines
- Curriculum Standard 5:* visual arts in historical and cultural contexts

CORE CURRICULUM

PRACTICAL ARTS (FACS)
Grade 12

HOGAN PREPARATORY ACADEMY
1221 East Meyer
Kansas City, Missouri 64131

Rationale

Career Development/Entrepreneurship

To assist Missouri citizens in acquiring career development/preparation, and entrepreneurial skills. The performance competencies in this course will enable students to construct meaning related to career development/preparation and entrepreneurship; communicate more effectively with employers and others; solve problems related to the development of entrepreneurial skills; and make responsible decisions that impact career development and the establishment of entrepreneurial ventures.

COURSE DESCRIPTION

Course 1

This course is intended to assist students in acquiring career development and entrepreneurial skills. Students will explore several career options; participate in a series of projects that will explore a variety of business opportunities; learn the inner workings of a business by creating products to market and sell; and learn how to create a business plan.

Student Goals & Objectives

Practical Arts/Family and Consumer Sciences

Grade Level Expectations 1

All 12th grade entrepreneur students will have a better understanding of what it takes to be an entrepreneur

Grade Level Expectations 2

All 12th grade entrepreneur students will explore career and business opportunities

Grade Level Expectations 3

All 12th grade entrepreneur students will understand how to initiate the process of forming a small business

Grade Level Expectations 4

All 12th grade entrepreneur students will learn how to write a business plan

Grade Level Expectations 5

All 12th grade entrepreneur students will understand how to run a small business through hands-on and real-world experiences

CORE CURRICULUM

HEALTH AND PHYSICAL EDUCATION

Grades 9-12

Core and Elective Courses

HOGAN PREPARATORY ACADEMY

1221 East Meyer

Kansas City, Missouri 64131

Rationale

Physical Education

- 1. Students need to be active learner.**
Students need to be actively involved in physical activities. Students need to have the opportunity to participate in and understand the importance of the physical activity for enjoyment, fitness improvement, skill and social development.
- 2. Physical Education is for all students.**
All students, at all grade levels, should have equitable resources in physical education. The healthy, physically active child is more likely to be academically motivated, alert and successful in school. They are also more likely to establish habits of behavior and qualities that will foster good health throughout life.
- 3. Health Literacy.**
Physical Education develops health literacy. All students will be able to interpret current health trends and determine if they meet the criteria for a healthy lifestyle.
- 4. Physical fitness behaviors are learned.**
In order for an individual to become physically educated, he/she must learn the skills necessary and perform a variety of physical activities, maintain a reasonable level of fitness for his/her lifestyle and know the implications of a sedentary lifestyle.
- 5. Physical Education assessment.**
The emphasis on accountability in education has made evaluation increasingly important. Students are evaluated on their participation in the warm up/cool down phases as well as the designated daily physical activity. Students are required and assessed as to whether they dress out in the designated dress code. Freshmen are assessed at the end of the year on state fitness standards. Sophomores, Juniors and Seniors are pre and post tested each semester based on national fitness standards.

Rationale

Health:

1. Disease Prevention

It is important for students to understand the pathology, prevention and treatment of diseases in order to maintain a healthy lifestyle.

2. Body Systems

It is important for students to understand the structures, functions and interactions of the various body systems. This information contributes to a holistic understanding of a healthy lifestyle.

3. Wellness

It is important for students to explore the following components for wellness: psychological, physical, social, intellectual and emotional. Individuals that develop these areas establish and foster good health habits throughout their lifetime.

4. Health Assessment

Students will be assessed on the following criteria: Daily assignments, journals, team projects and participation

5. Consumer Health and Safety

In order to become productive citizens, students must be able to understand their rights as a consumer. It is also important for students to understand what it is they need to do in order to reduce the risk of injury and illness.

COURSE DESCRIPTIONS

Freshmen Health and Physical Education

This course is designed to provide students with knowledge and skill in two areas of health and physical education: lifetime fitness, sports and activities and health related concepts. In physical education, students will participate in a variety of team sport games as well as the different activities relating fitness. Health-related fitness concepts will be reinforced in a classroom setting. Students will study the following areas of health: Social, physical, emotional and psychological.

Physical Education 10-12 (Including grade-level classes and the Elective: Fitness for Life)

These courses are designed to provide all students with the skills and knowledge to design, implement and maintain a reasonable level of fitness for their lifestyle. Students are required to keep a health journal detailing daily designated, as well as self-created, workout routines.

CORE CURRICULUM

Character Education
10th, 11th and 12th Grades

HOGAN PREPARATORY ACADEMY
1221 East Meyer
Kansas City, Missouri 64131

Rationale

Character Education

1. Writing, reading, speaking and reflecting on their character development provides students with a guide to socially acceptable behaviors in school and out.
2. Writing, speaking, reading and reflecting on ethical thought and behavior provides students with an opportunity to make sense of their world.
3. Ethical problem-solving, singly and in groups, creates opportunities for students to practice higher-order thinking skills in speaking and writing.
4. Learning and using the vocabulary of the life-skills, the lifelong guidelines personal assets, virtues and vices, as well as the principles of Ethics, further the students awareness of issues ranging from personal responsibility and justice.
5. Learning the principles of orderly and logical thought while studying civic and moral standards, provides students with a foundation for future decision-making.
6. Students need to learn the skills and concepts of character development in sequences that are grade appropriate.
7. Students gain valuable experiences from participation in community service programs.

COURSE DESCRIPTIONS

Sophomore Character Education

The course focuses on the concept of "personal responsibility." Topics from developing greater awareness to practicing demonstrable examples are all addressed. Sean Covey's *7 Habits of the Highly Effective Teen* and its accompanying workbook are used as the texts.

Junior Character Education

This course deals with the conscious acquisition, development and application of "personal assets" such as respect for, and connections to friends, family members, neighbors, and community. It specifically targets the ideas of self-improvement and good citizenship.

Ethics

This Senior course consists of a survey of ethical theories including Virtue, Duty and Consequentialist theories. There is an emphasis on application of ethical thought to contemporary issues such as euthanasia, abortion, the death penalty, "just" war, gender equity, and diversity/tolerance. Students are expected to analyze dilemmas and issues, apply ethical principles and propose solutions (appropriate ethical actions.)

Student Goals & Objectives

Character Education

Grade Level Expectations for Reading in Character Education 1 – Develop and apply skills and strategies to read and comprehend all texts, handouts, newspapers and magazine supplements.

Grade Level Expectations for Reading in Character 2 – Develop and apply skills and strategies to analyze and evaluate character education information and opinion, especially argument.

Grade Level Expectations for Reading in Character Education 3 – Develop and apply skills and strategies to comprehend, analyze and evaluate ethical treatises and arguments, academic and otherwise.

Grade Level Expectations for Writing in Character Education 1 – Follow a directed writing rubric to create written reflections on quotations and ideas taken from the character education curriculum.

Grade Level Expectations for Writing in Character Education 2 – Respond in writing to social or moral dilemmas, applying problem solving skills and higher-order thinking skills in an in-class setting.

Grade Level Expectations for Writing in Character Education 3 – Write a formal paper on a ethical problem or dilemma that incorporates research from contemporary sources.

Grade Level Expectations for Listening and Speaking in Character Education 1 – Develop and apply critical listening skills about character education topics.

Grade Level Expectation for Listening and Speaking in Character Education 2 – Develop and apply effective speaking skills for both discussion and presentation.

Grade Level Expectations for Information Literacy in Character Education 1 – Develop and apply effective research process skills to gather, analyze and evaluate information in the media and on the world wide web.

Grade Level Expectation for Information Literacy in Character Education 2 – Develop and apply skills and strategies to analyze and evaluate oral and visual media in their presentation of character education topics, especially television and film presentations.

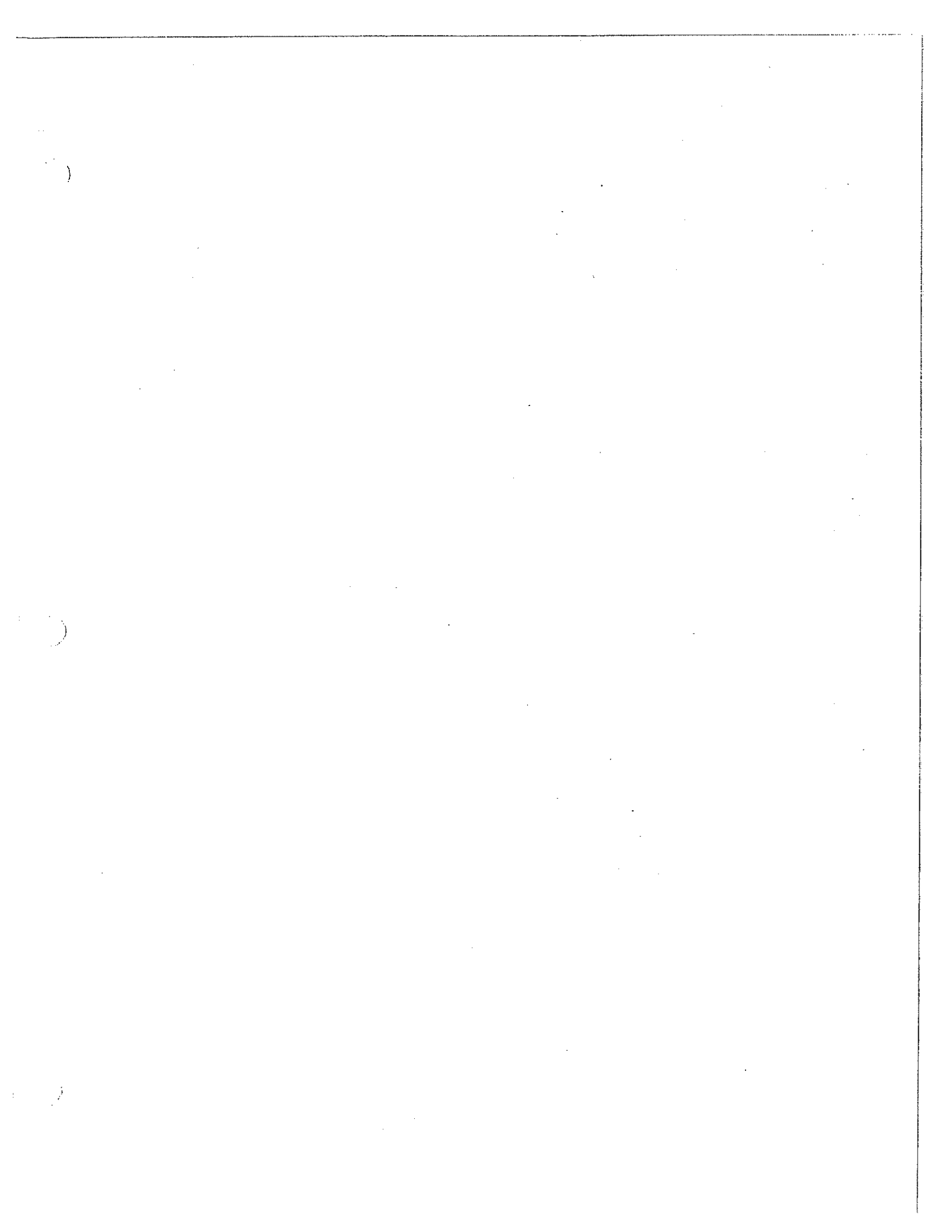
NETS (National Educational Technology Standards for Students)

