Missouri Charter School Application Cover Sheet

Citizens of the World Charter Schools - Kansas City (LEA, opening with two schools in 2016)

NAME OF PROPOSED CHARTER SCHOOL

Citizens of the World Charter Schools - Kansas City (CWC Kansas City)

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER

Luke Norris

CWC Kansas City Board Chair

PRIMARY CONTACT PERSON

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

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EDUCATION SERVICE PROVIDER (IF APPLICABLE)

Midtown Kansas City

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

Kansas City Public Schools

2016

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-1	(LEA wide) 288	SCHOOL YEAR 6 *	K-6	1004
SCHOOL YEAR 2	K-2	432	SCHOOL YEAR 7 *	K-7	1144
SCHOOL YEAR 3	K-3	576	SCHOOL YEAR 8 *	K-8	1284
SCHOOL YEAR 4	K-4	720	SCHOOL YEAR 9 *	K-9	1409
SCHOOL YEAR 5	K-5	864	SCHOOL YEAR 10 *	K-10	1534

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS __K__ TO__12__ WITH A PROJECTED TOTAL ENROLLMENT OF _____1784_____.

Missouri Charter School Application Cover Sheet

SCHOOL DESCRIPTION (1 pages maximum)

The purpose of this section is to have a snap-shot description of the school. Describe the schools mission, curriculum, grades served and what benefits the students will enjoy as a result of attending this school. Your description will be used by the sponsor to provide information to the public.

The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. CWC Kansas City is applying to open a K-12 charter network in Midtown Kansas City, beginning with two schools in 2016. The schools will open with grades K-1, and grow an additional grade each year through the first five-year term of our charter. Our goal is to ultimately establish a full K-12 network in Midtown Kansas City by the 2027-28 school year. CWC Kansas City expects that by the end of the first charter term in 2021, we will be one of the highest-performing public charter schools in Kansas City.

This application was born out of a grassroots effort led by Midtown Kansas City families, known as the Midtown Community School Initiative (MCSI), to create high-performing, diverse neighborhood schools. In September 2013 MCSI issued a national request for proposals (RFP) soliciting school partners with the capacity and willingness to launch and operate such a school. In February 2014, MCSI selected CWC Schools as their partner organization. In CWC Schools, MCSI found a partner aligned in purpose, values and educational approach. Together CWC Schools and MCSI has spent the past year meeting with families and community organizations, paving the way for the launch of CWC Kansas City, a locally governed region of schools within the CWC Schools network.

CWC Kansas City will provide a socioeconomically, culturally, and racially diverse community of students in Midtown Kansas City with an intellectually challenging, experiential learning environment that develops each student's potential, as individuals and as citizens of the world in which we live. We aim to provide a high-quality education for all students from kindergarten to grade twelve, laying the foundation for future school, professional, and personal success. By drawing on one of Midtown's greatest assets – the diversity of the people who call it home – we seek to ensure that all of the members of this unique neighborhood are welcome and active participants in our schools, creating a hub for community activity that truly reflects and embraces the ethnic, racial, and socioeconomic diversity of the neighborhood.

CWC Kansas City's student-centered learning model is based on the work of schools within the CWC network and has been proven to boost capacity in both academic performance and social-emotional development for young people from every background. Our schools will provide interactive learning experiences for students in a warm, joyful environment with a diverse community of peers. This approach helps prepare students not only to survive but also to thrive in college, in a diverse society, and in a global economy. We will prepare students to emerge as a new generation of leaders – as trailblazers who are ready to tackle their future challenges and surpass the conceived limitations of what students, communities, parents, and schools can achieve in the world.

APPLICATION CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

SIGNATURE:

TITLE/ROLE: CWC Kansas City Board Chair

DATE: June 12, 2015

PRINTED NAME: Luke D. Norris

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A. Education Plan

A.1 Mission, Vision and Goals

Citizens of the World Charter Schools - Kansas City (CWC Kansas City) respectfully submits this application to launch a K-12 Local Education Agency (LEA) in Midtown Kansas City. Below we describe the partnership that served as our work's foundation, which originated in the living rooms of Midtown parents in 2013.

MCSI and CWC: A Community Partnership

This application was born out of a grassroots effort led by Midtown Kansas City families, known as the Midtown Community School Initiative (MCSI). MCSI hoped to create high-performing, diverse neighborhood schools that would provide high-quality options for the growing number of families who wanted to stay and raise their children in Midtown. In September 2013, MCSI issued a national request for proposals (RFP), soliciting partners with the capacity and willingness to launch and operate high-performing schools with a racially, culturally and socioeconomically diverse student population.

Inspired by the vision of the MCSI families, Citizens of the World Charter Schools (CWC Schools) engaged with MCSI and, in November 2013 submitted a proposal to launch a K-12 LEA in Midtown Kansas City. In February 2014, MCSI selected CWC Schools as their partner organization (see partnership letters in Appendix A). In CWC Schools, a national not-for-profit network of diverse, academically rigorous, free public schools, MCSI found a partner aligned in purpose, values and educational approach.

Following their initial discussions, both organizations understood that in order to launch an LEA, there needed to be deep and deliberate engagement with and outreach to a wide cross-section of the Midtown and larger Kansas City community, even if that ultimately led to delaying the anticipated start date to 2016. Together, CWC Schools and MCSI have spent the past year meeting with families and community organizations, paving the way for the launch of CWC Kansas City. Please see *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement* for more information regarding the extensive engagement that has become a linchpin in this community partnership.

In December 2014, CWC Kansas City welcomed Dr. Kristin Droege as our Founding Executive Director. Dr. Droege's extensive professional accomplishments, including experience launching and operating best-in-class and diverse public schools, is detailed in *B.3 Management and Operation*.

CWC and MCSI are very grateful for the philanthropic support of the Ewing Marion Kauffman, Hall Family, and Walton Family Foundations, who, from an early stage, recognized the importance of supporting a parent-led, grassroots movement that would be a critical piece toward creating a vibrant urban core.

With meaningful local partnerships, committed talent and the support of the CWC national network, CWC Kansas City is well positioned to realize the vision created by families in Kansas City.

Mission

CWC Kansas City is applying to open a K-12 LEA beginning with two schools in Midtown Kansas City in 2016 ("CWCKC1" and "CWCKC2"). Both schools will open with grades K-1, and grow an additional grade each year. Our goal is ultimately to establish a full K-12 LEA in Midtown Kansas City by the 2027-28 school year and to work in partnership with the community to fulfill CWC Kansas City's mission:

> **The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.**

CWC Kansas City will provide a socioeconomically, culturally and racially diverse community of students in Midtown Kansas City with an intellectually challenging, experiential learning environment that develops each student's potential, as individuals and as citizens of the world in which we live. We aim to provide a high-quality education for all students from kindergarten to grade twelve, laying the foundation for future school, professional, and personal success. By drawing on one of Midtown's greatest assets - the diversity of the people who call it home - we seek to ensure that *all* members of the Midtown area are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial and socioeconomic diversity of the neighborhood. With exceptional leadership at all levels and opportunities to participate in interactive, rigorous learning experiences with students from all backgrounds, our school will prepare students for success in college, a diverse society and a global economy.

CWC Kansas City Philosophical Foundations

CWC Kansas City's work is undergirded by the three philosophical foundations - **Understanding**, **Connection** and **Diversity** - presented below.

Understanding

CWC Kansas City's model pursues understanding, which we define using a performative definition, rather than a possessive definition. A performative understanding requires the ability to wield knowledge in multiple situations to solve problems. In contrast, a possessive definition merely indicates that one has the knowledge and can report it. The possessive definition of understanding can be stated as "knowing" and can be imagined as gripping a key in one's hand and showing others that one has it. In contrast, one with a performative understanding can use that key to unlock a door.

While the more obvious "learners" are our students, we believe that all members of our community benefit from developing "understanding" and the capacity to wield their knowledge to tackle the challenges their role demands. As such, it is not just our academic model that strives for this goal. Instead, our belief in the power of understanding informs many aspects of our model, including our organizational structure and support of school leaders and teachers, who are also learners.

Our approach to developing understanding is heavily influenced by constructivism, a theory of learning and thinking, grounded in the fundamental concept that students learn through the process of constructing their own understanding of new information and ideas. Constructivism was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.[1]

At its most basic, constructivism asserts that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one's existing framework unless that framework is challenged. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that "… [w]e construct our own understandings of the world in which we live" (p. 4). Those constructions can be misconceptions, incorrect, or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At CWC Kansas City, our academic model will "allow learners to explore and generate many possibilities, both affirming and contradictory" (Fosnot 2005, p. 34).

To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot 2005).

> A common misconception regarding "constructivist" theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is

[1] The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

> constructed from previous knowledge, irrespective of how one is taught - even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al, 1999, p. 11)

As constructivism is a learning and knowing theory (and not a description of teaching), no cookbook teaching style of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. CWC Kansas City teachers will select instructional techniques as needed, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of whole group direct instruction, small group guided practice or independent problem solving. This requires teachers to utilize high-quality data to inform their instructional planning and delivery in addition to their experience and instinct. Constructivism calls for learning experiences to be adjusted, considering all learners' level of understanding and background experiences, and guiding students in building on or adjusting their prior constructions of understanding.

By ensuring that students are given a variety of different means of learning the material and the opportunity to construct their own understanding, we ensure that all students achieve standards mastery in meaningful ways. Deep understanding of the skills and knowledge presented in the Missouri Learning Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real-world situations.[2] Through a constructivist process, learning becomes a natural and exciting process for students, in which an inherent part of learning is demonstrating their understanding in multiple contexts.

Connection

CWC's philosophical foundation of connection is grounded in the belief that we will not get to a better tomorrow by ourselves. It is only possible if we do it together. As members of intimate communities and citizens of the larger world, we do not do our work or live our lives alone. One need only watch the news or read the headlines to see local and international examples of people who have been unable to come together to create safe and nurturing environments for themselves and their families.

A true school community is one in which all members - students, teachers, families and community partners - not only have the opportunity to participate, but also feel both welcome to actively engage in school life and a sense of commitment, stemming from understanding the vital role each one plays in our larger success. These diverse, interconnected communities include:

- **Student Community:** A joyful collaborative learning environment, which celebrates and fosters academic and social-emotional learning.
- **Parent Community:** A vibrant, diverse parent community actively engaged in the life of the school and the education of their children.
- **Educator Community:** A growing, interdependent learning community that supports rigorous and inspiring professional learning, as well as the discipline, urgency and vulnerability that learning requires.

Our schools will be comprised of communities of students, parents and educators, that are continuously strengthening the bonds among themselves and the larger communities in which we live and work.

Our model supports and depends on the development of connections through social-emotional learning (SEL), which we believe to be as integral to an excellent education as traditional academic subjects and, moreover, is necessary for the world that we live in. In order to create strong social and emotional connections, students have to know themselves and have the capacity and desire to know others. SEL involves both learning about oneself, in the form of self-awareness and self-management, and others, in the form of social awareness, empathy, compassion and collaboration.

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[2] Brooks & Brooks (1999) base this finding on evidence from numerous assessments, including the NAEP (National Assessment of Educational Progress) and TIMMS (Third International Mathematics and Science Study).

Students need both academic standards as well as social-emotional capabilities, and the development of one supports the development of the other. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement compared to control groups (Durlak, et all, 2011). Our ambitious goals and the success of our academic model depend upon the connections inherent in a strong community of students, educators and parents who join together to realize the mission and vision of CWC Kansas City.

Diversity

CWC Kansas City is built on the belief that the diversity of our communities, and of the world at large, is a great strength. Our schools will be an effective working model of the larger society students will someday join. Through targeted outreach and recruitment, our schools will be intentionally designed to reflect their surrounding communities and the larger society in terms of race, ethnicity and socioeconomic status.

By learning, interacting and growing in a diverse setting, our students are preparing to thrive in the pluralistic society they will soon join. This model allows our students to form meaningful relationships with individuals of other races, cultures and backgrounds. Studies have shown that students with these experiences are better able to live and work in diverse settings than those from more homogenous schools.[3] Recognition and appreciation of diverse cultures, perspectives and backgrounds are important themes in our curriculum. A strategic selection of materials and lessons helps foster a continued curiosity about other cultures across the globe. Encouraging and modeling positive, inclusive interactions among students and members of the full school community is a paramount priority for CWC Kansas City.

The excellent education we will provide our students will build their capacity to lead. Learning from other sectors, we recognize the value of simulated training. Just as we prepare our astronauts to embark on journeys in space, our doctors to perform operating procedures, and our armed forces to carry out critical missions, we will offer our students the opportunity to simulate and prepare for their broader engagement in society by experiencing an educational setting that reflects the broader world. Effective preparation for global citizenship does not come simply from reading books on related subjects. Students will not reach their fullest potential as engaged democratic citizens merely by reading books about diversity. Entering college or the workforce without actually having engaged with others who are different than them will leave our students less prepared for the world of tomorrow. Skills needed to relate to students of other racial, ethnic, economic and cultural groups require practice and can only be developed through exposure and interaction with diverse people, cultures, ideas and viewpoints. As *Scientific American* recently reported, "Being around people who are different from us makes us more creative, more diligent and harder-working."[4] With these values reinforced and enhanced by our instructional design, our students will be able to work, play and build community across lines of difference.

Our commitment to these three philosophical foundations has informed the selection and creation of the following goals and the academic model we will employ to achieve them.

CWC Kansas City Vision of Success

As we lay the foundation to pursue our mission, CWC Kansas City has established the baseline performance goals presented below. From the very beginning of operation, we aim to create a community that seeks to go above and beyond these goals. We strive to develop human potential, individually for our students and collectively for the communities in which we all live and work. As such, in defining its vision of success, CWC Kansas City looks to a future in which our accomplishments and impact include both benefits to the

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[3] Orfield, Gary and Erica Frankenberg (2011). A Report to the Jefferson County Public Schools: *Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges*; Kahlenberg, R.D. and Potter, H. (2012). *Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students.*

[4] Philips, K. (2014) How Diversity Makes Us Smarter. Scientific American, v.2.311 (http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/)

individual students who have attended our schools as well as the broader communities in which those schools exist. Following our performance goals below, we present a profile of the CWC Kansas City graduate.

Performance Goals

CWC Kansas City expects that by the end of the first charter term in 2021, we will be one of the highest-performing public charter schools in Kansas City. The academic goals presented below represent goals that far surpass the city and state average assessment results and are on par with the top charter schools in Kansas City and statewide. The school success goals support our commitment to developing strong communities within our schools. In addition to these goals, the Board of CWC Kansas City will review current performance and via their strategic planning process will set annual goals that may include more ambitious targets above the benchmarks listed below:

- **Academic Goal 1:** Students will demonstrate understanding of the Missouri Learning Standards. At least 70% of students who have completed three years at CWC Kansas City will score Proficient or Advanced on the MAP Mathematics and Communication Arts assessments.
- **Academic Goal 2:** By its fifth year of operation, CWC Kansas City will earn an MPI equivalent to the DESE Academic Achievement Status Target of 750 in Mathematics and Communication Arts.
- **Academic Goal 3:** At least 70% of students who have completed 3 years at CWC Kansas City will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas and Pinnell's Benchmark Assessment System.
- **Attendance Goal:** At least 90% of the students will attend at least 90% of the time.
- **Parent Engagement:** CWC Kansas City will achieve at least an overall parent engagement rate of 80% as indicated by parent surveys.

Graduate Profile

Our students will leave their K-12 CWC Kansas City education as citizens of the world, committed to developing their potential and to strengthening the connections within their communities. When we think about what the world will need from our students, it needs leaders who are capable of solving multifaceted problems without easy answers and engaging with complex systems that affect many parties in multiple contexts. It will involve interacting and collaborating with diverse groups of people, whether local or worldwide. As the pace of change in our modern world is unlikely to abate, it will require ongoing learning, as static skills are unlikely to be sufficient. Our students will need to have developed within themselves the ability to navigate their environment and influence it for good. Their future world is going to place additional demands on them in terms of both their academic skills and social-emotional capacities.

We know that CWC Kansas City students need to master the content and skills assessed on high-stakes tests, both as part of state testing programs and for college access. Standardized exam results are critical. Yet they do not capture the extent of the expansive aspirations we hold for our students and expect them to have for themselves.

In crafting our expectations for graduates of CWC Kansas City, we focused on the dispositions that are the "residuals of education," or what is left over after their K-12 education is completed. These dispositions represent a readiness, or strong tendency, to act in a certain way.

> If we truly want smarter children, we need to know what smart looks like … What endures are the dispositions and habits of character we have been able to nurture. What stays with us, what sticks from our education, are the patterns of behavior and thinking that have been engrained and enculturated over time. These are the residuals of education. These are the foundations of intellectual character. (Richhart 2004).[5]

We expect our graduates to be lifelong learners, who are mastery-oriented and display a "growth mindset" (Dweck, 2007). They will be adaptable in the face of new experiences, tapping into their capacity for creativity

[5] Richhart, R (2004) *Intellectual Character: What It Is, Why It Matters, and How to Get It*

and innovation as well as courage, when necessary. Our students will be prepared to think critically while embracing the unknown and persevering through the ambiguity inherent in problem solving.

Graduates will have strong relationship skills, be socially aware and exhibit empathy and compassion. As members of diverse communities, they will have developed a healthy sense of identity and inter cultural competence. They will be welcoming and inclusive, displaying a curiosity about others' perspectives and experiences. They will be effective communicators who are capable of and eager to collaborate with others, knowing that there is strength in varied skill sets.

They will be systems-oriented, recognizing interconnectedness and interrelation in obvious and non-obvious ways. They will have a global orientation, desirous of understanding the world, concerned about the greater good and committed to their role in leaving it in a better place. They will be aware of and interested in the issues of their local and world communities.

Throughout their K-12 education, we will support our students in making a positive impact on the communities of which they are members. In this way, we will intentionally create a ripple effect, like a small pebble dropped into a still pond, which will have an indirect effect on a far greater number of people. A change in an individual naturally affects how that person engages with the world. As Mahatma Gandhi's oft-quoted phrase indicates, we want out students to "[b]e the change you wish to see in the world." By preparing our students to be citizens of the world, we hope to enable them to use their potential to make the world a better, more peaceful and just place to live for themselves and for all peoples.

CWC Kansas City Academic Model

CWC Kansas City's academic model is grounded in our **philosophical foundations** and aims to accomplish our **visions of success**, including our graduate profile. Central to our academic model is the relationship between our goals for our students and the programmatic elements that serve as tools to accomplish those goals. CWC Kansas City has identified the instructional approaches/practices, curricular materials and assessments that comprise its K-5 academic model. Together these tools provide the core of CWC Kansas City's academic program upon which school leaders will build.

Instructional Approaches & Practices

CWC Kansas City will employ the following instructional approaches and practices, which are presented in more detail in *A.2 Curriculum and Instruction*. These approaches and practices do not stand alone, but rather influence each other, and teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

- **Teaching for Understanding (TfU)** is a framework developed by Project Zero at Harvard University, which provides the structure for instructional planning to ensure that we are teaching for "understanding," as described earlier in this section. It ensures connection between understanding goals and the topics, learning activities and assessments that teachers use to reach them, but does not mandate a particular way of teaching (pedagogy/instructional method).
- **Project-Based Learning** integrates skills and knowledge through meaningful projects that make abstract learning concepts concrete. As reflective learners, children connect what they learn to their own lives. In integrated science and social studies projects, teachers strive to teach for understanding, ensuring that students internalize deeply what they learn and are, in turn, able to apply what they learn to new and different circumstances and contexts.
- **Data-Informed Instruction** leverages the information and direction that data can provide. Use of assessment data, in addition to observations and professional judgment, will enable us to adapt to the students we serve, utilizing insights from both standardized exams and classroom-based tools.
- **Differentiated/Personalized Learning** ensures that instruction is appropriate for students' current understandings and needs. It enables all students to tackle meaningful learning challenges and for students who need additional targeted support in specific areas to receive it.

- **Gradual Release of Responsibility** presents a process in which the responsibility is released from the teacher to the student. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. As such, it supports selecting the methods appropriate for the content to be taught given the students' current capacity.
- **Balanced Literacy/Workshop** is a series of instructional techniques that allow for varying degrees of support and independence via whole and small group instruction in a workshop structure. These techniques balance discrete skills and their application in the context of authentic reading and writing.
- **Cognitively Guided Instruction (CGI)** is an approach to teaching math that is based on over 20 years of research on how children think and learn math. At the core of this approach is the practice of listening to children's mathematical thinking and using it as a basis for instruction. Children are encouraged to choose their own strategies for solving individualized questions and, with experience, will reflect and develop different strategies resulting in higher levels of algebraic thinking.
- **Service Learning** is curriculum-based community service that integrates service with classroom instruction. Beyond simply performing volunteer acts, service-learning is structured in a way that gives students opportunities to put to use what they are learning through the academic curriculum. Even the youngest students can offer service to their classrooms and schools.

In addition to more detailed descriptions of these approaches and practices, the following section, *A.2 Curriculum and Instruction*, outlines our proposed curricular materials and professional development plans. Subsequently, in *A.3 Assessment,* we present our assessment suite and a process for utilizing the resulting data.

Benefit of Partnering with the CWC Schools Network

By selecting Citizens of the World Charter Schools (CWC Schools) as its partner, MCSI affirmed the deep alignment between the two organizations and the value of being a part of visionary and rigorous network of schools. The elements presented above (philosophical foundations, vision of success and academic model) are fully aligned with the core purpose and mission of CWC Schools. CWC Kansas City will benefit from being part of this national network of schools committed to serving racially and socio-economically diverse communities. (Additional detail about the CWC Schools network and the benefits provided to CWC Kansas City is presented in *B.7.1 Educational Service Providers* and *B.7.2 Joint Application*.)

> **The purpose of CWC Schools and all schools within its network is to realize human potential by strengthening the bonds among us and developing true citizens of the world.**

This north star has served as a guide in the creation of the foundational work presented herein and will continue to guide the future work of CWC Schools, CWC Kansas City and the schools within the CWC network many years into the future. Since 2010, CWC Schools has used the *Built to Last* (BtL) framework (Collins & Porras, 1994), based on extensive research of long-lasting and impactful organizations, as its foundational structure. Core purpose, according to the BtL framework, is a purpose that is the "organization's fundamental reasons for existence … a perpetual guiding star on the horizon," and extends beyond the current time and scope of work (p. 73). In the most basic terms, it defines the "why" behind all of our efforts. The current work of the CWC Schools network is defined and focused by its mission:

> **The mission of CWC Schools is to impact and expand the conversation about what an excellent education contains, requires and accomplishes.**

CWC Schools' mission transfers to the day-to-day support of its schools as follows. In CWC Schools' definition of an excellent education *contains* refers to the programmatic elements (pedagogical practices, curricular content, assessments) of core subjects and social-emotional learning, *requires* refers to the conditions in which that education occurs, and *accomplishes* refers to the outcomes of the K-12 education, including but not limited to academic performance. As such, the network strives to support its schools in providing an exemplary academic program, to do so in conditions that promote and accelerate learning, and to strive for ambitious and expansive outcomes to a K-12 CWC education.

CWC Schools' student-centered learning model has been demonstrated to boost capacity in both academic performance and social-emotional development for young people from every background. Its schools focus on providing interactive learning experiences for students in a warm, joyful environment with a diverse community of peers; this approach helps prepare students not only to survive but also to thrive in college, in a diverse society and in a global economy. They prepare students to emerge as a new generation of leaders – as trailblazers who are ready to tackle the future challenges in our world and surpass the conceived limitations of what students, communities, parents and schools can achieve in the world.

A.2 Curriculum and Instruction

CWC Kansas City will build interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We will work to create classrooms in which students can build the skills they need to participate thoughtfully and effectively as citizens of the world in the years ahead. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develops conceptual understanding and self-knowledge.

In *A.1 Mission, Vision and Goals*, we presented "Understanding" as a philosophical foundation and the CWC graduate profile, our definition of what an excellent education accomplishes. In this section we further explain how we pursue understanding and those dispositions through our academic model and program. Specifically, we describe the instructional approaches and practices, curricular materials and professional development elements that support teaching and learning. At CWC Kansas City, all curriculum & instruction drives towards the development of the CWC dispositions as well as the content knowledge and skills delineated by the Missouri Learning Standards, Grade-Level Expectations and Course-Level Expectations.

Instructional Approaches & Practices

At CWC Kansas City, our instruction in traditional academic subjects and social-emotional learning will rely on a set of instructional approaches and practices: Teaching for Understanding (TfU), Project-Based Learning, Data-Informed Instruction, Differentiated/Personalized Learning, Gradual Release of Responsibility, Balanced Literacy/Workshop, Cognitively Guided Instruction (CGI) and Service Learning. Some are focused on a single subject discipline, while others span all subject matters. Moreover, these approaches and practices do not stand alone, but rather influence each other. Together they represent the practical means that our teachers and school leaders will employ in operationalizing our purpose, mission and philosophical foundations. Teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

Teaching for Understanding

For instructional planning, CWC Kansas City will rely on *Teaching for Understanding*, an educational tool that uses the following four questions as a foundation for its framework: *What topics are worth understanding? What about these topics needs to be understood? How can we foster understanding? How can we tell what students understand?* The Teaching for Understanding framework includes four key elements, based on the four questions. This framework provides the structure for instructional planning.

- **Throughlines:** Overarching goals, or throughlines, describe the most important understandings that students should develop during an entire course. The understanding goals for particular units should be closely related to one or more of the overarching understanding goals of the course.
- **Generative Topics:** *What topics are worth understanding?* These topics of exploration have multiple connections to students' interests and experiences and can be learned in a wide variety of ways. They are central to the discipline, engaging to both students and teachers, and build on previous topics.
- **Understanding Goals:** *What about these topics needs to be understood?* Statements or questions that express what is most important for students to understand during the period of a unit, a course (Understanding Goals), or over a long duration, such as a school-year (Throughlines).

- **Performances of Understanding:** *How can we foster understanding?* Activities that both develop and demonstrate students' understanding of the understanding goals by requiring them to use what they know in new ways.
- **Ongoing Assessment:** *How can we tell what students understand?* The process by which students get continual feedback about their performances of understanding in order to improve them.

These same guidelines can be applied to teaching at all grade levels, even through higher education, and will continue to guide CWC Kansas City's work through high school. By planning in this way, we will ensure that all aspects of our instructional units focus on students' understanding.

Project-Based Learning

CWC Kansas City defines project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the core academic disciplines around projects. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, and then separately studying science, and then separately studying language arts standards, project-based learning integrates skills and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Thematically integrated project-based units are often a highlight for students and are engaging opportunities for them to develop high-level critical thinking in a creative hands-on way. These units provide students with multiple ways to approach material, to participate and demonstrate learning. In creating its instructional project-based learning units, CWC Kansas City will rely on the TfU framework to strengthen the integration of academic areas in a meaningful way. Grade-level teams of teachers will develop integrated project-based learning units in which the science and social studies thematic elements draw cross-curricular content together into integrated units.

Data-Informed Instruction

As championed by the U.S. Department of Education, we intentionally use the term data-informed decision-making "in preference to the more common term *data-driven decision making* in recognition of the fact that few decisions are based wholly on quantitative data."[6] To further illustrate this interplay of high-quality data and judgment:

> Being data-informed is about striking a balance in which your expertise and understanding of information plays as great a role in your decisions as the information itself. It's like flying an airplane. No matter how sophisticated the systems onboard are, a highly trained pilot is ultimately responsible for making decisions at critical junctures … Given access to increasingly sophisticated data, good decision-makers don't just put everything on auto-pilot and rely on data alone; instead, they use the data to move faster and more nimbly than they could otherwise.[7]

Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole and will consider those trends in light of observational data and professional judgment. They will identify skills, concepts and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention or individual tutoring is the appropriate response.

Differentiated & Personalized

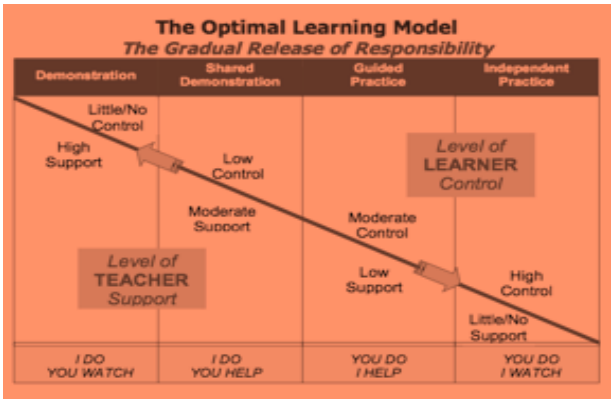
CWC Kansas City does not believe in "one size fits all" instruction. In K-5, we differentiate instruction by providing targeted content and levels of support, as needed. Our low teacher-to-student ratio and classroom support staff in the elementary grades allows for flexible grouping during the school day. Furthermore, our use of the workshop model and project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students. (While we consider

[6] U.S. Department of Education (2009) *Implementing Data-Informed Decision Making in Schools—Teacher Access, Supports and Use*
[7] "Be Data-Informed, Not Data-Driven, For Now" http://www.forbes.com/sites/homaycotte/2015/01/13/data-informed-not-data-driven-for-now/

differentiation appropriate for all students, more information can be found in *A.6 Special Student Populations*.) In grades 6-12, we expect to leverage technological resources to personalize learning and to allow for even more flexible instructional groupings, including larger lectures, more intimate seminars and independent, adaptive computer-based tools. We will take advantage of classroom-wide and individual performance data to tailor our instruction to the specific needs of our students. Comprehensive, ongoing assessments help teachers monitor and refine the impact of their curriculum on each child throughout the school year. By analyzing assessment data, our teachers identify skills and concepts requiring further instruction for individuals, groups of students and each class as a whole.

Gradual Release of Responsibility

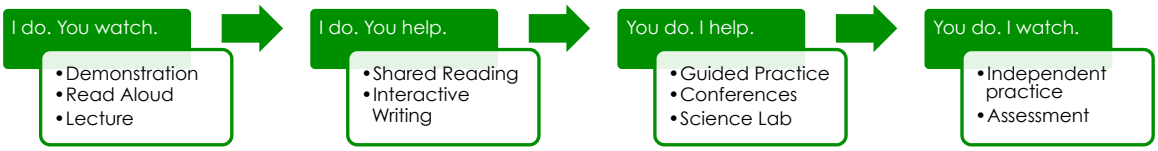
Learning best occurs when the appropriate instructional technique is selected based on the objective to be taught and the needs of the learner. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning "all the responsibility for performing a task … to a situation in which the students assume all of the responsibility" (Duke & Pearson 2002, p. 211). In the gradual release model, teachers offer varying degrees of support to promote student learning. As seen in the upper left of the following graphic, when the teacher offers the most support, the learner control is low. In the bottom right, when the teacher offers the least support, the learner control (and therefore responsibility) is high.



Source: Pearson and Gallagher, 1993 cited at www.literacyleader.com

In some cases, a single lesson contains components from multiple levels of gradual release of responsibility. During a workshop, the teacher might teach a mini-lesson to the whole class in which (s)he briefly demonstrates a specific technique (demonstration). Then students are sent off to apply the technique independently to their project (independent practice), and the teaching associate would observe and assist as needed. The teacher leads a small group for students who are likely to need more support, based on previous assessments. During this lesson, (s)he coaches them in applying the technique to their work (guided practice).

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is independent reading, in which students become "adults" who select texts and read independently. Knowing that, the teacher can use this framework to structure instruction to release elements of reading to the student over time. As time progresses, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to her or him if the teacher read it aloud (Gaffney & Anderson, 1991). Another way to think of this release is from "*I do. You watch." to "You do. I watch."* Examples of each type of instruction are presented in the following graphic:



At CWC Kansas City, teachers will use a range of instructional strategies to ensure that students' progress from "I do. You watch." to "You do. I watch." This evidence-based model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl, 2005). The gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003). The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. In addition to ongoing observation of students at work, we will use the assessments presented in *A.3 Assessment* to monitor student progress towards independent demonstration of the Missouri Learning Standards.

Balanced Literacy/Workshop

At CWC Kansas City, we have adopted a balanced approach to teaching literacy, with an emphasis on promoting authentic reading and writing, often presented in a workshop structure. During workshop, teachers present a mini-lesson to the whole class which briefly demonstrates a specific technique. Then students are sent off to apply the technique independently to their project. Teachers conference with students and lead small groups for students who are likely to need more support, based on previous assessment. During these lessons, they observe and assist as needed, coaching students in applying the technique to their work. (Teachers can also utilize the workshop structure for other subjects, in addition to reading and writing.) The balanced literacy instructional methodologies that make up that approach serve as our core techniques for teaching reading and writing, as indicated by the examples below:

Reading

- **Interactive read-aloud:** The teacher reads the text aloud and takes the opportunity to engage students with texts that are more complex than they can read for themselves.
- **Literature discussions & book clubs:** These discussions begin as brief turn-and-talk moments in interactive read-aloud. This sets the stage for transitioning into brief small group discussions and, as students mature, into independent book clubs in which students read, respond and analyze literature.
- **Shared reading:** Students read aloud from a common enlarged text. In primary, this might be a big book or a chart. In the upper grades, the teacher might project an article to highlight key text features.
- **Guided reading:** The teacher brings together a group of students who are similar in reading level based on assessment.
- **Reading conference:** Teachers converse with students individually about their reading to provide brief targeted coaching, usually focused on one concept or skill.

Writing

- **Modeled writing:** The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.
- **Shared writing:** The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.
- **Interactive writing:** This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is used with beginning writers only and focuses on the features of letters and words.
- **Writing conference:** Teachers converse with students individually about their writing to provide brief targeted coaching, usually focused on one concept or skill.

Taken together the balanced literacy instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. As such, the contexts vary according to the degree of teacher support and learner control. In their book *Guided Reading: Good First Teaching for All Children*, Fountas & Pinnell assert, "Each element requires a different level of support from the teacher and respects the level of control or independence of the children" (1996, p. 25).

For example, during read-aloud, the teacher does the majority of the work and the students respond. (S)he reads the book aloud and then engages students in a discussion. During shared reading, the teacher leads the students in reading from an enlarged text that they all can see. The students may chime in as the teacher is reading or the teacher may ask the students to read certain portions of the text on their own. While the teacher is still primarily responsible for the reading, she is beginning to release some of the responsibility to the students. In contrast, during guided reading, the student is responsible for reading the entire text to himself, though the teacher supports him/her in doing so. The teacher introduces the book and then during the reading is highly selective with regard to the support that (s)he offers (Fountas & Pinnell, 1996, p. 131). As such, the responsibility for the reading rests primarily on the student. The ultimate goal of this reading instruction is an independent reading in which the students select and read independently. To scaffold students toward this independence, teachers conference with students about the books they are reading during reading workshop. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to him or her if the teacher read it aloud (Gaffney & Anderson, 1991).

The writing components can be similarly represented as a gradual release of teacher support to learner control. In shared writing, the students and teacher compose the text together, but the teacher alone writes down their composition. In interactive writing, once again the teacher and students compose together. However, using this method, the teacher assigns some of the responsibility for writing the text to the students. What (s)he asks students to write and what (s)he writes should depend on the students' instructional needs. For example, in the case of students who are just beginning to write, (s)he may ask them to write only the initial sounds while she constructs the rest of the word. For more advanced writers, the lesson might focus on finding authentic voice or using evidence effectively. In writing workshop, the teacher releases more of the responsibility to the students. Though (s)he guides the process and provides support through mini-lessons and conferences, the students are responsible for composing and constructing their own pieces. Once again, the ultimate goal of all of this writing instruction - shared writing, interactive writing and writing workshop - is to foster independent writing in which students compose and construct written pieces on their own.

Cognitively Guided Instruction (CGI)

Cognitively Guided Instruction (CGI) is the umbrella approach to teaching mathematics at CWC Kansas City. CGI intersects perfectly with the eight Missouri Learning Standards of Mathematical Practice, which span all grades K-12. Particularly, CGI-based learning not only asks students to reason abstractly and quantitatively but also propels them to construct viable arguments, articulate their mathematical thinking and critique the reasoning of others at a level of depth that is required within the learning standards. Additionally, a central premise of CGI focuses on the use of word problems as a tool for teachers to deeply understand and analyze their students' ability to model quantitatively and convey their mathematical thinking. Therefore, CGI not only supports students' mastery of learning standards in mathematics but helps to leverage students' literacy development as well. As part of our professional development, CWC Kansas City school leaders will visit and collaborate with other schools within the CWC network that have successfully utilized CGI to ensure rigorous differentiation within our mathematics workshop.

Service Learning

At CWC Kansas City, service learning is integrated into the project-based learning units. As described above, CWC Kansas City will design and implement three project-based learning units per year; one of the units will include a service-learning component. The scope of the service learning will vary based upon the grade of

students. Most likely, service learning will begin with the classroom for students in K-1, will then focus on the school for students in grades 2-3, and will then extend to the larger community for students in grades 4-5.

Service learning involves curriculum-based community service that integrates community service with classroom instruction. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in which students discuss, write about and make presentations about what they have learned and what impact they have made through service. Examples of potential service-learning projects include:

- Creating a recycling program for the school
- Developing a lost and found system for the classroom
- Leading a community beautification project
- Raising school and community awareness about an issue of local or global importance (such as bullying, littering or low voter-turnout rates)

While the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work. At CWC Kansas City, our project-based approach will integrate literacy development, mathematics, science and social studies/history into our service learning activities. In other words, service-learning activities will not take time away from core academic learning but, rather, will function as another instructional methodology in fostering student achievement of state standards across disciplines. Existing research has demonstrated that the quality elements of service learning (such as active student participation in planning and implementing service activities, clear connections between the course learning objectives and the service projects, and structured reflection on the students' service experience) lead to greater impacts on students' academic and civic attitudes and behaviors than community service alone.

Curricular Materials

Subject-specific commercially produced curricular programs that are aligned to the Missouri Learning Standards provides the foundation for CWC Kansas City's educational program. CWC Kansas City respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. CWC Kansas City currently plans to use the following materials as foundations to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership and guided by the Missouri Learning Standards. All curricular and instructional materials will be aligned to required state content and performance standards.

English Language Arts

The English Language Arts curriculum is designed to build and strengthen skill sets in listening, speaking, reading, researching, writing and language conventions. Students will be able to see and utilize their communication skills, vocabularies and writing abilities in an authentic manner within both their literacy blocks and throughout their schoolwork and project activities. We will also emphasize the writing process necessary for clear and effective academic writing, as students apply their developing understanding of writing techniques in various genres from narratives to research papers. Students will become familiar with the elements and techniques of literature, including: plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They will learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. Furthermore, by using an integrated curriculum, CWC Kansas City will develop students' communication skills in all subject areas.

The overarching goal for the English Language Arts program is that students will develop to be life-long writers and readers. Utilizing a balanced literacy approach within reading and writing workshops, teachers will structure their instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. To provide Missouri Learning Standards-

based instruction in all areas of literacy, CWC Kansas City will use high-quality curricular materials. Core materials are described below:

The Continuum of Literacy Learning, K-8 (Fountas & Pinnell, 2010): The Continuum of Literacy and Learning is fully aligned with the Missouri Learning Standards. However, it is much more detailed and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts: Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. Each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. Fountas & Pinnell's guide "addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z)."

Units of Study for Opinion, Narrative and Informational Writing (K-8): These detailed curricular units, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, serve as the primary resource for establishing and supporting a writing curriculum. Based on the writing workshop approach, they support students in becoming powerful writers who learn to observe the world within and around them, write drafts, revise, edit and present polished and well-crafted pieces of writing. Each grade contains four core units per year, including at least one from each of the three genres of opinion, narrative and informational writing, and support Missouri Learning Standards' emphasis on the production of nonfiction writing in addition to fiction.

Units of Study for Teaching Reading: A Reading Workshop Curriculum (K–5): The authors behind the Units of Study for Writing plan to release a comparable responsive and spiraling curriculum for reading in the summer of 2015. Given the success of the writing curriculum in schools within the CWC network, we consider it a likely choice for a reading curriculum and intend to examine it for possible adoption. We will consider its suitability for a constructivist approach to learning, alignment to Missouri Learning Standards and our assessments, appropriateness for the likely need of our students, and flexibility in differentiation.

Oral Language Development: CWC Kansas City's K-12 curriculum will place a strong focus on supporting the development of students' use of spoken word as an expression of understanding. Through the constructivist lens, oral language provides an avenue for sharing, processing and understanding information that creates a valuable avenue for all our learners. Our students will demonstrate cognitive and behavior outcomes including improved reading, listening, speaking and writing skills; improved critical thinking skills; and intellectual curiosity and increased motivation as a result of their participation in speech and debate competitions. Using guidance from the National Junior Forensics League, our teachers from K-5 will access, implement, refine and personalize the lessons, strategies and units of study that develop oral language skills in students. At the upper elementary school level, oral language skills are strategically woven into projects, units, lessons and demonstrations of knowledge to support varied learners and develop articulate and confident students who can state their beliefs, defend their ideas, voice concerns, and contribute to meaningful discussions in order to learn and to impact the world around them.

In addition to the curricular material listed above, the principal will select an appropriate series to provide regular phonics instruction for students grades K-2 and in subsequent years as necessary. Possible tools under consideration include Fundations Phonics and Word Study (K-4); Fountas & Pinnell Phonics and Word Study (K-3); and Words Their Way (K-5).

Mathematics

Aligned to the Missouri Learning Standards for Mathematical Practice, CWC Kansas City's mathematics curriculum is focused on two elements: 1) building students' deep conceptual understanding of mathematical

concepts and 2) developing students' ability to problem-solve and articulate their mathematical thinking. Our program will allow students the opportunity to use problem-solving strategies, group-questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students will learn in collaboration with their peers, through sharing information, expertise and ideas. Students will work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Prior to opening, school leaders will select the curricular materials that will provide the foundation for mathematics curriculum, based on the following criteria:

- Real-life problem solving
- Supportive of students' construction of understanding
- Balanced instruction
- Multiple methods for basic skills practice
- Emphasis on communication
- Home/School partnerships

Possible programs include Everyday Mathematics, TERC Investigations in Number Data and Space, and Contexts for Learning. These curricular programs support a similar view of the student as an active participant in learning while simultaneously recognizing the process of development of logical-mathematical thinking skills across the elementary years. By introducing concrete representations of abstract mathematical concepts, students interact with sophisticated math concepts years before they are expected to master those skills on an abstract level, thus building the groundwork to support meaningful understanding rather than rote memorization not only during elementary school but throughout a student's mathematical education. As needed, these curriculum programs will be supplemented with additional resources to support the learning of math facts and promote automaticity in addition, subtraction, multiplication and division.

Science

Like other areas of study, CWC Kansas City's science curriculum is at its core inquiry-based. Students will engage in science via exposure to real world concepts and cross-curricular themes, and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation. Specific content includes physical science, life science and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The Full Option Science System (FOSS) learning modules will serve as the basis of our science-based units, which teachers will create using the TfU framework. Teachers will utilize the *FOSS Correlation to Missouri Science Grade Level Expectations* as the launch for their work to ensure that CWC Kansas City provides students with an effective, hands-on education in the sciences. FOSS also has a strong literacy component and, therefore, is an effective mechanism to deliver nonfiction-oriented Missouri Learning Standards aligned reading and writing instruction. Additionally, Seeds of Science/Roots of Reading will also be used for grades three and higher in addition to other supplemental science curricula. This hands-on science program was developed particularly to not only teach students the scientific method but explicitly embeds Missouri Learning Standards in English language arts and Next Generation Science Standards too.

Social Studies

Through hands-on project-based units, the CWC Kansas City social studies curriculum aims to provide rigorous, inquiry-based and constructivist lessons and units that will allow students to acquire core knowledge in this area. At all grade levels, students will work to think like historians and social scientists so they recognize connections to the present and the past, leading to a greater understanding of themselves and the world around them. To do so, social studies instruction will focus on mixing text material, first source material and historical fiction in a manner that supports both social studies and communication arts goals. In

addition to social studies learning standards, CWC Kansas City will leverage this ideal opportunity to teaching reading and writing across the curriculum.

Prior to school opening, the Executive Director will research and select a supportive foundational curriculum for social studies that teachers can use as the basis upon which to build their interdisciplinary units using the Teaching for Understanding (TfU) framework. Possibilities include *America Will Be* (Houghton Mifflin) and *Social Studies Alive!* (TCI). These foundational texts will serve as key resources and reference materials to ensure that we are developing understanding at the appropriate level of depth and specificity for each Missouri social studies learning standard. They will be supplemented by tools that build on this foundation and bring history to life. Examples include *A History of Us* (Oxford University Press), a series comprised of stories, photographs and political cartoons and Interact Simulations, which provides scripts for historical dramas. The TfU planning template that CWC Kansas City will use to develop our project-based social studies units requires teachers to explicitly name the Missouri Learning Standards that are integrated within the entire unit. Additionally, within their unit plans, teachers will highlight the academic vocabulary and language structures that are necessary for all students, including English language learners, to understand and apply in order to demonstrate a proficient understanding of the social studies content.

Visual & Performing Fine Arts

CWC Kansas City is committed to providing enriching and meaningful experiences in the arts to all students. The primary goal for the visual and performing fine arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative and culturally aware. Visual and performing arts courses guide students towards becoming proficient in vocals, music, or theater arts, and instruction will be aligned with the Missouri Learning Standards. Through the arts, students will also develop the procedural discipline through which they improve the quality of their thinking and mastery. In addition, CWC Kansas City regards the arts as yet another means with which to facilitate student mastery of core academic standards. We intend to offer dedicated classes in the domains of music and visual arts for all students weekly, and have included dedicated teachers in the staffing plan detailed in *B.4 Staffing and Human Resources*. The Executive Director may also consider contracting with outside providers. As our enrollment grows, we will consider offering additional rotating units in theatre and dance as well.

Health & Physical Education

In order to implement the physical education standards, by the end of the charter term, each school will employ two full-time physical education (PE) teachers to design and oversee the program. Instruction will be aligned to the Missouri Learning Standards. Students will learn how to establish and maintain physical fitness. Importance will be placed on developing body awareness and bodily-kinesthetic intelligence in our young students, along with health and nutrition education. Helping the brain to develop adequate understanding of position in space, physical strength, coordination and basic game skills will be components of the program. Our PE instructors will collaborate with faculty to ensure that activities properly incorporate learning across other curricular areas, including our project-based activities. PE instructors will also engage in regular communication with classroom teachers about individual students' developmental needs in terms of bodily-kinesthetic intelligence.

Curriculum Implementation & Refinement

As noted above, CWC Kansas City will use commercial curricular materials as the foundation for the curriculum, providing scope and sequence documents aligned to Missouri Learning Standards. As such, the process to develop and implement this curriculum will include the following. Prior to the beginning of the school year, the principal will review the scope and sequence documents provided by the commercial curricular resources. The principal will make adjustments, as necessary, and provide the scope and sequence documents to teachers during the Summer Institute. During the Summer Institute, teachers will work in grade-level teams to map out the year and determine if adjustments need to be made to the scope and sequence documents provided. If adjustments need to be made, grade-level teams will revise and submit new scope and sequence documents to the principal for his/her approval.

Grade-level teams of teachers will develop integrated project-based learning units for science and social studies (in addition to ELA and mathematics). In this way, teachers can utilize the Teaching for Understanding methodology of devising unit lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, curricular maps, units and lesson plans need to be constantly revised to accommodate new assessment information (data-informed instruction), and lessons need to be customized to suit the learning needs of individual students (differentiated instruction). In order to provide instruction that is both data-informed and differentiated, teachers will receive professional development experiences and administrative guidance in interpreting assessment data of all types, making objective observations, and adjusting instruction and curriculum to best serve student needs.

Curriculum development work at the schools within the CWC network, as well as the Larchmont Charter School network where Dr. Droege served as principal, will inform our founding team regarding the importance of considering curriculum planning ability in hiring decisions. We recognize the importance of hiring teachers who have an interest and passion in curriculum development and design. As such, CWC Kansas City will recruit and hire teachers whose skill sets and passions align with the need and design of the school. We know that some teachers find the work of crafting curricular units intellectually exciting and professionally satisfying. These teachers are often stifled in schools that demand a) less personal responsibility and b) allow less professional judgment in curriculum decisions. We demand more of both and will seek to hire teachers accordingly.

Professional Learning Community

CWC Kansas City's academic model demands high-quality teaching and expert teachers. Our approach to curriculum and instruction requires substantial time for teacher development and collaborative work. As such, professional development is a core component of the school's design. Through professional development, teachers will develop:

- An understanding of the CWC Kansas City purpose, mission, core values and philosophical foundations
- Familiarity and dexterity with utilizing instructional methods and curricular tools to accomplish student achievement goals
- Skill in analyzing student assessment data to assess students' progress and determine implications for future teaching
- Capacity and comfort in reflecting with their peers as they strive to become even better teachers

Just as our teachers will modify instruction based on their individual students' needs, so too will our principal design professional development activities to meet the specific needs of individual teachers. In crafting the school's initial professional development plan, our Founding Principal will adapt the particular structures and content based on the experience and expertise of the founding faculty members. In subsequent years, the principal adjusts the professional development plan to accommodate the needs of incoming faculty members, to respond to insights gleaned from practice and to develop techniques to respond to identified student needs. Specific professional development activities to support faculty in their professional growth will include:

- **Summer Institute**: During the multi-week Summer Institute (projected to last 15 days in August 2016 in year 1), all faculty will be introduced to our curricular materials, participate in in-depth training on our instructional techniques, learn to administer assessments, and collaboratively plan units and lessons. In addition those noted below, the 2016-17 school calendar includes 19 full professional development days.
- **Ongoing School-wide Professional Development:** Our school calendar also includes four full workdays throughout the year for intensive development focused on the progress of the school as a whole in a collaborative, supportive environment. In addition, portions of these sessions will be used for breakout groups that allow for teachers to work in partnership with their peer teachers in the same grade and across grades as relevant.

- **Grade-Level Common Planning Time:** Teachers will be provided ample planning time. Students' participation in specialty classes allows time for planning during the school day. Each grade level will have a two-period back-to-back common planning block for teachers to develop and meet as a team. At other times throughout the week, at least two of the same grade-level teachers will be free during the same block and can use that time to collaborate and refine curriculum together. We recognize that curriculum development takes time; accordingly, CWC Kansas City has built a school schedule that provides adequate time for teachers to develop high-quality curriculum.

Consistent supervision and teacher support is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year, and will take multiple forms at CWC Kansas City, in alignment with the essential principles of Missouri's educator evaluation system:

- **Teacher Evaluation:** Teachers will be evaluated twice a year, using an evaluation system that assesses the key professional practice domains. The principal will provide an assessment of and feedback regarding each teacher's practice in multiple domains, including student outcomes, curriculum design, classroom environment, instruction and professional responsibilities.
- **Observations, Feedback and Coaching:** The principal will be in classrooms daily, conducting informal walkthroughs and more extensive observations. The walkthroughs will provide glimpses of instruction over time while the more extensive observations will enable the principal to understand how full lessons unfold. Regularly scheduled check-ins with each individual teacher will allow for debriefing and coaching. In the third year of school operations, each school will add an assistant principal with whom the principal will partner in observing classrooms and providing feedback. The principal will work with his/her instructional leaders to determine when individual teachers would benefit from targeted instructional coaching.
- **Data Analysis:** The principal will monitor student outcomes through both state standardized assessments and the formative assessments detailed in *A.3 Assessment*. Through the analysis of student performance data, the principal will determine the effectiveness of the instruction provided. These results will guide the monitoring and support that s/he provides to the teacher. The trends inform the lessons the principal selects to observe, the reflection questions asked, the focus of feedback provided and the type of professional development support offered.
- **Whole Child Meeting:** The principal will meet with each teacher three times per year to discuss and monitor the progress of each child. This meeting is a key source of information not only about the progress of each student, but also about the teacher's development, the success of the instruction provided and the teacher's reflections on his/her efficacy in addressing students' needs.
- **Lesson Plan Review:** Teachers will submit weekly lesson plans electronically and post them to an online site (such as Google Board). The weekly schedule of lessons is shared with colleagues in addition to the principal. This system will facilitate the potential for mixed groups, consistency across classrooms, and co-planning, as well as connections between classroom and specialty instruction. The principal will review lessons regularly; the focus and frequency of his/her review will be informed by recent student performance data and classroom observations. Narrow feedback is provided via email and, when warranted, more substantive feedback is provided in one-on-one coaching sessions. In some cases, concerns about lessons plans that span several teachers inform future professional development.

The principal will utilize feedback from teachers, observations of instruction and student performance data in determining the specific content and timing of professional development, and the effectiveness of the professional development plan being offered. Should changes need to be made to the professional development plan based on student academic progress, the principal will adjust the plan accordingly.

A.3 Assessment

CWC Kansas City aims to meaningfully integrate standards across the curriculum, and implement multiple and varied measures of assessment in order to ensure that school leaders have a holistic picture of academic

proficiency and progress. In addition, CWC Kansas City will utilize social-emotional learning assessments, as described in *A.8 School Climate and Discipline.*

CWC Kansas City defines *assessment* as the systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose:

1. To assess academic performance for individual students, cohorts and the school as a whole
2. To assess the quality of instruction and the academic program to improve future learning

The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs.

CWC Kansas City believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student's progress, to help empower students to self-reflect on their own learning, and to ensure the school is meeting accountability expectations on the Missouri Assessment Program (MAP) Grade Level assessments.

At CWC Kansas City, we believe that assessment is an essential informational tool used to gather data about the students we serve. We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teachers will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted to increase student achievement. Our balanced assessment approach includes diagnostic, formative and summative assessment strategies to monitor student progress and report on how students are meeting standards-based learning objectives.

Assessment Suite

CWC Kansas City believes that standardized tests provide are a part - albeit, a key part - of the picture in determining student achievements. CWC Kansas City will fully participate in the Missouri Assessment Program (MAP grade level assessments, MAP-A, etc.). Following completion of the revised learning standards in the 2016-17 school year and the subsequent development of new assessments, CWC Kansas City will administer the revised assessments. CWC Kansas City will utilize a variety of formative assessment measures consistent with our educational program outlined in *A.2 Curriculum and Instruction* to track student progress towards mastery of the Missouri Learning Standards. In addition to the state assessments, CWC Kansas City will use the following assessments to determine proficiency:

Mathematics

NWEA MAP Assessments (K-5): CWC Kansas City students will take the NWEA Measures of Academic Progress (NWEA) assessments in Mathematics. This nationally normed, online assessment will be taken three times a year. The NWEA tests are designed so that scores can be compared across grade levels and across years so it is possible to see growth over time. NWEA assessments generate reports and comparison data so that teachers and school leaders can see how students are doing compared with national averages for their age. The NWEA tests are adaptive, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine the precise instructional level for each student, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year.

Assessing Math Concepts (K-2): Assessing Math Concepts (AMC) is a continuum of nine assessments that focus on the development of primary grade students' understanding of core math concepts, which form the foundation of students' number sense. It is based on the belief that it is not enough to know if a student can get right answers, but rather we need to know what *mathematics* the student knows and understands**.** These are the understandings that must be in place to ensure that students are not just imitating procedures or saying words that they do not really understand (i.e. illusions of learning). AMC is intended as one tool of multiple

tools in a mathematics assessment toolkit. On its own, it does not assess all aspects of the Missouri Learning Standards. Rather, it delves deeply into the development of students' number sense, and in this regard, is aligned with the Missouri Learning Standards for mathematics in grades kindergarten to grade 2.

Progress Checks and Summative Assessments (K-5): Students' progress in mastering curriculum on an ongoing basis will be monitored via assessments associated with their grade level's primary curriculum, to monitor students' mastery of recently taught skills and concepts.

Communication Arts (English Language Arts)

NWEA MAP Assessments (K-5): In addition to Math, all CWC Kansas City students will take the NWEA assessments in Language Usage and Reading. Please see the reference above in mathematics for more detail about the format of the NWEA assessment.

Fountas & Pinnell Benchmark Assessment System (BAS): The BAS assessment determines a student's current reading level and progress along a gradient of text levels over time. The assessment is designed to gauge student strengths and weaknesses against grade-level standards. The BAS provides information to: 1) form initial groups for reading instruction, and reform groups during the school year; 2) document student progress across a school year and across grade levels; 3) select strategies for helping students master grade-level skills; and 4) identify students who need intervention and diagnose their particular areas of reading difficulty. CWC Kansas City will administer the BAS at least two times per year depending on individual student progress, with more frequent administration for students who are performing below grade-level.

Writing Pathways Rubrics based on the Units of Study for Opinion, Narrative and Informational Writing (K-5): The Writing Pathways assessment is a series of rubrics (one per grade level K-5 for each genre: narrative, informational and persuasive writing) used to measure student's growth in writing over the course of the year. While the rubrics are a part of the *Units of Study in Opinion/Argument, Information, and Narrative Writing* curriculum, these rubrics can be paired with any writing assignment by selecting the appropriate genre and grade. This rubric will be used four times a year, at the end of each unit to monitor student progress in writing and adjust instruction accordingly. Proficiency expectations are that students will score at least a 3 (on a 4-point scale) in each of the three genres.

Fundations Unit Assessments/Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell) (K-2 and as needed): These assessments are used on a consistent basis throughout the school year for primary students and older students as needed, and offer a systematic approach to interpreting students understanding of phonics, phonemes, word families and language patterns. These tools provide further insight into students' ability to decode grade level text as assessed by the Fountas & Pinnell BAS and NWEA MAP Reading and Language Usage assessments (see above).

Science & Social Studies

Teaching for Understanding Performances of Understanding: With the guidance of the principal, teachers will select assessments, including rubrics and checklists, using the *Teaching for Understanding* approach for evaluating student projects and work. They will draw on assessments available in the curricular materials, including FOSS and our foundational social studies text. An essential resource for this work will be Missouri's Learning Standards for science and social studies so that essential content is included in assessments to sufficiently prepare students for the MAP Science assessments in grades 5 and 8. These tools will provide ongoing data about students' progress toward meeting state and grade-level standards and may incorporate additional learning goals for social-emotional learning. Teachers refer to these assessment tools as they observe students and analyze student work. Students will also have access to assessment tools and will be guided in developing awareness of their own progress toward achieving standards mastery. Teachers will use performance-based rubrics and checklists that embed grade level expectations and content mastery at the end of a project. Teachers will incorporate elements from project-based learning rubrics on critical thinking, presentation, teamwork/collaboration and creativity/innovation developed by the Buck Institute, a leading researcher and advocate for project-based learning.

Teachers use the above assessment tools to gather data in the areas of mathematics, writing and reading skills at least twice per year to track individual student success and to give a profile of the overall success and development of achievement at the school. The data will then be aggregated by grade, classroom and sub-groups to enable school leaders to identify trends and address specific needs.

Data-Informed Approach

Reporting

Results from our assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community, including, but not limited to summary data on the assessments above. CWC Kansas City will use a student assessment system (SAS), which has the capacity to capture data and create a variety of reports and analyses, including disaggregated data by content strand, student subgroup, grade-level and classroom, tailored to the needs of our schools and our instructional methodologies. We will work to ensure that our SAS produces the information required for reporting to our sponsor.

