

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**February 2015**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR GENESIS SCHOOL INC.

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five (5) years. Section 160.405.9 RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department has received a request for a renewal of a charter school application approved by the University of Missouri – Kansas City (UMKC). Genesis School Inc. currently serves 269 students in grades K-8. Test scores, attendance records, and financial data will be presented for the past four (4) years. The charter school has requested that UMKC renew its charter for a term of five (5) years beginning July 1, 2015, and ending June 30, 2020. Current performance and financial data will be reviewed.

PRESENTER(S):

Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

RECOMMENDATION:

Based on the compliance with the application process, the Department recommends that the State Board of Education authorize Genesis School Inc. to continue operations pursuant to the charter renewal granted by University of Missouri – Kansas City, effective July 1, 2015 for a five (5) year period.

**Genesis Schools Inc.
Charter Renewal
July 1, 2015 –
June 30, 2020**

**Presentation for the
State Board of Education**

February 2015



School Information

- Sponsored by: University of Missouri – Kansas City
- Number of students served: 269 (Fall of 2014)
- Students eligible for free or reduce price lunch: 97.9%
- Grades served: K-8
- Number of campuses: 1
- Opened: Fall of 1999

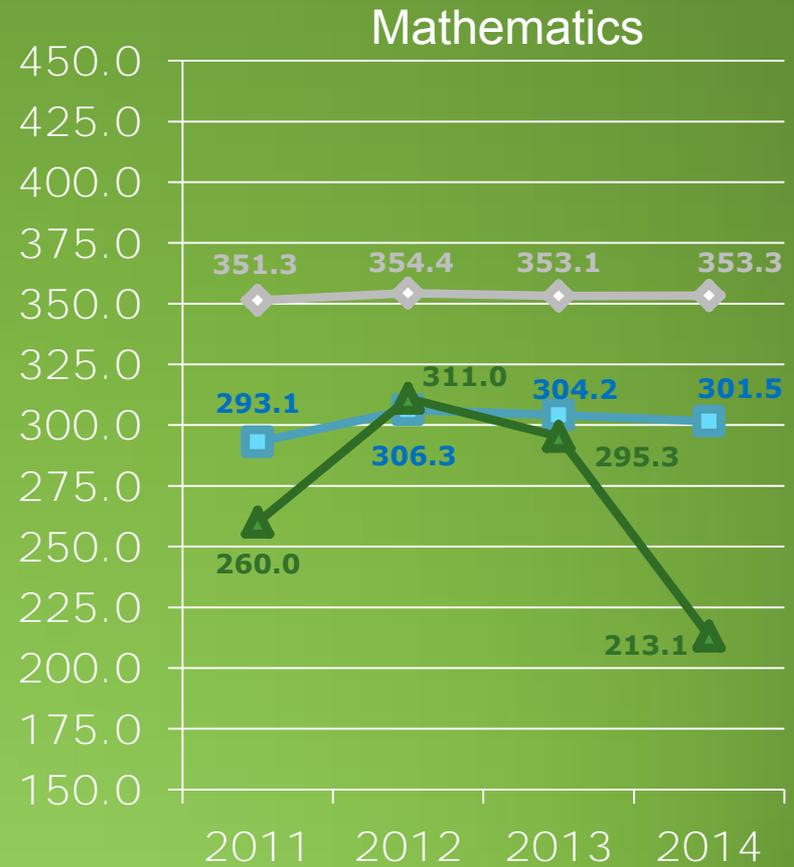
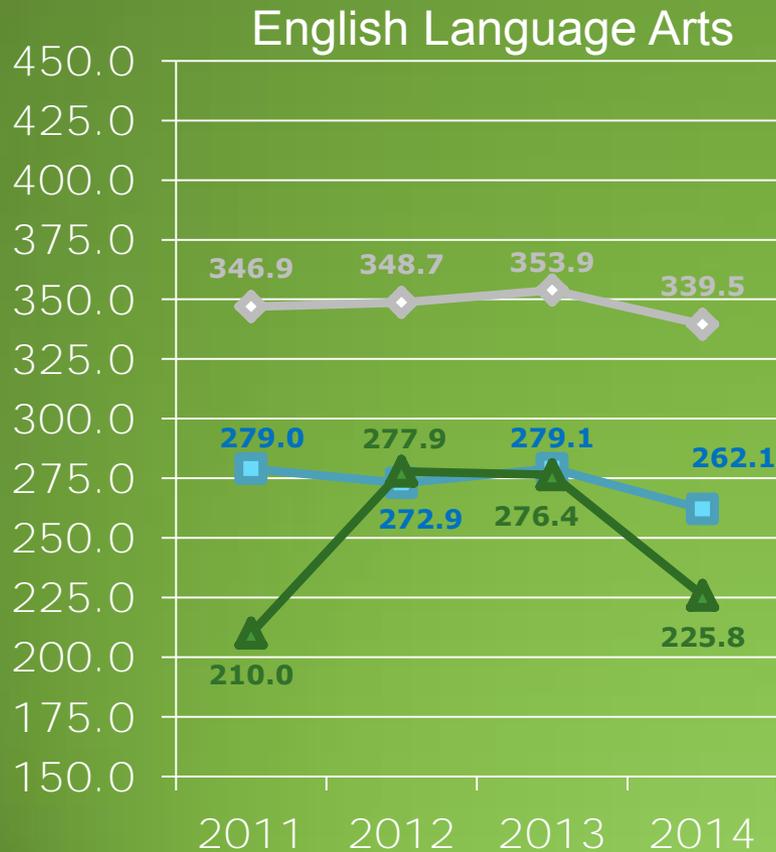
Academic, Attendance, and Financial Information

Annual Performance Report	
2013	2014
53.6%	72.1%

Attendance Rate		
2012	2013	2014
68.5%	73.5%	79.9%

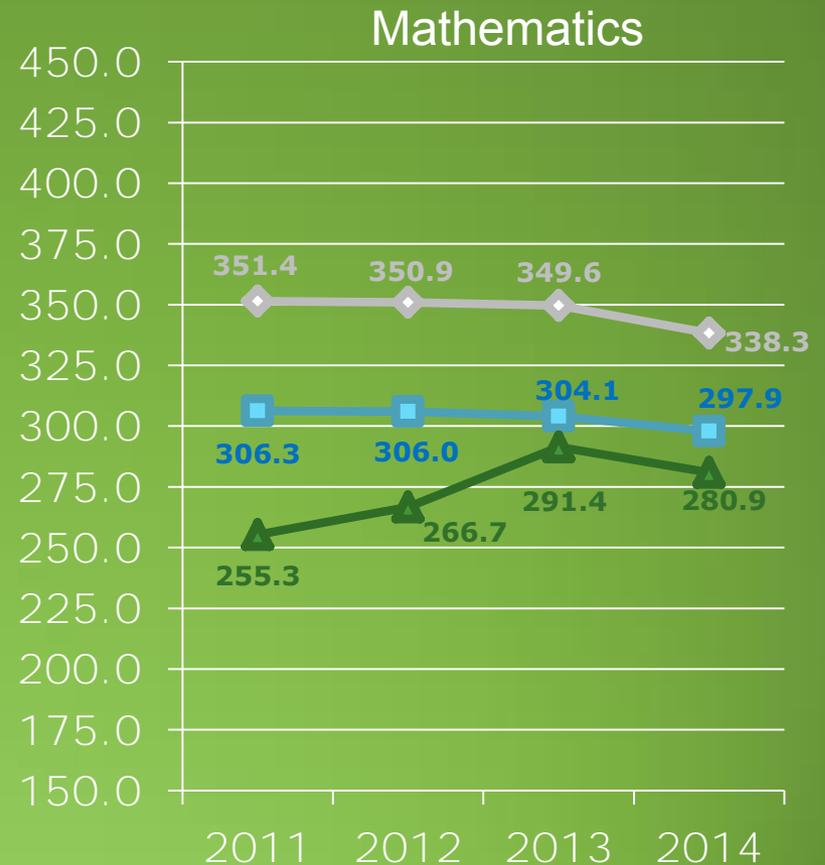
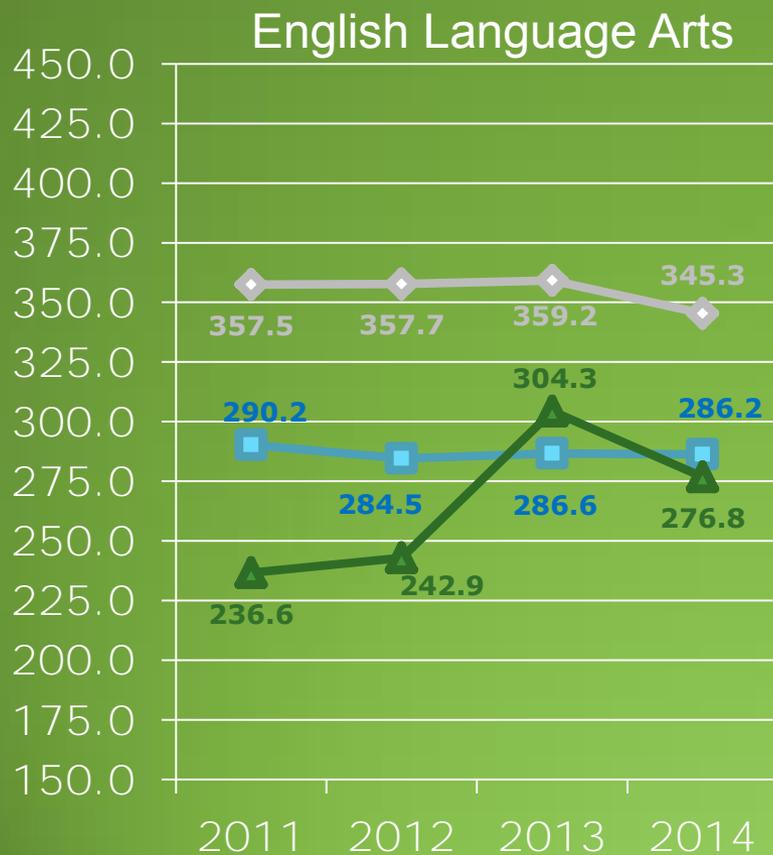
Financial Reserve Balances		
2012	2013	2014
12.52%	15.28%	24.24%

Academic Achievement – 3rd Grade MPI Scores – Past 4 Years



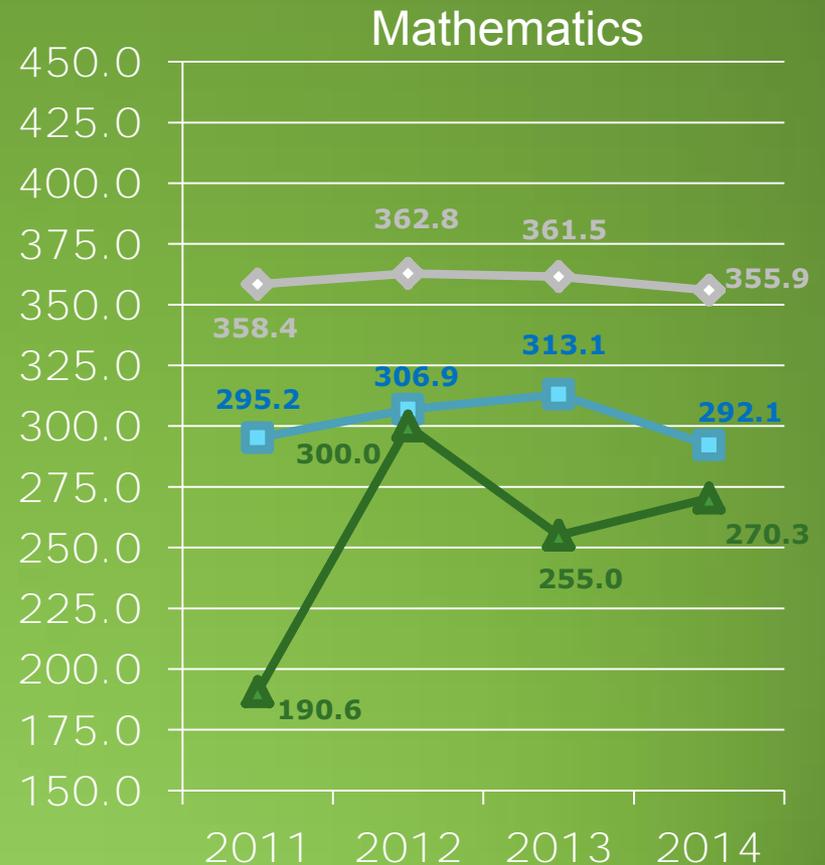
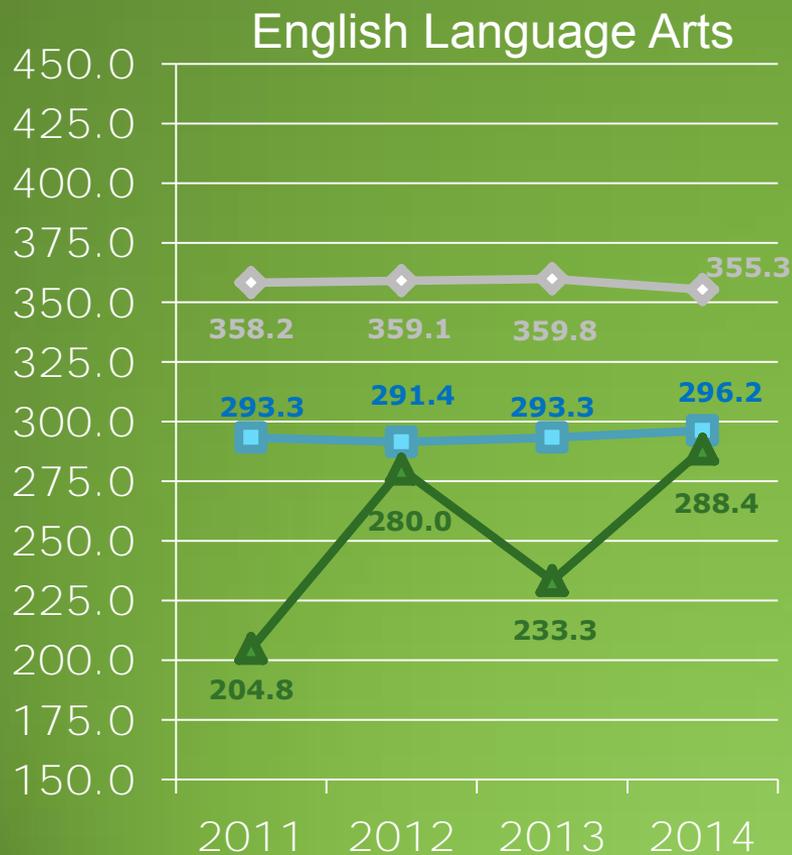
Legend: State **Kansas City** Genesis

Academic Achievement – 4th Grade MPI Scores – Past 4 Years



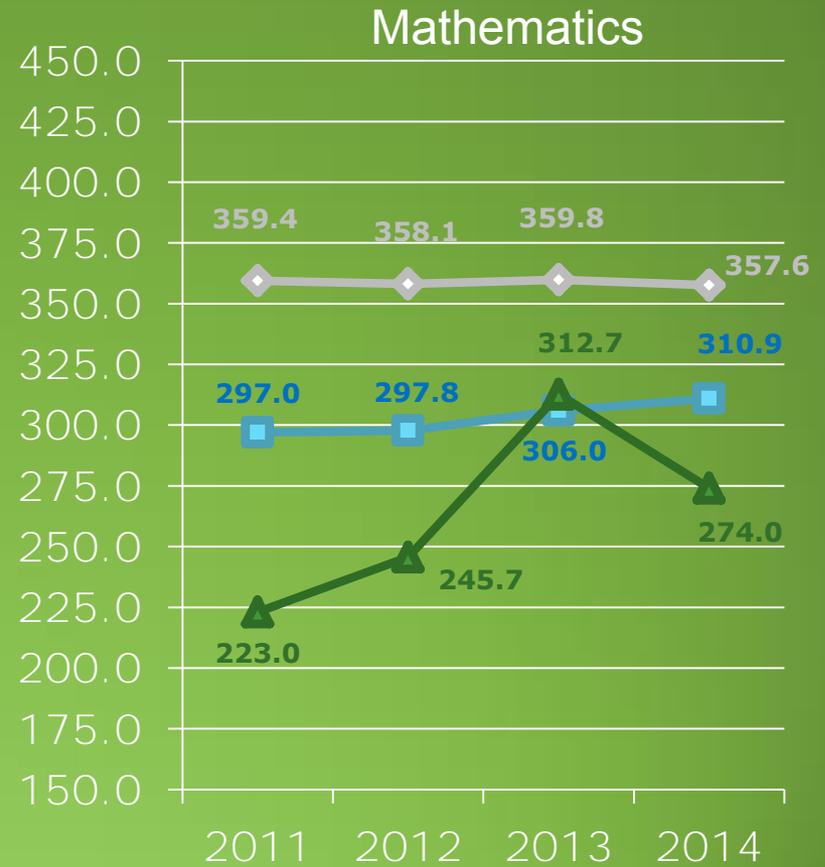
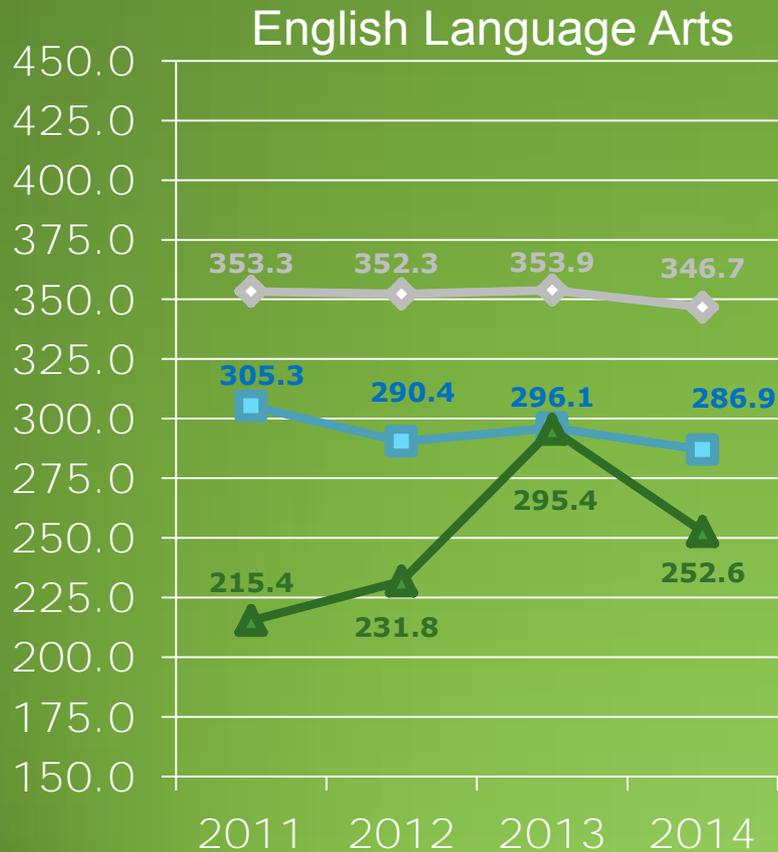
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Academic Achievement – 5th Grade MPI Scores – Past 4 Years



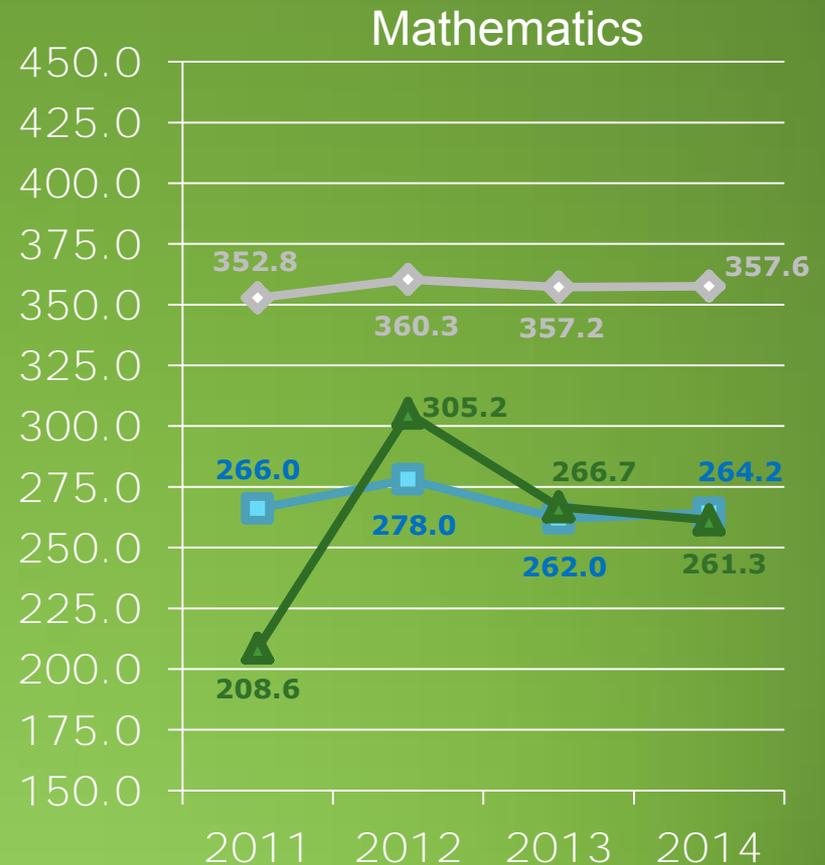
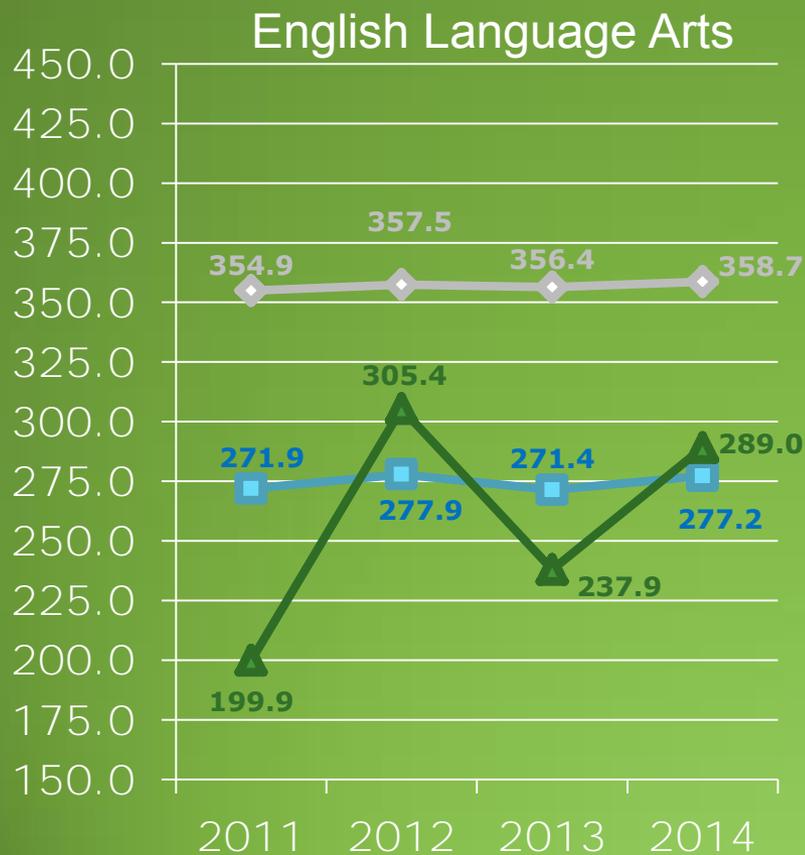
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Academic Achievement – 6th Grade MPI Scores – Past 4 Years



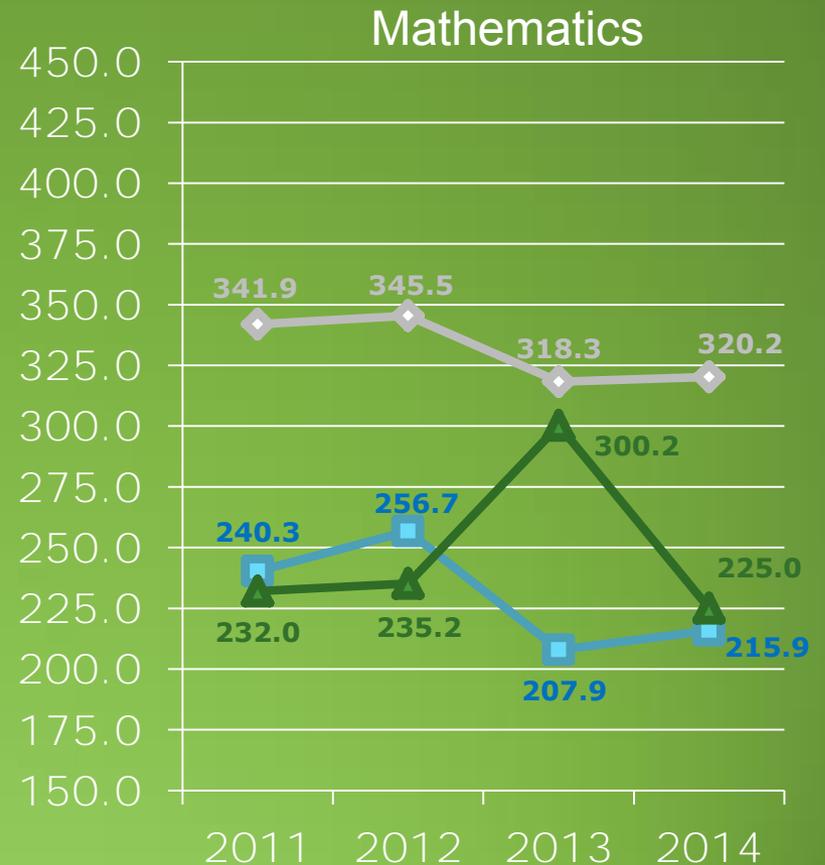
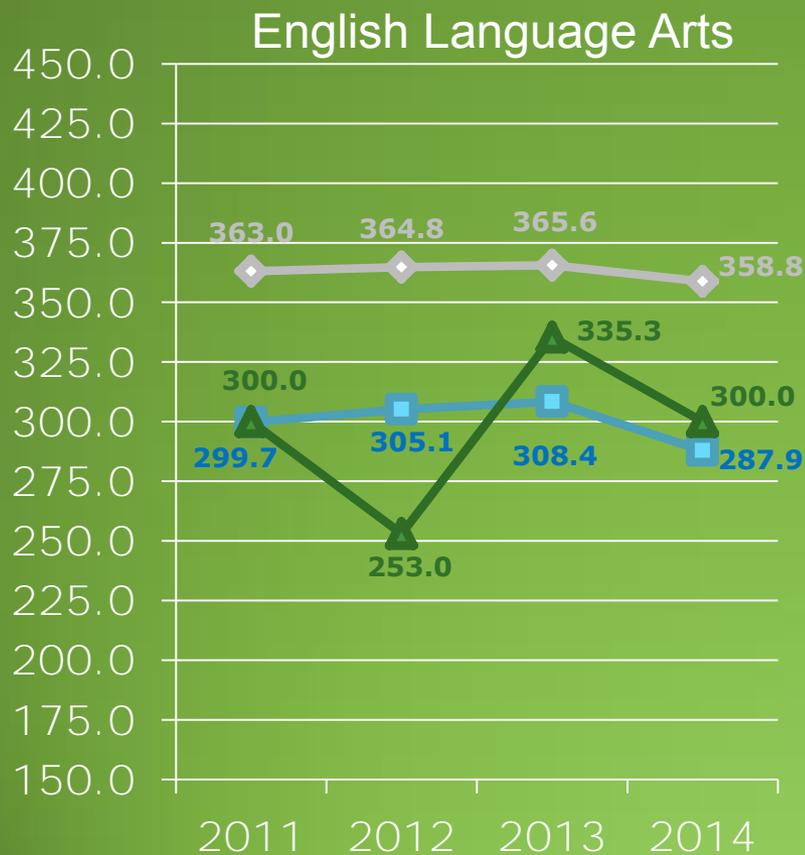
Legend: State **Kansas City** Genesis

Academic Achievement – 7th Grade MPI Scores – Past 4 Years



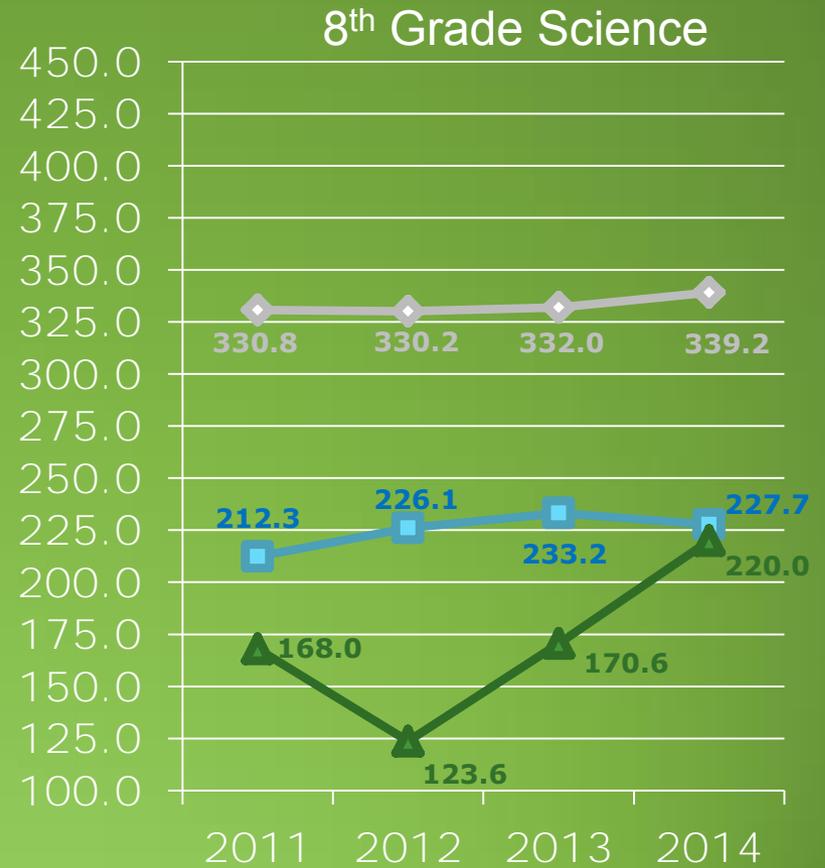
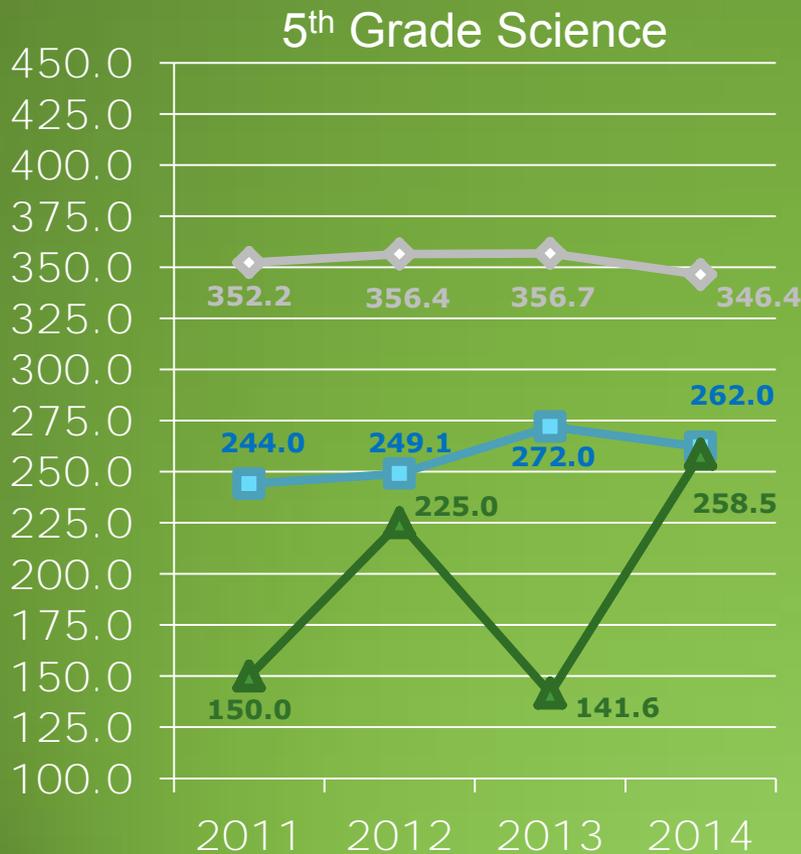
Legend: State **Kansas City** Genesis

Academic Achievement – 8th Grade MPI Scores – Past 4 Years



Legend: State **Kansas City** Genesis

Academic Achievement – Science MPI Scores – Past 4 Years



Legend: State **Kansas City** Genesis

Performance Contract Summary 2015-2020

School Year	Criteria for State Academics	Action Steps Upon Not Meeting Criteria
2015-16	<ul style="list-style-type: none"> • 70% on APR • 70% of achievement points • MPI's: 300 in ELA and Math 	<ul style="list-style-type: none"> • Onsite instructional monitor • Formative and summative assessments • Teacher/Leader Evaluation • Targeted audits • Research-based instructional interventions
2016-17	<ul style="list-style-type: none"> • 75% on APR • 75% of achievement points • MPI's: 320 in ELA and Math 	<ul style="list-style-type: none"> • Onsite instructional monitor • Formative and summative assessments • Teacher/Leader Evaluation • Targeted audits • Research-based instructional interventions • If APR score is less than 70% sponsor will initiate closure procedures
2017-18	<ul style="list-style-type: none"> • 75% on APR • 80% of achievement points • MPI's: 330 in ELA and Math 	<ul style="list-style-type: none"> • Onsite instructional monitor • Formative and summative assessments • Teacher/Leader Evaluation • Targeted audits • Research-based instructional interventions
2018-19 <i>Renewal Year Begins August 2019</i>	<ul style="list-style-type: none"> • 80% on APR • 80% of achievement points • MPI's: 340 in ELA and Math 	<ul style="list-style-type: none"> • Onsite instructional monitor • Formative and summative assessments • Teacher/Leader Evaluation • Targeted audits • Research-based instructional interventions

*Genesis Schools Inc. Renewal Contract

Contact Us

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Charter Renewal/Performance Contract



Genesis School

3800 East 44th Street

Website: <http://www.genesschool.org/>

Phone: 816-921-0775

Email: kevinfoster@genesschool.org

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The Renewal Application/Performance Contract Cover Sheet

Genesis Charter School	UMKC
Name of Renewing Charter School	Sponsor

Genesis School, Inc.	
Name of Not-For-Profit 501 (C) (3) Organization Holds the Charter	

Mr. Kevin Foster	Executive Director
Primary Contact Organization Person	Title/Relationship To Not-For-Profit

3800 East 44 th Street	Kansas City	MO	64130
Contact Mailing Address	City	State	Zip Code

(816) 921-0775	(816) 245-5110
Telephone (Primary)	Telephone (Secondary)

kevinfoster@genesisschool.org	
Email Address	

Education Service Provider (If Applicable)	
---	--

3800 East 44 th Street	Kansas City	MO	64130
Physical Address of School			

Kansas City Missouri School District	1980
District In Which The School Is Located	Year School Opened Fall 20__

Performance Contract Cover Sheet (continued)

Enrollment Projections

	Grade Level	Projected Enrollment		Grade Level	Projected Enrollment
School Year 1	K-8	272	School Year 6	K-8	390
School Year 2	K-8	308	School Year 7		
School Year 3	K-8	330	School Year 8		
School Year 4	K-8	352	School Year 9		
School Year 5	K-8	374	School Year 10		

At full enrollment, this school intends to serve grade level K to 8 with a projected total enrollment of 390

School Description:

The purpose of this section is to have a snapshot description of the school. Describe the schools mission, grades served and what benefits the students enjoy as a result of attending this school. Your description will be used by the Department

Genesis Promise Academy is a K-8 public charter school with the mission of endowing students with the knowledge, skills, and mindsets necessary to be successful in college preparatory high schools. Genesis Promise Academy is a community school with supports for alternative students, committed to the belief that all students can learn at high levels, and all students deserve educational excellence.

to provide information to the public.