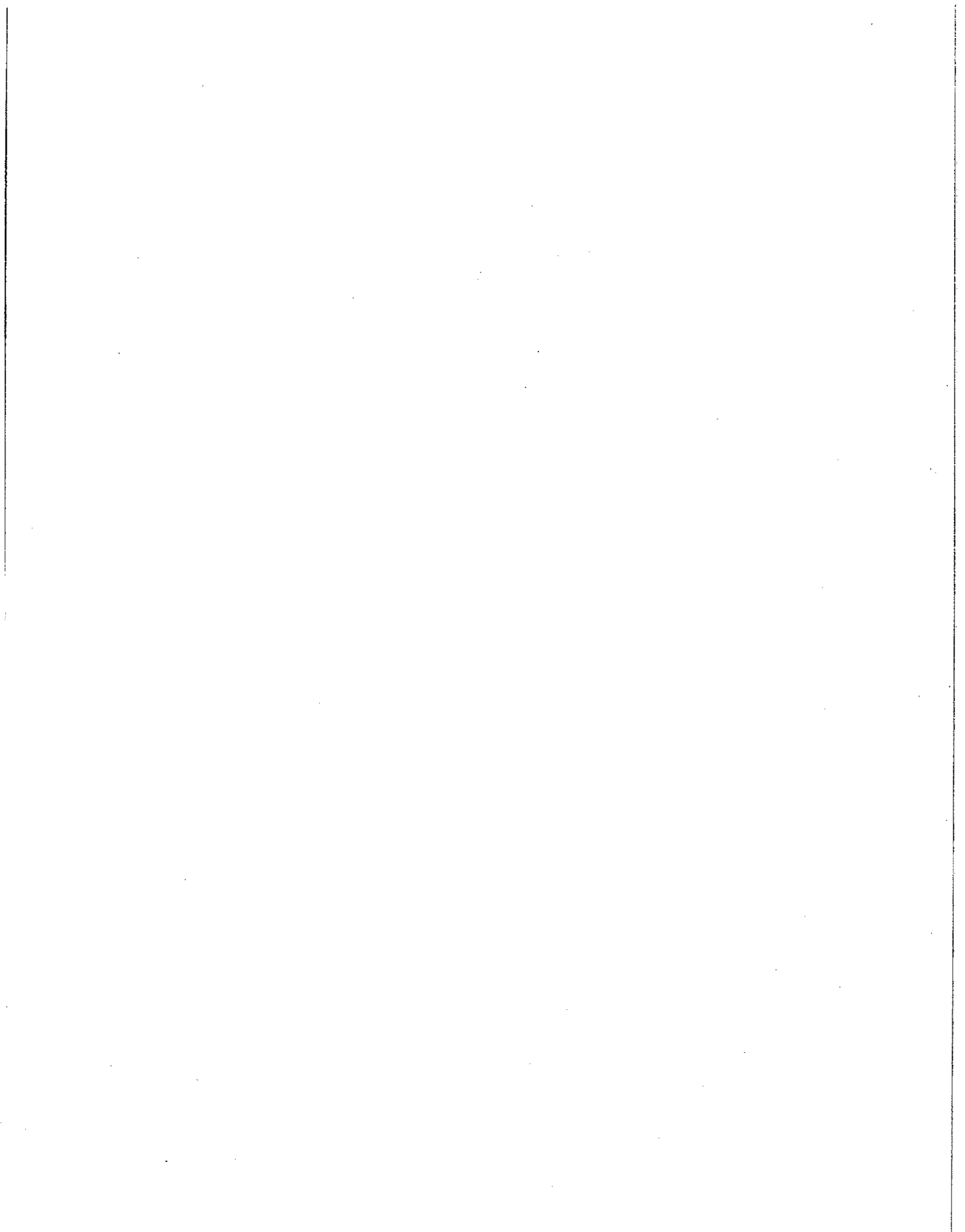
NETS 1 – Basic operations and concepts.

NETS 2 – Social, ethical and human issues.

Character Education: Standards and Objectives
Grade Level Expectation for Reading in Character Education 1: Develop and apply skills and strategies to read and comprehend all texts, handouts, newspapers, and magazine supplements.

Grade Level Expectation	Objectives:	Key Concepts	Resources
RIC and R1E	Use problem solving techniques to figure out the meaning of unfamiliar words primarily from context.	Academic vocabulary development	Texts, teacher generated materials, newspapers, and magazine supplements
RID	Read character education materials aloud with appropriate inflection and expression, and at an appropriate pace.	Reading fluency	Texts, teacher generated materials, newspapers and magazines







COURSE DESCRIPTION GUIDE

2009—2010

SECONDARY – GRADES 9—12

HOGAN PREPARATORY ACADEMY
1221 E. MEYER BLVD
KANSAS CITY, MO

(816) 444-3464

“Educating for a Lifetime of Learning”