Ensuring Validity & Reliability

CWC Kansas City will ensure validity and reliability of the assessments administered. To ensure that assessments are valid, we have chosen well-created and nationally proven assessments from leading educational companies, including NWEA, F&P and AMC. Many of these companies have either conducted studies or have had studies conducted regarding the validity and reliability of its assessments. Fountas & Pinnell, for example, had an outside assessment conducted to evaluate the validity of the assessments. The conclusion of their report was, "…after two-and-a-half years of editorial development, field testing and independent data analysis, the *Fountas & Pinnell Benchmark Assessment System* texts were demonstrated to be both reliable and valid measures for assessing students' reading levels."[8] In addition, a meta-analysis conducted by REL Mid-Atlantic showed that primary research sources "provide evidence of reliability and validity for the NWEA assessment."[9] Because of evaluation research findings such as these, we are confident that the assessments we have chosen are valid and reliable.

CWC Kansas City will also ensure that all its assessments are reliably administered. To begin, teachers will be provided with professional development on the purpose and value of each of the assessments in CWC Kansas City's assessment suite and how to administer the assessments. (*A.2 Curriculum and Instruction* provides more information about the professional development program that will be offered.) In addition, support documents created by our national network partners, CWC Schools, assist school leaders in successful administration of the assessment suite by providing implementation planning tools and guidance.

Second, for rubric-based assessments, we will provide opportunities for teachers to practice at the beginning of the year during the Summer Institute and at least once during the course of the year to do double-blind scoring. For example, two or more people, using the writing rubric, will score the same writing assessment. If the scores differ significantly, a third rater will review the assessment. Following the scoring, teachers will discuss areas where they came to similar conclusions regarding scores and areas where they differed. This will allow teachers to calibrate or norm their grading of assessments.

Third, the principal or a designee of the principal (e.g., the reading specialist) will occasionally conduct spot checks where (s)he administers and/or scores an assessment a second time to ensure that assessments are being used reliably. When concerns arise, the results will be discussed with the teacher and used as an opportunity to ensure that all teachers have a common understanding of how to score assessments. This will be a norm at the school and part of the school's efforts to ensure a rigorous and high-quality academic program.

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[8] Source: Field study conducted in 2012, page 13: http://www.heinemann.com/fountasandpinnell/research/BASFieldStudyFullReport.pdf
[9] Source: REL 2007 issue, number 17, page 7: http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/rel_2007017.pdf

Use of Data to Monitor & Improve Academic Program

Student performance data will be utilized by all members of the CWC Kansas City community. Guided by the Executive Director (who is held accountable by the Board), the principal is responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The principal and CWC Kansas City staff will work together to implement an effective reporting system to share data with students, families and the community. Data will be collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data will be utilized and shared:

School Level Data: School level data includes results generated and reported by grade, class and subgroup from the assessments described in the prior section. This information informs school-wide decisions by the Board, Executive Director and/or Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes in academic program, resource allocation, professional development foci and targeted instructional coaching for teachers. A variety of school-level data is shared with the school community on an on-going basis during scheduled board meetings. The principal reports progress toward the mission and vision of the school and school-wide achievement data. CWC Kansas City will demonstrate progress on the aggregate results of mandated state testing by providing a report for each grade level. This report will be disaggregated to show how sub-groups (socio-economic status, racial/ethnic, English proficiency) perform.[10] CWC Kansas City will also use Missouri's Annual Performance Report (APR) to student achievement and state testing data as information becomes available.

Class-Level Data: Class-level data is used to inform decisions within the classroom and across the school, as needed. Teachers use the information gathered from the prior year's assessments, along with the pre-assessments given at the beginning of the year, to design their instruction. Teachers also report student achievement directly to the principal throughout the school year. At the end of each trimester, the principal meets individually with each teacher to review student progress toward grade-level standards and goals. In partnership with the principal, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they are coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years. School leaders will analyze assessment data at least quarterly from the perspective of teacher education. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. CWC Kansas City staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly.

Individual Student Data: Individual student data is used to provide families, teachers and students with detailed information about each student's achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that will meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations or more challenging enrichment. Progress reports, based on state standards and school generated goals and objectives, are issued at least twice a year. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. Individual student performance data will also be shared in twice yearly parent/teacher conferences. (Please see the school calendar located in Appendix C for specific sample dates.)

Promotion & Retention

CWC Kansas City staff's hard work will be dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. CWC Kansas City prefers not

[10] Subgroup data will be shared publicly once the student population allows for sample sizes large enough to protect student privacy.

to retain students and, instead, provide the targeted instruction and intervention necessary to ensure that students develop the skills to progress on grade level. Because so much of our instruction is provided in small groups that are created on the basis of students' instructional needs, more significant deficits in grade-level skills are addressed through supplemental, targeted instruction. However, we recognize that there are occasions when a student would benefit from an additional year before moving onto the next grade. In such cases, school leadership will communicate with parents to inform them that their child's promotion is in doubt and then, if needed, hold a conference with the child's parent or guardian during the spring to present information on the student's progress/proficiency in all areas (in addition to progress report/conference communication described above), including our recommendation for retention. While family input is an important part of the decision process, CWC Kansas City will make the final determination on student retention. If a parent or guardian wishes to appeal the principal's decision for retention, a family may bring their appeal to the CWC Kansas City Executive Director who would ultimately make a final determination. In order to merit a recommendation of retention, a student must demonstrate performance that is one grade level or more behind in a minimum of two academic areas and an equal delay in social-emotional development in grades K-3.

A.4 School Calendar and Daily Schedule

CWC Kansas City 2016-17 Calendar

CWC Kansas City will maintain a school calendar with 176 instructional days and 1,090 instructional hours, in addition to six inclement weather make-up days at the end of the school year. The total days (182) and instructional hours meet the requirements of 171.031.1 RSMo. We expect to align our calendar to be similar to the district's calendar to facilitate logistics for parents and staff.

The calendar will facilitate CWC Kansas City's ability to accomplish our mission. Prior to the first day of school in 2016, there will be a three-week Summer Institute to prepare the staff for the upcoming year. In addition, during the school year there will be four days dedicated to professional development. Students will not attend these days, and they are not included in the 176 total day count. CWC Kansas City's sample annual school calendar provides specific professional development dates and highlights holidays, inclement weather make-up days and parent/teacher conferences (Appendix C). At this time, CWC Kansas City does not plan to offer summer school, but our Board, Executive Director and school principals will continue to assess the need for additional instruction in the summer and adjust budgets accordingly.

CWC Kansas City Daily Schedule

CWC Kansas City will establish a school schedule that meets or exceeds the state requirement of 1,044 hours of instruction. With 168 full school days and eight early release days to allow for parent conferences, our proposed sample schedule provides 1,090 instructional hours. The sample schedule presented in Appendix C contains longer blocks of study to support project-based learning, service learning experiences and mixed-age group model for reading and language arts instruction. All teachers have daily planning periods, providing within the daily schedule the ability for teachers to design and tailor their instruction to student needs and interests. Further opportunities for faculty collaboration are built in throughout the weekly schedule. Grade-level teachers will collaborate frequently with one another throughout the week, holding both formal, weekly grade-level meetings during common planning times, as well as more informal interactions (e.g., when their students are in specialty classes or at lunch).

A.5 Target Population

Midtown Kansas City is a highly diverse neighborhood, which, at present, does not provide its residents with racially and socioeconomically integrated options for its K-12 student population. CWC Kansas City will fulfill that need by providing an excellent education to a diverse student body. Moreover, we will seek to ensure that all members of Midtown Kansas City and the Kansas City Public School District (KCPS) at large

are welcome and active participants in our schools, creating a hub for community activity that truly reflects and embraces the ethnic, racial and socioeconomic diversity of the neighborhood.

Community Support

CWC Kansas City has secured a broad base of supporters who are deeply engaged in the Midtown community, are committed to its success and believe that CWC Kansas City is a high quality option for their community. Prior to selecting CWC Schools as their partner, the Midtown Community School Initiative (MCSI) articulated the need in their 2013 Request for Proposals:[11]

> **'Our school should reflect the diversity of Midtown. Our neighborhoods are unique in that it's common for a $300,000 home to be on the same block as a low-income apartment complex. Our neighbors are waiters and lawyers, university professors and college students, disabled veterans and corporate executives. Rather than seeking a school that accommodates one particular segment of society, the Initiative's goal is to build a community school that reflects the socioeconomic, racial, and cultural diversity of our area, and that uses our diversity in a way that cultivates character and understanding in all of our children.'**

MCSI chose CWC Schools through a rigorous application process, in which they "were blown away by how closely [CWC's] values and curriculum align with [MCSI's] goal" and became convinced that "bringing Citizens of the World to Midtown will help [Midtown's] community and [Midtown's] children continue to grow and thrive" (excerpts from Appendix A). Following its selection as MCSI's partner in February 2014, CWC Schools and MCSI have conducted extensive outreach and garnered support from a diverse group of parents, community members, neighborhoods associations and educators. This outreach and support is described in more detail in *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement*.

School-Aged Population

Midtown Kansas City has a large school-aged population. According to the 2010 U.S. Census there are over 2,100 children aged under five residing in the census tracts within the Midtown geographic preference area (as defined in *B.5 Student Recruitment and Enrollment)*. CWC Kansas City believes this is a sufficient pool of potential students entering kindergarten to support our enrollment projections, especially given our plans to serve only kindergarten and first grade students in our first year of operation. The table below details the number of children aged under five in the four zip codes that are primarily located within the Midtown area, along with specific data from the census tracts located in the Midtown.

School Aged Data (Source: 2010 U.S. Census)	Total Population	Aged Under 5	Aged 0-19
Zip 64108	7,584	452	1,436
Zip 64109	9,931	695	2,453
Zip 64110	15,318	974	3,785
Zip 64111	16,318	699	1,978
Zip Codes Combined	49,151	2,820	9,652
Midtown Geographic Preference Area	40,598	2,136	5,996 (0-17)

As the table below shows, we intend to open two elementary schools (CWCKC1 and CWCKC2) serving students in kindergarten and first grade in 2016. This will allow both schools to open small and grow with the same grade configurations (as the other regions in CWC's network do). At the end of this section, we describe the factors that will impact how we grow from a K-1 opening in 2016 to a full K-12 LEA servicing families in Midtown and across the district. CWC Kansas City will seek to fully enroll the opening year grades

[11] Source: Midtown Community School Initiative, Request for Proposals, page 11: http://www.midtowncommunityschool.org/media/Midtown_Community_School_initiative_RFP.pdf

primarily from the diverse Midtown area, while ensuring all students residing within KCPS are eligible to enroll. *B.5 Student Recruitment and Enrollment* details the steps we will take to ensure full enrollment. The chart below shows enrollment growth at CWCKC1 and CWCKC2 for the term of our proposed five-year charter.

Grade Level	Yr1 2016-17		Yr2 2017-18		Yr3 2018-19		Yr4 2019-20		Yr5 2020-21	
	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2
K	72	72	72	72	72	72	72	72	72	72
1	72	72	72	72	72	72	72	72	72	72
2	-	-	72	72	72	72	72	72	72	72
3	-	-	-	-	72	72	72	72	72	72
4	-	-	-	-	-	-	72	72	72	72
5	-	-	-	-	-	-	-	-	72	72
School Total	**144**	**144**	**216**	**216**	**288**	**288**	**360**	**360**	**432**	**432**
CWCKC Total	**288**		**432**		**576**		**720**		**864**	

CWC Kansas City will utilize the following methods to mitigate student attrition: small class sizes, close relationships with families, differentiated instruction and regular monitoring of student progress. Also, we will monitor attrition on a regular basis. If attrition occurs, we will investigate and determine the reasons and identify the trends. In order to uncover the reasons for students' leaving the school, we will (when possible) seek to hold exit interviews with parents. CWC Kansas City will also seek to fill any open seats during the school year from the student waiting list. Finally, we believe we will be able to identify any potential problems before a family/student decides to change schools.

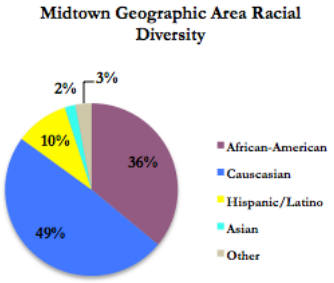
Midtown Kansas City – a Highly Diverse Community

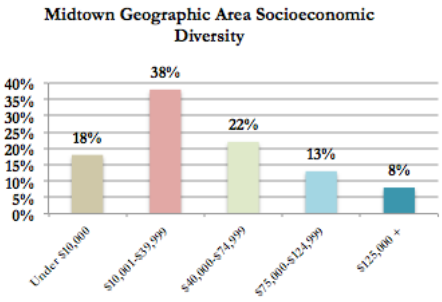
The demographics of Midtown Kansas City described below, as MCSI and CWC Schools realized, reflect a community well situated to support the launch of academically high performing, racially and socioeconomically diverse public schools. CWC Kansas City is committed to the belief that the diversity of our communities, and of the world at large, is a great strength.

According to KCPS's DESE payment transmittal calculations, in 2013-14 the district served a Limited English Proficient (LEP) population of 3,434 students, over 25% of their combined regular term and summer school average daily attendance. The four local charter schools in Midtown referenced later in this section and in Appendix D serve LEP populations ranging from 1% to 24% of total enrollment (using the same source).[12] CWC Kansas City anticipates serving an 8% LEP student population. The Los Angeles schools in CWC's network have particular expertise serving LEP populations (19% of regional enrollment), and there will be opportunities from schools leaders from all three regions (Los Angeles, New York, and Kansas City) to collaborate in this regard.

Racial diversity: The Midtown Kansas City area is racially diverse and includes two ethnic groups with populations over 35% (Caucasian and African-American), as well as a growing Hispanic/Latino population. CWC Kansas City will strive to integrate these diverse groups into a single community-based LEA in Midtown. The outreach and engagement to date by CWC Schools and MCSI, detailed in *B.5 Student Recruitment and Enrollment* and *B.6 Parent, Community and Educator Involvement*, has purposefully focused on all sections of the Midtown area to ensure we are creating the foundation for an inclusive LEA representative of the whole community. Moving forward, CWC Kansas City will build on these efforts and continue to engage with stakeholders from all backgrounds in Midtown and across the district.

[12] The *Missouri Kids Count* also offers a wealth of vital information critical to improving the well being of Missouri's children and families. Due to the size of Jackson County (extending well beyond KCPS's boundaries), the data related to children in poverty and children with Limited English Proficiency, while speaking powerfully to the greater need of quality school options across the county, was too broad to incorporate fully into CWC Kansas City's understanding and focus on the Midtown and larger KCPS area. Data for Jackson County can be found at the following link: http://missourikidscountdata.org/counties/jackson.pdf



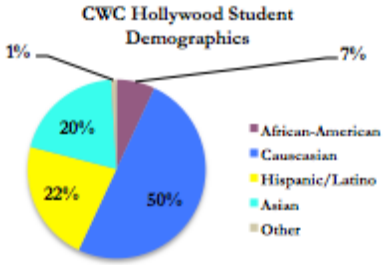


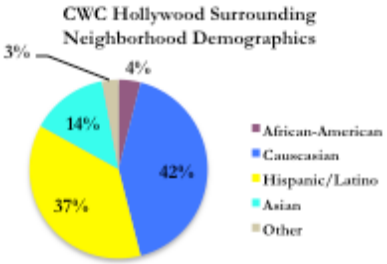
Socioeconomic Diversity: In Midtown Kansas City there is significant socioeconomic diversity as measured by household income, showing families who are below the poverty line mixed with middle- and upper-income households. The median household income for Midtown Kansas City is $34,079,[13] lower than the U.S. median household income of $56,604. 56% of households have income less than $40,000, while 22% of households have income over $75,000, which demonstrates the significant socioeconomic diversity described by MCSI. CWC Kansas City anticipates that 50% of our student population will be eligible for the Free and Reduced Price Lunch program (FRPL) under the guidelines of the National School Lunch Program, and that our targeted recruitment process will attract a wide cross section of families in Midtown Kansas City and across KCPS.

Current Midtown School Options: There is not currently a high performing option for families seeking a school that reflects the diversity of the local community. For example, whereas 60% of Midtown households have incomes lower than the federal FRPL eligibility guidelines for a family of four ($44,123[14]), the eleven public/public charter elementary schools in the area, enrolling 3,800 K-8 students, serve student populations of which over 87% qualify for FRPL (see Appendix D for enrollment data on these schools). As CWC Kansas City will enact a geographic enrollment preference, which is unique in Midtown schools of choice, we believe we will have another tool to support the recruitment of an economically diverse student body. CWC Schools has successfully integrated diverse areas served by the Los Angeles schools in their network, as the following case study demonstrates.

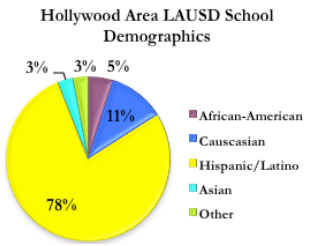
CWC Los Angeles – A Case Study

As the charts below show, there is a clear disconnect between the demographics of the general population in Hollywood and those of the surrounding Los Angeles Unified School District (LAUSD) traditional public schools. Parents in neighborhoods such as Hollywood are faced with public school options that do not reflect the diversity in their neighborhood and often are struggling academically. That disconnect reflects whole sectors of our community disengaging from the public school system - a trend that must be reversed for the sake of positive change in our schools and in our communities.

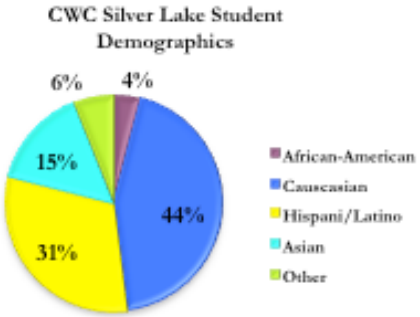


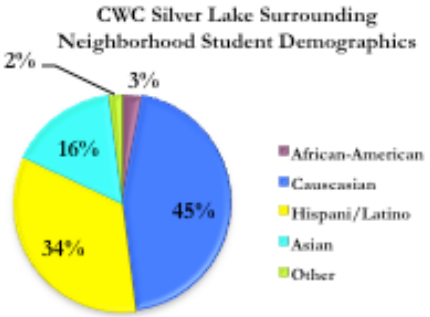


[13] Source: American Community Survey (ACS) 2013 (5-Year Estimates), U.S. Census Bureau, inclusive of census tracts located with the Midtown geographic preference area.
[14] Source: Federal register, Vol. 79, No. 43, March 2014: http://www.fns.usda.gov/sites/default/files/2014-04788.pdf



The charts above demonstrate that CWC Los Angeles, a 501(c)(3) not-for-profit organization that governs CWC Hollywood, supported by CWC Schools, has been successful in reversing these trends, enabling the school to enroll a student population that is more fully representative of the diverse surrounding community. The charts below show that CWC Silver Lake (also governed by CWC Los Angeles), which opened in 2012 serving students in grades K-3, has been similarly successful.





With the full support of a wide cross section of families and stakeholders in Midtown Kansas City, we are confident of creating a LEA fully reflective of the Midtown community.

CWC Kansas City Alignment with Target Population

Our schools will serve a diverse student population, and we believe that in today's society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. Numerous prominent researchers have documented the benefits of diversity from the developmental psychologist Jean Piaget (1971) finding on the positive impact of critical thinking to McKinsey & Company's (2015) finding on the positive impact on corporate financial performance.

Our academic model is based on the need to meet the needs of all the students we serve. We know that learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as informed by assessment which provides insight into students' current abilities and needs. Our instructional methods allow for differentiated instruction via the workshop method, including additional targeted supported as needed.

Furthermore, numerous independent researchers have documented the success of a constructivist approach to learning and have long demonstrated that when children from socioeconomically disadvantaged neighborhoods, including recent immigrants and English language learners, are given the opportunity to attend a school like CWC, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

Our sister schools in CWC Los Angeles have demonstrated this success utilizing the CWC Schools academic model. In the most recent state exam, CWC Hollywood scored 31 percentage points above the district in

mathematics and 29 points in English language arts. In its first year of testing, CWC Silver Lake met the state benchmark, despite testing in its first year of operation and with numerous students who joined the school only a few months before the examination. (Additional details can be found in *B.7.2 Joint Application* and Appendix T). Furthermore, our Executive Director Dr. Kristin Droege led the similarly modeled Larchmont Charter Schools to exceptional results. In her final year as principal, Larchmont Charter School - West Hollywood outperformed the district by 32 percentage points in mathematics and 36 percentage points in English language arts.

Growth of the CWC Kansas City LEA

As previously stated, CWC Kansas City is applying for a K-12 charter, opening with grades K-1 in the 2016-17 school year. Our ideal scenario is to open with two elementary schools in 2016-17, each with its own principal, reporting to the Executive Director (who will report to the CWC Kansas City board). In this scenario, each school would open serving 144 students (288 across the region). We believe that the engagement of CWC and MCSI since 2013 detailed later in this application fully justifies these projections. However, we also acknowledge that such a launch is dependent on factors such as acquiring suitable facility space for our students for the initial years, along with a sustainable long-term facility plan.

If, as noted as an option in *C.3 Facilities*, CWC Kansas City acquires a single facility space with enough capacity to house our regional enrollment of 288 students in year 1 and additional grades throughout the five-year charter, we would consider opening in 2016-17 in a single school site. This, in turn, would lead us to adapt the staffing plan described in *B.4 Staffing and Human Resources*, largely at the administration level, utilizing only a single principal at the elementary school site. The CWC Kansas City Board and Executive Director, in close consultation with our sponsor, would make this decision in the fall of 2015 as we move towards final facility acquisition.

Expanding to Upper Grades

During the second half of our initial five-year charter term, our Board and Executive Director, with support from CWC Schools, will engage in a strategic planning process, including parent and community input, to lay the foundation for our expansion to middle and high school grades upon securing the renewal of our charter. CWC Los Angeles has recently engaged in such a planning process, as two of their schools (CWC Hollywood and CWC Silver Lake) progress to serve middle school grades in the 2015-16 school year. CWC Kansas City will work with our sponsor as required leading up to and through this expansion.

A.6 Special Student Populations

CWC Kansas City will provide a free and appropriate education (FAPE) to all enrolled students, that is least restrictive and suitably supportive. In addition to the rich, constructivist approach to learning that CWC Kansas City will use to support and challenge students, additional strategies will target students who may have additional needs - students performing below or above grade level, English learners, and students who have identified special needs. Our various subgroup populations will receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible. Moreover, special education services will be provided to qualifying students according to state and federal law, and we will ensure compliance with the McKinney Vento Homeless Assistance Act.

The following structures assist in meeting students' individual needs:

- Small class sizes (elementary) and block scheduling (middle and high school grades) allow teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 40 minutes of planning time each day provides time for teachers to modify lessons to meet the needs of individual students;
- Grade level teams at the elementary level and frequent professional development time allow teachers to learn from each other's varying expertise in differentiating instruction;

- Integrating instruction and curriculum across academic disciplines, including integration of service learning with real-life applications allow students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents support the CWC Kansas City commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques and scaffolding and identify students in need of interventions and additional supports.

Ultimately, we believe that the greatest responsibility for successfully educating these students lies within the core classroom day. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

Student Success Team

The CWC Kansas City Student Success Team (SST) addresses plans for students identified as in need of additional supports. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. This team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and counsels the parent, teacher and student.

Steps for Implementing the PSST/SST Process

Pre-Meeting:

Step 1:

Fill out and turn in the *Meeting Request* form with meeting type indicated to Dean.

Step 2:

PSST/SST
Meeting Facilitator contacts team members, including parents (for SST), to confirm date.

Step 3:
Student's teachers prepare for meeting by gathering at least 3 pieces of data and work samples. Any requested observations are completed.

Any staff member may submit a Meeting Request, detailed in the steps above, to request an SST. The principal or designee coordinates the process, identifying a Meeting Facilitator and other team members. Students' teachers prepare for the SST by gathering at least three pieces of data and work samples. Other information such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST.

At Meeting:

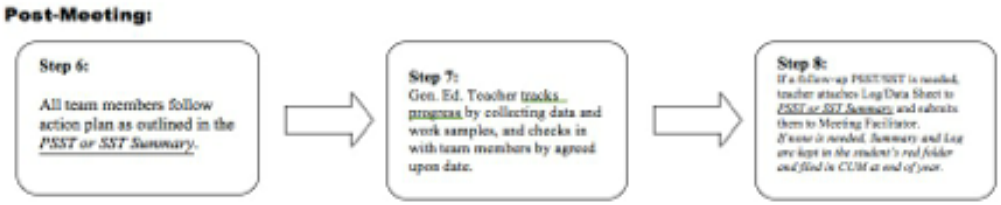
Step 4:

Mtg. Facilitator	Gen. Ed. Teacher(s)	Other Team Members
-Starts the *PSST or SST Checklist* (open a red folder for the student)	-Presents data and work samples -Completes *PSST or SST Summary*	-Contribute to creation of learning targets and action plan

Step 5:

Mtg. Facilitator	Gen. Ed. Teacher	Other Team Members
- Emails copy of *PSST or SST Summary* to all team members (keeps own copy in student's red folder)	-Receives copy of *PSST or SST Summary*	- Receives copy of *PSST or SST Summary*

During the meeting, the SST Facilitator guides the team in identifying an individualized instructional plan to meet the needs of the student, documenting specific goals, strategies and methods to measure success. The action plan articulates a projected completion timeline for each goal. After the meeting, the Meeting Facilitator distributes the SST summary and all team members follow the action plan. The general education teacher tracks progress by collecting data and work samples, and checks in with team members by agreed-upon dates. Follow-up SSTs support the ongoing evaluation of the action plan.



Serving Students with Identified Special Needs

Students enrolling at a CWC Kansas City school will not be discriminated based on physical and/or mental disability. The vision of CWC Kansas City's special education program is to ensure life success for all students by providing quality instruction to all students with special needs in the least restrictive environment. We aim to support all students with special needs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their Individualized Education Programs (IEP). Ideally, CWC Kansas City will work to exit students from their special education program but are committed to providing specialized and individualized education to every student who needs it.

CWC Kansas City will adhere to national and state policies regarding special education identification and accommodations - the Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 7 of Chapter 162. In compliance with federal law, the schools will annually submit to the Missouri Department of Elementary and Secondary Education a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The schools will comply with the local compliance plan, the state plan, and state and federal laws and regulations.

CWC Kansas City will likely enroll students with existing Individualized Education Plans (IEPs) from first grade onwards. As such, CWC Kansas City will request each student's previous school records (for students in grades 1-5) to determine whether an IEP is in place. It is also likely that CWC Kansas City will enroll students who have not yet been identified as having a special need. We anticipate that 10% of our student population will require special education services.

CWC Kansas City plans to develop and utilize a comprehensive, integrated three-tier Response-to-Intervention (RtI) model that includes both academic and social-emotional behavioral support and interventions at all tiers. RtI will provide more intensive and specialized instruction to those students not responding adequately to core instruction. For some students, this may include providing instruction that is completely individualized to the extent that the student is eligible for special education services under IDEA. Through the RtI process, the principal and teachers will identify children that may require additional support. **Tier 1** will include evidence based core instruction and occur in the general education classroom. Given CWC Kansas City's staffing model (classroom teacher support from teaching associates and reading specialists), we will be able to proactively identify students who are not adequately responding to core instruction, and provide the necessary assistance to rapidly increase student achievement. The classroom teacher, teaching associates (in kindergarten) and reading specialists will provide proactive intervention through re-teaching, providing extra practice, before a student would participate in Tier 2.

When the classroom teacher's interventions do not produce the desired results that would put the at-risk student on track to perform at grade level, students will be recommended to participate in **Tier 2** interventions. Tier 2 interventions are provided in addition to the core instructional program that is provided in Tier 1. Tier 2 interventions will be small groups (3 to 5 students) of supplemental instruction. Students will participate in 20 to 30 minutes of supplemental instruction targeted to their specific area of need based on criterion-referenced, curriculum-based formative evaluation. Accordingly, students will likely be grouped with other students who have similar areas of student need. Since students will participate in Tier 2 interventions for nine-week intervals, the student success team, along with classroom teachers as necessary, will meet to analyze student progress in Tier 2. If the data indicates that students have made necessary growth, they will

exit Tier 2 interventions. If sufficient progress is not made, the student will receive **Tier 3** interventions. Tier 3 interventions are provided in smaller groups of students (1 to 2) and are designed to provide more intensive instruction than what is provided in Tier 2 interventions. Tier 3 interventions will consist of general education instruction in addition to specialized interventions. Students in Tier 3 interventions will participate in 30-to-60 minutes of intervention at a minimum of four days per week. Tier 3 students will be progress-monitored at least weekly to determine the success of the intervention. If the data indicates that students have made necessary growth, they will exit Tier 3 interventions.

If special education needs are further suspected after RtI interventions have been implemented for at least one semester, or the child's parent(s) request in writing a formal evaluation, or medical or psychological professionals indicate that a child is developmentally behind her/his peers; then a pre-referral/care team will be established to begin a formal evaluation process. The due process rights of the child as well as their parents will be ensured at all times.

The overall process CWC Kansas City will follow for the identification of students with disabilities will include; completion of the Child Find 45-day screening forms for all eligible children; convening of a pre-referral/care team (including the principal, classroom teacher, and others as appropriate). The care team will:

- Review the 45-day screening tool, relevant assessments, discipline records, academic performance, and teacher observations.
- Review all interventions and determine whether or not the student is progressing toward grade-level performance.
- Determine if a referral for testing is appropriate.

Once a referral for testing is made, a comprehensive psycho-educational evaluation that is fair and nondiscriminatory will be conducted by a licensed school psychologist in the child's native language. Based on the results of the evaluation and qualification of diagnosis an individualized educational program (IEP) will be designed to meet the specific needs of any student with an identified disability. The IEP will include a statement of the child's present levels of academic achievement and functional performance, measurable annual goals, the special education and related services, and appropriate accommodations and modifications.

Special Education Staffing

From the first year of operation, CWC Kansas City will employ one full-time special education coordinator at each school, who will be supported in future years by an assistant coordinator. The coordinator will have, at the very minimum, a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate and will be Highly Qualified based on No Child Left Behind. The coordinator will monitor and implement the school's special education program, inclusive of the RtI process. The coordinator will conference with teachers, school leaders, and other instructional personnel (including contractors), to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP. Professional development will be provided to all teachers to ensure that they understand the referral and identification processes, and receive guidance on how to implement appropriate accommodations and modifications.

CWC Kansas City will also provide all related services needed to ensure a free and appropriate education to all students, including but not limited to speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy and behavior intervention supports. As needed, we will contract with appropriately credentialed outside agencies to provide additional special education services (and have budgeted accordingly).

All special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP. Prior to the start of the school year, CWC Kansas City will provide training to all

teachers during the Summer Institute on various topics regarding special education. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the student success team, and the RtI process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

English Language Learners

CWC Kansas City will serve our English language learner (ELL) students in accordance with all applicable state and federal laws and regulations. Upon enrollment, CWC Kansas City will administer a home language survey to identify students who may have an English language learning need. These students will then be screened using the W-APT screening assessment within 30 days from the beginning of the school year, or 10 school days if enrolled mid-year. For students who are identified as English language learners, CWC Kansas City will administer the ACCESS for ELLs assessment annually until the student is reclassified. CWC Kansas City will comply with federal and state mandates regarding ELL education, assessment and reclassification. It is our expectation that ELL students who have been with us throughout their K-8 career will be reclassified and prepared for success by the time they matriculate to high school.

CWC Kansas City aims to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Our ELL program promotes a belief in accepting, affirming and accommodating the home language and culture of all students. Students at CWC will learn English Language Development Standards as defined by the World-Class Instructional Design and Assessment (WIDA) Consortium in tandem with the Missouri Learning Standards for Communication Arts. Students will be engaged in the type of rich instruction called for in the Missouri Learning Standards with appropriate scaffolding that attends to their particular language learning needs.

To support students in the development of their English language skills, CWC Kansas City presumes a "natural approach" to second language acquisition whereby language is acquired when given comprehensible input (Krashen, 1989; 2003) and further supported by English language development (ELD) instruction. Teachers incorporate substantive cooperative learning activities to provide optimum opportunities for authentic interaction, and to use newly acquired vocabulary and language.

For students who are more advanced, our instruction will focus on the acquisition of academic language, supporting ELLs in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support ELLs in accessing core content, and to increase comprehensible input. In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students and their families, through translation by teachers, aides, other students, and parent volunteers.

A.7 School Specific Goals and Objectives

CWC Kansas City is committed to the academic performance of all students and to providing an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. An important part of monitoring our progress towards meeting our mission and achieving our vision of success, as outlined in *A-1 Mission, Vision & Goals*, is the identification and monitoring of performance goals. This section of the application contains a series of academic and school success goals that will serve as the heart of the charter agreement between CWC Kansas City and its sponsor, the Missouri Charter Public School Commission. In addition to these goals, the Board of CWC Kansas City will review current performance and, via their strategic planning process, will set annual goals that may include more ambitious targets above the benchmarks listed below. CWC Kansas City will use data to make informed decisions at every level of the organization, as described more fully in *A.3 Assessment*.

Academic Performance

The following set of academic goals assumes that the current state accountability structure and system (MSIP-5) remain in place through 2020-21. We are aware that new state assessments may be adopted prior to the end of our first charter term, and we would recalibrate the school's academic performance goals based on those new assessments. CWC Kansas City will set interim grade-level goals for each year and report the results to the Board. As state MAP testing begins in 3rd grade, CWC Kansas City will utilize formative and benchmark assessments to monitor progress towards MAP proficiency targets.

Academic Goal 1: Students will demonstrate understanding of the Missouri Learning Standards. At least 70% of students who have completed three years at a CWC Kansas City school will score Proficient or Advanced on the MAP Mathematics and Communication Arts assessments.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics and Communication Arts

Rationale: CWC Kansas City has set performance targets that are rigorous yet realistic given current performance in the state. On the 2014 Mathematics MAP test, the average proficiency rate for the State of Missouri was 53.2% while the district rate was 29.4%. In Communication Arts, the average proficiency rate for the State of Missouri was 53.5% while the district rate was 29%. No charter schools in Kansas City earned a proficiency rate of above 70% in Communication Arts, while one charter school in Kansas City earned a proficiency rate of above 70% in Mathematics (Academie Lafayette).

Benchmarks:

Year	MAP Target
Y3: 2018-2019	At least 60%
Y4: 2019-2020	At least 65%
Y5: 2020-2021	At least 70%

Academic Goal 2: By its fifth year of operation, CWC Kansas City will earn an MPI equivalent to the DESE Academic Achievement Status Target of 750 in Mathematics and Communication Arts.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics and Communication Arts

Rationale: The targets identified by CWC Kansas City will meet the Missouri DESE's benchmarks to be "On Track" within the first 5-year charter term and within the first three years of testing according to the *MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program* (2015). For comparison, in 2014, the average MPI in Mathematics and Communication Arts was 709.2 while the average in Kansas City was 586. In 2014, only one charter school in Kansas City earned MPI scores above the "On Track" benchmark for 2014.

Benchmarks:

Year	MPI Target
Y3: 2018-2019	At least 700
Y4: 2019-2020	At least 730
Y5: 2020-2021	At least 750

Academic Goal 3: At least 70% of students who have completed three years at CWC Kansas City will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas & Pinnell's Benchmark Assessment System.

Assessment Tool: Fountas & Pinnell's Benchmark Assessment System

Rationale: Literacy is a foundational skill that enables students to access the future curriculum they will encounter. "Children's levels of literacy attainments at age eight are powerful predictors of later success in school," including the attainment of a high school diploma and completion of a college preparatory program (Hemphill, Tivnan & Coker, 2003). As such, CWC Kansas City will assess and monitor students' reading development from the beginning to ensure they are developing the necessary skills to access the complex and rigorous curricula demanded.

Benchmarks:

Year	F & P Target
Y1: 2016-2017	At least 50%
Y2: 2017-2018	At least 55%
Y3: 2018-2019	At least 60%
Y4: 2019-2020	At least 65%
Y5: 2020-2021	At least 70%

School Success

Attendance Goal: At least 90% of the students will attend at least 90% of the time.

Assessment Tool: Daily attendance and subsequent reports to DESE using the Average Daily Attendance (ADA) calculation.

Rationale: CWC Kansas City's attendance goal is aligned with the 90/90 expectation as presented in *MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program* (2015). More importantly, regular school attendance is clearly linked to higher academic performance. According to the National Center for Education Statistics at the Institute for Education Sciences, "[t]eacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities." They site longitudinal research that found that "students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school."[15]

Parent Engagement: CWC Kansas City will achieve at least an overall parent engagement rate of 80% as indicated by parent surveys.

Assessment Tool: CWC Kansas City will use a parent survey informed by CWC Schools work with a consortium of mixed-SES schools and Teachers College, Columbia University.

Rationale: CWC Kansas City seeks to go beyond parental "satisfaction" to a measure that captures parental engagement in their children's learning, their commitment to their school and confidence in the CWC model. Learning best occurs when students' families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students' success throughout their lives. According to *A New Wave of Evidence: The Impact of School,*

[15] Source: National Center for Education Statistics, February 2009 issue: http://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Family, and Community Connections on Student Achievement. Annual Synthesis (2002) a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement.

A.8 School Climate and Discipline

Our approach to creating a joyful, engaging and rigorous school climate rests on two key elements: investments in social-emotional learning and clear, consistent behavior management practices. At CWC Kansas City, we will intentionally develop students' social-emotional capacity, while the staff works with families to create a safe and supportive environment in which to learn. This safety depends on clear rules and consequences, both within individual classrooms and in the form of a school-wide discipline policy.

Social-Emotional Learning (SEL)

Students need both academic standards and social-emotional capabilities, and the development of one supports the development of the other. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement (Durlak, et all, 2011). Via neuroscience research, "it is now becoming increasingly evident that emotion plays a fundamental role … in moment-to-moment problem-solving and decision-making."[16] The challenges inherent in rigorous academic tasks and collaborative work provide opportunities for students to grow emotionally.

At CWC Kansas City, we consider students' social-emotional learning in three domains: self, together and world. *Self* refers to self-knowledge and capacity, *together* to the skills required to successfully interact with others and *world* to the orientation to thinking about their role in a complex, diverse, every-changing society. In *A.1 Mission, Vision and Goals,* CWC Kansas City identified the dispositions of a CWC graduate. As building blocks towards the development of those dispositions, we support our students in developing skills and behaviors directly through SEL instruction and indirectly through academic work, which provides opportunities to apply and extend one's social-emotional capacity. As examples, challenging academics in a supportive environment reinforce the abilities to self-manage, to persevere following an initial failure, and to recognize and consider other perspectives.

SEL Instruction

We believe that in order to both support our community in meeting our community expectations and guidelines and to truly fulfill our mission of helping children become citizens of the world, we must provide all students with knowledge, skills, tools, and a supportive and nurturing environment where they can observe, experience and practice positive communication, conflict resolution and mutual respect. We will support students in becoming more self-aware and capable of self-management through mindfulness instruction and practice, drawing on curricula such as Mindful Schools, MindUP and Headspace. One of the numerous benefits of mindfulness is a reduction in reflexive racial bias.[17]

CWC Kansas City will draw on a number of community building/peacekeeping resources to teach students how to co-create a safe and orderly learning environment. Examples include (among others): Cool Tools, Responsive Classroom and Second Step. Cool Tools is especially useful for primary grades as it guides young children in resolving conflicts by using concrete objects to teach abstract concepts such as personal space, inclusion, perseverance, empathy and forgiveness.

Ultimately, we want our students to have the capacity to make good choices for themselves and their communities independently. SEL is an investment in who they will become and we consider the long-term

[16] Immordino-Yang, M.H. & Fisher, K. (2010) *Neuroscience Bases of Learning.*
[17] Lueke, A. & Gibson, B. "Mindfulness Meditation Reduces Implicit Age and Race Bias: The Role of Reduced Automaticity of Responding." Social Psychological and Personality Science April 2015 vol. 6 no. 3 284-291

benefit in students' development versus going for the short-term win of correct, compliant behavior in the moment. While staff ensures that the school environment is safe for all, we allow some space for students to self-manage as they approximate appropriate school behavior. As an example, each classroom will have a peace corner where a single student may voluntarily excuse him/herself to take a few minutes alone when needed to deal with difficult emotions. With the use of this tool, students may miss a few minutes of instruction, but via this practice will develop the capacity to calm and refocus oneself, a highly valuable skill useful throughout life.

SEL Assessments

In addition to the academic assessments presented in *A.3 Assessment*, CWC Kansas City will administer two formative SEL assessments: DESSA and SELweb. DESSA (Devereux Student Strengths Assessment) is a standardized, strength-based measure of the social-emotional competencies of K-8 students. It utilizes teacher ratings of the frequency of adaptive behaviors like offering to help, continuing to try following failure, and respecting another's opinion. SELweb is an online social-emotional learning assessment in which the data is collected directly from students. This tool measures children's SEL competencies through performance-based testing, including emotion recognition, perspective taking, problem-solving, choice delay, and frustration tolerance. An additional section asks students about their relationships with their peers in order to create classroom social network maps. The social network maps present mutual relationships (i.e. two students who picked each other), and also indicate which students are rejected by their peers. Dense social networks indicate healthy classroom environments that support students and their communities. Together, DESSA and SELweb provide a rich picture of students' social-emotional development - individually and as a class. Teachers can utilize this information to provide opportunities to practice adaptive behaviors (e.g. perspective-taking skills by asking students to consider the various points of view in a storybook) and to facilitate relationships by intentionally formed partnerships and collaborative work groups.

Safe & Supportive Environment

Staff Culture

CWC Kansas City believes that investing in staff culture has a substantial impact on student culture. School leaders, especially in the school's opening years, will treat the development of staff culture as an essential priority. From the beginning, selection processes will ensure that the hired staff supports the school's mission, approach and desired culture. In the initial Summer Institute, school staffs will establish faculty agreements and these will be revisited each year. Below are the non-negotiables from another school in the CWC network:

1. We acknowledge that our words and actions are powerful and so we are mindful in their use.
2. We acknowledge our responsibility in setting the tone for our children.
3. We acknowledge and take ownership of our individual contribution to the collective.
4. We hold each other and ourselves accountable.

Throughout the year, school leaders will promote practices that encourage self-awareness (e.g. mindfulness, self-reflection via evaluation process) and effective collaboration (e.g. crucial conversations, critical friends groups).

Consistent and Clear Practices

While we want to create a warm and welcoming environment, we recognize the importance of incorporating meaningful school-wide routines and systems to reinforce our schools' community-building philosophies and values. At CWC Kansas City, we will begin the school year with our students by training them and explicitly teaching students the practices of conflict resolution and appropriate classroom behavior along with logical consequences as described below. As we plan to build the school one grade at a time, we will have the luxury of beginning with a small number of students and setting the cultural foundation from the early grades.

CWC Kansas City will establish clear expectations for student behavior and ensure that all school staff members understand these expectations and appropriate responses. While learning about social and emotional intelligence, students must have opportunities to practice, make mistakes, reflect, and improve

upon them. This is central to their social and emotional development. Please see Appendix E for an illustration of a consistent practice in response to inappropriate student behavior that supports student learning.

Although our focus on social-emotional learning will minimize discipline issues, it will not eradicate them. As part of our commitment to clear and consistent practices, the CWC Kansas City Board will adopt a robust, formal discipline policy with clear consequences for behavioral infractions. Please see Appendix F for the draft discipline policy, with an emphasis on positive behavior intervention and support. School leaders will work with the CWC Kansas City Board to finalize the policy and to ensure that it and all resulting procedures are in compliance with 160.261 and 168.071 RSMo.

Family Involvement

At CWC Kansas City, we believe that parental involvement is essential for student academic success. Because of the importance family involvement has on a child's academic success, we will involve parents in the education of their child and in the governance and operations of the school through a variety of means. Accordingly, we will seek to provide opportunities for parents to feel both welcomed at our school and involved and will pay regular attention to ensuring all families have the opportunity to participate. We will frequently communicate with parents about their child's and the organization's progress and opportunities. Through structures like a weekly community assembly, regular convening Family Council, a broad group of volunteer-run committees, family education nights, coffee with the principal, ED update meetings, weekly bulletins, detailed progress reports and parent-teacher conferences, we not only partner in support of student learning but also strengthen our community by extending the reach of the cross-cultural connections that are forged in our classrooms to the larger community as well.

In addition to an initial orientation to the school at Back to School Night, and a second teacher-facilitated orientation to the student's classroom, CWC Kansas City will conduct two parent-teacher-student conferences annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, CWC Kansas City will make regular and full use of interpreters and, when hiring teachers, highly value second language abilities.

School leaders, in collaboration with teachers and parent volunteers, will develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops will be led by teachers, administrators, parents and community members and will focus on culturally sensitive, hands-on learning experiences to help parents develop their understanding of literacy and numeracy in elementary school students.

Parents will be encouraged to be involved in the governance of the school. CWC Kansas City will have a family council (FC), which will be composed of all the parents/guardians of enrolled students and will be led by two elected co-chairs. The purpose of the FC will be to engage parents in issues affecting the school and will be responsible for assisting the CWC Kansas City administration with the following:

- Outreach and family support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
- Communications (newsletter production, public relations, etc.)
- Room parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers; each class will have a room parent, led by a single room parent coordinator)
- Fundraising (pledge drive, events, activities such as e-scrip, etc.)

The FC and principal may work together to form other committees (e.g. school garden program, school lunch, after-school programs, technology committee) based on the needs of the school. The FC meetings, supplemented by committee meeting as needed, will be held at a time and place to maximize parent

participation; meetings will provide language support and translation, as needed, and childcare will be provided whenever possible.

B. Organizational Plan

B.1 Governing Body

Description of Corporate Entity Holding Charter

Citizens of the World Charter Schools - Kansas City (CWC Kansas City), a 501(c)(3) not-for-profit organization registered with the State of Missouri (Appendix G), will hold the charter and be responsible for governing all schools in the LEA. Upon approval of this application by the Missouri State Board of Education, CWC Kansas City will act as a Local Education Agency (LEA). CWC Kansas City's Articles of Incorporation and By-Laws can be found in Appendices H and I. CWC Kansas City has applied to the Internal Revenue Service for tax-exempt status (see documentation in Appendix J).

Members of the CWC Kansas City Board of Trustees (the Board) will operate in alignment with our mission and the Citizens of the World purpose (presented in *A.1 Mission, Vision and Goals*) as we fulfill the obligations and responsibilities described below. CWC Kansas City understands and will fully comply with Missouri's Sunshine Law related to board and committee meetings, and state ethics requirements. Once the Missouri State Board of Education approves CWC Kansas City's charter, the Board will follow all applicable provisions, including the following: meetings must be appropriately announced/noticed and open to the public; most records and documentation must be public (with closed meetings and records allowed in some limited circumstances); board members must sign a conflict of interest statement declaring they are not employees of CWC Kansas City; the Board is subject to the same liability for acts in office as if it were a duly elected school board or any other public school district in the state; the Board must have appropriate liability insurance; and the Board may vote to amend the school's charter with the approval of the sponsoring institution.

CWC Kansas City will be exempt from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo. As a condition of service, all CWC Kansas City board members will complete a criminal background check and a family-care safety check, as required by 160.400.14 RSMo. The founding board members have begun this process and documentation will be provided upon completion. In accordance with 105.450(6) RSMo, the Board understands our responsibility as "decision making public servants." All board meeting minutes and board meeting attendance rosters will be maintained and kept for the purpose of public record (including on the CWC Kansas City website once developed). Should our sponsor approve this application, CWC Kansas City will submit a copy to the Kansas City Public School District.

CWC Kansas City Board Responsibilities

The primary role of the Board is to govern our schools in alignment with the performance contract agreed upon with our sponsor, while adhering to and furthering our mission. The Board's role is one of oversight of school management, specifically oversight and management of the Executive Director. The primary responsibilities of the Board are listed below:

- **Oversight of LEA schools:** The Board is ultimately responsible for monitoring the schools' performance, including compliance with its charter and other governing documents.
- **Strategic planning:** The Board, in conjunction with the Executive Director, will develop a strategic plan for the region and monitor its implementation.
- **Evaluating and holding school leaders accountable:** The Board is responsible for providing oversight of the Executive Director's work, and evaluating the Executive Director's performance.

- **Fundraising:** The Board assists the schools in fundraising, including the submission of applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Enhancing the organization's standing:** Members of the Board are ambassadors of the schools and work individually and collectively to increase CWC Kansas City's standing in the community.
- **Ensure legal and ethical integrity:** The Board will ensure that the schools adhere to all laws, regulations, and rules, and conform to the highest standards of ethical conduct.
- **Appeals by parents:** The Board will hear appeals by parents on matters of student discipline, including student expulsions.
- **Budget and financial resources:** The Board is responsible for financial oversight of the schools, including budget development, approval and monitoring, establishing fiscal controls, ensuring that audits of the schools' finances are conducted as required by law, and publishing annual financial reports aligned with Missouri law and requirements.
- **School Policies:** The Board is responsible for establishing, implementing and enforcing, or delegating the implementation and/or the enforcement of school policies.

Relationship with Sponsor

CWC Kansas City will fulfill its role in ensuring our financial sustainability in accordance with Missouri statute and norms, along with developing and executing the schools' strategic priorities and policies. The Missouri Charter Public School Commission (MCPSC) will sponsor the CWC Kansas City LEA, providing public oversight and accountability for the schools per 161.092 and 160.400-160.425 RSMo. The contract between MCPSC and CWC Kansas City will be for a five-year term, beginning upon approval of this application by the Missouri State Board of Education. MCPSC will conduct annual evaluations of the schools to ensure they are conducting themselves in accordance with performance goals and other measures established in the charter performance contract and this application.

Partnership with CWC Schools

CWC Kansas City, as the entity holding the charter, will be part of the Citizens of the World Charter Schools (CWC Schools) network. CWC Schools is a 501(c)(3) not-for-profit network of academically rigorous, free public schools where students of diverse backgrounds learn to high levels and grow into caring and responsible citizens of the world. CWC Kansas City and CWC Schools are connected by a licensing and affiliation agreement (Appendix K). *B.7.1 Educational Service Providers* and *B.7.2 Joint Application* further describes our partnership with CWC Schools. CWC Schools currently serves approximately 1,400 students across five schools in Los Angeles and New York. *C.1 Budget* details the significant financial support CWC Schools is providing CWC Kansas City in our start-up years.

B.2 Governing Board Composition

CWC Kansas City Founding Board Biographical Information

CWC Kansas City has six founding board members. The Board represents a cross-section of dedicated and experienced educators, community, legal and organizational leaders. Five of the six founding members live in Kansas City, Missouri. Board member resumes and completed request for information forms can be found in Appendix M, and below are descriptions of each founding member. CWC Kansas City is a member of the Missouri Charter Public School Association and will participate in trainings provided by the Association.

Luke Norris (Chair): Luke is the Director of Government Relations at Code For America, an organization that strives to build open source technology while empowering residents to take an active role in their community to make government services simple, effective, and easy to use. Luke has 12 years of experience in executing growth strategies for start-ups, including not-for-profit and fortune 500 companies. Luke is a committed member of the Kansas City community, honored as the most valuable volunteer by the YMCA's Civic Engagement Team, a Distinguished Citizen by the National Conference for Community and Justice, named a Rising Star of Philanthropy, and appointed as a Commissioner to the Housing Authority of Kansas

City. Luke is also a mentor to entrepreneurship scholars at the University of Missouri - Kansas City (UMKC). Luke received a Bachelor of Science and Arts and a Masters of Business Administration (MBA) from Rockhurst University.

Jacob Littrell (Vice-Chair): Jacob is a founding member of the Midtown Community School Initiative (MCSI). A registered architect, Jacob currently serves as the Lead Project Liaison at Centric Projects, a commercial construction firm in Kansas City, Missouri. From 2006 to 2014, Jacob was a Project Architect at 360 Architecture, also in Kansas City. Jacob is a committed member of the Midtown Kansas City community, serving in the Greater KC Chamber of Commerce's Centurions Leadership Program, and on the elder board at his local church. Jacob received his Bachelor of Architecture from Kansas State University in 2004. Jacob's wife Kristin is also a founding member of MCSI.

Kristen Ellis Johnson (Secretary): Kristen is an Associate Attorney practicing law in the environment group at Lathrop & Gage, LLP, a Kansas City based national law firm. Kristen's practice focuses on advising clients regarding their regulatory and permitting requirements, negotiating with state and federal agencies, and litigating environmental claims. Before pursuing a law degree, Kristen worked in the non-profit sector. Kristen is an avid environmentalist and community activist. She has served as the President of Downtown Outreach, an organization providing meals to the hungry of Kansas City, and she previously directed the Volunteer Income Tax Assistance (VITA) program at UMKC. Kristen received a J.D. from the UMKC School of Law and a Bachelor of Arts (BA) from William Jewell College. Kristen was integral to the launch of MCSI, for which she and her husband, Andrew Johnson, were founding members.

Brett Hembree (Treasurer): Brett is the Managing Director of Research and Evaluation at Teach For America, where he leads the research into the organization's selection criteria. In 2013, Brett led a qualitative and quantitative research study designed to make the admissions model more equitable for applicants, leading in part to the most diverse incoming corps of teachers in Teach For America's history. This year, 5,300 Teach for America corps members will begin teaching, selected from a pool of over 50,000 applicants. Before his seven-year tenure at Teach for America, Brett was an 8th grade science teacher at Paul Public Charter School in Washington, D.C. Brett attended diverse schools throughout his childhood and believes in the power of an integrated school model. He received his Bachelor of Science in Biology from Kansas State University in 2003 and a Masters of Public Affairs from Princeton University in 2008.

Dr. Joy Vann-Hamilton: Joy is the owner of Cum Laude Educational Consultants, LLC (CLEC), which strives to create and increase equitable opportunities for all students to learn quality science and make a difference in the world. CLEC's services include curriculum and instruction development, data collection and reporting, and staff identification and development. Joy's extensive experience in education and training includes the pre-college and college levels. Significant accomplishments include working with the U.S. Department of Education in directing interdisciplinary professional learning communities at the University of Notre Dame. Joy was previously the Vice President of Operations for Kauffman Scholars, an arm of the Ewing Marion Kauffman Family Foundation established to help low-income students in the Kansas City region pay for a college education. Joy received a BA from Wichita State University, a MBA from the University of Notre Dame, and a Ph.D. in Curriculum and Instruction from Andrews University.

Dr. Kaye L. Otten: Kaye is an Assistant Professor of Special Education at the University of Central Missouri, teaching classes such as Behavioral Management Techniques and Advanced Education of the Exceptional Child. Previously, Kaye served as a Behavioral/Autism Specialist at Lee's Summit School District in Missouri, the Director of Special Programs at the Autism Asperger Resource Center, and as a Special Education Teacher in Nebraska. Kaye also founded and served as the Co-Executive Officer at Camp Encourage in Kansas City, Missouri. Camp Encourage strives to encourage social growth, independence, and self-esteem in youth with autism spectrum disorders through a camp experience. Kaye is the co-author of the book *How to Reach and Teach Children with Challenging Behavior* and provides professional development on topics related to behavior management nationally and internationally. Kaye received a BA in Elementary Education

and Human Development and a Masters of Education from the University of Nebraska, along with a Ph.D. from the University of Kansas in 2003, focusing on Special Education, Autism and Behavioral Disorders.

B.3 Management and Operation

CWC Kansas City School Management Roles

The CWC Kansas City **Executive Director** will report to and be evaluated by the Board and will be responsible for the overall operations and outcomes of the LEA. CWC Kansas City is excited to welcome our founding Executive Director Dr. Kristin Droege (see resume in Appendix L). Since December 2014, she has been consulting on projects related to CWC Kansas City's launch, including deep involvement in the drafting of this application. From her July 1, 2015 full-time start date, Dr. Droege will launch and grow our LEA, utilizing a sophisticated understanding of managing and leading an outcomes driven, multi-site school organization. Below is a brief description of Kristin's background and experience.

In 2008, Dr. Droege became the founding principal at Larchmont Charter School - West Hollywood (LCW) growing the school to K-8th grade, and overseeing the merger with the Larchmont Charter School network. In 2013 Dr. Droege was appointed Head of K-8 for Larchmont Charter Schools, overseeing instruction for 1,100 students across four campuses. She graduated from Duke University and holds a Masters and Ph.D. in Educational Psychology from the University of California - Los Angeles. The table below demonstrates the exceptional academic performance of LCW. The data includes comparisons to the Los Angeles Unified School District (LAUSD) and statewide performance. In California, the Academic Performance Index (API) includes the results of state assessments and generates an overall score (similar to MPI scores in Missouri). A score of 800 is recognized as the statewide benchmark for academic performance.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	LCW	CA	LAUSD	LCW	CA	LAUSD	LCW	CA	LAUSD
2012-13	932	790	750	86%	60%	54%	85%	57%	49%
2011-12	924	788	744	83%	60%	54%	85%	58%	50%
2010-11	940	779	729	94%	59%	52%	83%	56%	47%

Dr. Droege will create and maintain an organizational culture at CWC Kansas City that challenges and motivates our diverse leaders, students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. It will be the primary responsibility of the Executive Director to ensure the organization meets annual academic and financial goals. Additional operational responsibilities are outlined below:

- Manage the process to hire staff in the pre-opening year;
- Support and develop school-based leadership in the areas of hiring, staffing structure, curriculum and instruction to align with CWC Kansas City's purpose, mission and core values;
- Report to the CWC Kansas City Board, our sponsor, DESE, and CWC Schools on activities, organizational development progress, and student achievement;
- Build a culture of relentless self-improvement and adaptive leadership among the entire school;
- Ensure the implementation of the CWC academic model and alignment of school-based academic programming;
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any contracted back-office financial service provider, and;
- Oversee and liaise with CWC Kansas City's legal support as appropriate

The **school principals** will report to and be evaluated by the Executive Director, and will be responsible for

instructional leadership, along with curriculum development and implementation at the school. Following the hiring of an assistant principal ahead of the third year of school operations, the principal, assistant principal and Executive Director will meet at the beginning of the school year to determine who will oversee which staff members. These decisions will be based on the skill set and experiences of the principal and assistant principal, as well as on the skills of the instructional staff. Below is a description of the principal's educational leadership responsibilities:

- Own, as leader of the school, responsibility for student academic achievement;
- Provide instructional leadership, coaching and support to teachers who are working with a diverse student body, drawing on best practices and methods that foster the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers;
- Work in conjunction with the Executive Director to recruit, hire, retain, support and supervise talented teaching staff and outside consultants in implementing an educational program that furthers CWC Kansas City's mission;
- Facilitate the use of a wide array of assessments described in *A.3 Assessment*, reflecting the educational philosophy of CWC Kansas City and preparing students to excel on statewide measures;
- Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers and curricula;
- Establish, support and supervise ongoing professional development plans and opportunities, including a summer institute;
- Report on activities, organizational development progress, and student achievement to the Board, our sponsor, CWC Schools, and other applicable state and federal reporting agencies, and;
- Work with the Executive Director to draft and monitor the schools' budget and ensure daily financial and business activities are compliant with the schools' fiscal policies.

For job descriptions of the CWC Kansas City Executive Director, founding principals, and all staff members shown in the organizational chart (Appendix N), please see Appendix O. All CWC Kansas City employees will complete background checks and safety registry checks as required by 160.408.11 RSMo.