PERFORMANCE CONTRACT CERTIFICATION

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

November 15, 2014

Signature

Date

Executive Director

Title/Role

Kevin Foster

Printed Name

Historical Overview

The Genesis School was established in 1975 as a VISTA program to assist students trying to attain their GEDs. From 1975 to 1999, Genesis was a private school serving students through a contract with the Kansas City School District. In the fall of 1999, Genesis became an alternative charter middle school, sponsored by the University of Missouri – Kansas City, serving students in grades 5 through 9.

In 2005, Genesis's charter was renewed for a period of 10 years. The school remained chartered as an alternative school, serving "high-risk" students, most having been referred by an area school district. Since the school served primarily alternative students referred from the Kansas City School District and had a high transient rate, academic achievement and attendance were consistently low. Following a needs analysis in 2010, the Board of Directors decided to implement the Missouri school turnaround model. The Board was committed to continuing to meet the needs of challenging students who were not successful in traditional academic settings, but they recognized the need to intervene at an earlier point in students' educational experiences in order to increase academic performance. With the aid of a Title I School Improvement Grant (see appendix 1), and with an entirely new instructional staff and new principal, Genesis School began the 2010–11 school year servicing students in grades 1–8. For students with significant behavior problems who were restricted from accessing the school facility due to long-term suspensions for a major safe-school violation, Genesis also offered a Virtual Academy. The Virtual Academy was closed in the fall of 2011.

Turnaround School

Genesis School opened the school year in August of 2010 with a new structure that included one classroom of 20 students per grade for grades 1 through 8 (Promise Academy). The major components of the school improvement plan and the School Improvement Grant application were implemented and guided subsequent school improvement decisions. Specifically, Genesis School implemented:

- A research-based Response to Intervention framework.
- A Positive Behavior and Intervention Support model.
- A focus on collecting and using data to inform and improve instruction.
- Dedicated time for teacher collaboration, professional development and planning.
- Procedures for reviewing and revising curricula based on data.

- Extended school day and summer school.

In 2011 Genesis School expanded enrollment to include kindergarten. In order to increase collaboration while sustaining improvement in student culture and behavior, Genesis implemented a plan to gradually increase capacity to include 2 classrooms per grade level by providing a second classroom in kindergarten and first and second grades for the 2013-14 school year. The expansion continues one grade level at a time until the current third grade cohort reaches eighth grade in 2019.

Charter Renewal

As part of its commitment to continuous improvement and in preparation for charter renewal, Genesis School was audited for accreditation by AdvancED in February of 2014 (see appendix 2). The external audit report recognized 5 promising practices:

- The school staff and volunteers are committed to providing challenging, equitable learning experiences that develop the "whole child."
- Genesis Promise Academy's evaluation process provides teachers with timely and specific feedback that can be immediately implemented.
- Genesis Promise Academy does an outstanding job of using multiple data sources and instructional tools to identify specific skill deficits for each student.
- Collaboration around data is a powerful practice at Genesis Promise Academy.
- Genesis Promise Academy has instituted a culture of gathering, studying, and using data to drive instructional practices.

Additionally, two areas were identified as opportunities for improvement:

- Increase the use of exemplars as a common instructional practice.
- Develop a plan to improve retention of qualified professional staff.

And two areas requiring future action were identified:

- Establish a systematic, inclusive process to review, revise, and communicate the school's purpose/mission statement to all stakeholders.
- Develop clearly defined policies, processes, and procedures for grading and reporting skill acquisition for content knowledge, and communicate these policies, processes, and procedures to all stakeholders.

Probationary Status

In February of 2014, based on 2014 APR results and MPI results, the Sponsor placed Genesis School on Probation and directed a Remediation Plan as a condition of the probation (appendix 3). While the sponsor acknowledged growth in academic performance, the action was taken because Genesis School's APR did not exceed the surrounding school district. The sponsor directed the execution of a Remediation Plan that included:

- Effective immediately, the central office administration staff of Genesis Promise Academy is to be removed.
- A new Superintendent will be recommended by the Charter School Center, and, if approved by the Board, will take office immediately. She/he will select the administrative staff necessary to operate the school.

And identified the following Conditions for Continued UMKC Charter School Center

Sponsorship Considerations

- The school is financially solvent.
- Should the UMKC Charter School Center decide to remain the sponsor of Genesis School and submit the renewal application to DESE in 2014, the Genesis School must commit to an Annual Performance Report with a total percentage score above that of the Kansas City School District for the 2014 and 2015 academic years. Should this requirement not be met, it is understood the sponsor shall revoke said charter.

To date, the school has met the conditions of probation. Genesis School's Annual Performance Report exceeded the Kansas City School District for the 2014 school year and the school remains financially solvent. The school remains on probation with the Sponsor, pending a review of the 2015 Annual Performance Report.

Strategic Planning

Based on the results of the AdvancED audit, the schools probationary status and the impending requirement for charter renewal, the Genesis School Board of Directors and key staff conducted a strategic planning session in July of 2014. In addition to other planning directives that are evident throughout the application, the planning session offered the Board the opportunity to express direction and commitment to sustaining the ability to meet the needs of all students, including those that may be categorized as "alternative" based on prior behavioral or academic performance, and provided guidance that resulted in the development of a revised mission, vision, and statement of core beliefs.

After small-group and collective work, the Strategic Planning group identified the following key elements that characterize the school's unique identity:

- Genesis School is an open-enrollment community school (No matter what students' academic and behavior records look like, Genesis accepts all students, including those with alternative needs. We fill all slots and recruit from the local community. Programs like mental health support target a need). Genesis directly serves and supports the local community by meeting a need.
- Teachers and staff maximize the achievement of all students.
- Genesis aspires to produce students with both the academic and social-emotional skills to be successful in College and Career.

Based on renewed strategic direction, members of the Board of Directors, faculty, parents, and community partners embarked on a process to provide additional input and develop revised mission, vision, and core beliefs statements. The Board of Directors approved the new statements in September of 2014.

Mission and Vision Statements

Mission Statement

Endow students with the knowledge, skills, and mindsets necessary to be successful in college preparatory high schools.

Changed from 2010 mission statement: Genesis Promise Academy offers creative approaches to learning by adapting to each student's needs. Rationale: The new statement clearly articulates high academic expectations for all students while focusing on ambitious outcomes rather than processes.

Vision

Transform the Kansas City educational landscape by demonstrating that all students in an open-enrollment community school can achieve at the highest levels.

Changed from 2010 vision of: Genesis Promise Academy is committed to fostering a welcoming learning environment for young people to support their efforts and aspirations, while celebrating their value and endless potential. Rationale: New vision statement clearly articulates what the school community aspires to be, while providing measurable outcomes to measure progress against.

Core Beliefs

The following Core beliefs were developed by stakeholders and approved by the board of directors in order to maintain alignment as the school progresses toward the vision. The guiding principles of the Genesis Promise Academy program from the 2010 school improvement plan associated with the turnaround model are still reflected in the core beliefs (Response to Intervention, Positive Behavior and Character programming, community partnerships, commitment to data to measure outcomes).

- **All students can learn at high levels, and all students deserve educational excellence. A school culture based on mutual respect, rigorous expectations, and continuous growth sets the conditions for strong academic achievement.**
- **Achieving our students' potential requires continuous learning and improvement. We use data to measure our progress, and purposeful reflection and research to alter our practices.**

- **Character development is a critical component of education. Students who are respectful, responsible, resourceful, and responsive are prepared to lead within their communities and society at large.**
- **A school must be inextricably linked to the community it serves: Our students’ success benefits the community, while the community supports and informs our work.**
Leveraging community partnerships meets our students’ needs and ensures learning.

Charter Renewal Committee

Having assessed the strengths, weaknesses, opportunities and threats to the school, and provided strategic direction and guidance for the development of a new mission and vision, the Genesis School Board directed the formation of a committee representing the board, administration, teaching faculty, parents and the local community to conduct audits, receive reports of audits from the sponsoring institution, UMKC, develop a renewal application and receive a performance contract for the future (see appendix 4).

School Context

Location

Since 1998, Genesis School has operated within the 85,000 square foot Thornberry Center of the Greater Kansas City Boys and Girls Club, at 3800 East 44th Street, within the 64130 zip code of Kansas City. The 2013 Genesis Caring Communities Data Book (appendix 5), provides data on the 2 mile radius surrounding the school. The 2010 median income in the Genesis school community was \$28,468.00, with an unemployment rate of 20.8%. The housing vacancy rate was 24.7%, more than double the rate for the whole of Jackson County.

Student Population

Genesis School’s 260 students reside throughout the Kansas City school district, but they are concentrated East of the Highway 71 corridor. 61% reside within the Kansas City East Patrol Division, shown to be the highest in violent crime in the Kansas City area including homicide, sex offenses, robbery, burglary, assault, and prostitution. 95% of students reside within single parent households. To further clarify the stressors experienced by students at Genesis, the Counseling Department’s 2013 Childhood Trust Events Survey found that the average Genesis student had experienced 5 traumatic events; 72% reported incarceration of a family member; 39% reported a family member being physically abused/threatened or killed; 38% reported physical/sexual abuse and/or neglect within the home; 34% reported seeing a friend or someone in their neighborhood being beaten up, shot at or killed; and 26% reported a family member with mental illness. 98% of students qualify for free or reduced lunch in 2013-14. 95% of students are African-American.

The school works directly with local preschool providers and community agencies to recruit kindergarten students from the local community. Community and family referrals are the primary source of students filling vacancies in grades 2 through 8, most attracted to the reputation of alternative learning structures, wrap around family services, or counseling staff providing mental health services.

Almost 30% of students who transferred into the school in 2014 had attended a surrounding school districts alternative school program during their academic career. Of the 31 students who entered the school for the 2014-15 school year, 11 scored below basic in CA (35%) on the 2013-14 MAP, while only 4 (13%) scored proficient. In Mathematics 11 scored below basic (35%), while only 3 scored proficient (10%). While the mission and vision approved by the Board demonstrates a continued commitment to high learning outcomes for all students, the Genesis Board of Directors, with support from community partners, remains committed to providing an academic and culturally relevant instructional model with robust academic and behavioral interventions, and strong social-emotional and family support in order to meet the needs of students who have not yet been successful on their academic journey.

Academic Plan

Academic Performance

Though Genesis School satisfied the requirements of probation by receiving 72% of the APR points for the 2014 school year (above the surrounding school district, an 18.6% increase from 2013, and the 10th highest percent increase in Missouri), the performance on the MAP grade level assessment identify issues that must be addressed in order to achieve the mission and vision of the school. Genesis APR increase was highly dependent upon receiving growth points for demonstrating statistically significant growth at the student level in mathematics and communication arts. Specific troubling indicators include:

- The number of students scoring proficient or advanced in mathematics and communication arts decreased from 2013.
- The number of students scoring proficient or advanced in mathematics and reading is below the surrounding school district.
- The number of students scoring below basic increased significantly in mathematics.

MAP Achievement Levels

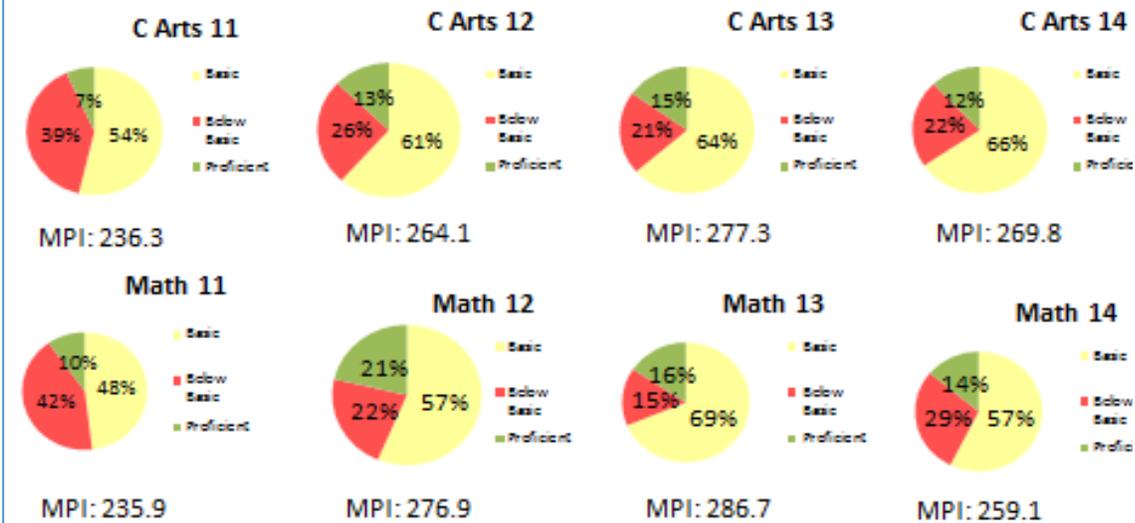
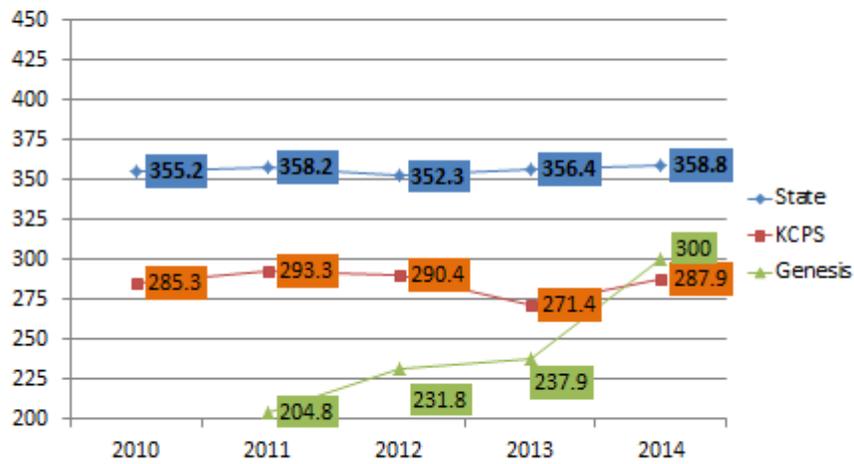


Figure 4

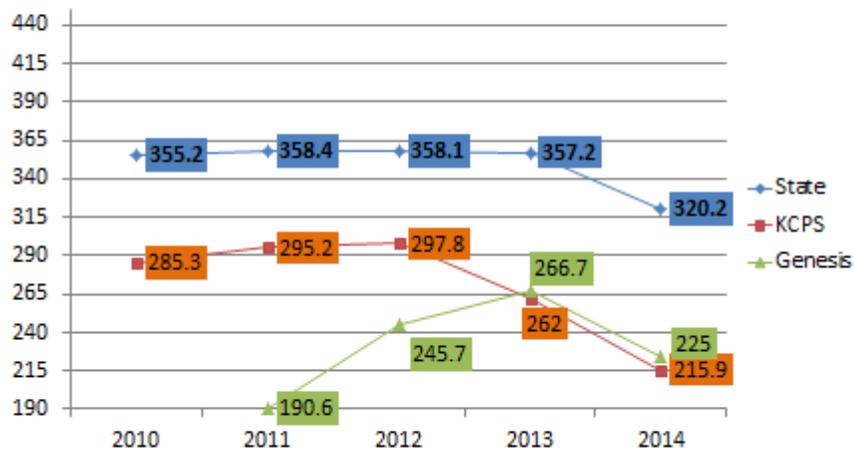
MPI Comparisons

The below charts graph the MPI across cohorts (not by grade levels) compared to the State MPI and the surrounding school district:

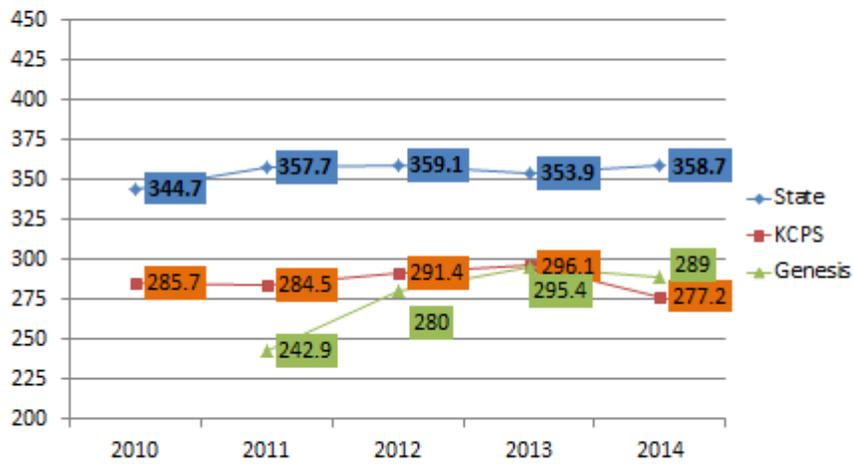
8th Grade ELA



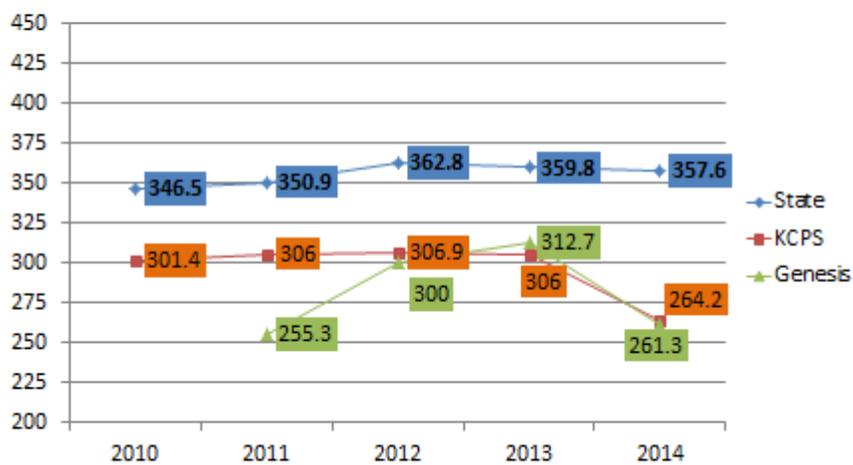
8th Grade MATH



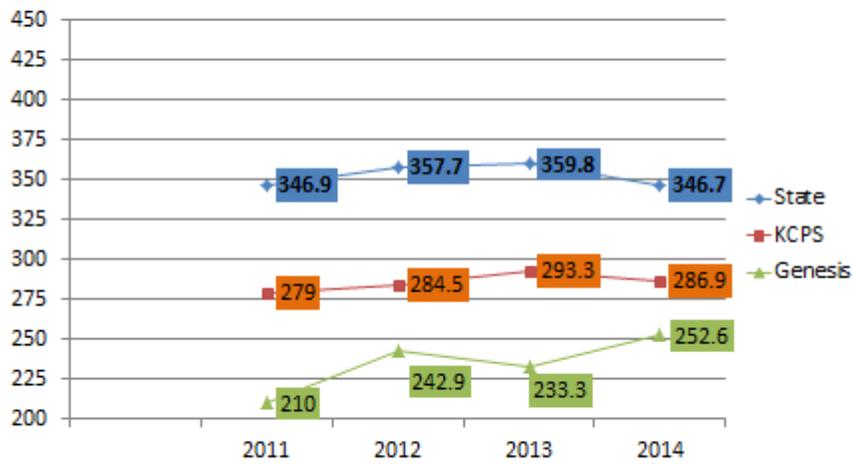
7th Grade ELA



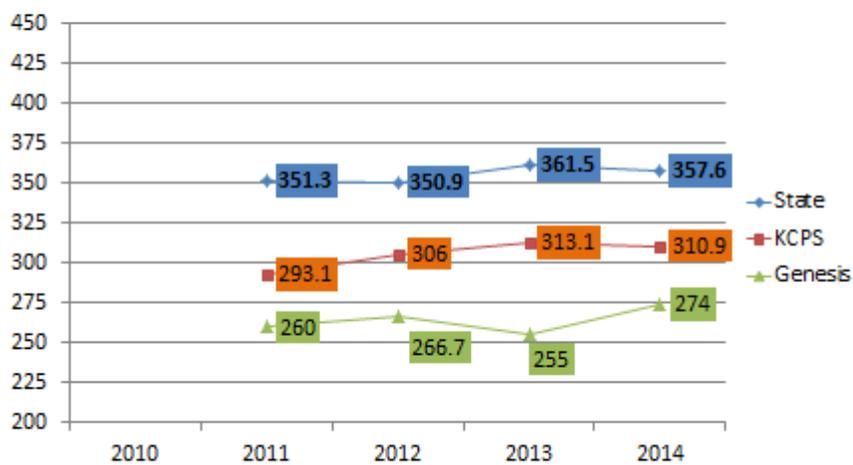
7th Grade MATH



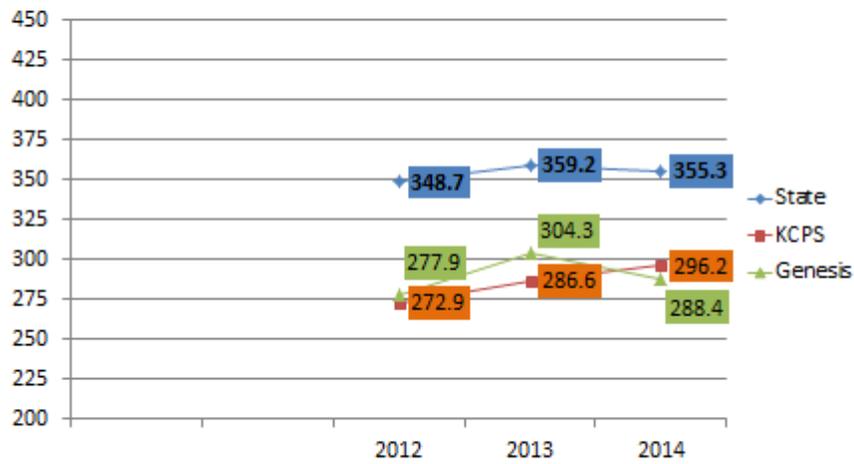
6th Grade ELA



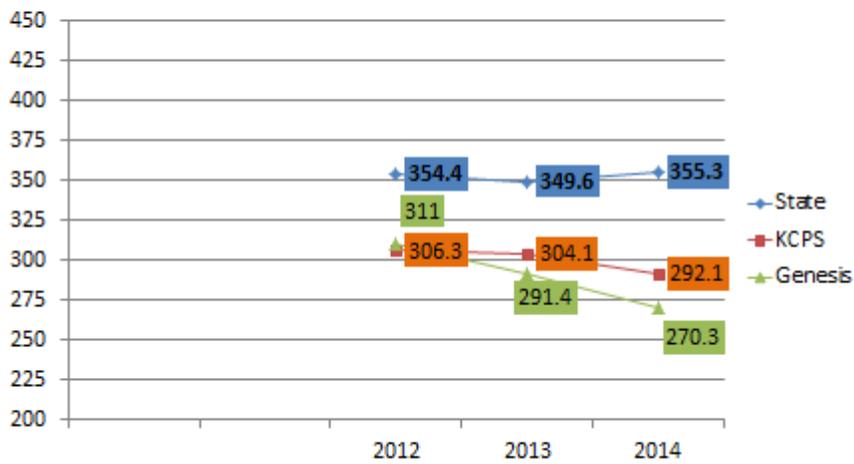
6th Grade MATH



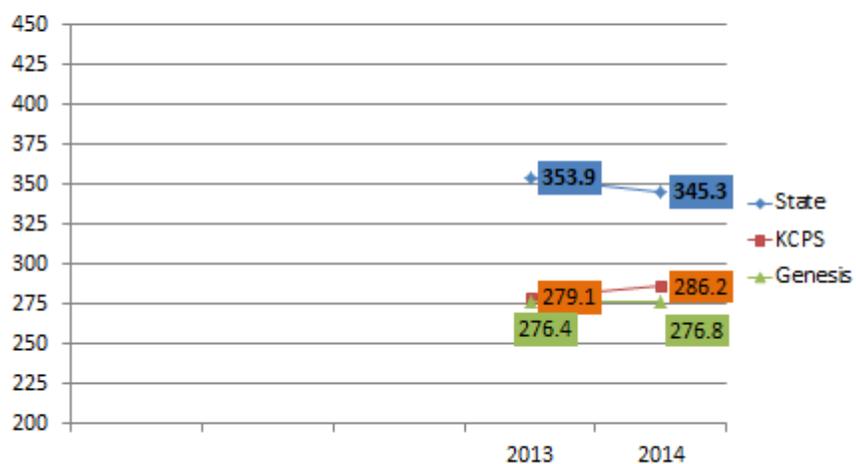
5th Grade ELA



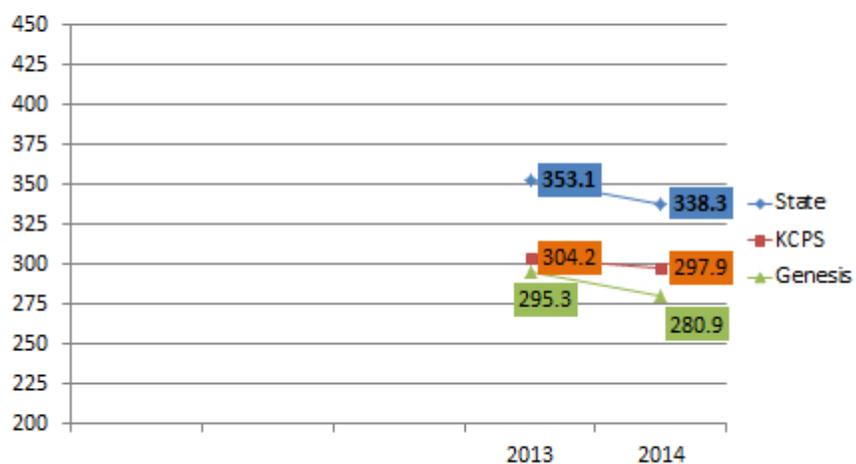
5th Grade MATH



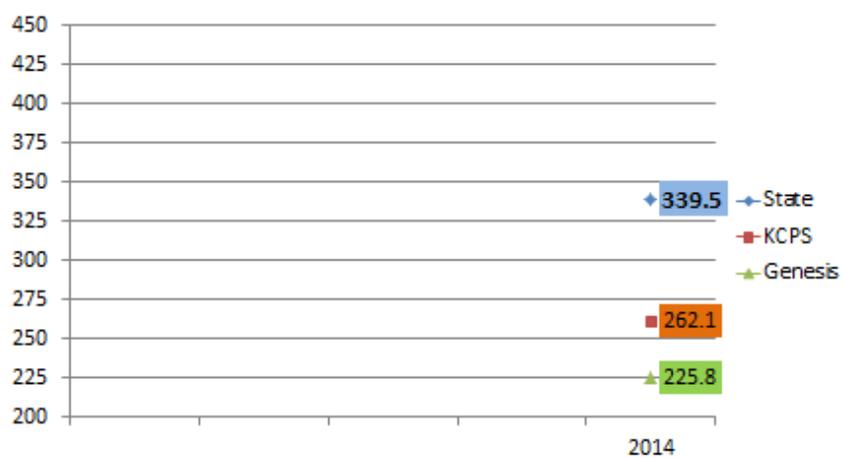
4th Grade ELA



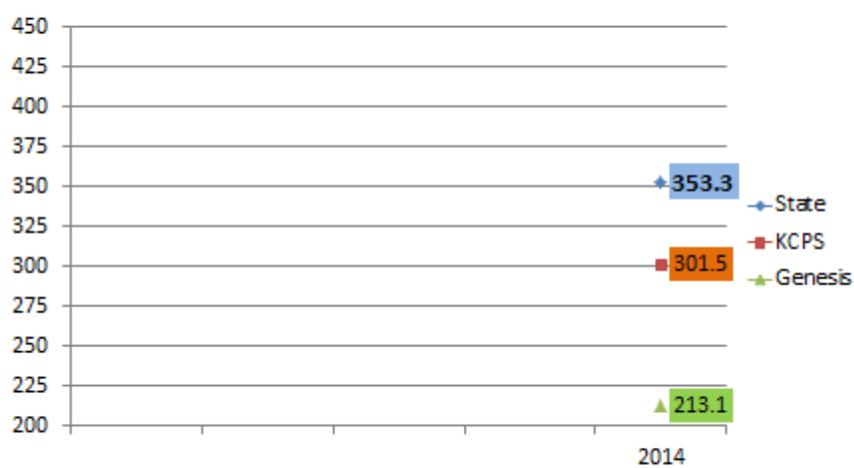
4th Grade MATH



3rd Grade ELA



3rd Grade Math



Implications for planning

1. Genesis School has significantly reduced the amount of students scoring below basic in Mathematics and Communication Arts since the 2010-11 baseline. The school attributes this trend to a strong response to intervention program and effective interventions.
2. Since 2010-11, Genesis School has not significantly increased the amount of students scoring proficient or advanced in any core content area. The school attributes this deficiency to two factors:
 - a. Lack of a reliable assessment system aligned to the MAP that provides either instructional or predictive data for analysis and instructional adjustments.
 - b. The school has not yet adequately implementing instructional strategies that require complex thinking. This is in part due to high teacher turnover; requiring professional development time to be spent on new teacher training focused on classroom management and differentiated learning models that meet the needs of alternative students.
3. Third Grade MAP scores indicate that first and second grade efforts from 2010 through 2013 did not sufficiently prepare students for 3rd grade. Currently, the school has to remediate students in 3rd grade that attended the program since first grade, as well as students that are new to the school. The school attributes this deficiency to a lack of uniform instructional strategies, particularly in reading comprehension, and a high teacher turnover rate during the period.