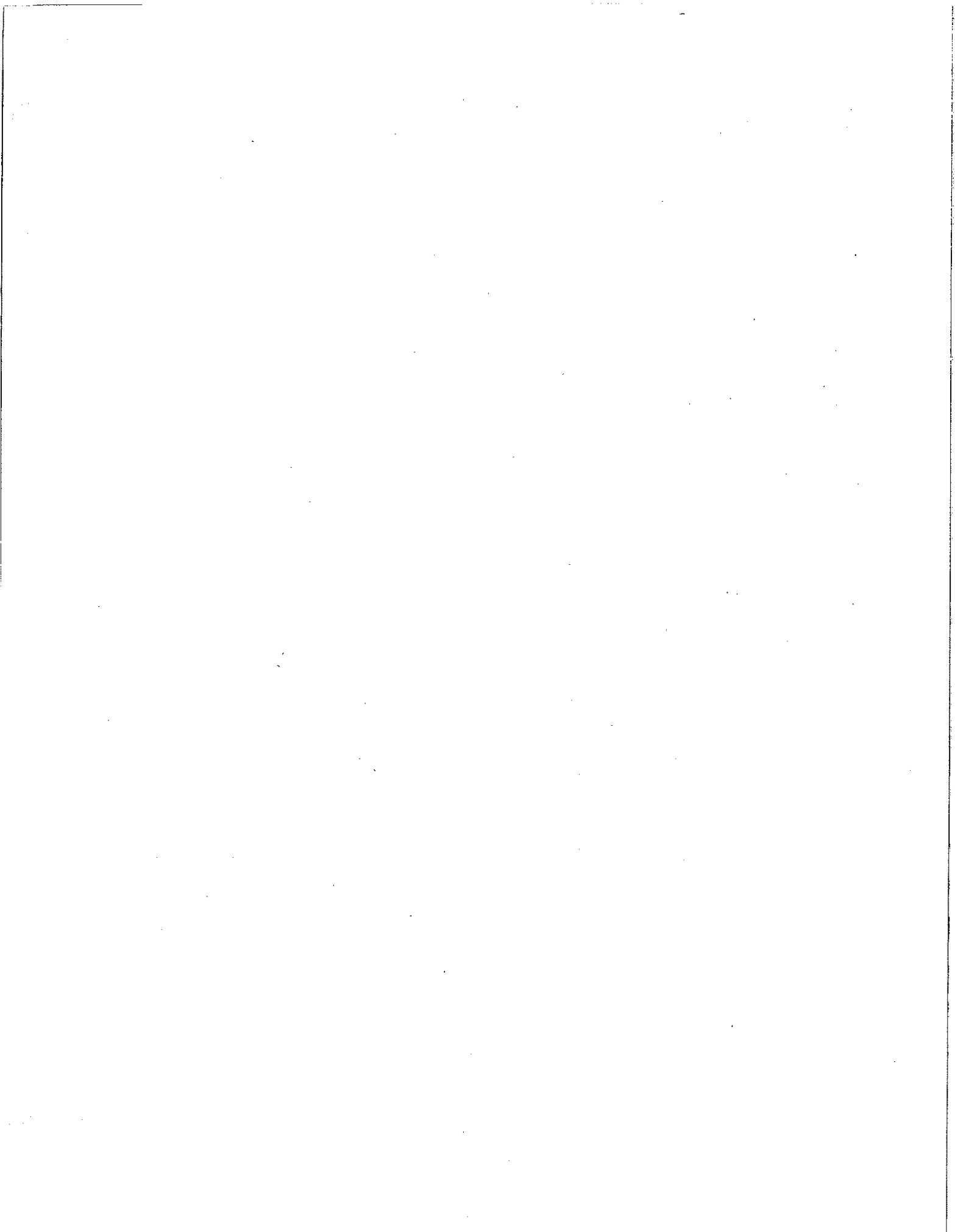
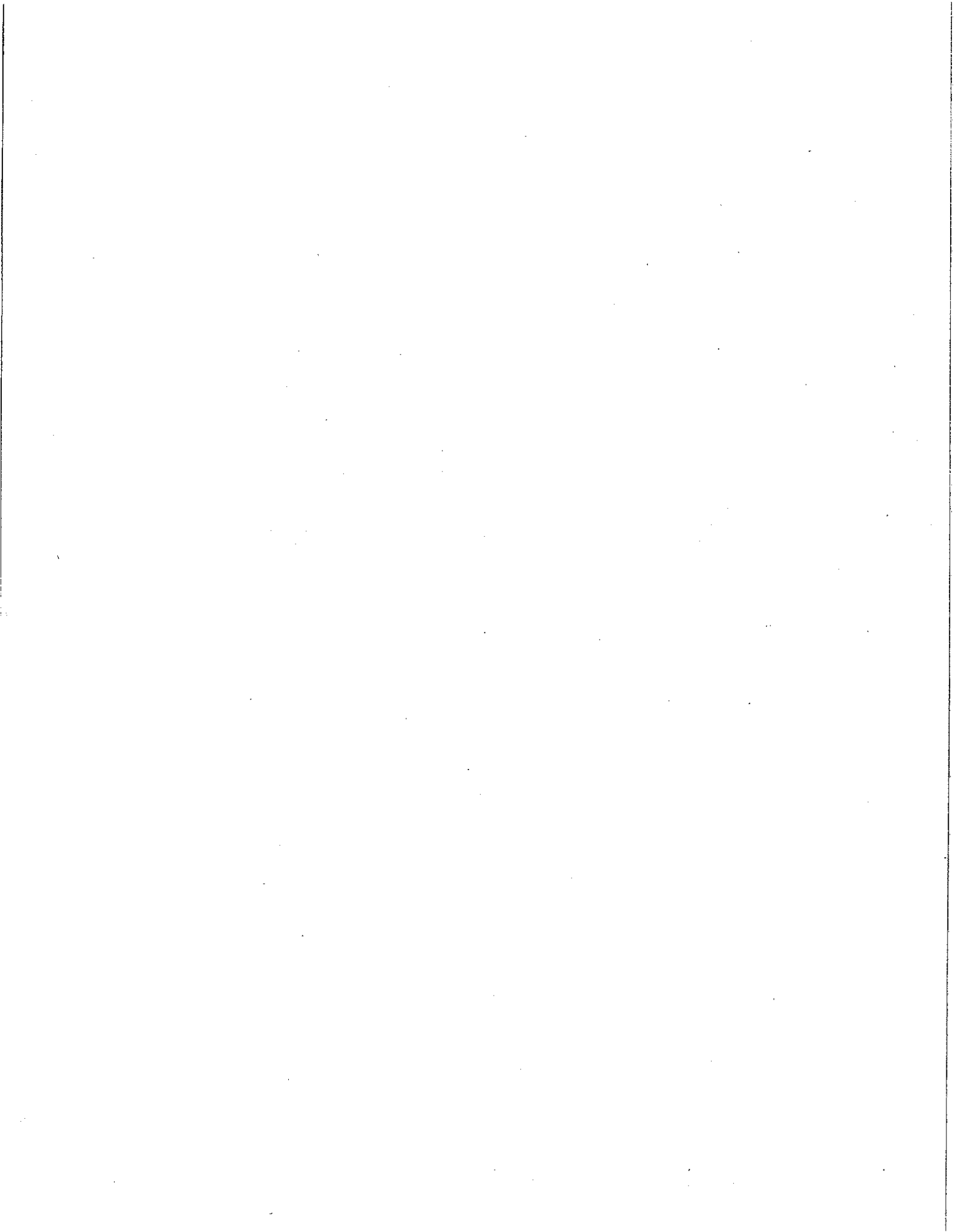
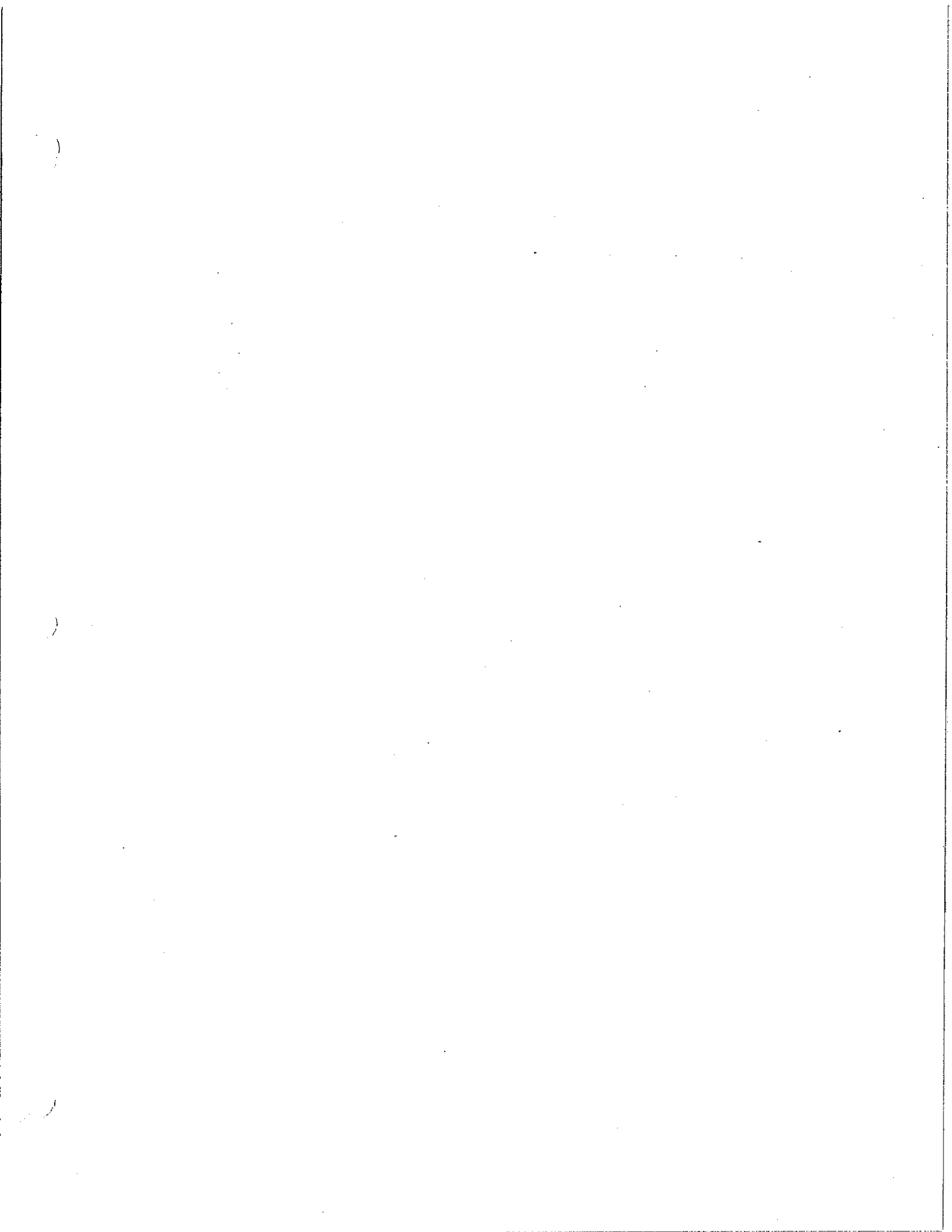
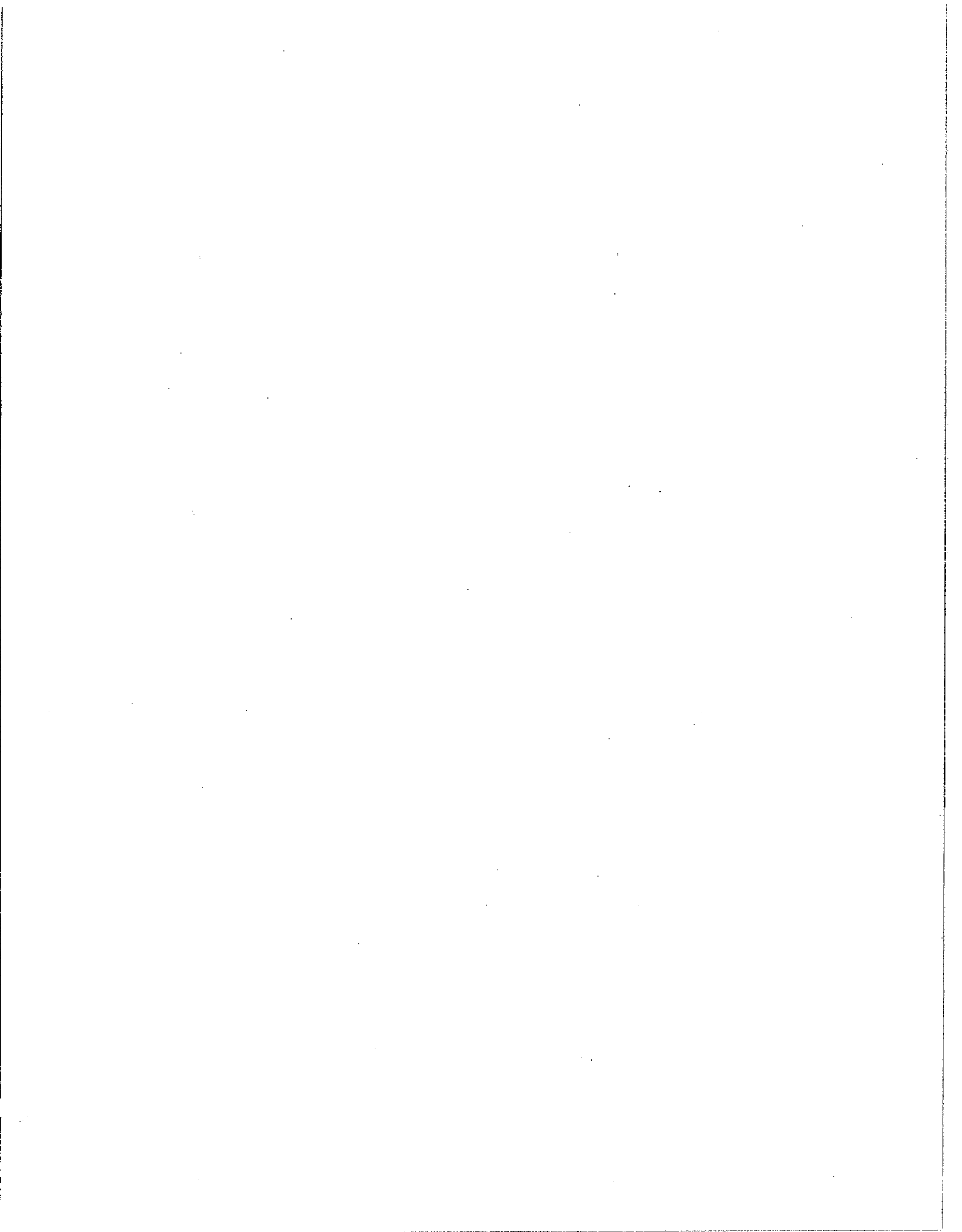


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MISSION STATEMENT

The mission of Hogan Preparatory Academy is to provide a high quality values-based, individualized college preparatory education for a diverse student population with goals of personal achievement, academic success and commitment to the community.

Lifelong Guidelines

Lifelong guidelines and life skills are the hallmarks of program development and implementation at Hogan Preparatory Academy. Hogan Preparatory Academy practices the following lifelong guidelines:

Active Listening	Personal Best	Trustworthiness
No Put-Downs	Truthfulness	

Life Skills

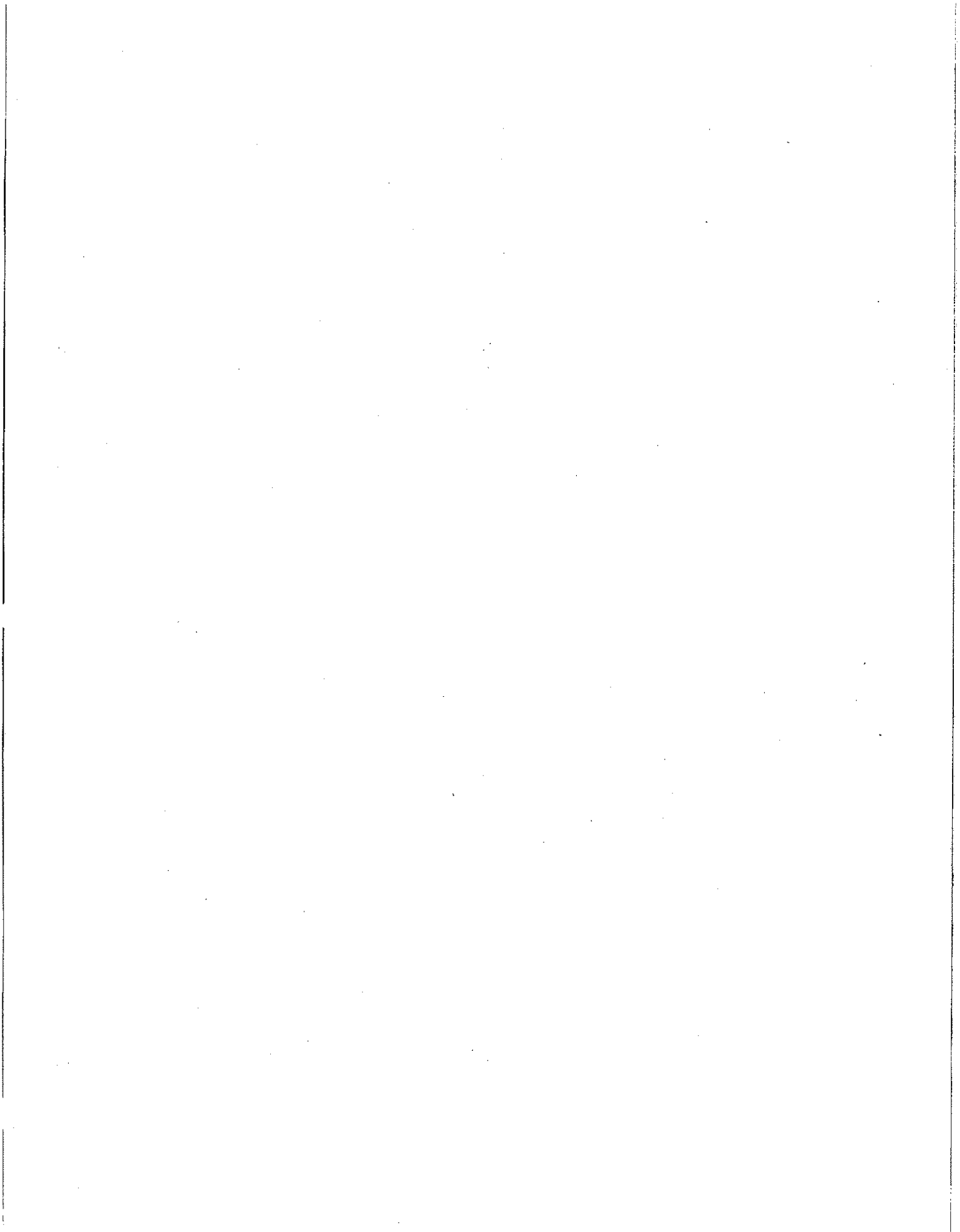
Hogan Preparatory Academy works to develop the following life skills:

Caring	Common Sense	Cooperation	Courage
Curiosity	Effort	Flexibility	Friendship
Initiative	Integrity	Loyalty	Organization
Patience	Perseverance	Problem Solving	Responsibility
Sense of Humor			

Brain-Compatible Environment

Hogan Preparatory Academy maintains a brain-compatible environment for learning.

- The learning community environment must be absent of threat, both real and perceived.
- The learning community must provide meaningful content.
- The learning community must provide choices for learning.
- The learning community must provide adequate time for learning as well as teaching.
- The learning community must provide an enriched environment for learning.
- The learning community must provide opportunities for collaborative learning.
- The learning community must provide immediate constructive feedback.
- The learning community must provide opportunities for mastery of content.



Credit Requirements

- 9th Grade - Students must have passed the 8th grade in order to be admitted to the freshman class.
- 10th Grade - Students must have earned a minimum of 6 credits in order to be admitted to the sophomore class.
- 11th Grade - Students must have earned a minimum of 13 credits in order to be admitted to the junior class.
- 12th Grade - Students must have earned a minimum of 21 credits in order to be admitted to the senior class.

****Note – A minimum of 28.5 academic credits and 25 hours of community service for each year of attendance are required for graduation.**

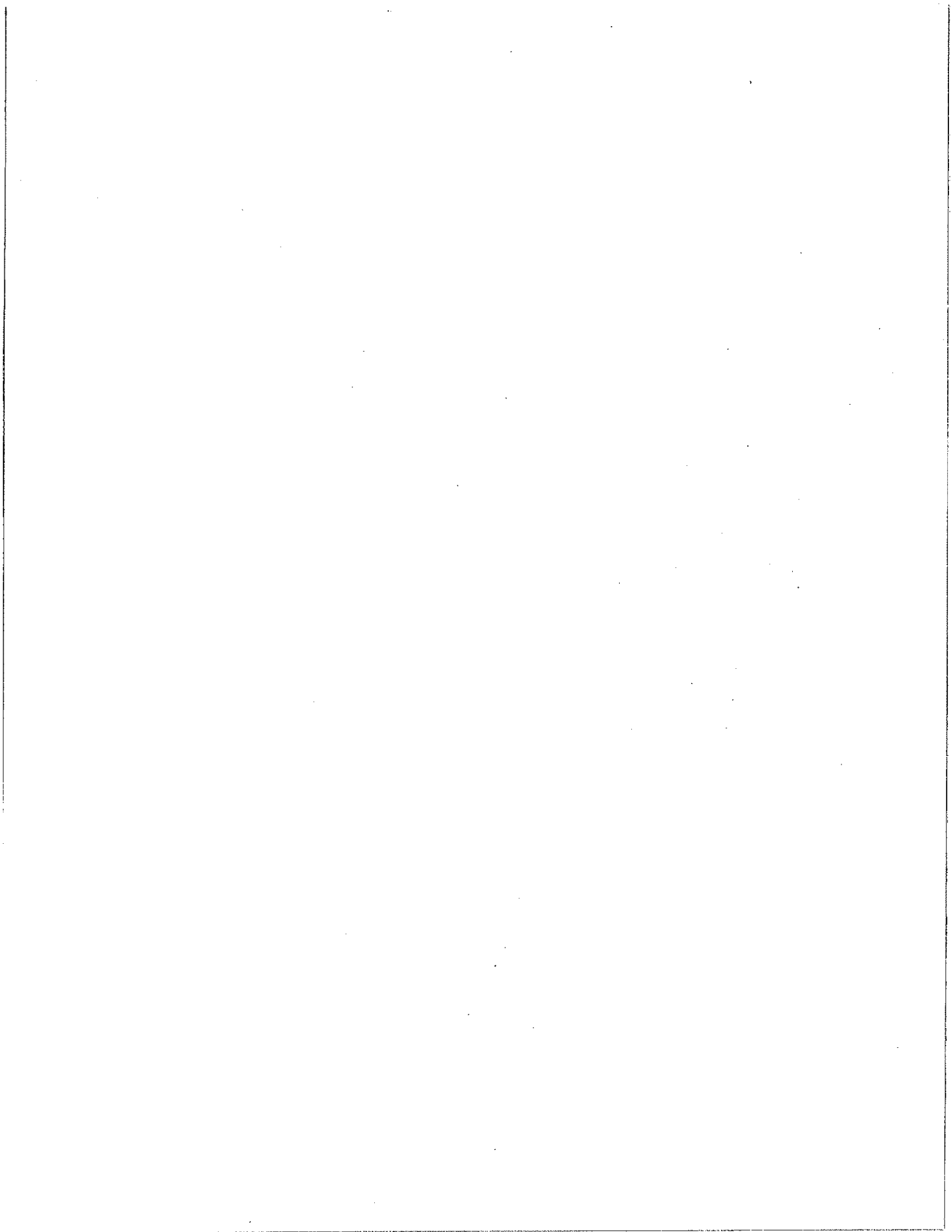
Curriculum Requirements

Language Arts	4 credits	Social Studies	4 credits
Mathematics	4 credits*	Physical Education/Health	2 credits
Science	3 credits	Fine Arts	1 credits
Foreign Language	2 credits	Practical Arts	1 credits
		Additional Electives	7.5 credits

*4 credits of Mathematics (Algebra I and above) are now required for admission to the University of Missouri and many other colleges and universities.

HOGAN CURRICULUM

<u>9TH GRADE</u>	<u>10TH GRADE</u>	<u>11TH GRADE</u>	<u>12TH GRADE</u>
LANGUAGE ARTS I (YR)	LANGUAGE ARTS II (YR)	LANGUAGE ARTS III (YR)	LANGUAGE ARTS IV (YR)
HEALTH (SEM)	CHARACTER ED 10 (SEM)	ETHICS I (SEM)	ETHICS II (YR)
WORLD GEOGRAPHY (YR)	US HISTORY (YR)	AM GOVERNMENT (SEM)	WORLD HISTORY (YR)
PRE-ALG/ALG I A (YR)		ECONOMICS (SEM)	PERSONAL FINANCE (SEM)
OR	ALGEBRA I B (YR) OR	GEOMETRY OR	SENIOR SEMINAR (YR)
ALGEBRA I (YR)	GEOMETRY (YR)	ALGEBRA II (YR)	MATH ELECTIVE (YR)
PHYSICAL SCIENCE (YR)	BIOLOGY (YR)	CHEMISTRY (YR)	
ENVIRONMENTAL SCIENCE (SEM)	SPANISH I (YR)	SPANISH II (YR)	
PHYSICAL EDUCATION (SEM)	PHYSICAL EDUCATION (SEM)	PHYSICAL EDUCATION (SEM)	
4 ELECTIVES (SEM)	4 ELECTIVES (SEM)	4 ELECTIVES (SEM)	7 ELECTIVES (SEM)



**Specific
Requirements
For Graduation**

LANGUAGE ARTS 4.0

Language Arts I	1.0
Language Arts II	1.0
Language Arts III	1.0
Language Arts IV	1.0

MATHEMATICS 4.0

Algebra I	1.0
Geometry	1.0
Algebra II	1.0
Mathematics Elective	1.0

SCIENCE 3.0

Biology	1.0
Chemistry	1.0
Science Elective	1.0

SOCIAL STUDIES 4.0

American History	1.0
American Government	.5
Social Studies	
Electives	2.5

FINE ARTS 1.0

Fine Arts credit is to be earned in the fields of art, music, or drama

PHYSICAL EDUCATION 1.5

Physical Education Electives 1.5

HEALTH .5

Health .5

PRACTICAL ARTS 1.0

Personal Finance .5

Additional Practical Arts credit may be earned in Business, Computers, or Technology .5

FOREIGN LANGUAGE 2.0

2 years of the same foreign language are required 2.0

Spanish is the only language offered at this time at Hogan

ELECTIVES 7.5

In the Hogan curriculum, these electives include these required courses:

Character Ed 9 and 10

Ethics I and II

Senior Seminar



4

Parent – School - Community Involvement

The following pages contain the Parent – School – Community Involvement plan that outlines our mission and vision for aligning Hogan Preparatory Academy with a local elementary charter school and well as community organizations.

School-Community Partnership Vision

A shared school-community partnership is a relationship between school and other community resources having a shared responsibility for learning. It has an integrated focus on academics, youth development, family support, and community development. The school-community partnership emphasizes real-world learning through community problem solving and service increasing school engagement by knitting together inventive, enduring relationships among educators, families, volunteers, and community partners.

Developing behavioral, emotional, and cognitive engagement will improve student academic performance and better prepare them for success in higher education.