Financial Management

Budgets for our schools will be developed by the Executive Director, with direct input from the principals, and approved by the Board. Critical to the success of the schools is meeting the academic needs of all students. Their academic and social needs and the professional development needs of staff will be supported by sound fiscal oversight and conservatism. The Board will approve all budgets on an annual basis. Budgets for the following school year will start to be developed in the early spring. A working draft will be submitted to the finance committee of the Board for its review by April 30. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1 each year. For more information, please see *C.2 Financial Management*.

B.4 Staffing and Human Resources

CWC Kansas City Staffing Plan

Dr. Droege will manage the recruitment and hiring of our founding principals, with guidance and support from the Board and CWC Schools. We plan to secure principal hires by Spring 2016 ahead of a July 1st, 2016 start date, and have budgeted for a nationwide recruitment process for our founding principals. Ahead of the first year of school operation, the Executive Director will lead the process to hire the school staff, with support from the principals following their hiring. From year two onwards, the principal, in conjunction with the Executive Director, will be responsible for hiring all school staff.

Two of the most distinctive aspects of the CWC Kansas City instructional and staffing structure are clustering grade levels and teaching in multi-year loops. These strategies have multiple benefits. They cater to the needs of developing students, create a strong, collaborative team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the integrated projects that make up much of our curriculum. Clusters, looping, and mixed age opportunities supports student learning across the curriculum with particular focus in English language arts, mathematics, and the integration of enrichment classes to support academic and social-emotional growth and learning.

In kindergarten, each classroom teacher will have the support of a teaching associate. The teaching associate will comply with the highly qualified requirements of No Child Left Behind (NCLB) for paraprofessionals, with the ideal candidate having completed one of the following; 60 college hours of study, attained an associates degree, or completed a formal state approved paraprofessional assessment. CWC Kansas City will implement the cluster and looping model from first grade onwards. A **"cluster"** refers to classes that span two grade levels. Each cluster is housed in close physical proximity to each other. Students are mixed together in various configurations across different academic and enrichment activities. In CWC Kansas City, the clusters will be 1st to 2nd grade and 3rd to 4th grade. Each two-grade cluster will include twelve classroom teachers across the LEA (six in each grade) who will plan together and share curriculum for the two-year spectrum.

"Looping" refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class as it enters the two-year cluster. Looping allows for a more in-depth and personal relationship development between teacher and student, as well as student and peers. In the first year of each cluster, for example year one (2016-17), when CWC Kansas City will serve students in kindergarten and first grade, four full-time reading specialists (including one lead reading specialist at each school) will support classroom teachers across the LEA. When the 1st to 2nd grade and 3rd to 4th grade clusters are established, six full-time reading specialists will support teachers in each cluster across the LEA. By the end of the first five-year charter term, the region will employ 36 classroom teachers and 16 reading specialists, all of whom will have Missouri state certification. The lead reading specialists will also coordinate Title 1 and English language learner resources, receiving higher compensation for this role as noted in the staffing worksheet of the attached CWC Kansas City LEA budget (Appendix U).

CWC Kansas City is also committed to providing enriching and meaningful experiences to all students in the arts, regarding the arts as a valuable means with which to facilitate student mastery of core academic standards. In the first year of operation, the region will employ one full-time Art and one full-time Music teacher. In the second year, an additional full-time Music and Art teacher will be hired, increasing to four by the fifth year of operation. In addition, by the end of the first five-year charter term, the region will employ four full-time physical education teachers.

As described in *A.5 Target Population*, this staffing plan is contingent upon securing suitable facility space for both schools. In the event that CWC Kansas City serves it's entire student population in a single site, the Board and Executive Director would re-assess the administrative leadership positions, leading to a single principal supported by an assistant principal model earlier than the third year. The table below shows the anticipated staffing structure for the CWC Kansas City LEA two-school model during the first five years of operation along with the regional CWC Kansas City staffing structure. The Executive Director will manage the regional staff and will continually assess the capacity need at the regional office level in order to support the growth of the schools. All members of staff listed below will be employees of CWC Kansas City.

CWC Kansas City LEA Staffing Structure (CWCKC1 and CWCKC2)										
Position	**Yr1 (2016-17)**		**Yr2 (2017-18)**		**Yr3 (2018-19)**		**Yr4 (2019-20)**		**Yr5 (2020-21)**	
Grade Level	K-1		K-2		K-3		K-4		K-5	
School	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2

Projected Enrollment	144	144	216	216	288	288	360	260	432	432
Principal	1	1	1	1	1	1	1	1	1	1
Assistant Principal	-	-	-	-	1	1	1	1	1	1
Office Coordinator	1	1	1	1	1	1	1	1	1	1
K-5 Classroom Teacher	6	6	9	9	12	12	15	15	18	18
Kinder Teaching Associate	3	3	3	3	3	3	3	3	3	3
1st – 2nd Grade Reading Specialist	2	2	3	3	3	3	3	3	3	3
3rd – 4th Grade Reading Specialist	-	-	-	-	2	2	3	3	3	3
5th Grade Reading Specialist	-	-	-	-	-	-	-	-	2	2
Art Teacher	.5	.5	1	1	1	1	1	1	2	2
Music Teacher	.5	.5	1	1	1	1	1	1	2	2
P.E. Teacher	1	1	1	1	1	1	2	2	2	2
Special Education Coordinator	1	1	1	1	1	1	1	1	1	1
Special Education Assistant	-	-	.5	.5	1	1	1	1	1	1
Counselor	-	-	-	-	-	-	1	1	1	1

CWC Kansas City Regional Office Staffing Structure

Position	**Yr1 (2016-17)**	**Yr2 (2017-18)**	**Yr3 (2018-19)**	**Yr4 (2019-20)**	**Yr5 (2020-21)**
Executive Director	1	1	1	1	1
Regional Office Coordinator	1	1	1	1	1
Director of Operations	-	1	1	1	1
Operations Associate	-	-	1	1	1
Director of Development	-	-	1	1	1
Director of Community	-	-	1	1	1
Special Projects Associate	-	-	-	-	1

CWC Kansas City Teacher Recruitment

CWC Kansas City believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our schools. School leaders will select teachers based on the criteria outlined below. All classroom teachers at CWC Kansas City will have a Bachelor's degree, a Missouri teaching certificate, and demonstrated core academic subject matter competence (in compliance with NCLB's highly qualified teacher benchmarks). We will especially seek out teachers who speak additional languages and have experience in working with racially, socioeconomically and culturally diverse populations.

Recruitment of teachers will include multiple methods. CWC Kansas City will utilize professional networks such as Teach For America alumni networks (see letter of support from Teach For America – Kansas City in Appendix Q), local charter schools, the Missouri Charter Public School Association and teaching job fairs and postings at local universities (UM, University of Central Missouri, University of Missouri – Kansas City) to publicize open positions. We will also engage with networks such as myEDmatch, who work to match teachers with mission aligned schools. Postings will appear on multiple sites (Ed Join, CraigsList and CWC Kansas City's website) and be forwarded through university alumni groups.

When a position is available, CWC Kansas City will review the criteria and qualifications for the position and advertise it, along with a job description. Based on a review of résumés, school leaders (and current teachers) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes, such as analysis of student performance data or videotaped instruction, will be used to select the final candidate. Staff will review and sign the CWC Kansas City staff handbook at the hiring stage (see draft staff handbook in Appendix P). In accordance with 168.071 RSMo, CWC Kansas City will not employ teachers whose certificate of license to teach has been either suspended or revoked by the Missouri State Board of Education. Contracts for all CWC Kansas City staff members will be at-will.

CWC Kansas City Teacher Retention

CWC Kansas City will seek to retain teachers by providing or promoting the following:

- **Effective leadership:** We recognize the importance of providing strong and effective leadership. Our Executive Director, Dr. Droege, has vast experience with hiring, developing and supporting teachers in diverse learning environments.
- **High quality and authentic professional development:** CWC Kansas City will provide teachers with ample opportunities for high quality professional development. Teachers will receive training prior to the start of each school year through the CWC Kansas City Summer Institute (see Appendix C for the summer institute dates in 2016-17). Teachers will also have weekly common planning time to work with their grade level colleagues.
- **Collaborative environment:** A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques.
- **Small class sizes and staffing support:** CWC Kansas City will provide small class sizes (24 students). In addition, teachers will be supported by teaching associates and reading specialists as described in the staffing plan. This will allow teachers to invest fully in each student.
- **Professional work environment:** CWC Kansas City will create an environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals.
- **Competitive compensation:** All employees will be compensated commensurate with their experience and job responsibilities, and will receive competitive benefits, including health insurance and retirement plans.

CWC Kansas City will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, CWC Kansas City will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

B.5 Student Recruitment and Enrollment

In *A.5 Target Population* we analyzed the racial and socioeconomic diversity of the Midtown Kansas City area, and demonstrated that there is currently no school, either with a dedicated enrollment boundary or district-wide attendance zone, integrating Midtown's diversity into their campuses. In this section we will describe the extent of community support for our schools since the launch of MCSI in the summer of 2013, our plans for further engagement, and the process and timeline for student enrollment.

CWC Kansas City Enrollment Projections

As previously noted, CWC Kansas City is applying for a K-12 charter that will ideally open with two schools in August 2016. Each school will open with 144 students in kindergarten and first grade, representing three sections of 24 students per grade. We will add three classes of kindergarten students each year until the schools serve approximately 432 students in grades K-5 during the 2020-2021 school year.

Grade Level	Yr1 2016-17		Yr2 2017-18		Yr3 2018-19		Yr4 2019-20		Yr5 2020-21	
	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2	KC1	KC2
K	72	72	72	72	72	72	72	72	72	72
1	72	72	72	72	72	72	72	72	72	72
2	-	-	72	72	72	72	72	72	72	72
3	-	-	-	-	72	72	72	72	72	72
4	-	-	-	-	-	-	72	72	72	72

5	-	-	-	-	-	-	-	-	72	72
School Total	**144**	**144**	**216**	**216**	**288**	**288**	**360**	**360**	**432**	**432**
CWCKC Total	**288**		**432**		**576**		**720**		**864**	

Community Demand and Support

From the summer of 2013, CWC and MCSI have actively engaged the Midtown and wider Kansas City communities. The breadth of outreach conducted to date has ensured that CWC Kansas City has a strong and positive presence within the community ahead of the 2015-16 pre-opening year. Our Executive Director Dr. Droege will be on the ground from July 1, 2015 leading the effort to continue these activities and garner further support to reach full enrollment on schedule. The demand for our schools from families and the community in Kansas City is described below:

- **Community demand and support:** CWC Kansas City has received over 15 letters of support from a wide cross section of Kansas City stakeholders and community based organizations. These include neighborhood associations that engage with parents and families deeply concerned about school options in Midtown Kansas City, civic organizations that assist parents in making school choices for their children, and political figures, such as council members, the Mayor, and State legislators, who hear from parents and constituents regarding the importance of expanding K-12 options in Midtown and across the city. These letters are included in Appendix Q.
- **Parent demand and support:** Approximately 18 months prior to opening, CWC Kansas City has received signatures and statements of support from over 140 parents who are actively interested in enrolling their children in our schools. The vast majority of these parents live in a zip code located within the Midtown area. These signatures and statements of support have been gathered following in-depth discussions with parents at family room and community meetings regarding CWC's model and plans, along with MCSI's Facebook group, rather than a more general petition/signature drive. This speaks to the depth of our engagement with parents, and also the time CWC and MCSI have taken to discuss our plans at a deeper level with the community. Appendix S details this support.
- **Family room and community meetings:** To date, CWC and MCSI have held over 10 family room meetings inside parents houses or community centers, including meetings held with Show Me KC Schools, an organization that shares information with parents on their K-12 school options, at Midtown based neighborhood associations and in Midtown public housing centers. CWC Kansas City will continue to organize such meetings throughout the pre-opening year, focusing on engaging with parents and families with children entering kindergarten or first grade in 2016.
- **Town hall meetings:** In August 2013, MCSI launched their movement to open diverse, high performing schools in Midtown by hosting a town hall meeting, attended by over 80 people. In May 2014, following MCSI's decision to partner with CWC Schools, the two organizations held a similar meeting with over 70 attendees.
- **Community stakeholder engagement:** CWC and MCSI have spoken and/or met with over 130 community stakeholders to discuss the possibility of launching schools in Midtown, developing relationships that will help CWC Kansas City reach all sections of the Kansas City community.

Expanding High Performing Community Based Options in Midtown

Throughout the outreach and engagement CWC has conducted, we have consistently heard from parents and community organizations that they want academically high performing school options in Midtown. The Kansas City Public School District (KCPS) has undergone clear gains in district-wide performance under the leadership of Superintendent Dr. Stephen Green.[18] MCSI and other partners have referenced this positive trend during our community engagement process. However, parents also cite the lack of an existing high performing public school option for the families within the Midtown area as a genuine concern and factor in their decisions to stay or leave the community.

[18] Source: DESE – 2014 LEA Final Annual Performance Report (pp. 9), demonstrates KCPS improvement of "total points earned" from 84/140 in 2013 to 92.5/140 in 2014:
http://mcds.dese.mo.gov/quickfacts/State%20Accountability/2014%20LEA%20Final%20Annual%20Performance%20Report.pdf

The table below shows Missouri Assessment Program (MAP) results for public and public charter schools in the Midtown area. Only Academie Lafayette, a public charter school with a focus on a French immersion curriculum, scores over 50% proficiency in grades 3-5. Academie Lafayette's Cherry campus, located in Midtown, serves students in K-2. Their Oak campus, serving students in 3-8 is located approximately two miles south of Midtown.

Kansas City Public Schools[19]	Grades	2013-14 MAP ELA Proficiency			2013-14 MAP Math Proficiency		
		Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Longfellow	PK-6	13%	30%	20%	16%	33%	19%
Faxon	PK-6	3%	11%	20%	10%	11%	15%
Garcia	PK-6	25%	31%	8%	41%	36%	10%
Phillips	PK-6	16%	35%	24%	16%	27%	19%
Attucks	PK-6	22%	14%	10%	22%	11%	3%
King @ KCMSA[20]	K-6	4%	20%	13%	6%	10%	17%
KCPS Signature School	**Grades**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 3**	**Grade 4**	**Grade 5**
Foreign Lang. Acad.	K-8	24%	28%	49%	29%	33%	34%
Public Charter Schools	**Grades**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 3**	**Grade 4**	**Grade 5**
Academie Lafayette	K-2	50%	69%	64%	81%	52%	71%
Gordon Parks	K-3	No test data in 2013-14					
Lee A. Tolbert	K-8	27%	32%	30%	33%	27%	28%
Allen Village	K-12	32%	34%	21%	38%	31%	34%

We believe that CWC Kansas City can contribute another positive educational option for families in the city, and we would look forward to building a positive relationship with KCPS as partners in Kansas City's education landscape.

CWC Kansas City Recruitment Plan

CWC Kansas City will employ a variety of techniques to ensure full enrollment throughout the five-year charter term. We will continue to prioritize ensuring families of all backgrounds have equitable access to our schools. Building on the engagement by CWC Schools and MCSI to date (both of whom will continue to support in this regard), CWC Kansas City will conduct the following to ensure that parents are aware of, and excited to enroll their children in our schools. CWC Kansas City has budgeted $20,000 in the pre-opening year to support these marketing and recruitment tools:

- **Family room and community meetings:** CWC Kansas City will continue to organize and host informational meetings with families who are exploring school choices to present our mission and plans, along with detailing the schools' enrollment processes. The meetings will be held in both small and larger, town hall style settings.
- **Preschool and Head Start engagement:** CWC and MCSI have met with three YMCA sites within the Midtown area. Two of these sites include Head Start programs, and the third is an early learning center. Further engagement with staff and parents at sites such as these will be a priority in the pre-opening year.
- **Neighborhood and door-to-door engagement:** Our Executive Director, Dr. Droege, will closely engage with families and the community in Midtown when she begins full-time employment on the ground in Kansas City. Dr. Droege will continually monitor the community for new organizations

[19] Source: DESE – 2013-14 School Report Cards: http://mcds.dese.mo.gov/guidedinquiry/School%20Report%20Card/School%20Report%20Card.aspx

[20] King elementary has been temporary re-located on the closed Kansas City Middle School of the Arts for the 2014-15 school year.

and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and potential partners.

- **Civic groups and associations:** CWC Kansas City will continue to build on the relationships developed with neighborhood associations, councils and housing developments in Midtown. CWC and MCSI has engaged with, and received letters of support from the Ivanhoe Neighborhood Council, the Hyde Park Neighborhood Association, and the Valentine Neighborhood Association, each of whom serve communities in Midtown (see letters of support Appendix Q) and will continue to meet with parents and community members in these forums.
- **Radio/newspaper advertisements:** CWC Kansas City will consider the use of radio and newspaper advertisements to promote enrollment. Already, CWC Schools has been able to support in this regard, working to publicize the schools in the Kansas City Star and Dos Mundos.
- **Student recruitment/informational fairs:** CWC Kansas City will participate in the various student recruitment fairs in Kansas City. CWC Kansas City will continue to engage with organizations such as Show Me KC Schools to ensure parents district wide, and from all backgrounds, have the tools and information to enroll in our schools.
- **Online and social media promotion:** Existing schools within the CWC network utilize active parent led Facebook pages that promote key dates in the school calendar, including enrollment dates and board meetings. CWC Kansas City will create a page to promote the schools, along with a regional website.

CWC Kansas City will work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event. As needed, a translator will be involved in the communication process, and CWC Kansas City will also have access to resource and promotional materials created in multiple languages by other schools in the CWC network.

Student Enrollment and Lottery Process:

All students who reside within the Kansas City Public School District (KCPS) boundaries will be eligible to enroll in CWC Kansas City's schools. The enrollment process will be fully compliant with 160.410 RSMo. We will develop enrollment materials and forms in multiple languages, and can draw on similar materials utilized by CWC Los Angeles and CWC New York, while ensuring compliance with Missouri statute and norms. These materials will be available in hard copy and online for parents and guardians to complete.

CWC Kansas City intends to utilize a geographic enrollment preference. The geographic preference will only be enacted if the number of applications is greater than the grade level capacity. The boundaries for the geographic neighborhood preference area are detailed below. CWC Kansas City is enacting these boundaries to ensure that our schools enroll a racially and socioeconomically diverse student population reflective of the demographic data shown in *A.5 Target Population*. The boundaries are very similar to those established by MCSI in its original 2013 request for proposals.

- **North:** Union Station/Amtrak Rail Line
- **South:** Brush Creek
- **West:** State line
- **East:** Prospect Avenue

The enrollment process for CWC Kansas City will apply to all students who reside within the boundaries of the KCPS and have submitted a complete application prior to the publicized deadline. A lottery will be held if demand for the schools (number of applications) is greater than the total number grade level seats. The Executive Director (with approval from The Board) will decide the specific dates and times of the enrollment process. We anticipate holding the lottery in Spring 2016, on a schedule comparable to other open enrollment

schools in Kansas City. Our Executive Director will utilize all available tools to publicize the lottery, including our website, social media and neighborhood associations.

Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached and the remainder is placed on a waiting list. The "waiting list" will rank applications that were submitted during the enrollment period. Applications received after the enrollment period has ended will be added to the bottom of the waiting list. These applicants will be identified by number and by grade. Below is a list of enrollment preferences (in order) that will be enacted in the case of a lottery:

- Existing students returning to the school from the previous year (from 2017-18 onwards)
- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time CWC Kansas City employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the Kansas City School District

Admission to CWC Kansas City schools will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, socioeconomic level or athletic ability.

B.6 Parent, Community and Educator Involvement

CWC Kansas City recognizes the powerful opportunity we have to unite our communities around a common purpose - the success of their children and the neighborhood schools they attend. We believe that investing all our families, including those who may have otherwise left their neighborhood schools, in public education and each other is critical to long-term educational reform and the health of our society.

A true school community is one in which all members - students, teachers, families, and community partners - not only have the opportunity to participate, but also feel welcome to actively engage in school life. While establishing a school community is a part of the mission and vision statement for many institutions, schools often struggle to create an authentic environment that is inclusive, regardless of the cultural or economic differences of its members. A close look at the school should reflect partnership at every level, and we believe the work of building a strong community begins long before our school doors open.

CWC Kansas City Parent Involvement

Prior to the school year beginning, the Executive Director and principals will organize meetings to introduce parents and families to each other, and to school leadership and staff. These may include events such as play dates (with child care provided) and "family buddy" events to ensure all parents feel welcomed and part of a collective community. These events have proved very popular at existing schools in the CWC network and we can learn from and utilize existing materials, resources and strategies from those schools.

CWC Kansas City will conduct two parent-teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the school, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, CWC Kansas City will make regular and full use of interpreters and, when hiring teachers, highly value second language abilities.

All families will be encouraged, but not required, to participate as active volunteers in the network's operations and activities. Parents might volunteer before or after school hours, or during the school day, including volunteering in the classroom, lunchroom, or school office. Other volunteer opportunities include planning student and school community events, fundraising activities and outreach to prospective new families. In this way, families will become more involved and connected to the schools and their child's learning, and empowered to effectively shape school programs and operations.

At CWC schools across the country, school leaders organize events to involve parents further in their child's education. For example, CWC Mar Vista (in Los Angeles) has created a series of events called "Curriculum Nights," that include presentations and discussions on topics such as Writers Workshop. CWC Mar Vista will also host a series of "Current Affairs" evening events for parents, including a middle-school planning town hall, and workshops focusing on child temperament and nutrition.

As described in *A.8 School Climate and Discipline*, parents will be encouraged to be involved in the governance of the schools. Each CWC Kansas City school will have a family council (FC), which will be led by two elected parent co-chairs. The purpose of the FC will be to engage parents in issues affecting the school, fundraising, and other school support activities. All parents will be encouraged to participate in FC meetings and activities.

CWC Kansas City Community Involvement

A commitment to community has undergirded all the work leading to this application and will continue to drive our work moving forward. There is now a synergistic, community-driven partnership between CWC and MCSI that, to our knowledge, is unlike any other community-charter school partnership in the country. Together we have spent the past meeting with families, community organizations, neighborhood councils and other stakeholders in Kansas City, to ensure that our schools are fully reflective and inclusive of the Midtown community. Below is a small selection of CWC and MCSI's work together and community involvement from the summer of 2013 onwards.

Jun to Oct 2013	MCSI publishes a Facebook survey. From approximately 140 responses, over 90% say they would send their children to a quality community school in Midtown if one existed. (MCSI's Facebook group now has over 400 members.) MCSI hosts a community meeting featured in local media with over 80 attendees to kick off quest for high-quality school in Midtown, and in September 2013 publishes its request for proposals (RFP) to launch high-performing, diverse public schools to serve families in Midtown.
Nov 2013 to Feb 2014	CWC submits a comprehensive proposal in response to MCSI's RFP and continues to have discussions with the group throughout the winter. After analyzing multiple responses to its RFP, MCSI selects CWC as a partner organization to launch schools in Midtown Kansas City (see partnership letters in Appendix A).
Mar to Jun 2014	CWC and MCSI meet in Kansas City to discuss their new partnership and how they will engage with the Midtown and Kansas City communities. The organizations meet with the Kansas City Mayor and other local stakeholders. CWC and MCSI co-host a town hall style community meeting with over 70 attendees, publicized in local media. CWC and MCSI conduct over 65 meetings and calls with a diverse cross-section of Kansas City community leaders to explore the feasibility of, and understand the need for, high quality diverse schools in Midtown.
Sep 2014	CWC and MCSI hold a meeting with the Latino Civic Engagement Collaborative, who support the delivery of education and other social services to Kansas City's Latino population. CWC meets with Show Me KC Schools. Dr. Droege meets with parents and stakeholders in Kansas City.
Oct 2014	MCSI presents vision of CWC at Neighborhood Association's 4th District Presidents meeting, attended by approximately 30 people. CWC holds meeting with the Ivanhoe Neighborhood Council - Youth Committee. The Ivanhoe Council oversees the area of Midtown east of Troost Avenue.
Nov 2014	CWC holds meetings with the Mattie Rhodes Center, the United Way of Greater Kansas City, and Jackson County Legislators.
Dec 2014	CWC holds meetings with the Main Street Development Corporation, local charter schools (Crossroads Academy and Alta Vista), Kansas City Council members, and the Economic Development Corporation.

Jan 2015	CWC holds family room meetings and events with the Christian Baptist Fellowship, along with meetings at YMCA centers in Midtown, discussing the need for school options with parents at these locations.
Feb 2015	CWC holds a meeting with parents who have moved into homes provided by Habitat for Humanity in Kansas City, and discussions with community outreach staff at the Samuel U. Rodgers Health Center.
Mar 2015	CWC Kansas City board members participate in a locally organized fundraising event. The event is attended by local civic organizations, businesses, and council members, raising money and awareness to support the launch of CWC Kansas City.

CWC Kansas City will continue to build on this engagement throughout the pre-opening phase and build relationships to support our schools when they open in 2016. Examples of community partnerships at existing schools in CWC's network include the following:

- Engaging with The Exploratory, a non-profit science program, who visit each grade level at CWC Mar Vista for monthly hands-on science projects.
- Field trips to locations such as the American Museum of Natural History in New York as part of CWC Williamsburg's biome project-based learning unit.
- Working with neighbors and community organizations such as Volunteers of America to organize and participate in "Community Cleanup" days to help beautify the neighborhood.
- Our Executive Director Dr. Droege was instrumental in launching an Edible Schoolyard program during her time at Larchmont Charter School. Larchmont was one of a handful of schools nationwide to be selected by Chef Alice Waters, in partnership with the Chez Panisse Foundation.

CWC Kansas City Educator Involvement

Staff will be involved in the governance of the school through the principal's council (PC). The purpose of the PC will be to provide advice and feedback to the principal around day-to-day activities of the school and to provide grass-roots level feedback on issues in a timely manner. The PC will not be a decision-making public body, but will serve to provide the principal with feedback from the school community that will be one of many data points used to inform his/her decisions. The PC will be an advisory body comprised of:

- Two elected family council co-chairs
- Two elected teacher representatives

In addition, the principal may invite other stakeholders to participate in the PC at his/her discretion and with the intent of ensuring a diverse and engaged council. These additional members may include representatives from standing family council committees (fundraising, outreach and family support, communications, room parents), grade-level representatives and/or other stakeholders, as needed. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The principal will utilize the input of the PC when reporting on school activities to the board.

B.7.1 Educational Service Providers

CWC Kansas City will be part of the national CWC Schools network. Unlike traditional Education Service Providers or Charter Management Organizations, CWC Schools is a national network of diverse, high performing charter schools who will engage with CWC Kansas City as a Partner Organization through a licensing and affiliation agreement (described in *B.7.2 Joint Application* and Appendix K). In previous CWC school application processes, they have been classified by their authorizer as a Partner Organization to the local not-for-profit governing board (such as CWC New York), rather than a typical Education Service Provider or Management Organization. As such details on CWC Schools' network can be seen below in *B.7.2 Joint Application*.

B.7.2 Joint Application

From the submission of its response to MCSI's 2013 RFP, CWC Schools has conducted extensive research and outreach to assess the potential of launching a LEA in Kansas City Missouri. Throughout this period, CWC Schools has established the solid foundations and knowledge base from which CWC Kansas City can launch, govern, and operate a K-12 continuum of schools.

The governance relationship between CWC Schools and CWC Kansas City is similar to those between CWC Schools and other regions in the network (CWC Los Angeles and CWC New York). As with those networks, and articulated in the bylaws for CWC Kansas City, CWC Schools will be the sole statutory member of CWC Kansas City. The CWC network ensures that each CWC school reflects its communities, parents, students and teachers by maintaining the autonomy the CWC Kansas City Board and leadership in key areas such as curriculum, staffing, budgeting, school and classroom materials and professional development. CWC Schools' work to date in Kansas City has included key support in the following areas:

- Designing and executing a community engagement process, including over 12 months of on-the-ground outreach with stakeholders in Kansas City.
- Facility research and sourcing, working with MCSI and CWC Kansas City board members.
- Launching a search and hiring the founding CWC Kansas City Executive Director.
- Securing philanthropic funding to support the launch of our schools in Kansas City.

The licensing and affiliation agreement describes the services CWC Schools will provide to CWC Kansas City and the fee structure between the two organizations. The fee for licensing and providing these services to CWC Kansas City is just 5-6% - 5% or more lower than the standard "management" fee charged by many charter networks. Moreover, being part of a national network not only minimizes overhead, but also makes it possible for CWC Kansas City schools to save hundreds of thousands of dollars they would otherwise have to spend to hire additional school-level administrators and vendors to perform various support functions. The payment of fees will begin in the 2016-17 school year after our schools begin receiving basic formula revenue. These fees are reflected in the "contract services" worksheet in the LEA budget attached to this application (Appendix U). Please note that any parent and philanthropic funds raised are not included in the fee calculation.

CWC Schools Support to CWC Kansas City

CWC Kansas City will hold the charter and be responsible for governing the schools within our LEA, inclusive of the day-to-day operations of the schools. Our ability to do so will only be strengthened by the work performed to date by CWC Schools and its ongoing support, described below:

- Meaningful professional development opportunities and fair evaluation tools that help CWC Kansas City staff grow professionally and provide insights into school performance.
- Access to best practice student assessment tools and help in tracking student achievement regularly and accurately.
- Ongoing training and development for school leaders in how to operate schools efficiently.
- Long-term financial planning assistance to ensure financial stability, including training in financial management, and financial oversight and assistance if useful.
- Help resolving outstanding academic issues, when requested by the school.
- Communications support to keep parents, teachers and communities up-to-date on their schools.
- Over $1.4 million of financial support for CWC Kansas City's launch. For more information on this support, please see *C.1 Budget*.
- Attracting great school leaders and teachers. Being a part of the "Citizens of the World" nonprofit school network brings association with a brand that helps attract talented teachers, school leaders, staff, parents and partners. This network has already delivered results with the hiring of our Executive Director, Dr. Droege.

- Access to a national "knowledge network" of CWC teachers, parents, principals and administrators, who can learn from one another and share best practices related to the CWC purpose, mission, and core values.

CWC Schools Academic Success Serving Diverse Communities

CWC Schools has created a high-performing network of five intentionally integrated and highly sought-after schools in Los Angeles and New York that collectively serve almost 1,400 students, including 62% families of color, 51% students qualifying for free and reduced priced lunch, 16% English language learners and 9% Special Education students. The oldest schools in the network, CWC Hollywood and CWC Silver Lake, will both expand to middle school in the 2015-16 school year. Incorporating the learning's of this growth will be a critical tool for the Board and CWC Kansas City leadership.

CWC Hollywood (opened in 2010) far outperformed Los Angeles Unified School District (LAUSD) and statewide standardized assessment scores. CWC Hollywood's API score of 912 (out of 1000) places it in the top 6% of over 850 schools in the district. CWC Hollywood students classified as socioeconomically disadvantaged, achieved 72% proficiency in Math and 65% proficiency in English Language Arts (ELA) on the 2012-13 assessments, outperforming district-wide peers by over 20 percentage points. Students classified as Limited English Proficient (LEP), scored 77% proficiency in Math, and 72% in ELA on the same assessments, outperforming the district-wide scores by over 30 percentage points. For further information on the CWC network please see Appendix T.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	CWCH	California	LAUSD	CWCH	CA	LAUSD	CWCH	CA	LAUSD
2012-13	912	790	750	85%	60%	54%	78%	57%	49%
2011-12	928	788	744	92%	60%	54%	86%	58%	50%

C. Business Plan

C.1 Budget

CWC Kansas City has developed a budget that fully supports and aligns with our mission and staffing plan, as described in *B.4 Staffing and Human Resources*. The budget will support the LEA to open small and scale up from K-1 to K-5 in the initial five-year charter term. As the LEA grows, so to will the school leadership and support staff, along with the CWC Kansas City regional team. The CWC Kansas City LEA budget (Appendix U) provides a worksheet, titled *Budget Assumptions*, detailing the various expense and revenue projections. We have also included an opening year cash-flow analysis for the LEA (Appendix V).

CWC Kansas City Budget Model

The financial support for **pre-opening activities** will be provided almost exclusively by CWC Schools, as detailed later in this section. This funding will be critical, and will enable our Executive Director, Dr. Droege, to dedicate full-time capacity towards the launch. Dr. Droege's work will be focused on fully enrolling our schools, along with establishing the operational and academic structure of the region, under the Board's supervision. Funds have been budgeted for marketing resources, supporting the execution of the recruitment process detailed in *B.5 Student Recruitment and Enrollment*. Finally, *C.3 Facilities* details the funding we have allocated for facility acquisition, renovation, rent and maintenance. CWC Kansas City has not included federal charter school program grant funding in our budget, but will apply for the maximum amount available in the pre-opening and launch years. All five schools in the CWC network have successfully acquired such funding in the past.

To create a budget that supports our mission and staffing plan for the first five years of operation, CWC has worked with EdOps, a business management firm with expertise in Kansas City charter schools, and the Missouri Charter Public School Association (MCPSA), in addition to analyzing resources provided by the Missouri State Department of Elementary and Secondary Education (DESE). We have applied appropriate assumptions related to federal revenue sources by comparing the revenue of other charter schools in Kansas City and ensuring alignment with our projected student population (see the *Budget Assumptions* sheet in Appendix U for details). The attached LEA budget includes projected reserve funds of over 10% throughout the first five years of operation (rising to 20% in year 5). The budget includes a sheet detailing weighted average daily attendance payment (WADA) projections based on the most recent DESE weighting guidelines (41% FRPL, 12.6% Special Education, and 2.1% LEP). As described in *A.5 Target Population*, CWC Kansas City is projecting that our schools will serve a 50% FRPL and 8% LEP student population.

The budget includes basic formula payments of $8,700 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. The four charter schools serving elementary school students located in Midtown are each receiving basic formula payments of $8,745 per WADA in the 2014-15 school year, according to recent 2015 DESE payment transmittal calculations. CWC Kansas City has not built any basic formula revenue increases into our five-year budget. This revenue, along with continued financial support from CWC Schools in 2016-17, will allow CWC Kansas City to open with kindergarten and 1st grade, establishing our staffing model. In kindergarten, each certified classroom teacher will have support from a teaching associate. In first grade, CWC Kansas City will hire four reading specialists across the LEA to support and collaborate with classroom teachers. The direct financial support from CWC Schools is particularly important in the first year of school operation due to the absence of local Proposition C funding.

From the second year of operation onwards, Proposition C funding, budgeted at $875 per prior year WADA (below DESE's 2014-15 budgeted amount of $922) will supplement the Basic Formula.[21] No Proposition C revenue increase has been included in the budget. This will allow each school to incorporate three reading specialists in the 1st to 2nd grade cluster, and add dedicated enrichment staff. As the region grows through the five-year term, additional reading specialists will be hired to support the "cluster" and "looping" model described in *B.4 Staffing and Human Resources*. CWC Kansas City believes the recruitment and retention of high-caliber classroom teachers warrants compensation that reflects expectations of continual professional growth, and has included yearly salary increases in the budget for each school year for all CWC Kansas City staff.

Financial Support from CWC Schools

CWC Schools are financially supporting the launch of CWC Kansas City through the following two sources:

- **Interest-free start-up loan:** Upon approval of this charter by the Missouri State Board of Education, CWC Schools will make available an interest-free loan of $800,000 to support our launch. The funds from this loan will be critical to the pre-opening year, especially if significant private facility improvements are necessary. It will also ensure a stable cash flow prior to the schools opening. CWC Schools has provided similar start-up loans to its Los Angeles and New York schools.
- **Direct support:** CWC Schools will donate $650,000 to CWC Kansas City to directly support the pre-opening year and the first year of school operation. These funds will not be paid back to CWC Schools.

The CWC Kansas City LEA budget includes the repayment of the loan on row 39 of the "Five Year Budget" sheet. The receipt of these funds is noted in the "pre-opening year" and "July 2016" columns in the CWC Kansas City 2016-17 cash flow analysis (Appendix V).

[21] Source: DESE - September 2014 School Finance Update, page 22: http://dese.mo.gov/sites/default/files/qs-charter-SchoolFinance&Food&NutritionServicesUpdate.pdf

Financial Contingency Planning

CWC Kansas City's primary focus in planning for financial contingencies is to protect our mission and academic programming. The board and school leadership will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, seeking guidance regarding potential special education revenue and costs, and performing proper oversight via monthly financial reports prepared for the Board by the Executive Director.

Our Executive Director Dr. Droege has extensive experience leading and operating public charter schools in California, a state with lower funding per student and equal if not higher expenses than Missouri. She is extremely skilled and committed to operating financially compliant schools to mission, along with planning for longer-term growth. In the event a serious shift in anticipated revenues or expenditures occurs, school leadership may elect to take one or more of the following courses of action.

- Identify the area(s) causing the budget shift and attempt to adjust those factors
- Monitor, in real time, material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact
- Negotiate service contracts with risk-sharing as well as review contracts for possible cost-savings with alternate providers
- Adjust staffing at the schools and/or regional level while ensuring the schools remain mission aligned
- Modify long term facility strategy to save costs
- Modify transportation services to save costs and work to offer alternative transportation to those students who rely require it

Finally, while local school-based fundraising is not part of the five-year budgets submitted in this application, CWC Kansas City is aware of the need to raise additional funds in the form of grants or donations to support our schools. The fundraising plan will be developed and tailored by the Executive Director to enrich the academic and operational foundation of the schools. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation. Existing schools in CWC's network have developed multi-faceted fundraising strategies that can be shared with CWC Kansas City. As noted in *B.6 Parent, Community and Educator Involvement*, CWC Kansas City has already organizing fundraising events to support out launch.

C.2 Financial Management

CWC Kansas City Financial Systems and Procedures

CWC Kansas City is committed to establishing effective and responsible financial management systems. School budgets will be developed by the Executive Director, who will be responsible for the financial oversight and management of the schools. The school principals will have direct input into the budget process. The Board will approve all budgets for the schools on an annual basis. Budgets will start to be developed in the early spring by the Executive Director, principals, and school staff. A working draft will be submitted to the Board's finance committee for their review by April 30 of each year. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1.

As noted in the staffing charts in *B.4 Staffing and Human Resources*, the Executive Director will receive financial management support from a regional Director of Operations from the second year of operation onwards, along with a regional Operations Associate in the following year. In addition, CWC Kansas City intends to contract with a financial services provider on an as-needed basis to review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the school's administrative staff. CWC Kansas City will follow the financial policies and procedures developed by the Executive Director and approved by the Board during the pre-opening period. In addition, the Executive Director will prepare, and the Board will approve for submission, all necessary financial

documentation for the Annual Secretary of the Board Report, in accordance with 162.821 and 165.012.1 RSMo. CWC Kansas City will file all necessary federal and state tax returns.

CWC Kansas City school leaders will utilize a student information system to track data related to enrollment eligibility and family and student eligibility for free and reduced price lunch. Additionally, the selected system will track data related to Individualized Education Plans (IEP) and English language learner (ELL) services. The Executive Director, working with a financial services provider, will prepare monthly balance sheets and statements of activity that will be presented to the Board at their monthly meetings. All school financial information will be maintained in compliance with public school retention laws.

Internal Control Procedures

The Executive Director will establish and the Board will approve proper accounting records and internal control policies in the pre-opening year. By implementing internal controls, CWC Kansas City will underline the importance of enforcing and maintaining accountability, transparency, and accuracy in the schools' day-to-day financial transactions. The internal financial controls will be based on the following:

- **Segregation of Duties:** A hierarchical structure of authority and responsibility. Tasks will be divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This will protect the schools from any potential fraud or misappropriation of funds.
- **Restricted Access:** Physical access to valuable and moveable assets will be restricted to authorized personnel.
- **Document Control:** In order to ensure that all documents are captured by the accounting system, they will be initialed and dated when recorded and then filed appropriately.
- **Records Retention:** Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, and audit requirements, if applicable, and other legal needs as may be determined.
- **Processing Controls:** These will be designed to identify any errors before they are posted to the general ledger. Common processing controls are the following: 1) source document matching; 2) clerical accuracy of documents; and 3) general ledger account code checking.
- **Reconciliation Controls:** These will be designed to identify any errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.
- **Security of Financial Data:** The School's accounting software will only be accessible to the Executive Director and contracted financial services provider. Individual user names and passwords will be issued for every user and their access will be limited according to their functionality and role within the schools.

Fiscal Audits

Fiscal audits will be performed on an annual basis by an independent auditing firm with demonstrated experience auditing charter schools in Kansas City. The Board, with input from the Executive Director, will select the auditing firm, which in turn will report directly to the Board. The audit will meet all federal and local auditing requirements and be conducted in accordance with Government Auditing Standards issued by the Comptroller General of the United States. The audit will also meet all standards required by public schools and charter schools in Missouri, in addition to any conditions required by our sponsor.

C.3 Facility

CWC Kansas City Facility Needs

CWC Kansas City continues to explore all options to find suitable facility space for our students in the initial years of operation, while developing a realistic long-term facility plan. This includes sourcing private facility spaces, particularly those formerly housing schools and classrooms, along with assessing the potential to work with the Kansas City Public School District and house our students in district buildings. We are considering

both separate sites for CWCKC1 and CWCKC2 along with larger single sites that could house our total enrollment. Our target is to be located as centrally as possible within the geographic preference boundary as described in *B.5 Student Recruitment and Enrollment*. To date, we have held discussions with real estate brokers, architectural firms, not-for-profit organizations specializing in facility acquisition, and staff at local churches and buildings that are considering leasing space.

CWC Kansas City will carefully consider zoning issues and conditional use permitting requirements. We hope to secure ample space for our students to freely engage in active learning, including facilities for art, music, and other enrichment per our staffing plan, as well as sufficient outdoor play and learning space. The building(s) must be handicap accessible and have staircases and a fire suppression system that meet school building codes. Below are space projections to house both CWCKC1 and CWCKC2 through the initial five-year charter term. The specialty classrooms include space for special education services and student enrichment (Art and Music).

CWCKC1	**Yr1 (2016-17)**	**Yr2 (2017-18)**	**Yr3 (2018-19)**	**Yr4 (2019-20)**	**Yr5 (2020-21)**
Enrollment	144	216	288	360	432
Sq. Ft.	10,800	16,200	21,600	27,000	32,400
General classrooms	6	9	12	15	18
Specialty classrooms	3	3	4	4	5
CWCKC2	**Yr1 (2016-17)**	**Yr2 (2017-18)**	**Yr3 (2018-19)**	**Yr4 (2019-20)**	**Yr5 (2020-21)**
Enrollment	144	216	288	360	432
Sq. Ft.	10,800	16,200	21,600	27,000	32,400
General Classrooms	6	9	12	15	18
Specialty classrooms	3	3	4	4	5

CWC Schools has recently supported the CWC Los Angeles region in acquiring public and private facility space for its Los Angeles schools, and has the capacity to support our efforts in this regard. Jana L Reed, CWC Schools' Chief of Schools, who will serve as the liaison between CWC Kansas City and the network, has significant experience in the development and acquisition of school sites, including short-term leases and long-term facilities financing options.

CWC Kansas City intends to be in final negotiations regarding final facility space(s) by late summer of 2015. If the Missouri State Board of Education approves our charter, we will move forward to execute a final agreement and begin our work to make the facility space school ready, fully ADA compliant, and aligned with our education model. We anticipate facility renovations to take place in the fall of 2015 through the spring of 2016. The facility will be ready for staff to begin their summer institute in August 2016.

CWC Kansas City Facility Budget Assumptions:

CWC Kansas City has engaged with the Illinois Facilities Fund (IFF), and their advice and insights have been incorporated into our facilities planning and budgetary projections. In addition, we have also discussed facility costs with other stakeholders including real estate contacts, and existing charter schools in Kansas City. CWC Kansas City has included the following facility expenses in the budget attached to this application. We will continue to work with IFF as we move towards final facility acquisition.

- **Pre-opening renovations:** CWC Kansas City has allocated significant funds to support any pre-opening facility renovations. This funding will come primarily from the start-up loan provided by CWC Schools.
- **Lease/debt payments:** Lease or debt payments equivalent to $15 per square foot. A number of facility options we have assessed up to this point include the potential to scale up payments aligned to our student enrollment growth, and suggest this cost projection is reasonable.

- **Maintenance/upkeep:** CWC Kansas City has allocated resources for the maintenance and upkeep of our facilities for both schools. The total amount of these services ranges from approximately $195,000 to $270,000 in years 1 through 5 for the LEA, and includes expenses such as janitorial, repairs, gas and electric payments, water, and trash and snow removal. We have budgeted these expenses to increase 3% each year (with larger increases for janitorial expenses in years 3 and 5).

Facility Option Under Consideration:

The following facility option has been identified to house our students during the initial five-year charter term. The Board will continue to pursue all feasible options to house the schools in Midtown Kansas City on a parallel track to engaging with discussions related to the building below.

Building Located in Zip Code 64111	
Description	Formerly occupied by a school in the heart of the Midtown Kansas City neighborhood (between Troost Avenue to the east, Main Street to the west, East 31st Street to the north and East 39th Street to the south). CWC team members have held initial discussions with real estate representatives regarding this building. CWC Kansas City Board member Jacob Littrell toured the building in February 2015.
Size	The building is approximately 85,500 square feet gross across 1.85 acres, according to city records, large enough to house total regional enrollment during the first five years of school growth (the previous occupants served approximately 850 students, just under the total CWC Kansas City enrollment in year 5). The building has ample on-site parking, outdoor recreational space, and sports facilities.
Cost Estimate	Initial discussions suggest the possibility of scaling payments linked to our projected enrollment growth in years one through five. The ability to enroll our total projected student population in a single site would lead to the possible adjustment of our administrative staff as described in *B.4 Staffing and Human Resources*.
Condition	Representatives described the building as being in good condition due to its recent occupancy by a school, though some repairs and cosmetic work would need to be performed prior to our launch.

C.4 Transportation

CWC Kansas City is committed to ensuring that all students residing in the Kansas City Public School District have access to our schools and will thus provide transportation on an as-needed basis to students who reside outside of the Midtown geographic preference area described in *B.5 Student Recruitment and Enrollment*. Our engagement to date gives us confidence that the vast majority of students will enroll from within the Midtown area, creating a racially and socioeconomically diverse community of students and families, and we have projected our transportation needs accordingly.

CWC Kansas City does not currently intend to provide transportation services to families who live within the Midtown geographic preference area, though we will evaluate the need of students and families within this area upon enrollment and adjust transportation services as needed within our budget. School leadership will work with the parent community to ensure that students within this area will get rides from family or friends, carpool, or take public transportation in later grades. We believe the opportunity for school leadership to meet students and parents/guardians at drop-off will increase the sense of community CWC Kansas City will strive to foster. CWC Kansas City will provide all necessary transportation to students for whom such a stipulation is stated in their IEP. Additionally, CWC Kansas City will provide transportation, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless.

CWC has sourced a quote from First Student, an experienced provider in Kansas City (Appendix W) regarding their ability to provide services, and the projected costs of such services. The table below shows ridership projections, along with cost estimates based on the attached First Student quote. CWC Kansas City

will contract with a transportation provider with expertize and resources in the Kansas City community, and the Board will engage in an open-bidding process to secure such services.

School Year	Projected Enrollment	15% Ridership	Number of Buses	Days per Year	Cost per Day	Budgeted Cost
2016-17	288	42	1	176	$250	$44,000
2017-18	432	65	2	176	$250	$88,000
2018-19	576	86	2	176	$250	$88,000
2019-20	720	108	3	176	$250	$132,000
2020-21	864	130	3	176	$250	$132,000

C.5 Insurance

CWC has sourced a quote from Brush Creek Partners (Appendix X) regarding the procurement of insurance coverage. Prior to acquiring coverage, CWC Kansas City will solicit bids from providers familiar with the needs of Kansas City charter schools. The attached LEA budget include expenditures for insurance related to coverage below:

CWC Kansas City Insurance
Directors and Officers liability
Commercial general comprehensive liability
Educators legal liability
Employment practices liability
Sexual abuse (separate from general comprehensive insurance)
Automobile liability
Excess liability or umbrella
Workers compensation liability
Surety bond for the schools chief financial officer

C.6 Closure

In the event that closure of one or more of our schools is determined necessary, the Board will work with our charter sponsor and school leadership to ensure the orderly closure of the school(s). Our goal will be to protect the best interests of displaced families and staff and ensure a successful transition for all parties involved. The school closure plan (Appendix Y) maps the timing of activities that range from actions taken immediately following a decision to close through final closure activities. The key categories of tasks are summarized below, and fully detailed in Appendix Y.

- **Immediate Tasks** (Immediately and up to one week of the decision to close): A transition team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. To ensure transparent communication, the transition team will notify our students and their parents/guardians, faculty and staff, local school districts, and the Missouri State Board of Education of the decision to close the school.
- **Ongoing Activities** (Through completion of the closure process): The transition team will ensure that instruction, school and board operations continue through closure.
- **Pre-Closure Tasks** (Within 30 days of the decision to close): These actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school.

Post-Closure Tasks (Within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer

of student records, extensive financial reporting (including a closeout audit), and submission of final reports to our charter sponsor, DESE and the Missouri State Board of Education as applicable.

Appendix A – MCSI/CWC Schools Partnership Letters

MIDTOWN COMMUNITY
SCHOOL INITIATIVE

February 1, 2014

Kriste Dragon, CEO
Citizens of the World Charter Schools
5371 Wilshire Blvd., Suite 210
Los Angeles, CA 90036

Dear Kriste:

After reviewing responses to our Request for Proposals, the Midtown Community School Initiative in Kansas City, Missouri would like to move forward in partnership with Citizens of the World Charter Schools with the goal of launching a CWC network in Midtown Kansas City, Missouri.

As you know, we issued a RFP last fall soliciting school partners with the capacity and willingness to run a high-quality school serving families in Midtown Kansas City. After receiving three responses, we spent several months thoroughly evaluating each one. We researched best practices, spent countless hours poring over response documents, and met extensively with each respondent.

When we first reviewed your proposal, we were blown away by how closely your values and curriculum align with our goals. From the creation of diverse learning environments, to a commitment to the local community, to a focus on student achievement, Citizens of the World is an education partner that will be a great fit for Midtown. Our conversations with your team over the past few months have further convinced us that bringing Citizens of the World to Midtown will help our community and our children continue to grow and thrive.

We look forward to the work ahead. Thank you for being a part of our initiative's journey toward better schools and a stronger community in Midtown.

Sincerely,

Andrew Johnson
Jacob Littrell
Kristin Littrell
Danica Lyons
Jessie Rosell

CITIZENS OF THE WORLD CHARTER SCHOOLS

March 6, 2014

Dear Andrew, Jacob, Kristin, Danica and Jessie:

Thank you so much for your letter and all of our conversations to date. We are delighted to partner with you and the Midtown Community School Initiative (MCSI) to explore the creation of new learning opportunities that serve your communities' needs in Kansas City.

We have greatly enjoyed getting to know you over the last 6 months. We have been in conversations with representatives from cities across the country considering new school models, and MCSI has really stood out among them. We really appreciate the level of rigor with which you approached this process and your strong interest in a community-wide collaboration.

As you note, we share many of the same values. It is important to us that parents have the opportunity to be closely involved in their schools. It is important to us that children have the opportunity to realize their potential in academically rigorous environments that enable them to learn alongside those from diverse backgrounds. And it is important to us that schools provide opportunities to strengthen the bonds among our communities and our citizenship. We are thrilled to build upon these values with you.

We look forward to spending time this year working with you to reach out to communities across Kansas City to explore the possibility of any new school in fall 2016. Through informational sessions, community events, focus groups and other venues, we intend to learn from parents, universities and other community leaders and use that process to inform our future efforts.

More to come!

Sincerely,

Kriste Dragon

Co-founder and CEO

Citizens of the World Schools

5371 Wilshire Boulevard, Suite 210 - Los Angeles CA 90036
(T) 323 634 7100 - (F) 866 621 1968
www.citizensoftheworld.org

Appendix B – Sample Lesson Plans

SAMPLE LESSON PLAN
Grade: Kindergarten
Subject: Mathematics
Concept: Decomposition of Numbers

Overview:
In this three-day series of lessons, students will continue to develop their understanding of number arrangements, including that numbers can be composed of multiple number combinations. Students will:

*be able to create and describe different number arrangements
*write a number sentence to represent their number arrangement
*name and utilize multiple, different number combinations/number arrangements of one number.

Missouri Learning Standards:
Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them.
5. Use appropriate tools strategically.
6. Attend to precision.

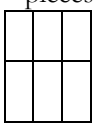
Standards for Mathematical Content
Operations & Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.0A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
K.OA.4 Fluently add and subtract within 5.

DAY 1: Modeling & Guided Practice

Audience: whole class in small group centers

Materials:
*Number shapes for warm-up
*Toothpicks
*Whiteboards
*Glue
*6" x 9" pieces of paper folder like this:



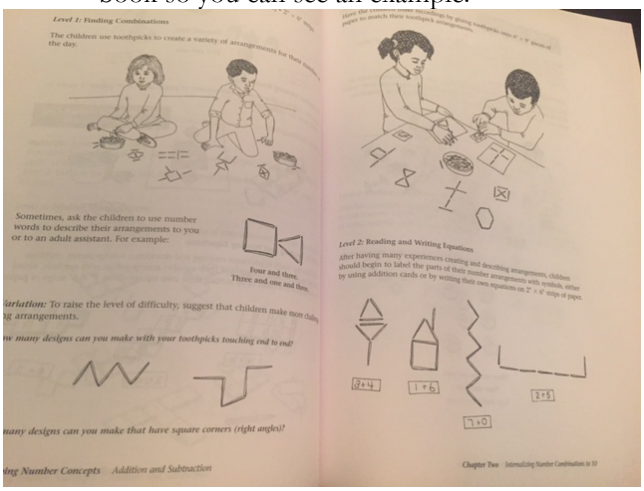
Small Group Center

Warm - Up:

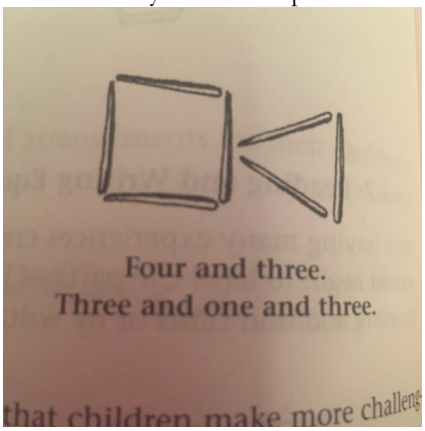
Show different number shapes and ask students to describe these number shapes. For example, 2 +2 +2 =6 I see 4 and 2 makes 6. 3 and 3 equal 6.

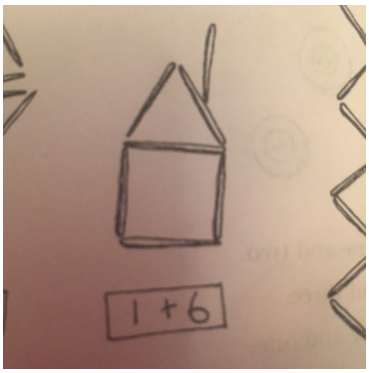
<u>Launch: Number Arrangements Using Toothpicks (Developing Number Concepts 2-16)</u>

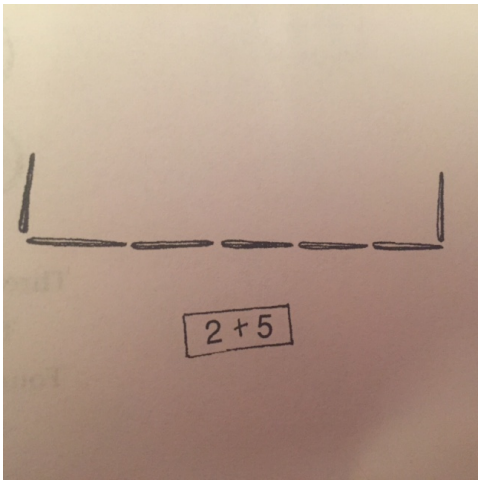
- Remind students what they did yesterday. They made a number using different combinations (i.e. made 5 using 2 and 3 or 4 and 1).
- "Today we are going to do the same thing except with toothpicks."
- Take 7 toothpicks and model making an arrangement with them. Following is a picture from the book so you can see an example.



- Have students practice making arrangements themselves. Challenge them to make different arrangements using the same amount of toothpicks. (Try starting with 7 – but use most recent Assessing Math Concepts assessment to determine if more or less would be appropriate level of challenge. For stretch, give more.)
- For students who can make multiple arrangements with 7, have students write a number sentence on a whiteboard to describe their arrangement. As needed, ask students to describe their arrangement orally. For example:







Set Up Independent Practice

- Tell students that now they are going to make their own number arrangements, glue them to a sheet of paper and write the corresponding number sentence. Model how to use glue to attach the toothpicks on a sheet of paper.
- Give each student the amount of toothpicks that is appropriate challenge for them.
- While students are working, check on other centers.
- Have students do the activity you modeled.
- Keep their finished work for subsequent lesson.

Share/Reflection

At the end of centers/workshop, bring students back to the rug to share out. Based on observation, choose specific students to come up and describe their number arrangement. Have other students describe the student's number arrangement. Ask students if they see it in a different way and have come up to demonstrate their idea.

DAY 2: Targeted Support

Audience: for students who need additional practice in composition and decomposition to support their writing of number sentences.

Materials:
*Prepared addition number sentences
*Manipulatives

Small Teacher-Led Group

- Provide multiple addition number sentences for each student. Use numbers up 7 (or up to 5, as needed based on student assessment) for students to make arrangements based on the number sentences.
- Model matching manipulatives to each number in the number sentence and then naming the sum.

DAY 3: Releasing to Independent Practice

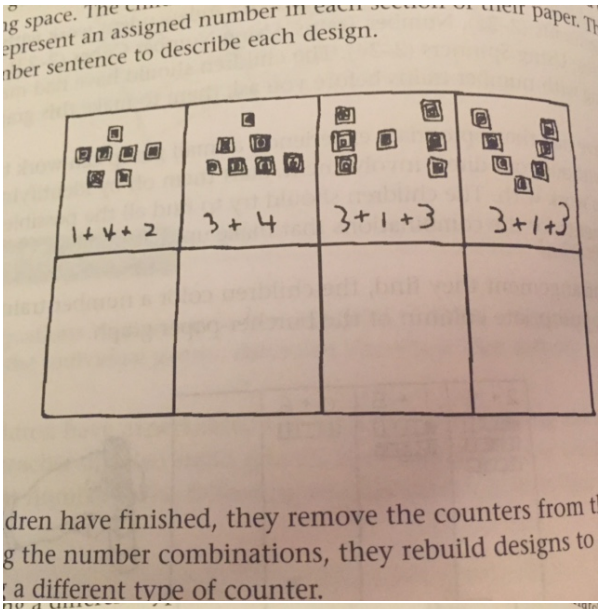
Audience: whole class introduction for independent center

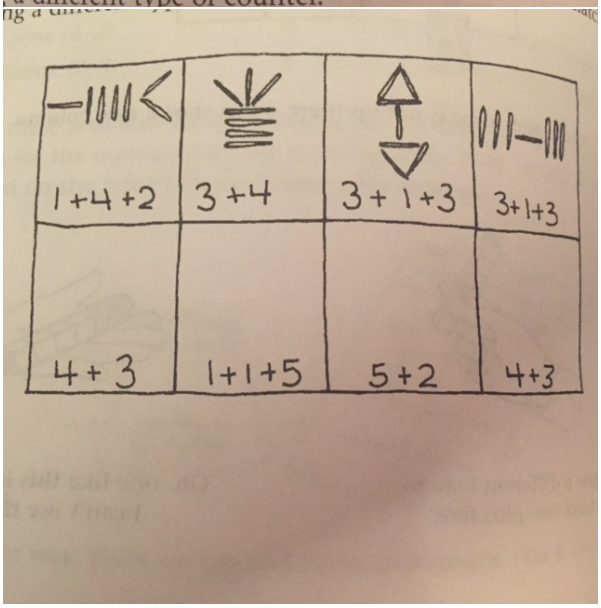
Materials:
*Number arrangements that student made last activity for warm-up
*Toothpicks or cut out construction paper squares - enough for each student. Baseline number =7. Chose more or less based on appropriate challenge.
*Paper folded to provide boxes for each number arrangement. Provide 3 options based on appropriate level of challenge: legal-sized paper folded into eighths, letter-sized paper folded up into 4 or 6 squares.
*Glue

Whole Group
Warm - Up:
Share out different number arrangements that students made in the last activity and have students describe them. Write down a number sentence as students describe.