Action Plan

1. Genesis School will sustain and continue to improve the support structures and interventions in place for low performing students. In addition to RTI, the school has expanded and improved the Special Education Department, yet another measure that will increase the ability to move students from Below Basic to Basic. However, given Genesis School's support structures and reputation in the community, the school anticipates always having at least approximately 15% of students scoring below-basic even if it is able to sustain its current rate of 85% retention of students.
2. The school has already taken and will continue to take measures to increase teacher retention and attract qualified experienced teachers in the testing grades. Additionally, Genesis Promise Academy is implementing instructional and curriculum adjustments, in close coordination with the UMKC sponsor, like adopting the Georgia Standards units in mathematics, implementing close reading in ELA, and increasing inquiry in Science. Once the new Smarter Balance grade level assessments become available, Genesis is committed to developing strong Data Cycle processes to target student deficiencies and increase the percentage of students scoring proficient.

3. NWEA, Fontus and Pinnell and other curriculum based assessment data indicates that the early elementary grades (K-2) are now the highest performing clusters in the school. Close to 50% of 2nd graders scored above the national norm in mathematics and reading during the Fall Baseline test, with 55% scoring proficient or within reach in reading and 69% in mathematics (Appendix 6). The first grade cohort scored higher than the first grade cohort scored at the same time last year. While it took two years to develop a valid and verifiable curriculum with associated instructional practices, data indicates that it is in place and will allow the school to attain the mission and vision as these students move through the school. Genesis School will sustain and continue to improve the performance of the early elementary program.

Academic Achievement Goals

Based on previous MAP results and NWEA assessments, the school made projections across all cohorts in order to establish aggressive but realistic academic goals aligned to the mission and vision (See appendix 7). Given the school's student retention rate (consistently near 85%), the goals are aggressive, yet achievable.

- 1. Genesis School/School will sustain an Annual Performance Report above 70%, increasing to 80% by 2018, by continuing to demonstrate student growth, progress toward Missouri's Top-Ten-by-20' target in ELA, Math and Science, progress towards the 90/90 attendance goal, and increases in the percentage of students demonstrating high school readiness by taking an EOC exam.**

Rationale for goal: Targets sustaining progress at the individual and school level. Requires the school to continue to develop EOC ready 8th graders consistent with the mission (15% scored proficient on the Algebra EOC in 2014), while also targeting growth in Science necessary to accomplish the mission of ensuring students are ready for college preparatory work in high school.

- 2. By 2018, Genesis School will have 50% of all students scoring proficient or advanced in English Language Arts and Mathematics on the state assessment, resulting in a Map Performance Index (MPI) above 330, and 60% of all students scoring proficient or advanced in English Language Arts and Mathematics by the year 2020, resulting in an MPI above 340.**

Rationale for goal: Aspirational goal that requires significant academic progress and growth over a 5 year period, supports the states goal of TOP 10 by 2020, and indicates school is on the way toward achieving the mission and vision established by the Board and school community through systematic and sustained improvement.

Operations Plan

Organizational Structure and Leadership Team

Genesis School is led by an Executive Director. The Executive Director manages the operations of the school through a Business and Finance Director, a Parent and Community Involvement Director, a Human Resources Director, a Director of Counseling Services, an Athletic Director and an Academic Director (school principal). The Academic Director manages the Genesis School program with the assistance of a Dean of Students responsible for school and student culture and support services (see Appendix 8: Organizational Chart).

Expectations

The expectations for faculty and students are captured in the mission and vision statements and two core beliefs:

- **All students can learn at high levels, and all students deserve educational excellence. A school culture based on mutual respect, rigorous expectations, and continuous growth sets the conditions for strong academic achievement.**
- **Achieving our students’ potential requires continuous learning and improvement. We use data to measure our progress, and purposeful reflection and research to alter our practices.**

These core beliefs are evident in the following programmatic elements:

Academic program design: Classroom Teachers teach and measure progress against the appropriate grade-level expectation. Given the diverse student population, additional supports are provided for those students who are not yet performing near grade level. Additional support personnel, including paraprofessionals and Special Educators are pushed into the classroom for daily small-group instruction that targets individual students’ needs. Additionally, each testing grade receives 45 minutes of reading and 45 minutes of math intervention every day.

NWEA Goal Setting: All students take the NWEA test in the Fall, Winter and Spring. Every student commits to an individual growth goal based on the Fall baseline score (see appendix 9: Goal Setting Worksheet). Additionally, each teacher sets a classroom goal identifying the expected growth of the classroom mean. The Winter NWEA data cycle requires teachers to assess individual student growth as well as classroom growth and modify instructional practices accordingly. In the Spring, all stakeholders assess programmatic strengths and weaknesses based on NWEA results and begin the cycle of planning and instructional improvement for the fall.

Formative Assessment: All classrooms monitor progress across grade-level expectations via formative assessment. Teachers are required to analyze data and adjust instruction based on student progress (see appendix 10: classroom tracker).

Virtual Data Wall: All student achievement data is captured and shared across all instructional faculty via the virtual data wall, an excel spreadsheet reflecting all assessment data (see appendix 11).

High Behavior Expectations: Using the PBIS model, the behavior expectations at Genesis School are captured in the 4R's of respect, responsibility, resourcefulness, and responsiveness. All behavior corrections and reinforcements use the language of the 4R's (See appendix 12: Behavior Matrix).

Growth Mindset: Building on the research regarding the impact of mindsets and student perceptions on learning, all teachers directly teach and reinforce throughout the school year that all students can achieve through hard work. Staff language and rituals celebrate growth and work to counter mindsets that some students are just smart.

Highly Effective Teachers

Achieving the mission and vision statements requires effective teachers and instructional leaders. In order to achieve the goals of the school, Genesis develops teacher capacity while also improving teacher retention. The following components contribute to ensuring the effectiveness of teachers:

Hiring Practices: Genesis School will continue to use the Haberman Star Teacher interview model for teacher interviews and selection. The model identifies teachers with the necessary mindsets to deal with the most challenging of students. Genesis School will also continue to partner with Teach

for America to fill vacancies. As the school has improved teacher retention over the last 2 years, the existing teaching staff has proven to be a key lever for identifying experienced staff whose beliefs are consistent with the school's mission and vision.

Instructional Improvement: Genesis School commits significant time and resources to develop the capacity of the instructional staff. Since the start of the 2013 school year, Genesis School has utilized a process to systematically increase instructional capacity and ultimately student achievement. The process relies heavily on the Missouri Educator Evaluation System and is captured in the 2013-14 School Accountability plan (see appendix 13). Key components of the instructional improvement plan include:

- **Observation and Feedback:** Using the observation and feedback model from Bambrick and Santoya's Leverage Leadership, each teacher is observed weekly by the Principal for 30 minutes and has a weekly scheduled follow-up one-on-one conference. During the conference, the teacher and the principal identify the key instructional lever that the teacher will focus on for improvement. Teachers' progress across the building's priority indicators, and individual and building growth are tracked via the teacher map. Additionally, teachers are observed and receive feedback through our sponsor (see appendix 14: 2014 observation tracker).
- **Professional Development:** The school releases students early each Wednesday to conduct school-wide professional development. Professional development is focused and aligned to the school's priority indicators and is informed by observations and input from PLC facilitators. Additionally, all staff has access to, and emerging teachers are required to take advantage of, Teach for America's quarterly teacher development conferences (see appendix 15: PD calendar).
- **Developing instructional leadership capacity:** The Executive Director is currently enrolled in CADRE II of MoLEAD, and the Principal has been nominated for Cadre III. Since 2011, Genesis School began to leverage Leading Educators, a two-year fellowship program in Kansas City that screens for, selects, and develops teacher-leaders. Genesis has three graduates of the program and four more faculty currently enrolled. The school will also continue to leverage the Regional Professional Development Center (RPDC). The RPDC allows the school to access high-quality aligned development that can be brought back for sharing across the faculty.

- **Collaboration:** The entire staff is a Professional Learning Community (PLC) committed to constant improvement in order to achieve the school-wide goals. Grade-level PLC's meet at least twice a month to improve instruction aligned to the building focus areas, share best practices, and examine student learning outcomes. In grades K-3, where more than 1 teacher teaches the same content, teachers also use common assessments, conduct common planning, and use data protocols to identify areas for instructional improvement.
- **Shared Leadership:** An instructional leadership team, made up of facilitators from each grade level PLC, meets twice a month to coordinate instructional improvement efforts, align improvement efforts to existing and emerging priorities, and plan future professional development efforts. During the meeting, PLC facilitators get feedback on their processes and outcomes, observe the Principal model effective meeting procedures and reflective protocols, and provide additional feedback to the principal on instructional improvement efforts (see Appendix 16: School meetings and teams).
- **Evaluation:** Genesis School is committed to using the Missouri Educator Evaluation model for teachers and leaders. The model's emphasis on formative feedback aligns with the school's observation and feedback model. Last year the school used the teacher model for key indicators only (and still tracks teacher growth in key indicators via a teacher map). This year, the school will still focus on the key indicators to focus improvement, but will also complete the summative assessment process. The school will also incorporate ongoing teacher goal setting and measures of student growth into its evaluation system as the "Growth Measure" to provide a comprehensive measurement of teacher performance as a comprehensive teacher evaluation.
- **Teacher Retention:** Both the AdvancED accreditation report and the strategic planning session identified teacher retention as an area requiring improvement. MAP and NWEA data indicate that the school's commitment to instructional improvement results in improved student outcomes over time, but the school's ability to retain teachers has significantly impacted our ability to achieve our goals (See figures 1 and 2 below), particularly in the testing grades.

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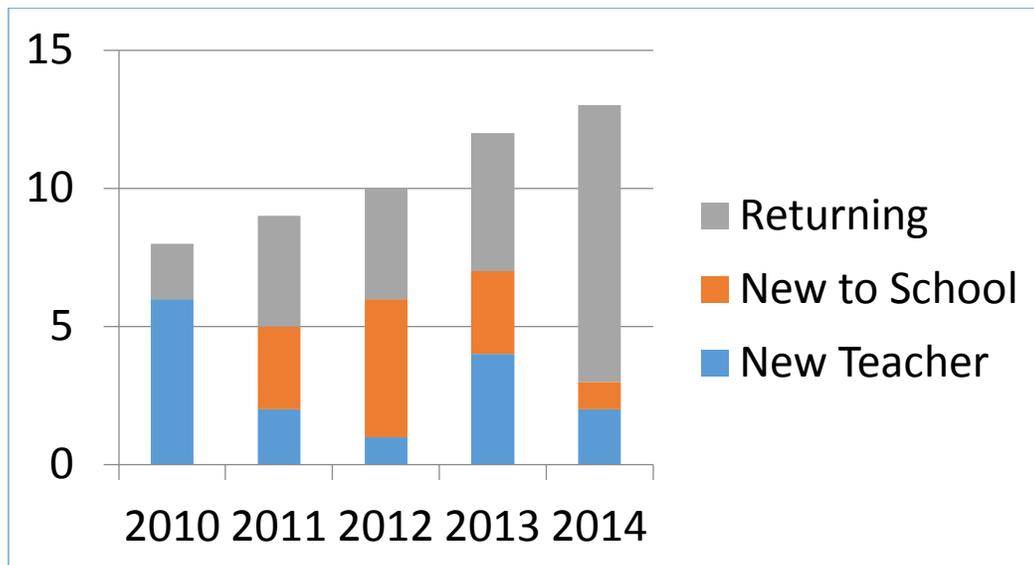


Figure 1 All grade levels

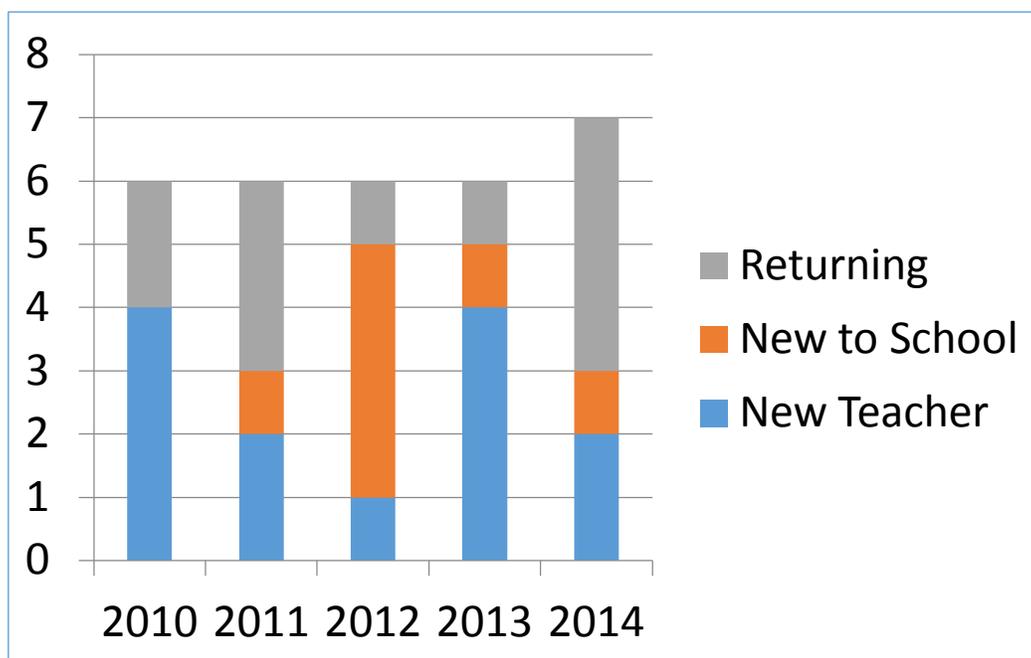


Figure 2 Testing Grades (3 through 8)

As a result of deliberate efforts during the 2013-14 school year, retention has improved. In 2013-14 the school implemented the weekly observation and feedback conferences, increased collaboration, shared leadership by increasing participation in committees, and provided teachers policy input via a teacher retention committee. The retention committee identified some short-term steps that management were able to take

including providing teachers a credit card with stipend for purchasing classroom supplies, allowing teachers to sell back unused personnel time off, and reimbursing teachers for professional development credits. The committee recommended and the Board directed an assessment of the competitiveness of Genesis teacher compensation. The assessment revealed that Genesis's compensation for emerging teachers is competitive, but there is not a coherent salary structure for effective and highly effective teachers.

As our Teacher evaluation system, using the Missouri Educator Evaluation System, and using Teacher student growth goals solidify, the school is able to categorize teachers. Initial work is captured below in table 1.

	Time	Certification	Education	Evaluation	SLO/Data
Emerging/Developing	0-2 Years	Provisional	Bachelor's	Emerging/Developing	Emerging
Effective/Proficient	3-5 Years	Initial	Bachelor's +	Developing/Proficient	Approaching
Highly Effective/Distinguished	5+	Lifetime	Bachelor's +	Proficient/Distinguished	Achieved

Table 1 Teacher Categories

Since teacher performance is categorized into distinguishable levels and teachers have clear goals and measurable metrics to move from one category to another, teacher compensation can be easily tied to teacher performance. This initiative will increase competitiveness for rapidly developing high-quality teachers that are in high demand within the Kansas City market. The goal is to have the system in place for the 2015-16 school year.

School Culture

Following the 2013-14 school year, select faculty met to identify school culture goals and ensure programmatic alignment with improvement efforts. The resulting goals were established:

1. Establish and maintain a safe and effective learning environment.
2. Develop students with the skills and mindsets necessary to be successful in college or career, no matter their high school experiences.

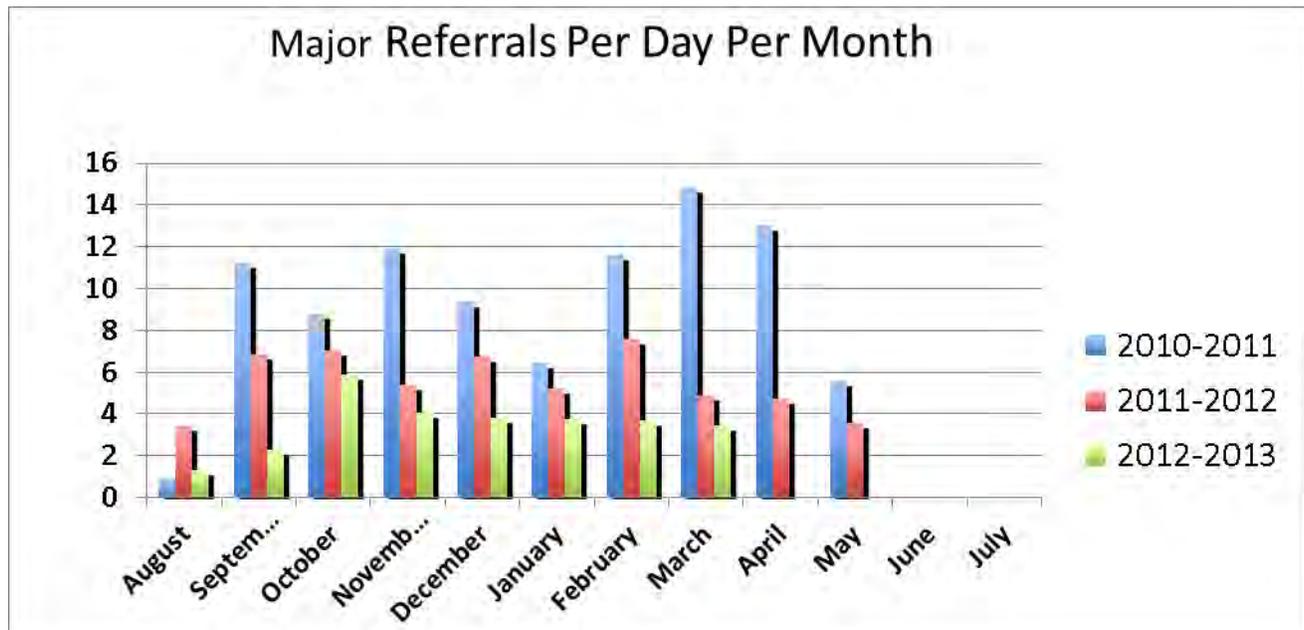
The goals directly align to the Core Belief:

- **Character development is a critical component of education. Students who are respectful, responsible, resourceful, and responsive are prepared to lead within their communities and society at large.**

School culture goals are achieved through the systematic execution of three programmatic components:

Behavior Support: Genesis is in the 5th year of implementation of the Missouri Positive Behavior Support and Intervention program. Implementation of the Tier I program is evaluated by RPDC consultants each year and has been recognized with the Bronze Award the last two years (see

appendix 17). Consistent implementation of the program has resulted in a significant reduction in office referrals and established a learning environment supportive of learning.



Character Development: Genesis is a Caring School Community school, implementing the components of Character Plus. Key components of the Genesis program include classroom meetings to discuss character, classroom and individual student goal setting across character traits, and community programming that brings members of the community into classes monthly to discuss the importance of character.

Behavior Interventions: Genesis is currently in the process of implementing Tier II of PBIS, which includes Tier II interventions for students who do not respond to the school-wide structures of the PBIS program. Additionally, Genesis employs three licensed clinical social workers.

Counseling and Mental Health Services: The Genesis Counseling Program provides individual, group, and psycho-educational group therapy to approximately 200 students (see appendix 18). The goal of the program is to help children cope more effectively with the impact of trauma and psychosocial stressors at home and in the community. Clinically licensed mental health professionals (3 on staff) and teachers with trauma-informed care training work to build trusting relationships with the children, identify students’ strengths, and develop strategies to help students foster resiliency and reduce negative behaviors and debilitating symptoms of trauma. Children receiving individual therapy meet with a counselor weekly to

biweekly for up to 1 hour. Group therapy occurs 2-3 times per month for 1 hour.

In individual and group therapy counselors focus on a wide range of topics, such as identifying/articulating emotions, coping with trauma, relationships, anger management, conflict resolution, and impulse control. Kindergarten through 4th grade children receive psycho-educational group counseling once a week for 60 minutes. Fifth- through eighth-grade children receive psycho-education group counseling as needed. Topics include anti-bullying, social media impacts, appropriate social media use, home/community safety, social skills, and peer pressure. Care Teams of teachers, trained in trauma-informed care by Truman Medical Center Behavioral Health's Trauma Matters KC Program, and counselors meet on a monthly basis (or more often as needed) to discuss the needs of individual students. Counselors often sit in classrooms to promote healthy learning environments by teaching appropriate interactions among students and between students and teachers. Counselors intervene in classrooms-in-crisis to discuss healthier expressions of anger and identify students who need increased intervention. This unique program is funded in large part, and closely monitored, by the Jackson County Mental Health Board (See appendix 19).

Community Involvement

Genesis School strives to play a critical role in ongoing community development efforts within our surrounding area. Community involvement efforts are consistent with our core belief:

- **A school must be inextricably linked to the community it serves: Our students' success benefits the community, while the community supports and informs our work.**
Leveraging community partnerships meets our students' needs and ensures learning.

Examples of community partnerships include:

- **Greater Kansas City Boys & Girls Club:** Genesis has been a tenant of the 85,000 sq. ft. Boys & Girls Club Thornberry Center facility since 1998. Students enrolled at Genesis are provided free membership to the club, providing before- and after-school programming and care. Additionally, the Club staff provides art and physical education programming, summer programming, athletic programming, academic assistance and evening snacks.
- **Greater Kansas City Local Investment Commission (LinC):** Genesis School is a LinC caring school community. Through the school's partnership with LinC, Genesis School

receives financial and advisory assistance with parenting programming, operates a chess team, and coordinates efforts to positively impact the community.

- **Greater Kansas City Urban League:** The Greater Kansas City Urban League is a new partner for the 2014-15 school year. The Urban League provides parent and student support including coordinating guest speakers for monthly character programming, providing students with backpacks and school supplies, providing clothing and hygiene needs for parents and students, providing programming to help teenage girls develop positive self-images, supporting an annual career day, providing parent workshops after school, and providing volunteer support for after-school tutoring.
- **United Services Community Action Agency (USCAA):** USCAA exists to provide support to make low-income community members self-sufficient. Through our MOU, USCAA is provided office space at the school one day a week in order to meet with parents and coordinate support.
- **United States Tennis Association/National Junior Tennis League:** Genesis is 1 of 25 capacity building tennis programs in the United States. Genesis students in grades K-4 are introduced to tennis and the school fields a tennis team of students in grades 5 through 8.

Parent Involvement

Genesis School works continuously to partner with parents and increase parent capacity to assist with students' academic and behavioral needs. While parent support is evident in some educational programming, like attendance at Expectation Night (60% of parents), or Parent Teacher Conferences (68% of parents), we have not yet had success in organizing parents to play a greater role in the school community. With the support of LinC, we are making progress this year with our Parent Advisory Committee (PAC). The mission of the PAC is to provide parent input on school initiatives, and leverage parents as partners to increase student achievement and the development of strong character. The PAC has met for one hour every other week for the entire school year and played a key role in planning and coordinating with the Urban League to conduct a successful parent workshop.

School Calendar

NWEA data confirms that students at Genesis suffer from a notable summer slide. From 2010 through the current school year, Genesis School has mandated summer school for all incoming students, as well as for students requiring remediation. Beginning in 2015-16 Genesis School intends to extend the school year for all students. This will expand the learning calendar for all students to

195 days and reduce the longest break in instruction to only one month (July). Moving the start of the school year to the first week in August spreads out professional development days and academic breaks, providing opportunities for faculty to pause and reflect on data and adjust instruction accordingly (see Appendix 20: Draft Calendar).

Curriculum

Genesis School's curriculum is aligned to the Missouri Learning Standards. Teachers plan and submit learning units consistent with the Missouri Model Curriculum and the Wiggins and McTighe Understanding by Design Model. Curriculum resources are outlined in appendix 21 and include Pathways to Reading, Everyday Mathematics, Lead 21, and FOSS. This year, with the support of our sponsor and the RPDC, testing grades are using the Georgia Standards units of mathematics. Ensuring the curriculum is aligned to the demands of the new MAP assessment will be a key factor in the school's ability to meet the goals outlined in the performance contract.

Assessment

Formative and summative assessment practices are critical components of the core belief:

- **Achieving our students' potential requires continuous learning and improvement. We use data to measure our progress, and purposeful reflection and research to alter our practices.**

Despite the existence of a systematic process of assessment and data cycles that result in instructional change and remediation, the Genesis School assessment program has not effectively supported instructional improvement that results in improved MAP performance. While the NWEA adaptive assessment provides standardized and normed benchmarking data to analyze the effectiveness of instruction and quantify student growth, it does not (nor was it intended to) provide learning standard data, item-level analysis input, or predictive data aligned to the MAP. This shortfall in the assessment program has been evident since the fall of 2013. Last year, as a stop-gap, the school attempted to use the Study Island Benchmark assessments to fill the gap. This year, the school will use the MAP Grade Level Assessments as soon as they are available.

Other components of Genesis Assessment program include:

- Fontus and Pinnell Reading Comprehension Benchmark system: All students in Grades K-3 are currently assessed quarterly. All students in grades 4-6 will be assessed during the 2015-16 and subsequent school years.
- Pathways to Reading assessment program: Universal phonics testing program assessing all students in grades K through 2 quarterly.
- Curriculum-based common assessments: Common grade-level assessments developed by faculty to measure learning standard mastery. These assessments are aligned to the Missouri Learning Standards.

Academic Response to Intervention

- Genesis School uses a Response to Intervention (RTI) model for reading and mathematics. The program screens all students in the fall. The bottom 25% of all students or students more than 2 years behind (whichever number is smaller) are pulled out of their classroom for 45 minutes of targeted instruction every day. Interventions are provided by the most qualified instructional staff in the building: the reading and math specialists. Interventions are conducted as part of the school day during “intensive instruction” time, allowing teachers and paraprofessionals to simultaneously provide level 2 interventions aligned to grade-level standards. The small-group intervention model has significantly contributed to the reduction of students scoring Below Basic on the Missouri MAP. The school also provides reading intervention augmentation, an additional 45 minutes of reading instruction using the Lindamood-Bell reading comprehension program. This intervention is provided during the school day to 12 students per semester by licensed reading clinicians through a contract with Strategic Education, LLC.

Additionally the school provides remediation outside of the school hours through the following programs:

- After-school tutoring: Provided twice a week across all grade levels for 75 minutes per session. Includes both remediation and enrichment programming. Focuses on the core subjects of mathematics and reading.
- Summer school: Provided to students requiring academic or attendance remediation.
-

Internal Business/Finance Plan

Budget Process

Genesis School's charter includes its mission statement, a description of the school's organizational structure and bylaws, a financial plan, the policy for securing personnel services, personnel qualifications, professional development plan, description of the grades and ages of its students, calendar of operations and criteria for measurement of the school's effectiveness. In carrying out its responsibilities, the Board of Education is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board attempts, in every case, to act in the best interests of its students.

The Board has adopted a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the school and provide a framework in which the School's administration can effectively operate. The budget and finance processes conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies. The purpose of the School budget and financial policies is to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

Each year the Business Accounting Director, with the Executive Director's approval, submits to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but must adopt a budget by June 30, according to statutory provisions. By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Business Accounting Director shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

Budget Implementation and Transfer

The annual budget governs the expenditures and obligation of all funds for the school. The Executive Director and Business Accounting Director have established procedures for funds management and reporting. No funds may be spent which are not authorized by the annual budget. If an unanticipated need arises, the Board may approve the Executive Director's recommendation to (1) appropriate an amount to cover a needed expenditure from unencumbered budget surplus from the proper fund, or (2) revise the budget to transfer funds from one account to another as permitted by state statutes and DESE regulations.

The Business Accounting Director prepares a monthly statement to account for each month's expenditures and the total spent to date for the fiscal year. The monthly statement include all receipts and remaining balances for each fund account.

Budget Process

The preparation of the annual budget begins in December, when the Business Accounting Director and Executive Director review the previous year's audited expenditures in comparison to the current year-to-date estimated budgeted expenditures. The review of the data is based on criteria: expected available funds, historical expenditures, and departmental budget request/need. This process continues through March at which time the first draft is presented for review to the board of directors, with the final review and approval by June 30th.