School-Community Partnership

3 Tiers

Tier 1 Community Partnerships: Partnerships that encompass Hogan Preparatory Academy, Benjamin Banneker and business in between the two schools.

Tier 2 Student-Family Partnerships: Partnerships between Hogan students and families

Tier 3 University of Central Missouri Partnerships: Partnerships between UCM, Hogan Preparatory Academy, and Benjamin Banneker.

Student Benefits

- Higher grades and test scores
- Better attendance
- Increase in positive behaviors
- Higher graduation rates
- Greater enrollment in postsecondary education
- Increase student access to valuable resources, such as technology
- Internship opportunities

School Benefits

- Improved teacher morale
- Higher student achievement
- Better community relations
- Increased support from families
- Make curriculum stronger, with connections to real-world expectations of what students need to know;

Goals of School-Community Partnership

- Hogan will create in-school experiences for family members and volunteers that are positive, welcoming, and responsive to family needs.
- Hogan will emphasize two-way communication between school and home and between school and the community.

- Make the school building available to parents and community residents for educational, recreational, and social activities. Schools often are centrally located and considered neutral territory. As residents begin to use the school for adult education classes, summer concert programs, holiday parties, and community resource fairs, they can learn about the educational program and are likely to become advocates for the school.
- Regularly assess family involvement efforts using questionnaires, telephone interviews, meetings, and discussions to learn which efforts are most productive and to improve those that are not.
- Evaluate the school's partnership approach by using a checklist of quality indicators to determine evidence of success.

Tier 1

Community Partnership Goals

Goal 1: Community Relations

- Students invite employees to lunch, to spend time in the classroom or special events.
- Students establish "special days" that recognize their School Business Partnership.
- Business representatives are invited to meet administration and staff and tour existing and new programs and facilities in the school.
- Business representatives are introduced to the staff and parent teacher organizations as the school's new educational partner.
- Business representatives become students for a day, attending classes and special events to gain a better understanding of the education environment.
- Participate in "Executive Exchange and Teacher Exchange Days".
- Publicize the partnership in school and business newsletters.
- Businesses invite students and staff to spend time in the business, attend meetings and a business luncheon.
- Students and businesses identify a community service project to work on together.

Goal 5: Career Preparation

- Have a career fair for students and parents either at area business' or in the school.
- Participate in career fair presentations.
- Arrange for educator and student tours of area business facilities.
- Provide for student internships or work study programs
- Arrange for employees to help students explore career, vocational, and personal goals.
- Area business can share job search techniques with students through applications, resume writing, and interviewing skills.

Tier 2

Student-Family Partnership Goals

Goal 1: Parent Center

- Centers are a meeting space for parent groups and workshops.
- Is an informal location for individual parent-teacher or parent-principal discussions.
- Centers are lounges and "waiting rooms" for parents in school that send a very positive message to parents that they belong in the school and should feel welcome in it.
- Centers are a place to recruit tutors and classroom volunteers
- Centers provide information and guidance about higher education opportunities, cultural and community services and agencies to help families with educational, health, and social service needs.
- Provide "Parent Support Services"
 - **Parent Education**-- workshops and ongoing educational programs for parents on issues related to adolescent development; programs where they can learn about and discuss the difficult issues of adolescence. Some innovative programs can link parents' educational activities with their child's curriculum. Students, for example, work in school on issues such as teenage suicide, drugs, and sexuality while parents are learning how to talk with their child about these topics.
 - **"What's Next" Nights**-- parents are concerned about what's next for their child after high school. Programs can address the transition to work after high school, college selection and financial assistance.
 - **Parent Support Groups**-- involve parents in school programs by recognizing parents' need to have peer support during their children's adolescent years. Many parents may appreciate the opportunity to share approaches and perspectives on parenting issues.

the university's educational and recreational facilities, further promoting their identification with and involvement in the college community.

- College students can teach one or two lessons in a School-Community Partnership school, using material from courses they are currently taking at the university. High school instructors may request topics and the college instructor can award credit to the student (e.g., extra credit; exemption from an exam or paper).

Attachment K UCM Monitoring and Oversight Plan

The University of Central Missouri, in compliance with RSMO 160.405, has developed policies and procedures to govern its roles with the public charter schools operating under its sponsorship. These policies (Board of Governors Policy 3.1.070) include regulations pertaining to the monitoring and oversight of the schools. Section E of these policies outlines the University's responsibility to perform operational reviews of the charter schools, including financial audits, professional assessments, and all facets of school operations.

The University has established an ongoing assessment process that includes both regular audits of specific academic and operational aspects and on-site reviews conducted by audit teams. The following documents: 1) Monitoring and Oversight Calendar; and 2) Monitoring and Oversight Criteria provide a basis for this monitoring plan. The calendar provides a basic timeline of on-going oversight and monitoring activities. The Monitoring and Oversight Criteria provides a basis for identifying the basic components to be monitored and to provide an expectation of performance and /or compliance. The criteria are organized under six areas:

1. Governance
2. Finance
3. Enrollment and Attendance
4. Personnel
5. Safety
6. Academic Programming

Aspects of these six areas are often interrelated to one another. While these documents provide an overview of academic and organizational components, they should not be perceived to be all inclusive.

Specific benchmarks and performance criteria for both academic and operational aspects of Hogan Preparatory Academy are included in *Attachment G: School Accountability Plan* of this agreement. The academic benchmarks (Indicators 1-5) are specific to HPA and are based on student achievement and school data. The organizational accountability components (Indicators 6-7) are based on established performance standards and criteria. A rubric outlining the noted operational standards and performance criteria for the operational indicators are included in this monitoring plan.

University of Central Missouri

Midwest Center for Charter Schools and Urban Education
Monitoring and Oversight Calendar

September

____ Personnel/Certification/Background Checks (forms review)
____ Salary Schedule (if applicable)
____ School Calendar
____ Hours of operation
____ Calendar of Board Meeting Dates
____ ASBR report
____ Enrollment Report
____ Facility Review
____ MAP results

October

____ Policy Review
____ Professional Development Plan
____ Annual goal review
____ Personnel/Payroll /Certification (file review)

November

____ Academic Accountability Plan
____ Written Curriculum monitoring

December

January

____ Audit and Financial Review
____ School goal progress (periodic monitoring)
____ Core Data reporting review

February

____ Governance
____ Student Records
____ Enrollment Update

March

____ Monitor Enrollment
____ COE faculty review of Curriculum and Instruction
____ Site visit scheduling

April/May

____ Site Visits
____ Site Visit Reports
____ Update to Dean/President/Board of Governors

University of Central Missouri
Midwest Center for Charter Schools and Urban Education

Monitoring and Oversight Criteria

Part 1 – Governance

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance).

- The school is a nonprofit corporation
- The school is nonsectarian
- Business is conducted in compliance with the Missouri open meetings law
- Decision making is free of conflicts of interest and decision makers act in the best interest of the school
- Procedures are in place and followed that allow due process and appropriate response to grievances
- The school is in material compliance with applicable law (IDEA, NCLB, Title I, title VI, etc.)
- Required state, federal, contractual, and DESE board policies are approved, on file, available for review, and followed
- There are regular meetings of the Board with a quorum, motions, seconds, and up to date minutes

A review will be made of Board meeting minutes for the past year. Other documents will be reviewed as necessary along with interviews with school leaders. Board members may be interviewed.

- Board Minutes are properly maintained
- Board Minutes are up-to-date
- Attendance at Board meetings is acceptable
- A quorum is in attendance
- Board meetings are properly posted
- Postings include the agenda topics for the meeting
- Board meetings are posted in sufficient time prior to the meetings

- There is a roll-call vote to enter executive session
- Votes are taken including a motion and a second
- Meetings are held on a regular basis
- Board time has been spent evaluating student outcomes
- The budget is approved by the Board
- The Board conducts an evaluation of the chief executive
- Finance reports are included on the regular agenda
- Board members receive training on their role
- There are indications that the Board spends time and energy on the long-term success of the school, including student performance goal setting
- There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)
- The president of the Board and the Executive are both involved in Board meeting planning

Monitoring and Oversight Criteria

Part 2 – Finance

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance).

- Finance reports are filed with DESE in a timely manner
 - Finance reports are presented to the Board monthly
 - The school audit confirms that an amount equal to or greater than 10% of the total expenditures for the year is in unencumbered reserves
 - Financial obligations are met in a timely manner (bills are paid)
 - An independent audit is completed annually
 - There are no significant exceptions noted in the annual audit
 - The school uses practices consistent with the Missouri Financial Accounting System
 - The annual operating budget represents expenditures and priorities congruent with the multi-year budget submitted in the charter agreement
 - Financial Reports are complete
 - Financial reports are comprehensible (understandable, user friendly, include dates)
 - Financial reports include a balance sheet showing the net worth of the school at a single point in time (assets, liabilities)
 - Financial reports include a Cash Flow Statement
 - Finance reports include an income and expense statement
 - Finance reports include a Budget Versus Actual Report
 - The annual audit is available for review
 - The annual audit was "accepted" by the board (in Board minutes with related vote)
 - There are no DESE financial exceptions documented
 - Audit exception are being addressed
- Actual Reserves as reported in the last audit report ____ %
- Anticipated Reserves as of the end of the current fiscal year, stated as a percent of the total expenditures of the budget, are ____ %

Monitoring and Oversight Criteria

Part 3 – Enrollment/Attendance

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance.)

___ Attendance meets or exceeds the state average

___ Enrollment is consistent with the charter agreement with UCM

___ The grades served agree with the charter agreement with UCM

___ An appropriate capacity is established and a lottery is used for enrollment if requests exceed that capacity

___ All students are eligible for enrollment according to charter school statutes

Current Enrollment = _____

Enrollment at the beginning of the school year = _____

Attendance to date= %

Monitoring and Oversight Criteria

Part 4 – Personnel

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance).

- ___ All employees and the Board of Directors have child abuse/neglect and criminal background checks on file
 - ___ Background checks are completed pre-employment/service
 - ___ Job descriptions and qualifications are written for all employee categories
 - ___ The University of Central Missouri employee certification/ background check form is completed, on file with the sponsor's office, and updated as changes occur
 - ___ The teaching faculty is composed of at least 80% currently certified teachers
 - ___ Non-certified teachers are supervised appropriately
 - ___ The salary schedule (if applicable) is observed in determining pay
 - ___ The requirements of the retirement system are met
 - ___ In employing non-certified teachers the following items are considered:
 1. Certification by another state
 2. National Standards for their position/responsibilities
 3. College Degree(s)
 4. Technical training and competence
 5. Level of supervision and coordination with the certified instructional staff
 - ___ Substitute Teachers are appropriately certified
 - ___ Personnel files are complete, up to date, and in one file/location
 - ___ All people represented on the payroll are working for the school
- A payroll printout, school master schedule, personnel records, and interviews with staff will be used as part of this oversight process.*

Monitoring and Oversight Criteria

Part 5 - Safety

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance).

- City and County safety inspections must be successfully completed
- Health Department postings must be visible in food service areas
- Routine safety drills must be conducted with appropriate documentation on file
- The school must be maintained to assure student safety
- Fire extinguishers have up to date inspections

Facility safety reviews may generate additional suggestions for improved safety.