Launch: Building and Rebuilding
(an extension of previous activity)

- Model how to do the following activity: Each student will get toothpicks (or you can do colored construction paper squares) and a folded piece of paper.
- Their job is to make arrangements using the squares/toothpicks (just like we did last activity). This time, however, we are going to come up with many different ways using the same number of squares/toothpicks - and put one arrangement in each square.





Independent Practice:

- Students will do the activity you modeled.
- Encourage all students to write the number sentence. For students who need additional support, ask them to describe the number arrangement to you before you write it.

Share/Reflection

- Bring students back to the rug after centers.
- Ask students to turn and talk to their partner about what they learned about their number by trying to make it multiple ways. Roam around and listen in.
- Based on what you heard, ask a few students to share their learnings to the whole group.

SAMPLE LESSON PLAN
Grade: 4th
Subject: Mathematics
Concept: Long Division

Overview:
This lesson is an introduction to long division at the beginning of a unit on division to set the stage for deep conceptual thinking. Students make snowmen out of fruit snacks and gumdrops as they explore and devise personal strategies for division. Within this engaging context, students have the opportunity to:

- explore division with single-and double-digit divisors with manipulatives
- reinforce the connection between multiplication and division
- practice estimation routines
- collect and represent data.

Missouri Learning Standards:
Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.

Standards for Mathematical Content
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.

4.OA.1 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.0A.2 Multiply or divide to solve word problems involving multiplicative comparison

4.0A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted… Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Materials:

- 1 10.5 oz. bag of miniature marshmallows (3 per student)
- 1 13 oz. bag of gumdrops (1 per student)
- 1 toothpick per student
- 1 Questions for Snowmen worksheet per student
- 1 12x18 inch poster per pair of students
- Glue sticks
- Chart paper

Teaching Moves	Students' Role
INTRO •Show the class a bag of marshmallows and a bag of gumdrops. Inform students that they will be making marshmallow snowmen. •Explain that each snowman should be made with three marshmallows and one gumdrop hat, all held together with one toothpick. Demonstrate. •Introduce mathematical task to the class while handing out question sheet. Model poster. Fold into quadrants, cut and paste each question into a quadrant. •Ask students to read each word problem silently. Gather back on the rug to discuss the information that will allow us to solve these problems.	**INTRO** •Gathered on rug, listening •Return to seats in pairs, set up posters.

Teaching Moves	Students' Role
INTRO •Reveal a chart, divided into thirds, labeled, "What We Know, What We Think We Know, What We Need To Find Out." •Chart students' responses.	**INTRO** •Share responses. Anticipated responses: •We know... •Each snowman will have 3 marshmallows and 1 gumdrop. •We need 3 times more marshmallows than gumdrops because we need three marshmallows for each snowman, but only one gumdrop. •We think we know... •There are more marshmallows in a bag than gumdrops. •We will have to use multiplication and division. •We need to find out... •How many marshmallows are in one bag? •How many snowmen can be made from one bag of marshmallows? •How many gumdrops are in one bag? •Will there be enough gumdrop hats for all the snowmen that we can make from a bag of marshmallows?
•Distribute gumdrops and marshmallows to be counted by pairs. •Gather students' numbers and create a T-chart to display data. Call on each pair and ask them to share the amount of marshmallows and/or gumdrops they counted.	•Return to desks. Count marshmallows and gumdrops. Record what they counted on Post-its. •Share out.
•When done, ask students to calculate the total amount of marshmallows and gumdrops. •Create a number bank to remind students of the numbers needed for this exploration. •23 = number of children in the class •361 = number of marshmallows in a bag •113 = number of gumdrops in a bag •3 = number of marshmallows in a snowman •1 = number of gumdrops per snowman	Calculate mentally, with pen and paper, or with partners.

Teaching Moves	Students' Role
•Reiterate that each problem must be represented by: •an estimate •a number sentence •a calculation •a solution written in sentence form •a written explanation supporting the pair's choice of calculation strategy •an illustration	•Solve problems collaboratively.
INDEPENDENT PRACTICE	**INDEPENDENT PRACTICE**
•Send students back to solve their story problems. •Monitor students' work, noticing the strategies they use naturally.	**•Teacher monitors for the following:** •Are their strategies varied or are there 2 or 3 strategies that seem to be favored? •Do the solutions to problems 2 & 3 cluster around one number, or do they represent a wider range? •Are they decomposing either the dividend or the divisor? Are they multiplying or dividing by multiples of ten or doubling or halving? •How are other operations applied in order to divide? (i.e. successive subtraction) •How are they keeping track of their work?
SHARE	**SHARE**
•Once a sufficient amount of time has passed, hang students' posters so the class can take a gallery walk to view everyone's work. Remind students to look for similarities and differences in strategies and solutions among the groups. •Gather students on the rug to have a discussion about each problem. •Record their procedures on chart paper.	•Share out their solutions and strategies.
After all problems, solutions, and strategies have been discussed, send them back to their seats to do the following follow-up journal write: •Choose a strategy that was presented in class and solve the following problem using that strategy. Explain why you chose this strategy. • 117 / 9 = ____	•Work in their journals.

Student Handout:

Questions for Snowmen

Represent each story problem with

- a number model
- an estimate
- a calculation
- a solution written in sentence form
- a written explanation supporting your choice of calculation strategy
- an illustration

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1. **How many marshmallows will be needed for each class member to make one snowman?**

2. **How many class sets of snowmen can be made from one bag of marshmallows?**

3. **How many snowmen can be made from the remaining marshmallows?**

4. **Each snowman needs a gumdrop hat. How many class sets can you make from a bag of jellybeans?**

Appendix C – CWC Kansas City 2016-17 Calendar and Sample Daily Schedule

CWC Kansas City Draft 2016-17 Calendar

CITIZENS OF THE WORLD CHARTER SCHOOLS
KANSAS CITY

August '16

8 days/0 shortened

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

September '16

29/0

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

October '16

49/0

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

November '16

64/4

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

December '16

76/4

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

January '17

97/4

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

Notable Days

August 1-19th	Professional Development - Summer Institute
August 22nd	First Day of School
September 5th	Labor Day
October 24th	Professional Development (no school)
November 14th	Professional Development (no school)
November 24-25th	Thanksgiving
December 19-30th	Holiday Break
January 16th	MLK Day
February 20th	Professional Development (no school)
March 13-17th	Spring Break
May 1st	Professional Development (no school)
May 26th	Last Day of School
May 29th	Memorial Day
May 30-June 6th	Inclement Weather Days

Key:

	Professional Development
	First/Last Day of School
	Federal Holiday
	Parent/Teacher Confereces (shortened school day)
	Inclement Weather Days

February '17

115/4

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

March '17

129/8

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

April '17

149/8

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

May '17

168/8

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

June '17

168/8 (+ 6 inclement)

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

CITIZENS OF THE WORLD CHARTER SCHOOLS KANSAS CITY

CWC Kansas City Sample Daily Schedule

CWC Kansas City Sample Daily Schedule for K-1						
Full Day				**Shortened Day**		
Time	**Minutes**	**Subject**		**Time**	**Minutes**	**Subject**
8:15-8:45	30	Morning Meeting		8:15-8:45	30	Morning Meeting
8:45-10:15	90	Readers Workshop and ELD		8:45-9:45	60	Math
10:15-11:15	60	Math		9:45-10:50	65	Readers Workshop and ELD
11:15-11:35	-	Recess/Lunch		10:50-11:10	-	Recess/Lunch
11:35-11:55	-	Lunch/Recess		11:10-11:30	-	Lunch/Recess
11:55-1:25	90	M/TH: Music/Art; T/W/F: History/Social Science/Science		11:30-12:00	30	Writers
1:25-2:25	60	Writers Workshop		12:00-12:10	10	Homework
2:25-3:05	40	Math		12:10	-	Dismissal
3:05-3:15	10	Homework				
3:15	-	Dismissal				
	380	**Instructional Minutes**			**195**	**Instructional Minutes**

Type	Minutes	Days	Total Hours	
Full Day	380	168	1,064	**1,090 Hours**
Shortened Day	195	8	26	

Appendix D – Local Public/Charter School Data

Appendix D – Local Public and Charter School Data

The tables below reflect data from DESE 2013-14 school report cards for the public and public charter schools referenced in *A.5 Target Population*. Academic performance data for these schools is included in *B.5 Student Recruitment and Enrollment*.

Kansas City Public Schools

Longfellow Elementary	
Grades Served	PK-6
K-12 Enrollment	177
African-American	60%
Caucasian	18%
Asian	No Data[1]
Hispanic	18%
Free/Reduced Lunch	95%

Faxon Elementary	
Grades Served	PK-6
K-12 Enrollment	209
African-American	78%
Caucasian	7%
Asian	No Data
Hispanic	15%
Free/Reduced Lunch	97%

King @ KCMSA (temporary location)	
Grades Served	K-6
K-12 Enrollment	469
African-American	90%
Caucasian	No Data
Asian	No Data
Hispanic	No Data
Free/Reduced Lunch	97%

Garcia	
Grades Served	PK-6
K-12 Enrollment	294
African-American	46%
Caucasian	8%
Asian	8%
Hispanic	38%
Free/Reduced Lunch	96%

Phillips	
Grades Served	PK-6
K-12 Enrollment	245
African-American	93%
Caucasian	No Data
Asian	No Data
Hispanic	No Data
Free/Reduced Lunch	94%

Attucks	
Grades Served	PK-6
K-12 Enrollment	245
African-American	77%
Caucasian	5%
Asian	No Data
Hispanic	14%
Free/Reduced Lunch	96%

Foreign Language Academy (Signature Public School/Magnet)	
Grades Served	K-8
K-12 Enrollment	718
African-American	40%
Caucasian	11%
Asian	No Data
Hispanic	48%
Free/Reduced Lunch	84%

[1] "No Data" indicates that DESE has suppressed the percentage due to a potential small student sample size.

Public Charter Schools[2]

Lee A. Tolbert Community Academy	
Grades Served	K-8
K-12 Enrollment	536
African-American	95%
Caucasian	No Data
Asian	No Data
Hispanic	No Data
Free/Reduced Lunch	91%

Gordon Parks	
Grades Served	K-3
K-12 Enrollment	80
African-American	73%
Caucasian	20%
Asian	No Data
Hispanic	6%
Free/Reduced Lunch	97%

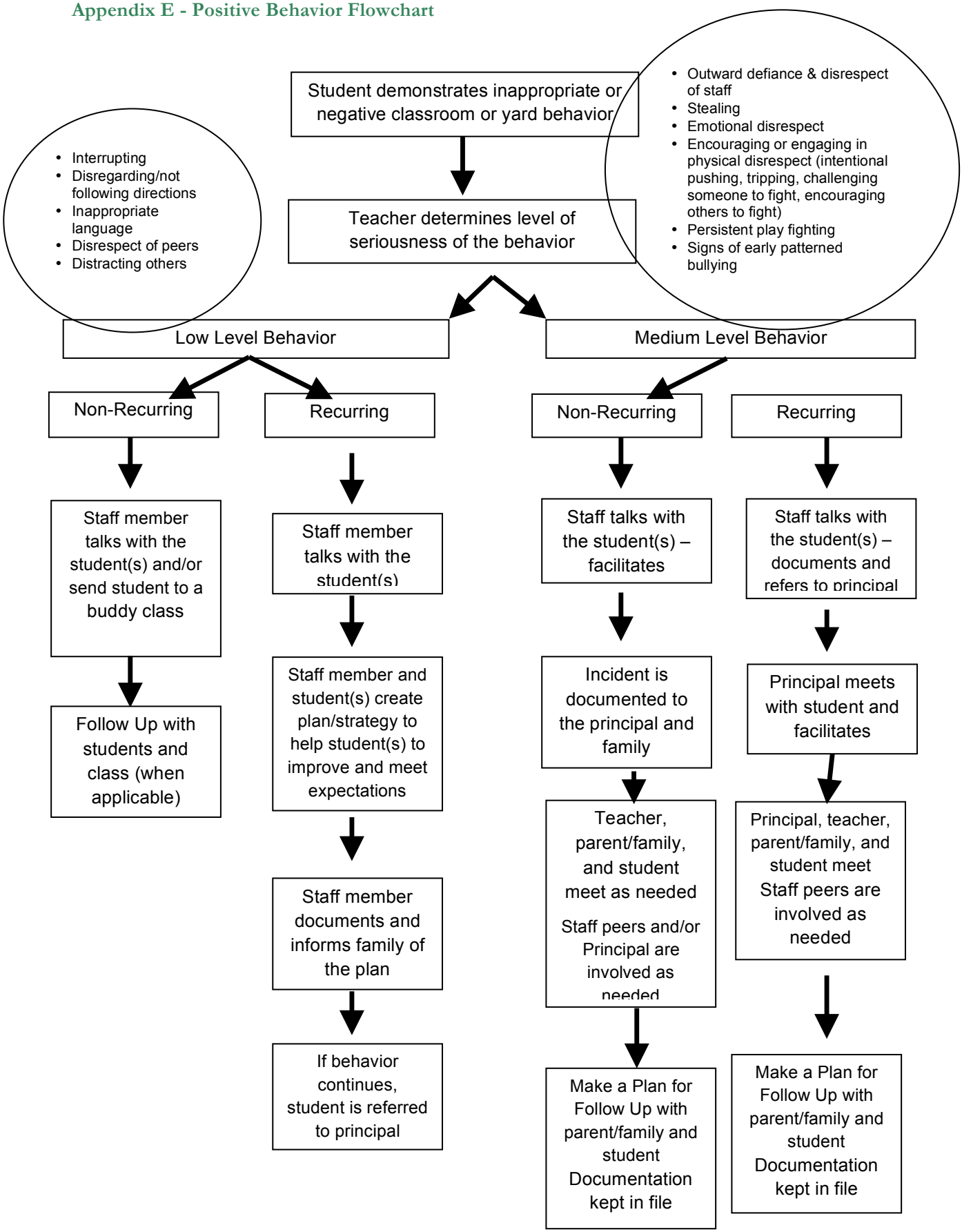
Allen Village School (all data 2013-14 unless noted)	
Grades Served	K-12
K-8 Campus Only	494 (14-15)
K-12 Enrollment	639 (14-15)
African-American (K-8)	38%
Caucasian (K-8)	No Data
Asian (K-8)	No Data
Hispanic (K-8)	55%
Free/Reduced Lunch (K-8)	92%

Academic Lafayette (LEA-wide - all data 2013-14 unless noted)	
Grades Served	K-8
K-2 Campus Only	348 (14-15)
K-12 Enrollment	871 (14-15)
African-American	21%
Caucasian	66%
Asian	No Data
Hispanic	5%
Free/Reduced Lunch	24%

[2] Please note, in an effort to report the most recent data, narrative *A.5 Target Population* includes K-12 enrollment from the 2014-15 school year, as compiled by DESE. However, the 2014-15 data did not include demographic information. Therefore, the tables in this appendix reflect enrollment and demographic data from DESE 2013-14 school report cards to ensure the K-12 enrollment figure is consistent with the demographic enrollment data.

Appendix E – Positive Classroom Behavior Flowchart

Appendix E - Positive Behavior Flowchart



Appendix F – CWC Kansas City Draft School Discipline Policy

Appendix F - CWC Kansas City Draft Student Discipline Policy

Discipline Foundation Policy

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for, and respected. Parents, teachers, and students will all be encouraged to offer input on the school's disciplinary policies and implementation to ensure that all stakeholders are valued and respected. The final CWC Kansas City student discipline policy will be developed by the Board and Executive Director. In drafting and approving the final discipline policy ahead of the opening 2016-17 school year, CWC Kansas City will work to ensure that the policy is compliant with the following RSMo:

- 160.261 (reporting requirements weapons offenses and mandatory suspension or expulsion, effective January 1, 2017)
- 167.161 (suspension or expulsion notice and hearing)
- 167.164 (suspension or expulsion not to relieve duty to educate)
- 167.171 (suspension appeals procedures)
- 167.115 (law enforcement reporting acts to superintendent, effective January 1, 2017)
- 167.117 (principal and school employees reporting acts)

SOCIAL EMOTIONAL DEVELOPMENT & STUDENT DISCIPLINE OVERVIEW

CWC Kansas City is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. We do this work not only cultivate students who can succeed academically, but to create a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.

With our focus on the social emotional aspects of learning, CWC Kansas City encourages students to become aware of their role as essential members of our learning community. As part of this, CWC Kansas City's approach to social-emotional learning, and our discipline framework and policies, as outlined below, are the crucial ingredients to the development of our larger positive culture. This document aims to describe all of the ways in which we proactively build this culture and engage students in this work as well as how CWC Kansas City approaches misbehavior, discipline, and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, all adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in a thoughtless or harmful ways, the entire community suffers. While our larger goal is to discourage

misbehavior pre-emptively, when misbehavior does occur, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educative and logical while always maintaining the emotional and physical safety for our whole community. Each CWC Kansas City school utilizes site selected tools and curricula to support social emotional development. Peacemaking, mindfulness, Connected and Respected, Cool Tools, and Responsive Classroom are just a few of the different programs/models/frameworks/curricula in use.

PEACE TALKS AS A FIRST LINE STRATEGY FOR CONFLICT RESOLUTION

Students, staff, and families will be taught and reminded to use the following guidelines for problem solving and/or resolving conflicts. While Peace Talks are certainly not the only tool whatsoever we use when responding to misbehavior or a conflict between students, it is an important first-line strategy for bringing students together to discuss problems they might be having with peers. The reflective, problem-solving and conflict-resolution tools that students develop and practice in a Peace Talk are invaluable life skills that prepare our students for the countless problem solving moments they will encounter at CWC Kansas City and beyond their experience at our school.

Peace Talks have multiple purposes but, most importantly, they are crucial conversations where students reflect on incidents and determine what steps can be taken to avoid such problems in the future. They are also important tools for adults to gather information about what happened. Several other important things take place during a Peace Talk. In these conversations, each participating student focuses on taking responsibility for their role as part of the conflict at hand. Students are held accountable for their actions and develop a clearer understanding of the expectations and standards of behavior at CWC Kansas City. Taking responsibility helps to determine what consequences are appropriate for any student's misbehavior, which ultimately helps in developing a plan for how any student can restore trust, repair friendships, take ownership for their actions and help to maintain the safety of our community in the future. As part of this, students build an awareness of how actions and words affect others. In these conversations, students at CWC Kansas City are expected to be active listeners who demonstrate their respect and engagement by focusing their attention, body, and eyes toward the speaker. Listening is also demonstrated when one can repeat and paraphrase what others in the Peace Talk have expressed.

Our positive behavior and school culture model are detailed in our CWC Kansas City Family Handbook. Each enrolled family will receive a copy of the CWC Kansas City Family Handbook at the beginning of each school year. Each family will be required to acknowledge in writing that they have reviewed the policies in the Handbook, and similarly acknowledge any significant policy changes that may be made throughout the year.

BEHAVIOR EXPECTATIONS/CODE OF CONDUCT

CWC Kansas City's Student Discipline Guidelines are based upon a philosophy of respect, which encompasses:

- Respect for the Earth and all living things
- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors

When appropriate, CWC Kansas City attempts to provide learning opportunities for misbehavior rather than immediately suspending or expelling a student. If a student violates school policies enumerated in the Family

Handbook that are not specified as grounds for mandatory suspension or expulsion, and the student is not threat to safety of him/herself or others, CWC Kansas City first considers the interventions listed below as positive behavior supports, including but not limited to:

- Positive behavior support plan with tiered interventions that occur during the school day, on campus
- Positive reinforcement
- Goal oriented behavior action plans and charts
- Working with a peer buddy to establish supportive partnerships
- Intensive role play with Peacemaking instruction embedded
- Time in a buddy classroom
- Development of a community repair plan (student redirected to do accomplish a service project or goal at school that betters our community)
- Engaging the Student Success Team (SST) process.

If necessary, the School's progressive discipline plan will move to implement the following responses to student behavior:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- SST Process

If these interventions are not appropriate given the nature of the offense or are unsuccessful, CWC Kansas City will consider:

- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline. CWC Kansas City's Principal's Council will assume responsibility for considering recommended changes in its discipline policies (to the extent permitted by law) suggested by students, parents, and other members of the community. The Principal's Council will review the CWC Kansas City discipline policies at least once annually to determine whether changes are warranted. CWC Kansas City will submit any changes to the District in the event a material revision is made to the discipline policy.

Grounds for Suspension and Expulsion

Discretionary Expulsion/Suspension Offenses

In addition to the Mandatory Suspension/Expulsion Offenses (included below), the Principal may immediately suspend and recommend for expulsion a student at CWC Kansas City upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause, or threatening to cause serious physical injury to another person, except in self-defense
- Committing or attempting to commit robbery or extortion
- Causing, attempting to cause, threatening to cause, or participating in an act of hate violence. This section shall apply to pupils in any of grades 4 to 12.

- Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance as defined in, any alcoholic beverage, or other intoxicant of any kind
- Unlawfully offering, arranging, or negotiating to sell any controlled substance as defined by Missouri Health and Safety Code, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person a liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined by Missouri Health and Safety Code.
- Possessing or using tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit a pupil from using his/her own lawfully prescribed products.
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Possessing an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Knowingly receiving stolen school property or private property
- Engaging in, or attempting to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Aiding or abetting the infliction or attempted infliction of physical injury to another person
- Committing sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12.
- Intentionally harassing, threatening, or intimidating a student or group of students or staff members or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student/staff/volunteer rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12.
- Making terrorist threats against school officials and/or school property. For purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- Possessing, selling, or otherwise furnishing any knife or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma
- Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

Mandatory Expulsion/Suspension
It is a federal mandate that a school expel, for a period of not less than one year, any student who is determined to have brought a firearm to school.

The Principal must immediately suspend and recommend expulsion of any student at CWC Kansas City for:

- Possessing, selling, or otherwise furnishing a firearm:
- Brandishing a knife
- Unlawfully selling a controlled substance as defined by Missouri statute
- Committing or attempting to commit a sexual assault
- Possession of an explosive

3. In School Suspension
CWC Kansas City offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out of school suspension (written notice, parent conference, days of suspension, suspension appeals), which are described in this policy will apply to in-school suspension. At CWC Kansas City, in-school suspension is supervised by an aide or a credentialed teacher. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students will be given an alternative assignment. The supervisor remains in the room so he/she can monitor on-task behavior and provide assistance when needed. If a student with an IEP participating in the in-school suspension program, CWC Kansas City will provide any required special education instruction or related (DIS) services.

Suspension Procedures

4. Rules and Procedures
The Principal shall have the authority to suspend a student, according to the following procedures:

- **Conference:** Suspension shall be preceded by a conference by the Principal, School Counselor or administrative designee with the student and, if necessary, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. The conference may be omitted if the Principal, School Counselor or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. In such cases, the conference shall be held within two (2) days, unless the pupil is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. At the conference the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such request without delay. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to respond to such requests.

5. Maximum Days
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. and no more than twenty (20) school days within one school year.

6. Access to Education
Arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

7. Suspension Pending Expulsion
Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or Administrative Designee based on whether:

1. the pupil's presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

8. In School and Out of School Suspension Appeal Process
If a parent or guardian disagrees with a suspension, he/she must file a written objection to the suspension within five (5) school days, explaining the reason for the disagreement. The Executive Director or designee will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director will have authority to determine whether:

a. Uphold the suspension in all respects.
b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
c. Overturn the suspension and expunge the suspension from the student's records.

The Executive Director or designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

Expulsion Procedures

9. Rules and Procedures
As set forth above, students must be recommended for expulsion for all mandatory offenses. For non-mandatory offenses, it is within the Principal or designee's discretion to recommend expulsion. The Principal or designee may make a recommendation for expulsion when (1) other means of correction are not feasible or have not been effective in the past and/or (2) the student's presence causes a continuing danger to the safety of the student or others.

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be held in a timely

manner, not to exceed thirty (30) schools days after the Principal or Principal's Designee recommended expulsion because one of the acts listed under "Grounds for Suspension and Expulsion" has occurred . The hearing shall be held in closed session unless the parent/guardian makes a written request for a public hearing three (3) days prior to the hearing.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal or designee. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) days before the date of the hearing. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CWC Kansas City's Charter School's discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
- The right to request at least one postponement of the expulsion hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Principal or designee.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses; and
- Notification of the student's or parent/guardian obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including (if possible) an electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at as a public hearing, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Written Notice to Expel

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The Principal or Principal's Designee shall send written notice of the decision to expel to the student and their family. This notice shall include the following:

- The specific offense committed by the student that warranted expulsion;
- The term of the expulsion, including the possible readmission date;
- A rehabilitation plan and
- Notice of the student or parent/guardian's obligation to inform any new district/school in which the student seeks to enroll of the student's status with CWC Kansas City upon dis-enrolling.

Rehabilitation Plans
Students who are expelled from CWC Kansas City shall be given a rehabilitation plan upon expulsion as developed by the charter school's Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan may include, but is not limited to, improved behavior, attendance and academic performance, and shall include a date no later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

Appeal of Expulsion Decision
The pupil shall have the right to appeal an expulsion decision of the Administrative Panel to the Charter School Board. The appeal must be submitted in writing within ten (10) school days of the date of the written decision to expel. The Charter School Board will consider the appeal within ten (10) school days of receipt of the written appeal. The Charter School Board's decision shall be final.

Disciplinary Records
CWC Kansas City shall maintain records of all student suspensions and expulsions within our Main Office. Such records shall be made available to our sponsor upon request.

Assurances Regarding List of Offenses
In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC Kansas City has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with "best practices" at similar schools. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
CWC Kansas City may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CWC Kansas City or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the

hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- CWC Kansas City must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, CWC Kansas City must present evidence that the witness' presence is both desired by the witness and will be helpful to CWC Kansas City. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

9. Rehabilitation, Reinstatement and Readmission

Pupils who are expelled from CWC Kansas City shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan may include, but is not limited to, improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply CWC Kansas City for readmission.

The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal or designee shall make a recommendation the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. CWC Kansas City is responsible for reinstating the student upon the conclusion of the expulsion period.

Appendix G – CWC Kansas City Missouri Non-Profit Certificate

STATE OF MISSOURI

Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

Citizens of the World Charter Schools - Kansas City
N000697916

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, JASON KANDER, Secretary of State of the State of Missouri, do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 30th day of January, 2015.

Jason Kander
Secretary of State

SOS #30 (01-2013)

Appendix H – CWC Kansas City Articles of Incorporation

ARTICLES OF INCORPORATION

OF

CITIZENS OF THE WORLD CHARTER SCHOOLS - KANSAS CITY

The undersigned natural person of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopts the following Articles of Incorporation:

1. The name of the corporation is Citizens of the World Charter Schools - Kansas City.

2. This corporation is a public benefit corporation.

3. The name and street address of the Registered Agent and Registered Office in Missouri is CT Corporation System, 120 South Central Avenue, Clayton, MO 63105.

4. The name and street address of the incorporator is Ofer Lion, Seyfarth Shaw LLP, 333 South Hope Street, Suite 3900, Los Angeles, CA 90071-1406.

5. The sole member of the corporation shall be Citizens of the World Charter Schools, a California nonprofit public benefit corporation qualified to do business in Missouri. Except as otherwise provided by law, the member shall have the sole authority to amend these Articles of Incorporation and the bylaws of the corporation, and to appoint and remove the directors of the corporation at any time.

6. The property of the corporation is irrevocably dedicated to educational and charitable purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to the sole member of the corporation if it is then organized and operated exclusively for educational and/or charitable purposes and is recognized as tax-exempt under section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), or, if the sole member is not then in existence and so organized, operated and recognized as tax-exempt, then to a nonprofit fund, foundation or corporation which is so organized, operated and recognized as tax-exempt.

7. The corporation is organized and operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Code.

    a. The specific purpose of the corporation is to create and operate public charter schools focused on serving diverse neighborhood communities and

which provide an excellent education to a socioeconomically, racially and culturally diverse student body. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated educational and charitable purposes, or in any other charitable activities.

b. No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by section 501(h) of the Code), and the corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

c. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in section 501(c)(3) of the Code, or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

In Affirmation thereof, the facts stated above are true and correct:
(The undersigned understands that false statements made in this filing are subject to the penalties provided under section 575.050 Missouri Revised Statutes.)

Date: January 30, 2015

Ofer Lion
Incorporator

Appendix I – CWC Kansas City By-Laws

BYLAWS OF

CITIZENS OF THE WORLD CHARTER SCHOOLS - KANSAS CITY

A Missouri Nonprofit Public Benefit Corporation

ARTICLE I. EDUCATIONAL AND CHARITABLE PURPOSES

Section 1. General Purpose. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Missouri Nonprofit Corporation Act (the "Law") for educational and charitable purposes.

This corporation is organized and shall be operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"). Notwithstanding any other provision of these Bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Code section 501(c)(3), or (b) by a corporation, contributions to which are deductible under Code section 170(c)(2).

Section 2. Specific Purpose. As a Local Education Agency, the specific purpose of this corporation is to create and operate public charter schools focused on serving diverse neighborhood communities and which provide an excellent education to a socioeconomically, racially and culturally diverse student body. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated educational and charitable purposes, or in any other charitable activities.

ARTICLE II. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of Missouri as the Board of Directors (the "Board") shall determine. By resolution, the Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE III. MEMBER

Section 1. Member. The sole member of this corporation shall be Citizens of the World Charter Schools, a California nonprofit public benefit corporation (the "Member").

Section 2. Rights Reserved to the Member. The following powers are reserved exclusively to the Member:

(a) To approve amendments to the corporation's Articles of Incorporation and Bylaws;

(b) To appoint and remove the directors at any time with or without cause;

(c) To approve the merger, consolidation, or affiliation of the corporation with another corporation, organization or program, or the dissolution of the corporation; and

(d) To approve the assumption or creation of any indebtedness of the corporation, except in the ordinary course of business of the corporation.

These reserved powers may be exercised as determined by the Member's board of directors.

Section 3. Transfer or Assignment. The Member may not transfer or assign its membership interest or any rights arising therefrom.

Section 4. No Liability. The Member shall not, as such, be personally liable to the creditors of the corporation for any indebtedness, liability or obligation, and any or all creditors of the corporation shall look only to the assets of the corporation for payment.

ARTICLE IV. DIRECTORS

Section 1. Powers. Subject to the limitations of the corporation's Articles of Incorporation, the powers reserved to the Member, these Bylaws, and the Law, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Subject to the same limitations, the Board shall have all powers permitted to or conferred by Law on the board of directors of a nonprofit public benefit corporation.

Section 2. Number of Directors. The number of directors shall consist of not less than three (3) nor more than nine (9) directors, with the exact number of directors to be fixed within such limits by resolution of the Board as enacted from time to time.

Section 3. Election and Term of Office. Directors shall be appointed by the Member. Each director shall hold office for a term of three (3) years and until a successor has been appointed. By resolution, the Member may arrange for terms to be staggered, including by establishing one or two year terms for certain initial directors. Directors may succeed themselves in office. The Board, upon the affirmative vote of a majority of the directors then in office, may nominate a slate of individuals for consideration for appointment to the Board by the Member, which the Member shall consider in good faith.

Section 4. Resignation. Any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a

successor may be appointed by the Member before such time, to take office when the resignation becomes effective. The Member shall be provided immediate notice of any resignation or notice thereof.

Section 5. Removal. Any director may be removed without cause by the Member. The Board, upon the affirmative vote of a majority of the directors then in office, may recommend to the Member the removal of a director, which the Member shall consider in good faith.

Section 6. Vacancies. Vacancies on the Board shall be filled by the Member. Each director so appointed shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been appointed and qualified.

A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, or removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, is convicted of a felony, or is found by a final order of judgment of any court to have breached a duty to the corporation arising under sections 355.416 to 355.426 of the Law.

Section 7. Place of Meeting. Regular or special meetings of the Board shall be held at any place within or without the State of Missouri which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 8. Regular Meetings. Regular meetings of the Board shall be held on such dates and at such times as may be fixed by the Board with at least 72 hours advance notice (exclusive of weekends and holidays), which notice shall (i) include a tentative agenda for the meeting, (ii) specify the date, time and location of the regular meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed, and (iv) be posted in a location that is freely accessible to members of the public in accordance with the provisions of sections 610.010 to 610.030 of the Revised Statutes of Missouri (the "Sunshine Law"). Such regular meetings shall include an annual meeting to nominate directors then up for appointment by the Member, and to conduct all other business as may properly come before the Board. The annual meeting shall take place at such time and place as determined by resolution of the Board. No business, other than business the general nature of which was set forth in the public notice of the regular meeting, may be transacted at such regular meeting. Minutes shall be kept of each regular meeting of the Board.

Section 9. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the Chair of the Board (if any), the President, the Secretary, any two (2) directors, or the Member.

Public notice of special meetings of the Board shall be provided at least 24 hours in advance (exclusive of weekends and holidays), unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given, and shall (i) include a tentative agenda for the special meeting, (ii) specify the date, time and location of the special meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed, and (iv) be posted in a location that is freely accessible to members of the public in accordance with the Sunshine Law. No business, other than business the general nature of which was set forth in the public notice of the special meeting, may be transacted at such special meeting. Minutes shall be kept of each special meeting of the Board. When it is necessary to hold a meeting on less than 24 hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

In addition, special meetings of the Board may only be held upon four days' written notice to the Board by first-class mail or 48 hours' notice delivered (i) personally (which may be oral or written), (ii) by telephone, including a voice messaging system, or (iii) by "electronic transmission by the corporation" (as defined below). Written notice shall be addressed or delivered to each director at his or her physical or email address, as applicable, as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held. "Electronic transmission by the corporation" means a communication (a) delivered by (1) facsimile or email when directed to the facsimile number or email address, respectively, for that recipient on record with the corporation, (2) posting on an electronic message board or network which the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (3) other means of electronic communication, and (b) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient, including by telephone voice messaging system.

Section 10. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such

waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 11. Quorum. A majority of the directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 13 of this Article. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by Law, the Articles or these Bylaws. Without limiting the foregoing and subject to the powers reserved to the Member, the actions listed in Section 15(a) through Section 15(g) shall require the vote of at least two-thirds of all directors then in office in order to be effective. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 12. Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through a video or telephone conference or similar communication equipment, so long as all the directors participating in the meeting can hear one another. All such participating directors shall be deemed to be present in person at such meeting.

Section 13. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 14. Rights of Inspection. Every director and the Member shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation. The inspections may be made in person or by the director's attorney or by the Member's officers or attorneys. The right of inspection includes the right to copy and make extracts of documents as permitted by Missouri and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Missouri or federal law pertaining to access to books, records, and documents.

Section 15. Board Committees. The Board may designate and appoint one or more committees, each consisting of at least two (2) directors and no non-director members, and delegate to such committees any of the authority of the Board except with respect to any actions prohibited by Law and:

(a) The approval of any action for which the Law also requires approval of the Member;

(b) The filling of vacancies on any committee;

(c) The fixing of compensation of the directors for serving on the Board or on any committee;

(d) The amendment or repeal of bylaws or the adoption of new bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of committees of the Board or the members thereof; or

(g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be appointed.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office, and such committee may be designated by any name the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board, except that there can be no waiver of committee meeting and voting requirements as may be required under the Sunshine Law. Minutes shall be kept of each meeting of each committee.

Section 16. Advisory Committees. The Board may, by resolution adopted by a majority of the directors then in office, create one or more advisory committees to serve at the pleasure of the Board. Each advisory committee shall have at least one (1) director as a member at all times. Other appointments to such advisory committees need not, but may, be directors. The Board shall appoint and discharge advisory committee members at will. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board, except that there can be no waiver of meeting and voting requirements required under the Sunshine Law. Minutes shall be kept of each meeting of each advisory committee.

Section 17. Audit Committee. The audit committee shall be appointed by the Board and shall oversee (i) the preparation of annual financial statements using generally accepted accounting principles and (ii) the annual audit of the corporation in accordance with Section 160.405.4(4) of the Revised Statutes of Missouri and Government Auditing Standards issued by the Comptroller General of the United States.

Section 18. Compensation. Directors and members of committees shall not receive any compensation for their services but, by resolution of the Board, a director's reasonable expenses of Board meeting attendance, if any, may be reimbursed.

ARTICLE V. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a President, a Secretary and a Treasurer, each of whom shall be chosen by and hold office at the

pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person.

Section 2. Permitted Officers. The Board may choose a Chair of the Board, one or more additional Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected by the Board at the annual meeting, or at any regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. President. Subject to the discretion and control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. If the corporation has no Chair of the Board, then the President shall preside at all meetings of the Board.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of Missouri the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositaries as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the directors, whenever requested, an account of all transactions and of

the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Compensation. The Board shall decide all matters relating to the compensation of any officer. No salaried officer serving on the Board shall be permitted to vote on his or her own compensation as an officer.

ARTICLE VI. INDEMNIFICATION OF AGENTS OF THE CORPORATION: LIABILITY INSURANCE

Section 1. Indemnification. The corporation shall, to the maximum extent permitted by the Law, indemnify each of its directors, officers, employees, and agents against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a director, officer, or agent of the corporation, and shall advance to such person expenses incurred in defending any such proceeding to the maximum extent permitted by the Law. For purposes of this Section 1 a "director," "officer," "employee," or "agent" of the corporation includes any person who is or was a director or officer of the corporation, or is or was serving at the request of the corporation as a director or officer of a corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation. The Board may, in its discretion, provide by resolution for indemnification of, or advance of expenses to, other agents of the corporation, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

Section 2. Insurance. The corporation shall have the power to purchase and maintain insurance on behalf of any school, any director, officer, employee, or agent of the corporation against any liability asserted against or incurred by such person in such capacity or arising out of the person's status as such, whether or not the corporation would have the power to indemnify the person against such liability under the provisions of this Article VI.

ARTICLE VII. NONDISCRIMINATION POLICY

All schools operated by the corporation shall admit students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. They shall not discriminate on the basis of race, color, religion, national and ethnic origin in the administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VIII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of Missouri the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the Member and the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents: Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chair of the Board, the President, or any Vice President and the Secretary or any Assistant Secretary of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Quality Control. With respect to each public school operated by the corporation, the corporation shall at all times use its best efforts to provide a socioeconomically, culturally, and racially diverse community of students with an intellectually challenging learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live. Fidelity to such mission shall be evidenced by, with respect to each school operated by the corporation:

(a) Socioeconomic Diversity — Annual Board-adopted enrollment targets and recruitment efforts that ensure that a minimum of 40% of the lottery participants for each school are eligible for the National School Lunch Program ("FRL Eligible");

(b) Cultural and Racial Diversity — Annual recruitment efforts that ensure that the demographic makeup of each school reflects the school's diverse community, as described in the approved Charter Petition ("Charter") for each school operated by the corporation, including ethnic, cultural and racial representation. All actions taken to achieve cultural and racial diversity will be in strict adherence to the law;

(c) Academic Achievement — Annual academic goals, and measureable steps to attain such goals, that ensure students will demonstrate understanding of the Missouri Show-Me Standards, at least 70% of students who have completed three years at a school will score Proficient or Advanced on the Missouri Assessment Program ("MAP") Mathematics and Communication Arts assessments, and by its fifth year of operation, each school will earn a MAP Performance Index equivalent to the Missouri Department of Elementary and Secondary Education's Academic Achievement Status Target of 750 in Mathematics and Communication Arts. Notwithstanding the foregoing, each school should aim to achieve Proficient or Advanced level results for 100% of its student population without gaps in subgroups and adopt goals through an annual strategic planning process that move toward this target. In addition, the corporation shall ensure that (i) there are adequate systems in place to identify, track and report any significant achievement gaps between any subgroups represented within the school, such as FRL Eligible, students of color (by ethnicity), English Language Learners and others as identified, and (ii) there are no "significant achievement gaps" (as defined below) between the standardized testing results of any "statistically valid" (as defined below) subgroups within the school and those of the majority group of students attending the school. A "significant achievement gap" shall mean a difference of 15 percentage points or more. "Statistically valid" shall mean a sample large enough to protect the privacy of all students when reviewing the

relevant testing data. If new state assessments are adopted, the Board shall recalibrate the schools' academic performance goals based on those new assessments, and shall seek to amend this Section 3(c) accordingly;

(d) Educational Alignment — An instructional model that adheres to the project-based/constructivist academic approach and the educational program as outlined in the Charter; and

(e) Community Engagement — Programs that involve the school community in the activities of the school, including but not limited to: fundraising, site-based councils, school and community events and participation in student-led activities. The corporation shall ensure that tools are used to track, record and report levels of community engagement and support at regular intervals throughout the year.

The Member shall have the right, except as otherwise provided by law, to monitor and inspect the corporation's schools and records at any reasonable time to determine whether such mission is being met or diligently pursued by the corporation using its best efforts. If, in the reasonable determination of the Member, one or more such mission standards are not being met or so pursued, the Member shall provide written notice of such failure to the corporation in reasonable detail, along with recommendations for satisfaction of such mission standards or the diligent pursuit thereof. If, in the reasonable discretion of the Member, (i) such recommendations are not implemented within 60 days of such notice, or in any case if such mission standards are not being met for a period of greater than one year after such notice, or (ii) the corporation or any school operated by the corporation has engaged in "Gross Financial Mismanagement" (as defined below), then, in accordance with Article IV, Section 5, the Member shall have the immediate right, at its option and in its sole discretion, upon written notice to the Board, to remove and designate any or all of the directors in accordance with Article III of these Bylaws. For purposes of the foregoing, "Gross Financial Mismanagement" shall mean gross financial mismanagement in accordance with generally accepted accounting principles as may be evidenced by negative audits and/or sworn statements by the Missouri Department of Elementary and Secondary Education or the University of Missouri or other sponsor of any school charter held by the corporation, or the documentation of gross financial mismanagement by independent auditors.

Section 4. Representation of Shares of Other Corporations. The President or any other officer or officers authorized by the Board or the President are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized to do so by proxy or power of attorney duly executed by said officer.

Section 5. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Law shall govern the construction of these Bylaws. Section references refer to sections in such Article unless otherwise noted.

Section 6. Amendments. These Bylaws may be amended or repealed by the Member. Subject to the prior or subsequent written consent of the Member, these Bylaws may be amended or repealed by the affirmative vote of at least two-thirds of the number of directors then in office. In the case of a written consent of the Member received prior to an amendment to or repeal of these Bylaws proposed to be voted on by the Board, such written consent shall be subject to, and shall only become effective upon, such affirmative vote. In the case of a written consent of the Member received subsequent to such an affirmative vote, the Board approved amendment or repeal shall become effective upon the receipt of such written consent of the Member.

(*signature page follows*)

CERTIFICATE OF SECRETARY

THIS IS TO CERTIFY: That I am the duly elected, qualified, and acting Secretary of Citizens of the World Charter Schools - Kansas City, and that the foregoing Bylaws were duly adopted as the Bylaws of such corporation by its Board of Directors as of March 11, 2015.

Dated: March 11, 2015.

Name:
Secretary

Acceptance and Acknowledgment of Sole Member:

Citizens of the World Charter Schools, a California nonprofit public benefit corporation and sole member of Citizens of the World Charter Schools - Kansas City, hereby accepts and acknowledges the foregoing Bylaws.

By: _____
Christian Cutter, Secretary

Dated: March 11, 2015.

Appendix J – Documentation of Application to Internal Revenue Service

SEYFARTH SHAW

Seyfarth Shaw LLP
333 S. Hope Street, Suite 3900
Los Angeles, California 90071
(213) 270-9600
fax (213) 270-9601
www.seyfarth.com

Ofer Lion
(213) 270-9668
olion@seyfarth.com

March 20, 2015

VIA EMAIL ONLY

Citizens of the World Charter Schools - Kansas City
c/o Kristin Droege, President & Executive Director

Re: Citizens of the World Charter Schools - Kansas City (IRS Form 1023)

Dear Kristin:

For your use in connection with the filing by Citizens of the World Charter Schools - Kansas City, a Missouri nonprofit public benefit corporation ("CWC-KC"), of an application for a charter to open a K-12 charter school network in Kansas City, Missouri, I hereby attest that I did today submit by U.S. Mail to the Internal Revenue Service the attached Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code (Form 1023) by CWC-KC. The submitted package includes the following:

1. Check for the User Fee in the amount of $850;
2. Form 1023 Checklist;
3. Form 2848, Power of Attorney and Declaration of Representative; and
4. Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code, including exhibits thereto.

A copy of the Certified Mail Receipt from the United States Postal Service evidencing my mailing of the Form 1023 is also attached. If you have any questions or need additional information with respect to the application, please feel free to contact me at (213) 270-9668.

Sincerely,

Ofer Lion
SEYFARTH SHAW LLP

19307012v.1

ATLANTA BOSTON CHICAGO HOUSTON LONDON LOS ANGELES MELBOURNE NEW YORK SACRAMENTO SAN FRANCISCO SHANGHAI SYDNEY WASHINGTON, D.C.

Enclosures
cc: Krupa Desai (via email)

7014 1200 0001 1496 2499

U.S. Postal Service™ MIA WHITE
CERTIFIED MAIL™ RECEIPT CITIZENS OF THE WORLD
(Domestic Mail Only; No Insurance Coverage Provided)

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OFFICIAL USE

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$

LOS ANGELES, CA 90071 HILL STATION BUNKER USPS MAR 20 2015 Postmark Here

Sent To
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

PS Form 3800, August 2006 See Reverse for Instructions

Appendix K – CWC Kansas City/CWC Schools Licensing and Affiliation Agreement

LICENSE AND AFFILIATION AGREEMENT

This LICENSE AND AFFILIATION AGREEMENT (the "Agreement") is entered into effective as of March 11, 2015 (the "Effective Date") by and between Citizens of the World Charter Schools, a California nonprofit public benefit corporation ("Licensor" or, in combination with all of the Citizens of the World charter schools, including those in Los Angeles and New York, the "CWC Network"), and Citizens of the World Charter Schools – Kansas City, a Missouri nonprofit public benefit corporation ("Licensee").

RECITALS

WHEREAS, the Midtown Community School Initiative ("MCSI") is a grassroots organization created by parents that aims to provide high-quality elementary school options for families in the Midtown neighborhoods of Kansas City, Missouri. MCSI undertook an RFP process, performed rigorous due diligence and selected Licensor for its public school model focus on academic excellence and commitment to diversity – both critical to keeping families with young children in Midtown. Licensor then performed due diligence on its end, including holding conversations with numerous parents in the MCSI, parents who are not members of MCSI, and a range of community leaders, elected officials, religious leaders, early learning centers, local health care organizations, members of the business community, existing charter school leaders, philanthropists, neighborhood associations, and university leaders. Licensor approved plans to open two elementary schools in Midtown Kansas City, as soon as 2016;

WHEREAS, Licensee, will apply to a university sponsor (the "Authorizer") to operate one or more charter schools in the Midtown neighborhood of Kansas City, Missouri (the "Schools") by the spring of 2015;

WHEREAS, the CWC Network's core "Purpose" is to realize human potential by strengthening the bonds among us and developing true citizens of the world;

WHEREAS, the CWC Network's "Mission" is to impact and expand the conversation about what an excellent education contains, requires and accomplishes;

WHEREAS, the CWC Network's "Core Values" are:

Excellence. We demand lasting quality.

Diversity. We are better and stronger because of our differences.

Authenticity. We are our true selves in this work, and we are candid.

Community. We care deeply about people. We share and build partnerships. We celebrate, laugh, and seek joy, even in the tough times.

Change. We welcome the unknown, embracing the unexpected and new. We adapt to meet the ever-changing times. We find new ways.

WHEREAS, the CWC Network's "Operating Norms" are as follows:

We operate with generosity of spirit. We assume the best. We strive to be empathetic and compassionate.

We operate with integrity. We align our beliefs with our actions. We don't shoot elephants.

We operate with humility. We are respectful. We engage with an understanding that our experiences and perspectives are limited.

We operate with urgency and discipline. We know we can't wait, yet we respect that change takes time, care and thought.

We operate as learners. We encourage vulnerability, poising ourselves for development and growth.

We operate with curiosity. We ask, "How? Why? Why not?" When facing challenges, we self-manage by turning to wonder.

We operate with the utmost professionalism. We do what we say we are going to do, when we say we are going to do it.

WHEREAS, the CWC Network aims to provide an excellent public education that is academically rigorous, is socioeconomically, racially and culturally diverse, and builds community both within and outside of the CWC schools;

WHEREAS, CWC schools will serve diverse neighborhood communities, providing a high-quality education for all students from kindergarten through high school. With exceptional leadership at all levels and opportunities to participate in interactive, rigorous learning experiences with students from all backgrounds, CWC students will be prepared for success in college, a diverse society, and a global economy;

WHEREAS, by offering a viable public school option in these neighborhoods, CWC schools will bring families back into the public system;

WHEREAS, with whole communities engaged with one another around high-performing, diverse public schools in which they can witness children of all backgrounds thriving, the CWC Network will cultivate a true understanding that public education can work for all students. CWC school families, like the CWC Network, will be fueled by an increased sense of urgency to unleash our country's still untapped potential that high-performing diverse public schools can realize. By investing in such success, our communities will help us move our country closer to an excellent, world-class American public education system;

WHEREAS, the CWC Network's approach to teaching and learning stems from the following "Philosophical Foundations":

Understanding. Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as needed informed by students' current abilities and needs. Our theory of learning is comprised of three

building blocks: constructivism, gradual release of responsibility and data-driven instruction, each of which is defined briefly below:

- **Constructivism**: a theory of learning and knowing, grounded in the fundamental concept that students learn through the process of constructing their own personal understanding of new information and ideas.
- **Gradual release of responsibility:** an instructional model that presents a process in which the responsibility is released from the teacher to the student
- **Data-Driven Instruction:** use of assessment data, which enables us to adapt to the students we serve, utilizing insights from both standardized exams and classroom-based tools.

Connection. CWC Schools' academic model supports and depends upon connections with oneself, one's community and the world. Our model supports this development through social emotional learning (SEL), which we believe to be as integral to an excellent education as traditional academic subjects and, moreover, is necessary for the world that we live in. Students need both academic standards as well as social emotional capabilities, and the development of one supports the development of the other. SEL involves both learning about oneself, in the form of self-awareness and self-management, and others, the form of social awareness, empathy and relationship skills/compassion. Moreover, the challenges inherent in rigorous academic tasks and collaborative work provide opportunities for students to grow emotionally;

Diversity. We believe that the diversity of our communities, and of the world at large, is a great strength. Through targeted outreach and recruitment, our schools are intentionally designed to reflect their surrounding communities and the larger society in terms of race, ethnicity and socioeconomic status. By learning, interacting and growing in a diverse setting, our students are preparing to thrive in the pluralistic society they will soon join. This model allows our students to form meaningful relationships with individuals of other races, cultures, and backgrounds. Studies have shown that students with these experiences are better able to live and work in diverse settings than those from more homogenous schools.

WHEREAS, Licensor holds rights to certain trademarks and design marks for "Citizens of the World" and "Citizens of the World Charter School," including but not limited to rights in connection with United States Trademark Registration No. 4,057,645 (collectively, the "Marks");

WHEREAS, Licensee desires to use the Marks in connection with nonprofit educational activities in the territory identified herein;

WHEREAS, Licensor and Licensee are mutually committed to co-creating and supporting public schools conforming to the Purpose, Mission, Core Values and Operating Norms of the CWC Network (collectively, the "CWC Way");

WHEREAS, Licensor has provided and continues to provide Licensee with certain "pre-formation" services in order to alleviate certain technical and financial burdens on Licensee in

the founding of the Schools, including, without limitation, assisting with the preparation and submittal of the initial charter petitions, providing funding for the formation and initial operations of Licensee and the Schools, assisting with the recruitment of the initial officers, directors and founding parents, assisting with the talent and facilities acquisitions, assisting with the preparation of Licensee's federal tax-exemption application, and providing other administrative and technical support (collectively, the "Founding Support");

WHEREAS, while significant autonomy in decision-making around creating and operating these schools will rest with Licensee – in keeping with Licensor's interest in empowering local schools and communities – Licensor expects to continue to support Licensee and the Schools with critical academic, financial, administrative, technical and other forms of support that Licensee may need so that Licensee can concentrate its own resources on directly fulfilling the needs of its students, teachers, families and delivering upon its Purpose and Mission, including, without limitation, the services set forth in **Exhibit A** (collectively, the "CWC Network Services"); and

WHEREAS, Licensor and Licensee look forward to ongoing collaborative efforts, through dialogue, communication, interaction and mutual support, in co-developing the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes, all in furtherance of the CWC Purpose and Mission.

NOW, THEREFORE, BE IT RESOLVED, in consideration of the mutual covenants and conditions contained herein, Licensor and Licensee hereby agree as follows:

SECTION 1: DEFINITIONS

As used in this Agreement, the following terms shall have the following meanings:

1.1 "Educational Activities" shall mean nonprofit educational activities and programs, encompassing students in grades from kindergarten through 12, including but not limited to traditional academics and social-emotional learning, which shall be financially sustainable and designed to fulfill CWC's Purpose and Mission. Aligned to the Philosophical Foundations, these will include the following instructional approaches and practices, curricular materials, and assessments (as the same may be amended from time to time by Licensor):

(a) Instructional Approaches and Practices: Teaching for Understanding, Gradual Release of Responsibility, differentiated/personalized learning, workshop/balanced literacy, data-driven instruction, Cognitively Guided Instruction, project-based learning
(b) Curriculum: Follow the requirements of the CWCS Core and Recommended curricular materials
(c) Assessment: Administer CWCS Assessment Suite and report the results

1.2 The "CWC Network Liaison" shall have the meaning provided in **Exhibit A**.

1.3 "Marks" shall mean and include all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to the Licensor, including those attached hereto as **Exhibit B**.

1.4 "School" or "Schools" shall mean those Kansas City public schools listed on **Exhibit C**.

1.5 "Territory" means the State of Missouri.

SECTION 2: LICENSE GRANT, NAMING RIGHTS AND RESTRICTIONS

2.1 License. As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sub-licensable and non-exclusive license to use, reproduce and display the Marks in connection with its Educational Activities in the Territory and only with respect to Licensee and the Schools (the "License"). Except with respect to the fees payable pursuant to Section 6.4 and allocable to the License, the License shall be non-royalty bearing.

2.2 Licensor Naming Rights. On all of its correspondence, websites, documents, signage, clothing, displays and marketing or advertising materials of any kind, each School shall prominently identify itself by the name of such School as set forth on **Exhibit C** and shall not refer to itself by any other name without the prior written consent of Licensor. In all cases, use of the licensed Marks shall be in compliance with Licensor's trademark guidelines as may be provided to Licensee from time to time. Each School operated by Licensee shall be listed on **Exhibit C**, which shall be updated by Licensor from time to time accordingly.

2.3 Ownership of Marks. Licensee acknowledges and agrees that the Marks, all applications and registrations therefore, and all associated rights, title and goodwill, are or shall be owned solely by the Licensor, and that Licensee shall never directly or indirectly contest Licensor's ownership or the validity of the Marks. Licensee shall (i) assist and cooperate with Licensor to perfect, enforce or acquire Licensor's rights, titles and interests in the Marks, (ii) use its best efforts to protect the Marks, and (iii) report promptly to Licensor any infringement of any of the Marks of which it has become aware. The License granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on Licensee any right, title or interest in the Marks other than the limited rights of usage permitted by this Agreement.

2.4 Marks Protection. Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Marks. Licensee shall, provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary to give effect to the foregoing. If Licensor elects to initiate any action or proceeding in connection with the licensed

Marks, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder.

2.5 Use and Other Marks. All use of the licensed Marks shall inure solely to the benefit of, and on behalf of, Licensor. Licensee shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark that is the subject of this Agreement, except as expressly authorized herein. Licensee shall not transfer, sublicense or permit any third party the right to use any of the licensed Marks, in whole or in part, without the prior written approval of the Licensor. Licensee agrees that it shall not apply for registration of any of the licensed Marks or for any trademark, name, logo or other designation that Licensor believes, in good faith, to be confusingly similar to or which could dilute the distinctiveness of the licensed Marks.

2.6 Non-disparagement. Licensee shall not use the licensed Marks in a manner that is disparaging to or that could reasonably otherwise harm the goodwill associated with the Marks, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.

2.7 Use of Marks. Licensee shall at no charge to Licensor provide Licensor, at the times and for the purposes set forth below, with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, websites, marketing or other materials that bear any of the licensed Marks or that Licensee intends to use or distribute in connection with the Marks (collectively, "Marks Materials"). Marks Materials constituting substantive external communications (e.g., press releases, advertising, parent manuals, etc.) shall be provided to Licensor for its approval prior to their distribution. Licensee shall endeavor to provide copies of all other substantive Marks Materials to Licensor prior to or reasonably contemporaneously with their distribution for its approval or consideration, as applicable. Licensee agrees that the quality of any websites, goods and services with which it uses the licensed Marks shall be comparable to the quality of websites, goods and services with which the Licensor uses the licensed Marks, and shall substantially comply with the current Style Guide or other reasonable guidance provided by Licensor.

2.8 Future Claims. In the event that (i) there is a claim or demand made against Licensor or Licensee with respect to any licensed Mark in any jurisdiction, or (ii) there is a determination in any court of competent jurisdiction or by any other governing authority that the right to use a licensed Mark is unenforceable in any jurisdiction, Licensor may notify Licensee in writing that it is suspending or modifying the Licensee's right to use the relevant Mark in such jurisdiction until the applicable issue has been resolved. In the event of such a notice of suspension or modification, Licensee shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages (including

reasonable attorney's fees) (collectively, "Costs") arising from its continued use of any Mark after this period of time.