Sponsor Audit

Critical Questions			
1. Current Ratio: Current Assets / Current Liabilities	Look For: Monthly current ratio trending upwards		
	Meets Standard <input checked="" type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input checked="" type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive	Does Not Meet Standard <input type="checkbox"/> Current Ratio is between 0.9 and 1.0 or equals 1.0 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is negative	Falls Below Standard <input type="checkbox"/> Current Ratio is less than or equal to 0.9
2. Unrestricted Days Cash: Unrestricted Cash / [(Total Expenses - Depreciation Expenses) / 365]	Look For: Increases in unrestricted cash and days cash on hand approaching the target		
	Meets Standard <input checked="" type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash and one-year trend is positive	Does Not Meet Standard <input type="checkbox"/> Days Cash is between 15-30 days or <input type="checkbox"/> Days Cash is between 30-60 days and one-year trend is negative	Falls Below Standard <input type="checkbox"/> Fewer than 15 Days Cash
3. Enrollment Variance: Actual Enrollment / Enrollment Projection in Charter School Board-Approved Budget	Look For: Budget demonstrated a net surplus and few, if any, variances are present		
	Meets Standard <input type="checkbox"/> Enrollment Variance equals or exceeds 95% in most recent year	Does Not Meet Standard <input checked="" type="checkbox"/> Enrollment Variance is between 85-95% in the most recent year	Falls Below Standard <input type="checkbox"/> Enrollment Variance is less than 85% in the most recent year

4. Debt Default Amount:	Look For: Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants		
	Meets Standard	Does Not Meet Standard	Falls Below Standard
	<input checked="" type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	<input type="checkbox"/> Not applicable	<input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments
5. Total Margin: Net Income divided by Total Revenue	Look For: Budget demonstrates a net surplus and few, if any, variances are present		
	Meets Standard	Does Not Meet Standard	Falls Below Standard
	<input checked="" type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive	<input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not “Meet Standard”	<input type="checkbox"/> Aggregated Three-Year Margin is less than or equal to -1.5% or <input type="checkbox"/> The most recent year Total Margin is less than -10%

6. Aggregated Total Margin: Total Three-Year Net Income / Total Three-Year Revenues	Look For: Budget demonstrates a net surplus and few, if any, variances are present		
	Meets Standard	Does Not Meet Standard	Falls Below Standard
	<input checked="" type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive	<input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not “Meet Standard”	<input type="checkbox"/> Aggregated Three-Year Margin is less than or equal to -1.5%

	<p>or</p> <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive		<p>or</p> <input type="checkbox"/> The most recent year Total Margin is less than -10%
7. Debt to Asset Ratio: Total Liabilities / Total Assets	Look For: Monthly Debt to Asset Ratio trending upward Alignment among the action plan, budget, and financial statements		
	Meets Standard <input checked="" type="checkbox"/> Debt to Asset Ratio is less than 0.9	Does Not Meet Standard <input type="checkbox"/> Debt to Asset Ratio is between 0.9 and 1.0	Falls Below Standard <input type="checkbox"/> Debt to Asset Ratio is greater than 1.0
8. Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year One Total Cash One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Look For: Increases in cash balance over the course of the year		
	Meets Standard <input checked="" type="checkbox"/> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year or <input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive	Does Not Meet Standard <input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”	Falls Below Standard <input type="checkbox"/> Multi-Year Cumulative Cash Flow is negative
9. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense) / (Annual Principle, Interest, and Lease Payments)	Look For: Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1		
	Meets Standard <input checked="" type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.1	Does Not Meet Standard <input type="checkbox"/> Debt Service Coverage Ratio is less than 1.1	Falls Below Standard <input type="checkbox"/> Not Applicable

10. Fund Balance Percentage:																													
Year 1	3.37%		\$380,913																										
Year 2	12.52%		\$1,178,711																										
Year 3	15.3%		\$1,734,636																										
Year 4	24%		\$2,351,117																										
11. Audit Findings:	<input type="checkbox"/> Qualified <input checked="" type="checkbox"/> Unqualified																												
12. Timely Reporting: Were all required reports submitted on time?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																												
13. Expendable net assets: Unrestricted Net Assets + Temporarily Restricted Net Assets	<table border="1"> <thead> <tr> <th>Unrestricted Net Assets+ Restricted</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td></td> <td>\$193,412</td> <td>\$309,630</td> <td>\$1,173,571</td> <td>\$1,728,310</td> <td>\$2,351,117</td> </tr> </tbody> </table>					Unrestricted Net Assets+ Restricted	2010	2011	2012	2013	2014		\$193,412	\$309,630	\$1,173,571	\$1,728,310	\$2,351,117												
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14. Primary Reserve Ratio: Unrestricted Net Assets + Temporarily Restricted Net Assets / Total Expenses	<table border="1"> <thead> <tr> <th>Unrestricted Net Assets</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td></td> <td>\$193,412</td> <td>\$309,630</td> <td>\$1,173,571</td> <td>\$1,728,310</td> <td>\$2,351,117</td> </tr> <tr> <th>Total Expense</th> <td>\$5,786,206</td> <td>\$8,017,524</td> <td>\$7,842,015</td> <td>\$9,611,282</td> <td>\$9,697,087</td> </tr> <tr> <td></td> <td>3.34%</td> <td>3.86%</td> <td>14.97%</td> <td>17.98%</td> <td>24.25%</td> </tr> </tbody> </table>					Unrestricted Net Assets	2010	2011	2012	2013	2014		\$193,412	\$309,630	\$1,173,571	\$1,728,310	\$2,351,117	Total Expense	\$5,786,206	\$8,017,524	\$7,842,015	\$9,611,282	\$9,697,087		3.34%	3.86%	14.97%	17.98%	24.25%
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15. Operating Surplus (deficit): Total Revenues - Total Expenses	<table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Finding</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2010</td> <td>\$87,255</td> </tr> <tr> <td>2</td> <td>2011</td> <td>\$116,218</td> </tr> <tr> <td>3</td> <td>2012</td> <td>\$863,942</td> </tr> <tr> <td>4</td> <td>2013</td> <td>\$554,739</td> </tr> <tr> <td>5</td> <td>2014</td> <td>\$1,026,030</td> </tr> </tbody> </table>						Year	Finding	1	2010	\$87,255	2	2011	\$116,218	3	2012	\$863,942	4	2013	\$554,739	5	2014	\$1,026,030						
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16. Net Asset Position: Total Assets - Total	<table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Finding</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2010</td> <td>\$193,412</td> </tr> </tbody> </table>						Year	Finding	1	2010	\$193,412																		
	Year	Finding																											
1	2010	\$193,412																											

Liabilities	2	2011	\$309,630			
	3	2012	\$1,173,571			
	4	2013	\$1,728,310			
	5	2014	\$2,343,892			
17. Expenses per Student: Total Expenses / Enrollment	Total Enrollment	2010	2011	2012	2013	2014
		559	807	761	991	1110
	Total Expense	\$5,786,206	\$8,017,524	\$7,842,015	\$9,611,282	9,847,997
	Expense Per Student	\$10,343	\$9,934	\$10,302	\$9,699	\$8,872

18. Personnel Expense Ratio: Personnel Expenses / Total Revenues	Personnel Expenses	2010	2011	2012	2013	2014
		\$1,540,395	\$1,944,993	\$ 2,117,905	\$2,123,405	\$2,284,257
	Total Revenue	\$5,873,461	\$8,133,742	\$ 8,705,957	\$10,166,021	\$10,723,117
		26.2%	23.9%	24.3%	20.9%	21.3%
		Audited	Audited	Audited	Audited	6/30 Report
19. Occupancy Expense Ratio: Occupancy Costs / Total Revenues	Occupancy Cost (Property Services)	2010	2011	2012	2013	2014
		\$245,394	\$298,313	\$342,228	\$325,951	\$203,783
	Total Revenue	\$5,873,461	\$8,133,742	\$875,957	\$10,166,021	\$10,723,117
		4.2%	3.7%	3.9%	3.2%	1.9%
		Audited	Audited	Audited	Audited	6/30 Report

GENESIS SCHOOL, INC.		
2014-15 OPERATIONAL BUDGET		
		FY'15
Revenues		Budgeted
5192	Foundation/Business	117,500
5194	Special Events-Genesis	110,000
	Government	
5311	Basic Formula (WADA)	2,087,613
5319	Classroom Trust	354,301
5113	Charter School Prop C	888,160
5445/46	Charter School Food Service	223,251
5312	Charter School Transportation	32,000
5451/65	Charter School Title I & II	213,570
5441	Special Education	36,501
5237	Local Revenue	158,100
5193	Individual	10,000
	Investment Earnings/Gains	1,000
5171	School Sponsored Activities	5,000
5198	Other	10,000
5165	United Way	94,300
	Total Revenues	4,341,297
Expenses		
6100	Salaries	2,002,134
6200	Employee Benefits	
	Retirement	162,825
	Payroll Taxes	153,163
	Employee Insurance	225,251
	Unemployment Compensation	40,043
6300	Purchase Services	
	Contractual Services	267,714
	Accounting & Auditing Services	40,000
	Legal Services	20,000
	Dues & Memberships	5,000
	Communication	12,000
	Advertising	5,000
	Special Event	30,000
	Transportation-Student	266,576
	Food-Students	230,240
	Operational/Property Service	
	Building Rent	175,000
	Liability & Property Insurance	31,630
	Utilities - Admin Building	9,000
	Other Property Services	
	Education/Training/Travel/Food	60,000
	Student/Parent Activities	20,000
	Equipment	40,000
6400	Supplies & Materials	95,000
	Building Supplies	20,000
	Technology	30,000
6500	Interest	1,500
	Total Expenses	3,942,076
	Revenue Over/(Under) Expenses	399,221
	Beginning Cash Balance, July 1*	2,351,117
	Ending Cash Balnce, June 30	2,750,338
	YTD Fund Balance %	9.20%
	Fund Balance %	63%
*Total liabilities \$7,225 and Fund Balance \$2,343,892 as of June 30, 2014		

GENESIS SCHOOL, INC.
OPERATIONAL BUDGET 3-YEAR FORECAST



		FY'15	FY'16	FY'17
Revenues		Budgeted	Forecast	Forecast
5192	Foundation/Business	117,500	120,000	132,000
5194	Special Events-Genesis	110,000	130,000	130,000
Government				
5311	Basic Formula (WADA)	2,087,613	2,665,745	2,859,451
5319	Classroom Trust	354,301	115,679	127,003
5113	Charter School Prop C	888,160	239,571	265,064
5445/46	Charter School Food Service	223,251	255,321	270,085
5312	Charter School Transportation	32,000	40,000	40,000
5451/65	Charter School Title I & II	213,570	215,570	215,570
5441	Special Education	36,501	38,501	38,501
5237	Local Revenue	158,100	198,100	198,100
5193	Individual	10,000	10,000	10,000
	Investment Earnings/Gains	1,000	1,000	1,000
5171	School Sponsored Activities	5,000	5,000	5,000
5198	Other	10,000	10,000	10,000
5165	United Way	94,300	94,300	94,300
	Total Revenues	4,341,296	4,138,787	4,396,074

Expenses				
6100	Salaries	2,002,134	2,107,198	2,250,414
6200	Employee Benefits			
	Retirement	162,825	179,112	191,285
	Payroll Taxes	153,163	161,201	172,157
	Employee Insurance	225,251	237,060	253,172
	Unemployment Compensation	40,043	31,608	33,756
6300	Purchase Services			
	Contractual Services	267,714	275,746	289,533
	Accounting & Auditing Services	40,000	40,000	42,500
	Legal Services	20,000	20,000	20,000
	Dues & Memberships	5,000	5,000	5,000
	Communication	12,000	15,000	15,000
	Advertising	5,000	5,000	5,000
	Special Event	30,000	30,000	33,000
	Transportation-Student	266,576	275,000	288,750
	Food-Students	230,240	230,240	233,240
	Operational/Property Service			
	Building Rent	175,000	175,000	175,000
	Liability & Property Insurance	31,630	33,000	34,000
	Utilities - Admin Building	9,000	9,000	9,000
	Other Property Services			
	Education/Training/Travel/Food	60,000	62,000	65,000
	Student/Parent Activities	20,000	20,000	20,000
	Equipment	40,000	40,000	40,000
6400	Supplies & Materials	95,000	85,000	85,000
	Building Supplies	20,000	20,000	20,000
	Technology	30,000	30,000	30,000
6500	Interest	1,500	1,500	1,500
	Total Expenses	3,942,076	4,087,664	4,312,306
	Revenue Over/(Under) Expenses	399,220	51,123	83,768
	Beginning Cash Balance, July 1, 2014*	2,351,117	2,750,337	2,801,461
	Ending Cash Balnce, June 30, 2015	2,750,337	2,801,461	2,885,229
	Fund Balance %	63%	68%	66%

*Equal the total liabilities \$7,225 and Fund Balance \$2,343,892 as of June 30, 2014.

Budget and Cash Flow Challenges

Each year the Business Accounting Director of the school is required to submit a budget plan comprised of estimated revenue and expenditures for the upcoming fiscal year. After an extensive review the Executive Director will recommend changes for adjustments. Once approved, the budget is presented to the Board of Directors to accept, reject, modify or request a revision. The Board of Directors, along with the Executive Director and the Business Accounting Director will approve a final draft of the budget by June 30, in accordance with DESE and State guidelines.

Cash Flow Analysis					
Fund Balance	2010	2011	2012	2013	2014
	Audited	Audited	Audited	Audited	6/30 Report
	\$254,792	\$380,913	\$1,178,711	\$1,734,636	\$2,351,117
	2.87%	3.37%	12.52%	15.28%	24%

Internal and External Financial Reviews

Genesis School is establishing a Finance Committee that will be chaired by the Treasurer of the Board of Directors. The Finance Committee's role is to oversee the fiscal affairs of the organization by ensuring that proper systems, procedures and controls are in place.

The Finance Committee tasks are:

- Review budgets initially prepared by staff, helping develop/review appropriate procedures for budget preparations, and monitor consistency between the budget and the organization's plans.
- Report to the board any financial irregularities, concerns, or opportunities;
- Recommend financial guidelines to the board (such as establish a reserve fund or obtain a line of credit for a specified amount);
- Work with staff to design financial reports and ensure reports are accurate and timely;
- Monitor and evaluate investment decisions and allocations consistent with the investment policy.
- Recommend selection of an auditor and review and report on audit findings.
- Advise the board and the executive director and other appropriate staff about financial priorities and information systems.

Finance Committee Members: Board Chair/President or Board Vice Chair/President:, Board Treasurer, Executive Director, and Business Accounting Director/CFO.

Meetings: The finance committee will meet quarterly and as needed to perform the assigned functions.

Governance Plan

Genesis School Inc. is governed by Board of Directors, serving as responsible stewards of the charter's mission and of public funds and trust. The governing board members carry out their duties in a professional and ethical manner at all times for the purpose of achieving student success. The governing board understands the short and long-term economics of the school and has systems in place to monitor its short and long-term financial health. The central role of the Genesis Board is to responsibly delegate the work of realizing the board's vision and mission.

The Board currently has eight members, with a variety of professional and personal experiences. Five members have served since the school reopened using the turnaround model as part of the School Improvement Grant program in 2010. The Board is made up of individuals with a wide variety of experiences (finance, resource development, infrastructure, community organizing, human resources) in order to collectively monitor the school (see appendix 22).

As part of the renewal process, following an internal audit and an external audit from the sponsor, the Board has committed to the following improvement goals:

1. Use the Missouri Educator Evaluation System's Superintendent Evaluation Model to establish performance goals and monitor and evaluate the Executive Director's performance.
2. Establish committees to actively monitor and report back to the full board in the areas of finance, resource development and governance.
3. Work in cooperation with the sponsor to include additional hours of board training each year.

Charter School Assurance Statements



Assurance Statements

*Developed in compliance with the Missouri Charter School Law (160.400-160.425)
July 2014.*

*This public charter board understands that the school are expected to remain compliance
with the current and future provisions of the Missouri Charter School Law
and the statutes that are cited in the law.*

THE FOLLOWING ASSURANCE STATEMENTS ARE IN REGARDS TO THE IMPLEMENTATION OF FEDERAL SCHOOL LAWS

Federal Charter School Law:

This public charter school may provide a preference in admission to siblings of current students, children of employees and students that reside in the following geographic area:
Insert description of the geographic area, if applicable.

If this public charter school maintains a waiting list by grade level, the school must use a "lottery system" to select students to enroll, when openings occur.

Federal – No Child Left Behind Law or subsequent law:

If this public charter school does not meet the following standards set out in the Federal–No Child Left Behind Law, this school, if receiving Title I Funds, will undertake appropriate corrective action as required by the Missouri Department of Elementary and Secondary Schools and will provide parental notification of the school status.

2. The members of this public charter school board have received training related to their responsibilities.
3. This public charter school board is requesting the approval of UMKC Charter School Center to become a LEA.
4. This public charter school board has developed a comprehensive policy manual that addresses the changing requirements and needs of a Missouri LEA charter school. (Exhibit # 1: Policy Manual)
5. By February of each year, this public charter school board will submit proposed changes for the following school year to the UMKC Charter School Center for approval. When the Center determines a need, mid-year charter changes may be submitted to the Center for approval.
6. This charter board will provide the UMKC Charter School Center representative(s) to the board meeting to review the results of school achievement and annual achievement reports that the UMKC sets for the school.
7. The UMKC Charter School Center may place a school on probation which allows the school to make a plan to change methodology, leadership, or other factors to bring the school into compliance with the law or the requirements of UMKC.

Support of UMKC Sponsored Activities:

1. This public charter school will have the lead administrator, or another appropriate representative of the school, in attendance at 75% or more of the "Lead Administrator Meetings" called by the Charter School Center.
2. This public charter school will provide the UMKC Charter School Center the necessary information and data to conduct research and make decisions to support and improve charter schools. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
3. This public charter school will have a student information system in place to provide the information requirements and will provide the UMKC Charter School Center access to the system on DESE's MSDS portal. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
4. This public charter school has in place a computer-managed benchmark testing system for collecting and compiling test results and achievement data that correlate with the Missouri State Grade Level Expectations (K-8), and End-of-Course Objectives (high schools).
5. This public charter school uses information provided by the computer-managed system to monitor and analyze the equity, effectiveness, and efficiency of the curriculum and instruction that this public charter school uses.
6. This public charter school uses the interpretation and analysis of the benchmark testing results to determine if the curriculum or methodology needs to be adjusted at the school-level, grade-level, subgroup-level, or individual student-level.

It is our understanding as a public charter school board that the following will serve as a contract between this board of education and the UMKC CSC as required by statute 160.405.1(4) which outlines the terms under which the UMKC CSC will exercise the center's responsibility for the school's revocation and/or renewal.

It should be noted that the performance standards for alternative and special purpose schools that target high-risk students shall be based on measures defined in the school's performance contract with the UMKC CSC.

Intervention

The UMKC CSC shall intervene in the operation of this charter school if contract violation or performance deficiencies based on the findings of the state board of education mandate exist if one or more of the following conditions exist:

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has demonstrated

- its mission;
2. The charter school's annual performance report results are below the district's annual report results based on the performance standards that are applicable to the grade configuration of both the charter school and the district in which the charter school is located for three of the last four school years; and
 3. The charter school is identified as a persistently lowest achieving school by the Department of Elementary and Secondary Education.

Revocation

The UMKC-CSC shall revoke a charter or take other appropriate remedial action, which includes placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter. The charter shall be revoked at any time if the charter school commits a serious breach of one or more provisions of its charter or any of the following grounds:

Clear evidence of underperformance as demonstrated in the charter schools annual performance report in three of the last four school years; or

- a. A violation of the law or the public trust that imperils students or public funds.
- b. Failure to meet the performance contract as set forth in its charter,
- c. Failure to meet generally accepted standards of fiscal management,
- d. Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of notice requesting such information, or violation of law.

The UMKC CSC may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or if such plan is unsuccessful, the charter may be revoked.

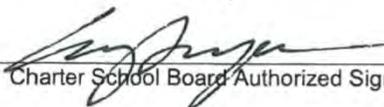
Non-Renewal:

The UMKC CSC may non-renew charter schools if the UMKC-CSC's renewal process of a charter school shall be based on the thorough analysis of a comprehensive body of objective evidence. The CSC shall consider if one or more of the following conditions exist:

1. The charter school has maintained results on its annual performance report that are below the district in which the charter school is located based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years;
2. The charter school is organizationally and fiscally viable determining at a minimum the school does not have:
 - a. A negative balance in its operating funds;
 - b. A combined balance of less than three percent of the amount expended during the previous fiscal year; or
 - c. Expenditures that exceed receipts for the most recently completed fiscal year.

GENESIS, INC.
Public Charter School Name

The above statements were agreed to by this Public Charter School Board of Education at its meeting on 12/19/2014 as reflected in the enclosed minutes.


Charter School Board Authorized Signature 12/19/2014 Date


UMKC Authorized Representative's Signature 9-10-2014 Date

Notarized Signature

Contact Information

UMKC Charter School Center Office 5306 Holmes, Kansas City, Missouri 64110 (816) 235-6367 Fax (816) 235-6345			
Dr. Phyllis Chase	Director of Charter Schools	chasep@umkc.edu	(816) 235-6344

UMKC Charter School Renewal Performance Contract

Genesis School

The University of Missouri, Kansas City (UMKC) Charter School Center considers a number of factors when making renewal determinations. Of primary importance is whether or not a school is generating college and career ready students by serving their academic needs with excellence. Towards this end, and in accordance with State Statute, UMKC Charter School Center schools are required to enter into a performance contract. This performance contract sets the standards for high achievement, governance, organization, and fiscal oversight. It also provides for interventions when necessary, and delineates non-renewal and/or revocations procedures when achievement goals are not being met. This performance contract is a part of the school’s charter renewal and, depending on the school’s accreditation status, is reviewed annually through a series of internal and external audits.

To oversee this process, Genesis Academy convened a renewal committee. The participants of this committee included representation from the staff, administration, board of directors, special services, parents, and community members. The process of internal and external audits identified the school’s strengths and weaknesses and provided the data by which the school, in conjunction with its sponsor, identified its major goals and objectives for the length of the renewal period.

AUDIT RESULTS

Internal/External Audit of Performance Contract Components	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard	Improvement Goal Required
Charter Implementation		X			
Academic Achievement			X		X
Organization Performance		X			
Governance		X			X
Financial Status/Sustainability		X			

Student achievement results at Genesis Academy over a span of three years currently, as indicated in the UMKC Charter School Center Performance Contract document, classifies it as:

Accredited Tier IIB – Continued Monitoring Status

Missouri Revised Statues require the following for alternative schools:

160.405,4(6)(b) For proposed high risk or alternative charter schools, sponsors shall approve performance measures based on mission, curriculum, teaching methods, and services. Sponsors shall also approve comprehensive academic and behavioral measures to determine whether students are meeting performance standards on a different time frame as specified in that school's charter. Student performance shall be assessed comprehensively to determine whether a high risk or alternative charter school has documented adequate student progress. Student performance shall be based on sponsor-approved comprehensive measures as well as standardized public school measures. Annual presentation of charter school report card data to the department of elementary and secondary education, the state board, and the public shall include comprehensive measures of student progress.

As such, the UMKC Charter School Center will:

- Conduct targeted audits of achievement, financials, governance, implementation, and organization each semester for the 2014-15 and 2015-16 academic years
 - Assign an improvement team to work with current administration and Board on implementation of recommendations.
 - Make a determination and notify the school, DESE, and State Board by September of 2016 as to the sponsor's decision to continue sponsorship and or remove the school from probationary status.
-

Performance Goals

School Year	Criteria for State Academics	Action Steps Upon Not Meeting Criteria
2015-16	<ul style="list-style-type: none"> 70% on APR 70% of achievement points MPI's: 300 in ELA and Math 	<ul style="list-style-type: none"> Onsite instructional monitor Formative and summative assessments Teacher/Leader Evaluation Targeted audits Research based instructional interventions
2016-17	<ul style="list-style-type: none"> 75% on APR 75% of achievement points MPI's: 320 in ELA and Math 	<ul style="list-style-type: none"> Onsite instructional monitor Formative and summative assessments Teacher/Leader Evaluation Research based instructional interventions If APR score is less than 70% sponsor will initiate closure procedures
2017-18	<ul style="list-style-type: none"> 75% on APR 80% of achievement points MPI's: 330 in ELA and Math 	<ul style="list-style-type: none"> Onsite instructional monitor Formative and summative assessments Teacher/Leader Evaluation Targeted audits Research based instructional interventions
2018-19 <i>Renewal Year Begins August 2019</i>	<ul style="list-style-type: none"> 80% on APR 80% of achievement points MPI's: 340 in ELA and Math 	<ul style="list-style-type: none"> Onsite instructional monitor Formative and summative assessments Teacher/Leader Evaluation Targeted audits Research based instructional interventions

Performance Contract Goals					
	Goals	Strategies	Person Responsible	Metrics	Timeframe
Gov	The Genesis Board of Directors will attend training in order to ensure compliance with statutes, set direction, and monitor programming and finances through ongoing training.	Coordinate with sponsor to obtain training from Dr. Anderson.	Board President/Executive Director	Board minutes. Post test results	Duration of Charter
		Commit recurring time during board meetings for training.			
		Monitor effectiveness of training through pre and post tests.			

Op	75% of children participating in mental health programming will demonstrate a 25% decrease in incident/discipline office referrals.	Provide Individual and Group Therapy for students identified via the Mental Health screening.	Executive Director/Academic Director/Director of Counseling Services	Office Referral Data, Schoolwide PBIS reports, Mental Health Levy Audits	2015 and duration of charter
		Continue to Implement PBIS intervention strategies as staff progresses through PBIS training.			
		Train Staff on Crisis Prevention and intervention model for dealing with students in crisis.			
Op	75% of children receiving group therapy from the Counseling Program will demonstrate a decrease in negative behavioral symptoms. as evidenced by an improved score on the Piers-Harris 2 Children's Self-Concept Scale.	Provide Individual and Group Therapy for students identified via the Mental Health screening.	Executive Director/Academic Director/Director of Counseling Services	Reynolds Adolescent Adjustment Survey Instrument and Piers-Harris Self Concept Scale administered at start of treatment and every 6 months.	2015 and duration of charter
		Continue to Implement PBIS intervention strategies as staff progresses through PBIS training.			
		Train Staff on Crisis Prevention and intervention model for dealing with students in crisis.			

Appendixes

Appendix 1: Genesis Charter School Improvement Grant Application

Genesis Charter School Improvement Grant Application Title I, Section 1003 (g) of ESEA

DIRECTIONS			
MAIL THE COMPLETED FORM TO: FEDERAL INSTRUCTIONAL IMPROVEMENT, MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, PO Box 480, JEFFERSON CITY, MO 65102-0480.			
QUESTIONS, CONTACT FEDERAL INSTRUCTIONAL IMPROVEMENT: PHONE: (573) 751-9437; FAX: (573) 522-1759; OR E-MAIL TO: WEBREPLYIMPRFI@DESE.MO.GOV ; VISIT THE DEPARTMENT'S WEBSITE AT: DESE.MO.GOV			
LEA/DISTRICT AND PROGRAM CONTACT INFORMATION			
LEA/DISTRICT/AGENCY NAME GENESIS SCHOOL, INC.			COUNTY-DISTRICT CODE 048-905
NAME OF BOARD-AUTHORIZED REPRESENTATIVE MR. SYLVESTER JAMES, JR.	ADDRESS 802 BROADWAY, 7TH FLOOR	CITY, STATE, ZIP KANSAS CITY, MO 64105	
E-MAIL ADDRESS SLY@SLYJAMESFIRM.COM		TELEPHONE NUMBER 816-472-6800	FAX NUMBER 816-472-6805
NAME OF GRANT CONTACT MS. PAMELA L. PEARSON	ADDRESS 3800 E. 44TH STREET	CITY, STATE, ZIP KANSAS CITY, MO 64130	
E-MAIL ADDRESS PAMELAP@GENESSISCHOOL.ORG		TELEPHONE NUMBER 816-921-0775 EXT. 110	FAX NUMBER 816-921-4268
THE DEPARTMENT'S APPROVAL FOR DEPARTMENT USE ONLY			
THE DEPARTMENT AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED \$
DIRECTIONS			
MAIL THE COMPLETED FORM TO: FEDERAL INSTRUCTIONAL IMPROVEMENT, MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, PO Box 480, JEFFERSON CITY, MO 65102-0480.			
QUESTIONS, CONTACT FEDERAL INSTRUCTIONAL IMPROVEMENT: PHONE: (573) 751-9437; FAX: (573) 522-1759; OR E-MAIL TO: WEBREPLYIMPRFI@DESE.MO.GOV ; VISIT THE DEPARTMENT'S WEBSITE AT: DESE.MO.GOV			
LEA/DISTRICT AND PROGRAM CONTACT INFORMATION			

LEA/DISTRICT/AGENCY NAME GENESIS SCHOOL, INC.		COUNTY-DISTRICT CODE 048-905	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE MR. SYLVESTER JAMES, JR.	ADDRESS 802 BROADWAY, 7TH FLOOR	CITY, STATE, ZIP KANSAS CITY, MO 64105	
E-MAIL ADDRESS SLY@SLYJAMESFIRM.COM	TELEPHONE NUMBER 816-472-6800	FAX NUMBER 816-472-6805	
NAME OF GRANT CONTACT MS. PAMELA L. PEARSON	ADDRESS 3800 E. 44TH STREET	CITY, STATE, ZIP KANSAS CITY, MO 64130	
E-MAIL ADDRESS PAMELAP@GENESSISCHOOL.ORG	TELEPHONE NUMBER 816-921-0775 EXT. 110	FAX NUMBER 816-921-4268	
THE DEPARTMENT'S APPROVAL FOR DEPARTMENT USE ONLY			
THE DEPARTMENT AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED 5

Abstract

The Genesis School (Genesis) was established in 1975 as a VISTA program to assist students trying to attain their GED. From 1975 to 1999, Genesis was a private school serving students through a contract with the Kansas City School District. In the fall of 1999, Genesis became an alternative middle school serving students in grades 5 through 9. Historically, students were enrolled in the Genesis School for about one year for academic and social interventions. Beginning in school year 2010–11, the school will be transformed into a grades 1–8 school and renamed the Genesis Promise Academy.

The Genesis School has been consistently low-performing, with about 85 percent of its students scoring at basic or below basic on the MAP communication arts and mathematics assessments. The Genesis School also has an attendance rate below that of the state, and for the past two years it had significant increases in discipline incidents. A recent comprehensive needs assessment revealed substantial areas of needs:

- MAP assessment scores at basic or below basic in communication arts and mathematics for about 85 percent of students
- Lack of a core curriculum aligned to the Missouri state standards
- Inadequate use of formative assessments and other data
- Lack of effective principal leadership and teaching capacity
- Student attendance below the state: Genesis 88.5%; state 95.1% in 2009
- Significant increase in discipline incidents for the past two years
- Need for stronger implementation of school safety policy and procedures
- Lack of systemic intervention plan to increase student performance in mathematics and communication arts
- Insufficient parent involvement in the academic aspects of the program

As a result of the needs analysis, the Genesis School leadership (that is, its executive director and board of directors) has decided to implement the school turnaround model. To begin that process, in July 2010 the previous principal was replaced by a new director for education, and in May 2010 all teachers were required to reapply for their positions through a rigorous new selection process. In addition, six Teach for America candidates have been hired. Although these steps provide a foundation for significant change, this application for a School Improvement Grant goes far beyond, setting out detailed performance goals, strategies, actions, and evaluation for the next three years.

By the end of the 2010–11 school year:

- Genesis School will secure 90 percent of the instructional resources necessary to implement a fully aligned new curriculum and provide training and job-embedded professional development for all staff.

By the end of the 2011–12 school year:

- Genesis School will have 100 percent of its administrative staff and teachers highly qualified and a rigorous new principal- and teacher-evaluation system will be in place.

By the end of the 2012–13 school year:

- 100 percent of teachers will be trained and supported in using the curriculum.

- The school will be using a wide range of qualitative and quantitative data to improve and enhance educational programming and instructional delivery.
- Student performance will increase by 20 percent from below-basic or basic to proficient in the 2011–12 school year and another 20 percent to proficient in the 2012–13 school year on the MAP communication arts and mathematics assessments, after the baseline year.
- The Genesis School will have a high-functioning behavioral support system that results in a 20 percent decrease in discipline incidents from the baseline.

With strong governance, highly effective leadership and teaching capacity, robust implementation, data collection, monitoring, and built-in formative and summative evaluation, Genesis School will meet its objectives over the next three years and beyond.