Monitoring and Oversight Criteria

Part 6 – Academic Programming

(Items in bold print are benchmarks for minimum compliance. Other items are expected to be in compliance or corrected in order to be in compliance).

- The school made AYP or achieved established goals relative to AYP
- Missouri Performance Index scores from the previous year were sustained or improved
- A smaller percent of students scored in the bottom two performance levels
- The school has a UCM approved Academic Accountability Plan
- The school has a professional development plan congruent with the academic needs of the students
- X % of the students scored “proficient” or “advanced”
- X% of the students made or exceeded target growth (SAT 10, etc.)
- X% of the students moved to a higher performance level
- X% of the students re-enrolled from last year to this year
- X% of the students are enrolled in a college-prep curriculum *
- X% of the students submitted applications to post secondary institutions *
- The graduation rate is at or above X% *

SELECT ONE OF THE FOLLOWING *

- Number of the students taking the ACT were at or above the national mean for the composite score
- OR
- The mean school score for all students taking the ACT was at or above _____

Organizational Accountability Rubric: Indicator # 6: School Governance

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standards
<p>The school Board operates legitimately and in the best interest of its students and mission.</p>	<p>Conflict of interest or personnel issues are evident in governance. The Board does not demonstrate division of administrative and governance roles. Board composition is not in compliance with bylaws. Board has operated outside guidelines of Missouri's open meeting regulations. Background checks are not checked and evaluated prior to placement on the Board.</p>	<p>The composition of the Board has, at times, fallen outside those established by the bylaws. Attendance at Board meetings for the year (July 1 to June 30) is below 75%. One or more meetings had to be rescheduled or canceled due to lack of a quorum. Governance activities and Board composition has only limited parental and community involvement.</p>	<p>Throughout the year, Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. Governance activities and Board composition includes aspects of parental and community involvement. For the year, attendance at Board meetings is at 75% or above and no meetings had to be rescheduled or canceled due to lack of a quorum.</p>	<p>Board meets all standards and: Proactively recruits and retains Board members. Board actively seeks and includes parental and community involvement in its governance. Board demonstrates effective strategic planning, resulting in both short term and long term goals.</p>
<p>Appropriate Board Policies are developed, revised as needed, and followed.</p>	<p>Required Board Policies are missing or are incomplete. School documents, such as enrollment procedures, student handbooks, etc., are not supported by policy. School officials and/or the Board have acted outside the scope and direction of the bylaws and Board Policies. Deficiencies continue from previous UCM audits of previous years or cycles. The Board does not have appropriate Policies, or has not fulfilled its responsibilities, regarding the evaluation and employment of the school's chief administrator.</p>	<p>Board Policies have not been timely reviewed or updated systematically or in response to changes in statute or charter agreement. Deficiencies are noted from UCM audit. UCM audit recommendations regarding governance policies are considered and acted upon accordingly. The Board has Policies regarding the school's chief administrator, including specific job description, job expectations, annual evaluation, employment, and contract. However, only limited effort to fulfill its responsibilities in this area is evident.</p>	<p>Appropriate Board Policies are developed, revised as needed, and followed. Board Policies are readily available. There are no noted deficiencies from UCM audit, any recommendations are considered and acted upon accordingly. The Board has Policies regarding the school's chief administrator, including specific job description, job expectations, annual evaluation, employment, and contract.</p>	<p>Board meets all standards and ; The Board has systematically reviewed and updated its Policies and procedures. The Board demonstrates a pattern of having policy development as a priority. The Board has made it a priority to have good Policies, and fulfill its responsibilities, regarding the school's chief administrator, including specific job description and expectations, annual evaluation, timely employment decisions, and contract. This is evident in the governance documents. Such a process will have clearly stated goals, thorough evaluations, and, if needed, a recruitment and employment timeline that adheres to best practices.</p>

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standards
<p>Meetings are regularly scheduled and appropriately conducted.</p>	<p>Two or more regular meetings had to be rescheduled or canceled due to lack of a quorum.</p> <p>The Board has a pattern of operating outside its published agenda.</p>	<p>Meetings are generally held as scheduled, but at least one meeting during the year had to be rescheduled or canceled due to lack of a quorum.</p>	<p>At least 10 scheduled Board Meetings were held.</p> <p>All meetings were held in compliance with statute and bylaws.</p> <p>All meetings are guided by an agenda.</p>	<p>Monthly Board Meetings are held.</p> <p>Board Meeting dates are scheduled, published, and advertised for the year, encouraging staff and community involvement.</p> <p>All scheduled meetings were held. No meetings were canceled or not held due to a lack of a quorum.</p> <p>Board has Policies, procedures, and practices in place for conducting its meetings.</p>
<p>Governance records and documentation are appropriately kept and maintained.</p>	<p>The school demonstrates a pattern of having missing or inappropriately maintained governance records, such as meeting agendas, notices, minutes, or supporting documentation.</p>	<p>School generally maintains its records appropriately, however, some items are missing are not appropriately maintained.</p>	<p>Governance records are appropriately developed and maintained.</p> <p>No noted deficiencies from UCM audit.</p> <p>Any recommendations stemming from a UCM audit are considered and acted upon accordingly.</p>	<p>Complete records for all notices, agendas and minutes for Board Meetings are developed and well maintained.</p> <p>Governance records are developed and maintained by staff or consultants, not by Board Members.</p>
<p>School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.</p>	<p>Fiscal records do not clearly demonstrate transparent governance and administrative functions.</p> <p>The school has not developed or implemented conflict of interest policies governing itself</p> <p>One or more material deficiencies are identified in the annual independent fiscal audit.</p>	<p>Fiscal records generally demonstrate transparent governance and administrative functions. Any noted deficiency is addressed in a timely manner.</p> <p>Any non-material deficiencies identified in the annual independent fiscal audit are address and rectified.</p>	<p>School business is conducted in a transparent manner, free of conflict of interest.</p> <p>The school has no noted deficiencies from UCM audit.</p> <p>Any recommendations stemming from an audit are considered and acted upon accordingly.</p>	<p>Board Meetings are focused on governance issues.</p> <p>All actions and activities of Board members are free of conflict of interest and conducted with the sole purpose of benefiting students.</p> <p>The Board has policies and practices in place to govern its members and its administrators in the fiscal and personnel operations of the school.</p> <p>Fiscal oversight is a priority of the Board.</p>

Organizational Accountability Rubric: Indicator # 7: Fiscal Operations

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
<p>Fiscal records are appropriately maintained.</p>	<p>Fiscal records are not appropriately maintained, with material weaknesses or noted deficiencies identified in the UCM or independent fiscal audits.</p>	<p>Fiscal records are appropriately maintained, with minor noted deficiencies. No more than one fiscal audit finding. Any related audit finding is corrected within two months.</p>	<p>Fiscal records are appropriately maintained. The independent audit and ASBR are timely and appropriately completed and submitted. Fiscal review is a part of the Board's regular functions. No fiscal or UCM audit findings for fiscal records.</p>	<p>School meets all standards and: Fiscal review is a priority of the Board's governance role, with policies and practices in place that ensure Core Data, ASBR, independent audit, and monthly reports are appropriately completed and submitted.</p>
<p>The school operates in a fiscally sound and appropriate manner.</p>	<p>Fiscal practices are not appropriately maintained, with material weaknesses or noted deficiencies identified in the UCM or independent fiscal audits. The school has a reserve of less than 10% of its operating budget for more than one year. ASBR or the fiscal audit was not submitted and completed on time.</p>	<p>Any related audit finding was corrected within two months. School maintains a reserve of less than 10% of its operating budget.</p>	<p>No related fiscal or UCM audit findings. School maintains a reserve of 10% to 20% of its operating budget. Board implements and adheres to a timely budgeting process. ASBR and the fiscal audit are submitted and completed on time.</p>	<p>No related fiscal or UCM audit findings. School maintains a reserve of greater than 20% of its operating budget. Board implements and adheres to a timely budgeting process. Fiscal oversight is an ongoing priority of the Board, as evident in governance records and school records.</p>
<p>School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.</p>	<p>Questionable expenses, including personnel, are evident. Deficiencies noted in prior UCM or fiscal audits continue.</p>	<p>Any related audit finding is corrected within two months. UCM audit recommendations are considered and acted upon.</p>	<p>All school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting mission of the school.</p>	<p>All school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.</p>
<p>Core Data and other required school reporting is conducted in a timely and appropriate manner.</p>	<p>Noted deficiencies from previous audits or findings continue. Core Data is not correctly and timely submitted. A pattern of late or incorrect data</p>	<p>While Core Data submissions, were generally completed on time, at least one submission or re-submissions were not completed in a timely and efficient manner during the</p>	<p>Core Data reporting is conducted in a timely and appropriate manner. Instructional staff records are appropriately revised within two weeks of the needed change to</p>	<p>Core Data reporting is conducted in a timely and appropriate manner throughout the year. No discrepancies noted during the year. School has policies and job</p>

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
	<p>submissions exists. Two or more of the Core Data submissions (needed re-submission) were not completed on time during the appropriate Core Data cycle.</p>	<p>appropriate Core Data cycle. No more than one fiscal, DESE, or UCM audit finding relating to the submission of Core Data. Any related audit finding is corrected in a timely manner.</p>	<p>DESE and UCM. Any minor discrepancies or re-submissions were completed in a timely and efficient manner prior to the end of the Core Data cycle. Staff routinely participates in Core Data training.</p>	<p>descriptions clearly noting Core Data responsibilities. All Core Data personnel changes are submitted within two weeks of the change. Core Data is a priority of school officials and staff.</p>

Organizational Accountability Rubric: Indicator #8 Administration and Operations of the School

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
<p>Student enrollment procedures, including open enrollment and lottery, and if needed, are appropriately conducted and documented.</p>	<p>Enrollment documentation is not appropriately maintained. There is little or no evidence that the school is actively recruiting a diverse student population. Deficiencies continued from previous UCM audits.</p>	<p>Any related UCM audit deficiency is corrected within two months. Any related UCM audit recommendation is appropriately considered and acted upon.</p>	<p>The school has enrollment policies and practices which include a stated open enrollment period, grade level capacities, lottery process, and waiting list. All state requirements relating to student residency, enrollment and registration are met. Efforts to recruit and serve a diverse population are evident.</p>	<p>Board meets all standards and: Waiting lists, by grade level, are appropriately maintained. The student population reflects the diversity of the Kansas City community.</p>
<p>Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice for the community.</p>	<p>September count is less than 75% of the stated capacity for two or more years. Enrollment at any time during the past year is less than 50% of the stated capacity.</p>	<p>September enrollment count is between 75% and 85% of the stated capacity.</p>	<p>September enrollment count is between 85% and 95% of the stated capacity (charter agreement).</p>	<p>September enrollment count is at 95% or above the stated capacity.</p>
<p>School procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.</p>	<p>There is little or no evidence that the SIP is working. There is little or no evidence that the Professional Development Plan is working. Academic accountability indicators are not met. Noted deficiencies from previous years continue.</p>	<p>Any related audit deficiency noted in previous audits were corrected or included in the revised SIP or PD plans. Academic accountability indicators, as noted in the charter agreement, are met.</p>	<p>School maintains DESE and Board approved school improvement plans. School maintains and implements an approved professional development plan. Student achievement data is clearly evident in the SIP and PD plans. A majority of the academic accountability indicators, as noted in the charter agreement, are met.</p>	<p>Meets all standards. School participates and achieves external accreditation from a nationally recognized organization. All academic accountability indicators, as noted in the charter agreement, are met.</p>