SECTION 3: QUALITY CONTROL

3.1 In order to maintain the quality of the Educational Activities and goodwill associated with the Marks, (i) Licensor (a) has provided and continues to provide the Founding Support, and (b) shall provide Licensee and the Schools, as applicable, the CWC Network Services, and (ii) Licensee agrees to comply with the following provisions at all times, as applicable with respect to each School:

(a) Licensee shall be committed to the CWC Way and shall comply with the charter for each School. These require that Licensee provide a socioeconomically, culturally, and racially diverse community of students with an intellectually challenging learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live. Licensee shall achieve, with respect to each School:

1. Socioeconomic Diversity – Annual Board-adopted enrollment targets and recruitment efforts that ensure that a minimum of 40% of the lottery participants for each School are eligible for the National School Lunch Program ("FRL Eligible");

2. Cultural and Racial Diversity – Annual recruitment efforts that ensure that families representing all members of the diverse target community described in the charter for each School are aware of this public school option, to increase the likelihood that the demographic makeup of each School reflects the School's diverse community, as described in the approved charter school application for each School, including ethnic, cultural and racial representation. All actions taken to achieve cultural and racial diversity will be in strict adherence to the law and with the belief that diversity of all kinds is a strength;

3. Academic Achievement – Annual academic goals – and measurable steps to attain such goals – that ensure students will demonstrate understanding of the Missouri Show-Me Standards, *at least* 70% of students who have completed three years at a School will score Proficient or Advanced on the Missouri Assessment Program ("MAP") Mathematics and Communication Arts assessments, and by its fifth year of operation, each School will earn a MAP Performance Indext (MPI) equivalent to the DESE Acdemic Achievement Status Target of 750 in Mathematics and Communication Arts. Notwithstanding the foregoing, the parties hereto understand and agree that each School should aim to achieve Proficient or Advanced level results for 100% of its

student population without gaps in subgroups **and adopt goals through an annual strategic planning process that move toward this target.** In addition, the Licensee shall ensure that (i) there are adequate systems in place to identify, track and report any significant achievement gaps between any subgroups represented within the School, such as FRL Eligible, students of color (by ethnicity), English Language Learners and others as identified, and (ii) there are no "significant achievement gaps" (as defined below) between the standardized testing results of any "statistically valid" (as defined below) subgroups within the School and those of the majority group of students attending the School. A "significant achievement gap" shall mean a difference of 15 percentage points or more. "Statistically valid" shall mean a sample large enough to protect the privacy of all students when reviewing the relevant testing data. The parties are aware that new state assessments may be adopted prior to the end of the initial term of this Agreement and, if so adopted, the parties in good faith shall recalibrate the Schools' academic performance goals based on those new assessments, and shall amend this Section 3.1(a)(3) accordingly;

4. Educational Alignment – An instructional model that adheres to the philosophy/approach, instructional practices and educational program of the CWC Network, as outlined in the approved charter for such School and including the Educational Activities; and

5. Community Engagement – Programs that involve all parents and the School community in the activities of the School, including but not limited to: site-based councils, School and community events, fundraising, and participation in student-led activities. Licensee shall ensure that tools are used to track, record and report levels of community engagement and support at regular intervals throughout the year. Licensee shall ensure that 90% of staff members participate in an annual stakeholder satisfaction survey and will use its best efforts to ensure that all staff members and substantially all families, without gaps in subgroups, participate in annual stakeholder satisfaction surveys.

(b) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the licensed Marks shall conform to the minimum standards set by Licensor or such higher standards with respect to any School as may be required by (i) Licensor after good faith discussions with Licensee or (ii) the Authorizer. Licensee agrees that Licensor will require quality control tests and standards of financial viability, and shall have the sole right to determine, in good faith, whether the Licensee's Educational Activities meet such minimum standards or higher standards, as the case may be.

(c) Licensor or its authorized representatives shall have the right, except as otherwise provided by law, to monitor and inspect Licensee's facilities and Schools at any reasonable time, including the right to visit and inspect Licensee's facilities, and Licensee shall allow Licensor or its authorized representatives to review and observe Licensee's programs, budgets, procedures, operations and Educational Activities, to confirm Licensee's compliance with this Agreement.

(d) Licensee shall maintain complete records of its activities in a manner acceptable to Licensor and, unless otherwise provided by law, allow Licensor or its designee to review and inspect such records on reasonable notice to confirm Licensee's compliance with this Agreement. Licensee shall submit any other information related to its Educational Activities to Licensor at Licensor's request, unless otherwise prohibited by law.

(e) Licensee shall provide regular financial reporting to the Licensor as part of Licensee's requirement to meet reasonable standards of financial viability. Licensee shall provide on a timely basis to Licensor all regular financial reporting presented to Licensee's Board of Directors as part of public Board meetings. At a minimum, Licensee shall provide financial reports to Licensor on a quarterly basis and will include appropriate periodic Income Statements, Balance Sheets, Cash Flow Statements, as well as approved Budgets and Forecasts.

(f) Licensee shall collect, maintain and report data on the academic achievement level of its students sufficient to allow Licensor to evaluate the progress of these students and the effectiveness of the Licensee's Educational Activities, including compliance with Section 3.1(a)(3), above. Said data includes, without limitation, appropriate and timely longitudinal data on the academic achievement level of its students using state-mandated criterion-referenced tests, commercially available standardized tests, and/or other similar assessment tools requested by Licensor, as well as attendance data, retention data, student enrollment data, and student demographic data. Licensee shall promptly provide any and all of the above-referenced data and test results to Licensor upon availability and Licensor's request.

(g) Licensee shall participate in and cooperate with multi-day school evaluations and/or instructional audits conducted from time to time by a team designated by Licensor. This evaluation team will assess the quality of Licensee's academic program and Educational Activities and its compliance with this Agreement. In furtherance but not in limitation of the forgoing, at least annually, Licensor or its designee(s) may conduct an evaluation of each School, utilizing quantitative and qualitative data to be provided by each School sufficient to allow

Licensor to identify trends across each School with a license to utilize the Marks, including promising practices to be shared within the CWC Network, including with Licensee and the Schools, and to offer a source of feedback to such CWC Network schools that Board members and school leaders may find useful in setting priorities and goals. Notwithstanding the foregoing, Licensor shall use reasonable efforts to seek to (i) conduct each School's evaluation at a mutually agreeable time and (ii) avoid conducting a School's evaluation during such times as the Authorizer is conducting an active review thereof.

(h) Licensor shall provide a required template for Principal and teacher evaluations that each School can supplement with School-specific goals and measures. A primary professional development plan shall be created by the Principal of each School. Licensor reserves the right to require the use of certain aspects of Licensor's CWC Network professional development plans and initiatives as needed to maintain high standards at the School.

(i) Licensee's school leader shall attend the annual meeting of school leaders that use the Citizens of the World name, and shall use his or her best efforts to attend all other CWC Network-wide school leader meetings.

(j) Licensee shall record, respond to and resolve any complaints by parents, students or teachers regarding its Educational Activities, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee, including a review by its Board of Directors.

(k) Licensee must promptly seek approval from Licensor for any proposed material change in its programs or Educational Activities, or of any change in its governance.

(l) Licensor shall direct and lead, in consultation with Licensee, the initial school leader search for Licensee's first Executive Director. Licensor shall have the further right to participate in the selection process for future Executive Directors, Principals and School leaders. Licensor specifically reserves the right, in consultation with Licensee, to approve any subsequent or replacement Executive Director or School Principal, such approval not to be unreasonably withheld or delayed. In addition, Licensor may participate in, or direct in collaboration with the Licensee, the initial training and orientation process ("onboarding") for Licensee's initial and any subsequent Executive Director and Principal for each School to ensure that they are adequately supported in understanding the CWC Way and the CWC Network, so that they are poised to successfully lead Licensee or a

School. In furtherance but not in limitation of the foregoing, Licensor, in consultation with Licensee, may require specific onboarding activities including but not limited to residency in a CWC Network school.

(m) Licensee agrees to timely coordinate with Licensor in regards to any media request or similar public relations issue.

(n) Upon reasonable notice, Licensee agrees to provide Licensor with reasonable access to any School for the purpose of conducting communications activities, including but not limited to photography, and videography, for which Licensor agrees to abide by all applicable laws, including any parental consent requirements.

(o) Licensee shall comply in all material respects with all applicable laws, regulations, charter or other agreements relating to the implementation, performance, production, promotion or distribution of any products or services related to the Educational Activities.

(p) Each School shall admit students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. Licensee and each School shall not discriminate on the basis of race, color, religion, national and ethnic origin in the administration of their Educational Activities, admissions policies, scholarship and loan programs, and athletic and other school-administered programs; provided, however, that implementation of certain preferences in School admission lotteries approved by the Authorizer and established in furtherance of Section 3.1(a)(1), above, shall not be considered discrimination for purposes hereof.

(q) Unless required by law, Licensee shall not permit studies or data collections of any kind to be performed at any School by third parties without the prior written consent of Licensor.

(r) Licensee agrees to timely coordinate with Licensor in regards to the preparation of any submission related to or any application for the extension, renewal or amendment of any School charter (a "Charter-Related Submission") to ensure that any Charter-Related Submission properly reflects the Purpose, Mission and current Educational Activities of the CWC Network. At least 30 days in advance of the due date therefor, Licensee shall submit such application to Licensor for its review. Licensee shall obtain the written consent of Licensor prior to submitting any such application, such consent not to be unreasonably withheld or delayed.

3.2 If, in the reasonable determination of Licensor, one or more of the provisions of Section 3.1 are not being met or so pursued, Licensor shall provide written notice of such failure to Licensee in reasonable detail, along with recommendations for satisfaction of such standards or the diligent pursuit thereof, including but not limited to alterations or additions to the Licensee's Educational Activities, subject to approval of the Authorizer, where required by law, and/or restrictions on the Licensee's use of licensed Marks. If, in the reasonable discretion of Licensor, (i) such recommendations are not implemented within 60 days of such notice, or in any case if such provision or provisions are not being met for a period of greater than one year after the date of such notice, or (ii) Licensee or any School has engaged in "Gross Financial Mismanagement" (as defined below), then Licensor may unilaterally, and in its sole discretion, upon written notice to the Board, remove any School from **Exhibit C** (and thereby terminate the License with respect to such School) or terminate this Agreement in its entirety. "Gross Financial Mismanagement" shall mean gross financial mismanagement in accordance with generally accepted accounting principles as evidenced by negative audits and/or sworn statements by the Authorizer or other governmental authority, or the documentation of gross financial mismanagement by independent auditors.

SECTION 4: LIMITATION ON LIABILITY

Disclaimer: THE LICENSED MARKS ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED MARKS, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NON-INFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

SECTION 5: INDEMNIFICATION

5.1 Indemnification by Licensee. Licensee shall indemnify, defend and hold harmless Licensor, and its officers, directors, employees and agents, from any Costs incurred by Licensor that may arise as a result of any third party action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensee which is not a result of breach by Licensor hereunder. Licensor shall give Licensee prompt notice of any such actions, claims or proceedings, and information in the possession of Licensor that is reasonably required for the defense of such actions, claims or proceedings.

5.2 Indemnification by Licensor. Licensor shall indemnify, defend and hold harmless Licensee, and its officers, directors, employees and agents, from any Costs incurred by Licensee that may arise as a result of any third party action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensor which is not a result of breach by Licensee hereunder. Licensee shall give Licensor prompt notice of any such actions, claims or

proceedings, and information in the possession of Licensee that is reasonably required for the defense of such actions, claims or proceedings.

5.3 Insurance. Licensee shall obtain and at all times maintain a comprehensive general liability insurance policy with combined single limit coverage of not less than $1,000,000.00, and shall name Licensor as an additional insured thereunder. Licensee shall promptly provide Licensor with a certificate establishing proof that such a policy is in effect. Licensee shall provide Licensor ten (10) days written notice of any termination of said insurance policy along with a copy of the certificate evidencing (i) Licensee's subsequent such policy and (ii) the absence of any time gap in the coverage between the terminated and replacement policies. Licensee shall immediately provide Licensor with written notice of any intention by Licensee not to the pay the premium for its insurance policy or otherwise terminate its policy without establishing a replacement insurance policy pursuant to this Section 5.3, at which time Licensor shall have the right to automatically terminate this Agreement.

SECTION 6: TERM AND FEES

6.1 Term. This Agreement shall be effective as of the Effective Date and shall remain effective for an initial term equal to the duration of the term of Licensee's first approved School charter. This Agreement shall be automatically renewed for additional terms upon and concurrent with the last to expire of any new, renewed or extended School charter held by Licensee. Notwithstanding the foregoing, the term of this Agreement remains subject to the termination provisions set forth herein.

6.2 Termination by Licensor. In addition to the termination provisions set forth in Section 3.2 and 5.3, above, Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any licensed Mark, at any time in the event of a material uncured breach by Licensee of such license or this Agreement, with respect to which Licensor believes Licensee has not taken adequate steps to cure following 90 days written notice from Licensor. Notwithstanding the foregoing, Licensor may immediately terminate this Agreement, including any license granted herein or rights granted by Licensor with respect to any licensed Mark, if Licensee, in the reasonable determination of Licensor: (i) fails to obtain or maintain a comprehensive general liability insurance policy in the amount and as provided for in paragraph 5.3, above; (ii) files a petition in bankruptcy, becomes insolvent or otherwise incapable of meeting its financial obligations, or if a receiver is appointed for Licensee or for Licensee's business; (iii) discontinues its operations or ceases to use the licensed Marks; (iv) is in material breach of any term not reasonably subject to cure; (v) has its operations come under the direction or control of personnel other than the person serving as school leader (i.e., the Principal and Executive Director of each School) as of the Effective Date, unless said personnel have been approved in advance and in writing by Licensor; (vi) fails to comply with the requirements for tax-exempt status under Internal Revenue Code section

501(c)(3); or (vii) behaves, or its personnel or employees behave, in a manner that, in Licensor's reasonable opinion, will have a material adverse effect on Licensor's reputation, the licensed Marks, or the goodwill associated therewith.

6.3 Termination by Licensee. Licensee may terminate this Agreement at any time in the event of a material breach by Licensor of this Agreement with respect to which Licensee believes Licensor has not taken adequate steps to cure following 90 days written notice from Licensee. Licensee may terminate this Agreement, upon the good faith determination of Licensee in consultation with Licensor, in the event of a material diminishment in the goodwill associated with the Marks which (i) causes a measurable material harm to any School, (ii) was not caused by an act or omission of Licensee, and (iii) continues for more than 90 days after an initial notice of such material diminishment by Licensee to Licensor, such notice to include a description of the material diminishment and harm to the School(s) in sufficient detail to allow Licensor a reasonable opportunity to restore the goodwill associated with the Marks. Notwithstanding the foregoing, Licensee may immediately terminate this Agreement if Licensor, in the reasonable determination of Licensee: (i) files a petition in bankruptcy, becomes insolvent or otherwise incapable of meeting its financial obligations, or if a receiver is appointed for Licensor or for Licensor's business; (ii) discontinues its operations; or (iii) is in material breach of any term not reasonably subject to cure.

6.4 Fees. In consideration of Licensee's use of the Marks and Licensor's provision of academic, financial, administrative, technical and other forms of support, including but not limited to the Founding Support and the CWC Network Services, Licensee shall pay to Licensor, within fifteen (15) days of the end of each month beginning November 2016, six percent (6%) of Licensee's "total revenue" (as required to be calculated for purposes of the annual financial statement audit, with the following revenue items excluded if applicable: any parent contributions and donations and any non-government grants and donations) with respect to the applicable month for such School for the first three years of school operation and 5% of "total revenue" for all years thereafter.

6.5 Effect of Termination. Upon termination, resignation or expiration of this Agreement for any reason, Licensee will not have any right to make any use whatsoever of the Marks and Licensor will not have any continuing right to enforce the Licensor Naming Rights set forth in Section 2.2. To the extent that Licensee's corporate name includes any of the Marks, including but not limited to the "Citizens of the World" name, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.

6.6 Survival Upon Termination. The provisions of this Agreement relating to the Ownership of Marks (Section 2.3), Marks Protection (Section 2.4), Limitation of Liability (Section 4), Indemnification (Section 5), Fees (accrued prior to termination) (Section 6.4), and Co-Development (Section 7) and Intellectual

Property (Section 8) shall survive the termination of this Agreement for any reason.

SECTION 7: CO-DEVELOPMENT

7.1 "Co-Development": Licensor and Licensee shall use their best efforts to collaborate, through dialogue, communication, interaction and mutual support, in co-developing and continually improving the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes (the "Co-Development Goals").

7.2 Co-Development shall include the identification of potential improvements, problems or areas in need of development, and analysis of improvement strategies and solutions with a view to adopting mutually agreed actions. Co-Development is intended to entail useful mechanisms allowing the parties to work together in developing solutions or projects designed to respond to a question or a need that promotes the Co-Development Goals. In furtherance but not in limitation of the foregoing, Licensee shall ensure that Licensor may participate meaningfully in regional planning discussions, including, but not limited to "annual strategic planning meetings" (as defined below), and may, at Licensor's discretion, participate meaningfully in pilot projects, educational innovations, the preparation of any Charter-Related Submissions, and similar material plans and developments. "Annual strategic planning meetings" include but are not limited to discussions regarding the identification of regional goals, strategies to achieving those goals, and a determination of how and what data will be used to measure the level of the achievement of those goals.

7.3 The parties understand that the results of Co-Development can take many forms, such as a new curriculum, policy, procedure, a method of implementation for a measure determined by the parties, or a jointly identified project.

SECTION 8: INTELLECTUAL PROPERTY

8.1 The results of Co-Development are generally expected to be jointly owned by the parties hereto. For the avoidance of doubt, however, the parties acknowledge that Licensor has created and owns certain intellectual property, including curricula and other education-related systems management, copyrights, etc., upon which Licensee and the Schools are and will be based (the "CWC Network IP"). It is expected that certain results of Co-Development will constitute "Derivative Work" or "Improvements" with respect to the CWC Network IP.

8.2 "Derivative Work" means a work that is based on one or more preexisting works, such as a revision, enhancement, modification, translation, abridgement, condensation, expansion, or any other form in which such preexisting works may be recast, transformed, or adapted, and that, if prepared without authorization of the owner of the copyright in such preexisting work, would constitute a copyright infringement. For purposes hereof, a Derivative Work shall also include any

compilation that incorporates such a preexisting work. Derivative Work shall also include any intellectual property developed in connection with a project structured, facilitated and sponsored by Licensor.

8.3 "Improvements" include any variation, refinement and/or improvement to the CWC Network IP. Any Improvement shall be considered a Derivative Work.

8.4 Licensor shall have sole and exclusive ownership of all right, title, and interest in and to the CWC Network IP, all copies thereof, and all Improvements thereon and other Derivative Works therefrom (including ownership of all copyrights and other intellectual property rights pertaining thereto), and all copies of any of the foregoing.

8.5 Licensee shall not have title to or ownership of the CWC Network IP (including any Derivative Work or Improvements), but shall have the following limited non-exclusive rights with respect to any Improvements or Derivative Work which Licensee creates or co-develops with Licensor: In recognition of the contribution Licensee makes in support of any Derivative Work or Improvements, Licensor shall grant to Licensee an irrevocable, perpetual, non-exclusive, royalty free, world-wide right to use any such Derivative Work or Improvements in Licensee's non-profit educational activities.

8.6 Licensee is encouraged to share CWC Network IP with interested parties outside the CWC Network or to otherwise utilize CWC Network IP outside of Licensee's non-profit educational activities; provided, however, that Licensee shall first obtain Licensor's prior written consent, which shall not be unreasonably withheld or delayed.

SECTION 9: GENERAL PROVISIONS

9.1 State Law. This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the State of Missouri, without reference to any conflict of laws provisions.

9.2 Severability. In the event that any provision of this Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, all other provisions hereof shall remain in full force and effect, and such invalidity, illegality or unenforceability shall not affect the validity, legality and enforceability of all other provisions.

9.3 No Modification or Waiver. At each renewal of the term of this Agreement pursuant to Section 6.1, the parties shall enter into good faith discussions as to desired modifications to the CWC Network Services and the fees described in Section 6.4. Notwithstanding the forgoing, there shall be no amendment, modification or waiver of any provision of this Agreement unless made in writing by both parties hereto. No provision of this Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance. No failure on the part of either party to exercise any right under this

Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice or constitute a waiver of any such right.

9.4 Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Licensor and Licensee, and their respective successors and assigns, provided that this Agreement may not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. Nothing in this Agreement shall be construed to limit the right of Licensor to assign the Marks or this Agreement, provided that the transferee or assignee agrees in writing to be bound by the terms and conditions of this Agreement.

9.5 Independent Contractors. Nothing in this Agreement is intended, or is to be construed, to constitute a partnership or any other relationship between the parties hereto. Neither of the parties to this Agreement shall have any express or implied right or authority to assume or create any obligation on behalf of any other party, or to bind any other party to any contract, undertaking or agreement with any third party.

9.6 Entire Agreement. This Agreement embodies the entire understanding between the parties hereto, including with respect to the licensed Marks, and supersedes any prior communications, representations or understandings with respect thereto, whether written or oral, which shall hereby be null and void.

SECTION 10: NOTICES

10.1 In the event that there is a suit, claim, demand, determination, judgment or any other legal proceeding initiated or made against Licensee in or by any court or other governmental body or legal authority, including but not limited to the Authorizer, Licensee shall promptly notify Licensor in writing with a detailed description of the matter and a copy of any non-legally privileged documentation thereof.

10.2 Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing and personally delivered or sent by certified or registered mail, or by commercial overnight courier service with tracking capabilities, costs prepaid, to the following address, respectively, which address may be replaced by notice in writing to the other party hereto:

To Licensor:

Citizens of the World Charter Schools
c/o Christian Cutter, Secretary
5731 Wilshire Blvd., Suite 210
Los Angeles, CA 90036

With a copy to:

Ofer Lion
Seyfarth Shaw LLP
333 S. Hope Street, Suite 3900
Los Angeles, CA 90071

To Licensee:

Citizens of the World Charter Schools – Kansas City
c/o _____, _____
_____
Kansas City, MO _____

(Signature page follows)

IN WITNESS WHEREOF, Licensor and Licensee have caused this Agreement to be entered into as of the Effective Date.

LICENSOR

Citizens of the World Charter Schools,
a California nonprofit public benefit corporation

By: _____
J. Kristean Dragon
President

LICENSEE

Citizens of the World Charter Schools – Kansas City,
a Missouri nonprofit public benefit corporation

By: _____

Name: Luke D. Norris

Its: Chair

EXHIBIT A

CWC Network Services

CWC Network Services

Unless otherwise indicated, terms used herein shall have the meanings ascribed in the License and Affiliation Agreement.

Pursuant to the Agreement, Licensor and Licensee expect to engage in ongoing collaborative efforts, through dialogue, communication, interaction and mutual support, in co-developing the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes, all in furtherance of the CWC Purpose and Mission, and the parties expect that the following CWC Network Services will be subject to discussion and engagement on an ongoing basis.

I. PRE-OPENING

This first phase involves Licensor's role in Licensee's start-up and launch period. During this phase, Licensor determined to enter the region after completing a significant amount of community outreach and research. Licensor performed all functions necessary to obtain charter approval. Licensor has directed and continues to direct the recruitment, selection and onboarding of Licensee's founding board members and School leader talent. These CWC Network Services are rendered for purposes of creating the Schools and ensuring their successful launch.

A. Start-up/Launch Support/Charter Development

1. Diversity/Community

- Licensor assesses fit for school model by researching community interests, demographics, and political climate.
- Licensor engages with local community, including outreach to parents, community leaders, charter advocates and other key stakeholders.
- Licensor engages local experts to gain knowledge on how to be successful in obtaining charter in specified region.
- Licensor is engaged in public outreach strategy as needed to be responsive and adaptive to community needs.
- Licensor staff will travel regularly to the region in order to build strong relationships with all stakeholders.
- Licensor staff and applicable Licensee founding board members will attend public hearings.
- Licensor will incur marketing expenses consisting of marketing collateral such as parent engagement documents and information about the CWC Network and the new Schools.

2. Academics

- Licensor develops the overall academic framework and design for the Schools within the areas of Curriculum, Instructional Methods and Assessments, through the chartering process.
- The charter application process will be initiated with the chartering agency.
- The charter petition is written with thorough descriptions of the academic program and governance.
- Licensor staff will attend meetings with the chartering agency officials and respond to feedback and request for changes in the petition by the chartering agency and stakeholders.
- All aspects of the charter petition will be negotiated with the chartering agency.
- Licensor will perform advocacy intended to ensure approval of the charter.

3. Talent

- Licensor recruits and "onboards" Licensee's founding board members with education about, and the board members endorse, the mission, vision and theory of action of the CWC Network.
- Licensor will assess regional landscape for talent pipelines and build relationships as needed with potential talent networks.

B. School Operations/Finance/Infrastructure Setup

- Licensor assesses revenue of region to understand the financial viability of the model.
- Licensor develops an initial school budget as part of the chartering process.
- Licensor initiates facility conversations with local experts.
- Lawyers are engaged to advise on the charter application and Licensee's corporate formation and tax-exemption.
- Licensor sets up corporate structure and undertakes initial federal, state and local regulatory filings.

- Payroll tax identification numbers will be applied for, both federal and state.
- Directors and Officer's insurance will be set up by Licensor to protect Licensee's directors and officers.
- Local bank accounts will be established.
- Licensor staff will recruit and attract Licensee's Executive Director and School Principals.
- Licensor will train Licensee board and leadership staff to build context and knowledge on the CWC Network educational model and commitment to diversity.
- Licensor will oversee the development of the operating budget.
- Licensor will provide zero interest start-up financing.
- Licensor will vet vendors and make recommendations to Licensee's board.
- Community engagement will be transitioned to from Licensor staff to Licensee directors and staff, who will receive ongoing support and coaching by Licensor.
- Licensor staff will continue to travel to the local region.
- Licensor will provide Licensee's board and leadership with Human Resources Support (hiring paperwork, payroll set, etc.)

II. ONGOING SUPPORT

In the second phase of Licensor and Licensee's relationship, the role of Licensor intentionally diminishes with the ultimate goal of empowering the Licensee to achieve the capacity to independently fulfill the role and responsibilities set forth in the charter, including having primary authority to make decisions regarding the design and operation of Schools in accordance with this Agreement. A Licensor staff member may serve as a Licensee board member, ensuring that the early years are successful and benefit from CWC Network lessons learned. If Licensee requests additional help or services from Licensor, and Licensor is capable of delivering such support at high levels of quality, Licensor shall undertake its best efforts to accommodate the request.

As outlined in Section 3 of this Agreement, Licensor will (i) conduct School evaluations and/or audits, (ii) facilitate CWC Network information sharing and working to replicate best practices among all schools in the CWC Network, and (iii) support the Schools in determining effective

knowledge management systems. The Parties expect that their annual strategic planning meetings will be critical to these efforts.

Licensor will continue to provide support in the following areas:

A. General

Licensor will assist Licensee with:

- Strategic planning support;
- Board succession planning and the vetting of proposed new members;
- Out year talent selection tools, rubrics and guidance (sometimes coaching);
- Implementation analysis and feedback (interim and sometimes in real time);
- Development and support on implementing an assessment suite;
- Dashboards and rubrics for organizational reporting;
- Leadership coaching aligned with CWC Way;
- Communications planning, including media-related requests and training; and
- Identification and implementation of pilot and/or innovation projects.

B. Academic

- Licensor will collaborate with Licensee in support of curricular decisions and best practices for implementation and execution of the program and curricula outlined in the charter.
- Licensor will support School leadership training on proven pedagogical practices.
- Licensor will provide support to ensure that the Schools' social emotional programs are strong.
- Teacher and principal evaluation models will be created by Licensor and provided to Licensee with examples for effective implementation.

- School evaluations and/or instructional audits will be developed and conducted by Licensor. The evaluation process will focus on quality of outcomes and fulfillment of the CWC Purpose and Mission. These reviews will provide feedback to School leaders that they may use in making programmatic decisions. In addition, this process will identify promising practices to share across the CWC Network.

C. Talent

- Licensor will support Schools in leveraging talent across and beyond the CWC Network.

- Licensor will support key Licensee leadership talent, including its Board of Directors, Executive Directors and School Principals.

- As part of the CWC Network, School leaders will gain access to a Principal Network and Executive Director Network, all facilitated by Licensor.

D. Diversity/Community

- Licensor will provide support to local region's community outreach efforts including:

  1. Licensor support of transition and onboarding of new School leaders in collaboration with Licensee's board, with attention to parent and community relationships and context.

  2. Licensor will develop replicable materials for School leaders in the area of parent/community outreach.

- Licensor will provide public relations support to help build awareness of the Schools and the school model in local communities.

E. School Operations/Finance/Infrastructure

- Licensor will assist with Licensee's financial oversight responsibilities to seek to ensure on behalf of taxpayers and families (1) that strong financial controls are in place and (2) overall financial health.

- Licensor will continue to vet and recommend vendors.

- Licensor will share best practices to increase Licensee's operational efficiency.

- Licensor will support Licensee's leadership in creating their strategy for future growth.

F. Set-backs

- In the event problems arise in the following areas, while Licensee remains ultimately responsible for its governance, operations, finances and compliance with all applicable laws and regulations, Licensor shall reasonably seek to support Licensee and such School with resolution of issues arising in the following areas:

  1. Academic Performance
  2. Community Relations
  3. Diversity
  4. Chartering Authorizer Compliance
  5. Employee Relations
  6. Financial Condition
  7. Internal Controls/Fraud
  8. Vendor Quality Assurance
  9. Strategic Vision Alignment
  10. Curriculum Design

III. CWC NETWORK LIAISON

One or more executive level employees of Licensor shall serve as the "CWC Network Liaison" responsible for Licensor communications with Licensee, identifying and resolving problems, issues and challenges that arise with respect to the Schools or this Agreement, and recommending more effective coordination and collaboration between the parties hereto, as appropriate. Licensor shall make a good faith effort to (i) select a CWC Network Liaison that Licensor reasonably believes should be acceptable to Licensee and (ii) introduce the CWC Network Liaison, and any replacement or successor thereof, to Licensee. Licensee may convey to Licensor, through the CWC Network Liaison or through any officer of Licensor, any material issues or concerns with the CWC Network Liaison. Licensor shall use reasonable efforts to address any such issues or concerns which Licensor concurs in good faith are material.

EXHIBIT B

1. U.S. Trademark Registration No. 4,057,645
   (Application No. 85/235,575)
   Mark: CITIZENS OF THE WORLD CHARTER SCHOOL
   Attorney Docket No. 79208.000002

2. All potential, pending or existing service marks, logos, design marks, trade names, domain names, registrations and applications for registration thereof with respect to the trademark listed in item 1, above, or any substantially similar mark, including but not limited to "Citizens of the World" and "CWC".

EXHIBIT C

1. Citizens of the World Kansas City 1
2. Citizens of the World Kansas City 2

Appendix L – CWC Kansas City Executive Director Dr. Kristin Droege Resume

Kristin L. Droege

Education

1994 Ph.D. University of California, Los Angeles, Educational Psychology – Developmental Studies
1990 M.A. University of California, Los Angeles, Educational Psychology – Developmental Studies
1986 B.A. Duke University, History, Durham, NC
1982 Diploma, Holland Hall School, Tulsa, OK

Educational Administration Experience

2013 – Present **Head of School (K-8), Larchmont Charter School, Los Angeles, CA**
*Lead the organization through the merger of two schools into a single K-12 model
*Collaborated with new Head of 9-12 to form the new school leadership team
*Mentored and supported team of 7 instructional leaders
*Worked closely with the Board of Directors through search for new Executive Director
*Oversaw curriculum and instructional program on 4 campuses for 1,100 students, K-8
*Integrated the curriculum and culture of two schools to support the school mission
*Supervised the implementation of a Common Core compliant curriculum
*Assisted with writing and preparation for '14-15 Charter Renewal and WASC accreditation

2008-2013 **Founding Principal, Larchmont Charter School – West Hollywood, CA**
*Lead school through start up and growth from 60 students, K-1st to 350 students, K-6
*Hired all faculty and staff for first 5 years of school with 0% turnover of lead teachers
*Communicated school vision and mission to parent community
*Guided faculty in development of constructivist curriculum
*Developed and monitored school budget of up to $2.7 million
*Oversaw implementation of Alice Waters' Edible Schoolyard healthy hot lunch, garden and kitchen enrichment classes throughout K-8
*Conceptualized and implemented integrated Ecoliteracy Signature Projects, K-8
*Lead school to API scores over 900 for first 4 consecutive years of school history
*Guided school community through annual district site visits and charter rewrite for merger and renewal

2000-2004 **Founder, Mountain View Montessori Charter School, Victorville, CA**
*Co-wrote charter, negotiated governance structure with district, hired all faculty & staff for first five years of school existence
*Shared school vision and mission with community and recruited initial family community
*Created and implemented faculty evaluation and professional development systems
*Served as Head of Curriculum to oversee integration of Montessori approach with CA State Standards

2001-2004 **President, Mountain View Montessori Education Foundation, Los Angeles, CA**
*Wrote proposal that secured no-interest loan to fund facilities ($100,000)
*Wrote grant that secured funding for Montessori training for lead teachers ($45,645)

1999-2002 **Department Chair, Child Development, Victor Valley College, Victorville, CA**
*Recruited, hired, and supervised large pool of adjunct faculty for specific course offerings
*Developed, implemented, and secured grant funds for Family Child Care Certificate program
*Wrote and delivered department's first online course offering, and 3 subsequent online courses
*Lead department to be first in college history with an Associates Degree fully online
*Developed first Child Development course offering as part of the Honors Program

1994- **Sr. Research Associate, K-12 Education, Milken Family Foundation, Santa Monica, CA**
1997 *Contributed to educational programming for the Milken Educator Awards conference annually
*Online facilitator for Milken Educator Award winners' online collaborative workshop
*Advised and supported Foundation initiatives in the areas of Pre-K – 12th education

Teaching Experience

2004-2008 First Grade Teacher, Westside Neighborhood School, Los Angeles, CA
Collaborated on writing of WASC renewal report; Primary grades scheduling coordinator;
2002-2004 Assistant Professor, Graduate Education, California State University, Dominguez Hills, CA
Mentor for NBPTS cohort;
1997-2002 Instructor, Child Development, Victor Valley College, Victorville, CA
Child Development; Child, Family, Community; Early Childhood Teaching Practicum; Creativity for Children; Family Child Care; Health, Safety, and Nutrition;
1990-1992 Teaching Assistant, UCLA Schools of Education and Psychology, Los Angeles, CA
1987-1988 First Grade Teacher, Duval County School District, Jacksonville, FL
1986-1987 Computer Programming Teacher, 1st-5th grade, Duval County School District, Jacksonville, FL

Grants – writer on over 30 successful grants for education including:

2013	City of West Hollywood Grant for Education – Field Trips	$1,500
2008	City of West Hollywood Grant for Education – Writing PD for Teachers	$3,000
2008	California DOE Public Charter School Implementation Grant (contributor)	$450,000
2008	Walton Foundation High Quality Charter Schools Grant (contributor)	$250,000
2003	CSU-DH School of Education Dean's Mini-Grant	$4,300
2002	CSU-DH Research, Scholarship and Creative Activities Award Grant	$4,500
2002	Karen and Christopher Payne Foundation Grant (3 phase grant 2000-2002)	$45,645
2002	CSU-DH School of Education Dean's Mini-Grant	$4,300
2000	Desert Regional Consortia Mini-Project Grant – Computers for Family Child Care	$5,000
2000	California DOE Public Charter School Implementation Grant	$150,000
1999	Milken Family Foundation Grant – Computers for Family Child Care	$5,000
1998	SB County Dept of Public Social Services Grant – Family Child Care Certificate	$19,482

Publications – writer of over 20 peer reviewed or edited journals, magazines, and newsletters in field of education including:

Droege, K. (Spring, 2014). Deconstructing constructivism: Constructivism in the middle school. The Leaflette: The Official Newsletter of Larchmont Charter School, Fairfax and Selma Campuses. 12.
Droege, K. (Spring, 2012). Deconstructing constructivism: How children learn in the classroom. The Leaflette: The Official Newsletter of LCW. Larchmont Charter School – West Hollywood, 9.
Droege, K. (Winter, 2010). Deconstructing constructivism: Understanding children's emotional development. The Leaflette: The Official Newsletter of LCW, Larchmont Charter School – West Hollywood, 4.
Droege, K. (Spring, 2009). Deconstructing constructivism: Mathematical logical thinking skills. The Leaflette: The Official Newsletter of LCW, Larchmont Charter School – West Hollywood, 2.
Droege, K. (2004). Turning accountability on its head: Supporting inspired teaching in today's classrooms. Phi Delta Kappan, 85 (8), 610-612.
Droege, K. (1998). Day care can benefit children. The Family: Opposing Viewpoints, 124-132. San Diego, CA: Opposing Viewpoints Press.
Droege, K. (November, 1995). Child care: An educational perspective. The Education Digest, 44-50. Auckland: Education Forum.
Doubleday, C. & Droege, K. (1993). Cognitive developmental influences on children's understanding of television. In G. Berry & J. Asamen (Eds.), Children and Television: Images in a Changing Sociocultural World (pp. 23-37). Beverly Hills, CA: Sage.
Howes, C., Droege, K., & Phillipsen, L. (1992). Contribution of peers to socialization in early childhood. In M. Gettinger (Ed.), Advances in School Psychology. New Jersey: Erlbaum.

Presentations – Speeches, seminars, and "coffees" with audiences of 20 – 200 parents, educators, or researchers, including the following samples:

Droege, K, (2013, November). Development in the middle school years: Understanding ages 11-14. Coffee with the Principal, Larchmont Charter School, Los Angeles, CA.

Droege, K, (2010, March-April). Parenting and child development seminar: A series of four classes for parents of children from infancy through adolescence. West Hollywood, CA.

Droege, K., (2010, February). Learning to read. Presentation to the Family Council, Larchmont Charter School – West Hollywood, CA.

Droege, K., (2009, November). Social and emotional development across childhood. Presentation to the Family Council, Larchmont Charter School – West Hollywood, CA.

Droege, K., (2009, March). Creative thinking in the primary years. Presentation to the Family Council, Larchmont Charter School – West Hollywood, CA.

Droege, K., (2008, October). Understanding young children's cognitive development. Presentation to the Family Council, Larchmont Charter School – West Hollywood, CA.

Droege, K., Droege, M.F., & Young, J. (2003, November). Attracting and retaining quality teachers: Multiple perspectives on a difficult challenge. Presentation at the Phi Delta Kappa International Conference, St. Louis, MO

Droege, K. (2003, March). Parents choosing schools: A survey of attitudes. Research presentation at the annual CSU Dominguez Hills Graduate Education Internal Research Symposium, Carson, CA

Droege, K. (1999, October). Creative thinking: Creative self-expression and problem solving in the ECE classroom. Workshop presented at the Rainbows Conference sponsored by the San Bernardino County Superintendent of Schools, San Bernardino, CA.

Droege, K. (1999, August). Internalizing values: Helping children establish self discipline through effective guidance. Keynote address at the semiannual meeting of the Association of Christian Schools International, Hesperia, CA

Droege, K. (1993, March). Moving up: Changing classrooms and caregivers within the child care setting. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

Droege, K., Sakai, L., & Howes, C. (1991, March). Multiple views of children's social development. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Video Production

2013 Speaker, Lunch Matters: LCW Edible Schoolyard, Larchmont Charter School – West Hollywood
2011 Speaker, Seeds of Change: The Larchmont Schools, Larchmont Charter School – West Hollywood.
1999 Educational Content Consultant, Teacher Profile: Milken Educator Awards, Milken Family Foundation.
1998 Educational Content Consultant, The Digital Divide, Milken Family Foundation.
1995 Producer/Writer, Expanding Classroom, Shrinking World, Milken Family Foundation.

Awards

1991-1994 UCLA Department of Education Fellowship, 3 consecutive academic years
1990-1991 National Institute for Mental Health Pre-Doctoral Fellowship

Appendix M – CWC Kansas City Board Member Resumes and Request for Information Forms

Luke D. Norris

SUMMARY

Experienced business development and innovation management professional with 12+ year track record of creating, growing and executing new opportunities and leading teams for Fortune 500s and high-growth startups/nonprofits.

PROFESSIONAL ACCOMPLISHMENTS

- Grew earned income for national nonprofit 25% in one year through direct-sales efforts and implementing new pricing strategy and new service lines.
- Increased program and product-level revenue for a seasonal retail program from $4.9M to $13M (2011 v 2012) for Hallmark Cards through redeveloping a product strategy that enhanced product line-up and gained stronger retail commitment.
- Developed strategic alliance between H&R Block and Blue Cross Blue Shield Association, gaining access to over 100 million consumers and directed strategy and execution of nationwide pilots to test and refine retail service delivery and referral marketing/monetization capabilities.
- Prospected and developed strategic marketing agreement with an independent affiliate marketer for H&R Block which drove over 6,000 daily leads to online DIY platform, with 400,000 projected total annual leads of which the vast majority were incremental.
- Grew month-over-month sales150% in initial six month period as VP—Sales for a start-up social media analytic firm through direct sales of a software as a service (SaaS) platform; increased year-over-year sales nearly 250% through developing a new sales and business development team.

EXPERIENCE

Code for America
Government Relations Director ***2012 to 2015***

- Direct the organizations overall government relations strategy, including serving as the primary spokesperson with Governors, Mayors, County Executives, Chief Innovation Officers around the United States.
- Generate $4 million in net new revenue annually, an increase of 25% over the two years prior.
- Represent the organization nationally, and speak publicly on the topics of innovation, technology and community engagement in 21st century government.
- Lead the go-to-market strategy for new services/programs to ensure product/market fit and to develop new revenue and pricing models.

Hallmark Cards, Inc.
Innovation Leader—Maximizer ***2011 to 2012***

- Primary business leader responsible for owning revenue, margin and budgets through cross-functional management of supply chain, procurement, marketing, finance and customer development/sales.
- Led team of innovation leaders, associates and creative strategists to execute a product strategy for a key seasonal revenue producing product line; grew revenue over 200% within a one-year period.
- Manage and develop a two-year pipeline of new and innovative product and service concepts leveraging ideation and innovation frameworks; Led evaluation, definition, and strategy for new digital businesses created through strategic alliances with other industry-leading firms.

H&R Block
Business Development Lead, Client Innovation & Technology ***2010 to 2011***
Business Development Manager, Commercial Markets ***2007 to 2008***

- Led business development for Client Innovation Lab under the direction of a C-Suite steering committee of Digital/Online and Retail tax business executives; responsible for prospecting, developing and negotiating strategic partnerships focusing on developing and leveraging integrated services with partners.
- Negotiated complex deals and term sheets aimed at maximizing revenue opportunities while protecting risk for company; Evaluated opportunities to acquire emerging technology firms.

H&R Block Continued

- Managed sales and marketing for commercial markets businesses; Managing and developing business plans to launch a new software with a service (SwaS) product and selling to enterprise clients which included securing a multi-year multi-million dollar services agreement with Accenture; Managed and implemented new field-level sales, marketing and business development strategy aimed at equipping the 90,000 associates of the organization with resources to market and grow their business.
- Developed and closed a $10M multi-year professional service contract with a top consulting firm to position tax preparation as an employer-paid benefit, which led to the creation of a small business unit within H&R Block.

Infegy, Inc.
VP--Sales/Consultant ***2009 to 2011***

- Led sales and business development for industry leading social media analytic firm managing all Fortune 500 sales opportunities and developing and executing marketing and sales strategies to grow channel partnerships and reseller agreements to increase sales and brand relevance.
- Negotiated and structured agreements with top tier digital advertising agencies and market research firms including co-branding, private-labeled, and services agreements.
- Work with cross-functional team of developers, researchers account managers, and clients to specify and prioritize enhancements to the technology platform.

Lockton Affinity
Producer/Partner ***2008 to 2009***

- Partner responsible for prospecting and developing new business opportunities for program division of the world's largest privately held insurance brokerage firm.
- Prospected, developed and negotiated partnerships to create affinity-based, private-labeled and co-branded insurance programs for associations, QSR franchises, cooperatives and other affinity groups.
- Developed and proposed value-added life insurance product to enhance a multi-million dollar pre-paid debit card strategy.
- Managed and directed all aspects of program rollout, marketing/sales and stewardship to build lasting relationships with clients.

ADD Systems
Regional Sales Manager ***2004 to 2007***

- Managed 13 state sales territory for niche technology leader selling both client-side and hosted software solutions to convenience and fuel distributors in the refined fuel industry.
- Increased sales in territory by 100% in two years through intensive marketing and direct sales.

EDUCATION

M.B.A, Rockhurst University: Dual focus in International Business and Management ***2004***
B.S.B.A, Rockhurst University: Major in Finance and Economics ***2001***

PHILANTHROPIC EXPERIENCE

Chairman, Harmony Board of Directors
Commissioner, Housing Authority of Kansas City
Member, KC Digital Drive Board of Directors
Mentor, University of Missouri Kansas City, Institute for Entrepreneurship and Innovation
Member, Planned Parenthood of Kansas and Mid-Missouri Board of Directors
Volunteer/Keynote Speaker, Big Brothers Big Sisters and United Way

AWARDS & ACHIEVEMENTS

Recipient, 2nd Annual Class of Rising Stars of Philanthropy, Nonprofit Connect
Honoree, Distinguished Citizens Award, National Conference for Community and Justice
Co-Recipient, Most Valuable Volunteer, YMCA of Kansas City

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Luke Norris

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Resume attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I will be over the age of 18.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I was introduced to the leadership team of CWC Schools by Kristin Littrell, one of the founding members of the Midtown Community School Initiative. During the 18 months leading up the introduction, I was also peripherally involved in and aware of the MCSI project and efforts underway.

4. Explain why you would like to serve on the board.

Response: I would like to serve on the Board as an opportunity to provide leadership and support to embedding a significant educational institution within the midtown area of Kansas City. Further, as a parent to a future school aged girl, having a strong, community-based school that is sustainable and successful within my neighborhood is important to me and my wife.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have had the opportunity to serve on a variety of nonprofit Boards, including Chairing a Board for a 65 year old nonprofit in Kansas City. I also have been appointed to serve on public Boards, including the Mayor's Challenge Cabinet and the Housing Authority of Kansas City.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: As a member of the Board, I believe it's my duty to a) uphold the mission, values and purpose of the school, b) support the executive director, c) hold the executive director accountable for the organization's operations, finances and key metrics, d) advocate for the school and its students.

7. What relevant knowledge and experience will you bring to the board?

Response: I believe I will bring deep knowledge in board governance, board leadership, innovation and government relations to the table as a member of the Board. I have over 12 years experience in leading and/or participating in an executive capacity on various nonprofit boards. I have 14 years professional experience in innovation, technology and government relations.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: I imagine after one year seeing two classrooms filled with kindergarten and first grade aged children who are representative of the midtown community, who are engaged in their studies and supported by their parents and community. In four years, I imagine a school with a strong waitlist of students/families wanting to join CWC based on its strong educational outcomes, the diversity of the school, and the energy and vibrancy that the school has created.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: I believe CWCs mission is to create a network of community schools that provide a socio-economically, culturally and racially diverse community of students in the midtown KC community with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential and individual responsibility as citizens of the world in which we live.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: CWCs educational program revolves around students, families, teachers and their community. CWC students engage in rigorous, active learning processes that develop conceptual understanding and self-knowledge. CWC embraces the diversity of individual students' skills and learning styles, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education and character development. Further, families are engaged as volunteers, or through educational workshops that promote education both inside and outside the school day. Additionally, as beneficiaries of the community's support, CWC also aims to provide service-based learning opportunities for students in their community.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: I believe a successful school has strong leadership—both at the administration and board level. I believe a successful school has an administration and network of teachers who reflect the diversity of their community, and whom are committed to upholding the mission and values of CWC. I think there are a number of critical steps that the Board will need to take in the first two years—including securing the support of a charter sponsor, hiring an executive director and building strong relationships with the community—all of which are already in motion. Further, I believe securing a location that supports the growth of the school and allows the school to achieve its diversity goals is critical, as is building a strong working relationship with the district's administration. Finally, I believe that recruiting a diverse population of students and achieving key educational outcomes within the first two years are both critical to the foundation of the school.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: None applicable.

13. Do you or your spouse have a pre - existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: None applicable.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: None applicable.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: None applicable. CWC Kansas City will be part of the CWC Schools national network as described in Section B.7.2 of the charter application.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: None applicable.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: None applicable.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: None applicable.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would discuss the concerns with the corporation president and the Executive Director of the School. I would then make a decision on whether the situation required additional information before approaching the person directly with the concern, while also ensuring that I, as well as anyone else who had the concern was upholding the organizations whistleblower policy.

JACOB LITTRELL, AIA, LEED® AP

With a diverse portfolio of experience, Jacob brings a comprehensive understanding of the architectural design and construction process, from team management and client coordination to design detailing and construction administration. His ability to keep the high-level goals associated with schedule, budget and quality control at the forefront throughout the building process, and his ability to foster communication and collaboration with the project team has consistently resulted in smooth project delivery and a successful end product.

A Kansas City native, Jacob resides in the urban core with his wife and two daughters. In his spare time, Jacob enjoys running, home improvement projects, serving in his church and is passionate about developing quality education options in the urban core.

+ EDUCATION

Bachelor of Architecture
Kansas State University, 2004

+ PROFESSIONAL EXPERIENCE

Centric Projects, Lead Project Liaison
September 2014 - Present

HOK Kansas City (formerly 360 Architecture), Project Architect/Project Manager
March 2006 - September 2014

Rafael Architects, Staff Architect
May 2004 - March 2006

+ REGISTRATIONS

Registered Architect, State of Missouri

LEED Accredited Professional

+ LEADERSHIP AND PROFESSIONAL ORGANIZATIONS

Greater KC Chamber of Commerce Centurions Leadership Program

American Institute of Architects

2010 AIA Design Excellence Awards – Merit Award for JE Dunn Headquarters Building
2011 AIA Craftsmanship Awards – Honor Award for East Village Parking Garage
2011 AIA Design Excellence Awards – Citation Award for UnForked
2013 Mid America Design Awards – Small Corporate Silver Award for Armstrong Teasdale

AIA KC Pillars Leadership Program

+ COMMUNITY INVOLVEMENT

Citizens of the World Charter Schools, Founding Board Member

Midtown Community School Initiative, Founding Member

Redeemer Fellowship, Member and Elder Board

Valentine Neighborhood Association, Member - 2014 Love Award Recipient

Crossroads Academy of KC, Volunteer

The Hope Center, Volunteer

Engineering Ministries International, Volunteer Architect
Kenya, Guatemala, Haiti

+ CONTACT

jacob.littrell@gmail.com

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Jacob Littrell

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I will be thirty-five years old on January 1, 2016.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I am a founding member of the Midtown Community School Initiative (MCSI) that requested proposals from various education providers around the country. MCSI selected Citizens of the World Charter Schools (CWC Schools) as a partner and I have since been engaged in many conversations with CWC in regards to planning for the launch of two new charter schools in Midtown Kansas City.

4. Explain why you would like to serve on the board.

Response: I would like to serve on the board because I believe that quality schools are foundational to a child's future success and to thriving communities. There is a significant need for a strong foundation of quality education options in Kansas City, and I want to be part of building that foundation for our children and our city's future.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: No, I have not previously served on a board of a school district or other not-for-profit organization.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: The role of a public charter school board is to govern the schools with the Executive Director, ensuring the schools performance is in alignment with the charter and the Sponsor's contract. The board's primary roles include oversight of the school's management, strategic planning, fundraising, acting as ambassador for the schools, ensuring legal and ethical integrity, overseeing the budget and financial resources, and establishing school policies.

7. What relevant knowledge and experience will you bring to the board?

Response: I have spent the last two years very engaged in the education conversation in Kansas City and believe this has prepared me tremendously for serving on the board. I understand the education landscape in Kansas City and have built strong relationships with many people in the education community. I am very engaged in the urban core as well as in the Kansas City business community and have an extensive professional network. Also, my experience practicing architecture for ten years and my current role working

for a commercial general contractor will enable me to provide guidance to facility related efforts, including facility/site selection, renovations, and architect and general contractor selection (if required).

I am a:

- Strong communicator and facilitator
- Strategic and analytical thinker
- Resident in the urban core and champion for urban education
- Creative thinker
- Detail orientated

As a professional, I utilize management skills daily, understanding what it takes to set goals, establish a plan, empower and support implementers and measure outcomes.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: I believe the thorough planning and thoughtfulness that the MCSI and CWC have approached the launch of CWCKC1 and CWCKC2 with will result in a successful first year. My hope is that the school will be thriving at the end of its first year due to excellent leadership from the administration as well as a very talented group of teachers. The school will be at capacity in its projected numbers with a diverse student population who are developing a love of learning and excelling in their assessments. While I am sure their will be challenges along the way, I am confident that CWCKC will work through those challenges well, resolving conflict and creatively solving problems as this is a part of the CWC way. In its fourth year, I expect CWCKC schools to have a strong presence in KC as one of Midtown's top schools of choice. I expect that a strong school culture in line with CWC's core purpose and mission will have developed and that students will not only be meeting our schools' goals as are outlined in A.7, Academic Performance, but exceeding them.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The CWC mission is to produce high-achieving public schools that reflect the diversity of their communities. This is done in an intellectually challenging environment through experiential learning. My thoughts on education are closely aligned with CWC's, believing that children should develop a love of learning at a young age and learn best in an environment that challenges them and encourages them to learn through experiences. When this learning happens in a diverse environment with diverse perspectives, students are able to see a world beyond their own and can challenge one another through positive, constructive dialogue.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Yes. The school's proposed educational program is a progressive and robust plan that is tailored to meet the needs of the school's target population. The plan is rooted in CWC's core purpose and mission and is developed through tangible teaching philosophies that are forward thinking and appropriate for children who are learning in today's global society. Through a constructivism approach and with the Teach for Understanding, Project-Based Learning and Data Informed Instruction models, students will not only learn new information, but also develop in critical thinking skills and know how to apply new information to their experiences as citizens in our global society. The education plan includes clear assessment goals and requirements that will meet and exceed state requirements and standards.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school has a positive culture and rigorous academic program that prepares students to not only meet and exceed state assessment standards, but also develops them socially and emotionally to be critical thinkers who understand how to meaningfully engage with their diverse communities. A successful school will have strong leaders and highly talented teachers who are committed to their student's success and achievement, and understand what it takes to creatively solve problems and periodic challenges. A successful school will be engaged in its community including the student's parents and will seek to communicate well with both. A successful school is fiscally responsible and makes sounds decisions in order to properly manage and utilize its resources. It will be critical for the board to be in very close and consistent contact with the Executive Director, ensuring they have the support and resources they need in the first two years. It will be very important to set periodic benchmarks and measurements for assessing the school's development and growth, making room for quick modifications when necessary to ensure success.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Yes. I am in a leadership program through the Greater KC Chamber of Commerce with Joy Vann-Hamilton. My wife is an acquaintance of Luke Norris, who she served on the KC Mayor's Challenge Cabinet with. I am also a friend of Kristen Ellis Johnson, whose husband was also a member of the Midtown Community School Initiative mentioned above.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: Yes, my spouse and I have gotten to know several of the CWC Schools staff over the past year and a half in a partnership with the Midtown Community School Initiative. We have worked most closely with Andrea Arroyo and Krupa Desai on researching the feasibility of launching new CWC schools in Kansas City, fundraising most recently with community engagement. We have also gotten to know Kriste Dragon and Andrew Hodgson. CWC Kansas City will be part of the CWC Schools network as described in Section B.7.2 of the charter application.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: No.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would follow the guidelines of the Conflicts of Interest Policy and Whistleblower Policy by making the President of the school aware through written letter, which would result in an investigation of the board members potential self-dealing.

Kristen Ellis Johnson

LEGAL EXPERIENCE

Lathrop & Gage, LLP **June 2010 - Present**

Associate Attorney, Environmental Law Practice Group

- Practice specialized in advising clients on regulatory and environmental advising.
- Provide legal support to corporate counsel through extensive ongoing client contact.
- Manage a team of paralegals and supervise corporate compliance history review and filings for a nationwide waste management company.
- Correspond with state and federal agencies to apply for and maintain clients' air, water, and waste environmental permits.
- Negotiate with federal and state environmental agencies to resolve environmental enforcement actions under the Clean Water Act and Resource Conservation and Recovery Act. Achieve positive outcomes for clients handling administrative litigation and alternative dispute resolution with agencies.
- Conduct environmental due diligence assessments and analyze state compliance disclosure requirements related to corporate acquisitions.
- Collaborate with technical experts on water, soil, groundwater, and air contamination issues related to enforcement and Superfund liability.
- Assist clients in crisis management and updating employee training materials related to hazardous materials handling, spill reporting, and environmental compliance.
- Legal research and writing on various environmental topics. Provide support in drafting comments related to proposed rulemaking.

U.S. Environmental Protection Agency **Jan. 2009-May 2009**

Legal Extern in Office of Regional Counsel *for law school credit, not employment

- Legal research in Code of Federal Regulations related to hazardous waste and chemicals; gather agency data on Supplemental Environmental Projects to establish model for SEP negotiations in future agency Consent Agreements.

Bartlett & Company **Dec. 2007-Mar. 2008**

Law Clerk to General Counsel

- Legal research, drafting motions, conducted unemployment hearing.

EDUCATION

University of Missouri-Kansas City **J.D., *cum laude* May 2010**

Environmental Law & Urban Planning emphasis

Associations: UMKC Law Review— Note & Comment Editor 2008-2010
Volunteer Income Tax Assistance (VITA)—Director 2008-2010
Environmental Law Society—Member & President 2007-2010

William Jewell College **B.A, May 2005**

Bachelor of Arts, Oxbridge Honors Institutions & Policies

Junior Year Abroad – Cambridge University, Cambridge, England

Kristen Ellis Johnson

(816) 288-4868 4114 Harrison St., Kansas City, MO 64110 kjohnson@lathropgage.com

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BAR MEMBERSHIPS

Admitted by bar exam in Missouri (2010) and Kansas (2011)
Kansas City Metropolitan Bar Association (KCMBA)—Environmental Law Committee
Licensed to practice in Federal Courts in both Missouri and Kansas

PRESENTATIONS

Presenter, "What to Expect When You're Inspected Environmentally," KCMBA CLE June 2011
Presenter, "Corporate Environmental Update," KCMBA CLE June 2012

CIVIC ACTIVITIES

Downtown Outreach, Inc.—Secretary, Director 2011-present
Young Professionals Board of Legal Aid of Western Missouri—Steering Committee 2012-present
Trinity Choir, Grace & Holy Trinity Cathedral—Soprano, 2007-2009

REFERENCES

Available upon request

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Kristen Ellis Johnson

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see the attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I affirm that I am at least eighteen years of age.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I was part of the group of parents that founded the Midtown Community School Initiative (MCSI) and searched for a charter partner through a Request for Proposals process.

4. Explain why you would like to serve on the board.

Response: I would like to continue the work started by MCSI and work to ensure a community school for Midtown is the best possible option available for my community.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have served on the board of another not-for-profit organization, but not a school district board. I have been the President and Secretary of Downtown Outreach, Inc., an organization that provides meals to the hungry in downtown Kansas City, for the past three years. In that role, I have gained experience in governance and financial oversight of a non-profit organization generally, and specifically in helping the organization through a difficult transition.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: A board member provides financial oversight of the organization and operational accountability by working closely with and evaluating the executive director. The board also serves various roles in providing oversight of the school's success in accomplishing its academic and community goals.

7. What relevant knowledge and experience will you bring to the board?

Response: Professionally, I am skilled in legal regulatory analysis and business advising. I work closely with the Directors and Officers of public corporations to advise them regarding specific obligations under the law. This experience translates directly to how I approach board service. While I will not represent the board as its counsel, I will serve the role of identifying legal issues the board should consider. I also view my role as a facilitator of difficult conversations.