**Competitive Priorities
for Section 1003(g) Missouri School Improvement Grants
Genesis Charter School**

Competitive Priority	Goal, Objective or Strategy of the School Implementation Plan Listed in the ePeGs Template (Appendix B)
Implement one plan.	<p>The board of directors at Genesis School approved a turnaround model of school improvement in March 2010. The plan outlined in this proposal is aligned to the Title I plan and to the current School Improvement Plan, and all policies, initiatives, budgets, staff assignments are being reviewed to support school turnaround. To support the plan, the administrative staff, with support from the school's sponsor, UMKC and from the Missouri Charter Public School Association, will review policies and procedures throughout 2010–11 school year. Updates will reflect changes in federal law and state regulations. All stakeholders will be provided information on the turnaround plan and will be given opportunities to provide input and support. The board and executive director are committed to providing governance and oversight and will meet regularly with the turnaround director for education to review the progress of the turnaround initiative, provide support, and review data.</p>
Set ambitious targets for improvement.	<p>The Missouri Department of Elementary and Secondary Education (DESE) sets annual targets for the school. The plan outlined in this application is designed to reach to achieve those targets. Additionally, as determined by the sponsor of Genesis Promise Academy, The University of Missouri Kansas City (UMKC), the school will make drastic improvements in the instructional program in the school year 2010-11 which will result in strong baseline data and a minimum of 20 percent of students moving from below basic/basic to proficiency each year after the first year in both communication arts and mathematics. This consist of implementing 90 minutes of reading and math everyday, a designated instructional intervention for students in Tier 2 and Tier 3 of the Response to Intervention Model, implementation of a classroom performance system for classroom assessment, a new aligned and rigorous curriculum, integration of technology in the classrooms to improve instructions such as classroom performance clickers, smart boards and learning centers. The grade level will change from a 5th through 9th to a 1st through 8th grade level school, the first year will be considered baseline data.</p>

<p>Design and innovate a plan for recruiting, evaluation and retaining the best teachers and leaders—and removing those who are ineffective.</p>	<p>For the 2010-11 school year, the staff will be comprised of a turnaround principal (director for education), new (Teach for America) and returning teachers, all of whom will be interviewed using the Haberman Selection Process. As of July 1, 2010, the director for education is on the job and participating in the development of the plan. As part of the turnaround plan, a teacher evaluation system to include multiple measures, one of which will be a measure of student achievement, will be developed. The school is currently reviewing the Charlotte Danielson teacher evaluation model. Removing staff found to be ineffective in improving student outcomes will be an essential component of the new evaluation system. The director for education will conduct daily class walkthroughs and will meet with grade level and individual teachers regularly to provide feedback on their performance, and will utilize the NWEA benchmark data and other formative assessments to help measure teacher effectiveness during the year, and the MAP data at the end of each year. Current policies support the removal of teachers found to be ineffective. Genesis current policies, designate all new staff members on probationary for 1 full year. The plan also includes incentives for teachers at Genesis. These incentives include financial support for attending conferences and workshops and for improved student achievement scores during the school year.</p>
<p>Identify high-risk students and create opportunities to succeed.</p>	<p>All students enrolling in the new Genesis Promise Academy will be screened in reading and mathematics by the reading and mathematics specialists. The instructional leadership team will utilize the assessment data to develop interventions that will occur in the general and small group classroom instruction, instructional intervention and after school tutoring times that will start this upcoming school year. All staff will receive training in Response to Intervention throughout the three year period. Additionally, all specialists such as the intervention specialist, social workers, speech therapist, and reading and math specialists will tutor students and provide other necessary supports within the general program and in the additional instructional support time. Furthermore, the instructional leadership team will utilize its partners and other community resources and family support to provide a comprehensive and targeted system of support for all students identified in screening as needing academic and/or other forms of support, and will monitor their progress in weekly scheduled meetings. A systematic use of data will guide these activities.</p>

<p>Be bold and innovative.</p>	<p>Genesis Promise Academy is a charter school and, as such, operates with consistent freedom to innovate and with autonomy to make personnel decisions.</p> <ul style="list-style-type: none"> • Genesis will broaden its focus to include students 1 through 4 in the 2010-2011 school year. • Genesis will implement a turnaround model • Genesis will lengthen its school day to provide mandatory extended learning opportunities for students <p>All funds are used to benefit student achievement. The SIG dollars will not supplant existing programs or staff positions but will support the implementation of the Positive Behavior System and Character Plus, the implementation of a new classroom performance system for immediate assessment of students progress in the classroom, parent contract between the school and parent to support the academic achievement of their child, integration of technology in the classroom such as smart boards with projectors, classroom performance clicker and Differentiated instructional learning centers, the new curriculum and instructional specialist/school assessment data coach and the 3 new paraprofessionals to support instructional capacity of the small class size of 20 students. The specialized personnel and new curriculum aligned to Missouri standards strengthen the instructional capacity of the school and provide students with a rigorous instructional program and supports that will accelerate their learning and help them to achieve at or above grade level expectations. For example, a data coach with strong expertise in mathematics will bring robust changes to the way the school currently utilizes data to improve instruction by building teacher capacity to collect and analyze data on a routine basis and use the information to develop instruction that results in learning. A new mathematics specialist will help to identify additional mathematics resources, develop lessons with teachers, model best practices, and review data with teachers. Additionally, the new mathematics specialist will be able to provide instructional intervention to the students who are struggling the most in mathematics during the extended time each day. The reading specialist position, already in place at Genesis, will work in a similar capacity. These specialists will work with the director of education as the school's instructional leadership team. This will provide strong capacity to strengthen the overall core instructional program, while helping individual students to meet their goals at a faster rate. A strong accountability system, including the classroom assessments, monthly and quarterly data reporting of student data to students and parents, will be in place.</p>
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<p>Demonstrate teacher commitment</p>	<p>All teachers entering Genesis Promise Academy for the 2010-2011 school year would have been interviewed for a position for turnaround teacher; the overall plan thoroughly explained to each applicant. Additionally, a letter of commitment will be mailed to all staff (teachers, office staff, paraprofessionals, etc.) in August and all signatures secured before the start of school. During the first week of orientation, the letter will be reviewed and all staff will be reminded of the expectations. All staff will also undergo a background check and sign a contract outlining contractual obligations. Therefore, 100 percent of Genesis staff will commit to school turnaround</p>
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Appendix 2: AdvancED External Review Report

Report of the
External Review
for
Genesis Promise Academy

3800 E. 44th Street
Kansas City, MO, 64130
US

Ms. Pamela L Pearson, CEO

Date: February 11, 2014 - February 12, 2014



North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Document Generated On February 24, 2014

Part II: Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The external review was conducted February 11 and 12, 2014, at Genesis Promise Academy. The school was adequately prepared but Standard Summaries documentation did not clearly demonstrate or show adequate evidence of indicator ratings. The school was however very forthcoming regarding strengths and challenge areas. Formal interviews included five teachers, twenty-three students, seven parents, two grandparents, and fourteen support staff (which included counselors, para-professionals, Special Education teacher, school nurse, parent coordinator, dean of students, and librarian). In addition, the Executive Director and Principal were also interviewed.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

This school is definitely data driven in all educational aspects. The integration of data from multiple sources informs powerful practice in individualized education. Instructional practice is adjusted and modified to meet academic needs. The school is clearly committed to a challenging, equitable learning opportunity that develops the whole child. Staff and student relationship building is predominant at all levels within the institution.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constraints: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

Technology was an abundant educational resource. Classroom observations showed ample individualized technology implementation but lacked collaborative student involvement. Differentiation and individualization evident in all classrooms. At least two educators were present in each classroom. Students were comfortable in the learning environment as was evidenced by their willingness to be collaborative with peers and teachers. Exemplars of high quality work were not noted and students could not identify how work was graded.

The external review of Genesis Promise Academy occurred on February 11 and 12, 2014. The External Review Team found Genesis Promise Academy to be actively fulfilling their mission and vision. They provide a learning environment that encourages and supports their students' efforts and aspirations. The Executive Director, Principal, and all staff were helpful and hospitable. They clearly identified successes and challenges through the AdvancED accreditation process and fully cooperated and collaborated with the External Review Team to provide the best possible review experience for the school.

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advanced, warned, probation, or all clear were used to describe the status of a school relative to the criteria. Beginning

v.22 This report is pending final approval by the AdvancED Accreditation Commission.

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school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring.

The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will be able to connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 308

Teaching and Learning Impact: 310
(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 309
(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 300
(Standard 4)

The External Review Team recommends that Genesis Promise Academy be granted a new five-year term of accreditation by the AdvancED accreditation Commission.

Appendix 3: Notification of Probationary Status

Genesis School, Inc.
Board of Directors
3800 East 44th Street
Kansas City, MO 64131

February 15, 2014

Re: Notification of Probationary Status

Dear Genesis School Board of Directors:

The recent laws governing charter schools in the state of Missouri, and the entities that serve as their sponsors, have changed. The passage of Senate Bill 576 expanded the accountability requirements of granting sponsors to monitor and ensure the attainment of student achievement goals as identified in the charter school's application/renewal document. The law is specific in terms of actions the sponsor is required to initiate.

Therefore, in accordance with Senate Bill 576 that requires charter school achievement scores be above the Kansas City School District scores, and the fact that the achievement score history of Genesis School for the last three years has not met that requirement, I am notifying you of my decision to identify your charter status as: **Probationary**

Please find the attached law, achievement scores, and recommended monitoring/improvement plan below.

State Law Specific to Charter School Renewal

Senate Bill 576, 160.405, 9. (2) states: The sponsor's renewal process of the charter school shall be based on the thorough analysis of a comprehensive body of objective evidence and consider if:

- (a) The charter school has maintained results on its annual performance report that meet or exceed the district in which the charter school is located based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in which the charter school is located in three of the last four school years;*

See Attached Map Performance Index (MPI) 5 Year Data Analysis Charts

(b) The charter school is organizationally and fiscally viable determining at a minimum that the school does not have:

- a. A negative balance in its operating funds;*
- b. A combined balance of less than three percent of the amount expended for such funds during the previous fiscal year, or*
- c. Expenditures that exceed receipts for the most recently completed fiscal year;*

8. (1) (a) A sponsor's intervention policies shall give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and mandate intervention based upon findings of the state board of education of the following:

b. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and

c. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.

(b) A sponsor shall have a policy to revoke a charter during the charter term if there is:

a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or

b. A violation of the law or the public trust that imperils students or public funds.

(c) A sponsor shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet the performance contract as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.

(2) The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.

Required Remediation Plan for Genesis Promise Academy as a Condition of Probation

- Effective immediately, the central office administration staff of Genesis Promise Academy is to be removed.
- A new Superintendent will be recommended by the Charter School Center, and, if approved by the Board, will take office immediately. She/he will select the administrative staff necessary to operate the school.

Conditions for Continued UMKC Charter School Center Sponsorship Considerations

- The school is financially solvent
- Should the UMKC Charter School Center decide to remain the sponsor of Genesis School and submit the renewal application to DESE in 2014, the Genesis School must commit to an Annual Performance Report with a total percentage score above that of the Kansas City School District for the 2014 and 2015 academic years. Should this requirement not be met, it is understood the sponsor shall revoke said charter.

Annual Performance Report History

AYP	2012	2013
Genesis Promise Academy	1 Met	53.6%
Kansas City -33	1 Met	60%

Sincerely,

Phyllis A. Chase
Director, UMKC Charter School Center

Cc: Mr. Emeka Anyanwu, President of the Board
Dr. Wanda Blanchett, Dean of the UMKC School of Education
Dr. Dennis Cooper, Assistant Commissioner, DESE
Dr. Curt Fuchs, Director of Charter Schools, DESE

Appendix 4: Renewal Committee



Board President
Emeka Anyanwu
Kansas City Power & Light

Vice President
Brad Cloverdyke
American Century

Past Board President
Kevin Masters
KCPD

Honorary Chair
Sylvester James
Mayor

Board of Directors
Brad Cloverdyke
American Century

Eartherline Downs
Community/Mentor

Mike Dreyer
Hallmark

Dan Haley
KCPD

Patrick Sallee
Samuel U. Rodgers Health
Center Foundation

Donald Sullivan
Commerce Bank

Kenneth Yancy
Call Blast Communications

Executive Director
Kevin Foster

Director of Education
Tina Hinds-Booth

Business Accounting
Manager
Latresse Hood

Accredited by:
North Central Association

July 29, 2014

Dr. Phyllis Chase, Director
UMKC Charter School Center
5306 Holmes
Kansas City, Mo 64110
Re: Charter Renewal Committee

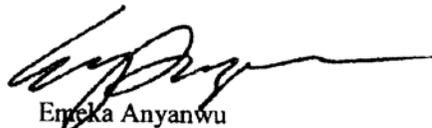
Dear Dr. Chase,

Thank you for your letter detailing the process for developing our application for charter renewal. We look forward to participating with you and the UMKC Charter School Center in the collaborative process you outlined. In that regard, please find below the composition of our renewal committee, drawn from across our school community:

Emeka Anyanwu (Board President)
Patrick Sallee (Board Member)
Kevin Foster (Executive Director)
LaTresse Hood (Business and Finance Director)
Bri Van Til (Teacher)
Markeisha Jackson (Teacher)
Keith Brown (Parent and Community Involvement Director)
Monica Herring (Parent)
Clinton Adams (Community Member)

I speak for the board and the entire committee when I say that we are eager to get started on this important work.

Regards,



Emeka Anyanwu
Board President

Appendix 5: Genesis Caring Communities Data Book

Genesis Caring Communities Site Data Book — 1

Introduction

About Caring Communities

Caring Communities was developed by the Local Investment Commission (LINC) to fulfill the role once played by the courthouse square: a place where the community gathers together, shares ideas, and holds neighborhood events. The growth of Caring Communities reflects increasing national interest in creating “community schools.”

The LINC Caring Communities effort, which began in 1992, has grown to more than 80 sites in seven school districts in Kansas City and Jackson County, MO. LINC’s school district partners include Kansas City, Independence, Fort Osage, North Kansas City, Hickman Mills, Grandview and Center. Other partners include charter schools, local government, state agencies, and community organizations.

What is a Community School?

A community school is both a place and a set of partnerships between the school and other community stakeholders which leads to improved student learning, stronger families and healthier communities. Community schools are open to everyone—all day, including evenings and weekends. Community-based organizations or public institutions often work as lead agencies in community schools, helping to mobilize community assets and support students success.

Coalition for Community Schools
www.communityschools.org

About This Book

The Genesis Caring Communities Data Book is intended to provide useful information for decision-makers of the Genesis community — parents, neighbors, site council members, staff and the general public. We hope the facts, figures and resources contained in this book will help these decision-makers to better understand their neighborhoods and identify needs and opportunities for better coordination of services. We hope this book will help build on the success of Caring Communities and help it thrive in the future.

To request additional copies of this book, or to suggest improvements for future editions of this book, contact the Genesis Caring Communities Site Coordinator. The book is also available to download for free at www.kclinc.org/sitebooks

Community Analysis Zone (CAZ)

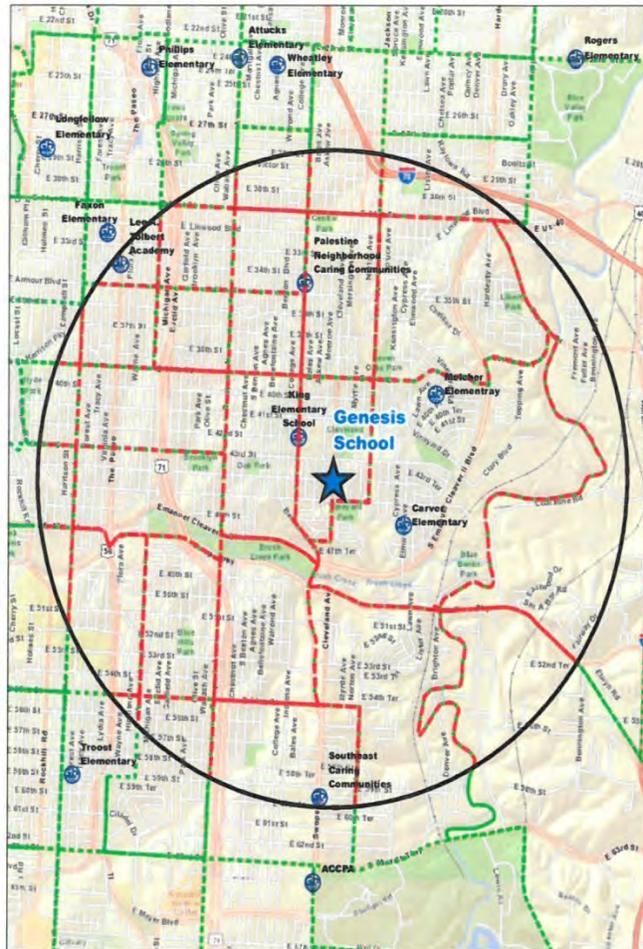
The Community Analysis Zone (CAZ) for the Genesis community was established using Genesis Promise Academy as a reference point and includes the area within a two-mile radius of the school (the black circle in the map at right).

The CAZ allows for analysis of data about residents, neighborhoods and services within the community served by the Caring Communities site.

For the purpose of this book the boundaries of the Genesis CAZ and the “Genesis community” are the same, and the terms “CAZ” and “community” are used interchangeably.

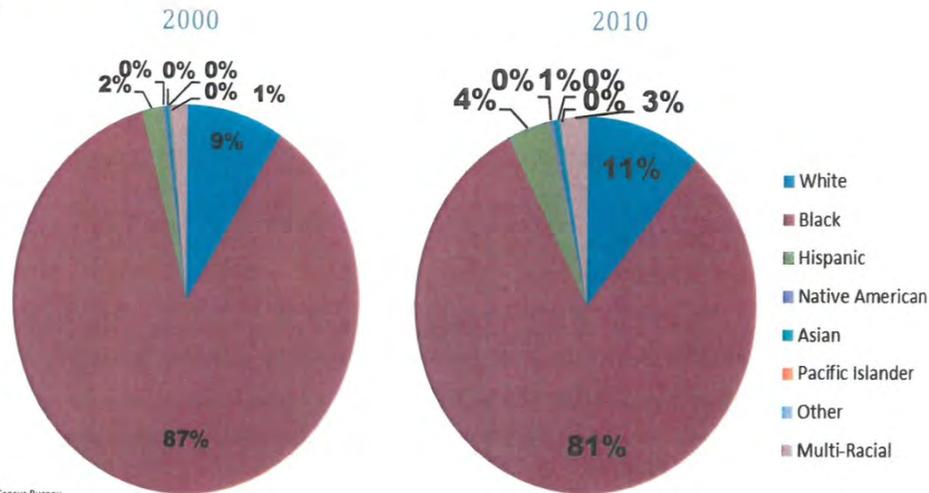
Data for the site book was obtained from a number of resources including but not limited to the City of Kansas City, MO; U.S. Census Bureau; Jackson County, Mo.; Missouri Department of Elementary and Secondary Education; Missouri Department of Health and Senior Services; United Way of Greater Kansas City; Missouri Department of Social Services; University of Missouri-Kansas City Center for Economic Information; and University of Michigan National Poverty Center.

Community data was analyzed by census tract within the CAZ (red lines). Census tracts are small, relatively permanent statistical subdivisions of a county delineated by local participants as part of the U.S. Census Bureau’s Participant Statistical Areas Program. The U.S. Census Bureau delineated census tracts in situations where no local participant existed or where local or tribal governments declined to participate. Census tracts generally have between 1,500 and 8,000 people, with an optimum size of 4,000 people. (Source: U.S. Census Bureau).



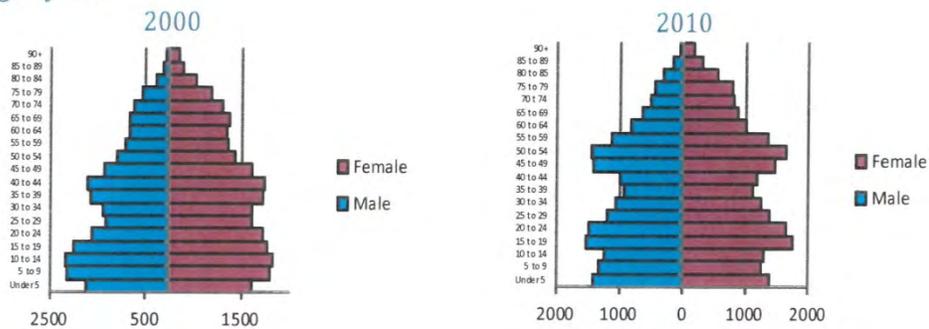
Demographics

Race



Source: U.S. Census Bureau

Age by Sex



Source: U.S. Census Bureau

Family Type with Related Children

	2000	2010	% Change
Total Population	49,401	39,344	-20%
Total Families	11,701	8,941	-24%
Married Couple Households	4,505	3,065	-32%
With Children Under Age 18	1,854	1,121	-40%
Single Male Households	1,163	1,026	-12%
With Children Under Age 18	653	486	-26%
Single Female Households	6,033	4,851	-20%
With Children Under Age 18	4,304	3,065	-29%

Source: U.S. Census Bureau

Economy

	Genesis	Jackson County
Median Income	\$28,468	\$46,252
Unemployment Rate	20.8%	8.8%

U.S. Census Bureau, 2010 ACS 5 Year Estimates

Poverty

	Genesis	Jackson County
2000	26.7%	11.9%
2010	32.5%	15.7%

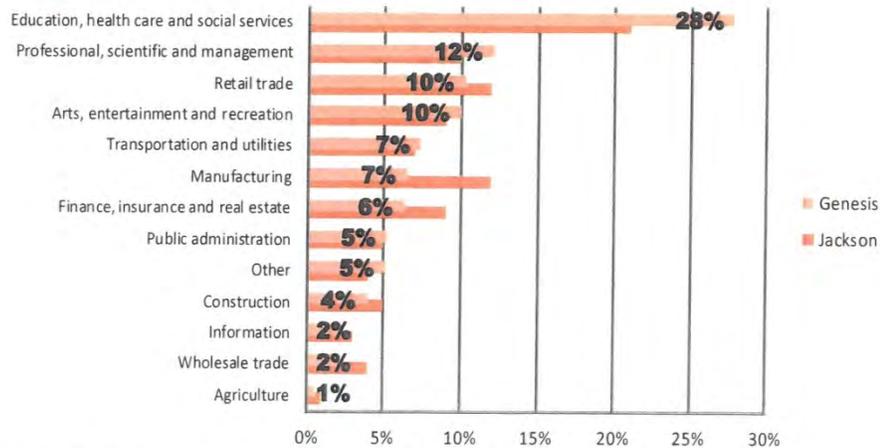
U.S. Census Bureau, 2010 ACS 5 Year Estimates; 2000 U.S. Census

Persons in family/household	Poverty guideline
1	\$11,490
2	15,510
3	19,530
4	23,550
5	27,570
6	31,590
7	35,610
8	39,630

For families/households with more than 8 persons,

Note: Poverty Guidelines are issued every year by the U.S. Department of Health and Human Services. The guidelines are a simplified version of the poverty thresholds primarily used in determining eligibility for certain federal programs. Poverty guidelines are adjusted for family size and location. The above guidelines are for the 48 contiguous state and the District of Columbia. (source: University of Wisconsin-Madison, Institute for Research on Poverty)

Employment by Industry



U.S. Census Bureau, 2010 ACS 5 Year Estimates

Housing

Vacant Houses



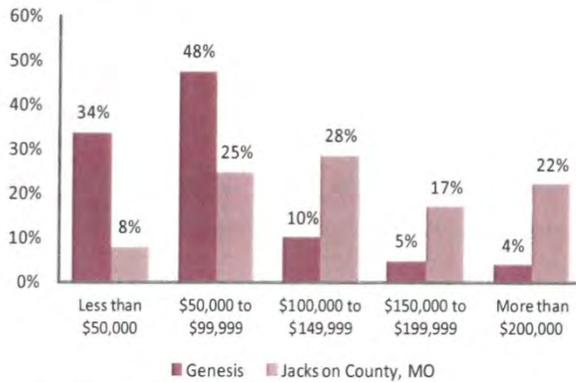
Source: U.S. Census, 2000, 2010

Vacancy Rate

	2000	2010
Genesis	14.2%	24.7%
Jackson County	7.6%	12.0%

Source: U.S. Census, 2000, 2010

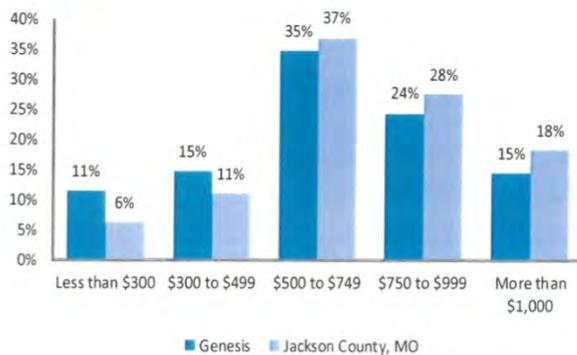
Home Values



Source: U.S. Census, 2010 ACS 5 Year Estimates

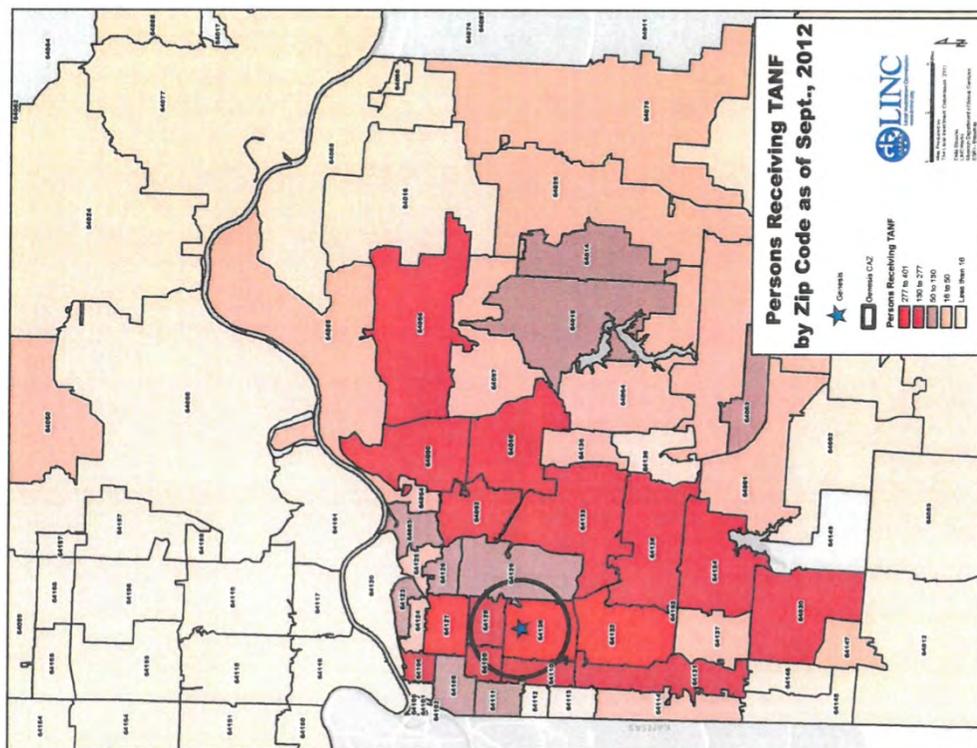
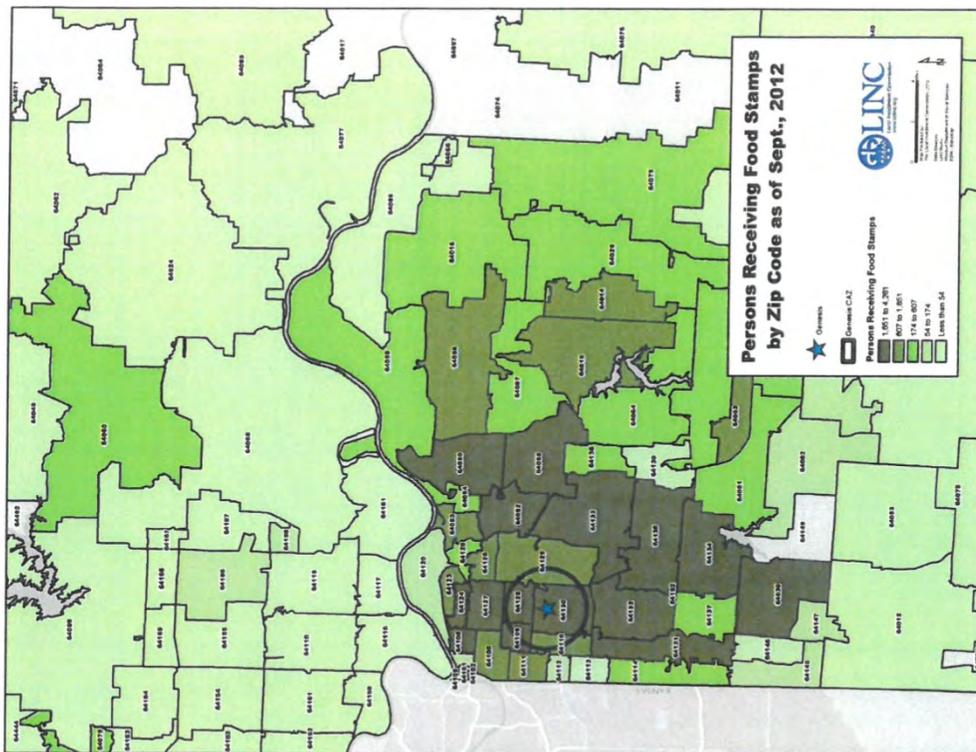
Housing Characteristics	2000 to 2010 Change
Housing Units	-5%
Tenure	
Owner	-27%
Renter	-4%
Units Moved into Previous Five Years	-25%
Age of Housing Stock	2010 Percent
Less than 5 Years	1%
Less than 10 Years	3%
Less than 20 Years	7%
Less than 30 Years	12%
Less than 40 Years	19%
More than 50 Years	81%

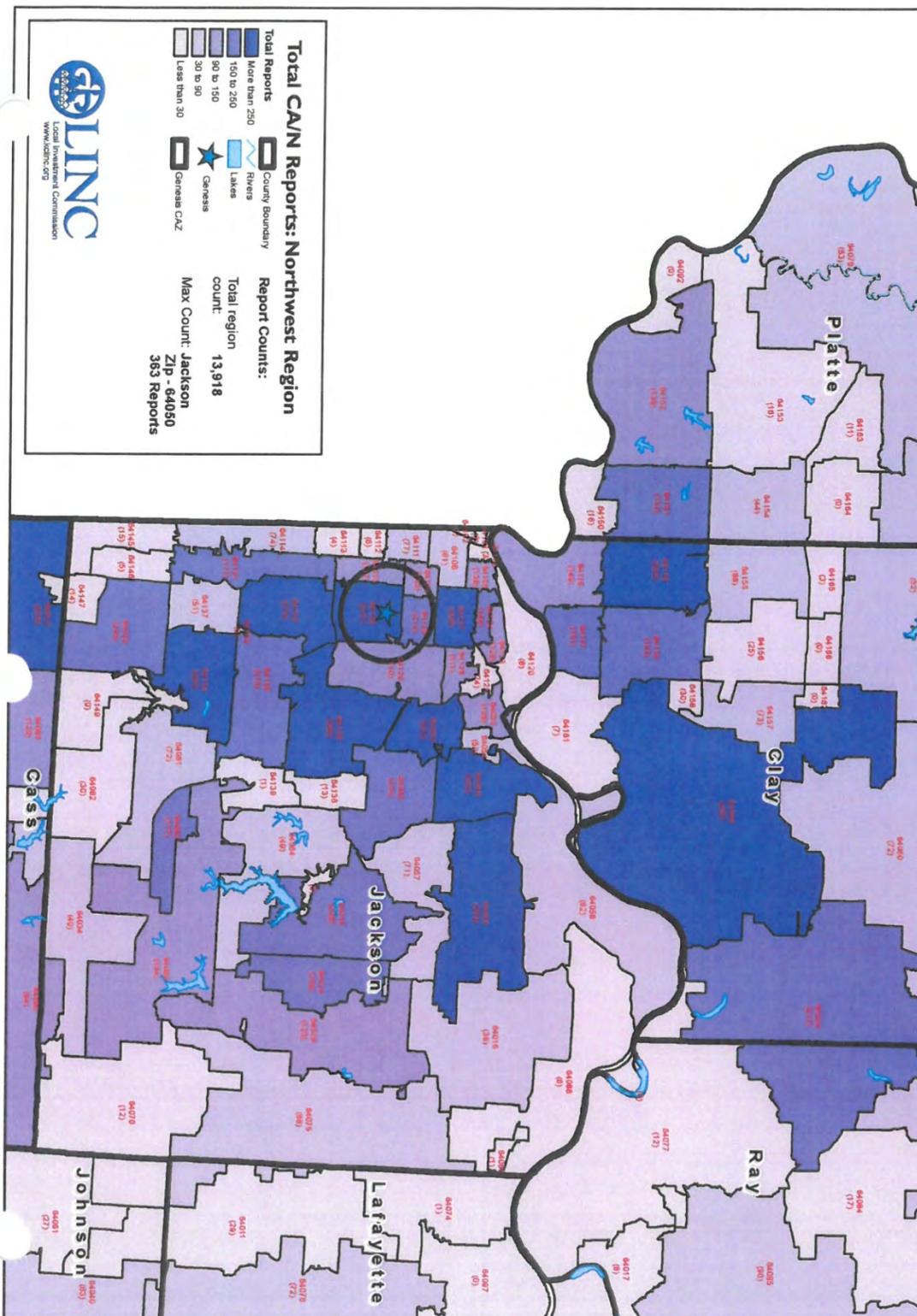
Gross Rent



Source: U.S. Census, 2010 ACS 5 Year Estimates

Source: U.S. Census, 2010 ACS 5 Year Estimates





Appendix 6: 2014 NWEA Results by percentile

Overall Performance													
Mathematics													
Grade Level	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Norm Grade Level Mean RIT	Mean RIT (+/- Smp Err)	Students At or Above Norm
	count	%	count	%	count	%	count	%	count	%			
Kindergarten	18	47%	8	21%	7	18%	5	13%	0	0%	143.7	132-134-136	8
First Grade	10	26%	13	34%	6	16%	6	16%	3	8%	162.8	155-157-159	12
2nd Grade	10	29%	1	3%	9	26%	10	29%	5	14%	178.2	173-176-178	18
3rd Grade	23	56%	13	32%	4	10%	0	0%	1	2%	192.1	176-177-179	3
4th Grade	17	71%	3	13%	4	17%	0	0%	0	0%	203.8	186-188-190	4
5th Grade	11	52%	5	24%	3	14%	1	5%	1	5%	212.9	198-201-204	3
6th Grade	9	43%	8	38%	4	19%	0	0%	0	0%	219.6	204-207-209	3
7th Grade	10	53%	4	21%	3	16%	2	11%	0	0%	225.6	206-210-213	3
8th Grade	11	61%	3	17%	1	6%	2	11%	1	6%	230.2	212-216-220	3
Total	119	47%	58	23%	41	16%	26	10%	11	4%			57