Standard	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standards
<p>Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.</p>	<p>Personnel files are incomplete, including background checks, contracts, and evaluations. School has retained less than 50% of its instructional staff from the previous year. Noted deficiencies from previous years continued.</p>	<p>School retained 50% to 70% of its instructional staff from the previous year. Any related audit deficiency is corrected within two months. During the past year, the school was, at times, out of compliance with the 80/20 certification requirement, but ended the year in compliance. Core Data reports and UCM certification reports do not align. Any related audit deficiency corrected within two months.</p>	<p>The school maintains complete files for all personnel. Pre-employment background checks were properly conducted. School operates at all times in compliance with the 80/20 certification requirements. School's policies and procedures regarding staff / teacher evaluation and re-employment are followed. All Core Data and UCM certification reports align. Changes are made, when needed, within 2 weeks. On-going employment processes and decisions are completed prior to April 15th. School retained 70% to 90% of its staff from the previous year.</p>	<p>Meets all standards and; School maintains 100% properly certified instructional staff. All employment processes and decisions for the upcoming year are completed prior to April 15th for existing employees. School retained 90% of its instructional staff from previous year. School demonstrates a pattern of proactive staff recruitment and employment practices that promote quality instruction.</p>
<p>School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.</p>	<p>Noted deficiencies from previous audit or inspection were not corrected. Appropriate student management and discipline procedures are not evident, including appropriate appeal and due process procedures.</p>	<p>Any inspection violation or audit finding corrected within three months. School does not maintain an ongoing plan for facility maintenance or improvements. Any related UCM audit recommendation are appropriately considered and acted upon.</p>	<p>No facility or health related permit lapses or inspection violations. Facility maintained appropriately. No related UCM audit findings. Student management and discipline procedures are evident, including appropriate appeal and due process procedures.</p>	<p>Board meets all standards and; School maintains and implements short and long term facility improvement plans.</p>

Program of Instruction

The following pages contain excerpts from the Hogan Preparatory Academy Curriculum Guides and are presented here as documentation of providing a comprehensive program of instruction for the grade levels and ages specified the charter, as required by RSMo 160.405 (5).

The documents provide a framework for the program of study by Hogan Preparatory Academy. The documents are organized by academic content areas. For each content area, the curriculum guide states a rationale for inclusion as part of the school's core curriculum, a listing and description of courses offered, and student goals and objectives for the content area.

The Hogan Preparatory Academy curriculum is aligned with the Missouri Show-Me Standards.

In addition to the material presented here, is the grade level expectations (GLE), specific objectives for the GLE, key concepts to be covered, and resources available for meeting the GLE and objectives. Hogan Prep has adopted the course level expectations (CLE) for the upcoming year and beyond.

Also contained in this section is a portion of the Course Description Book that provides evidence of credit requirements for promotion from one grade level to the next and a planned course of study by grade level.

Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
160.400	Charter Schools Defined Independent, Public Schools	N/A	Charter School Contract
1	Operate in a metropolitan or Urban School District of: Kansas City, Missouri Sponsored by: University of Central Missouri *School Board of Local District: *Public four-year college in district or in county adjacent to district. *Community College in district: *Private four-year college or University, located in a city not within a county, with approved teacher education program and enrollment of 1,000 students (St. Louis City School District only): * Is the proposed charter a "workplace charter"?	Y	Hogan Preparatory Academy Policy # 0110 Hogan Preparatory Academy Policy # 0120
3	Nonprofit Corp. established pursuant to Chapter 355, RSMo. *Method of selecting officers pursuant to Section 355.326, RSMo. *Meeting of Governing Board subject to provisions of Section 610.010 to 610.030, RSMo., the open meetings law. *Process of selecting board members	Y Y Y	Hogan Preparatory Academy Policy #: 0321, 0430, 0440 Charter School Contract: Article I, Section 1.2 Charter School Contract Attachments: Attachment B - Organization Structure
4	A charter may affiliate with a four-year college and/or University (public or private) for purposes of training and staff development, curriculum and assessment development, use of facilities or other purpose. Colleges and Universities may not charge or accept a fee for the purpose of affiliation.	Y	Charter School Contract pg 1 Introduction Charter School Contract: Article X Section 10.4
5	The Charter document shall acknowledge that the Department of Elementary and Secondary Education shall retain 1.5 percent of the amount of state and local funding allocated to the Charter School not to exceed \$125,000, per school, to be paid to the sponsor for the purposes of the expenses associated with sponsorship.	Y	Charter School Contract: Article VII Section 7.3

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Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
6	<p>A Charter shall not be granted by a sponsoring institution if:</p> <ul style="list-style-type: none"> *An employee of the University, College or Community College is a member of the Board of Directors. *Criminal background check has not been conducted for the original incorporators of the Charter and/or School's Governing Board. 	Y Y Y	<p>Hogan Preparatory Academy Policy # 0311</p> <p>Charter School Contract: Article I Section 1.3, 1.4, 1.6</p> <p>Charter School Contract: Supplement Binder - Board of Directors</p>
7	<p>Governing Boards of Charter Schools:</p> <ul style="list-style-type: none"> *No member of a Governing Board shall hold any office or be employed by the Charter Board or School while serving as a member. *No member shall have any substantial interest (as defined by Section 105.450, RSMo.) in any entity employed by or contracting with the Governing Board of the Charter School. *No Board member may be an employee of a company that provides substantial services to the Charter School. *Members of the Governing Board are considered decision makers. 	Y Y Y Y	<p>Hogan Preparatory Academy Policy # 0310, 0340, 0350, 0411</p> <p>Charter School Contract: Article I Section 1.6</p> <p>Charter School Contract Attachments: Attachment B - Organization Structure</p> <p>Charter School Supplement Binder: Board of Directors</p>
160.405	<p>Proposed Charter-How Submitted, Requirements</p> <p>Application submitted to:</p> <ul style="list-style-type: none"> *School district in which the Charter is to be located within 5 days of submission to potential sponsor (documentation must be submitted to the Sponsor and Department verify) *State Board of Education within 5 days of submission by charter to potential sponsoring institution. 	Y Y	<p>Charter School Contract: Article II Section 2.1</p> <p>Charter School Contract: UCM letter of renewal and letter to KCMO School District</p>
9	Mission Statement.	Y	Charter School Contract Attachment: Attachment A - Mission Statement

Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
10	Description of Organizational Structure.	Y	Hogan Preparatory Academy Policies #: 0110 Charter School Contract Supplemental Binder: Organizational Chart
11	Bylaws of the Governing Body.	Y	Charter School Contract Attachment: Attachment B - Organizational Structure
12	3-year financial plan (to include provisions for the first 3 years of a new charter or in the case of a charter renewal the first 3 years of the new contract term and provisions for annual audit). For charter renewals, copies of last three annual audits are also required.	Y	Hogan Preparatory Academy Policies #: Policy series 3000
		Y	Charter School Contract: Article II. Section 2.5
		Y	Charter School Contract Attachment: Attachment C - Financial Plan
		Y	Charter School Contract Supplemental Binder: Audit
13	Policy for securing personnel services.	Y	Hogan Preparatory Academy Policies #: 4110, 4120, 4130, 4131, 4140, 4150, 4220, 4221, 4310, 4320, 4330
		Y	Charter School Contract Attachment: Attachment D - Personnel & Professional Development
14	Personnel policies (copies of all policies).	Y	Hogan Preparatory Academy Policies #: Policy series 4000
15	Personnel qualifications (i.e. job descriptions and qualifications for all employee categories).	Y	Charter School Contract Supplement Binder: Job Descriptions
16	Professional development plan.	Y	Hogan Preparatory Academy Policies #: 4410, 4411, 4420, 4430
		Y	Charter School Contract Attachment: Attachment D - Professional Development Plan
17	Grade/ages of the students being served.	Y	Hogan Preparatory Academy Policy #: 2210
		Y	Charter School Contract Attachment: Attachment E - Students/Grades Served
18	School's calendar of operations (for the first year of operation of a new charter or the renewal of an existing charter, including at least a full school term as defined in Section 160.011, RSMo. which is 174 days and 1,044 hours).	Y	Charter School Contract Attachment: Attachment F - School Calendar

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

19	<p>An outline of the criteria to measure the effectiveness of the school to include: *Educational goals and objectives to be achieved by the Charter School (must be specific) *A description of the schools educational program including an overview of the proposed curriculum providing a rationale for the proposed offerings and what student outcomes would be expected.</p>	Y	<p>Charter School Contract: Article II Sections 2.6, 2.7 Charter School Contract Attachment: Attachment I - Program of Instruction and Attachment G - Accountability Plan</p>
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Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
20	<p>Statute Term of Charter:</p> <ul style="list-style-type: none"> *5 years _____ *10 years ___XXX___ *Other _____ *Renewal Application 	Y	Charter School Contract: Article III Section 3.1
21	Description of pupil performance standards. For charter renewals, provide data for last three years indicating compliance with Section 160.405.5 (6).	Y	Hogan Preparatory Academy Policies #2310, 2340, 6440
		Y	Charter School Contract: Article II Section 2.8
		Y	Charter School Contract Attachment: Attachment G - Accountability Plan
		Y	Charter School Contract Supplemental Binder: Achievement Data
		Y	Charter School Contract Supplemental Binder: Graduate Tracking
22	Description of the Governance and Operation of charter to include the nature and extent of the involvement of the following: *Parental involvement *Professional educator involvement *Community involvement	Y	Hogan Preparatory Academy Policies #: 1405, 1420, 1425, 1430
		Y	Charter School Contract Attachment: Attachment J - Parent and Community Involvement
		Y	Charter School Contract Supplemental Binder: Parent Survey
23	Description of student discipline policies	Y	Hogan Preparatory Academy Policies #: 2610 - 2673
		Y	Charter School Contract Supplemental Binder: Code of Conduct
24	Description of student admission policies to include a policy on assuring that enrolled students who are not resident in the district are eligible to attend the city district's schools under the terms of a judicial settlement (St. Louis City School District only-re:L(266)99).	Y	Hogan Preparatory Academy Policies #: 2200 - 2290
		Y	Charter School Contract: Article II Section 2.12, 2.13
		Y	Charter School Contract Attachment: Attachment H - Enrollment & Admissions