Personally, I bring foundational knowledge of and relationships within the community that will ultimately be served by the school. I have been working to improve the school options in Midtown for several years,

starting with simple conversations among friends and moving toward this charter school coming to Kansas City. Through that experience, I have learned how to make needed connections within the community to move toward progress and to identify who is not already part of the conversation and how to invite those individuals to join the movement.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: Toward the end of the first year, my vision would be to have full enrollment, including a diverse student population. Students and parents will be comfortable in the environment, and an increasing number of parents will be enrolling their kids for the second year based on word of mouth praise and measurable results.

My ultimate vision of the school is a diverse, thriving school that is a true reflection of the surrounding community. It is a place where everyone sends their kids because it will be the community school and it will also excel academically. The community will trust the school with the education of its children. It will move neighbors from the conversation of "what are you going to do about school?" to "what issues is our school facing that we can address together as parents and community members."

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: CWC's mission is to provide top-quality education that meets children where they are at and builds on the knowledge they have to achieve excellent academic outcomes. The values of CWC support a whole person view of the learning process and incorporate both social and emotional support alongside a project-based learning curriculum to achieve exceptional results within a diverse community.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Yes. CWC's educational program employs curriculum built around project-based and social-emotional learning to achieve outstanding results. The instructional model aims to achieve true understanding, not simply teaching for a test or to regurgitate facts. It incorporates service learning and gradually provides independence to children as they are ready to take some control over their personal learning experience. While I do not have an education background or direct familiarity with the specific curriculum employed, as a parent and community member, I value the expertise of others more informed in making those important decisions for the most appropriate curriculum to use to achieve the mission and vision of CWC. From my own educational experience, I can see how the methods described above have impacted me personally to become a life-long learner.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school is one that is not only performing well on paper, but where students and parents are comfortable and feel connected to the community. The board will work hard to ensure academic achievement goals are met, but also that the community surrounding the school is engaged. Specifically, the board will review and analyze data regarding student performance and will participate in community feedback sessions to understand the concerns of parents and students that it should be addressing. The board will work closely with the Executive Director and the Principals and Teachers to identify opportunities for improvement in its formative years to establish a school culture that reflects the CWC and Midtown Kansas City community values.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Yes. We have worked closely with Jacob Litrell and his wife Kristin through the MCSI group to produce the RFP and work to bring CWC to Kansas City. We also are neighbors and friends with Luke Norris and his wife Traci, whom we have known since 2006 when we both moved onto the same block and lived two houses away from each other.

13. Do you or your spouse have a pre - existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No. Although I have met Kristin Droege a few times in the process of becoming a board member, I have had no prior relationship with her before the past few months.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: CWC Kansas City will be part of the national CWC School network. As part of the MCSI group, we have formed relationships with the staff of CWC Schools, including Andrea Arroyo, Krupa Desai, and Kriste Dragon, over the past year. However, prior to the RFP process, we did not know any of these individuals.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: No.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No. It is my understanding that neither I, nor anyone from my law firm, can represent the board while I am a board member. As such, there is no business conflict or potential business conflict based on my current professional affiliation with a law firm since we do not currently, nor do we intend to represent CWC or CWCKC.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.)

Response: I would address the issue directly by requesting that the board discuss the transactions involved in the supposed self-dealing and obtain a full understanding of the potential benefits of the arrangement. I would likely advise the board to obtain the advice of legal counsel before and during this conversation. Should the other members of the board agree that self-dealing has occurred, I would move that the person be removed from the board and aim to accomplish it with consensus of the other board members.

Brett Hembree

Work Experience

Teach For America **New York, NY/Kansas City, MO**

Managing Director, Admissions Research and Evaluation *June 2010-Present*

- Responsible for hiring, managing, and developing a four-person research and evaluation team.
- Creates and implements the admissions research agenda and sets the organization's selection criteria, accepting 6,000 new teachers from a pool of 50,000 applicants. External researchers have noted the model as an exemplar in teacher selection.
- In 2013, led a qualitative and quantitative research study designed to make the admissions model more equitable for applicants, resulting in the most diverse corps in TFA history.
- Partners with teams across the organization to solicit their perspectives and garner support for various research and pilot projects.
- Disseminates research findings through internal memos, organization-wide meetings, and external presentations. Speaking engagements have included Teach for All (Sofia, Bulgaria) and Google's People Analytics Dept. Commended throughout for making complex research accessible to a wide audience.
- Collaborates with leading researchers at academic centers and universities to advance the TFA research agenda.
- Noted by colleagues for deeply valuing the perspectives of others and innate humility.

Director, Admission Research and Evaluation *June 2008 – May 2010*

- Hired as the organization's first Director of Admissions Research and Evaluation, with a mandate to "get the right people in the classroom" using TFA's significant admissions and teacher performance data.
- Implemented a research agenda whose findings were applied to the TFA selection model to better predict teacher performance.
- Managed elements of the organization's five admissions deadlines, including the reporting of real-time data and leading the quality control process.
- Promoted to Managing Director of Admissions Research and Evaluation and tasked with the build-out of an internal team of researchers and statisticians focused solely on admissions research.

Ewing Marion Kauffman Foundation **Kansas City, MO**

Graduate Intern: Research and Policy, Education *Summer 2007*

- Evaluated the effectiveness of various national and local education programs and crafted recommendations for funding, balancing Foundation goals with community need.
- Organized and led an effort to convene local TFA alumni to plan and assist in the development of a TFA site in Kansas City.

Paul Public Charter Junior High School **Washington, DC**

Teacher: 8th Grade General Science *August 2004 – June 2006*

- Moved 188 students from an initial 13% mastery level to an 88% average mastery level on forty-eight standardized science skills.
- Designed and led an advanced science curriculum for use during an accelerated Saturday School Program.

Teach for America **Washington, DC**

Corps Member/Learning Team Leader *May 2004 – June 2006*

- Selected as a Science Learning Team Leader, responsible for the professional development of first year science teachers in Washington, DC.
- Nominated for the Sue Lehmann Award, given to the most outstanding TFA corps member in the nation.

Education

Princeton University, Woodrow Wilson School of Public Affairs, Princeton, NJ
Master in Public Affairs, Domestic Policy, June 2008
Focus on Economics, Statistics, and Finance

Kansas State University, Manhattan, KS
Bachelor of Science, Biology, December 2003
Summa Cum Laude
Selected as Division of Biology's "Most Promising Undergraduate"

Computer Skills

Extensive use of Windows and Macintosh Applications: Stata, SPSS, Microsoft Word, Excel, Access, PowerPoint, and web-based content management systems.

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Brett Hembree

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I affirm that this is true.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I was connected to Citizens of the World through my alumni contact at Teach For America. She mentioned that the school would be founding a board soon and suggested that I might make a strong candidate. After multiple conversations with various people from the organization, we decided that it was a strong fit.

4. Explain why you would like to serve on the board.

Response: The mission of Citizens of the World is deeply personal to me. On the surface alone, education has been at the foundation of all of the work that I have done, from my role as a teacher, to my role in education policy research, to my current role researching teacher quality issues for a national non-profit. I deeply believe in the power of education to provide choices and opportunities that would otherwise not be available. On a deeper level, the mission of CWC to create true citizens of the world through (in part) an integrated school model reflects my experience as a student growing up in very diverse public schools. Due to this, I emerged a different person than I would have had I attended the more homogeneous schools of many of my peers and I am excited to play a role in expanding the diversity of schools in Kansas City.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served on a board before. However, I believe my experience in analyzing data, evaluating results, and making recommendations would be valuable and allow me to have a strong and positive impact on the running of the school.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: I see the role of a board not as the key decision maker or as an entity that should always be deeply involved in the details. Rather, I see the board as an entity that thinks about the broad health of the organization and whether it is actually on a path to realize its vision. While we are there at some level to hold the executive director accountable for outcomes, we are also there to encourage and aid her development and push her to consider new and broader perspectives.

7. What relevant knowledge and experience will you bring to the board?

Response: As noted above, my entire career has been devoted to education and expanding educational opportunities. I have experience as a teacher in a charter school, researching education policy, and researching issues related to teacher quality for a national non-profit. On the skills side of things, my expertise lies in strategy and data. I have a great deal of experience in thinking through the strategic planning process, developing metrics that can be used to assess progress, and making strategic shifts and adjustments based on data.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: At the end of the first year, the classrooms will be full, the students will be learning and joyous, the teachers will be bought into the philosophy and culture of the school, and we will be on a path toward the vision of developing true citizens of the world. There will, of course, be some clear metrics and goals that we will be pushing towards (and evaluating ourselves against), but the true test will be to walk into the schools interact with teachers and students, and see the mission of the school unfolding. In four years, the schools will likely be more established, but they should look and feel the same. Of course, we will have more metrics and goals to measure ourselves against to ensure that we are fulfilling the vision of the school. I expect the school to be one of the top performing charter schools in the area and in the state.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: Citizens of the World believes in educating the whole child, emphasizing both rigorous academic instruction and social-emotional development. The organization believes strongly that an integrated school environment is deeply important in preparing students for the global society they will enter. Additionally, CWC sees the schools as community hubs that should truly reflect and embrace the diversity of the community.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: The three philosophical foundations of the school are understanding, connections, and diversity. In "understanding," CWC seeks to not only build knowledge in students, but to provide opportunities for students to be able to apply knowledge to multiple situations. Additionally, CWC is heavily influenced by constructivism, which suggests that students can only construct their understanding through the lens of their current understanding. "Connections" is founded in the belief that we are stronger as members of communities and when we connect with others. CWC works to build this through their emphasis on social-emotional learning. "Diversity" is the belief that these communities and connections are strongest when they are complete with diverse perspectives and backgrounds. It is only through diversity that we can prepare students to thrive in the pluralistic society they will soon join.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: As noted above, a successful school would be one in which the classrooms will be full, the students will be learning and joyous, the teachers will be bought into the philosophy and culture of the school, and we will be on a path toward the vision of developing true citizens of the world. As board members, we will need to put this vision down on paper, complete with a strategic plan and metrics that we will monitor along the way to ensure we are on the right path towards our vision.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: No, I did not know any of the other board members previously.

13. Do you or your spouse have a pre - existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: I am currently employed by Teach for America. Teach for America - Kansas City (TFA-KC) submitted a letter of support for this application (I was not involved the drafting or submission of that letter); however, no discussions of future business with TFA-KC have taken place.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: CWC Kansas City will be part of the CWC Schools network and there is a licensing and affiliation agreement detailing the scope of the services between the two non-profit organizations (as detailed in Section B.7.2 of the charter application). Prior to my conversations about joining the board, I did not know anyone at CWC.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: No.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I believe the best course of action would be to make things as transparent as possible. Call out what I believe to be the conflict of interest, discuss it with the person specifically to get more information, and bring the issue to the full board for discussion. The whistleblower policy of the Board is clear and I would feel it is my duty to bring the situation to the fully board (and others, as necessary).

VITA

JOY J. VANN-HAMILTON

EDUCATION:

Ph.D.	Andrews University, Berrien Springs, MI (Curriculum and Instruction)
MBA	University of Notre Dame, Notre Dame, IN
B.A. Psychology	Wichita State University, Wichita, KS

RESEARCH INTERESTS: Student Engagement, Multicultural Science Education, S.T.E.M. Education, Instructional Technology

PROFESSIONAL EXPERIENCE:

5/23/14 – Current

CEO: Cum Laude Educational Consultants, LLC
Lee's Summit, MO

- Provide varied educational and organizational development consulting services for prek-16, non-profits, and companies.

9/21/12 - 5/23/14

Academic Dean: ITT Technical Institute
Kansas City, MO

- Managed Academic Affairs and Student Support Services.

6/1/08 – 3/11/11

Academic Regional Dean: Vatterott College
St. Louis, MO

- Provided multi-site oversight of Academic Affairs and Student Support Services.

10/12/07–12/01/08

Principal Investigator, NSF Project: Go-The-Distance Multimedia, Lee's Summit, MO

- Led effort seeking a grant for a national STEM (science, technology, engineering, mathematics) program.

9/05/06 – 10/5/07

Vice-President, Program Operations: Kauffman Scholars, Inc., Kansas City, MO

- Responsible for academic enrichment academies, staffing, and involved in student, parent and community engagement and volunteer oversight.

10/01/01 – 8/31/06

Provost Assistant & Director, Faculty Learning Communities: University of Notre Dame, Notre Dame, IN

- Shared oversight of academic affairs -- institutional effectiveness, strategic planning, faculty hires and tenure processes. Managed program and grant for Faculty Learning Communities.

7/01/91- 9/28/01 Director, Minority Engineering Programs:
University of Notre Dame, Notre Dame, IN

- Developed and directed college and pre-college engineering programs impacting retention, graduation and access.

TEACHING EXPERIENCE:

2014 - Current	Certified Teaching Substitute, State of Missouri - lead instructor and paraprofessional support for pre-k to middle school students.
2011 - Current	Curriculum Developer and Instructor, Seeing Yourself in Science - S.T.E.M. education programs for pre-k-12 youths.
2004	Graduate Teaching Assistant, Andrews University - Systems Concepts and Change, EDCI 620
2001 - 1993	Curriculum Developer and Co-Instructor, University of Notre Dame - pre-college engineering program for middle school students delivered via two-way interactive technology
1997 - 1999	Course Developer and Co-Instructor, University of Notre Dame, MTXE 403B - academic excellence course for engineering students

SCHOLARSHIP

Papers, Presentations and Publications:

Vann-Hamilton, J. (2015). Under-represented Students' Engagement in Science Learning: A Non-Equivalent Control-Group Design.

Vann-Hamilton, J. (2005). Developing an Online Course: Valuable Lessons Learned. Andrews University, TLC Conference, Berrien Springs, MI.

Vann-Hamilton, J. (2004). The 3rd Year's the Charm: FLCs at Notre Dame Get Momentum and Look to the Future. Second International Lilly Faculty Learning Communities Conference, Miami, OH.

Vann-Hamilton, J. (2003). From 0 to 6 in 3 Years: Determining Positive Environments for Initiating FLCs. International Faculty Learning Communities Conference, California Poly Technical Institute, Pomona, CA.

Vann-Hamilton, J. (2003). Developing a Multicultural and Multimedia Engineering Curriculum. Andrews University, TLC Conference, Berrien Springs, MI.

Vann-Hamilton, J. (1994). Delivering Pre-College Engineering Programming Via Two-Way Interactive Video Technology: The Notre Dame Model. National Association of Minority Engineering Program Administrators national conference, Atlanta, GA.

Vann-Hamilton, J. (1995). The Young African-American Woman and Self-Esteem. Kansas East State Youth Conference, Topeka, KS - workshop presenter

Vann-Hamilton, J. (1995). Do The Right Thing. Fort Scott High School, Commencement Address, Fort Scott, KS.

General Publications:

Ameritech Pre-College Minority Engineering Program at Notre Dame Brochure - 1998

Ameritech Pre-College Minority Engineering Program at Notre Dame Guidebook - 1994

The Best Brochure of Minority Engineering Students, University of Notre Dame - 1994

AWARDS AND HONORS:

- Veda Lesher Endowed Scholarship, Andrews University
- University of Notre Dame Presidential Award
- Outstanding Young Alumni Award, Fort Scott Community College
- Pi Lambda Theta

COMMUNITY INVOLVEMENT:

- Centurions Leadership Program
- Greater KC Chamber of Commerce Early Childhood Education Quality and Assessment Subcommittee
- Citizens of the World Charter Schools Kansas City, Board of Directors
- Evangelistic Center International Ministries, Kansas City, KS., Board Member

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Dr. Joy Vann-Hamilton

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See resume attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I affirm that I will be and am older than 18 years of age as of January 1 of the year in which the proposed charter schools would open.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I was made aware of the charter school effort and the board opportunity by one of the individuals associated with the Midtown Community School Initiative. (See response to question 12.)

4. Explain why you would like to serve on the board.

Response: My interest in serving on the board reflects my passion and experience in education from pre-k to college. It also is an opportunity to provide meaningful service to fellow citizens in the Kansas City Metro. The opportunity also resonates with me as I enjoy on developing or helping to develop successful educational efforts from the ground up.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: Some of my experience serving on boards includes having served five years on the Early Childhood Development Center board at the University of Notre Dame; one year on the board of Serendipity Community Services, a non-profit serving the disenfranchised and ex-offenders; and currently serving on the non-profit board of Evangelistic Center International Ministries of Kansas City, Kansas.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: My understanding is that board members are to provide oversight and support to the executive director, school personnel, and families being served in accordance with the mission and charter of the schools. The role also involves advocating for and being an ambassador of the educational effort. There also is an obligation to attend to the on-going financial health of the schools.

7. What relevant knowledge and experience will you bring to the board?

Response: I have considerable knowledge and experience in education from pre-k to college related to curriculum and instruction, administration, and even fiscal management. I also think that my previous, non-profit, executive board training will enable me to quickly adapt to the expectations of the CWCKC board and to support other board members. In addition, I serve on the Early Childhood Education Initiative of the

Greater KC Chamber of Commerce as another opportunity to stay abreast of relevant issues related to early education.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: In the first year of the school, I expect the foundations of the educational mission - student diversity, academic rigor and community engagement to be evident with a relative degree of measureable (quantitative and qualitative) progress. After four years, I expect the same in terms of a focus on the educational mission and for there to be enrollment growth. Other expectations include substantive and measureable progress that meets or exceeds academic standards reflected in student achievement and high satisfaction among the families being served and the staff providing the education.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The stated mission and philosophy involve excellence in public education with an emphasis on understanding and connections within a diverse community. Based on this, my understanding of the educational philosophy is one of helping children become intellectually competent, authentic and compassionate individuals that are able to function effectively in an increasingly pluralistic and democratic society.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: I would describe the educational program as having an individualized learning emphasis integrated with a variety of instructional approaches undergirded by a constructivist theoretical framework. The various instructional approaches, aligned with the school's mission and philosophy, are key for effectively educating diverse learners.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: An essential characteristic of a successful school is education that respects diverse talent and ways of learning. Accordingly, a high-quality and diverse educational staff as well as the curriculum are key to realizing this. In addition, ample resources from facilities to technology are also important. Communication among stakeholders, as appropriate, also is important for school success. Based on the aforementioned, the steps for the board should be centered around championing the related core values to maintain a consistent foundation for school success.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Yes. I know Jacob Littrell. He and I are both members of the Centurions Leadership Program of the Greater KC Chamber of Commerce.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: Neither my spouse nor I have a pre-existing relationship with any people already identified as prospective school employees.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: Neither my spouse nor I know anyone that plans to do business with the school.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: There are no existing relationships with me or my spouse with any of the educational service provider personnel.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: I do not nor does my spouse have any direct or indirect ownership, employment, contractual or management interest in the educational service provider.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: I do not anticipate conducting any business with the educational service provider, the school, or both.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: I am not aware of or expect any conflicts of interest during the tenure of my board service.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I am a proponent of a proactive approach such as training to illustrate what would constitute self-dealing. It may be that board members are not clear on their boundaries versus any deliberate self-dealing. In addition, conducting board meetings in accordance with established policy and procedures such as the appropriate way for suggestions/recommendations to get on the agenda also would help to address the potential for self-dealing. Nevertheless, handling a self-dealing issue should be addressed by adherence to the processes and procedures governing the board.

Kaye L. Otten, Ph.D.

Education

Ph.D. University of Kansas
Major: Special Education
Specialization: Behavioral, Emotional, and Autism Spectrum Disorders
Date: December 2003
Dissertation Title: An Analysis of a Classwide Self-Monitoring Approach to Improve the Behavior of Elementary Students with Severe Emotional and Behavioral Disorders
Advisor: Richard Simpson

M.Ed. University of Nebraska-Lincoln
Major: Special Education
Specialization: Behavioral Disorders
Date: May 1999
Advisor: John Maag

B.A. University of Nebraska-Lincoln
Major: Home Economics
Specialization: Elementary Education & Human Development
Date: December 1992

Professional Certification

Missouri Career Teaching Certificate
- Mild/Moderate Cross Categorical K-12
- Early Childhood Education B-3
- Elementary Education 1-6

Nebraska Teaching Certificate:
- Elementary Education (K-8)
- Mild/Moderate Handicaps (K-9)
- Early Childhood Education (PK-3)
- Behavior Disorders (PK-12)

Nonviolent Crisis Intervention (The Crisis Prevention Institute)
- Master Associate Level Instructor

Professional Experience

2014-Present Assistant Professor of Special Eduction; University of Central Missouri
Warrensburg, MO

2005-2014 Behavior/Autism Specialist; Lee's Summit R-VII School District
Lee's Summit, MO

2006-2010 Founder and Co-Executive Director; Camp Encourage
Kansas City, MO

2003-2005 Director of Special Programs; Autism Asperger Resource Center
Kansas City, KS

2000-2003 Doctoral Fellow; University of Kansas Department of Special Education,

Lawrence, KS

1995-2000 Special Education Teacher (Behavior Disorders); Millard Public Schools; Omaha, NE

1994-1995 Grades 7/8 SPED Teacher (Multicategorical); Millard Public Schools Omaha, NE

1993-1994 Educational Therapist; St. Joseph's Mental Health Center, Omaha, NE

1992-1993 Third Grade Teacher; Alief Independent School District; Houston, TX

University Courses Taught

Nebraska Concordia University
EDUC 576-Behavior Disorders/Behavior Management (Summer 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014)

University of Central Missouri
EdSp 4360/4361 Behavioral Management Techniques and Practicum (Fall 2006, Spring 2007, Fall 2007, Fall 2013)

University of Kansas
SPED 631/731 Characteristics of Students Needing an Adaptive Curriculum (Spring 2004)

SPED 940 Behavior Management (Spring 2002)

St. Mary's College
ED 430 Educating Exceptional Children (Spring 2003)

Publications

Otten, K.L. (2013). Effective strategies to reduce the use of restraint and seclusion in schools. In Peterson, R.L., Ryan, J.B. & Rozalski, M. (Eds), *Physical Restraint and Seclusion in Schools.* Council for Exceptional Children

Otten, K.L. & Tuttle, J.L. (2010). *How to Reach and Teach Students with Challenging Behavior: Practical, Ready-to-Use Interventions that Work..* Jossey-Bass: San Francisco.

Otten, K.L. & Tuttle, J.L. (2005). *Special Connections: Behavior Plans- Classroom and Group Support.* www.specialconnections.ku.edu: University of Kansas.

Simpson, R.L., de Boer-Ott, S.R., Myles, B.S., Byrd, S.E., Ganz, J.B., Cook, K.T., Otten, K.L., Ben Arieh, J., Griswold, D., Kline, S.A., & Adams, L. (2004) *Interventions and Treatments for Children and Youth with Autism Spectrum Disorders.* Corwin Press: Thousand Oaks, CA

Simpson, R.L. & Otten, K.L. (2004) Structuring behavior management and building social competence. In D.B. Zager (Ed.), *Autism: Identification, Education, and Treatment (Third Edition).*

Otten, K.L. (2002) A review of Amy W. Wetherby and Barry M. Prizant's: Autism spectrum disorders: a transactional developmental perspective. *Focus on Autism and Other Developmental Disabilities, 17*(1), 55-56.

Awards/Grants

2002 PLT Research Grant, Phi Lamda Theta, International Honor Society in Education

($2000)

2002 Kansas State Department of Education Research Grant ($2000)

2000-2003 Leadership Stipend, University of Kansas, Department of Special Education ($66,000)

2002 Grace M. Phinney Graduate Scholarship

2001 Midwest Symposium for Leadership in Behavioral Disorders Scholarship ($1000)

1999-2000 National Council of Jewish Women Mini-Grant Team Recipient

1999-2000 Ezra Elementary PTO Grant Team Recipient

1995-1998 Millard Association Mini-Grant Team Recipient

Keynote Presentations

Otten, K.L. (2012). Reaching and teaching children with challenging behavior: It takes a team! Presented at the Missouri Council of Administrators of Special Education 7th Annual Winter Institute, Kansas City, MO.

Otten, K.L., Peterson, R.L., Ryan, J.B., Rozalski, M., Huff, B., Warder, R., George, M., & Geier, L. (2008). Restraint and seclusion. Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Invited Scholarly Presentations

Otten, K.L & Robbins, L.A. (2014). Strategies for success: Addressing executive functioning deficits in students with autism spectrum disorders. Presented at the MO-CASE 37th Annual Special Education Administrators' Conference. Osage Beach, MO.

Martin, S., Otten, K.L. & Patry, M.B. (2014). Implementing ABA Supports in a Missouri School District: A Partial Replication of the PATTAN Initiative. Presented at the National Autism Conference, State College, PA.

Otten, K.L. & Martin, S. (2013). Strategies for addressing the skill deficits of your students with significant social & emotional challenges. Presented at the Missouri Council of Administrators of Special Education Administrators' Conference, Fort Osage, MO.

Otten, K.L. (2012). Effective and efficient functional beahvioral assessments and behavior interventions plans. Presented to the Local Administrators of Special Education, Kansas City, MO.

Otten, K.L. (2012). Update on seclusion, isolation, and restraint policies and procedures and strategies to prevent them. Presented at the Missouri Autism Educators Network, Jefferson City, MO

Otten, K.L. & Martin, S. (2012) Addressing skills deficits for students at Tier 2 & Tier 3. Presented at the Missouri Council of Administrators of Special Education Winter Institute, Kansas City, MO.

Otten, K.L. & Matson, L. (2012). Effective strategies to reduce the use of restraint and seclusion in schools. Presented at The Council for Exceptional Children International Annual Convention and Expo, Denver, CO..

Request for Information From Prospective Charter School Board Members

CWC Kansas City Board Member: Dr. Kaye Otten

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I affirm this is true.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: A friend and colleague of mine lives in the Kansas City, Missouri School District and has a child who will be eligible to start Kindergarten in the fall of 2016 and a newborn. She has been exploring educational options for her children and became aware of Citizens of the World. Knowing that I had a passion for providing excellent education of all children, regardless of socioeconomic status, race or disability and being familiar with my advanced education and leadership skills in special education, she gave my name and contact information to Andrea Arroyo (from CWC Schools).

4. Explain why you would like to serve on the board.

Response: I am very passionate about the mission of Citizens of the World and believe that my unique experiences and skill set can contribute to fulfilling it. I care deeply about the Kansas City community and feel that Citizens of the World will greatly enhance the quality of life of its residents.

5. Have you previously served on a board of a school district or a not - for - profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I am the co-founder of Camp Encourage, an overnight camp for youth with autism spectrum disorders, and currently serve on its advisory board. I served for four years on the board of the Midwest Symposium for Leadership in Behavior Disorders which hosts an national conference for professionals who focus on working with children and youth with emotional and behavioral disorders, including teachers, psychologists, administrators, child care workers, teacher trainers, and researchers.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: The role of a public charter school board is to work closely together to provide general management of the organization such as overseeing the strategic planning, ensuring that legal requirements are met, ensuring fiduciary responsibility and advocating for the organization within the community and acting as a decision making public servant per Missouri statutes. It is also the board's role is to hire, supervise and evaluate the executive director who will be responsible for the day to day operations of the organization, but not to interfere or micromanage those daily activities.

7. What relevant knowledge and experience will you bring to the board?

Response: I have twenty-four years of experience as a general and special educator. I hold a doctorate in special education with an emphasis in behavioral, emotional, and autism spectrum disorders from the University of Kansas which has an exemplary special education program rated as one of the top two in the nation for many years. I have been a part of the Kansas City, Missouri community for twelve years. I am the co-author of the book *How to Reach and Teach Children with Challenging Behavior* and have given seminars on this topic nationally and internationally.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: At the end of its first year, CWC Kansas City will have a student body of Kindergarteners through 1st graders from diverse racial and socioeconomic backgrounds. Throughout the year, these students, their families, the educational staff and the board of directors will have developed positive relationships with each other based on a mutual respect of each others' uniqueness and what each individual brings to the Citizens of the World community to support and expand its mission of providing excellent education. I anticipate that these relationships will generate a great deal of palpable excitement and energy. Class sizes will be small and educational approaches will be individualized based on the needs of each of its students. After four years, my image is that the Citizens of the World school will have expanded to include students through the fifth grade and have a variety of creative educational programs underway, including cooperative projects with members of the larger Kansas City community.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The mission of the Citizens of the World Kansas City is "to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community." To me this means that CWC values the highest level of education for all individuals, regardless of race, socioeconomic status or disability. When conflicts arise, Citizens of the World believes in working through it with dignity and respect for all and is committed to lasting outcomes.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Citizens of the World's educational model focuses on individualized learning within a small class setting. The curriculum will be rigorous in the sense that each child will be challenged to meet THEIR full potential but there will not be a focus on normative measures of student achievement. In order words, students will not be compared to each other but rather will be evaluated based on their individual growth over time. The curriculum with be largely project based, requiring meaningful real life application of concepts within dynamic and creative learning activities rather than instruction that revolves around isolated rote memorization. Parental and community involvement will be a major focus of the educationally programming in order to bridge the worlds between school, home and societal involvement.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school not only teaches each of its students the academic skills but also the social and emotional skills they need to reach their full potential. Deficiency in social skills is the single best predictor of significant problems in adulthood including unemployment and underemployment. An important aspect of social skills instruction is modeling and teaching students to value and respect diversity and learn how to work respectfully and productively with others. Maximizing actual time spent successfully focusing on learning targets versus time spent on transitions, material preparation, etc. is essential for successful schools and this requires a safe and orderly environment. However, rather than this "order" looking like traditional schools

with students sitting quietly in rows, students in a successful school will be appropriately and actively participating in cooperative learning activities in observable ways that indicate they are fully engaged. In order to ensure that the school is successful, the board of education will need to work with the executive director and staff and research and implement the most appropriate and effective curriculums in addition to initial and ongoing professional development in order to meet these goals.

II. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: I do not know any of the other prospective board members.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: I do not have a pre-existing relationship with any people already identified as prospective school employees.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: I do not know anyone that plans to do business with the school.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

Response: CWC Kansas City will be part of the CWC network and there is a licensing and affiliation agreement detailing the scope of the services between the two non-profit organizations (as detailed in Section B.7.2 of the charter application). Prior to meetings and discussions with CWC Schools regarding board membership, I did not know anyone from the organization.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: I do not have any such direct or indirect relationship with CWC Schools.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: I do not.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: I do not foresee any potential ethical or legal conflicts of interest in the context of my service on the CWC Kansas City board.

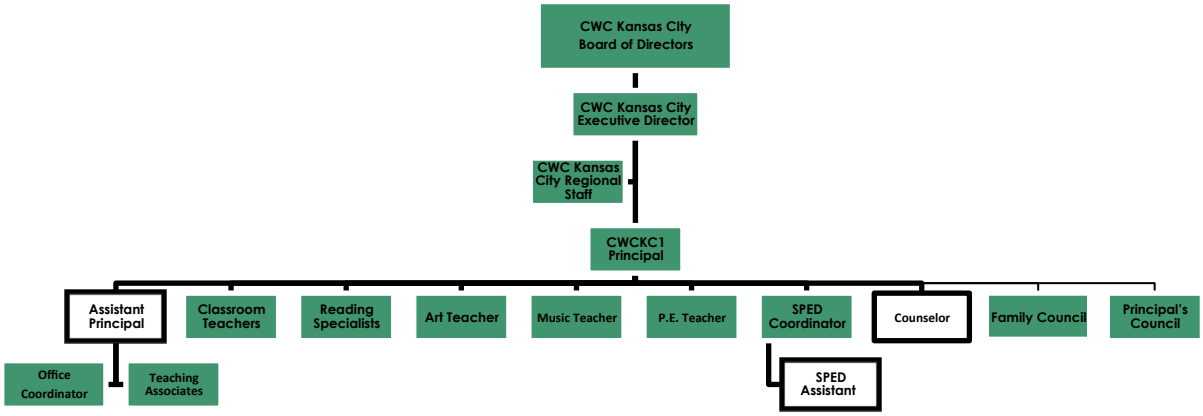
21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would discuss the matter respectfully with that individual(s) and bring the matter to the attention of other members of the CWC Kansas City board as soon as possible.

Appendix N – CWC Kansas City Organizational Chart

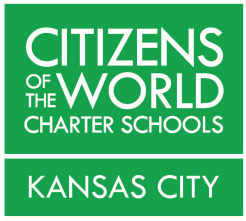
Appendix N – CWC Kansas City 2016-17 Organizational Chart

As presented in the chart below and in *B.3 Management and Operation*, the Executive Director will report to the Board. The principal will report to the Executive Director and the Board. The principal's council, family council, non-instructional staff and consultants, and instructional staff and consultants will report to the principal. With the hiring of an assistant principal in the third year onwards, the principal and assistant principal will meet at the beginning of the school year to determine who will oversee which staff members. These decisions will be based on the skill set and experiences of the principal and assistant principal, as well as on the individual teachers. Positions in the clear boxes below will be added after the first year of operation (as described in *B.4 Staffing and Human Resources)*.



Appendix O – CWC Kansas City Job Descriptions

Appendix O – Sample CWC Kansas City Job Descriptions



Mission
The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

CWC Purpose: Our purpose is to realize human potential by strengthening the bonds among us and developing true citizens of the world.

CWC Core Values

- **Excellence.** We demand lasting quality.
- **Diversity.** We are better and stronger because of our differences.
- **Authenticity.** We are our true selves in this work, and we are candid.
- **Community.** We care deeply about people. We share and build partnerships. We celebrate, laugh, and seek joy, even in the tough times.
- **Change.** We welcome the unknown, embracing the unexpected and new. We adapt to meet the ever-changing times. We find new ways.

CWC Operating Norms

- **We operate with generosity of spirit.** We assume the best. We strive to be empathetic and compassionate.
- **We operate with integrity.** We align our beliefs with our actions. We don't shoot elephants.[1]
- **We operate with humility.** We are respectful. We engage with an understanding that our experiences and perspectives are limited.
- **We operate with urgency and discipline.** We know we can't wait, yet we respect that change takes time, care and thought.
- **We operate as learners.** We encourage vulnerability, poising ourselves for development and growth.

[1] Shooting an Elephant, an essay by George Orwell, first published in the literary magazine *New Writing* in the autumn of 1936

- **We operate with curiosity.** We ask, "How? Why? Why not?" When facing challenges, we self-manage by turning to wonder.

- **We operate with the utmost professionalism.** We do what we say we are going to do, when we say we are going to do it.

Within this document are draft job descriptions for the following roles. Final job descriptions will be developed by the CWC Kansas City Executive Director:

- Executive Director
- Principal
- Office Coordinator
- Classroom Teacher
- Reading Specialist
- Art Teacher
- Music Teacher
- P.E. Teacher
- Kindergarten Teaching Associate
- Special Education Coordinator

CWC Kansas City will offer competitive salaries commensurate with experience, and a comprehensive benefits package. Criminal background checks and family care safety request checks will be required of all CWC Kansas City employees. All positions listed below will be employees of CWC Kansas City.

CWC Kansas City is an Equal Opportunity Employer and, as a school serving a diverse group of students, we work to reflect this diversity in our staff as well.

Executive Director

Responsibilities

Strategic Planning and Goal Setting

- Work with and report to the CWC Kansas City Board. Work with key funders and partners, and the school leadership team to hone the strategic vision and develop the implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage them; adapting as necessary given changes in internal and external environment.
- Ensure that the region has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.

Culture

Define and build a transformative school culture consistent with the CWC Kansas City's mission, core values, core purpose and operating norms. Ensure that the schools develop a school culture that includes student social-emotional learning and data-informed decision making.

Team Management and Development
Recruit, hire, manage, and develop the Regional Office Team and the school's leadership teams. Advise and supports Principals on hiring of other school-based instructional and operational leaders, and specialized support staff.

- Build a culture of relentless self-improvement and adaptive leadership among the entire school.
- Recruit and hire mission aligned, qualified instructional and operational staff.
- Implement CWC's performance management system for the regional office team and all school-based leaders.
- Address staff concerns urgently and with mission-aligned, student-focused responses.
- Ensure on-going design and implementation of staff professional development.

Community
Establish and maintain strong relationships with teachers, students, parents, community members, and staff at all CWC Kansas City schools.

- Serve as the public face of CWC Kansas City and increase awareness of CWC Kansas City's mission and vision.
- Develop a strong, engaged and active Board in close partnership with the Board chair.
- Ensure that all members of the school community are engaged and valued.
- Communicate the school's mission and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversee the development and implementation of varied forms of communication with CWC Kansas City families.
- Maintain positive relationships with Kansas City Public School District (KCPS), and charter school organizations, serving as an active leader in the charter community - learning from others and sharing CWC School's best practices.

Operations, Finances, and Compliance
Ensure compliant, effective, and efficient school-based operations that support an academically high-performing school environment.

- Manage and support regional operations staff and work closely with school operations staff.
- Report on activities, organizational development progress, and student achievement to the school's board, our Sponsor, DESE, CWC Schools, and other applicable state and federal reporting agencies.
- Work with the principals and Board finance committee to draft and monitor the school's budget and ensure daily financial and business activities are compliant with the school's fiscal policies and state regulations.
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any third party back-office service providers.

Staff and Reporting Relationships
The Executive Director shall formally report to the Board of CWC Kansas City. S/he will work closely with other stakeholders, including our Sponsor, CWC Schools, KCPS, DESE, and the U.S. Department of Education.

Qualifications
Candidates must have:

- A track record of leadership including at least five years of professional experience with success managing a high-performing, organization, division or project. Specific experience in a multi-site and/or start-up environment is preferred.
- A deep understanding of and commitment to the CWC Kansas City's mission and a demonstrated

commitment to ensuring high academic achievement for diverse student communities.

- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results.
- Experience developing meaningful relationships with diverse stakeholders.
- A track record of being able to strategize at a high level while also executing that strategy on the ground.
- A willingness to develop and secure resources through philanthropy and other funding opportunities, strategic partnerships, and mobilization of stakeholders.
- A background in education. More specifically, s/he will have experience leading a classroom, a high performing school or system of schools, and/or a successful nonprofit supporting schools or school reform efforts. Additionally, the ideal candidate may have experience as a senior leader in a public school district or a charter school network that has made significant academic gains.
- Bachelor's Degree from an accredited, four-year university with an advanced degree preferred (e.g. MBA, MPA, JD, MEd).
- Ability to communicate in writing and verbally in Spanish, strongly preferred.

Principal

Responsibilities

Academics and Instruction

Guide instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensure that all students are learning and that there are no gaps in student achievement among subgroups.

- Provide instructional leadership, coaching, and support to teachers who are working with a diverse student body.
- Ensure the use of a wide array of assessments that, together, reflect the mission of CWC Kansas City that also prepare students to excel on standardized measures.
- Use multiple sources of data to develop a plan for the ongoing improvement of student achievement.

Culture

Define and build a transformative school culture consistent with CWC Kansas City's core values, operating norms, and principles. The school's culture of achievement will rest on a foundation of social emotional learning and leadership development of students and adults.

Staff

The Principal will recruit, hire, manage, and develop the school's leadership, instructional team, operational, and support staff (the Executive Director will take the lead in this role prior to year 1).

- Build a culture of relentless self-improvement and adaptive leadership among the entire school.
- Recruit and hire mission aligned, qualified instructional and operational staff.
- Manage the staff performance review and compensation review processes.
- Address staff concerns urgently and with mission-aligned, student-focused responses.
- Ensure on-going design and implementation of staff professional development

Community

Establish and maintain strong relationships with teachers, students, parents, community members, and our partners at CWC Schools.

- Ensure that all members of the school community are engaged and valued.

- Communicate the school's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversee the development and implementation of varied forms of communication with families.
- Maintain positive relationships with our Sponsor, DESE, and charter organizations, serving as an active leader in the charter community - learning from others and sharing CWC Kansas City's best practices.

Operations, Finances, and Compliance
Ensure compliant, effective, and efficient school-based operations that support an academically high-performing school environment.

- Manage and support school operations staff.
- Report on activities, organizational development progress, and student achievement to the school's board, our Sponsor, and other applicable state and federal reporting agencies.
- Work with the Executive Director to draft and monitor the school's budget and ensure daily financial and business activities are compliant with the school's fiscal policies.
- Ensure school alignment and/or progress toward alignment with organizational goals for diversity.

Staff and Reporting Relationships
The Principal shall formally report to the Executive Director. S/he will work closely with other stakeholders, including the Board.

Qualifications
Candidates must have:

- A clear record of elevating student achievement in a academically, high-achieving classroom for at least two years, with a strong understanding of pedagogy that drives results *or* of exceptional leadership working with young people in urban communities.
- Master's degree or PhD in education.
- At least 5 years of relevant teaching experience, with demonstrated student results.
- Experience working in a mixed socio-economic school (SES), strongly preferred.
- Appropriate Missouri administrative credential.
- Excellent communications/interpersonal skills as well as a desire to collaborate with various different stakeholders to help develop a whole-school community in its early years.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.

Office Coordinator

Responsibilities

- Assisting the Principal, Assistant Principal (when hired) and Executive Director with all administrative functions of the school.
- Coordinating all routine clerical support for the school office including answering phones, communicating with parents, preparing and filing reports, etc.
- Minor first aid and discipline resolution for students in the main office.
- Supporting distribution, collection, retention and proper submission of wide variety of forms and reports, including personnel forms, attendance, grade and test reports, accidents, budgets, curriculum, special programs, employee time reporting, purchase orders, supply and equipment requisitions, student files, personnel files, etc.

- Working with Principal and regional staff on school lottery and enrollment, including intake of applications from prospective students, enrollment forms and registration.
- Ordering and purchasing supplies and vendor management.
- Assisting in the management of school lunch ordering, serving, tracking, reporting and billing process.
- Maintaining the school's Student Information System to ensure all student, staff, attendance and school info is current and up to date.
- Preparing correspondence, reports, bulletins, files, forms and memorandums.
- Customer service and point person for all parents, visitors, technicians, vendors, plant staff, etc. Management of confidential and sensitive student, family, staff and school information with the highest level of discretion and confidentiality.
- Serves as a member of the school's emergency and incident response team.
- Bilingual translation and communication with parents.

Staff and reporting relationships
The office coordinator will report to the Principal and/or Assistant Principal (when hired) of the school and work closely with the Executive Director.

Qualifications
The ideal candidate will have:

- Minimum of an AA degree.
- Minimum of two years experience in a similar position.
- Demonstrate skills with Microsoft Office Suite, including expertise in Excel and data management.
- Initiative to solve problems and follow through to complete each task and project.
- Experience working in fast paced educational environment, nonprofit or social enterprise.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Strong facilitation and group communication skills.
- Eagerness and maturity to collaborate and support fellow staff members.
- Be aligned with the education philosophy and the school's mission.

Classroom Teacher

Responsibilities

- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and also incorporate the multiple intelligences.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Creation of a strong classroom culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community.
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.

- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Staff and reporting relationships
The classroom teacher will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate with and mentor a teaching associate (in kindergarten).

Qualifications
The ideal candidate will have:

- A Bachelor's degree and Missouri teaching credential (required).
- Minimum of two years experience teaching in relevant elementary grades.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively mange and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

Reading Specialist

Responsibilities

- Plan and implement a reading & language arts integrated curriculum based upon the Missouri Learning Standards in the areas of language arts.
- Utilizing constructivist methods, create and maintain a reading group environment that supports learning.
- Identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Maintain effective and efficient record keeping procedures.
- Provide assessment data to the teachers and school leaders as requested in a timely manner.
- Collaborate with peers (other reading specialists, cluster, enrichment, special ed., volunteers) in order to enhance the instructional environment.
- Assume responsibility for meeting student performance goals & working with the faculty to meet CWC Kansas City's achievement goals.
- Co-teach with classroom teachers throughout other parts of the day supporting instruction across the curriculum.

Staff and reporting relationships
The reading specialist will report to the Principal and/or Assistant Principal (when hired) of the school.

Qualifications
The ideal candidate will have:

- Bachelor's Degree
- Lead reading specialists will ideally have experienced coordinating Title 1 and Response to Intervention services.
- Valid Missouri Teaching Credential (required).

- Familiarity working with small groups of students in tutoring environment and understanding of reading standards for grades K-5.
- An enthusiasm for curriculum development to support a young and growing school program.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

P.E. Teacher

Responsibilities

- Development of curriculum maps, lessons and units of study that meet or exceed requirements related to physical education in the Missouri Learning Standards.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data
- Creation of a strong culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.)
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Staff and reporting relationships

The P.E. teacher will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate with and mentor a teaching associate (in kindergarten).

Qualifications

The ideal candidate will have:

- A Bachelor's degree and Missouri teaching credential (required).
- Minimum of two years experience teaching in relevant elementary grades.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively mange and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

Art Teacher

Responsibilities

- Acquire significant skills in organizing and visually expressing ideas.
- Acquire critical, historical, and aesthetic concepts in the visual arts to understand regional, national, and world cultures.
- Develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment, including at home, in school, and in the community.
- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and also incorporate the multiple intelligences.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Creation of a strong classroom culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community.
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Staff and reporting relationships
The Art teacher will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate with and mentor a teaching associate (in kindergarten).

Qualifications
The ideal candidate will have:

- A Bachelor's degree and Missouri teaching credential (required).
- Minimum of two years experience teaching in relevant elementary grades.
- Experience a sequential balanced program of art instruction that includes the study of aesthetics, art criticism, art history, and art production.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively mange and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

Music Teacher

Responsibilities

- Lead students to acquire significant skills in musical concept, including reading and notating music, listening to and describing music and using music for creative expression.

- Develop students critical, historical, and aesthetic perceptions of music to understand regional, national, and world cultures.
- Develop the sensitivity, auditory discrimination, and judgment needed to enhance the musical environment, including at home, in school, and in the community.
- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and also incorporate the multiple intelligences.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Creation of a strong classroom culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community.
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Staff and reporting relationships
The Music teacher will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate with and mentor a teaching associate (in kindergarten).

Qualifications
The ideal candidate will have:

- A Bachelor's degree and Missouri teaching credential (required).
- Minimum of two years experience teaching in relevant elementary grades.
- Experience building a sequential balanced program of music instruction that includes the study of sounds and notes, rhythm, music history, and vocal/musical performance.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively mange and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

Kindergarten Teaching Associate:

Responsibilities

- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs.

Support the creation of a strong classroom culture that is developed through CWC's social emotional learning focus, and contributes to the broader school community.

- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- As coordinated and led by the Lead Teacher, maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Staff and reporting relationships

The teaching associate will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate with and be mentored by classroom teachers and other staff at the school as assigned by the Principal.

Qualifications

The ideal candidate will have:

- Some experience teaching in relevant elementary grades, or other high-quality educational settings.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively manage and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Comply with the paraprofessional highly qualified requirements of No Child Left Behind (NCLB).
- Ability to communicate in writing and verbally in Spanish, strongly preferred.

Special Education Coordinator

Responsibilities

- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and also incorporate the multiple intelligences.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.
- Monitoring and implementing School's compliance with student Individual Education Plans (IEP), maintaining active and up to date records.
- Monitoring and implementation of the School's Special Education Program, which includes compliant timely response to parent inquiries, student assessment, and reporting.

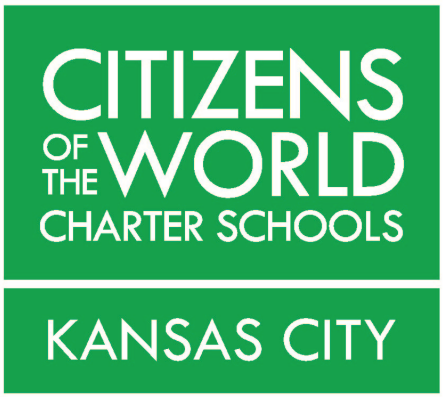
- Support and lead the convening of the Student Support (Success) Teams, providing clear agendas, goals, and documentation of each meeting.
- Conferences with teachers, school leaders, and other instructional personnel, external educational agencies, to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP.
- Overseeing and implementing the School's Response to Intervention program and monitoring and documenting school-wide, including classroom progress toward goals.

Staff and reporting relationships
The Special Education Coordinator will report to the Principal and/or Assistant Principal (when hired) of the school. S/he will collaborate closely with classroom teachers and the reading specialists.

Qualifications
The ideal candidate will have:

- Minimum a bachelors degree and a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate and will be Highly Qualified based on No Child Left Behind.
- Minimum of two years experience teaching in relevant elementary grades.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively mange and instruct both small and large groups of students.
- Knowledge of and experience with SPED related computer programs to document services, notes, write IEP's and run all necessary reports.
- Knowledge of or ability to learn and track on-going all compliance oriented SPED timelines, procedures, and processes.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change.
- Ability to communicate in writing and verbally in Spanish, strongly preferred.
- Experience working with diverse populations, including English language learners and students with special needs.

Appendix P – CWC Kansas City Draft Staff Handbook



Draft Employee Handbook

EMPLOYEE ACKNOWLEDGMENT OF RECEIPT OF CWC KANSAS CITY EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the CWC Kansas City Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

I understand that I will also receive a copy of the CWC Kansas City Family Handbook and am expected to read the Handbook and work with the community to uphold the policies, practices and commitments within.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

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Disclaimers
This Handbook is designed to provide Citizens of the World Charters Kansas City (hereinafter referred to as "CWC Kansas City" or the "School") employees an overview of some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

We reserve full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CWC Kansas City also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification must be in writing.

This Handbook is the property of CWC Kansas City, and it is intended for personal use and reference by it's employees. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Principal. This will provide the Principal with a record that each employee has received this Handbook.

About Citizens of the World Kansas City
Citizens of the World Kansas City ("CWC Kansas City"), a 501(c)(3) not-for-profit organization registered with the State of Missouri, will hold the charter and be responsible for governing our network of schools. Upon approval of this application by the Missouri State Board of Education, CWC Kansas City will act as a Local Education Agency (LEA).

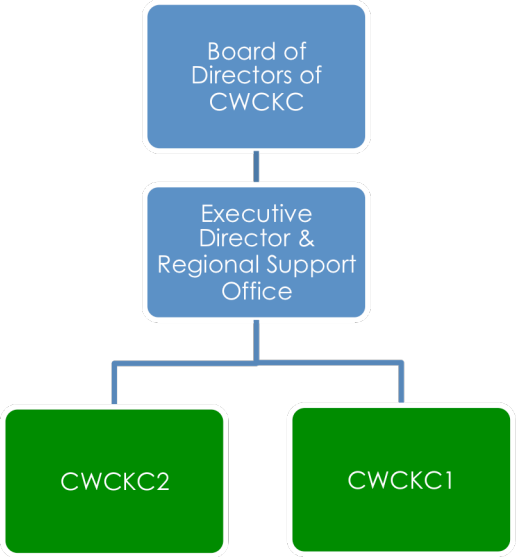
Citizens of the World Charter Schools
CWC Schools network is a nonprofit organization that 1) enables individual CWC schools to access national resources and knowledge to supplement their good work, and 2) ensures that while nearly all decisions affecting students are made at the local CWC school-level, all schools adhere to fundamental CWC values: all students performing at high levels, children of all backgrounds learning together, and community building.

The CWC network collaborates with Citizens of the World Los Angeles, Citizens of the World New York, and Citizens of the World Kansas City, to ensure that each CWC School reflects its communities, parents, students and teachers. Significant decision-making occurs at the school level, like curriculum, staffing, budgeting, school and classroom materials, and professional development. As a result, each Citizens of the World school may look different because it reflects the values of its communities, parents, students and teachers.

Organizational Structure
CWC Kansas City principals report to the CWC Kansas City Executive Director (ED), and the ED reports to the regional board. CWC schools are accountable to the regional board. The Board of Directors of CWC Kansas City is responsible for the financial health and academic achievement of each school within the region.

Each CWC School has significant autonomy to make decisions regarding curriculum, staffing, materials and professional development. The schools, the regions and the network all remain directly accountable to the public through official charter authorizing.

Organizational Structure



Mission
The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

CWC Purpose: Our purpose is to realize human potential by strengthening the bonds among us and developing true citizens of the world.

CWC Core Values

- **Excellence.** We demand lasting quality.
- **Diversity.** We are better and stronger because of our differences.
- **Authenticity.** We are our true selves in this work, and we are candid.
- **Community.** We care deeply about people. We share and build partnerships. We celebrate, laugh, and seek joy, even in the tough times.
- **Change .** We welcome the unknown, embracing the unexpected and new. We adapt to meet the ever-changing times. We find new ways.

CWC Operating Norms

- **We operate with generosity of spirit.** We assume the best. We strive to be empathetic and compassionate.
- **We operate with integrity.** We align our beliefs with our actions. We don't shoot elephants.[1]
- **We operate with humility.** We are respectful. We engage with an understanding that our experiences and perspectives are limited.

[1] Shooting an Elephant, an essay by George Orwell, first published in the literary magazine *New Writing* in the autumn of 1936

- **We operate with urgency and discipline.** We know we can't wait, yet we respect that change takes time, care and thought.

- **We operate as learners.** We encourage vulnerability, poising ourselves for development and growth.

- **We operate with curiosity.** We ask, "How? Why? Why not?" When facing challenges, we self-manage by turning to wonder.

- **We operate with the utmost professionalism.** We do what we say we are going to do, when we say we are going to do it.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

CWC Kansas City is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. CWC Kansas City then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. CWC Kansas City will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting
All school employees are required by Missouri state law and school policy to report any suspected child abuse. CWC Kansas City is required by law to report to Child Protective Services or the police department with jurisdiction any suspected non-accidental injury, sexual molestation, abuse, or neglect.

Staff and Student Interaction Policy
CWC Kansas City recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of *permitted* actions (not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of *prohibited* actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior
This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and

unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Protocol for Atypical Student Incidents
In the event of an atypical urgent or serious accident involving a student (i.e. bodily fluids), staff must communicate with administration (principal or admin designee) if intending to do anything that is not standard procedure.

This is a non-negotiable protocol and failure to do so will result in employee discipline.

All school sites have spare clean clothes in the office for any student who has an accident. The protocol is to first notify the child's parent or guardian and then escort the student to the restroom. In the restroom, the student will use wipes to independently clean themselves, change into clean clothes, and place their dirty clothes in a sealable plastic bag or other suitable container.

In extreme instances, if students require assistance in the bathroom, ensure there is an additional staff member with you at all times. Notify the co-location principal of this situation, via the office staff. Ensure the student restroom is empty before one staff member accompanies the student into the bathroom, while the other adult ensures no other child enters the restroom, and still has a clear view of the child and adult who is assisting.

It is also advisable in these situations to consult with the principal of our co-location school to ask if the co-location nurse's office is available to use. Again, before all of this, administration should be consulted if the incident is serious or unusual.

Duty to Report Suspected Misconduct
When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff and Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Allowing students in your home.

Cautionary Staff/Student Behaviors
These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your Executive Director about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment
CWC Kansas City is committed to providing a work and educational atmosphere that is free of unlawful harassment. CWC Kansas City's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. CWC Kansas City will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. CWC Kansas City will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment
- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment
In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

CWC Kansas City is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

- The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

CWC Kansas City will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Whistleblower Policy
CWC Kansas City requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Smoke and Drug-Free Workplace
CWC Kansas City is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises is prohibited and will result in disciplinary action up to and including termination.

All CWC Kansas City properties are smoke free, smoking of any kind, including electronic cigarettes, is prohibited.

Confidential Information
Information about CWC Kansas City, its employees, students, families, suppliers, and vendors is to be kept confidential and divulged only to individuals within CWC Kansas City with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with the Principal and Executive Director.

All records and files maintained by CWC Kansas City are confidential and remain the property of CWC Kansas City. Records and files are not to be disclosed to any outside party without the express permission of the Principal and/or Executive Director. Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information on

students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding CWC Kansas City's operations. Confidential information may not be removed from CWC Kansas City premises without express authorization.

As CWC Kansas City was chartered to serve a diverse socio-economic population, special care needs to be given to safeguarding the identity of the economically disadvantaged students we serve. Every precaution should be taken to ensure that information identifying a student as eligible for the Federal Free & Reduced Lunch program is kept confidential at all times, and only those staff members with a legitimate need to know should be provided with this information.

In addition, as a school that serves students with special needs, extraordinary care must also be taken to ensure the confidentiality of all information related to the assessment for, or provision of, special education services. Access to Individual Educational Plans (IEPs) is on a strict need-to-know basis and any staff accessing a student's IEP must, in accordance with state policy, sign the IEP folder in and out and ensure its confidentiality while in his/her possession. Parents, volunteers, Board Members and staff that do not have a need to know this information are prohibited from accessing this information under any circumstances.

Lastly, student records are not to be shared with/accessed by anyone other than authorized school staff members with the obvious exception of the student's parents/legal guardians. Parent volunteers working in the school office are not allowed to access individual student records for any reason.

Confidential information obtained during or through employment with CWC Kansas City may not be used or disclosed by an employee, except as job-related. Employees must also maintain the confidentiality, use or disclosure of confidential information at all times following termination of employment. CWC Kansas City reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of CWC Kansas City's confidentiality policies and failure to adhere to the confidentiality procedures of the school may be the grounds for immediate termination.

Conflicts of Interest
All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations that may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to their Principal and/or supervisor. The supervisor will notify the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

THE WORKPLACE

Work Schedule
CWC Kansas City's hours of operation are 7:30 a.m. – 6 p.m. and office hours are typically 8:15 a.m. - 4:30 p.m., Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Staff members will be assigned a work schedule. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

In order to accommodate the needs of the school, it may be necessary to change individual work schedules on either a short-term or long-term basis.

To modify one's schedule, employees should meet with either their supervisor, in most cases their Principal to request the change. All schedule changes or modifications must be approved by the immediate supervisor and/or Principal, in some cases, additional approval of the Executive Director, may be required.

Professional Development
CWC Kansas City provides its employees appropriate Professional Development (PD) days to meet together as a site-specific group. These PD days take place prior to the start of the school year at the summer institute, and then throughout the school year as prescribed by the school's leadership. PD days are designated as time to work together with your cohorts collaborating on academic planning, receiving outside training from private consultants, sharing strategies to improve the quality of instruction, developing schedules and plans, working with Principals and Assistant Principals, providing feedback and working collectively as a staff. The Professional Development schedule is determined before the school year begins and is available at your school.

School Functions
In addition to your daily teaching schedule and weekly professional development, employees are expected to participate in the following events throughout the year:

Kinder Gentle Beginnings (Fall)
Back to School Night (Fall)
Exhibition Nights (2) (Winter and late Spring)
Spring concert (Late Spring)
Spring Gala Fundraiser (Spring)
Parent Teacher Conferences (2) (Fall, Spring)

The annual schedule for these events are site specific and will be communicated by your school's leadership team and/or principal.

Meal Periods
Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday, except in the case of inclement weather or other emergencies when staff shortages exist as determined by the site principal or designee. The employee's direct supervisor at CWC Kansas City should be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during rest periods and do not take more than ten (10) minutes for each rest period. Employees may leave the premises during the meal period.

Attendance and Tardiness
All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to call, text and email the office and your supervisor as soon as possible (ideally at least two (2) hours but not less than thirty (30) minutes before the start of the work day) and arrange coverage for your responsibilities. If you are absent from work longer than one day, you are expected to keep your supervisor, who is, in most cases, the Principal, sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying your supervisor will be considered a voluntary resignation from employment.