Math	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			
	count	%	count	%	count	%	count	%	count	%		
Fall 2014 Totals	119	47%	58	23%	41	16%	26	10%	11	4%	Students At or Above Norm Grade Level Mean	57
Spring 2014 Totals	80	37%	51	24%	39	18%	25	12%	19	9%	Students At or Above Norm Grade Level Mean	59
Fall 2013 Totals	101	47%	54	25%	35	16%	18	8%	7	3%	Students At or Above Norm Grade Level Mean	47

Overall Performance														
Reading														
Grade Level	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Norm Grade Level Mean RIT	Mean RIT (+/- Smp Err)	Students At or Above Norm	Std Dev
	count	%	count	%	count	%	count	%	count	%				
Kindergarten	15	41%	10	27%	8	22%	3	8%	1	3%	142.5	133-135-136	6	9.9
First Grade	9	24%	13	35%	8	22%	4	11%	3	8%	160.3	155-156-158	11	10.2
2nd Grade	9	27%	5	15%	10	30%	8	24%	1	3%	175.9	168-171-173	15	13.5
3rd Grade	27	64%	7	17%	5	12%	3	7%	0	0%	189.9	171-173-175	6	13.5
4th Grade	18	75%	4	17%	1	4%	1	4%	0	0%	199.8	175-178-181	1	14.7
5th Grade	10	48%	4	19%	2	10%	5	24%	0	0%	207.1	192-195-198	6	15.1
6th Grade	7	33%	9	43%	3	14%	2	10%	0	0%	212.3	198-201-204	3	12.3
7th Grade	8	42%	7	37%	0	0%	3	16%	1	5%	216.3	204-207-210	4	12.9
8th Grade	7	41%	6	35%	2	12%	1	6%	1	6%	219.3	208-211-214	4	12.8
Total	110	44%	65	26%	39	16%	30	12%	7	3%			56	

Reading	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80				
	count	%	count	%	count	%	count	%	count	%			
Fall 2014 Totals	110	44%	65	26%	39	16%	30	12%	7	3%	Students At or Above Norm Grade Level Mean RIT	56	22%
Spring 2014 Totals	86	40%	58	27%	41	19%	16	7%	14	7%	Students At or Above Norm Grade Level Mean RIT	50	23%
Fall 2013 Totals	96	47%	52	25%	31	15%	18	9%	9	4%	Students At or Above Norm Grade Level Mean RIT	40	19%

Appendix 7: MAP Achievement Level Goals through 2020

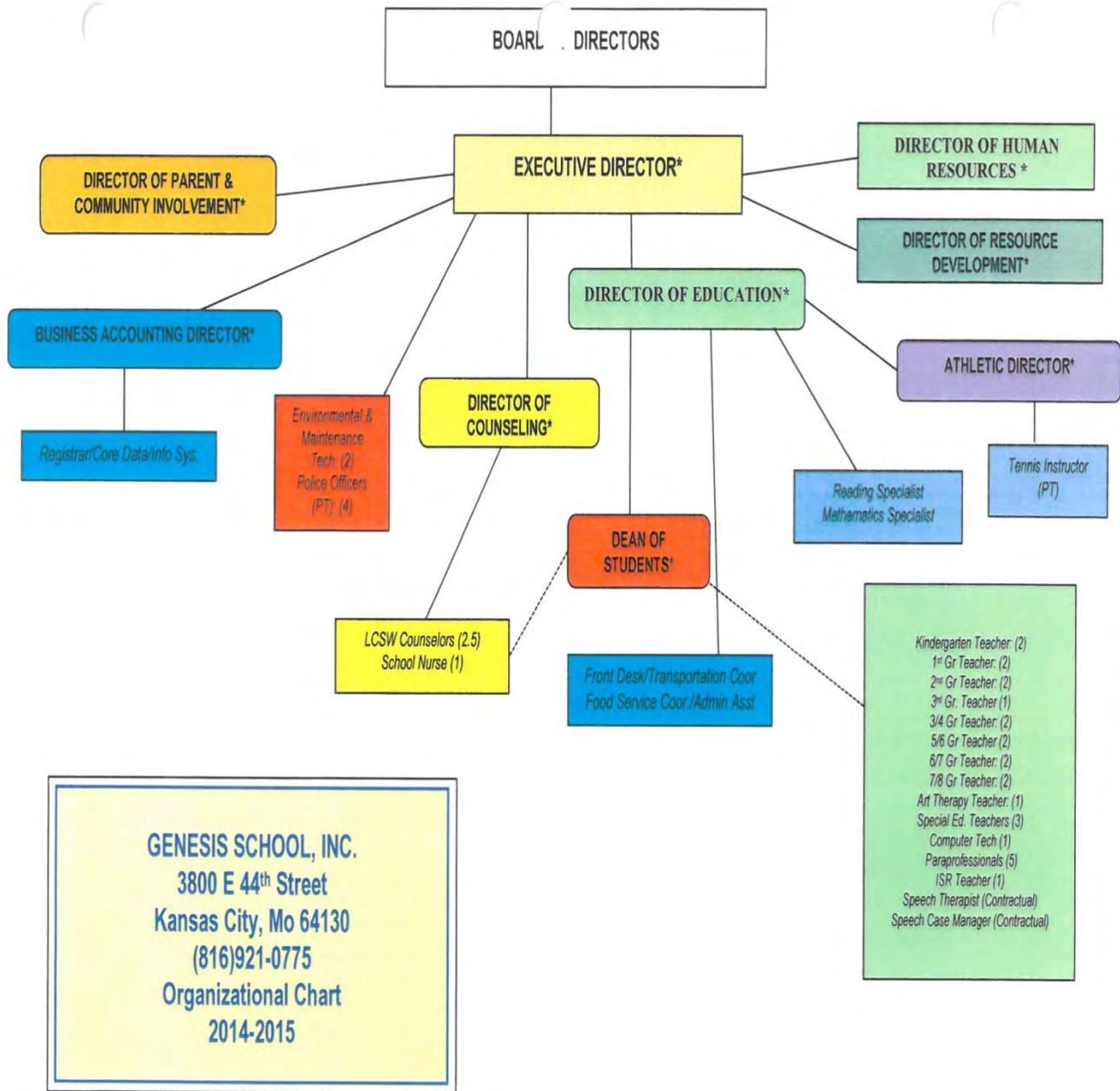
Genesis Math Goals								
Cohort	2014-15 Grade Level	Students At or Above Norm Grade Level Mean RIT	14-15 Students At or Above Proficient Goal/Tgt	15-16 Students At or Above Proficient Goal/Tgt	16-17 Students At or Above Proficient Goal/Tgt	17-18 Students At or Above Proficient Goal/Tgt	18-19 Students At or Above Proficient Goal/Tgt	19-20 Students At or Above Proficient Goal/Tgt
Class of 24-25	NA				15	20	27	30
Class of 23-24	NA			15	20	27	30	30
Class of 22-23	K	8	15	20	27	30	30	30
Class of 21-22	1	12	20	27	30	30	30	30
Class of 20-21	2	18	25	26	28	30	30	30
Class of 19-20	3	3	8	10	12	13	14	16
Class of 18-19	4	4	4	6	8	9	10	
Class of 17-18	5	3	5	7	8	10		
Class of 16-17	6	3	4	6	7			
Class of 15-16	7	3	5	7				
Class of 14-15	8	3	5					
Total Proficient		57	91	124	155	184	206	228
Testing Grades Proficient or Advanced		19	31	62	93	122	144	166
Testing Grades Percent Proficient or Advanced		13%	21%	35%	47%	55%	60%	63%

Advanced %	4	5	6	8	10	10
Proficient %	17	30	41	47	50	53
Basic %	62	48	38	35	25	24
Below Basic %	17	17	15	15	15	13
Proj/Tgt MPI	291	301	323	333	340	347
Progress	Approaching (3)	Exceeding (12)	Exceeding (12)	Exceeding (12)	Exceeding (12)	Exceeding (12)
Status	Floor	Floor	Approaching (9)	Approaching (9)	Approaching (9)	Approaching (9)
APR Points	3 (Need Growth)	12 (75%)	16 (100%)	16 (100%)	16 (100%)	16 (100%)

Genesis ELA Goals								
Cohort	2014-15 Grade Level	Students At or Above Norm Grade Level Mean RIT	14-15 Students At or Above Proficient Goal/Tgt	15-16 Students At or Above Proficient Goal/Tgt	16-17 Students At or Above Proficient Goal/Tgt	17-18 Students At or Above Proficient Goal/Tgt	18-19 Students At or Above Proficient Goal/Tgt	19-20 Students At or Above Proficient Goal/Tgt
Class of 24-25	NA				15	20	27	30
Class of 23-24	NA			15	20	27	30	30
Class of 22-23	K	6	15	20	27	30	30	30
Class of 21-22	1	11	17	23	27	30	30	30
Class of 20-21	2	15	21	23	26	30	30	30
Class of 19-20	3	6	10	12	14	16	17	18
Class of 18-19	4	1	4	6	8	9	10	
Class of 17-18	5	6	7	8	9	10		
Class of 16-17	6	3	5	8	10			
Class of 15-16	7	4	4	6				
Class of 14-15	8	4	4					
Total Proficient		56	87	121	156	184	206	228
Testing Grades Proficient or Advanced		24	34	63	94	125	147	168
Testing Grades Percent Proficient or Advanced		13%	21%	36%	47%	57%	61%	64%

Advanced %	4	6	6	8	10	10
Proficient %	19	30	41	47	51	54
Basic %	57	46	37	30	24	21
Below Basic %	20	18	16	15	15	15
Proj/Tgt MPI	287	306	321	333	341	344
Progress	Approaching (3)	Exceeding (12)	Exceeding (12)	Exceeding (12)	Exceeding (12)	Approaching (6)
Status	Floor	Floor	Approaching (9)	Approaching (9)	Approaching (9)	Approaching (9)
APR Points	3 (Need Growth)	12 (75%)	16 (100%)	16 (100%)	16 (100%)	15 (94%)

Appendix 8: Organization Chart



GENESIS SCHOOL, INC.
 3800 E 44th Street
 Kansas City, Mo 64130
 (816)921-0775
 Organizational Chart
 2014-2015

* Management Team

Appendix 10: Classroom Tracker

Class Goal:		80.00%	LG 1.A.1. identify and justify properties of 1-, 2-, and 3-dimensional shapes and solids based on attributes. LG 1.A.2. identify and justify multiple lines of symmetry and identify the lines of symmetry. LG 1.A.3. predict the features of solids/representing, drawing, reflecting, and translating. LG 1.A.4. given the picture of a prism, identify the shape of the faces. M.1.C. tell time to the nearest 1-minute. M.1.D. determine change from \$10.00 and add and subtract money values to \$10.00. N.1.A. read, write and compare and whole numbers less than 100,000. N.1.C. recognize equivalent representations for the same number and describe them by. D.2.A. describe important features of the set of data. D.3.A. given a set of data, propose and justify conclusion that are based on the data.												
Overall Mastery:		58.3%	Pick a Unit		LG	LG	LG	LG	LG	LG	LG	LG	LG	LG	LG
Tested Mastery:		60.7%	Unit averages will be shown below		Unit 1	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 3	Unit 3
Coverage:		100.0%	None		Date Assessed	Total Points	Tested Mast	Tested Mast	Date Assessed	Total Points	Tested Mast	Tested Mast	Date Assessed	Total Points	Tested Mast
Remember: Assessments of learning goals (not objectives) will count toward the mastery averages for your classes.	Class	Tested Mast	Overall Mast	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 3	Unit 3
	1	0.0%	0.0%	9/21/12	10	91.3%	97.0%	9/21/12	10	77.4%	73.5%	9/21/12	10	77.0%	77.0%
Class Summary	1	0.0%	0.0%	10/23/12	10	74.0%	74.0%	10/23/12	10	74.0%	74.0%	10/23/12	10	72.0%	72.0%
Student		87.4%	87.4%												
Student		80.4%	80.4%											7	
Student		40.5%	40.5%					6						absent	absent
Student		82.5%	82.5%						7						
Student		75.6%	75.6%					7							6
Student		65.0%	65.0%											7	6
Student		64.1%	64.1%					absent	7						6
Student		66.3%	66.3%					6							absent
Student		70.6%	70.6%						6					6	
Student		81.2%	81.2%												
Student		60.5%	60.5%						6	7				7	7
Student		46.0%	46.0%						7						
Student		65.5%	65.5%						6					7	
Student		42.5%	42.5%					7						7	6
Student		65.0%	65.0%						6						
Student		72.1%	72.1%						7					7	6
Student		60.0%	60.0%					7	8						
Student		61.0%	61.0%					7							
Student		75.4%	75.4%					absent	absent	absent	absent	6	6.5		6

Appendix 12: PBIS Matrix

PROMISE ACADEMY EXPECTATIONS MATRIX The 4R's

	All Settings	Classroom	Cafeteria	Hallway	Restroom	Bus
Be Respectful	Keep your hands and feet to yourself Use Kind words Take care of property	Practice active listening Raise hand for help	Wait your turn Use kind words and a group volume	Walk silently Give others their space	Wait your turn Minimize talking Respect privacy	Keep your hands and feet to yourself Use Kind words Take care of property Use appropriate volume
Be Responsible	Be where you are supposed to be Clean up after yourself Use materials with care	Be prepared and ready for learning Participate in Class Complete and turn in assignments	Cleaning up after yourself Use utensils appropriately Remain seated until released	Walk in a line Keep hands to yourself Stay to the right Move directly to your destination	Flush the toilet after each use Wash your hands Throw trash away	Younger sit in the front Remain seated at all times Enter and exit safely and directly Keep everything inside the Bus
Be Responsive	Respond to adult directions- quickly and quietly Adjust to the expectations of the setting Prevent damage to yourself, others and property					
Be Resourceful	Attempt to solve problems on your own Use all available resources					

Revised: November August 2014

Appendix 13 2013-14 School Accountability Plan

Accountability Plan 2013-14

The Accountability Plan is to be completed in cooperation with the Regional School Improvement Team.

Date:	
<input type="checkbox"/> District Plan	District Name: _____ County/District Code: _____
or	
<input checked="" type="checkbox"/> School Plan	Building Name: Genesis School Building Code: 1945 Grades Served: K - 8
Accountability Plan Due To: <input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School <input type="checkbox"/> Risk Factors <input type="checkbox"/> Other	
Regional School Improvement Team <i>See guidance for all individuals who need to be included on the RSI Team.</i>	
Name	Position
1. Tony Stansberry 2. Walt Brown 3. Dr. Phyllis Chase 4. Kevin Foster 5. Tina Hinds-Booth 6. Gretchen Penner 7. Steve Fraley 8. Rebecca Clark 9. Megan Cunningham 10. Kissha Hood	1. Area Supervisor 2. Federal Supervisor 3. UMKC Sponsor Representative 4. Superintendent/Executive Director 5. Principal 6. Building Instructional Leadership Team Member 7. Building Instructional Leadership Team Member 8. Building Instructional Leadership Team Member 9. Building Instructional Leadership Team Member 10. Parent Member
<i>Description of how staff and stakeholders will be informed and engaged in the accountability plan.</i>	1. Monthly Wednesday Staff update. 2. Weekly Promise Academy Weekly Worksheet Memo. 3. Parent Expectation Night/Parent & Teacher Conferences 4. Board of Directors monthly meetings. 5. Parent Advisory Council Meeting
<i>Key issues identified from annual performance data and local assessments.</i>	1. Students are demonstrating growth, but are not consistently demonstrating proficiency in math and reading. 2. Student achievement in Science improved but is still behind achievement in math and reading. 3. Third grade MPI and scale score is below previous cohorts. 4. MPI in mathematics went down. 5. 21% of student body with less than 90% attendance.
<i>Key issues identified from needs assessment and/or the Advanced</i>	1. Disconnect between student actions and student aspirations, 2. Classroom and benchmark assessments are not aligned to summative assessment (MAP). 3. New principal and 3 new teachers.

Building Accountability Plan 9/26/12

Page 1

<i>Questionnaire.</i>	
<i>Prioritized Needs for the Building.</i>	<ol style="list-style-type: none"> 1. Adjustments to instruction and assessment system to align to the needs of the Common Core and the Smarter Balance. 2. Implementation of Formative assessment practices that result in students that are "self assessment" capable. 3. Focused Character and behavior programming that results in increased student investment.

Core Elements for Student Achievement

Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Director of Education/Principal will conduct weekly observations and one on one instructional feedback conferences with all classroom teachers.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- 3 teachers are new to the profession and new to Genesis School for the 2014-2015 school year.
- The School hired a new Principal for the 2014-2015 School Year.
- With 5 new teachers to the building, the Weekly 1 on 1's will establish relationships necessary for effective shared leadership and collaboration.
- Teachers will require frequent observation and feedback to implement instructional initiatives targeting rigor, implementing the common core, and improving planning practices.

Research Based Strategy(ies) for Implementation:

- ✓ Weekly Observation and Feedback meetings are utilized to identify agreed upon key instructional levers, assess data and plan learning opportunities for students and staff.
- ✓ Utilization of the Missouri Teacher Evaluation and Growth chart models.
- ✓ Effective methods and processes are utilized by the Instructional Leadership Team to provide feedback, coordinate efforts and next steps for the teacher development and improve classroom instruction.
- ✓ Conduct weekly grade level meetings to collaborate and implement school-wide initiatives.
- ✓ Maintain the Observation and Feedback tracker to capture teacher development.
- ✓ Teacher mapping to monitor progress and identify priorities.
- ✓ Participate in the MOLEAD training offered by DESE.

Funding Source(s): School-wide Pool Funding

MSIP Standard(s): Standards 1 and 2

Measurable Adult Behaviors:

Building Accountability Plan 9/26/12

Attendance at meetings.
 Implementation of key levers identified by staff.
 Implementation of school-wide instructional initiatives.
 Collaboration among instructional staff to implement best practices.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Schedule weekly recurring meetings with teachers	8/22/13	Director of Education	Schedule	<input checked="" type="checkbox"/> 8/22/14
Develop tracker to capture observations, feedback and next steps	8/22/13	Director of Education	Observation and Feedback Tracker	<input checked="" type="checkbox"/> 8/22/14
Integrate observations and feedback information into instructional leadership agenda and planning process	9/4/13	Director of Education	Instructional Leadership Agenda and meeting notes	<input type="checkbox"/> Continuous basis
Principal and Executive Director attend the NISL (MOLead) training	10/9/13	Post - SIG Team	MOLEAD Trainings	<input type="checkbox"/> 1/1/15
Develop and survey teachers quarterly to measure perceptions of effectiveness	10/19/13	Director of Education	Teacher Perception Survey	<input type="checkbox"/> 11/15/13

Collaborative Cultures

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Teachers meet in grade level teams every other week to support professional learning in which teachers work and learn together as they continually evaluate effectiveness. Teachers share experiences, observe each other, and discuss teaching.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- 5 teachers new to the building.
- Wide variance of teaching experience across the instructional staff.

Research Based Strategy(ies) for Implementation:

- ✓ Train staff on best practices and a model for feedback.
- ✓ Use team builders to build trust.
- ✓ Share student data of student outcomes with all faculty.
- ✓ Use Specialists and Teacher Leaders to facilitate meetings and improvement efforts.
- ✓ Use Instructional Leadership meeting time to provide feedback on meeting effectiveness and share best practices.

Funding Source(s): School-wide pool

MSIP Standard(s): Standards 1 and 2

Measurable Adult Behaviors:

Meetings are conducted as scheduled with all in attendance.
 Teams produce agendas, notes, and next steps.
 Team members conduct peer observations and provide peer feedback.
 Results of meetings result in observable changes in practice.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
--------------	------------	--------------------	-----------	-----------------

Select Instructional Leadership Team and Grade Level facilitators	8/14/13	Director of Education	Content Specialists	<input checked="" type="checkbox"/> 8/14/13
Allocate time and schedule grade level recurring meetings.	8/22/13	Director of Education/Facilitators	Schedule and Grade Level Leaders/Facilitators	<input checked="" type="checkbox"/> 8/22/13
Create a process and procedures for capturing and distributing meeting products	9/4/13	Reading Specialist	Shared drive with model documents	<input checked="" type="checkbox"/> 9/18/13
Develop and survey teachers quarterly to measure perceptions of effectiveness	10/19/13	Director of Education	Teacher Perception Survey	<input type="checkbox"/> 11/15/13

Curriculum and Assessment
Curriculum and assessments are comprehensive and aligned with the core academic standards.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

100% of teachers are teaching lessons aligned to a unit plan that contains clear criteria of mastery, an assessment plan and a pacing guide for learning.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- Continuation of the curriculum alignment to the common core standards and identifying essential learning work done by the instructional staff during the summer.
- Data collected will help to measure classroom outcomes, coordinate intervention efforts and make informed instructional decision making.
- During the planning phase, this helps to facilitate discussions about rigor and increases relevance to students.

Research Based Strategy(ies) for implementation:

- ✓ Allocate additional planning time for teachers to plan meaningful units.
- ✓ Conduct professional development on Common Core Standards, understanding by Design, mastery learning and assessment strategies.
- ✓ Collect classroom data to include data discussions during feedback conferences and PLC meetings.

Funding Source(s): School-wide Pool Funding
 MSIP Standard(s): Standards 1 and 2

Measurable Adult Behaviors:

Teachers developing and utilizing unit plans.
 Teachers capturing and analyze data from local, standardized and classroom assessments.
 Mastery objectives with rubrics posted in classrooms.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Conduct Professional Development on Understanding by Design and Mastery Learning.	5/15/13	Director of Education	2013-2014 Professional Development Plan and schedule	<input checked="" type="checkbox"/> 8/14/13
Incorporate Unit planning and collaboration time into monthly PD cycle.	8/24/13	Director of Education	Professional Development Plan Unit Planning Documents P.D. Schedule	<input checked="" type="checkbox"/> 8/24/13
Develop system to monitor completion and track progress	9/4/13	Instructional Leadership Team	Instructional Leadership agenda and meeting notes	<input checked="" type="checkbox"/> 9/4/13
Provide feedback and support of planning efforts.	9/4/13	Director of Education/ Instructional Leadership Team	Instructional Leadership agenda, meeting notes and Observation and Feedback tracker	<input type="checkbox"/> Continuous basis

Effective Instruction

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

100% of teachers are at least proficient on the Missouri Growth Guide across the following prioritized indicators:

Standard 5. Positive Classroom Environment.

- 5.1 Classroom management techniques
- 5.2 Management of time, space, transitions, and activities
- 5.3 Classroom, school and community culture

3.3 Curriculum Implementation: Instructional goals and differentiated instructional strategies.

4.1 Critical Thinking: Instructional Strategies that lead to student engagement in problem solving and critical thinking.

Rationale (name the existing conditions, data points to support the selection of the objective/goal):

- Standard 5 supports creating learning environments necessary for high academic achievement.
- Standard 3 supports level of differentiation and assessment necessary to move all students.
- Standard 4 supports increasing rigor in the classroom in order to increase level of students scoring proficient across grade levels and content areas.

Research Based Strategy(ies) for Implementation:

- ✓ Conduct 1 on 1 observations and feedbacks.
- ✓ Targeted professional development based on identified needs.
- ✓ Professional Learning Community structures to support collaboration and improved practices.

Funding Source(s): School-wide Pool Funding

MSIP Standard(s): Standards 1 and 2

Measurable Adult Behaviors:

Attendance at meetings.
 Implementation of instructional strategies identified by staff.
 Implementation of school-wide instructional initiatives.
 Collaboration among instructional staff to implement best practices.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Conduct Professional Development to Norm classroom management procedures.	8/01/13	Principal and Instructional Leadership Team	Professional develop calendar, New teacher training manual, PBIS, Behavior Feedback Clip Chart	<input type="checkbox"/> Continual basis
Attend training on Missouri Teacher Evaluation system.	8/14/13	Principal and Executive Director	Charter School Administration Meeting and DESE website	<input checked="" type="checkbox"/> 9/30/2013
Conduct initial surveys using growth guide.	9/15/13	Principal	Surveys	<input type="checkbox"/> 11/1/2013
Develop growth plans during teacher conferencing.	9/15/13	Principal	Growth Guide Form, Meeting Schedule, Achievement data	<input type="checkbox"/> 11/1/2013

Student Behavior
(address this core element if applicable)

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Reduce the amount of students with 4 or more office referrals by 15%.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- Instructional leadership team and teacher survey results indicate need for more support with non-compliant students.
- PBIS data identifies an abnormal amount of students with 4 or more referrals resulting in lost instruction time.

Research Based Strategy(ies) for Implementation:

- ✓ Train all staff in Trauma Informed care approach.
- ✓ Train PBIS Level 2 team for implementation of interventions.
- ✓ Conduct monthly Care teams that problem solve, coordinate staff action(s) and train teachers in ineffective methods to address academic and behavior problems.
- ✓ Establish Character team to coordinate character education efforts and implementation of Caring School Community program.
- ✓ Provide Professional development on best practices for classroom management.

Funding Source(s): School-wide Pool
MSIP Standard(s): Standards 1, 2, 3 and 4

Measurable Adult Behaviors:

Care Teams producing strategies and behavior plans that result in improved behavior.
PBIS team identifying and implementing interventions.
Teachers implementing classroom management practices and processing in the classroom with students.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Conduct Classroom Management training and norm classroom management strategies	8/08/13	Director of Education	Professional development schedule, New Teacher training	<input checked="" type="checkbox"/> 8/8/13
Conduct Trauma Informed care training.	8/9/13	Director of Counseling	Truman Medical Center trainers, and Mental Health Levy Grant	<input checked="" type="checkbox"/> 8/9/13
Form PBIS level 2 team and attend training	8/24/13	Dean of Students	PBIS Level team members	<input type="checkbox"/> Continual basis
Conduct monthly Care Team Meetings	9/4/13	Director of Counseling and Principal	Monthly meetings calendar	<input type="checkbox"/> Continual basis

Student Attendance
(address this core element if applicable)

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Increase the amount of students with 90% or better attendance by 5%.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- Attendance directly affects student achievement.
- Increasing percent of students with 90% or better is necessary for APR and MSIP 5 improvement.

Research Based Strategy(ies) for Implementation:

- ✓ Utilized the attendance team that contacts parents and picks up students.
- ✓ Contact and meet with parents who are not meeting attendance target.
- ✓ Implement attendance interventions for struggling students and families.
- ✓ Track and provide monthly updates of students who are not averaging 90% attendance.
- ✓ Provide classroom celebrations for classrooms that average 95% or better attendance over a month.