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

25	<p>Charter anticipates being classified by serving students identified at high risk as defined in the section:</p> <ul style="list-style-type: none"> * Actively recruit dropouts. * Student who are one year behind in completion of course work or credits for graduation. * Pregnant or parenting. * Are homeless or have been homeless in the past six months. * Has limited English proficiency. * Suspended from school three or more times. 	N/A	
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Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
26	<p>Nonsectarian in programs, admission policies, employment practices and all operations.</p> <p>Comply with laws and regulations of the state, county or city relating to health and safety and state minimum education standards including:</p> <ul style="list-style-type: none"> *Student discipline (Sections 160.261, 167.161, 167.164, 167.171, RSMo.). *Notification of criminal conduct to law enforcement authorities (Sections 167.115, 167.117, RSMo.). *Academic assessment (Section 160.518, RSMo.). *Minimum school days and hours (Section 160.041, RSMo.). 	Y	Hogan Preparatory Policies #: 1110, 1300, 1310, 2100, 2110, 2130, 2140, 2150, 2160, 2170, 2180, 4110
27		Y	Charter School Contract: Article II Section 2.12a, 2.12b, 2.13
		Y	Hogan Preparatory Academy Policies #: 2100, 2410, 2710, 2740, 2830, 2850, 2860, 2870, 2880
		Y	Charter School Contract: Article II Section 2.4
		Y	Charter School Contract Attachment: Attachment F - School Calendar
		Y	Charter School Contract Supplemental Binder: Code of Conduct
		Y	Charter School Contract Supplemental Binder: Medical Forms
		Y	(Please note that the following information is included in Supplemental Binder) 1) The School distributes medical information & illness procedures to all families 2) MO. Dept. of Health immunization audit 100% compliance 3) Employee/Student Emergency info sample provided
28	<p>Except as identified in Charter School Statute (Chapters 160.400, 160.420, RSMo.) be exempt from all laws and rules that relate to schools, Governing Boards and school districts.</p>	Y	Charter School Contract: Article I Section 1.8

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
29	Be financially accountable: *Use practices consistent with the Missouri Financial Accounting Manual. *Provide for an annual audit by a certified public accountant. *Publish audit reports and annual financial reports as provided in Chapter 165, RSMo. (annual financial report may be published on DESE's website in addition to other publishing requirements). *Provide liability insurance to indemnify the School, Board, staff and teachers. (A charter school shall be eligible for the Missouri public entity risk management fund pursuant to Section 537.700, RSMo.).	Y Y Y Y Y Y	Hogan Preparatory Academy Policies #: 3331, 3510 Hogan Preparatory Academy Policies #: 3410, 3460, 3710, 3730 Hogan Preparatory Academy Policies #: 2110, 6140, 6180, 6273, 6274 Charter School Contract: Article I Section 1.7; Article II Sections 2.5, 2.11 Charter School Contract Supplemental Binder: Audit Charter School Contract Supplemental Binder: Insurance: Certificate of Insurance; Surety Bond

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
30	Provide a comprehensive program of instruction for all grades or age groups (K-12) to include:	Y	Hogan Preparatory Academy Policies #: 6110
a.	Description of content in each subject area and course for at least one grade level or grade group.	Y	Charter School Contract: Article II Sections 2.6, 2.7, 2.8
b.	List of specific, measurable objectives for each course for at least one grade level or grade group. These must be cross-referenced to the Show-Me Standards and the Grade Level Expectations (GLE's).	Y	Charter School Contract Attachments: Attachment G - Accountability Plan and Attachment I - Program of Instruction
c.	Description of the school's procedures for evaluating and revising its curriculum.	Y	Charter School Contract Supplemental Binder: Program of Instruction
d.	General goals for completers for each subject area and course for at least one grade level or grade group.		
e.	A rationale for each subject area and course for at least one grade level or grade group.		
	<i>High School Charter Application with a Career-Education focus must comply with the provisions on pages 16 and 17 of charter evaluation checklist.</i>		
31	Collect baseline data for each of the first three years of operation.	Y	Charter School Contract: Article II Section 2.7, 2.8
		Y	Charter School Contract Attachments: Attachment G - Accountability Plan and Attachment K - Monitoring Plan
		Y	Charter School Contract Supplement: Data
32	Extent applicable, participate in statewide system of assessments.	Y	Charter School Contract Attachments: Attachment G - Accountability Plan and Attachment K - Monitoring Plan

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

33	Provision for completing and distributing an annual report card (must include a statement that background checks have been completed for all board members).	Y	Charter School Contract: Article II Section 2.9 Charter School Contract Attachments: Attachment G - Accountability Plan and Attachment K - Monitoring Plan Charter School Contract Supplemental Binder: DESE School Accountability
34	Assure in connection with students with disabilities, compliance with state and federal regulations implementing the Individual with Disabilities Education Acts. Application contents are consistent with state and federal regulation implementing IDEA.	Y	Charter School Contract: Article II Section 2.11 Charter School Supplemental Binder: Special Education

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
35	<p>A charter school shall enroll:</p> <ul style="list-style-type: none"> *All pupils resident in the district in which it operates; *Non-resident pupils eligible to attend city's school under an urban voluntary transfer program (St. Louis City School District only); *In the case of a workplace charter, any child eligible to attend, who meet wither of the two previous requirements, who submit a timely application, unless the number of applications exceeds the capacity of the program, grade level or building. 	Y	Hogan Preparatory Academy Policy #: 2200 Charter School Contract Attachment: Attachment H - Enrollment and Admissions N/A N/A
36	<p>If capacity is insufficient to enroll all pupils who submit a timely application the Charter School shall have an admissions process that must assure all applicants an equal chance of gaining admission except that;</p> <ul style="list-style-type: none"> *The Charter may establish a geographical boundary for attendance provided that such boundaries do not result in racially or socioeconomically isolated schools. *May give preference to siblings, or to students whose parents are employed by the school (and meet the criteria of section 1. of this section), or in the case of workplace charter a child whose parent is employed in the business district of business site of such school. 	Y	Hogan Preparatory Academy Policy #: 2200 Charter School Contract: Article II Section 2.12 (B) Charter School Contract Attachment: Attachment H - Enrollment and Admissions
37	<p>The Charter School shall not limit admission based on: race, ethnicity, national origin, disability, gender, income level, English proficiency or athletic ability. " A charter school may establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education", Section 160.410.2(1), RSMo.</p>	Y	Hogan Preparatory Academy Policies #: 2100 - 2340 Charter School Contract: Article II Section 2.13 Charter School Contract Attachment: Attachment H - Enrollment and Admissions

Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No N/A	Comments
38	<p>A charter school shall make available and provide upon request:</p> <ul style="list-style-type: none"> *The School's Charter. *The school's most recent report card published according to Section 160.522, RSMo. *The results of background checks of the Charter School's Board members. The Charter School may charge reasonable fees (for furnishing copies), not to exceed the rate specified in Section 610.026, RSMo. 	Y	<p>Charter School Contract Supplemental Binder: DESE School Accountability Report Card</p> <p>Charter School Contract Supplemental Binder: Board of Directors</p> <p>Charter School Contract Attachment: Attachment G - Accountability Plan</p>
160.415	Distribution of state school aid to Charter Schools.	Y	Hogan Preparatory Academy Policy #: 3310
39	May not charge tuition or impose fees that a school district is prohibited from imposing.	Y	Hogan Preparatory Academy Policy #: 3350
160.420	Employment Provisions	Y	Charter School Contract: Article VII Section 7.2
40	<p>Charter School may employ noncertificated instructional personnel, not to exceed 20% of the full-time equivalent instructional personnel (subject to the appropriate provisions of NCLB). A foreign language immersion charter shall not be subject to the requirements of this section, but must ensure that those teachers hold valid credentials in the country where the teacher received their training and are subject to the remaining provisions of the section. Charter shall insure that all instructional staff (inclusive of the 20%) have experience, training and skills appropriate to their duties. This shall be determined by considering:</p> <ul style="list-style-type: none"> *Teaching certificates issued by other states; *National Board Certification; *College degrees in appropriate field; *Evidence of technical training and competence where appropriate; and *The school's level of supervision and coordination with certif 	Y	<p>Hogan Preparatory Academy Policies #: 4620</p> <p>Charter School Contract: Article VIII Sections 8.1, 8.2</p> <p>Charter School Contract Supplemental Binder: Board Policies</p>

Hogan Preparatory Academy Charter Public School Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No	Comments
41	Ensure that a criminal background check and child abuse registry check are conducted for each employee of the Charter School prior to hiring that employee. Charter schools may not employ teachers whose certificate of license to teach has been revoked or is currently suspended by the Missouri State Board of Education.	N/A Y Y Y	Hogan Preparatory Academy Policy #: 4860 Charter School Contract: Article I Section 1.6 Charter School Contract: Article VIII Section 8.2
42	Personnel employed by the Charter School shall participate in the retirement system in which the Charter is located on the same terms, conditions and other requirements and provisions applicable to other personnel employed by the district, except as provided in Sections 169.270 and 169.410, RSMo.	Y Y Y	Hogan Preparatory Academy Policy #: 4520 Charter School Contract: Article VIII Section 8.4 Charter School Contract Attachment: Attachment C - Financial Plan
43	Career Education Applications		Career Education N/A
a.	Provide the rationale for the program/course. Include data from: community-based needs assessments, student interest surveys, advisory committee recommendations and needs identified by local business and industry/employment outlook.		N/A
b.	Include program goals and objectives in measurable terms.		N/A
c.	Include a list of the major units of instruction in the proposed program/course.		N/A
d.	Include the number of instructional contact hours, course sequence and grade levels (if applicable).		N/A
e.	Identify the major methods of instructional delivery (laboratory, classroom, project-based, problem based, etc.).		N/A
f.	Identify the Career and Technical Student Organization and describe how it will be used to support curriculum, instruction and assessment.		N/A

Hogan Preparatory Academy Charter Public School
 Checklist for Evaluating Charter School Application

Statutory Cite	Components Necessary for Application to Comply with State Statute	Yes No	Comments
43	Career Education Applications	N/A	N/A
g.	Identify postsecondary partners and/or business/apprenticeship partners. Provide a brief summary of possible postsecondary articulation agreements/dual credit agreements and or partnership agreements to be put into place once course is operational.		N/A
h.	Identify and describe opportunities for assisting students in transitions to the workplace or continued education (i.e. Experiential education, cooperative education, internships, apprenticeships, etc).		N/A
i.	Identify the assessment plan to measure student progress including competency achievement.		N/A
j.	Identify the plan for evaluating the effectiveness of the program. Include the evaluation instrument used, the method of evaluation and how the results will be utilized for program improvement. For secondary programs identify how program improvements will be incorporated into the districts CSIP.		N/A

Hogan Preparatory Academy Charter Public School
Checklist for Evaluating Charter School Application

Proposed charters are subject to the following requirements:

- *A charter may be approved once the Sponsor determines that the applicant is sufficiently qualified to operate the school.
- *Approval or denial must be determined within 90 days of the Charter being filed with sponsor.
- *If the Sponsor denies a proposed charter, it must notify the applicant in writing of its reasons for denial.
- *Reasons for denial shall be forwarded to the State Board of Education within 5 days of denial.
- *If a charter is denied by a sponsor it may be submitted to the State Board of Education within 5 day