Missed Days/Arrangement for Substitutes
On occasion, employees become ill and cannot come to work. To prepare for these occasions, teachers and After School Program (ASP) employees are to prepare an substitute packet. This packet is to include the following:

- A welcome/overview letter for the substitute
- Instruction on how to take attendance and basic classroom procedures
- Schedule of activities for three days
- Copies of worksheets/assignments for each day

All teachers and ASP program staff should then take steps to arrange for substitute coverage by:

Contacting one's Teaching Associate (TA) to request coverage;

If, for any reason, your TA cannot cover the class, call another CWC Kansas City TA qualified to substitute;

If no TA is available to cover, contact a member of CWC Kansas City's approved list of substitutes or Teachers on Reserve to secure a substitute; and

Email and call in to the school office (the Principal/AP and Office Coordinator). Employees are asked to contact school as soon as they are aware that they are unable to report to work. CWC Kansas City requests that employees provide at least two (2) hours' notice except in extraordinary circumstance and to arrange for a substitute for the day.

Upon returning to work after an absence for any reason, other than a pre-approved vacation or personal day, all employees must complete an absence form and turn it in to the Principal by the end of the workday on which the employee returns and note it on the employee's attendance log. If an employee is absent for medical reasons for more than five (5) working days, the employee must, immediately upon his or her intended day of return to work, provide the Principal with a physician's statement certifying that the employee is fit to return to duty.

Time Cards/Records

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Company Property

All desks, workstations and computers and equipment are CWC Kansas City property. Depending on the employee's job duties, CWC Kansas City may issue an employee property to assist in his or her work, such as a company credit card, keys, remote controls, textbooks, and/or other learning materials. The employee is fully responsible for any CWC Kansas City property issued.

CWC Kansas City reserves the right to inspect desks, cabinets and other work areas, as well as any contents, effects or articles that are in desks. Such inspection can occur at any time, with or without advance notice or consent.

Terminated employees should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of the employee's termination.

We aim to create a clean, organized school environment, all bathrooms, classrooms and hallways are the responsibility of us all, please be sure to clean-up after yourselves and to encourage your students to do the same. In addition, all classrooms and work areas are considered shared, some of the employees do not have dedicated space (enrichment, ASP, etc.) please do your best to share available classroom and storage space.

TECHNOLOGY

CWC Kansas City utilizes various forms of technology resources in conducting its business. "Technology resources" refers to all electronic devices and systems, software, and means of electronic communication including, but not limited to, the following: personal computers and workstations; laptop computers; mini and mainframe computers; computer hardware such as disk drives; peripheral equipment such as printers, modems, scanners, fax machines, and copiers; computer software applications and associated files and data, including software that grants access to external services, such as the Internet; telephones; voicemail systems; electronic-mail systems; portable computer devices; cellular telephones; pagers; personal digital assistants (sometimes referred to as Pads); personal organizers and other electronic wireless communication devices; digital cameras; and video recorders. CWC Kansas City's technology resources are CWC Kansas City's property and there are special rules that apply to the technology resources as set forth below.

Depending on the employee's job duties, CWC Kansas City may provide an employee with access to some or all of its technology resources or issue an employee a technology resource to use for business purposes. Only employees whose job performance will benefit from the use of CWC Kansas City 's technology resources will be given access to or issued technology resources.

Employees who use CWC Kansas City's technology resources must do so responsibly and are required to comply with all state and federal laws, the policies of CWC Kansas City, and with normal standards of professional and personal courtesy and conduct. Racist, sexist, harassing or threatening language is strictly prohibited.

For example, there is to be no viewing, transmitting, downloading, sharing, use or printing of sexually-explicit images, messages, or cartoons; or any viewing, transmitting, downloading, sharing, use or printing of materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images; or anything that may be construed as harassment or disparagement of others based on their race, national origin, ancestry, sex, gender identity, pregnancy, sexual orientation, marital status, age, physical or mental disability, genetic information, medical condition, religious beliefs, family care or medical leave status, veteran status or any other characteristic protected by federal, state or local laws.

In addition, employees also are prohibited from using CWC Kansas City's technology resources for gambling.

Employees must not use the technology resources to copy, retrieve, forward or send copyrighted materials unless the employee has the author's permission or is accessing a single copy only for the employee's reference.

Personal Use of Company Property and Technology Resources

CWC Kansas City 's company property and technology resources are to be used by employees for the purpose of CWC Kansas City business. This policy does not prohibit limited use of a personal or social nature on the employee's non-work time, providing such use does not violate any of CWC Kansas City's policies or detract from the employee's performance of his or her job duties. CWC Kansas City reserves the right to determine when personal use of technology resources or property is excessive or improper, and may require reimbursement from an employee and/or discipline the employee when the employee has used the resources or property excessively or improperly.

CWC Kansas City Right to Access and Inspect Company Property and Technology Resources

CWC Kansas City reserves the right to inspect all CWC Kansas City property, including but not limited to desks, workstations, cabinets, drawers, and closets, as well as any contents, effects, or articles in CWC Kansas City property. Such inspection can occur at any time, with or without advance notice or consent.

In addition, CWC Kansas City specifically reserves the right to access, monitor and inspect the contents of, and data stored in, all of its technology resources at any time for any reason, in its sole discretion. Employees should understand that they have no right of privacy with respect to any messages or information created, maintained, received or stored on CWC Kansas City 's technology resources, even if those devices require a personal password to use or access or if the information has been deleted. All email, text and voicemail messages sent and received, including personal messages, all Internet sites visited, and all data and information stored on CWC Kansas City 's technology resources may be accessed, monitored and inspected by CWC Kansas City and are CWC Kansas City property, regardless of content. Any employee who chooses to use a CWC Kansas City technology resource for personal use does so with the express notice that CWC Kansas City has the right to access, monitor and inspect all information on the device, including but not limited to reviewing any personal voicemails, email messages, text messages, images, video or other personal information stored on the device. CWC Kansas City may conduct this inspection by reviewing the contents of the technology resources or by

obtaining and reviewing records maintained by a third-party that supplies services to CWC Kansas City pertaining to the technology resources.

CWC Kansas City reserves the right to advise appropriate legal authorities of any incident where it reasonably believes an employee violated the law.

Cellular Phone Use and Electronic Wireless Communication Policy
Because of their job responsibilities, some CWC Kansas City employees may be assigned cellular phones or electronic communication devices ("ECDs") by CWC Kansas City.

CWC Kansas City cellular phones and ECDs are CWC Kansas City property and are to be used by employees for the purpose of CWC Kansas City business. This policy does not prohibit limited use of the cellular phones or ECDs for personal use during the employee's non-work time, provided such use does not violate any of CWC Kansas City's guidelines and practices or detract from the employee's performance of his or her job duties. Frequent use of CWC Kansas City's cellular phone or ECDs for personal calls during work time or during non-work time is a violation of this policy. CWC Kansas City reserves the right to determine when personal use of the cellular phone or ECDs is excessive or improper, and may require reimbursement from an employee and/or discipline the employee when the employee has used his or her CWC Kansas City cellular phone and/or ECDs excessively or improperly.

As set forth in more detail above, CWC Kansas City has the right to inspect information and data stored on CWC Kansas City-issued cellular phone and ECDs, such as incoming and outgoing call history records, text messages, voicemail messages, images and videos. To the extent allowed by law, CWC Kansas City also reserves the right to inspect other information about an employee's use of CWC Kansas City-issued cellular telephone and/or ECDs that is available through the network provider's records. CWC Kansas City reserves the right to rescind cellular phone or ECDs privileges at any time and for any reason.

In addition, CWC Kansas City requires employees to safely use cellular phones while driving during work hours, regardless of whether they are personal or CWC Kansas City-issued cellular phones. Employees who use handheld cellular phones must refrain from making or receiving business calls while driving. If an employee needs to make or receive a business phone call using a handheld device while driving, the employee must stop and park his or her vehicle in a proper parking area for the call. Employees who use hands-free cellular phones must keep business conversations brief while driving, and must stop the vehicle and park in a proper parking area if the conversation becomes involved, traffic is heavy, or road conditions are poor. In an emergency situation only, such as a traffic accident or car trouble, CWC Kansas City recognizes that employees may find it necessary to make a cellular phone call using a hand-held device while driving. CWC Kansas City also prohibits employees from writing, sending or reading a text-based communication on an ECDs while driving during work hours, regardless of whether the employee is using his own or a CWC Kansas City-issued ECDs. For example, employees may not drive during work hours and engage in text messaging, instant messaging, or send or read electronic mail.

Employees who violate this policy are subject to disciplinary action up to and including termination. Please contact the Executive Director if you have any questions about cellular phone or ECD use.

Return of Company Property and Technology Resources
An employee who is issued CWC Kansas City property or technology resources must return the items when requested by CWC Kansas City or upon voluntary or involuntary termination of employment. All property and technology resources must be returned to employee's direct supervisor at CWC Kansas City. If equipment is left at any other location, the employee will be responsible for any resulting damages to, or misuse of, the property or technology resources.

An employee may face disciplinary actions, up to and including termination, if any CWC Kansas City property or technology resources issued to him or her is lost, lost due to late return, damaged, misused or not returned to CWC Kansas City. CWC Kansas City reserves its right to recover the value of the property or technology resources from an employee to the full extent authorized by law.

Personal Business
CWC Kansas City's facilities & equipment including mail, phone, and technology resources are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal

business including telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Use of E-Mail, Voicemail and Internet Access
CWC Kansas City will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.

School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. CWC Kansas City retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

E-mail etiquette
E-mail is a prevalent form of communication. However, e-mails can be challenging or open to interpretation. We ask that staff consider and/or follow the guidelines below when sending e-mails internally and externally:

- Avoid using CAPITALS--capitals are the equivalent of shouting
- Don't reply in anger and please be mindful of your tone; seek to understand what the writer is trying to say
- Avoid spelling and grammatical errors, re-read & edit your e-mail before sending
- Reasonable response time is 1 business day, during weekdays, and by the next business day on the weekends
- Messages should be as concise as possible and focused on the everyday function and business of the school. If you have a major concern or conflict with a group of people or individual, email is not a good medium to communicate such (amongst groups or to any one individual). It's hard to convey detail and nuance about complex topics via email. Instead, schedule an appointment to discuss such matters in-person, professionally and discreetly. In regards to communicating through any possible or perceived conflict, please adhere to our operating norms and agreements about respectful and peaceful communication
- Please use the "reply to all" appropriately

Social Media
If an employee decides to post information on the Internet (i.e., personal blog, Facebook, MySpace, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors; and
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance and Conduct
Employees are expected to wear clothing appropriate for the nature of the school and the type of work performed. Because each employee is a representative of CWC Kansas City in the eyes of the public, each employee is expected to report to work properly groomed, maintain good personal hygiene, and maintain a professional appearance that sets a good example for CWC Kansas City students.

CWC Kansas City believes that its employees serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

CWC Kansas City encourages all employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair.

- Pants and shorts are to be worn on the waist with no portion of an undergarment showing.

- Skirts, dresses and shorts should be modest in length and no higher than three inches above the knee.

- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

- For safety purposes, earrings must not dangle more than one inch below the ear.

- Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

- Appropriate shoes must be worn at all times.

HEALTH AND SAFETY POLICY
CWC Kansas City is committed to providing and maintaining a healthy and safe work environment for all employees.

CWC Kansas City employees are required to participate in CWC Kansas City's Professional Development Day, where you will be trained and certified in CPR/First Aid and blood-borne pathogens safety protocols.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the site administrator and Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Criminal Background Checks
As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation preceding the hire or volunteer date. CWC Kansas City's background investigation is comprised of but not limited to verification of your employment history, contacting references, Missouri criminal background check, verification of credentials and qualification to teach English Language Learners in Kansas City and a family care registry safety check. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

Tuberculosis Testing (TB Testing)
All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB before hire or volunteer date. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Security Protocols
CWC Kansas City has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the site administrator or Executive Director. Employee desk, classroom or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify their supervisor, Principal or Executive Director, when keys are missing or if security access codes or passes have been breached.

Occupational Safety
CWC Kansas City is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CWC Kansas City's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting
It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. CWC Kansas City will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Principal or Executive Director. CWC Kansas City provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are twice a month typically scheduled on the 15th and 30th of each month. If an employee observes any error in his or her check, it should be reported immediately to the Office Manager and/or Principal.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Medical Benefits
An employee is eligible for medical coverage if he or she is a full-time regular employee working for the School or a part-time employee whose regular work schedule requires working at least thirty (30) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

Your coverage will begin on the first day of employment or if hired mid-month it will start as soon as possible and definitely by the first day of the next month. Your enrollment form must be submitted to the appropriate staff member as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits
WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

Your spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- You die while covered by the plan;

- You and your spouse become divorced or legally separated;

- You become eligible for Medicare coverage, but your spouse has not yet reach age sixty-five (65); or

- Your dependent child reaches an age, which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CWC Kansas City will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within thirty (30) days of the event. CWC Kansas City will then notify you or your dependents of your rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan, which does not contain any exclusion or limitation with respect to any pre-existing condition, you (or your spouse or child, as applicable) may have;
- CWC Kansas City stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor within the first ninety (90) days of employment.

Your potential for advancement will be based largely upon your job performance. On a periodic basis, the Executive Director will review your job performance with you in order to establish goals for future performance and to discuss your current performance. CWC Kansas City's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Office Coordinator and Executive Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. CWC Kansas City will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

EMPLOYEE TIME-OFF

Holidays

The CWC Kansas City calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including district public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Labor Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, and other holidays listed in the offer/renewal letter shall be unpaid time off for all non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Full-time employees other than teachers and administrators who are considered non-exempt salaried employees are paid the equivalent of ten (10) paid vacation days per year with the understanding this time is to be taken concurrent with/during school vacations.

Teachers' vacations are the same as school vacations, and include the Winter Break, Spring Break, and Summer Break. Part-time and temporary employees do not qualify for paid vacation time.

Vacation Time Scheduling and Approval

Requests for vacation time outside of regularly scheduled school vacations must be approved in advance and will be considered unpaid time off. In order to request vacation time, employees must fill out and submit to their supervisor, an Employee Time-Off Request Form. This form must be received at least two (2) weeks prior to the requested vacation time, absent extraordinary circumstances that CWC Kansas City determines, in its sole discretion, warrant less notice. These forms can be obtained from the Office Managers, and Human Resources Department at the Regional Support Office.

CWC Kansas City retains the right to require an employee to cancel a previously approved vacation when necessary to meet CWC Kansas City's business needs.

An employee may only use accrued vacation time, and CWC Kansas City generally will not advance or allow employees to borrow vacation time that will be accrued in the future. In limited circumstances, CWC Kansas City may make exceptions to this policy in its sole discretion on a case-by-case basis. In the event that two (2) or more employees have

requested vacation time covering the same period and may not be absent simultaneously, preference shall ordinarily be given to the employee with the greater length of service.

Unpaid Leave of Absence
CWC Kansas City recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. The School must approve any unpaid leave of absence in advance.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave
Full-time employees accrue sick days at the rate of 6.75 hours a month, which is equivalent to eight (8) sick days on an annual basis. For teachers, a year is defined as August 15 – June 30. For non-teachers, the year is defined as July 1 – June 30. For any staff hired after the start of their respective year, the number of sick days available for that year will be prorated to reflect the portion of the year that they are working (i.e. a teacher hired on Feb 1st would receive five (5) sick days for the period Feb 1 – June 30). Sick days will carry over from one academic year to the next up to a cap of twenty (20) days. Sick leave will not accrue during any unpaid leave of absence.

Full-time employees may use up to five (5) days of sick leave for personal necessity leave per year. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the father of the child to be absent from his position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs.

Compensation for Sick Leave
Eligible employees may take sick leave in half-day or full-day increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time, hourly employee will be paid sick leave based on an eight (8)-hour workday for a full-day leave, and four- hours pay at his or her hourly rate for a half-day leave. No employee may receive pay in lieu of sick leave, and employees will not receive pay for unused sick leave and/or personal days that have expired at the end of the academic year (per the accrual policy above) or upon termination of their employment.

Use of Sick Leave
Sick leave may be used for personal illness, injury, or disability. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Eligible employees are permitted to use their accrued sick leave in order to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner. Time off for medical and dental appointments will be treated as sick leave. Employees may not use sick time until it is accrued.

CWC Kansas City retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability. Sick pay may be withheld if a satisfactory verification is not timely received.

Requesting Sick Leave
Eligible employees should call in to either the Principal or Executive Director, as appropriate, as soon as they are aware that they are unable to report to work. CWC Kansas City requests that employees attempt to provide at least two (2)

hours' notice except in extraordinary circumstances. If medical circumstances allow, employees should fill out an Employee Time-Off Request Form before taking sick leave if the employee has already reported to work. These forms can be obtained from the Principal or at the Executive Director's office.

Coordination of Sick Leave with Other Benefits
If you exhaust sick leave, additional time off for illness or injury will be charged to your personal days and then accrued vacation. Time off in excess of sick leave, personal days, and vacation will be without pay. CWC Kansas City will pay accrued sick leave benefits on behalf of an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, CWC Kansas City will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from either state unemployment disability or other insured unemployment disability plan. It is the employee's responsibility to apply for any disability benefits for which he or she may be eligible as a result of illness or disability, including State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which the employee qualifies.

Family Care and Medical Leave
This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12)-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA will be referred to as "FMLA leave."

Employee Eligibility Criteria
To be eligible for FMLA leave, the employee must have been employed by the School for the last twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

Events That May Entitle an Employee To FMLA Leave
The twelve (12)-week (or twenty-six (26)-workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.

4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

5. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

Amount of FMLA Leave That May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-

described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve (12) month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement.

Pay during FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits
The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

School may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority
An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required re-certifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within five (5) business days of receiving the request, absent extenuating circumstances. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

1. School may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave
No employee, including employees on FMLA leave may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave
This policy explains how the School complies state and federal Pregnancy Disability Acts, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria
To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

- The four (4)-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of

pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave
Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

Pay during Pregnancy Disability Leave

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

- The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits
CWC Kansas City shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve 12-month period. CWC Kansas City can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:

    1. The employee is taking leave under state and/or federal regulations
    2. There is a continuation, recurrence or onset of a health condition entitles the employee to pregnancy disability leave.
    3. Any other circumstance beyond the control of the employee.

Seniority
An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

- Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

- Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

- In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work
Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

In accordance with School policy, before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment During Leave
No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)
CWC Kansas City, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. CWC Kansas City, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence
CWC Kansas City shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

CWC Kansas City will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CWC Kansas City shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave
Salaried employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave
For all exempt employees, CWC Kansas City will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury. Paid leave for jury duty is available only to a regular full-time employee who has been working at CWC Kansas City for twelve (12) consecutive months.

Voting Time Off
If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

School Appearance and Activities Leave
As required by law, CWC Kansas City will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of CWC Kansas City, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Returning From Leave of Absence
Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct
The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School, which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.

21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct
While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated. Additionally, it is inappropriate and presents a potential conflict of interest for staff to attempt to sell, fundraise directly from, or to solicit goods or services from students or families. Any consideration of advertising outside services (including tutoring, camps, babysitting, etc.) or products (examples: jewelry, candy, Tupperware sales) to students or families requires prior approval of the Principal and/or Executive Director.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CWC Kansas City shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment
Should it become necessary for you to terminate your at-will employment with the School, please notify the Principal and Executive Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW
The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors of Citizens of the World Kansas City to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints
Complaints by Employees Against Employees

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director and/or his/her designee:

The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed written statement to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
Complaints by Third Parties Against Employees

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

Internal Complaint Review, General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CWC Kansas City reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A
HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

CWC Kansas City will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date:_____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you (sexually or otherwise) or someone else:

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.). Attach additional pages, if needed:

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

Office Use Only
Received by:

_____ Date: _____

APPENDIX B

EMPLOYEE COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

Office Use Only

Received by: _____ Date: _____

Appendix Q – CWC Kansas City Community Letters of Support

February 10, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

To Whom It May Concern:

The Midtown Community School Initiative (MCSI) is delighted to submit this letter in support of the launch of Citizens of the World Kansas City (CWC Kansas City).

MCSI is a grassroots organization working to provide better school options for the rapidly increasing number of families living in the Midtown neighborhoods of Kansas City, Missouri. In September 2013, following input from the Midtown community at town hall meetings and other forums, MCSI designed and issued a Request for Proposals (RFP) soliciting school partners with the capacity and willingness to run a high-quality school serving families in Midtown Kansas City.

We took this approach because we believe a school truly belongs in relationship to its community, and the Midtown Community School Initiative is interested in partnering with school leaders who can bring that vision to reality. After receiving three responses, we spent several months thoroughly evaluating each one. We researched best practices, spent countless hours poring over response documents, and met extensively with each respondent, including CWC Schools.

When we first reviewed CWC Schools' proposal, we were blown away by how closely their values and curriculum align with our goals. From the creation of diverse learning environments, to a commitment to the local community, to a focus on student achievement, Citizens of the World is an education partner that will be a great fit for Midtown. After evaluating multiple proposals, MCSI reached a decision in March 2014 to partner with CWC Schools. The commitment to excellence and diversity supports a broader movement for the restoration and renewal of this part of Kansas City.

Our work with CWC Schools' team over the past year further convinced us that bringing Citizens of the World to Midtown will help our community and our children continue to grow and thrive. From March 2014 onwards, CWC Schools and MCSI assessed the factors needed to expand to a new city, and jointly hosted a town hall meeting in May to introduce the organization to community leaders and prospective parents.

Through the fall of 2014 and Spring of 2015, we have continued our work with CWC Schools toward a 2016 school launch. Several MCSI members have on the CWC Schools Community Advisory Committee (CAC), engaging deeply to make the launch of the new schools a reality, and one of MCSI's founding members, Jacob Littrell, will serve on the CWC Kansas City Board. Moving ahead through 2015 and 2016, we will continue to help CWC Kansas City and CWC Schools engage the Kansas City community, including hosting family room meetings, speaking to public interest groups, meeting with local stakeholders, and more.

We are also delighted to have met with CWC Kansas City's Founding Executive Director Dr. Kristin Droege and are thrilled she will be on the ground in Midtown from July 1, 2015 working for the region.

We truly believe the launch of two high-quality, diverse Citizens of the World schools has the potential to dramatically change our community. As opportunities grow for families to provide a world-class education for their children while living in the city, our neighborhoods will become healthier, safer places to live, and our city will retain active, engaged citizens who contribute economically and socially to making Kansas City a great place to live and work.

We look forward to the work ahead. Thank you for being a part of our initiative's journey toward better schools and a stronger community in Midtown.

Sincerely,
The Midtown Community School Initiative, including founding members:
Andrew Johnson
Kristin Littrell
Danica Lyons
Jessie Rosell
Erica Woodson

Citizens of the World – Kansas City
Community Advocates Committee

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

February 27, 2015

Dear Members of the Board:

It is our honor to write this letter of support for Citizens of the World Kansas City ("CWC Kansas City") to open two proposed charter schools in midtown Kansas City in the 2016-2017 academic year. The Community Advocates Committee exists to catalyze community support and parental demand for the expansion of high quality educational opportunities for students and families in Kansas City. We aim to build a school community that realizes human potential by strengthening the bonds among Kansas City's citizens and developing true citizens of the world. Specifically, CAC members serve as a sounding board for CWC Kansas City's outreach and community engagement efforts and as champions for CWC Kansas City in our communities. Our committee is comprised of parents and invested stakeholders who work across lines of difference to build local support for CWC Kansas City and offer insight to support and shape the launch of CWC Kansas City.

We are passionate about creating better educational opportunities for our children and believe that the launch of two new charter schools by CWC Kansas City is the most effective means to that end. CWC Kansas City is specifically suited to meet the needs of Kansas City families and students because of its core values of academic excellence, diversity, and community.

We, along with CWC Kansas City, believe:

- That our city's children should have the opportunity to realize their potential in academically rigorous environments;
- That those environments should enable our children to learn alongside students and from administrators, staff and teachers of diverse backgrounds; and
- That schools in our city should provide opportunities to strengthen the bonds of our citizens and build bridges among diverse communities within our city.

The launch of two proposed charter schools by CWC Kansas City in the 2016-2017 academic school year will bring these beliefs to reality by:

- Teaching children to think critically and master standards through data-driven models and proven constructivist, project-based methodology;
- Attracting families, staff, teachers and administrators from a variety of socioeconomic and ethnic backgrounds to create classroom environments that provide truly diverse perspectives; and
- Allowing community members and parents to shape the two CWC Kansas City schools through meaningful community engagement and maintaining significant decision-making at the local level.

We are committed to realizing the vision of CWC Kansas City through broad community outreach and public support of these two new schools. Please feel free to contact me if you have any questions or would like additional information about our Committee or our support of the two proposed CWC Kansas City schools.

Sincerely,

Jessica K Rosell

Jessica Rosell on behalf of the
Community Advisory Committee

Cecilia Belser-Patton
Ayana Hayes
Shamika Hogan
Andrew Johnson
Kevin Muesenfechter
Sara Murphy
Annie Watson
Erica Woodson

HYDE PARK
NEIGHBORHOOD ASSOCIATION, INC.

February 13, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

We are writing this letter to support the proposal by Citizens of the World Charter Schools ("CWCS") Kansas City to launch two charter schools in midtown Kansas City. Two local representatives of CWCS Kansas City came and spoke at our monthly Board Meeting on Monday, 2/9/2015, and we were quite impressed with what they have to offer.

Of course, we have some good schools in Kansas City: traditional public, charter, private, as well as parochial. However, a perceived scarcity of high-quality schools in this area has too many families either moving out of the area or avoiding moving here in the first place. We learned about CWCS's record of education performance in schools with a diverse racial and socio-economic mix of students. Indeed, that seems to be their particular forte. We were impressed also by their focus on strong and creative thinking. Following the departure of the CWCS KC representatives, we discussed this issue and voted unanimously in support of it.

We, the Board of the Hyde Park Neighborhood Association, urge you to support this proposal by Citizens of the World Charter Schools Kansas City.

Thank you for your consideration in this matter.

Sincerely,

Angela Splittgerber
President
Hyde Park Neighborhood Association

P.O. Box 32551 • Kansas City, MO 64171 • www.hydeparkkc.org

IVANHOE NEIGHBORHOOD COUNCIL

Nutter Ivanhoe Neighborhood Center
3700 Woodland **Kansas City, Missouri 64109**
Telephone: (816) 921-6611 **Fax: (816) 921-3791**
E-Mail: mmay@incthrives.org

BOARD OF DIRECTORS

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Alan A. Young, Sr.

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Lisa Hummel
Sidney King
William "Bill" Nulton
Angie Stanland
Cantis Williams

EXECUTIVE DIRECTOR
Margaret J. May

January 12, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

We are pleased to write a letter in support of the charter application for Citizens of the World Kansas City (CWC Kansas City) to open two schools in Kansas City. Located in the heart of Kansas City, the Ivanhoe community is home to over 6,100 people. As a not-for-profit neighborhood improvement organization, the Ivanhoe Neighborhood Council is committed to increasing the quality of life for the Ivanhoe families and children, and for those in the broader central city area.

The Ivanhoe Neighborhood Council staff had the opportunity to meet with representatives of CWC Kansas City and invited them to present their plans to the Youth, Family Life and Education Committee in November 2014. The CWC Kansas City has the vision, experience and community support to create schools that will unite a diverse group of families around a common purpose: the success of our children.

CWC Kansas City proposes to provide a rigorous education for all students within small, safe classrooms, lead by talented educators. Their commitment to inspiring students through challenging, meaningful projects, and their emphasis on personal development and cross-cultural understanding will provide families in our community with an education option for their children that is not currently available.

In our view, Ivanhoe families and students have a great deal to gain from the launch of CWC Kansas City schools. We strongly encourage your support and approval of their application.

Sincerely,

Margaret J. May
Executive Director

"A Thriving Community"

VALENTINE NEIGHBORHOOD ASSOCIATION

PO BOX 32945
KANSAS CITY, MO 64171-2945

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

January 9, 2015

Dear Members of the Board:

I am writing to provide enthusiastic support for the applications being made by Citizens of the World Charter Kansas City (CWC Kansas City). The board of the Valentine Neighborhood Association was unanimous in the decision to send this letter of support. We feel that the two schools proposed by CWC Kansas City would provide exceptional educational opportunities for residents living in Midtown Kansas City.

We have been impressed with the program model where CWC Kansas City emphasizes student diversity in education as a way to understand diversity in our society. This philosophy along with a rigorous curriculum, are what parents want to see in our neighborhood schools. Schools of this caliber will help to keep families in Midtown, providing stability and growth for our urban neighborhoods.

In addition, we have been impressed with the effort made by the staff of Citizens of the World Schools to meet with neighborhood parents and leaders. They met with us not only to promote their model, but to ensure that Midtown Kansas City is a good fit for their program. They have a strong track record with the schools they started in New York and Los Angeles. I have had several meetings and phone conversations with Andrea Arroyo discussing education issues at length, and Citizens of the World Schools co-founder Kriste Dragon has also visited Kansas City to speak to us.

Finally, we need to recognize that CWC Kansas City is coming to Kansas City at the request of local parents. The core members of the Midtown Community School Initiative, including parents from the Valentine Neighborhood, met to determine the kind of school they wanted for their children. They made the unprecedented effort to document those requirements in a Request for Proposal, and chose Citizens of the World as the organization that would best meet those requirements. I believe it is critical for us to acknowledge the research and vetting they have done by supporting the applications that have been submitted by CWC Kansas City.

Sincerely,

Jim Martin
President, Valentine Neighborhood Association
(valentineneighborhood@gmail.com)

Office of the Mayor

Mayor Sylvester "Sly" James, Jr.

29th Floor, City Hall
414 East 12th Street
Kansas City, Missouri 64106

(816) 513-3500
Fax: (816) 513-3518

January 23, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

Please accept this letter in support of Citizens of the World Kansas City's (CWC Kansas City) application to open free public schools in Kansas City. The education of Kansas City's children is the City's most fundamental economic development tool. Without functional control over any district, I have focused the efforts of the Mayor's office on issues common to all students in Kansas City – improving reading proficiency, cultivating school readiness and increasing the number of quality classroom seats.

As part of the Citizens of the World Charter Schools (CWC Schools) network, CWC Kansas City will benefit from an alliance of high-performing, diverse charter schools that serve more than 1,300 students across five schools in two regions – Los Angeles and New York. CWC Schools students consistently exceed state targets and perform at higher levels of academic achievement than students in neighboring schools. CWC Hollywood's API score of 912 placed it in the top 6% of over 850 schools in the district and CWC Silver Lake is in the top 33% of all LAUSD schools.

CWC Schools also embrace diversity of all kinds and serves a student population that consists of 63% students of color and 38% Caucasian students. Approximately 51% of students within the network qualify for free and reduced price lunch, 15% are English Language Learners and 9% are Special Education students. In alignment with the CWC Schools mission and model, CWC Kansas City is committed to providing a high-quality education that serves students of diverse socioeconomic and racial backgrounds in the Midtown area of Kansas City.

With the support of a strong network, CWC Kansas City is positioned to offer families in Kansas City access to schools that prepare students to succeed in an increasingly interconnected global society. Within small, safe classrooms, talented educators will inspire students through challenging, meaningful projects that bring learning to life. Additionally students will acquire the skills and cross-cultural understanding to help them effectively navigate differences and become leaders that will help Kansas City continue to grow and thrive.

I thank you for your time and consideration.

Sincerely,

Sylvester "Sly" James, Jr.
Mayor of Kansas City, Missouri

COUNTY LEGISLATURE
JACKSON COUNTY, MISSOURI

OFFICE OF
THERESA GARZA RUIZ
LEGISLATOR
FIRST DISTRICT AT LARGE

JACKSON COUNTY COURTHOUSE
415 E. 12TH STREET, 2ND FLOOR
KANSAS CITY, MO 64106
(816) 881-3132 • FAX (816) 881-3340
tgarza@jacksongov.org

JACKSON COUNTY OFFICES
201 W. LEXINGTON, SUITE 201
INDEPENDENCE, MO 64050
(816) 881-4475

December 9, 2014

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

It is my pleasure to write this letter in support of Citizens of the World Charter Schools' application to operate two charter schools in Kansas City, MO. CWC has a successful track record of operating schools in communities similar to the Midtown Kansas City area and will be a great fit for this vibrant and diverse part of our city.

As an elected official in Jackson County, I understand the importance of having viable, quality schools for our children. CWC's project learning curriculum, reduced class sizes and their implementation of industry best practices helps provide an environment that is conducive to students' exceling. The children in our community deserve to have an option of attending a free, high performing school that will serve the specific needs of Kansas City students and their families.

In short, I recommend Citizens of the World Charter Schools to you enthusiastically and without reservation. Your favorable consideration of their application will be most appreciated. Should you have questions, please feel free to contact me.

Sincerest Wishes,

Theresa Garza Ruiz

CITY OF FOUNTAINS
HEART OF THE NATION

KANSAS CITY
MISSOURI

Jan Marcason

Councilwoman, 4th District

22nd Floor, City Hall
414 East 12th Street
Kansas City, Missouri 64106

(816) 513-6517
Fax: (816) 513-1612
Email: jan.marcason@kcmo.org

February 3, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

I am writing this letter in support of the proposal by Citizens of the World Charter Schools Kansas City to launch two charter schools in Midtown Kansas City. I am a City Councilmember representing the 4th District of Kansas City, which includes most of the area in which the schools will be established. After meeting at length with representatives from CWC, I am convinced that they have researched and understand the needs of this urban part of the City and would proceed with educational programming tailored to those needs, continuing a high-quality success story.

We have some good schools in Kansas City, including charter, traditional public, private, and Catholic. We are still, however, losing families to a perception of better education across the state border. I am particularly interested in CWC Kansas City's focus on the importance of strong and creative thinking skills, as well as economic and racial diversity in a student population. Accountable student achievement is also a focus of course.

I believe that CWC Charter Schools will deliver what works and will tailor their model to enhance educational choices in midtown Kansas City.

I urge you to support CWC Kansas City's proposal. I would be happy to discuss further at any time. Thank you.

Sincerely,

Jan Marcason

Jan Marcason

2838 WARWICK TRAFFICWAY KANSAS CITY, MO 64108

Phoenix Family™

BUS: 816.561.1033 FAX: 816.561.0287

February 20, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

To whom it may concern:

I am writing this letter in support of the launch of CWC Schools located in Midtown Kansas City. I believe CWC Schools serve as an excellent mechanism for improving public education by focusing on student achievement, facilitating creativity, and improving parental and community involvement in the Midtown Kansas City area.

As the Executive Director of Phoenix Family, I was motivated and moved by Citizens of the World Charter Schools commitment to the many families that reside at two of the properties we support, Bainbridge and Georgian Court. I am honored to collaborate with the CWC team as they work so diligently building relationships with various members of the community.

Midtown partners, like Phoenix Family, are grateful that the CWC schools are aligned with the needs of the community and are committed to creating a curriculum built around individualized learning and structuring team work between teacher and student. Another critical component for Phoenix Family is that there is a commitment to enrolling a diverse population of students within their own community.

I appreciate the CWC Schools commitment to improve student achievement through the improvement of teacher quality and the curriculum. The curriculum offered teaches the student how to think analytically and draw on their individual strengths as they gain problem solving skills.

I firmly believe the CWC Schools can make a difference and be an asset to Kansas City's Midtown community. I look forward to assisting in any way I can to ensure the success of the CWC Schools and students they serve in the years to come.

Sincerely,

Kimber Myers Givner,Executive Director
Phoenix Family
2838 Warwick Trafficway
Kansas City, MO 64108
Tel: 816 561 1033 ext. 318 | Cell: 816 456 3412 | Fax: 816 561 0287

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Linda Zimmerschied, BSN, RN, CPHQ
Chief Quality & Clinical Officer

United Way

January 21, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

I am writing to express the Latino Civic Engagement Collaborative's (LCEC) support for two proposed Citizens of the World Kansas City (CWC Kansas City) schools to be located in the Midtown area of Kansas City. Born out of a community lead effort to create high-performing, diverse neighborhoods schools that serve and keep families in Kansas City, we believe that CWC Kansas City will increase the range of excellent public school options for families and children in our community.

LCEC is a collaborative of non-profit executives that speak with a unified voice to bring about measureable improvements in the quality of life for Latinos in Kansas City. Our vision is that the Latino community in Kansa City will be healthy politically, economically, educationally, physically and emotionally. We are inspired by CWC Kansas City's committed to:

- Ensuring that the schools' enrollment is reflective of the racial and socioeconomic diversity of Midtown.
- Providing a curriculum that emphasizes Teaching for Understanding and Social Emotional Learning.
- Offering students opportunities to draw on their individual and collective strengths.

In our view, CWC Kansas City students will offer students a great opportunity to flourish academically and learn how to work together productively. As such, we contend that CWC Kansas City will be good for Latino students and the greater Kansas City community. We strongly encourage your support and approval of CWC Kansas City's charter application.

Sincerely,

Hilda Fuentes

Hilda Fuentes
Chief Executive Officer

Quality Care • Universal Compassion

825 Euclid Avenue // Kansas City, MO 64124 // phone 816-889-4664 // fax 816-889-1845 // www.rodgershealth.org

MainCor

Main Street Corridor Development Corporation

3215 Main Street
Suite 200
Kansas City, MO 64111
(816) 753-3820
www.mainstreetkansascity.org

January 12, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

On behalf of the Main Street Corridor Development Corporation of Kansas City (MainCor), I am writing to express our support for the Citizens of the World Kansas City (CWC Kansas City) application to operate two public charter schools in Midtown Kansas City. MainCor believes that the expansion of high-quality school options is vital to the growth and development of our city.

Our organization is focused on improving the identity, livability and preservation of the Main Street Corridor and Midtown. Through our work, we know that the relationship between neighborhoods, schools and adjoining commercial areas is critically important to the future vitality of the corridor. CWC Kansas City's mission, model and emphasis on a strong, student-centered curriculum are impressive and would be a positive addition to our community.

In all, we believe the launch of CWC Kansas City Schools would enable more students to attend high-quality schools and provide more choices for parents, which is good for the growth of Midtown. We look forward to working with the Board of Directors, teachers and parents at CWC Kansas City in supporting the launch of two schools in 2016.

Sincerely,

Diane Burnette
Executive Director

January 29, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

To Whom It May Concern,

I am writing this letter in support of two charter schools that have been proposed by Citizens of the World in the Kansas City area. As a native of Kansas City, and now working in the community, I was encouraged by the Citizens of the World's commitment to opening two schools in Kansas City. In the last few years, we have had 26 schools close and I see a void of quality, accredited schools.

REDEEMER
FELLOWSHIP
P.O. Box 32322
Kansas City, MO 64171

There are multiple things that are attractive to me about Citizen's of the World.

- I love CWC's commitment to the Kansas City community and their desire to learn the fabric of our community;
- I also appreciate their approach to have a diverse population and how they are being deliberate with their process of recruitment;
- The environments the students will be learning in will be challenging, safe, and high-quality for all who are enrolled.

I believe that Citizens of the World will be an incredible asset to our community and to our city. We look forward to being a community partner and working together for the restoration and renewal of Kansas City from the inside out. If you have any questions, please don't hesitate to contact me.

Respectfully,

Rachelle Crowe

Rachelle Crowe
Director of Community Development
Redeemer Fellowship
rachelle@redeemerkansascity.org
816.561.1301

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 20, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

I am writing to enthusiastically support the opening of Citizens of the World Kansas City (CWC Kansas City). As the Executive Director for Teach For America in Kansas City, I am certain opening these two elementary schools in Midtown, KC will make a positive difference in academic outcomes for its students, serve as a strong partner for our mission and that of others striving to end educational inequity, and have a lasting impact on our community.

I strongly believe in CWC's track record of results, as well as its mission and goal. Kansas City's students need more opportunities to receive a rigorous education that prepares them to be active participants in our local community and a global society. Midtown in particular needs more high-quality schools to serve the community. On far too many occasions, I have had conversations with parents and new families who have expressed a desire to stay in Midtown or KC, MO, but a lack of quality school options motivates them to move to the suburbs or KC, KS. Citizens of the World Kansas City, as evidenced by its partnership with the Midtown Community School Initiative, will not only slow this trend but possibly reverse it by retaining and attracting families to the area.

Further, CWC's comprehensive approach to understanding and providing an excellent education is well-suited for Midtown and Kansas City. Like Teach For America –Kansas City, CWC understands that an excellent education is one that seamlessly blends academic rigor with meaningful, authentic experiences in a diverse setting. Having studied culturally responsive teaching and observed hundreds of classrooms in my career, I know this is a challenging task. However, CWC's track record of success shows they're quite capable, and Midtown is a perfect community to implement this approach.

The community of Kansas City emphasizes relationships, passion, commitment, and diversity – all traits demonstrated by CWC. I believe these schools will be successful in their mission to provide a rigorous education for all students with a focus on diversity and community. Our city will benefit from the schools' ability to attract talented teachers and principals to lead these schools, and the entire education community will be pushed to new heights by the presence of CWC. But most importantly, our students will benefit the most from these schools and their clear focus on providing an excellent education. As such, I strongly support Citizens of the World Kansas City.

Best,

Will Krebs
Executive Director
Teach For America Kansas City

AN AMERICORPS PROGRAM

315 W. 36th Street, 6th Floor • New York, NY 10018 • P 212 279-2080 F 212 279-2081 •
www.teachforamerica.org

THE LEAN LAB
FOR URBAN EDUCATION INNOVATION AND REFORM
THELEANLAB.ORG

The Lean Lab
PO Box 414147
Kansas City, MO 64141

February 20, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board,

I am writing in support of Citizens of the World Kansas City Charter School. As CEO of The Lean Lab, a innovation laboratory and incubator for education products, services and school designs, I believe that the Citizens of the World charter school fulfills a unique need in the Kansas City landscape.

CWC-Kansas City seeks to provide a school service that honors the requests of the Midtown Community School Initiative, offering both a project based curriculum and working to reflect the diversity of the midtown neighborhoods. Personally, I believe the core values of CWC-Kanas City of Academic Excellence, Diversity, Community and Local Governance offer a distinct school identity not currently present in midtown. Additionally, CWC's proven track record of successfully making academic gains is a needed skill set to contribute to our urban school landscape in Kansas City.

I truly believe that CWC-KC is a needed addition to the Kansas City school landscape. I look forward to continually partnering with CWC-KC in the future and helping them push powerfully toward their vision of success.

Best,

Katie Boody
CEO, The Lean Lab

Ewing Marion
KAUFFMAN
Foundation

March 5, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

We write this letter to express enthusiastic support for the launch of Citizens of the World Charter Schools (CWC Schools) in Kansas City.

The CWC Schools expansion into Midtown Kansas City is an example of a community looking for a school, rather than a school looking for a community. From our perspective, this is exceptional because when a charter school looks to expand, they typically seek out a location in need; however, very rarely is it because the community is demanding the school. Citizens of the World Kansas City (CWC Kansas City) is exactly the opposite. Through their partnership with the Midtown Community School Initiative (MCSI), CWC Schools was selected by concerned parents and community members who actively sought out a new high-quality, socio-economically and culturally diverse school option for children in their neighborhood.

In Midtown Kansas City, there are nearly 7,000 kids under age 18; a third of whom are under age 5. Despite the large number of children, Midtown only has a few non-selective, traditional public schools with enrollment boundaries primarily within the area; at these schools, less than 20% of their students achieve proficiency on state tests in reading or math. Families who have the financial means often choose to move or pay for private school. CWC Kansas City is a school option that would not only provide more quality seats for students in Midtown, but it could also help to keep families in Kansas City.

Throughout our process of working with CWC Schools around funding, we have been impressed with Citizens of the World's intentionality every step of the way. CWC Schools' staff have been on the ground in Kansas City for nearly a year, meeting with groups of parents and educators, community leaders, and elected officials to understand the local context and ensure that there is solid support for their Kansas City expansion. As an independent 501(c)(3) organization, CWC Kansas City will benefit from being a part of a national network of high-performing charter schools, while still having the autonomy and oversight of a local governing board. We are confident that their partnership with MCSI and their deep level of community engagement will serve as a model for other charter schools looking to expand into a new city or region.

www.kauffman.org

4801 ROCKHILL ROAD KANSAS CITY, MISSOURI 64110-2046 TEL: 816-932-1000

Ewing Marion
KAUFFMAN
Foundation

CWC Kansas City will provide new school choices for families in Midtown Kansas City and their dedication to authentic partnerships will be an asset to the Kansas City community. We look forward to continuing to support CWC Schools and CWC Kansas City to ensure that they are able to provide high-quality educational opportunities for the students of Kansas City.

Sincerely,

Aaron North
Vice President, Education
Ewing Marion Kauffman Foundation

Amy Gale
Program Officer, Education
Ewing Marion Kauffman Foundation

The
WALTON FAMILY
FOUNDATION

P.O. Box 2030 | Bentonville, AR 72712-2030
479.464.1570 phone | 479.464.1580 fax
www.waltonfamilyfoundation.org

February 28, 2015

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

I am writing on behalf of Citizens of the World Kansas City schools (CWC Kansas City), which has a charter petition to establish two schools in midtown Kansas City. As you may know, the Walton Family Foundation invests in high-quality public charter school options in a variety of regions across the country, and as such performs a rigorous, due diligence process for the schools we support. In this process, we have found the CWC Schools network to be high performing and have committed support should CWC be authorized to establish a local network in Midtown Kansas City.

In addition to our review process regarding school quality, we feel that community support is key to a school's ongoing success, and were delighted to learn that the Midtown Community School Initiative, a parent group in Midtown Kansas City, had solicited proposals from charter operators and had selected CWC as the best fit for their community.

Last but certainly not least, we were pleased to offer our support in partnership with the Ewing Marion Kauffman and Hall Family Foundations, which have engaged in ongoing support of families in Kansas City by assuring parents and students have quality educational options that best meet their needs.

Please don't hesitate to contact me if you have any questions. My email address is ksmith@wffmail.com and direct line: 479-464-1567.

Sincerely,

Kathy Smith

Kathy Smith
Senior Program Officer

Appendix R – Missouri Charter Public School Association Letter of Readiness

Missouri Charter Public School Association

March 17, 2015

The Missouri Charter Public School Association (MCPSA) is pleased to provide this letter confirming the Citizens of the World Kansas City's (CWCKC) application, born out of the community partnership with the Midtown Community School Initiative is ready for Missouri Sponsor evaluation and consideration.

MCPSA has reviewed the application, offered feedback for revisions and worked with the MCSI/CWC Founders. Based on our careful evaluation it is our opinion CWCKC has carefully crafted a complete charter school application reflecting the characteristics of a quality charter school in accordance with MCPSA's *Quality Standards for Charter Schools*. In addition, MCPSA has found this application to meet and/or exceed the Missouri Model Charter School Application's evaluation criteria and be compliant with State and Federal law. Finally, after extensive engagement and the opportunity to assess the individuals affiliated with CWCKC it is our opinion that there is strong capacity for the pre-opening, opening, and ongoing sustainment of two quality charter public schools in Kansas City.

It is with confidence we present our MCPSA Letter of Readiness endorsing the Citizens of the World Kansas City application. If you have any questions please feel free to contact me at dthaman@mocharterschools.org

Sincerely,

Douglas P. Thaman

Douglas P. Thaman, Ed.D
Executive Director

Missouri Charter Public School Association
1804 Lafayette, 2nd Floor · Saint Louis, MO 63104 · (314) 776-3551 · Fax (888) 877-6890

Appendix S – CWC Kansas City Parent Support

The mission of Citizens of the World Charter Schools (CWC schools) is to impact and expand the conversation about what an excellent education contains, requires and accomplishes. In furtherance of this mission, CWC schools intends to launch two elementary schools in the Midtown area of Kansas City. For more information, please visit www.cwc-kansascity.org or contact Andrea Arroyo at andrea.arroyo@cwcschools.org.

We intend to open both of our schools with grades K - 1 in the 2016-2017 school year. **Your signature below indicates that you are *interested* in enrolling your child and becoming a part of the diverse Citizens of the World Charter School community in Kansas City.**

Printed Name	Signature	Zip Code	Contact Information
Example template used - see names/zips of parents on the following pages.			**Email:** **Phone:**
			Email: **Phone:**
			Email: **Phone:**
			Email: **Phone:**
			Email: **Phone:**
			Email: **Phone:**
			Email: **Phone:**
			Email: **Phone:**

Hard Copy Parent Signatures				
First Name	Zip Code	Email (Redacted)	Phone (Redacted)	Community Meeting
Heather	64103	[redacted]	[redacted]	
Shikina	64106	[redacted]	[redacted]	Operation Breakthrough
Laura	64108	[redacted]	[redacted]	Show Me KC Schools
Rick	64109	[redacted]	[redacted]	Show Me KC Schools
Pamela	64109	[redacted]	[redacted]	Show Me KC Schools
Melissa	64109	[redacted]	[redacted]	Family Room Meeting
Annie	64109	[redacted]	[redacted]	Family Room Meeting
Donetta	64109	[redacted]	[redacted]	Operation Breakthrough
Christine	64109	[redacted]	[redacted]	CFBC-Freedom School Initiative Parent Meeting
Joelonda	64109	[redacted]	[redacted]	Habitat for Humanity Parent Meeting
Kyle	64109	[redacted]	[redacted]	
Amber	64110	[redacted]	[redacted]	Family Room Meeting
Robin	64110	[redacted]	[redacted]	Family Room Meeting
Danica	64110	[redacted]	[redacted]	Family Room Meeting
Sara	64110	[redacted]	[redacted]	Family Room Meeting
Beth	64110	[redacted]	[redacted]	Family Room Meeting
Diana	64110	[redacted]	[redacted]	Family Room Meeting
Jessica	64110	[redacted]	[redacted]	Family Room Meeting
Patrick	64110	[redacted]	[redacted]	Family Room Meeting
Shane	64110	[redacted]	[redacted]	Family Room Meeting
Maggie	64110	[redacted]	[redacted]	Family Room Meeting
Damon	64110	[redacted]	[redacted]	Family Room Meeting
Kari	64110	[redacted]	[redacted]	Family Room Meeting
Wes	64110	[redacted]	[redacted]	Family Room Meeting
Aishah	64110	[redacted]	[redacted]	Family Room Meeting
Kiphanie	64110	[redacted]	[redacted]	CFBC-Freedom School Initiative Parent Meeting
Marie	64110	[redacted]	[redacted]	CFBC-Freedom School Initiative Parent Meeting
Jennifer	64110	[redacted]	[redacted]	Family Room Meeting
Cory	64110	[redacted]	[redacted]	Family Room Meeting
Tiffany	64110	[redacted]	[redacted]	
Joe	64110	[redacted]	[redacted]	
Kerry	64110	[redacted]	[redacted]	
Sara	64110	[redacted]	[redacted]	
Kari	64110	[redacted]	[redacted]	
Stephanie	64110	[redacted]	[redacted]	
Tricia	64110	[redacted]	[redacted]	
Audrey	64110	[redacted]	[redacted]	

Kristin	64111	[redacted]	Show Me KC Schools
Andy	64111	[redacted]	Show Me KC Schools
Andrea	64111	[redacted]	Show Me KC Schools
Allison	64111	[redacted]	Show Me KC Schools
Rachel	64111	[redacted]	Family Room Meeting
Aimee	64111	[redacted]	Family Room Meeting
Brian	64111	[redacted]	Family Room Meeting
Amy	64111	[redacted]	Family Room Meeting
Matt	64111	[redacted]	Family Room Meeting
Matt	64111	[redacted]	Family Room Meeting
Dennis	64111	[redacted]	Family Room Meeting
Janell	64111	[redacted]	Family Room Meeting
Paul	64111	[redacted]	Family Room Meeting
Elizabeth	64111	[redacted]	Family Room Meeting
James	64111	[redacted]	Family Room Meeting
Shawna	64111	[redacted]	Family Room Meeting
Melissa	64111	[redacted]	Family Room Meeting
Crystanna	64111	[redacted]	Family Room Meeting
Lindsey	64111	[redacted]	Family Room Meeting
Kaitlyn	64111	[redacted]	Family Room Meeting
Allison	64111	[redacted]	Family Room Meeting
Rob	64111	[redacted]	
Mindy	64111	[redacted]	
Stacy	64111	[redacted]	Volker NA Mtg
Justin	64111	[redacted]	Volker NA Mtg
Christian	64111	[redacted]	Volker NA Mtg
Dan	64111	[redacted]	Volker NA Mtg
Melissa	64111	[redacted]	Volker NA Mtg
Shamika	64112	[redacted]	CFBC-Freedom School Initiative Parent Meeting
Jennifer	64113	[redacted]	Show Me KC Schools
Anastasia	64113	[redacted]	
Deane	64113	[redacted]	
Meghan	64114	[redacted]	
Christy	64123	[redacted]	
Michelle	64124	[redacted]	
Artie	64127	[redacted]	Habitat for Humanity Parent Meeting
Tiffany	64128	[redacted]	Habitat for Humanity Parent Meeting
Jaclyn	64130	[redacted]	Show Me KC Schools
Jerrika	64130	[redacted]	Operation Breakthrough

David	64130	[redacted]		CFBC-Freedom School Initiative Parent Meeting
Laluona	64130	[redacted]		CFBC-Freedom School Initiative Parent Meeting
Patrice	64130	[redacted]		Habitat for Humanity Parent Meeting
LaShonda	64130	[redacted]		Habitat for Humanity Parent Meeting
Michael	64130	[redacted]		Habitat for Humanity Parent Meeting
Shelley	64131	[redacted]		Show Me KC Schools
Zoe	64131	[redacted]		
Amira	64133	[redacted]		Operation Breakthrough
Melanie	64138	[redacted]		CFBC-Freedom School Initiative Parent Meeting
Kristin	66206	[redacted]		Family Room Meeting
Online Statements of Support (Shared on www.cwc-kansascity.org and MCSI's Facebook Page)				
First Name	**Zip Code**	**Email (Redacted)**	**Phone (Redacted)**	**Comments**
Ryan	60543	[redacted]		
Carrie	64108	[redacted]		
Matt	64108	[redacted]		
Susan	64108	[redacted]		
Audrey	64109	[redacted]		I've been to several meetings concerning Citizens of the World and love everything this school will be for the community. I can't wait to enroll my kids! I have one son who will be in kindergaten in 2016 and another one will be in kindergarten in 2017...and a 3rd baby is one one year old now but he will definitely be apart of this school as well!! Thanks for all your hard work!
Audrey	64109	[redacted]		I can't wait!
Brad	64109	[redacted]		
Caroline	64109	[redacted]		
Christa	64109	[redacted]		
Courtney	64109	[redacted]		We *NEED* more school options in midtown!
Elizabeth	64109	[redacted]		
Grant	64109	[redacted]		
Jesse	64109	[redacted]		
Kimberlee	64109	[redacted]		
Leslie	64109	[redacted]		
Lucas	64109	[redacted]		This is an amazing opportunity for Kansas City.
Luke	64109	[redacted]		This is amazing for Kansas City!
Pam	64109	[redacted]		
Richard	64109	[redacted]		We are very excited about the new opportunities this provides for so many midtown KC families. Our daughter will be ready for kindergarten in 2016 and this is our first choice.
Teresa	64109	[redacted]		
Teresa	64109	[redacted]		
Trina	64109	[redacted]		
Amanda	64110	[redacted]		Excited for Citizens of the World to join our community!

Amber	64110	[redacted]	
Andrea	64110	[redacted]	
Beth	64110	[redacted]	
Chris	64110	[redacted]	
Dayna	64110	[redacted]	
Dorothy	64110	[redacted]	
Eric	64110	[redacted]	
Halley	64110	[redacted]	
Heather	64110	[redacted]	
Jessica	64110	[redacted]	I'm so excited about this world-class charter opening in our neighborhood. I hope to send my 4.5 year old and eventually my 2.5 year old there!
Jessica	64110	[redacted]	This is what our community needs.
John	64110	[redacted]	
John	64110	[redacted]	
Kim	64110	[redacted]	I can't wait to see this happen! Best wishes.
Maggie	64110	[redacted]	
Margaret	64110	[redacted]	
Myriam	64110	[redacted]	Hi! We live in the Ivanhoe community (Midtown) and are interested in a high-quality school for our children. Our oldest will be in Kindergarten this fall (2015), and we are applying at several charter schools in the KC area. A midtown school would be great! Please let me know more details. Thank you!
Phillip	64110	[redacted]	Excited to see this moving forward!
Rebecca	64110	[redacted]	My son's birthday is 11/22/2013, so we are looking forward to the 2019-2020 school year for kindegarten.
tiffany	64110	[redacted]	
Allison	64111	[redacted]	
Angela	64111	[redacted]	I have twins who will be K age for the 2016-17 school year.
Audrey	64111	[redacted]	
Derek	64111	[redacted]	
Evan	64111	[redacted]	
Hallie	64111	[redacted]	
Jaime	64111	[redacted]	I have a teaching degree & a kiddo who will start kinder in 2018
james	64111	[redacted]	
Jessica	64111	[redacted]	
Julia	64111	[redacted]	
Katie	64111	[redacted]	
Kristin	64111	[redacted]	
Lauren	64111	[redacted]	looking forward to the new school!
Leigh	64111	[redacted]	
Michelle	64111	[redacted]	

Sarah	64111	[redacted]	
Stacy	64111	[redacted]	
Kerry	64112	[redacted]	
Kiley	64112	[redacted]	
Allison	64113	[redacted]	
Kelly	64128	[redacted]	
Tufanza	64131	[redacted]	As an African-American mother, I am very excited about the potential of this school to serve the needs of families and children throughout our community. I believe thier philosophy could help change the landscape of our entire city.
Alejandra	66203	[redacted]	
LaDonna	64120	[redacted]	I am a KC Mo employee and I am interested in enrolling my grandaughter in your school also I would like to know the grade levels there.
Bethany	66202	[redacted]	We are just moving back to Kansas City from Hollywood, CA. We have heard a lot of great things about the school and look forward to hearing more. Our son is almost 2 years old.

Appendix T – CWC Schools Background Information

Appendix T - CWC Schools Background Information

The mission of Citizens of the World Charter (CWC) Schools is to impact and expand the conversation about what an excellent education contains, requires and accomplishes. Our aim is to create public schools that are academically challenging and high performing, where students of diverse backgrounds learn at high levels together while eliminating achievement gaps.

We believe that in today's society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. We are proud to be the first national school network in the country that focuses on educating economically and racially diverse students. Our schools represent the diverse makeup of the communities they serve.

We also believe that while our world and communities have changed, many of our schools have not, rendering even the "best" ones today obsolete. Both our instructional approach and our school composition address the needs of the 21st century and beyond.

Our Schools

CWC Schools' goal when launching a region is to provide a high-quality education for all students from kindergarten to grade 12. Ideally, a launch would begin with two elementary schools opening grades K-1. CWC Hollywood, our flagship school, opened with this configuration, as did our two New York schools. CWC Silver Lake opened K-3, in order to mirror the growth of CWC Hollywood and feed into a combined middle school. CWC Mar Vista opened K-2, a year following CWC Silver Lake, as a result of conversations with the authorizer to stagger the openings of our second two schools.