Funding Source(s): School-wide funding
MSIP Standard(s): Standards 1, 2, 3, 4

Measurable Adult Behaviors:

Attendance team producing strategies and incentives that result in improved attendance.
Attendance team identifying and implementing interventions.
All staff assist in communicating the importance of attending school with parents and students.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Implement a system where parents are contacted if child is not in school.	8/14/13	Director of Parent and Community Involvement and Registrar	Attendance Committee, Communication logs, attendance notification letters	<input checked="" type="checkbox"/> 8/14/13
Inform parents of the importance of attendance at Expectation night.	9/19/13	Executive Director, Principal and Director of Parent and Community Involvement	Expectation Night - Scheduled for September 19 th , School calendar, parent and student handbook	<input checked="" type="checkbox"/> 9/19/13
Provide monthly updates of students with less than 90% attendance.	8/14/13	Registrar	Front desk SIS system, attendance records,	<input type="checkbox"/> Continual basis
Meet with parents and students to review attendance data along with requirements for promotion.	8/14/13	All staff	Attendance requirements for promotion, School Compact, Parent and Student Handbook	<input type="checkbox"/> Continual basis

Appendix 14: Teacher Observation Tracker

Hinds-Booth Observation Tracker 2014-15 -- SUMMARY

NAME:	Total Obs	Date	3 Major PD / Instructional Goals:	Latest Key Lever:
Clark	9	13-Nov	Ind: 6.4: Technology and media communication tools • DDI: • School-wide: 2.2 Student Goals and 5 Positive Classroom Environment	Using technology as an instructional and communication tool. [1]
Hickman	6	10-Nov	1) Individual: 3 Curriculum Implementation 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Establish instructional goals from the curriculum standards in order to have effective lesson plans.
Gore	7	5-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Clear and measureable instructional targets for centers.
Harnage	6	27-Oct	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Using data to drive instructional outcomes.
Jackson	7	27-Oct	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Planning for centers with measureable outcomes.
Phillips	14	20-Nov	1) Individual: 3.1 Implementation of curriculum standards 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Establish instructional goals from the curriculum standards in order to have effective lesson plans.
Goodwin	8	28-Oct	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Focused guided reading groups using questioning.
Robinson	6	13-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Establish instructional goals from the curriculum standards in order to have effective lesson plans.
Grobart	6	20-Oct	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Reduce teacher talk, do not engage students, just give directions once and redirect when necessary.
Acheipohl	7	11-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Planning for measureable outcomes with centers. [2]
Davis	6	14-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Curriculum planning and implementation.
Plasmeyer	8	20-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Incorporating science standards and practice.
Van Til	11	17-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Curriculum implementation with intended outcomes for mastery.
Howard	10	13-Nov	1) Individual: 2) DDI: 3) School-wide: 2.2 Student Goals and 5 Classroom Management	Maintain a classroom culture that is positive and conducive to learning through building rapport and making lessons real world applicable.
Total Observations:			111	
Avg per Teacher:			7.9	

Appendix 15: PD Calendar

PD Calendar							
Wednesday Routines							
Wed. of the month		Focus					
1		Curriculum Teams					
2		School Culture: PBIS Character Plus/ Care Teams					
3							
4		Instructional PD					
Month	Date	School/Subject	Focus Area			Instructor/Lead	Duration (hrs)
			Instruction	Data			
August	1	UMKC Convocation	x	x	x	UMKC	6
August	5	Student Centered Learning		x		Penner	3.5
August	5	Reading and Writing across content areas		x		Hinds-Booth	2
August	6	PBIS Office Managed vs Classroom Managed	x			Penner/Stephens	1
August	6	Cultural Competence	x			Goodwin/Rein	2
August	6	Trauma Informed Care	x			Stephens/Porter	1
August	6	Classroom Management: Consequences and Incentives	x			Penner/Stephens	1
August	6	PBIS Behavior Lessons and schedule	x			Penner	1
August	6	PBIS Incentive plan	x			Penner	1
August	7	Standards for Mathematical Practices		x		Smith (RPDC)	3.5
August	7	ELA Planning		x		Hinds-Booth/Penner	3.5
August	8	NWEA Basics and Overview		x	x	Foster	1
August	8	Intro to RTI		x	x	Foster	1
August	20	Science Standards and Practice		x		Holland (RPDC)	1.5
August	27	NWEA Data and Goal Setting			x	Penner/Stephens	1.5
September	3	Unit Plans/Data Cycle/Collaboration		x		Penner/Stephens	1.5
September	10	PBIS	x			Penner/Stephens	1.5
September	17	Setting goals and planning for small centers		x		Penner/Stephens	1.5
September	24	NWEA Goal Setting/Data Wall			x	Foster	1.5
October	1	Curriculum Teams/Grade Level Planning				Hinds-Booth	1.5
October	3	Para Training	x			Hall	1.5
October	8	PBIS	x			Penner/Stephens	1.5
October	15	Instructional Technology		x		Gore	1.5
October	15	Student Centered Learning		x		Goodwin	1.5
October	22	Guided Reading		x		Penner	1.5
October	22	Science Standards and Practice		x		Clark	1.5
October	29	SPED - Strategies for Teaching		x		Cunningham	1.5
November	5	Student Centered Learning		x		Penner/Fraleay	1.5
November	5	Para Training		x		Hinds-Booth	1.5
November	12	PBIS Care Team	x			Penner/Stephens	1.5
November	19	Classroom Management	x			Hinds-Booth	1.5
November	19	Writing Series Follow-up		x		VanTil/Harnage	1.5
December	3	Classroom Meetings	x			Foster	1.5
December	10	PBIS Care Team	x			Penner/Stephens	1.5
December	17	Curriculum Teams/Grade Level Planning		x		Penner	1.5

Appendix 16: School Meetings and Teams

Status	Title	Purpose	Leader	Members	How often	When
	Directors Meeting	Disseminate information, coordinate plans, activities and actions	Foster	Directors	Twice a month	Wednesdays 9-10 AM
	Instructional Leadership Team	coordinate and Implement efforts to improve instruction and student achievement across content and grade levels	Hinds-Booth	Clark, Penner, Fraley, Cunningham and Foster	Every other week	Wednesdays 4:00-4:45pm
	School Culture Leadership Team	coordinate and Implement efforts to improve instruction and student achievement across content and grade levels	Stephens	Hinds-Booth, Stephens, Brown, Harnage, Rein, Penner, Gore, Cunningham and Goodwin	Every month	
	PBIS Team (Level 1)	Monitor and Implement SW-PBS Program	Penner	Penner, Graves, Craddolph, Courson, Fraley, Jackson, Harnage, Davis, and JB	Once a month	
	PBIS Team (Level 2)	Monitor and Implement PBS Level 2 intervention program	Stephens	Stephens, Porter, Rein, Hinds-Booth, Van-Til, Carlos, Phillips, and Hall	Once a month	
	Character Leadership Team	Implement Character program that results in positive school culture	Goodwin	Goodwin, Stephens, Brown, Thompson, Harnage, Parent, Community Member)	Once a month	
	Care Teams/Student Assist Team	Problem solving to assist teachers in coping with learning and behavior problems.	Rein		Once a month	
	Safety Team	Coordinates all of the safety procedures within the school. Makes sure the building is in compliance with the requirements of the city and state.	Porter	Stephens, Gore, Yearby, Woods, Slayden, Christian, Ross	Once a month	
	K-2 PLC	Support professional learning in which teachers work and learn together as they continually evaluate effectiveness. Teachers share experiences, observe each other, and discuss teaching.	Clark		Every other week	2nd and 4th Tuesday 11:15 - 11:45
	3-4 PLC	Support professional learning in which teachers work and learn together as they continually evaluate effectiveness. Teachers share experiences, observe each other, and discuss teaching.	Penner		Every other week	2nd and 4th Friday 10:30-11:00

	5-8 PLC	Support professional learning in which teachers work and learn together as they continually evaluate effectiveness. Teachers share experiences, observe each other, and discuss teaching.	Fraley		Every Other Week	1st and 3rd Friday 2:50-3:20
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Appendix 17: SW-PBS Recognition Application and Designation for Bronze award



Missouri SW-PBS School Recognition Program School Application 2013-2014

The purpose of the Missouri SW-PBS School Recognition Program is to identify and recognize Missouri schools for successful implementation of School-wide Systems of Positive Behavior Support. Criteria are based on effective implementation of the essential components outlined by the OSEP Center on Positive Behavioral Interventions and Support. Successful applicants will demonstrate superior performance in the following areas:

1. Use of data to direct instruction, problem solving and intervention efforts
2. Active use of creative and engaging recognition systems
3. Implementation of SW-PBS throughout the school environment
4. Systemic orientation of new students, parents and staff throughout the year
5. Active instruction for social and behavioral skills

Instructions:

- All materials must be completed and submitted by mail or electronically to your regional SW-PBS consultant **no later than April 15, 2014.**
- *Materials regularly submitted to consultant do not need to be copied, inserted, or submitted as artifacts.*
- Notification of the award will be made by May 16, 2014.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS DEMONSTRATION SITES FOR SW-PBS. Demonstration sites may be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on your website.

To be considered for the Missouri SW-PBS School Recognition Program, this application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.

For Official Use Only

Date Received: _____ Received By: _____

Application Complete: Yes _____ No _____

Identifying Information

School and District Name: Genesis Promise Academy

SW-PBS Consultant: Gayle H. & Phyllis B.

School Website: <http://www.promiseacademykc.org/>

Circle all tiers at which your school has received instruction/support from SW-PBS consultants during the 2013-2014 school year:

Tier 1 Tier 2 Tier 3

Other pertinent information if applicable:

We are in the implementation stage of Tier 2. We have two different PBIS Leadership teams, one for Tier 1 & one for Tier 2.

Person Completing School Application Signature

Date

School Principal Signature

Date

SW-PBS Contact Person for Your School: Gretchen Penner

SW-PBS Contact Person's Email: gretchenpenner@genesisschool.org

SW-PBS Contact Person's Phone: 816-921-0775

*Note: Materials regularly submitted to consultant throughout the year do not need to be copied and inserted into recognition artifacts. These items will be denoted within the scoring rubric.

Narrative

Please submit a narrative describing your SW-PBS Tier 1 process as it relates to each item listed across categories of systems, data, and practices. Respond to each of the categories in the order they are listed below (systems, data, and practices). To provide a guideline, schools that have previously submitted successful recognition applications have been able to complete the narrative section using 1,000 words or less.

1. Systems:

- A. Briefly describe your system (on-going plan) for communicating your SW-PBS process with all faculty/staff/students/families throughout the school year.

Our new staff receives a 2 hour training/introduction to the components of PBS as well as the Genesis Promise Academy specific elements to the program at the beginning of each school year. We also devote time in our professional development before each school year to have all staff review the purpose statement, review and update the matrix, and discuss the schedule for teaching PBS lessons for the start of the school year.

Parents are introduced to the expectations during the parent orientation and are given a school uniform shirt for their student that prominently displays the expectations of the back. The Principal explains the program to parents and covers how each of our behavior expectations (Respect, Responsible, Resourceful, and Responsive) fosters successful students.

As a norm, faculty frame behavior feedback using the 4R's. Additionally, students are prompted by the 4R's to engage in problem solving when discussing how to better meet the expectations. Students not meeting behavior expectations are retaught the expectation and expected to practice and demonstrate the correct behavior. There are specific 4R lessons on the school's shared drive for teacher's to use in class, classroom meetings, or whole school lessons based on specific areas on the matrix.

Each week we choose a focus behavior expectation and teachers reteach and reinforce that behavior throughout the week. The week ends with a student from each classroom being recognized as the 4R student of the week, some classrooms have the students nominate their peers. The teacher reinforces for all students how the winner specifically demonstrated the focus expectation.

2. Data:

- A. Briefly describe how Big 5 data is reviewed and used (1) to identify social behavioral skills for re-teaching/reminding and/or intensifying practice and (2) to inform staff on a regular basis.

Each month the PBS Tier 1 Leadership team meets and reviews the data. The team analyzes the data and develops a problem statement and discusses potential problem solving courses of action. Next, the entire staff meets to discuss the data, reflect upon progress and discuss a course of action to solve the problem.

- B. Explain how your school uses the instruments listed below to inform decision-making:

- Self-Assessment Survey (SAS)
- School Safety Survey (SSS)
- Schoolwide Evaluation Tool (SET) or Benchmarks of Quality (BoQ)

The SAS, SET, and SSS data is presented to the leadership and faculty. Perceptions and problem areas are addressed in a safe and collaborative way, focused on improving student behavior and school culture.

- C. Select two or more of the following and briefly describe evidence of improved outcomes or sustained outcomes over a period of years. Check those addressed:
- Big 5 data reports
 - Overall student attendance
 - Overall tardy rates
 - Overall student rates of ISS, OSS or Expulsion
 - ODR data within the national range for your school's grade levels
 - Staff retention rates
 - School Data Profile

Over the past couple of years based on the Big 5 data reports, we have been able to sustain our average of 3.5 ODR's per day, most months. If we start to raise above the monthly goal we problem solve as a staff, reviewing time, location, etc... By meeting monthly as a staff we can quickly address any areas of need. We also monitor students ODR's in our monthly meeting to see who may be having more ODR's resulting in ISS or OSS. If the problem has not already been addressed, we proceed from our whole group staff meeting to CARE teams to specifically discuss/problem solve/create behavior plans based on the student rates.

3. Practices:

- A. Explain how teaching and encouraging social/behavioral skills consistently and with fidelity, improved the culture and climate in your building.

By consistently teaching all of our 4R behaviors along with communication skills and character traits we have a strong positive and encouraging climate. By consistently teaching and encouraging these behaviors it becomes the overall climate of our building that we don't give up on the expectation we have set for our students. We process to encourage them to remember the behavior that follows the school matrix and what they could have done differently in specific situations. Through the last two years we have also added in individual incentive rewards quarterly. This has improved our students social and behavioral skills in hopes to earn the individual incentive. These can range from a popcorn/movie pajama party at the school to a trip to the pumpkin patch. We feel that the constant teaching, encouraging, and processing that we do with students has made a difference in their lives, because while they may have a rash quick negative reaction to a situation, they are able to process how they could have handled that differently. We have seen this make a difference in the long run for many students so that they stop and think before they react.

4. Unique Features:

- A. Include any other pertinent information you would like to share concerning unique features of the SW-PBS work in your school.

At Genesis Promise Academy, we frame both our character education and our behavior expectations in the “4R’s” of Respectful, Responsible, Resourceful, and Responsive. All of our K-8 students are introduced to the “4R’s” on day one when they are issued their uniform shirts with the “4R’s” displayed prominently on the back. Students are directly taught what each of the “4R’s” look and sound like in each school setting, using a behavior matrix. Teachers also connect the “4R’s” to the curriculum, highlighting their connection to successful practices in life and literature. Using the context of the “4R’s”, teachers teach character and behavior proactively, while also using the language of the “4R’s” to teach replacement behaviors re-actively. Students are given frequent positive feedback when demonstrating one of the 4R’s during the school day with a ticket and the school celebrates our behavioral success after each 10,000 tickets are issued and collected (about once a quarter). It is the school motto, a “4R” school, and we recognize a student from each classroom who has best demonstrated the focus “R” each week via the announcements and with a 4R certificate. Even our staff norms are framed in the 4R’s and we recognize exceptional practices by recognizing a 4R teacher of the month, and paraprofessional quarterly. The framework and common language of the 4R’s while using the PBIS framework with fidelity have transformed the school culture and has resulted in a 50% reduction in office referrals in our previous 3 years, which we have maintained this school year.

Kevin Foster

From: Hurst, Gayle A. <hurstg@umkc.edu>
Sent: Monday, April 28, 2014 1:19 PM
To: Abby Hauer; Carolyn Graves; Gretchen Penner; Jeanette Jamison; Kevin Foster; Michelle Trezvant; Regina Craddolph
Cc: Budesheim, Phyllis R.
Subject: Recognition

Good afternoon,
Congratulations! You have won the Bronze Award for your implementation of SW-PBIS. The Award will be given June 11 at the Summer Institute in Tan-tar-a. Good work!

Gayle Hurst, Ph.D.
Kansas City RPDC
SW-PBS Consultant
30 West Pershing Road
hurstg@umkc.edu
Phone: 816-235-1879 
Kansas City, MO

Appendix 18: Mental Health and Counseling Program

Part I: Project Information

A. Project Summary:

- Genesis School, a Kansas City, Missouri charter school, respectfully requests \$158,100 to support the Counseling Program.
- The proposed mental health services to be funded by the Mental Health Levy include:
 - individual therapy,
 - group therapy, and
 - psycho-educational groups.
- The Counseling Program will provide mental health services to 200 current Genesis students ages 5-14.
- The program expects the following outcomes for students receiving services:
 - 1) 75% of individual therapy recipients will achieve a minimum of 2 out of 3 goals specified in their treatment plans.
 - 2) 75% of children receiving group therapy from the Counseling Program will demonstrate a decrease in negative behavioral symptoms as evidenced by an improved score on the Piers-Harris 2 Children's Self-Concept Scale.
 - 3) 75% of children participating in psycho-educational groups will demonstrate a 25% decrease in incident/discipline office referrals.

B. Needs Statement: (1 page)

Approximately 61% of Genesis School students reside in zip codes within the East Patrol Division, shown to be the highest in violent crime in the Kansas City area including homicide, sex offenses, robbery, burglary, assault, and prostitution.¹ 95% of students reside within single parent households, which has been shown to correlate with a higher incidence of poor school attendance, lower grades, and difficulty with social functioning.² Furthermore, 98% of students qualify for free breakfast/lunch, indicating the probability of economic stress.³ To further clarify the stressors experienced by students at Genesis, the Counseling Department's 2013 Childhood Trust Events Survey found that the average Genesis student had experienced 5 traumatic events; 72% reported incarceration of a family member; 39% reported a family member being physically abused/threatened or killed; 38% reported physical/sexual abuse and/or neglect within the home; 34% reported seeing a friend or someone in their neighborhood being beaten up, shot at or killed; and 26% reported a family member with mental illness.

In the long term and without intervention, research indicates that children who come from stressful environments tend to channel that stress into disruptive behavior at school and are less able to develop a healthy social and academic life.⁴ The following chart shows the number of problematic behaviors/incidents that occurred with students in 2013. Commonly these incidents are a result of the child's trauma and life challenges as well as the community, family and economic stressors mentioned above.

Problematic Behaviors:	2013 Incidents	Problematic Behaviors:	2013 Incidents
Inciting Disruption	306	Threatening Behavior	14
Defiance of Authority	223	Harassment/Bullying	21
Disruption on Bus	132	Weapons	2
Fighting/Assaults	90		

Strong community referral partnerships help alleviate common barriers such as transportation to services and coordination of services for those who need counseling interventions in the school setting. Both of these barriers were identified in the Healthcare Foundation of Greater Kansas City's 2012 Children's Behavioral Health Assessment.

¹ 2012 Annual Report of the KCPD, Kansas City Health Commission

² Jensen, E., *Teaching with Poverty in Mind*, 2009

³ Blair, C 2012. Treating a Toxin to Learning. *Scientific American Mind*, 23, 64-67.

⁴ Bradley, R.H., & Corwyn, R.F. 2002. Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-399.

C. Proposed Project:

Description: The Genesis Counseling Program provides individual, group and psycho-educational group therapy to approximately 200 students ages 5-14. The goal of the program is to help children cope more effectively with the impact of trauma and psychosocial stressors at home and in the community. Clinically licensed mental health professionals and teachers with trauma informed care training work to build trusting relationships with the children, identify students' strengths, and develop strategies to help students foster resiliency and reduce negative behaviors and debilitating symptoms of trauma.

Children receiving individual therapy meet with a counselor weekly to biweekly for up to 1 hour. Group therapy occurs 2-3 times per month for 1 hour. Counselors focus on wide range of topics in individual and group therapy, such as identifying/articulating emotions, coping with trauma, relationships, anger management, conflict resolution, and impulse control.

Kindergarten through 4th grade children receive psycho-educational group counseling once a week for 60 minutes. Fifth through eighth grade children receive psycho-education group counseling as needed. Topics include anti-bullying, social media impacts, appropriate social media use, home/community safety, social skills, and peer pressure.

Care Teams of teachers, trained in trauma informed care by Truman Medical Center Behavioral Health's Trauma Matters KC Program, and counselors meet on a monthly basis (or more as needed) to discuss the needs of individual students. Counselors often sit in classrooms to promote healthy learning environments through education of appropriate interactions between students and between students and teachers. Counselors intervene in classrooms in crisis to discuss healthier expressions of anger and identify students in need of increased intervention.

The mission of Genesis School is "to offer creative approaches to learning by adapting to each student's needs." The Counseling Program fits with this mission by responding to the following core beliefs: 1) Students deserve a fresh start on their educational journey. Addressing trauma will help students develop a fresh start and achieve academic success. 2) Effective learning requires appropriate resources and qualified staff. Counselors are all licensed mental health professionals trained in best practice models for dealing with trauma in school children.

Effectiveness: The Counseling Program uses Cognitive Behavioral Interventions (CBI) for individual and group therapy due to its success with children exposed to trauma. According to The Substance Abuse and Mental Health Services Administration's National Registry of

Evidence-based Programs and Practices, the use of CBI for school children exposed to trauma was first implemented in 2000-2001, and has since become more widely used in schools across the United States.^{5,6} With a CBI treatment focus, counselors encourage students' self-awareness and allow them to individually identify, evaluate, and select alternative solutions to their challenges. Specific strategies include social problem solving, challenging upsetting thoughts, relaxation skills, processing traumatic memories and grief, and education about reaction to trauma. Research has shown these strategies improve functioning and reduce symptoms.⁷

Services: Proposed mental health services include 1) Individual Therapy; 2) Group Therapy; and 3) Psycho-educational Therapy.

Participant Description: During the grant period, Genesis School's Counseling Services program expects to serve 240 children. Demographics of those to be served include: 90% African American, 1% Asian, 2% Caucasian, 2% Hispanic, and 5% Multi-Racial. Students being served are 51% female and 49% male. Genesis School will provide Individual therapy to 100 students, group therapy to 90 students, and psycho-educational therapy to 120 students. The most prevalent diagnoses of children being served by the program include: 41% Adjustment Disorder; 27% Oppositional Defiant Disorder; 26% Disruptive Behavior Disorder, 2% Mood Disorders, 2% ADD/ADHD and 2% Personality Disorder.

Participant Program Role: Children are involved in the planning and implementation of the proposed project through their input on discussion topics for group counseling, information provided via exit slips for psychotherapy groups, and their response to the yearly satisfaction surveys. For example, children have suggested managing rumors, problem solving, relationships, and managing conflicts with peers and teachers as discussion group topic. This data is used during the year and at the end of the year to plan and implement appropriate services.

⁵ Stein, B. D., Jaycox, L. H., Kataoka, S. H., Wong, M., Tu, W., Elliott, M. N., et al. (2003). A mental health intervention for schoolchildren exposed to violence: A randomized controlled trial. *Journal of the American Medical Association*, 290(5), 603-611.

⁶ Jaycox, L. H., Cohen, J. A., Mannarino, A. P., Walker, D. W., Langley, A. K., Gegenheimer, K. L., et al. (2010). Children's mental health care following Hurricane Katrina: A field trial of trauma-focused psychotherapies. *Journal of Traumatic Stress*, 23(2), 223-231.

⁷ SBITS: Cognitive Behavioral Intervention for Trauma in Schools Fact Sheet. (2012). National Child Traumatic Stress Network. Trauma-Informed Interventions. URL: http://www.nctsn.org/sites/default/files/assets/pdf3/cbits_general.pdf

Participant Treatment Role: Children are involved in designing their own treatment plan. The treatment plan identifies the present areas of concern, stressors at school and/or home, personal strengths and related goals for treatment. Each developed goal for the personalized treatment plan is worded using the child's language. Each session, children conduct a self-analysis of their current situation and progress toward their treatment goals. Children provide input on helpful and not helpful strategies and individual concerns throughout the process. Counselors review treatment plans at least quarterly, but plans can be modified at any time to fit the child's needs.

Admission and Discharge: Referrals are taken from 1) the Childhood Trust Event survey, 2) teachers, 3) parents, or 4) self-referral. 1) All students age eight and older will complete a Childhood Trust Events survey one-on-one during the first 60 days of school. Students age seven and younger will have the survey completed by the parent/caregiver. The Genesis School uses survey results to identify students in need of service. 2) Teachers provide a written referral form describing the language, behaviors, symptoms, and patterns of students. The School provides yearly training to staff on signs students may exhibit if they have experienced trauma. Counselors may also identify students through Care Team meetings or classroom visits. 3) Parents provide referrals based on specific traumatic events, an existing diagnosis from a previous school or mental health setting, or negative behaviors seen at home. The Counseling staff provides a consent form for all parents to sign at the beginning of the year consenting or declining/refusing mental health services.

Admission criteria are based on an initial mental health assessment, which includes the Piers-Harris 2 Children's Self-Concept Scale. On average, children may receive services for one or more years in group therapy and/or 6-10 months in individual therapy, based on a student's level of functioning as it relates to traumatic events in their lives. Counselors re-assess students at the beginning of each school year to determine need for continued individual and group services. Successful exit from counseling is based on: (1) achievement of the goals specified in a treatment plan; (2) improvement in scores based on the Piers-Harris 2 Children's Self-Concept Scale; and (3) a decrease in negative behavior symptoms as measured by office referrals.

Schedule: The Genesis School provides services during the regular school year, 7:45am-3:45pm Mondays, Tuesdays, Thursdays and Fridays; 7:45am-2:20pm on Wednesdays, and during summer school, 8am-1:30pm Monday through Friday. Hours are adjusted to accommodate family meetings or crises. These services are already in place and ongoing.

D. Other Services:

Other services provided by Genesis include general education, additional psycho-educational group counseling, medication administration, a parent enrichment program, and after school social and educational activities.

- **Psycho-Educational Group Counseling:** The current curriculum includes two hours per day four days a week. New Hope Counseling Center currently sees Genesis students in grades K-4 to provide adequate time for Genesis counseling staff to see students more one-on-one through Levy funding). Outcome: Students will increase skills and knowledge related to communication, self image, self esteem, feelings, anger management, coping skills, and anti-bullying.
- **Medication Administration:** A registered nurse is on staff to dispense medication or to attend to basic medical needs. Outcome: Students will have access to physical health services to ensure their overall well being and routine medical issues are being addressed.
- **Parent Enrichment Program:** Genesis offers sessions to parents of students once per month with topics focusing on single parent survival skills, budgeting and utilities assistance, nutrition, and ways to encourage their children to read. Outcome: Parents will learn/improve upon home based life skills and parenting.
- **African Drumming and Dance:** Students learn expressive dance and rhythmic drumming to depict celebrations in the African culture. Outcome: Students channel their energy in a positive way, exercising self-control, developing self-respect, and following directions.
- **Genesis School Tennis and Education Program:** In partnership with the United States Tennis Association (USTA), students are taught tennis three times per week and participate in 4 hours of tutoring/homework assistance, weekly mentoring, computer literacy, and life skills training. Outcome: Students will learn skills related to cooperation, sportsmanship, and self-discipline while given the opportunity to further their academic achievement.
- **After School Tutoring Program:** Students needing enrichment and remedial assistance are provided tutoring twice a week. Outcome: Students will increase their academic success.

E. Outcomes:

Outcome Matrix

Service	Responsible Staff	Measurement	Indicator/ Intended Outcomes
Individual Therapy	Licensed Clinical Social Worker (LCSW), and Provisionally Licensed Professional Counselor (PLPC)	Treatment Plan - created at the beginning of treatment and assessed quarterly	75% of individual therapy recipients will achieve a minimum of 2 out of 3 goals specified in their treatment plan. Approx: 100 students
Group Therapy	LCSW, PLPC	Piers-Harris 2 Children's Self-Concept Scale-assessed at the beginning of treatment and then every six months.	75% of children receiving group therapy will demonstrate a decrease in negative behavioral symptoms as evidenced by an improved score. Approx: 90 students
Psycho-Educational Group	LCSW, PLPC	Incident/discipline reports - Tracked on a semester basis by individual student, teacher, and grade level	75% of children participating in psycho-educational groups will demonstrate a 25% decrease in incident/discipline reports for negative behavior symptoms. Approx: 120 students

F. Participant Satisfaction:

The Counseling Department administers a student survey to all students at the end of each school year. Each student's ability to read and comprehend the survey is considered and accommodated. The main differences between students at Genesis School are primarily related to age/grade level; thus, two different Likert scales were developed to accommodate these differences. A Likert scale is used for 4th-8th grade students and a Likert scale with visual aides is used for Kindergarten – 3rd grade students. Surveys are scored and results are analyzed by the Director of Counseling to identify areas needing improvement.

The annual Parent Satisfaction Survey now includes three questions related to counseling, and a staff survey was provided to gain insight into how the Counseling Department could better serve students. The Counseling Department used feedback to create a written referral form for proactive concerns, a weekly meeting with counselors and staff to ensure structured discussions

on students or problems of concern, and topics for psycho-educational group counseling for young students.

Staff surveys found that only a small number of staff had any trauma informed care training. To address this, Genesis provided the Truman Medical Center Behavioral Health's Trauma Matters KC program on August 6 to all staff. Already staff have started to change their attitudes and behaviors including asking students "what would help you" instead of an attitude of "what's wrong with you" and providing students a calm corner in their classroom. It is in the Counseling Department's Plan of Action to continue arranging for further training for all staff on trauma informed care.

Survey results show that 84-89% of students felt that counseling improved their relationship with their classmates. In 2013-2014, more explicit strategies will be provided to students during treatment and exit slips will be used to ensure understanding and a plan for action (see Part 3: Quality Assurance).

Survey results show that 70-86% of students felt satisfied that counseling helped them cope with problems at home and cope when things went wrong. In 2013-2014, a trauma focused approach will be used with individual and group therapy to respond to events that happened outside of school in the evenings and on weekends, and processing traumatic events with which students are dealing.

Appendix 19: Jackson County Mental Health Fund Site Review Summary Report

JACKSON COUNTY COMMUNITY MENTAL HEALTH FUND SITE REVIEW SUMMARY REPORT

The purpose of this site review is to document compliance with your contract with the Mental Health Levy Board and the residents of Jackson County.

Review Date: 9/11/14

Provider: Genesis

Category: Education / Vocation

Amount of Award: \$ 158,100

Program Description: Mental Health, crisis, and support services in an alternative school, K-8.

Period of Review: April – June 2014

Service	# charts reviewed	Proposed Units*	Reported Units	Documented Units	# served (duplicated)
All services	15	778	919	√	110

*annualized for 3 months

Outcome Summary Data:

Intended Outcome	Method of Measurement	Summary Data				
Students will achieve individual treatment goals.	Treatment goals developed at start of treatment, and assessed mid and year end.	Of 99 students seen for at least 4 individual sessions, 51% met one or more goal.				
85% of students will demonstrate a decrease in negative behavioral symptoms as evidenced by improved score	RAASI (Reynolds Adolescent Adjustment Survey Instrument) and Piers-Harris Self Concept Scale administered at start of treatment and every 6 months.	55% (n=94) had an improved score, demonstrating a decrease in negative symptoms				
Aggressive incidents will decrease overall.	Incident tracking through the registrar assessed at beginning, mid and end of year.	74 aggressive incidents for the 2012-13 year compared to 102 for year 2013-14				
Outcome Summary Data supports and justifies program description:		<table border="1" style="width: 100%;"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">x</td> <td></td> </tr> </tbody> </table>	Yes	No	x	
Yes	No					
x						

Comments:

SIGNIFICANT FINDINGS:	Yes	No
Staff meet State requirements for licensure and supervision:	X	
Questionnaire prepared and complete for review:	X	
Client records available as requested:	X	
Jackson County residence documented for all clients served:	X	
Documented units are the same as those reported:	X	

Comments:

- Excellent insight documented on the integration and analysis of satisfaction, TIC and outcome data

- TIC and other training has been integrated into the classroom to increase effective behavior management and intervention in the classroom; supporting proactive versus reactive response in addressing students needs.

OVERALL FINDINGS: In compliance, meets standards

Note: This site visit report was conducted per the Board of Trustees instructions. *If there are areas of concern, non-compliance, or deficiency indicated, the agency is on notice to correct them.* Reports are forwarded to the Accountability and Compliance Committee for review and action as necessary.

Your signature below attests to your presence at the review, and having reviewed the findings with the Board of Trustees Representative.

Signed By: Suzanne Rein
Authorized Agency Representative

Date: 9/11/14

Signed By: Susan E Jones, LCSW
Director of Audit and Compliance

Date: 9/11/14

Appendix 20: Draft 2015-16 School Calendar

Created : 10/28/2014
 Approved:n/a
 Revisions: 0

GENESIS CHARTER SCHOOL 2015-2016 SCHOOL CALENDAR



3800 E. 44th Street, KCMO 64130
 Office: 816-921-0775 Fax: 816-921-4268
 Website: www.promiseacademykc.org

Regular hours 7:45am-3:45pm
Wed. Early Release hours 7:45 am-2:20 pm

AUGUST 2015						
S	M	T	W	T	F	S
						0
0	0	0	1	1	1	0
	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1					

SEPTEMBER 2015						
S	M	T	W	T	F	S
		1	1	1	1	0
0	0	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1			
						1

OCTOBER 2015						
S	M	T	W	T	F	S
				1	1	0
0	1	1	1	1	1	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	1	1	1	1	1	0

8/3 Teachers/Support Staff Return
 8/5 First Day - Early Release @ 2:20 pm
 8/5-7 Early Release @ 2:20 pm
 9/7 Labor Day - No School
 10/12-14 Staff Development - No Students

NOVEMBER 2015						
S	M	T	W	T	F	S
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	0	0	0	0
0	1					

DECEMBER 2015						
S	M	T	W	T	F	S
			1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0

10/15 Parent Conf. - 12 - 7
 10/16 Parent Conf. - 8 - 4
 10/19-23 No school
 11/25-27 Fall Break - No School
 12/21-1/4 Winter Break - No School

JANUARY 2016						
S	M	T	W	T	F	S
					0	0
0	0	0	1	1	1	0
0	1	1	1	1	1	0
0	0	1	1	1	1	0
0	1	1	1	1	1	0
0						

FEBRUARY 2016						
S	M	T	W	T	F	S
	1	1	1	1	1	0
0	1	1	1	1	0	0
0	0	1	1	1	1	0
0	1	1	1	1	1	0
0	1					

1/4 Staff Only- No students
 1/5 Students return - Start of Second Semester
 Parent Conf. - PM Early Release @ 2:20 pm
 Parent Conf. - Early Release @ 12:15 pm
 1/18 Dr. Martin Luther King Day - No School

MARCH 2016						
S	M	T	W	T	F	S
		1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0

APRIL 2016						
S	M	T	W	T	F	S
					0	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0

2/12 Staff Development - No Students
 2/15 President's Day - No School
 End of 3rd Qtr
 3/21-25 Staff Development - No Students
 3/18-4/1 Spring Break - No School

MAY 2016						
S	M	T	W	T	F	S
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	0	0				

JUNE 2016						
S	M	T	W	T	F	S
			1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0
0	1	1	1	1	1	0

5/30&31 Memorial Day Break - No School
 5/19 Last Day Release@12:15 - End of 4th Qtr

JULY 2016						
S	M	T	W	T	F	S
					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						

Parent Orientation (blue arrow) First day for students (green circle) Last Day for students (red circle) School closed (grey square)
 Early Release at 2:20 pm (blue square) Early Release at 12:15 pm (red square) Parent Conf. Early Release (star)
 Staff Only (blue square) Inclement Weather Make-up Days (dotted square)

200 Days Please Note: GPA reserves the right to change the school calendar in response to emergencies, inclement weather, or unforeseen circumstances that affect the educational program or student's welfare.