CWC Schools Network	CWC Hollywood	CWC Silver Lake	CWC Mar Vista	CWC Williamsburg	CWC Crown Heights
Year Opened	2010	2012	2013	2013	2013
Opening Grades	K-1	K-3	K-2	K-1	K-1
Authorizer	LAUSD	LAUSD	LAUSD	SUNY	SUNY
1st Renewal	2015	2017	2018	2017	2017
2014-15 Grades	K-5	K-5	K-3	K-2	K-2
2014-15 Enrollment	402	365	217	201	208

The CWC Los Angeles board and CWC Schools' leadership are now engaged in a strategic planning process regarding middle school growth in the region. In December 2014, the Los Angeles Unified School Board (LAUSD) renewed CWC Hollywood for a second five-year term.

Academic Excellence:

Only two schools in the CWC portfolio (Hollywood and Silver Lake) have state assessment data available. CWC New York schools will begin state testing during the 2015-16 school year when they reach third grade.

In California, state assessments were replaced by Common Core pilot tests in the 2013-14 school year, from which no data has been published by the state or district.

From the available state assessment data, our school model is consistently outperforming other public schools in academics.

CWC Hollywood

CWC Hollywood is in its fifth year of operation. In the 2012-13 school year, the last year for which external data is currently available in California, CWC Hollywood earned an API of 912, well above the state benchmark of 800, placing it the top 6 percent of all schools in the Los Angeles Unified School District (LAUSD). CWC Hollywood students are consistently performing at a higher level of academic achievement than students at neighboring schools in LAUSD.

In CWC Hollywood's first year of state testing (2011-12), the school earned an API of 928, again well above state and district benchmarks.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	CWCH	California	LAUSD	CWCH	CA	LAUSD	CWCH	CA	LAUSD
2012-13	912	790	750	85%	60%	54%	78%	57%	49%
2011-12	928	788	744	92%	60%	54%	86%	58%	50%

In addition, CWC Hollywood students have consistently outperformed their peers in LAUSD in the subgroups of English Language Learners and socioeconomically disadvantaged students since the school opened four years ago, proving that students from all backgrounds can succeed academically.

English Language Learner Subgroup (2012-13)			
Math		ELA	
CWCH	LAUSD	CWCH	LAUSD
77%	45%	72%	32%

Socioeconomically Disadvantaged Subgroup (2012-13)			
Math		ELA	
CWCH	LAUSD	CWCH	LAUSD
72%	51%	65%	44%

CWC Silver Lake

CWC Silver Lake is currently in its third year of operation. In the 2012-13 school year, CWC Silver Lake earned an API of 809, beating the state benchmark of 800, placing it in the top 33 percent of all schools in LAUSD in its opening year.[1] Silver Lake students are consistently performing at a higher level of academic achievement than students at neighboring schools in LAUSD.

School Year	Academic Performance Index (API) Score			% Students Proficient and Advanced on State Assessment					
				Math			ELA		
	CWCSL	California	LAUSD	CWCSL	CA	LAUSD	CWCSL	CA	LAUSD

[1] The 2012-13 school year was the first year external student achievement data for CWC Silver Lake was available, and the school's first year of operation. CWC Silver Lake opened with grades K-3.

2012-13	809	790	750	67%	60%	54%	61%	57%	49%

In its first year of operation, Silver Lake served students in grades K-3, a large opening for a CWC school, but designed to ensure students at Silver Lake and Hollywood would be on the same timeline to feed into upper grades together. This larger opening meant that some students in upper grades that did not start their schooling with us were further behind when they started the year. Additionally, several students joined the school more than three, and as many as six months, into the school year, which left only a half year to provide them with direct instruction. This combination led to larger academic gaps to close from the outset and lower performance data for Silver Lake in its first year, which we have employed targeted and data-driven interventions to address. In addition, our schools, with the support of the national organization, will be implementing the NWEA assessments to ensure that we are driving to excellent academic outcomes for all our students, even while there is a moratorium on state testing.

In their first year of school however, CWC Silver Lake's English language learners surpassed their peers in district schools in math, and our socioeconomically disadvantaged students similarly surpassed their peers in both math and ELA.

English Language Learners			
Math		ELA	
CWCSL	LAUSD	CWCSL	LAUSD
56%	45%	31%[2]	32%

Socioeconomically Disadvantaged Students			
Math		ELA	
CWCSL	LAUSD	CWCSL	LAUSD
55%	51%	45%	44%

CWC Schools Internal Assessments and 2014-15 Assessment Suite

Aligned to assessments used by similar high-performing schools, CWC Schools used a set of formative assessments and CST results as our primary student achievement data in the first years in CWC Los Angeles. CWC Hollywood and CWC Silver Lake have both used similar formative assessments, which have led to the strong external academic results described above, and we continue to use some of these assessments today. Data from these assessments is included below.

Planning ahead, we have identified a need to be able to more easily compare data across schools, increase the reliability of our assessments, and swiftly identify any emerging or existing subgroup gaps in order to address the needs of all our students. The transition to Common Core occurred just as CWC Silver Lake was getting established, which forced us also to think about what new assessments would make sense for the network to add during this time period - a uniquely different question than if our schools had been operating for several years before or launched after the transition.

CWC Schools believes that the NWEA will prove to be a strong resource for us for all grades, and we look forward to moving beyond the partial year pilot from 2013-14 (for which we do not have growth scores, a critical factor in our choice to administer the NWEA map test going forward) to full administration across all our schools in 2014-15. Our internal benchmark data from last year across our schools is outlined below.

[2] CWCSL opened with smaller cohorts in grades 2 and 3 at the start of the year, with a larger proportion of English language learners than other grades, many of who entered the school in January or later of that school year when a new cohort was added to those upper grades.

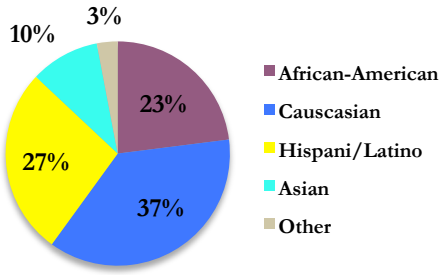
Fountas and Pinnell Reading Levels/Development Reading Assessment
The Fountas & Pinnell Benchmark Assessment System is a series of tests, administered in a one-on-one conference that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

School	Above	At	*Above & At*	Below
Los Angeles				
Hollywood	44%	32%	**76%**	24%
Silver Lake	74%	10%	**84%**	16%
Mar Vista	44%	15%	**59%**	41%
New York				
Williamsburg K	43%	33%	**76%**	25%
Williamsburg 1st	35%	50%	**85%**	15%
Crown Heights K	28%	39%	**67%**	33%
Crown Heights 1st	55%	30%	**85%**	15%

Diversity

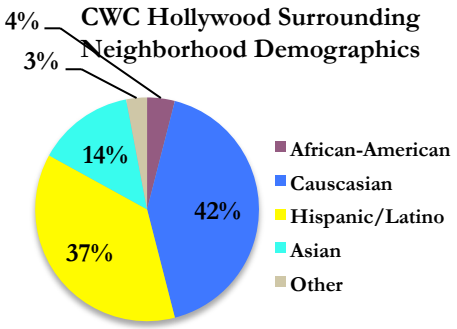
We aim to create a network of schools that reflect the abundant socioeconomic, racial and cultural diversity of their surroundings. Across the network, approximately half of our students qualify for free and reduced price lunch and a majority are students of color.

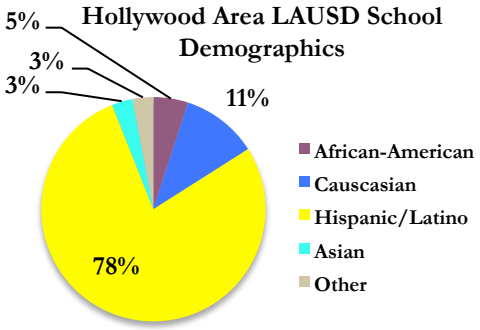
CWC Network Demographics



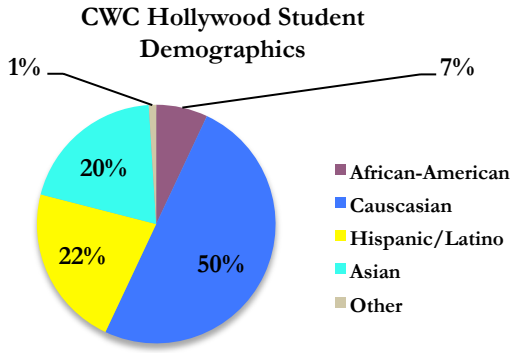
Students of Color	FRPL	ELL	SpED
63%	51%	16%	9%

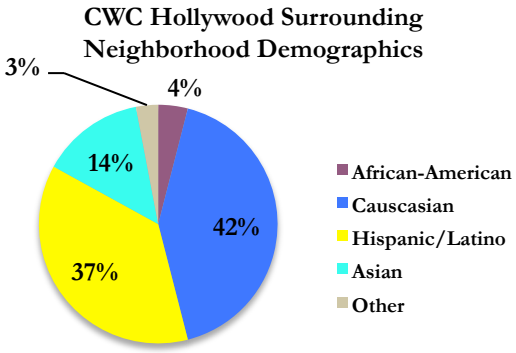
CWC Los Angeles – A Case Study
As the charts below show, there is a clear disconnect between the demographics of the general population and those of the traditional public schools. Parents in neighborhoods such as Hollywood are faced with public school options that do reflect the diversity in their neighborhood and often are struggling academically. That disconnect reflects whole sectors of our community disengaging from the public school system – a trend that must be reversed for the sake of positive change in our schools.

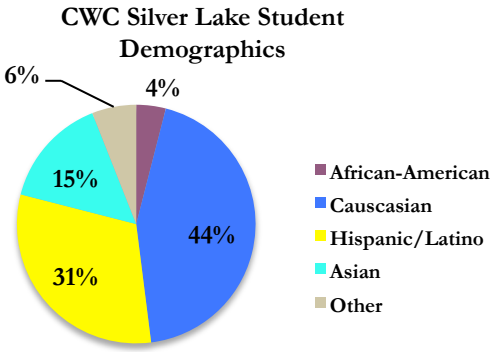


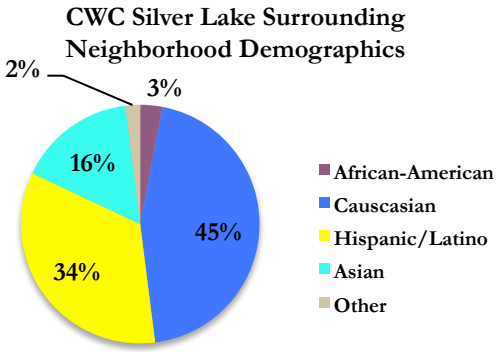


The charts below demonstrate that CWC Schools has been successful in reversing these trends in multiple communities, and with the full support of stakeholders in Midtown Kansas City, we are confident of creating a school network fully reflective of the Midtown community.









Demand

Parents have shown strong demand for our Los Angeles and New York schools, and that demand has grown every year since the schools have been open. There were over 2,000 applications for 251 seats at the three CWC Los Angeles schools for the 2014-15 school year, and over 800 families applied for 172 seats at our two CWC New York schools in only their second year. That is over 7 applications for each seat across the CWC network.

Our parents want excellent public school options where children of all backgrounds learn together at high levels. Since the first CWC school opened in 2010, many families outside the CWC Schools community have also asked for the same option for their children. Below is data from the Spring 2014 application cycle, which represents families applying to enroll their children in the 2014-15 school year. We are proud that all of our schools have waiting lists and wish we could accommodate all of the interest.

School	Applications	Seats Available	Kinder Applications
CWC Hollywood	969	71	580
CWC Silver Lake	723	76	449
CWC Mar Vista	599	104	431
CWC Williamsburg	458	92	330
CWC Crown Heights	411	80	315

Appendix U – CWC Kansas City LEA Budget (Submitted in Excel Format)

CWC Kansas City LEA Budget

FIVE-YEAR OPERATIONAL BUDGET

		Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget
Revenues						
5100	Local (generate by completing "Local Revenue Worksheet")	$ 300,000	$ 253,261	$ 379,892	$ 506,523	$ 633,153
5200	County (generate by completing "County Revenue Worksheet")	-	-	-	-	-
5300	State (generate by completing "State Revenue Worksheet")	2,485,648	3,731,113	4,971,297	6,216,761	7,456,945
5400	Federal (generate by completing "Federal Revenue Worksheet")	239,930	359,896	479,861	599,826	719,791
5600	Non-Current Revenue	-	-	-	-	-
5800	Received from other LEAs	-	-	-	-	-
5899	**GRAND TOTAL REVENUES**	**3,025,579**	**4,344,270**	**5,831,050**	**7,323,110**	**8,809,890**
Expenditures						
1100	Regular Programs	1,262,718	1,837,511	2,469,989	3,125,470	4,044,979
1191	Summer School (Regular)	-	-	-	-	-
1192	Juvenile Program	-	-	-	-	-
1200	Special Programs	163,800	239,652	318,441	350,170	382,095
1300	Career Education Programs	-	-	-	-	-
1400	Student Activities	-	-	-	-	-
1600	Adult/Continuing Education Programs					
1900	Payments to Other Districts	-	-	-	-	-
1999	TOTAL INSTRUCTION (K-12 Only)	1,426,518	2,077,163	2,788,430	3,475,640	4,427,074
2100	Support Services - Pupils	87,920	95,348	102,844	223,810	234,850
2200	Support Services - Instructional Staff	38,500	48,500	58,500	68,500	78,500
2300	Support Services - General Administration	426,183	536,533	639,157	669,058	807,604
2400	Support Services - School Administration	211,600	222,648	397,677	414,008	430,678
2500	Operation and Maintenance of Plant Services	599,600	865,468	1,115,166	1,297,431	1,509,921
2550	Pupil Transportation	44,000	88,000	88,000	132,000	132,000
2560	Food Services	72,755	109,133	145,510	181,888	218,265
2660	Technology	10,000	20,000	20,000	20,000	20,000
2998	TOTAL SUPPORT SERVICES	1,490,558	1,985,630	2,566,854	3,006,694	3,431,818
3000	Community Services	10,000	10,000	136,000	139,780	143,673
5000	Long and Short Term Debt (CWC Loan Repayment)	-	150,000	150,000	250,000	250,000
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	10,000	160,000	286,000	389,780	393,673
9999	**GRAND TOTAL EXPENDITURES**	**2,927,076**	**4,222,792**	**5,641,284**	**6,872,114**	**8,252,566**
Total Revenue Over/(Under) Total Expenses		**98,503**	**121,477**	**189,766**	**450,996**	**557,324**
Beginning Balance, July 1		**243,400**	**341,903**	**463,381**	**653,146**	**1,104,142**
Ending Balance, June 30		**$ 341,903**	**$ 463,381**	**$ 653,146**	**$ 1,104,142**	**$ 1,661,466**
	Reserve Fund Balance	11.68%	10.97%	11.58%	16.07%	20.13%

CWC Kansas City LEA Budget Assumptions

Pre-Opening Year:

Revenue: The financial support for pre-opening activities will be provided almost exclusively by CWC Schools. CWC Schools will donate $350,000 to CWC Kansas City in the pre-opening year, and, upon approval of this application by the State Board of Education, make available $800,000 via an interest free loan. This loan will be paid back in years 2-5, as shown on line 39 of the 5-Year Budget worksheet. We have also budgeted $50,000 in fundraising in the pre-opening year. CWC Kansas City has already held fundraisers, and additional events will be held following the submission of this application. We believe the philantrhopic support for the combined CWC/MCSI venture to date justifies that once the schools become a reality (approved to open) further funds can be raised.

Expense: The opening year cash flow analysis (Appendix W of this application) details total expenses of approximately $950,000 in the pre-opening year. The biggest driver is the allocation of funds towards facility readiness and renovation. In all likelehood, CWC Kansas City will be housed in a private faciliy, and we feel it is prudent to ensure there is significant revenue to assist in making the building(s) school ready. Other expenses include salary and benefits for 2 FTE's (CWC Kansas City Executive Director and regional office coordinator - see breakdown of benefits below) and $60,000 for the Executive Diretor to use towards recruitment and hiring of the founding school staff (including the principals). The Executive Director will have up to $20,000 to promote and market the schools to the community. Finally, the pre-opening year includes the purchase of classrooom furniture ($60,000 at $5,000 per classroom) and technology (for students and schools staff).

Year 1 opening cash balance: We anticipate a year 1 opening cash balance of $243,400.

Five-Year Budget:

Revenue:

State: The budget includes basic formula payments of $8,700 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. The four charter schools serving elementary school students located in Midtown (see Appendix D) are each receiving basic formula payments of $8,745 per WADA in the 2014-15 school year, according to their February 2015 DESE payment transmittal calculations. CWC Kansas City has not built any basic formula revenue increases into our five-year budget. Also, transporation funding has been included at 12% of total transportation costs.

Local: In the first year of operation, CWC Schools is donating $300,000 to CWC Kansas City (in addition to the $350,000 donated in the pre-opening year). From year 2 onwards, the budget assumes Proposition C funding at $875 per prior year WADA (below DESE's 2014-15 budgeted amount of $922) will supplement the basic formula. No Proposition C revenue increase has been included in the budgets.

Federal: Federal revenue sources are based on data from 18 existing Kansas City charter schools. The average Title 1 payment per FRPL student in 2014-15 was $740, we have budgeted $725. The average Title 2 payment was $101, we have budgeted $100, and the average SpED Part B payment was $129, we have budgeted $125.

Note - Federal Charter School Program (CSP): CWC Kansas City, if approved by our sponsor, will apply to DESE for Federal CSP funding in our pre-opening year, and the first year of school operations. We have not included this funding in the budget, but note that all five existing schools in the CWC network have successfully applied for and received CSP funding. The CSP is a key tool to help schools with pre-opening and school launch expesenses.

Note - School Based Fundraising: While local school-based fundraising is not part of the five-year budgets submitted in this application, CWC Kansas City is aware of the need to raise additional funds in the form of grants or donations to support our schools. The fundraising plan will be developed and tailored by the Executive Director to enrich the academic and operational foundation of the schools. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation. Existing schools in the CWC network (especially those in Los Angeles) have utilized many fundraising techniques to supplement state and local funding and we believe this can be replicated in our proposed mixed socioeconomic model in Kansas City. Funds from these resources will focused on the academic program, at the discretion of the Executive Director and school leaders.

Expenses:

Salaries: We have included a 3% yearly salary increase for all CWC Kansas City staff. For the positions with the most FTE's (classroom teachers and reading specialists) we have included two tables on the Staffing Worksheet tab showing the FTE salary increases. Regarding out classroom teacher salaries, we have budgeted a mix of experience and qualifications for each incoming teacher class, while ensuring that all teachers will have the credentials and experience noted in *B.4 Staffing and Human Resources*.

Employee Benefits: We have budgeted benefits at 26% of salary for all regional and schol based CWC Kansas City staff. The one exception is the kindergarten Teaching Associates, who we have budgeted only FICA benefits and unemployment insurance (7.45% and 1.3% of salary). For all other staff, the breakdown is as follows (as percentage of salary): retirement (8.5%), FICA (7.45%), employee health benefits (8.75%), unemployment insurance (1.3%).

Classroom Instruction (1111): Salaries in this category include classroom teachers, P.E., Art, and Music teachers, reading specialists, and teaching associates (note that the benefits in this category are not exactly 26% - this is due to the teaching associates not receiving full benefits as noted above). Purchased services reflect anticipated substitute teacher costs. Supplies and materials reflect classroom textbooks and instructional materials ($125 per student for textbooks, and $50 per student for instructional materials). Years 2-5 reflect textbook costs for new students.

Special Education Services (1221): Salaries reflect 2 FTE Special Education Coordinators in year 1, and additional Special Education Assistants in years 2 through 5. We have budgeted for additional contracted special education services throughout the five year term, based on a 10% special education student population, and contracted services at $1,750 per identified student.

Support Services (2114): Salaries reflect two school-based office coordinators in years 1 through 5, and two Counselors in years 4 and 5. The purchased services reflect student assessment materials (NWEA at $15 per ADA, DESSA at $1000 per school, and Fountas and Pinnell at $1000 per grade level). Additional costs reflect use of student information software. For this cost we have included an increase as the school adds enrollment throughout the five-year term.

Professional Development (2213): Includes $10,000 travel budget per year for school leadership team and staff. We have projected 19 professional development days (including 15 in Summer Institute) at cost of $1,500 per day in year 1. Following year 1, we have included an additional $10,000 per year to account for larger staff. Our projections are closely aligned with federal Title 2 revenue, and we will adjust as necessary if that revenue fluctuates.

Executive Admin Services (2321): Salaries reflect the CWC Kansas City Executive Director and regional office coordinator. Purchased services include the CWC network licensing and affiliation, along with insurance, audit services, and legal support fee (see contracted services tab for these expenses). The CWC fee is based on 6% of all revenue in years 1-3, and 5% in years 4-5 (revenue does not/will not include any CSP funding, local school fundraising, or CWC Schools donation in year 1).

Building Principal Services (2411): Salaries reflect two principals in years 1 through 5, with the support of two assistant principals in years 3 through 5. The purchased services reflect office supplies for the schools, increasing with the expansion of leadership/staff in years 1 through 5.

Total Business Support Services (2511): Staffing includes the Regional Director of Operations in year 2 through 5 along with a regional Operations Associate from year 3. Back office financial support and accounting has been budgeted as-needed, and the full extent of services required will be assessed by the Executive Director. With the hiring of regional Director of Operations and Operations Associate in year 3, the need for external support may be reduced - but we have budgeted for an increase in services to be conservative.

Operation of Plant Services (2541): Purchased services includes lease payments equivalent to $15 per square feet along with the following operation of plant services (annual expenses, budgeted to rise 3% each year with larger increases in Janitorial costs in years 3 and 5): Janitorial ($40,000), water/sewer ($12,000), trash $12,000), Mat service ($4,800), repairs ($20,000), snow removal $4,000), lawn service ($12,000), pest management ($2,000) and communications ($24,000). Supplies and materials include gas and electric ($25,000 each, rising 3% in cost each year) and building supplies ($14,400). Equipment reflects furniture purchase, following from the $60,000 in pre-opening year for opening 12 classrooms + $10,000 in year 1 for office furniture, years 2-5 represent six new classrooms per year and $5,000 for additional office based furniture.

Transportation (2551): Section C.4 Transportation has descriptions of transportation costs. Assumes 15% ridership due to high percentage of projected enrollment from within the Midtown geographic preference (detailed in Section B.5 Student Recruitment and Enrollment). Bus costs are based on a quote from a provider.

Food (2563): CWC Kansas City has built in a 5% cushion for food expenses to exceed revenue - and to be conservative have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program.

Technology (2661): $60,000 is available to purchase technology in pre-opening year for students and staff. The Executive Director will assess technology needs for the initial school year and the allocation of the $60,000. Additional funding has been included at $20,000 in years 2 through 5 to ensure new students and staff have the necessary access to technology.

Community Services (3305): Salaries include the regional Director of Community from year 3 onwards. Purchased services include $10,000 for CWC Kansas City marketing materials and resources. Projected as flat due to the larger expense in the pre-opening year ($20,000) creating a wide array of materials, and from year 1onwards the school will be attracting an incoming kindergarten grade each year.

Parental Involvement (3912): Salaries include the regional Director of Development from year 3 onwards.

	Expenditures by Function	K-1 2016-17 Projected	K-2 2017-18 Projected	K-3 2018-19 Projected	K-4 2019-2020 Projected	K-5 2020-2021 Projected
	6100 Salaries	975,000	1,438,650	1,933,809	2,447,241	3,170,737
	6200 Benefits	233,318	353,261	481,379	614,228	801,042
	6300 Purchased Services	4,000	6,000	8,000	10,000	12,000
	6400 Supplies & Materials	50,400	39,600	46,800	54,000	61,200
	6500 Equipment	-	-	-	-	-
1111	**Total Classroom Instruction**	**1,262,718**	**1,837,511**	**2,469,989**	**3,125,470**	**4,044,979**
	6100 Salaries	90,000	130,200	172,731	177,913	183,250
	6200 Benefits	23,400	33,852	44,910	46,257	47,645
	6300 Purchased Services	50,400	75,600	100,800	126,000	151,200
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
1221	**Total Special Programs**	**163,800**	**239,652**	**318,441**	**350,170**	**382,095**
	6100 Salaries	60,000	61,800	63,654	155,564	160,231
	6200 Benefits	15,600	16,068	16,550	40,447	41,660
	6300 Purchased Services	12,320	17,480	22,640	27,800	32,960
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2114	**Total Support Services-Pupils**	**87,920**	**95,348**	**102,844**	**223,810**	**234,850**
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	38,500	48,500	58,500	68,500	78,500
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2213	**Total Professional Development**	**38,500**	**48,500**	**58,500**	**68,500**	**78,500**
	6100 Salaries	164,800	169,744	174,836	180,081	225,484
	6200 Benefits	42,848	44,133	45,457	46,821	58,626
	6300 Purchased Services	208,535	312,656	408,863	432,155	513,494
	6400 Supplies & Materials	10,000	10,000	10,000	10,000	10,000
	6500 Equipment	-	-	-	-	-
2321	**Total Executive Admin Services**	**426,183**	**536,533**	**639,157**	**669,058**	**807,604**
	6100 Salaries	160,000	164,800	299,744	308,736	317,998
	6200 Benefits	41,600	42,848	77,933	80,271	82,680
	6300 Purchased Services	-	-	-	-	-
	6400 Supplies & Materials	10,000	15,000	20,000	25,000	30,000
	6500 Equipment	-	-	-	-	-
2411	**Total Building Principal Services**	**211,600**	**222,648**	**397,677**	**414,008**	**430,678**
	6100 Salaries	-	50,000	91,500	94,245	97,072
	6200 Benefits	-	13,000	23,790	24,504	25,239
	6300 Purchased Services	70,000	80,000	90,000	100,000	110,000
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2511	**Total Business Support Services**	**70,000**	**143,000**	**205,290**	**218,749**	**232,311**
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	455,200	621,136	806,554	973,311	1,170,127
	6400 Supplies & Materials	64,400	66,332	68,322	70,372	72,483
	6500 Equipment	10,000	35,000	35,000	35,000	35,000
	6600 Debt Service					
2541	**Total Operation of Plant Services**	**529,600**	**722,468**	**909,876**	**1,078,682**	**1,277,610**

	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	-	-	-	-	-
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2546	**Total Security**	**-**	**-**	**-**	**-**	**-**
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	44,000	88,000	88,000	132,000	132,000
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2551	**Total Transportation**	**44,000**	**88,000**	**88,000**	**132,000**	**132,000**
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	72,755	109,133	145,510	181,888	218,265
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
2563	**Total Food Services**	**72,755**	**109,133**	**145,510**	**181,888**	**218,265**
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	-	-	-	-	-
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	10,000	20,000	20,000	20,000	20,000
2661	**Total Technology**	**10,000**	**20,000**	**20,000**	**20,000**	**20,000**
	6100 Salaries	-	-	50,000	51,500	53,045
	6200 Benefits	-	-	13,000	13,390	13,792
	6300 Purchased Services					
	6400 Supplies & Materials	10,000	10,000	10,000	10,000	10,000
	6500 Equipment					
3305	**Total Community Services**	**10,000**	**10,000**	**73,000**	**74,890**	**76,837**
	6100 Salaries	-	-	50,000	51,500	53,045
	6200 Benefits	-	-	13,000	13,390	13,792
	6300 Purchased Services	-	-	-	-	-
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
3912	**Total Parental Involvement**	**-**	**-**	**63,000**	**64,890**	**66,837**
	GRAND TOTAL EXPENDITURES	**2,927,076**	**4,072,792**	**5,491,284**	**6,622,114**	**8,002,566**

CWC Kansas City LEA	Enrollment	Attendance %	ADA	FRPL WEIGHT	LEP WEIGHT	TOTAL WADA*	per WADA payment	less sponsor fee	TOTAL
2016-2017	288	95%	273.6	6.16	9.69	289.44	8700	0.985	$2,480,368
2017-2018	432	95%	410.4	9.23	14.53	434.16	8700	0.985	$3,720,553
2018-2019	576	95%	547.2	12.31	19.37	578.88	8700	0.985	$4,960,737
2019-2020	720	95%	684	15.39	24.21	723.60	8700	0.985	$6,200,921
2020-2021	864	95%	820.8	18.47	29.06	868.32	8700	0.985	$7,441,105

WADA Breakdown	2016-2017			2017-18			2018-19			2019-20			2020-21		
	FRPL	LEP	SpED	FRPL	LEP	SpED	FRPL	LEP	SpED	FRPL	LEP	SpED	FRPL	LEP	SpED
Projected %	50%	8%	10%	50%	8%	10%	50%	8%	10%	50%	8%	10%	50%	8%	10%
Count	136.8	21.89	27.36	205.2	32.83	41.04	273.6	43.78	54.72	342	54.72	68.4	410.4	65.66	82.08
Threshold %	41.0%	2.1%	12.60%	41.0%	2.1%	12.60%	41.0%	2.1%	12.60%	41.0%	2.1%	12.60%	41.0%	2.1%	12.60%
Threshold Count	112.18	5.75	34.47	168.26	8.62	51.71	224.35	11.49	68.95	280.44	14.36	86.18	336.53	17.24	103.42
Weighting Count	24.62	16.14	0	36.94	24.21	0	49.25	32.28	0	61.56	40.36	0	73.87	48.43	0
Weighting %	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75
WADA	6.16	9.69	0	9.23	14.53	0	12.31	19.37	0	15.39	24.21	0	18.47	29.06	0

Federal Calculations	Payment	School Days	2016-17	2017-18	2018-19	2019-20	2020-21	Participation Rates
TITLE 1	$725		144	216	288	360	432	
TITLE 2	$100		288	432	576	720	864	
SPED Part B	$130		288	432	576	720	864	
School Lunch - Free	$3.04	176	86.4	129.6	172.8	216	259.2	80%
School Lunch - Reduced	$2.64	176	57.6	86.4	115.2	144	172.8	80%
School Lunch - Paid	$0.34	176	144	216	288	360	432	30%
School Breakfast - Free	$1.62	176	86.4	129.6	172.8	216	259.2	20%
School Breakfast - Reduced	$1.32	176	57.6	86.4	115.2	144	172.8	20%
School Breakfast - Paid	$0.28	176	144	216	288	360	432	10%

Federal Payments			2016-17	2017-18	2018-19	2019-20	2020-21
TITLE 1			$104,400	$156,600	$208,800	$261,000	$313,200
TITLE 2			$28,800	$43,200	$57,600	$72,000	$86,400
SPED Part B			$37,440	$56,160	$74,880	$93,600	$112,320
School Lunch			$60,978	$91,466	$121,955	$152,444	$182,933
School Breakfast			$8,313	$12,469	$16,626	$20,782	$24,938

***SpED WADA not included as calculations in "WADA Breakdown" table equal zero.**

LOCAL REVENUE WORKSHEET

Code	Detail			Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5140		**Earnings on Investments**						
	5141		Earnings from Temporary Deposits					
5150		**Food Service - Pupils**						
	5151		Sales to Pupils					
5160		**Food Service - Adults**						
	5161		Sales to Adults					
	5165		Food Services - Non-Program					
5170		**Enterprise Sources**						
	5171		Admissions					
	5172		Bookstore Sales					
	5173		Student Organization Membership Dues and Fees					
	5179		Other Pupil Activity Income					
5180		**Community Services**						
	5181		Community Services					
5190		**Other Revenue from Local Sources**						
	5191		Rentals					
	5192		Gifts					
	5195		Prior Period Adjustment					
	5196		Net Receipts from Clearing Accounts					
	5198		CWC Schools Direct Donation	300,000				
	5113		Proposition C	-	253,991	380,986	507,982	634,977
5199			**Local Revenue - Subtotal**	**$ 300,000**	**$ 253,991**	**$ 380,986**	**$ 507,982**	**$ 634,977**

STATE REVENUE WORKSHEET

Code	Detail		Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5310	**Foundation Formula, State Aid**						
	5311	Basic Formula - State Monies	2,480,368	3,604,776	4,787,072	5,969,368	7,151,664
	5312	Transportation	5,280	10,560	10,560	15,840	15,840
	5314	Early Childhood (3 & 4 Year Old) Special Education					
	5317	Career Ladder/Excellence in Education Act					
	5319	Basic Formula - Classroom Trust Fund	-	115,777	173,665	231,553	289,441
	5322	Career Education/At-Risk - State					
	5324	Educational and Screening Program Entitlement/Parents as Teachers					
5330	**State Revenue**						
	5332	Career Education - State					
	5333	Food Service - State					
	5337	Adult Education & Literacy (AEL) - State					
	5338	Adult Education Special Literacy Grant					
	5353	Job Development/Customized Training					
	5358	Safe School Initiative Grant					
	5359	Career Education Enhancement Grant					
	5362	A+ Schools Grant					
	5364	eMINTS/METS Classrooms					
	5366	MO Department of Natural Resources (DNR) Energy Loans					
	5367	MO School Age Children's Health Services Grant					
	5369	Residential Placement/Excess Cost					
	5371	Readers for the Blind					
	5372	State Emergency Management Agency (SEMA) Funds					
	5376	Select Teachers As Regional Resource					
	5377	MO Department of Natural Resources (DNR) Energy Grant					
	5381	High Need Fund - Special Education					
	5382	Missouri Preschool Project					
	5397	Other State Revenue					
5399		**State Revenue - Subtotal**	**$ 2,485,648**	**$ 3,731,113**	**$ 4,971,297**	**$ 6,216,761**	**$ 7,456,945**

FEDERAL REVENUE WORKSHEET

Code	Detail		Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5410-19		**Grants-in-Aid -- Unrestricted, Direct**					
	5411	Impact Aid					
	5412	Medicaid					
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-59		**Grants-in-Aid - Restricted, Federal Through State**					
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)	37,440	56,160	74,880	93,600	112,320
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program	60,978	91,466	121,955	152,444	182,933
	5446	School Breakfast Program	8,313	12,469	16,626	20,782	24,938
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	104,400	156,600	208,800	261,000	313,200
	5452	Title I, Part C - Migrant Education					
	5453	Title I, Part B - Student Reading Skills Improbement Grants					
	5454	Title I, Part F - Comprehensive School Reform					
	5455	Title V, ESEA - Innovative Education Programs					
	5456	Title Iv, LIFT Grant					
	5459	Twenty-First Century Grant					
5460-79		**Other Federal Restricted, Through the State**					
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
	5462	Title III, ESEA - English Language Acquisition and Academice Achievement					
	5463	Education for Homeless Children and Youth					
	5465	Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	28,800	43,200	57,600	72,000	86,400
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
	5472	Child Care Development Fund Grant					
	5473	National and Community Service Trust Act of 1993					
	5475	AIDS Education Grant					
	5476	Title I, Part B - Even Start Family Literacy					
	5477	Federal Emergency Management Agency (FEMA) Funds					
	5478	Vocational Rehabilitation					
5480-89		**Other Grants-in-Aid-Restricted, Federal**					
	5481	Department of Health Food Service Program					
	5482	Workforce Investment Act (WIA)					
	5483	Head Start					
	5484	Pell Grants					
	5486	Impact Aid, Restricted Purpose					
	5489	Facilities Infrastructure Improvement Grant					
	5492	Title I, Part B - Rural Education Initiative					
	5497	Other Federal Revenue-Start Up Grant					
5499		**Federal Revenue -- Subtotal**	**$ 239,930**	**$ 359,896**	**$ 479,861**	**$ 599,826**	**$ 719,791**

STAFF SALARY WORKSHEET

SALARIES

		Position	K-1 Year 1 Budget	K-2 Year 2 Projected	K-3 Year 3 Budget	K-4 Year 4 Budget	K-5 Year 5 Budget
Administrators							
2411	6111	Principal	$ 160,000	$ 164,800	$ 169,744	$ 174,836	$ 180,081
2411	6111	Assistant Principal			130,000	133,900	137,917
2114	6151	Office Coordinator	60,000	61,800	63,654	65,564	67,531
Certified Staff							
1111	6111	Classroom Teacher	528,000	813,840	1,114,255	1,429,683	1,760,573
1221	6111	Special Education Coordinator	90,000	92,700	95,481	98,345	101,296
1221	6111	Special Education Assistant		37,500	77,250	79,568	81,955
1111	6111	P.E. Teacher	80,000	82,400	84,872	174,836	180,080
1111	6111	Art Teacher	40,000	82,400	84,872	87,418	180,080
1111	6111	Music Teacher	40,000	82,400	84,872	87,418	180,080
1111	6111	Reading Specialist	170,000	257,100	440,813	540,037	738,239
Counseling							
2114		Counselor				90,000	92,700
Non-Certified Staff							
1111		Teaching Associates	117,000	120,510	124,125	127,849	131,685
Other (CWC Kansas City Regional Staff)							
2321		CWC Kansas City Executive Director	133,900	137,917	142,055	146,316	150,706
2321		Regional Office Coordinator	30,900	31,827	32,782	33,765	34,778
2541		Director of Operations		50,000	51,500	53,045	54,636
2511		Operations Associate			40,000	41,200	42,436
3305		Director of Development			50,000	51,500	53,045
3912		Director of Community			50,000	51,500	53,045
2321		Special Projects Assistant					40,000
		Total Salaries	**$ 1,449,800**	**$ 2,015,194**	**$ 2,836,275**	**$ 3,466,781**	**$ 4,260,862**

TABLE 1

Classroom Teacher FTE's	Year 1	Year 2	Year 3	Year 4	Year 5
1	$41,000	$42,230	$43,497	$44,802	$46,146
2	$41,000	$42,230	$43,497	$44,802	$46,146
3	$41,000	$42,230	$43,497	$44,802	$46,146
4	$41,000	$42,230	$43,497	$44,802	$46,146
5	$44,000	$45,320	$46,680	$48,080	$49,522
6	$44,000	$45,320	$46,680	$48,080	$49,522
7	$44,000	$45,320	$46,680	$48,080	$49,522
8	$44,000	$45,320	$46,680	$48,080	$49,522
9	$47,000	$48,410	$49,862	$51,358	$52,899
10	$47,000	$48,410	$49,862	$51,358	$52,899
11	$47,000	$48,410	$49,862	$51,358	$52,899
12	$47,000	$48,410	$49,862	$51,358	$52,899
13		$42,000	$43,260	$44,558	$45,895
14		$42,000	$43,260	$44,558	$45,895
15		$45,000	$46,350	$47,741	$49,173
16		$45,000	$46,350	$47,741	$49,173
17		$48,000	$49,440	$50,923	$52,451
18		$48,000	$49,440	$50,923	$52,451
19			$43,000	$44,290	$45,619
20			$43,000	$44,290	$45,619
21			$46,000	$47,380	$48,801
22			$46,000	$47,380	$48,801
23			$49,000	$50,470	$51,984
24			$49,000	$50,470	$51,984
25				$44,000	$45,320
26				$44,000	$45,320
27				$47,000	$48,410
28				$47,000	$48,410
29				$50,000	$51,500
30				$50,000	$51,500
31					$45,000
32					$45,000
33					$48,000
34					$48,000
35					$51,000
36					$51,000
TOTAL (see line 11)	**$528,000**	**$813,840**	**$1,114,255**	**$1,429,683**	**$1,760,573**

TABLE 2

Reading Specialist FTE's	Year 1	Year 2	Year 3	Year 4	Year 5
1 (CWCKC1 Lead)	$45,000	$46,350	$47,741	$49,173	$50,648
2	$40,000	$41,200	$42,436	$43,709	$45,020
3 (CWCKC2 Lead)	$45,000	$46,350	$47,741	$49,173	$50,648
4	$40,000	$41,200	$42,436	$43,709	$45,020
5		$41,000	$42,230	$43,497	$44,802
6		$41,000	$42,230	$43,497	$44,802
7 (CWCKC1 Lead)			$46,000	$47,380	$48,801
8			$42,000	$43,260	$44,558
9 (CWCKC2 Lead)			$46,000	$47,380	$48,801
10			$42,000	$43,260	$44,558
11				$43,000	$44,290
12				$43,000	$44,290
13 (CWCKC1 Lead)					$47,000
14					$44,000
15 (CWCKC2 Lead)					$47,000
16					$44,000
Total (see line 17)	**$170,000**	**$257,100**	**$440,813**	**$540,037**	**$738,239**

CONTRACTUAL SERVICES

	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
Administration					
Backoffice Financial Support/Accounting	70,000	80,000	90,000	100,000	110,000
Legal	10,000	12,000	14,000	16,000	18,000
Auditing	10,000	10,000	10,000	10,000	10,000
Insurance	25,000	30,000	35,000	40,000	45,000
Education					
Special Education Services	50,400	75,600	100,800	126,000	151,200
Substitute Pay	4,000	6,000	8,000	10,000	12,000
Assessments	8,320	11,480	14,640	17,800	20,960
Transportation					
Transporation Services	44,000	88,000	88,000	132,000	132,000
Partner Organization					
CWC Network Licensing and Affiliation Fee	163,535	260,656	349,863	366,155	440,494
Technology					
Student Information Software	4,000	6,000	8,000	10,000	12,000
Operation of Plant					
Jantiorial/Maintenance	40,000	41,200	61,800	63,654	95,481
Total Contractual Services	**$ 429,255**	**$ 620,936**	**$ 780,103**	**$ 891,609**	**$ 1,047,135**

Appendix V – CWC Kansas City LEA Cash Flow Analysis (Submitted in Excel Format)

CWC Kansas City LEA 2016-17 Cash Flow

(Cash Flow Forecast - 12 Months)

Month	Pre-Opening Year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
Receipts														
State receipts	$ -	$ -	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 225,968	$ 2,485,648
Federal grants			$ -	$ -	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 26,659	$ 239,930
Private funds (projected fundraising)	$ 50,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Interest free loan from CWC Schools	$ 800,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Direct support from CWC Schools	$ 350,000	$ 300,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 300,000
Total Receipts	$ 1,200,000	$ 300,000	$ 225,968	$ 225,968	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 252,627	$ 3,025,578
Payments														
Salaries and wages	$ 160,000	$ 32,067	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 128,885	$ 1,449,800
Employee benefits	$ 41,600	$ 8,337	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 31,675	$ 356,767
Substitutes	$ -	$ -	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ -	$ 4,000
Staff recuitment	$ 60,000	$ -	$ -	$ -	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 10,000
Textbooks/instructional materials	$ -	$ 20,000	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ 3,040	$ -	$ 50,400
Facilities renovations/readiness	$ 500,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lease/debt payments	$ -	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 27,000	$ 324,000
Maintenance/upkeep/repairs	$ -	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 14,300	$ 171,600
Telephone	$ 3,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Internet service	$ 3,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Insurance	$ 4,000	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 25,000
Legal	$ 10,000	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 10,000
Audit	$ -	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 10,000
Marketing	$ 20,000	$ 750	$ 750	$ 750	$ 750	$ 750	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 750	$ 750	$ 750	$ 10,000
Office supplies	$ 5,000	$ 5,000	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 455	$ 10,000
Professional development	$ -	$ -	$ 22,500	$ -	$ 1,500	$ 1,500	$ -	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 28,500
Travel	$ 10,000	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 10,000
School furniture	$ 60,000	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ 10,000
Technology	$ 60,000	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ 10,000
Food services	$ -	$ -	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 6,614	$ 72,756
Data Management/SIS	$ 10,000	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 333	$ 4,000
Assessments	$ -	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ 756	$ -	$ 8,320
Contracted special education services	$ -	$ -	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 4,582	$ 50,400
Contracted transportation services	$ -	$ -	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ 4,400	$ -	$ 44,000
Contracted financial services/accounting	$ 10,000	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 70,000
CWC Schools network fee	$ -	$ -	$ -	$ -	$ -	$ 23,362	$ 23,362	$ 23,362	$ 23,362	$ 23,362	$ 23,362	$ 23,362	$ -	$ 163,534
Total Payments	$ 956,600	$ 130,960	$ 258,107	$ 235,607	$ 238,218	$ 261,580	$ 260,330	$ 270,330	$ 261,830	$ 261,830	$ 260,080	$ 260,080	$ 228,122	$ 2,927,076
Cashflow Surplus/Deficit (-)	$ 243,400	$ 169,040	$ (32,139)	$ (9,639)	$ 14,409	$ (8,953)	$ (7,703)	$ (17,703)	$ (9,203)	$ (9,203)	$ (7,453)	$ (7,453)	$ 24,505	$ 98,502
Opening Cash Balance	$ -	$ 243,400	$ 412,440	$ 380,301	$ 370,661	$ 385,070	$ 376,117	$ 368,413	$ 350,710	$ 341,507	$ 332,303	$ 324,850	$ 317,397	
Closing Cash Balance	$ 243,400	$ 412,440	$ 380,301	$ 370,661	$ 385,070	$ 376,117	$ 368,413	$ 350,710	$ 341,507	$ 332,303	$ 324,850	$ 317,397	$ 341,902	

Appendix W – Transportation Quote

February 27, 2015

To: Citizens of the World Charter Schools
5371 Wilshire Blvd, Suite 210, 90036

Fr: John Billigmeier
Area General Manager
First Student
3610 W 29th St. S
Wichita, KS 67217

Mr. Hodgson,

Thank you for your interest in contracting with First Student for your Charter School needs. We are very excited to have the opportunity to work with you while you develop your program here in Kansas City. First Student is the leader in North American Student Transportation and does extensive work with Charter School programs in Kansas City and all over North America.

Based on our preliminary discussions we have come up with an estimated price per bus for your operation here in the KC area. Please remember that this is a loose cost assumption given that we don't have fully defined routes or full ridership yet.
Based on our information we are in the following range.

Dedicated Bus (AM/PM Home to School)	$240-250.00 per day per bus
Shared Bus (AM/PM Home to School)	$135-145.00 per day per bus (if we can find Available school to pair with)
Handicapped Accessible Bus (AM/PM Home to School)	$265.00-$275.00
Monitors (5 Hour Minimum)	$21.00 per hour per Monitor.

We can also develop pricing for trips and charters if you are interested.

I look forward to working with you as we develop this relationship. Please feel free to reach out me for any further information.

Sincerely,

John Billigmeier

Appendix X – Insurance Quote

March 3, 2015

RE: Citizens of the World Kansas City Charter Schools

Dear Mr. Hodgson:

We are excited at the opportunity to provide insurance and associated services for your new Charter School. Our team members bring decades of experience in insurance with focus on nonprofits and education. Brush Creek Partners is domiciled in Missouri which will allow for us to maintain a close, hands on relationship with your school.

We work with many carriers that are able to provide the coverage that you need with competitive pricing. That list would include (but not be limited to) Hanover, Travelers, Great American and Philadelphia. All carriers would carry and AM Best rating of "A" (Excellent).

We have had preliminary conversations with our carriers and based upon the information we are currently working with (288 students, 20k square foot building, grade level, etc) and the variables still in question, we feel that coverage can be secured in the area of $25-30,000. There are clearly several other factors that will be considered upon full underwriting, but for the purpose of budget projections, this estimated premium should be fairly accurate.

When the time comes that you are prepared to go submit a full submission to our carriers, we will work with you to complete the required applications and further discuss the different coverage options that will be needed to properly cover your organization and assets. Following is a brief snapshot of coverage and limits that should be considered:

COVERAGE	LIMIT
General Liability (including Corporal)	$1,000,000 each occurrence/$3,000,000 Aggregate
Educators Legal Liability/School Board E&O	$1,000,000
Sexual Abuse or Misconduct Liability	$1,000,000
Employee Benefits Liability	$1,000,000
Automobile Liability including Hired & Non Owned	$1,000,000
Excess/Umbrella Liability	$10,000,000
Workers Compensation	Statutory
Employment Practices Liability	$1,000,000
Crime/Employee Dishonesty	$1,000,000
Property	Values TBD based on the final location/All Risk Basis
Student Accident	$25,000 each student

We, along with our carrier partner, will work closely with you to provide you with ongoing claims and risk management services including training, site safety and reduced cost vendor services as examples.

Please do not hesitate to call if you have any questions.

Sincerely,

Tripp Miller
Partner

Brush Creek Partners * 4444 Broadway * Kansas City, MO * 64111 * 816-523-2323

About Us

Coverage You Can Count On

We Are a Full Service Insurance Firm & Brokerage

Brush Creek Partners a full service insurance consulting firm that is taking a personal approach, making you the client, the centerpiece of our organization. We evaluate and address your unique needs through an integrated team approach that starts with strategic consulting services. Then we create a client specific plan of action supported by all the appropriate resources to accomplish the plan and your objectives. As with any effective management approach, the goal is to continuously build and improve the effectiveness and perceived value of the plan.

Our mission is to use our collective proficiencies and background to enable our clients to reach their highest objectives for risk management, employee benefits, commercial insurance and retirement planning.

Consulting Services w/Comprehensive Risk & Plan Management

At Brush Creek Partners we recognize the exclusive nature of each client's specific needs. Different internal resources, plan issues, coverage needs and business philosophies call for unique solutions. We view our role as a partner to our clients, and our first job is to understand your culture, needs, and current situation.

We are a sophisticated blend of people, technology, process, and knowledge. As a retention-based consulting organization, we will tailor our relationship to your specific needs, as defined by our comprehensive initial audit. Then we will provide a menu of recommended services in connection with the administration of your benefit plan, insurance coverages, and risk management.

Appendix Y – CWC Kansas City School Closure Plan

Appendix Z - CWC Kansas City School Closure Checklist

Immediate Tasks (Immediately and up to one week of the decision to close):

Item	Action	Responsibility	Due Date	Status
1	**Establish CWC Kansas City Transition Team** The team will be focused on providing for the smooth transition of students and staff and to close down the school's business affairs. The team will include the following (at a minimum): • CWC Kansas City Board Chair; • CWC Kansas City Executive Director; • CWC Kansas City School Principal • Designee from sponsoring organization	CWC Kansas City Board Chair	Within one week of decision to close	
2	**Assign Item Responsibilities** Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item. • The Transition Team will establish a Student Transition Plan that focuses on enrolling students in a new, appropriate school. The Plan will set clear deadlines for key activities and will not be considered complete until every student has been enrolled in a new school. • The Transition Team will assign a closure coordinator so that families, staff and other stakeholders have access to a direct line of support that can provide guidance through the transition. Ideally this figure will be someone with strong pre-existing relationships with these stakeholders.	CWC Kansas City Board Chair	Within one week of decision to close	
3	**Press Release** Create and distribute a press release that includes the following: • History of school and reason(s) for closure; • Brief outline of support provided for CWC Kansas City students, parents and staff; • Contact information for CWC Kansas City closure coordinator.	CWC Kansas City Executive Director	Within one week of decision to close	
4	**Initial Closure Notification Letter: Parents & School** Distribute letter to faculty, staff and parents outlining: • Reason(s) for school closure; • Initial timeline for transition; and, • Contact information for closure coordinator.	CWC Kansas City Executive Director	Within one week of decision to close	
5	**Initial Closure Notification Letter: State & Local Agencies** Distribute letter to the State Board of Education and local school districts (as necessary to	CWC Kansas City Executive	Within one week of	

	inform local district for purposes of enrolling students from the closing school) to include: • Notification materials distributed to faculty, staff and parents; • Reason(s) for school closure; and • Copy of any termination agreement(s) (if applicable).	Director	decision to close	

Ongoing Activities (Through completion of the closure process):

Item	Action	Responsibility	Due Date	Status
6	**Continue Current Instruction** Continue instruction under current education program per CWC Kansas City charter contract until end of school calendar for regular school year.	CWC Kansas City School Principal	Ongoing until end of classes	
7	**Continue to Administer MAP Tests** Continue to administer MAP tests in accordance with regulations and policies.	CWC Kansas City School Principal	Ongoing until end of classes	
8	**Board Communication** Provide advance copies of all meeting agendas, minutes, financials, all supporting documentation for Board minutes, and all documents as outlined throughout this Checklist.	CWC Kansas City Board Chair	Ongoing until completion of dissolution	
9	**Maintain Insurance** CWC Kansas City's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. CWC Kansas City will: • Maintain existing insurance coverage until the disposal of such assets under the school closure action plan; • Continue existing insurance for the facility and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of other assets are sold; • Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); • Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.	CWC Kansas City Executive Director	Ongoing until completion of dissolution	
10	**Reporting of Financial Condition** CWC Kansas City will prepare the following financial documents on a monthly basis as of the close of the following month until finalization of closure • A current balance sheet as of the month just ended before the closure decision; • A current income statement as of the month just ended before the closure decision; and,	CWC Kansas City Executive Director and financial consultants	Ongoing until completion of dissolution	

	• A month-to-month cash flow statement to operate the school through the closure date which accounts for the full disposition of assets.			

Pre-Closure Tasks (Within 30 days of the decision to close):

Item	Action	Responsibility	Due Date	Status
11	**Establish Use of Reserve Funds** Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities: • Retirement systems; • Teachers and staff; • Employment taxes and federal taxes; • Audit preparation; • Private creditors; and, • Overpayments from DESE.	CWC Kansas City Board Chair	Within 30 days of decision to close dissolution	
12	**Parent/Guardian Closure Transition Letter** CWC Kansas City will create and distribute a letter with detailed information regarding the transition plan, including: • Date of the last day of regular instruction; • Cancellation of any planned summer school; • Date(s) of any planned school choice fair(s); • Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; • Information on obtaining student records before the end of classes; • Date for upcoming parent/guardian closure meeting; and, • Contact information for CWC Kansas City closure coordinator.	CWC Kansas City Executive Director	Within 15 days of decision to close	
13	**Convene Parent/Guardian Closure Meeting(s)** Include the following discussion points: • Provide overview of closure decision; • Provide calendar of important dates for parents; • Provide specific remaining school vacation days and date for end of classes; • Present timeline for transitioning students; • Present timeline for closing down of school operations; and, • Provide contact information for CWC Kansas City closure Coordinator.	CWC Kansas City Executive Director	Within 30 days of decision to close	

14	**Employees and Benefit Providers** CWC Kansas City will establish an employee termination date and: • Notify all employees of termination of employment and/or contracts (include in Staff/Faculty Closure Transition Letter); • Notify benefit providers of pending termination of all employees; • Notify payroll processor of pending closure of the school; • Notify employees and providers of termination of all benefit programs contracts (include in Staff/Faculty Closure Transition Letter); and • Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA).	CWC Kansas City Executive Director and financial consultants	Within 15 days of decision to close	
15	**Staff/Faculty Closure Transition Letter** CWC Kansas City will distribute a letter which outlines transition plans and timelines for staff, including but not limited to: • Commitment of school's board to transitioning staff; • Commitment to positive transition for children into new educational settings; • Any transition to new employment assistance board anticipates providing (such as job fairs); • Timelines for compensation and benefits; • Timelines for outstanding professional development issues; • COBRA information; • Processing of year-end tax documents (W-2's, 1099's, etc.) • Pertinent licensure information; • Date for upcoming staff/faculty closure meeting; and, • Contact information for CWC Kansas City closure coordinator.	CWC Kansas City Board Chair & Executive Director	Within 15 days of decision to close	
16	**Convene Faculty/Staff Meeting** Include the following discussion points: • Commitment to continuing coherent school operations throughout closure transition; • Plan to assist students and staff by making closing as smooth as possible; • Reasons for closure; • Timeline for transition details; • Compensation and benefits timeline; and, • Contact information for CWC Kansas City closure coordinator.	CWC Kansas City Board Chair & Executive Director	Within 30 days of decision to close	
17	**Notify Agencies/Organizational Partners** Agency notifications will include (at a minimum): • Missouri teacher retirement system;	CWC Kansas City Executive Director	Within 30 days of decision to close	

	• Organizations and/or institutions with which the school has partnered			
18	**Notify Contractors/Vendors** CWC Kansas City will formulate a list of all contractors and vendors with contracts in effect and: • Notify them regarding school closure and cessation of operations; • Instruct contractors and vendors to make arrangements to remove any property from the school by a date certain (copying machines, water coolers, other rented property); • Retain records of past contracts as proof of full payment; and, • Maintain telephone, gas, electric, water, insurance, Directors and Officers liability insurance long enough to cover the time period required for all necessary closure procedures to be complete	CWC Kansas City Executive Director	Within 30 days of decision to close	
19	**Notify Creditors and Debtors** CWC Kansas City will formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor and: • Solicit from each **creditor** a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. • Contact all **debtors** and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.	CWC Kansas City Executive Director	Within 30 days of decision to close	
20	**Audit Engagement** CWC Kansas City will engage, by a vote of the board, an **independent** auditor subject to DESE approval, to conduct a final close-out audit of the school. CWC Kansas City will submit a signed and dated copy of the engagement letter to DESE along with an estimated timeline for the start and completion of the audit.	CWC Kansas City Board Chair & Executive Director	Within 30 days of decision to close	

Post-Closure Tasks (Within one week to 120 days after the last day of instruction):

Item	Action	Responsibility	Due Date	Status
21	**Final Report Cards** After the last day of instruction, CWC Kansas City will: • Compile all student records and final report cards;	CWC Kansas City School Principal	Within one week after the last day of	

	• Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information		instruction	
22	**Archival and Transfer of Student Records** CWC Kansas City will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include: • Grades and any evaluation; • All materials associated with Individual Education Plans or 504s; • Immunization records; and, • Parent/guardian information	CWC Kansas City Executive Director	Within 30 days after the last day of instruction	
23	**Payroll and Employment Verification Reports** CWC Kansas City will provide a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report to each employee, including: • Evidence of having made payment and arrangements for the timely and complete processing of all payroll documentation (W-2's, 1099's, etc.). Evidence of such will consist of a signed and dated assurance from the provider. • An employment verification report to each employee at the end of their employment which includes the dates that the individual worked at the school, the position(s) held (including grade and subject taught if a teacher), and salary history.	CWC Kansas City Executive Director and financial consultants	Within 30 days of the last day of instruction	
24	**Itemized Financials** CWC Kansas City will review, prepare and make available: • Fiscal year-end financial statements; • Cash analysis; • List of compiled bank statements for the year; • List of investments; • List of payables (and determinations of when a check used to pay the liability will clear the bank); • List of all unused checks; • List of petty cash; • List of bank accounts; and, • List of all payroll reports including taxes, retirement or adjustments on employee contracts • Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.	CWC Kansas City Executive Director	Within 30 days after the last day of instruction	

25	**Final Reporting** CWC Kansas City will submit any and all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	CWC Kansas City Executive Director	Within 60 days of the last day of instruction	
26	**Conduct an Inventory and Plan for Disposition of Assets** CWC Kansas City will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, CWC Kansas City will: • Create a fixed asset list segregating Missouri State and federal dollars; • Note source codes for funds and price for each purchase; • Establish fair market value, initial and amortized for all fixed assets; • Ensure that all liabilities and obligations of the School are paid and discharged to the extent of the School's assets; and, • Ensure that any unobligated assets be returned to DESE.	CWC Kansas City Director of Operations	Within 60 days of the last day of instruction	
27	**Document the Disposition of and Transfer of Corporate Records** CWC Kansas City's Board will maintain all corporate records related to: • Employees (background checks, personnel files); • Loans, bonds, mortgages and other financing; • Contracts; • Leases; • Assets and asset sales; • Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042.) • Governance (minutes, by-laws, policies); • Accounting/audit, taxes and tax status; • Employee benefit programs and benefits; and, • Any items provided for in the closure action plan	CWC Kansas City Board Chair	Within 60 days of the last day of instruction and ongoing	
28	**Final Closeout Audit** The school must submit a final closeout audit (by an independent CPA firm or New York State auditor, as determined by statute), which documents disposition of all liabilities.		Within 120 days of the last day of instruction	