Appendix 21: Curriculum Resources

Grade	Phonics	Curriculum Resources						
		Reading/ELA	Writing	Math	Social Studies	Science	Augmentation	Assessments
K	Pathways to Reading	Lead 21	Handwriting without Tears/ Craft Plus	Everyday Math	Lead 21	Lead 21	Symphony Math, Lexia Reading, Raz Kids	
1	Pathways to Reading	Lead 21	Handwriting without Tears/ Craft Plus	Everyday Math/Georgia	Lead 21	Lead 21	Symphony Math, Lexia Reading, Raz Kids	MAP for Primary Grades, Fountas and Pinnell, Pathways to Reading, Curr Based Assessment
2	Pathways to Reading	Lead 21	Handwriting without Tears/ Craft Plus	Everyday Math	Lead 21	Lead 21	Symphony Math, Lexia Reading, Raz Kids	MAP for Primary Grades, Fountas and Pinnell, Pathways to Reading
3	Pathways to Reading	Lead 21	Handwriting without Tears/ Craft Plus	Everyday Math/Georgia	Glencoe	Glencoe	Symphony Math, Lexia Reading, Study Island, Reading Plus, Raz Kids	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment
4		Lead 21	Craft Plus	Everyday Math/Georgia	Glencoe	Glencoe	Symphony Math, Lexia Reading, Study Island, Reading Plus	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment
5		Glencoe	Craft Plus	Everyday Math/Georgia	Glencoe	Glencoe/Foss	Symphony Math, Lexia Reading, Study Island, Reading Plus	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment
6		Glencoe	Craft Plus	Glencoe Math Connects/Georgia	Glencoe	Glencoe/Foss	Symphony Math, Lexia Reading, Study Island, Reading Plus	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment
7		Glencoe	Craft Plus	Glencoe Math Connects/Georgia	Glencoe	Glencoe/Foss	Symphony Math, Lexia Reading, Study Island, Reading Plus	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment
8		Glencoe	Craft Plus	Glencoe Math Connects/Georgia	Glencoe	Glencoe/Foss	Symphony Math, Lexia Reading, Study Island, Reading Plus	NWEA MAP, Fountas & Pinnell, Georgia, Curriculum based assessment

Appendix 22: 2014-15 Board Members

Board Member List 2014-15

Name	Company Name	Expertise	Email Work	Work Address
Emeka Anyanwu, Board Chair	KCPJ		emeka.anyanwu@kcpj.com	P.O. Box 418679 KCMO 64141
Brad Cloverdyke, Board Vice Chair	American Century	Human Resources	brad_cloverdyke@americancentury.com	4500 Main Suite 1100 KCMO 64141
Eartherline Downie, Board Member	Community Praise and Worship World Outreach Center	Community Outreach	pastoredowns@sbrcglobal.net	3912 E. 18th Ct KCMO 64127
Mike Dreyer, Board Member	Hallmark Cards	Fundraising	mike.dreyer@hallmark.com	2501 McGee Drap 343 KCMO 64141
Patrick Sallee, Board Member	Samuel U Rodgers	Non-profit fundraising		
Dan Haley, Board Member	Kansas City Police Department	Legal		1125 Locust St Kansas City, MO 64106
Dan Sullivan, Board Member Treasurer	Commerce Bank	Finance	Donald.Sullivan@commercebank.com	PO Box 419248 KCMO 64141
Ken Yancy, Board Member	Mobile Earth	Communications	kennyancy@mobileearth.net	435 Nichols Road Suite 200 KCMO 64138

EXHIBITS

Sample Daily Lesson Plan

Dana A. Goodwin's Weekly Lesson Plans Week of: August 24th, 2014 – August 30th, 2014 Grade: 3rd Grade
 Unit of Study/ Skills Unit: **Zero (Place Values, Standards of Mathematical Practice, and Procedures)**

	FYI	Monday	Tuesday	Wednesday	Thursday	Friday
Do Now		Multiplication	Multiplication	Multiplication	Multiplication	Multiplication
Whole Group		Word Notation	Standard Notation	Review All Four	Project Four Doors Of Place Value	Unit 1 Pre-Test
Small Groups	Math With Teacher		Fountas and Pinnell	Fountas and Pinnell	Small Group Conferencing (NWEA)	Small Group Conferencing (NWEA)
	Math With Self	Versatiles	Versatiles	Versatiles	Versatiles	Versatiles
	Math With a Partner	Top This	Top This	Top This	Top This	Top This
	Math With Technology	Symphony Math	Symphony Math	Symphony Math	Symphony Math	Symphony Math
	Math With Reading/ Writing	Using Base Ten Blocks	Expanded Notation	Word Notation	Standard Notation	Project Finishing (Four Doors)
Science						
Character/ Classroom Meeting	Responsible	Pow's and Wow's	Character Goals Setting	Feasible Goal Setting, Goals Check- In	Journaling	Classroom Shout Outs

Sample Unit Plan

English Language Arts Units 3rd and 4th Grade (2014-2015)

Unit 1: Stories Worth Telling Again and Again

OVERVIEW:			
<p>When students enter third grade, they should be confident readers, able to sound out words, read with expression, and make meaning of what they read. They should be familiar with a repertoire of poems, stories, fables, folktales, myths, biographies, artistic and musical works, and historical and scientific texts. During this year, students continue to make connections between literature and other subjects. They read stories inspired by the sea while learning about oceans. They study myths from ancient Greece, learn about the branches of government in the United States, read about artists, musicians, and inventors, find common themes in trickster tales across many cultures, come to recognize the beauty of poetic language, and more. Throughout the units, they write reports, letters, stories, poems, and descriptions; they continue to work on grammar and punctuation. They participate in structured class discussions and learn how to take notes and conduct basic research. By the end of third grade, students should be ready to start writing simple essays and speeches. They are able to write on a range of topics and have background knowledge that will help them with the challenges of upper elementary school and beyond.</p>			
6 Weeks			
<p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1(c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>(a.) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>(b.) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>(c.) Use temporal words and phrases to signal event</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose</p>

		order. (d.) Provide a sense of closures.	between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
<p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL. 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>SL4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>(c.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>(d.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>(a.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b.) Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>(c.) Use a variety of transitional words and phrases to manage the sequence of events. (d.) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e.) Provide a conclusion that follows from the narrated experiences or events.</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
<ul style="list-style-type: none"> • Tell stories from personal experiences and write narratives telling those stories. • Revise and edit narratives with the help of peers and adults. • Determine and analyze characters' traits and motivations in realistic fiction such as The Stories Julian Tells. 			

<ul style="list-style-type: none"> Distinguish nouns, pronouns, and verbs from each other, understanding the role of each in a sentence. Perform a poem dramatically, (e.g., a Langston Hughes poem) with expression and appropriate phrasing for meaning. Compare and contrast the message and characters in two books with the same theme (e.g., “grandparent” books). Determine the trickster, the fool, the problem, and the solution in various cultures’ trickster tales. Research one of the trickster tale’s cultures, as part of responding to class-generated questions. Create a class book or a multimedia presentation based on the culture research. Discuss artists’ contributions to the preservation of the Native American culture through art 				
Author	The fool	Noun	Solution	
Character motivation	Generational stories	Problem	The trickster	
Character traits	Illustrator	Pronoun	Trickster tales	
Collective noun	Internet search	Revising	Verb	
Editing	Narrative writing	Shared research	Verb tenses	
<ul style="list-style-type: none"> What is a narrative? Why is it important to share a narrative? Why does the main character make certain choices to end their problem? How does culture influence our understanding of ourselves? What does it mean to compare and contrast? Why do we compare and contrast? Why is the trickster important? What characteristics make up a trickster? What is the writing process? Why is the writing process important? 				
Scaredy Squirrel (Lead 21- 3rd) Owl Moon (Lead 21- 3rd) Tops and Bottoms (Lead 21- 3rd) The Hunter(Lead 21- 3rd) Fishing Day (Lead 21- 3rd) Uncle Rain Cloud (Lead 21- 3rd) My Name is Celia (Lead 21- 4 th) A symphony of Whales (Lead 21- 4 th) Jaun Verdades (Lead 21- 4 th) Henry and the Kite Dragon (Lead 21- 4 th) Galileo’s Journal (Lead 21- 4 th)			Determined by Teacher	
Day One Previewing, Reading Strategy, Vocabulary, Background Knowledge	Day Two: Read Aloud Strategy Practice	Day Three: Read Aloud Strategy Practice	Day Four: Independent Practice with Strategy	Day Five: Wrap Up and Review
Week One				

Summarizing	Agreeing and Disagreeing	Conventions: Capital Letters Declarative, Questions, Exclamatory, and Imperative Sentences (Unit 1 Week 1)	Parts of Speech (Nouns)	
Week Two				
Summarizing	Asking Questions for Clarity	Conventions: The Writing Process (Unit 1 Week 2)	Parts of Speech (Pronouns)	
Week Three				
Questioning Character	Defending answer with textual evidence	Personal Narrative (Unit 1 Week 3)	Parts of Speech (Verbs)	
Week Four				
Questioning Character	Defending answer with textual evidence	Personal Narrative (Author Chairs) (Unit 1 Week 4)	Parts of Speech (Adverbs)	
Week Five				
Summarizing	Building Upon Knowledge	Fictional Narrative (Unit 1 Week 3)	Parts Of Speech (Adjectives)	
Week Six				
Question Character	Building Upon Knowledge	Fictional Narrative (Unit 1 Week 3)	Parts of Speech (Conjunctions)	
Week One				
Lexia	Prefixes Meaning: Not (Uni1 Week 1) Practice Companion (Unit 1; Week 1)	Five Finger Retell Conventions: Capital Letters Declarative and Questions Sentences (Unit 1 Week 1)	Day one: Spelling Pre- Test Sort By Vowel Sounds (Long vs Short) Day two: Definitions Day Three: Definitions Day Four: Sentences Day Five: Spelling	Small Groups

			Post- Test; Practice Companion (Unit 1; Week 1)	
Week Two				
Lexia	<p>Inflected Endings (Unit 1 Week 2)</p> <p>Practice Companion (Unit 1; Week 2)</p>	<p>Five Finger Retell</p> <p>Conventions: Writing Process (Unit 1 Week 2)</p>	<p>Day one: Spelling Pre-Test Sort By Vowel Sounds (Long vs Short)</p> <p>Day two: Definitions</p> <p>Day Three: Definitions</p> <p>Day Four: Sentences</p> <p>Day Five: Spelling Post- Test; Practice Companion (Unit 1; Week 2)</p>	Small Groups
Week Three				
Lexia	<p>Prefixes Meaning: Not (Uni1 Week 3)</p> <p>Practice Companion (Unit 1; Week 3)</p>	<p>Five Finger Retell</p> <p>Personal Narrative (Unit 1 Week 3)</p>	<p>Day one: Spelling Pre-Test Spot the vowel sounds (long a)</p> <p>Day two: Definitions</p> <p>Day Three: Definitions</p> <p>Day Four: Sentences</p> <p>Day Five: Spelling Post- Test; Practice Companion (Unit 1; Week 3)</p>	Small Groups
Week Four				
Lexia	<p>Inflected Endings (Unit 1 Week 4)</p> <p>Practice Companion (Unit 1; Week 4)</p>	<p>Five Finger Retell</p> <p>Personal Narrative (Unit 1 Week 4)</p>	<p>Day one: Spelling Pre-Test Spot the vowel sounds (long e)</p> <p>Day two: Definitions</p> <p>Day Three: Definitions</p> <p>Day Four: Sentences</p> <p>Day Five: Spelling Post- Test; Practice Companion (Unit 1; Week 4)</p>	Small Groups
Week Five				
Lexia	<p>Contractions: Am Is are</p> <p>Unit 2 Week 1</p> <p>Practice Companion (Unit 2; Week 1)</p>	<p>Five Finger Retell</p> <p>Fictional Narrative</p>	<p>Day one: Spelling Pre-Test Spot the vowel sounds (long o)</p> <p>Day two: Definitions</p> <p>Day Three: Definitions</p> <p>Day Four: Sentences</p>	Small Groups

Daily Schedule

	Kind	1st	2A	2B	3A	3	4	5	6	7	8
Teachers	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00	07:45-08:00
Kindergarten: Clark	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15	08:00-08:15
Kindergarten: Holman	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30	08:15-08:30
1st Grade (1A): Gore	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45	08:30-08:45
1st Grade (1B): Harnage	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00	08:45-09:00
2nd Grade (2A): Jackson	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15	09:00-09:15
2nd Grade (2B): Phillips	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30	09:15-09:30
3rd Grade (3A): Gooden	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45	09:30-09:45
3rd/4th ELA: Garcia	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00	09:45-10:00
3rd/4th Math: Drake/Kuhnsbold	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15
5th/6th ELA: Dany	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
5th/6th Math: Plummer	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45
7th/8th ELA: Van Tz	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00	10:45-11:00
7th/8th Math: Horvath	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15	11:00-11:15
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School Discipline Policy

GENESIS PROMISE ACADEMY 2014 – 2015 PARENT-STUDENT HANDBOOK



3800 East 44th Street
Kansas City, Missouri 64130
Office: (816) 921-0775
Fax: (816) 921-4268
Website: www.promiseacademykc.org

RIGHTS RESERVED STATEMENT

The provisions of this publication are not to be regarded as an irrevocable contract. The administration reserves the rights to modify, revoke or add to any or all regulations at any time.

TUTORING PROGRAMS

Promise Academy provides afterschool tutoring. The tutoring program is designed to assist all students with improving their academic skills. Transportation is provided as a courtesy. If the student is not complying with the bus rules, the student will no longer be able to ride the bus and the parent will be responsible for picking the child up.

FINE ARTS

Promise Academy provides our students with a well rounded education. Each student will take Music, Art, PE – Tennis, and Computers throughout the school year.

DISCIPLINE PROCEDURES

Discipline procedures and consequences are stated in the district policy page at the end of this handbook.

DETENTION

Students may be given lunch detention for disciplinary purposes.

SUSPENSION/ EXPULSION

A student may be suspended for a period up to ten days for gross disobedience or misconduct. Make-up work will be provided at the teacher's discretion.

SAFE SCHOOL VIOLATIONS

If a student violates the Missouri Safe School Violations or Class IV offense, the student may be subject to the following:

1. Long-Term suspensions (Up to 180 days suspension) or
2. Expulsion from Genesis Promise Academy

STUDENT CONDUCT

CORPORAL PUNISHMENT

Corporal punishment is not permitted. Corporal punishment includes slapping, paddling, or prolonged maintenance of students in physically painful positions and the intentional infliction of bodily harm.

GANGS AND GANGS ACTIVITIES

Participation in gang related activities is prohibited. A gang shall be defined as "any group of two or more individuals engaged in anti-social behavior". Specific gang activities include recruiting and displaying gang signs. Other gang behaviors may include but are not limited to: fighting, intimidation (verbal or physical, threats, bullying), gang identifiers (drawings, jewelry, clothing, tattoos, slashed eyebrows, etc.), threats,

possession of a weapon or potentially dangerous object, vandalism, extortion, and other activities that the administration feels would adversely affect the safety and well-being of students and staff or would otherwise be detrimental to the education process.

Students violating this policy are subject to suspension or expulsion. Legal authorities will be notified when appropriate.

BULLYING

Genesis Promise Academy strictly prohibits any form of bullying or intimidation by students toward school personnel or students on school grounds, at a school sponsored activity, on a school bus, or in a school related context. Genesis Promise Academy defines bullying as an intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals. Bullying shall include any intentional gesture, written, verbal, or physical threat severe enough to create an abusive atmosphere in the learning environment. This includes:

- ✓ Communicates with another by any means including, but not limited to: face to face, telephone, writing, electronic communications, or Internet postings with the intention to intimidate or inflict physical, emotional or mental harm without legitimate purpose, or
- ✓ Physical contacts with another person with the intent to intimidate or to inflict physical, emotional or mental harm.

Consequences may include suspension from school and/or an expulsion hearing referral, depending on the frequency and severity of the incident.

SEXUAL HARASSMENT

Sexual harassment of students is prohibited. Any person, including a School employee, agent, third party, or student engages in sexual harassment whenever he/she does any of the following, but not limited to: makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature that interferes with a student's educational environment, or creates an intimidating, hostile, or offensive education environment.

Students who believe that they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to, and should, discuss the matter with the principal, Dean of Students or counselor so that the School can investigate the allegation of harassment and, if appropriate, take responsive measures.

Students who make good faith complaints will not be disciplined. However, any person making a knowingly false accusation regarding sexual harassment will be subject to disciplinary action up to and including suspension and expulsion.

Non-Discrimination on the Basis of Race, Ethnicity, Disability, Religion, or Gender

The Board reaffirms its belief that every student regardless of race, creed, color, sex, cultural, or socioeconomic status or disabling condition be given equal opportunity for educational development. The Board is committed to providing an educational environment free from unlawful harassment. Specifically, the school and its employees shall not participate in any harassment based on gender, race, or nationality or

other basis impermissible under the law. Further, no student shall be allowed to participate in any harassment based on gender, race, or nationality or other basis impermissible under the law.

Prohibition Against Drugs and Alcohol

The use of controlled substances, alcohol, and substances represented to be such, as well as the possession of drug paraphernalia, is prohibited at all times and is subject to disciplinary action.

Prohibition Against Smoking

The use, sale, transfer, and possession of tobacco products at school and at school activities are strictly prohibited and is subject to disciplinary actions.

ALCOHOL, ILLEGAL DRUGS, LOOK-ALIKE DRUGS, OR FLAMMABLE MATERIALS

The possession, use or distribution of any alcohol, illegal drug or look-alike drug, or flammable material is prohibited on school grounds, in school buildings, at school sponsored activities or on school buses. Students violating this policy will be subject to suspension or expulsion. Police will be notified when appropriate and the student may be required to obtain help from a medical or drug intervention agency before being re-admitted to school after such suspension or expulsion.

POSSESSION OF WEAPONS OR LOOK-ALIKE WEAPONS

Possession of weapons, look-alike weapons, potentially dangerous objects, firearms or explosives is prohibited on school grounds, in school buildings, during school related activities and/or on school buses at all times. Students violating this policy shall be subject to suspension or expulsion. Police will be notified.

SEARCH AND SEIZURE

When there are reasonable grounds for suspecting that a student may be violating either the law or a school rule, school authorities may search the student or his personal belongings (purses, wallets, book bags, etc). If a search produces evidence of a serious nature such as weapons, drugs, stolen property, etc., such evidence may be seized by school authorities and disciplinary action taken. Parents will be notified as soon as possible. When appropriate, such evidence may be transferred to law enforcement authorities for appropriate action.

LAW ENFORCEMENT AUTHORITIES

When law enforcement authorities find it necessary to question students during the school day, the school principal or his/her designee will be present when possible. An effort will be made to contact the parent or guardian of the student to notify them of the situation. If custody and/or arrest are involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement authorities.

CONDUCT ON SCHOOL BUSES

Students shall abide by the general school rules regarding conduct on school property. In cases of gross disobedience or misconduct, a student's privilege to ride the bus may be suspended and/or denied. During the period of suspension, it is the responsibility of the parent or guardian to transport the student to school.

Levels of offenses and consequences are as follows:

Level I Offenses	Level II Offenses	Level III Offenses
Standing while the bus is in motion	Disrespect	Assault
Changing seats	Inappropriate language	Verbal Threat – Staff
Not staying in seat	Reckless behavior/horseplay	Jeopardizing the safety of others
Excessive noise	Verbal Threat – Peers	Vandalism
Eating – Drinking – Littering	Name calling	Fighting
Riding unassigned bus or using an unassigned stop	Bullying/Intimidation/Harassment of peers	Drugs/Alcohol
Other (Explain)	Non-compliant (will not follow direction from driver and/or monitor)	Tobacco/smoking on bus
	Throwing (things in/out of bus)	Weapons
	Verbal Abuse – Staff	Arson/Combustibles
	Other (Explain)	Other (Explain)

Level of Offense	Consequences
I	1 st offense: Student Warning Conference 2 nd offense: Warning; In School Consequence 3 rd offense: 1 – day bus suspension 4 th offense: 3 – day bus suspension 5 th offense: 5 – day bus suspension, Parent conference 6 th offense: Suspension from bus, subject to cancellation of bus service
II	1 st offense: Written warning or 1 – 3 day bus suspension 2 nd offense: 3 – 5 day bus suspension 3 rd offense or more: 5 – day bus suspension or possible extended loss of bus privileges
III	1 st offense: 1 – 5 day bus suspension 2 nd offense: 5 – 10 day bus suspension 3 rd offense or more: Extended loss of bus privileges

Genesis Promise Academy reserves the right to install and operate video cameras on school buses as they deem appropriate. Evidence gathered by the use of a video camera and/or its auditory recording equipment may be used in student disciplinary investigations and/or any pertinent criminal investigations.

PROPERTY DAMAGE/VANDALISM

Any student guilty of vandalism on school grounds shall be subject to suspension and possible expulsion warning or expulsion hearing. Parents may be required to pay for any damage. Police will be notified when appropriate. A student's parent or legal guardian can be held accountable for damages caused by the student. The Missouri Parental Responsibility Act provides that:

- The parent or legal guardian of a minor who resides with the parent or legal guardian is liable for actual damages for the willful or malicious acts of the minor which cause injury to a person or property.

ELECTRONIC DEVICES

Using or possessing radios, IPODS, Kindles, IPADS, "Walkman", CD/tape players, MP3 Players, electronic games, and other electronic devices in school or on school grounds is prohibited.

All cell phones, camera phones, and pagers must be kept powered off and out of sight during the regular school day unless: a) the supervising teacher grants permission; b) the use of the device is provided in a student's IEP; or c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

ELECTRONIC NETWORK ACCESS/INTERNET AND TECHNOLOGY ACCEPTABLE USE

More and more, educators and community members understand that technology can bring us all together. Promise Academy is helping students, parents and staff realize the full power of technology to communicate effectively and responsibly.

It is expected that all students will appropriately use the available technology and Internet. Parents are encouraged to carefully read the School's Authorization for Electronic Network Access Form and are required to have a signed copy on file at your child's school before any school age student is permitted access to the Internet. Student use of technology is meant to enhance the instructional program. Use of personal or School technology to harass, bully, threaten, or intimidate students or staff will not be tolerated. Inappropriate use of the Internet or the School's technology will result in immediate suspension/termination of access and possible disciplinary consequence.

PARENTAL INVOLVEMENT

SCHOOL VISITATION

Adult visitors are always welcomed to visit Promise Academy. All visitors must report to the office upon arrival. A staff member must accompany all adult visitors.

Parental interruptions are not permitted during school hours. Classroom visits are a time for observation only; they can establish an excellent background for parent-teacher conferences. **All classroom observations must be scheduled through the Principal 24 hours ahead of time.**

Individual parent conferences may be arranged by contacting the school at 816-921-0775.

Articles of Incorporation

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF GENESIS SCHOOL, INC.

The undersigned corporation, for the purpose of amending its Articles of Incorporation and pursuant to the provisions of the Missouri Nonprofit Corporation Act, hereby adopts the following Amended and Restated Articles of Incorporation, which was approved by a vote of the Board of Directors on _____;

ARTICLE I

The name of this corporation is: GENESIS SCHOOL, INC.

ARTICLE II

This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

ARTICLE III

This corporation is organized exclusively for charitable, scientific and educational purposes. The terms charitable, scientific and educational shall have the same meanings herein that they have in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

Without limiting the generality of the foregoing, the purposes of this corporation shall include the following:

- a. To create and operate a public charter school providing a course of instruction in academic and vocational subjects; and
- b. All other legal purposes authorized and allowed to nonprofit corporations by law provided, however, that notwithstanding the foregoing enumeration of particular purposes found in this paragraph, this corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. This corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements) in, any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, any personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered, reimbursements for reasonable expenses incurred, including but not limited to any

indemnification agreed to pursuant to Article IX herein, and to make payments in furtherance of the purposes set forth in this Article III.

ARTICLE IV

This corporation shall have all the powers of a corporation organized under the Missouri Nonprofit Corporation Act; provided, however, that none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation.

ARTICLE V

The duration of this corporation shall be perpetual.

ARTICLE VI

The names and addresses of the incorporators are attached as Exhibit A.

ARTICLE VII

The address of the registered office in the State of Missouri is _____. The name of the registered agent at said address is _____.

ARTICLE VIII

This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors, in which board there shall be vested all of the power and authority to supervise, control, direct and manage the property, affairs and activities of this corporation. The rights, powers and privileges of the directors shall be fixed in the bylaws. The bylaws of this corporation may from time to time be altered, amended, suspended or repealed, or new bylaws may be adopted, by resolution adopted by a majority of the full board of directors.

ARTICLE IX

This corporation may agree to the terms and conditions upon which any director, officer, employee or agent accepts his or her office or position and in its bylaws, by contract or in any other manner may agree to indemnify and protect any director, officer, employee or agent of this corporation, or any person who serves at the request of this corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, to the extent authorized or permitted by the laws (including without limitation the statutes, case law and principles of equity) of the State of Missouri.

ARTICLE X

Upon dissolution of this corporation and after discharging all liabilities and obligations of this corporation (or making adequate provision therefor) and after the return, transfer or conveyance of all assets requiring return, transfer or conveyance thereof because of the dissolution of this corporation and after taking any other action required by law, any

remaining assets of this corporation shall be distributed to the Missouri Department of Elementary and Secondary Education for their disposition pursuant to Mo. Rev. Stat. § 160.405.1(17).

ARTICLE XI

This corporation reserves the right to alter, amend or repeal any provision contained in its Articles of Incorporation in the manner now or hereafter prescribed by the statutes of the State of Missouri, and all rights and powers conferred herein are granted subject to this reservation.

IN AFFIRMATION OF THE FACTS STATED ABOVE, the undersigned has executed these Articles of Incorporation on _____, 20__.

EXHIBIT A

ARTICLE VI – Incorporators

Alan DuBois, Kansas City, MO
Joyce Holland, Kansas City, MO
Tom O'Donnell, Kansas City, MO
Kay E. Johnson, Kansas City, MO

Corporate Bylaws

BYLAWS
OF
GENESIS SCHOOL, INC.

ARTICLE I

CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation. Genesis School, Inc. is a corporation that is organized under the Missouri Nonprofit Corporation Act. Pursuant to its articles of incorporation, this corporation has directors as provided in Article III below.

Section 1.2. Principal Office. The principal office and location of this corporation shall be at such place in or outside the State of Missouri as may be designated from time to time by the board of directors.

Section 1.3. Registered Office and Registered Agent. This corporation shall have and continuously maintain a registered office and registered agent in the State of Missouri. The location of the registered office and the name of the registered agent in the State of Missouri shall be as are stated in the articles of incorporation or as may be determined from time to time by the board of directors pursuant to the applicable provisions of law.

Section 1.4. Records. This corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the board of directors. This corporation shall maintain appropriate accounting records.

This corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Without limiting the records required to be kept pursuant to this Section 1.4, this corporation shall keep a copy of the following records at its principal office:

- (a) its articles or restated articles of incorporation and all amendments to them currently in effect;
- (b) its bylaws or restated bylaws and all amendments to them currently in effect;
- (c) resolutions adopted by its board of directors relating to the characteristics, qualifications, rights, limitations and obligations of directors;
- (d) the minutes of all meetings of board of directors and records of all actions approved by the board of directors for the past three years;

(e) all written communications to all directors generally within the past three years, including the annual financial statements of this corporation for the past three years;

(f) a list of the names and business or home addresses of its current directors and officers;

(g) its most recent annual report delivered to the Missouri secretary of state as required by the Missouri Nonprofit Corporation Act; and

(h) appropriate financial statements of all income and expenses.

Except as required by law or as may be authorized by the board of directors (including the collection of appropriate charges), no director or agent or attorney of any director shall have the right to inspect the foregoing records or any other records of this corporation.

Section 1.5. Seal. The board of directors may adopt, and may alter at pleasure, a corporate seal, which would have inscribed thereon the name of this corporation and the words: Corporate Seal — Missouri. The corporate seal may be used by causing it, or a facsimile thereof, to be impressed or affixed or to be in any other manner reproduced.

ARTICLE II

TYPE OF CORPORATION; PURPOSES

Section 2.1. Type of Corporation. This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

Section 2.2. Purposes Stated in Articles. The purposes of this corporation shall be those nonprofit purposes stated in the articles of incorporation.

ARTICLE III

DIRECTORS

Section 3.1. Directors in Lieu of Members. This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

Section 3.2. Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the board of directors of this corporation. The board of directors shall have and is vested with all and unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that (a) the board of directors shall not authorize or

permit this corporation to engage in any activity not permitted to be transacted by the articles of incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act, (b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and (c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

This corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. This corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements) in, any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 5.1.

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. The most notable responsibilities shall be as follows:

- Govern and control the affairs of the School as provided by law and Board policies;
- Discover and interpret the educational needs, attitudes and interests throughout the School as a guide to developing and setting priorities for an educational program;
- Create and support a clear mission, vision, and performance objectives;
- Establish, interpret and enforce policies consistent with the mission;
- Exercise judgment in reviewing, considering and voting on school wide policies affecting the operation of the school;
- Oversee the management and fiscal control of the school as provided by law and to review, evaluate and judge the effectiveness of the educational program;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Review and maintain bylaws;
- Adopt the annual financial budget;

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- Approve expenditures as required by Board policy;
- Hire, support, manage, and assess the school leader;
- Require reports of the school leader concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the board and school comply with the provisions of the Sunshine law, Ch. 610, RSMo;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meeting the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meeting the legislative intent of raising student achievement and shall ensure the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.3. Number and Qualifications. This corporation shall have twelve directors. All directors must be natural persons. As specified by state law (160.400.15 RSMO), no member of the Board shall hold any other office or employment from the board while serving as a member of the board; no member of the board shall have any substantial interest (see section 105.450 RSMo for a definition) in any entity employed by or contracting with the board; no member of the board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.4. Election and Terms of Office. Each director named in the articles of incorporation shall hold office until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal. At every annual meeting of the board of directors, as the first order of business of the

meeting, new directors shall be elected to succeed those directors whose terms expire with such annual meeting. A person so elected as a director shall serve until the next following annual meeting of the board of directors and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal.

Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than ten consecutive full terms. A full term for a director shall consist of ten full years. The election in respect of ten consecutive full terms shall not be deemed to include any term of less than one full year; provided, however, (a) that in the case of replacements to fill vacancies in the tenure of directors a period of nine months or more shall be computed as a full term of one year, and (b) that the term of a director elected at an annual meeting of the board of directors for a period expiring with the next following annual meeting of the board of directors shall be treated as a full term of one year, notwithstanding any change or changes in the dates of the annual meeting in the years involved.

Section 3.5. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance or by participating in the affairs of this corporation at a meeting of the board of directors or otherwise.

Section 3.6. Vacancies. Vacancies on the board of directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the board of directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

Section 3.7. Compensation. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs. Reimbursement must be authorized by a majority of the directors.

Section 3.8. Committees. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the board of directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the board of directors.

Committees of the board of directors and members of such committees are governed by Article VI of these bylaws with respect to meetings, action without meetings, notice

and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the board of directors in the case of committees not having the authority of the board of directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this corporation and shall report the same to the board of directors at or prior to its next meeting. The secretary or an assistant secretary of this corporation may act as secretary of any such committee if the committee so requests.

A committee of the board may not:

- (a) authorize distributions to directors, officers, agents or employees except in exchange for value received;
- (b) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;
- (c) unless otherwise stated in these bylaws or the articles of incorporation, elect, appoint or remove directors or fill vacancies on the board or on any of its committees;
- (d) adopt, amend or repeal the articles of incorporation or these bylaws; or
- (e) perform any functions which, by law, must be exercised by the board itself.

Section 3.9. Resignation. Any director may resign from the board of directors by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

Section 3.10. Removal.

A director may be removed with or without cause by a vote of two-thirds of the directors then in office.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1. Annual Meetings of the Board-Notice. The newly elected members of the board and those members of the board who continue in office (if any) shall meet annually (a) in July, or (b) if not so established or if a quorum shall not be present, the members of such board may meet at such time and place as shall be consented to in writing by a majority

of the directors, provided that notice of such meeting shall be given to each of the other directors in the same manner as provided in Section 4.4 of these bylaws with respect to the giving of notice of special meetings of the board except that it shall not be necessary to state the purpose of the meeting in such notice, or (c) regardless of whether or not the time and place of such meeting shall be so established, the members of such board may meet at such time and place as shall be consented to in writing by all of the directors.

Section 4.2. Regular Meetings. In addition to the annual meeting, the board of directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the board. Any business may be transacted at a regular meeting. A designated period of time may be provided for public comments at all regular meetings.

Section 4.3. Special Meetings. Special meetings of the board of directors may be called by the chairman of the board, by the president or by a majority of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within or without the State of Missouri, as the board of directors shall have determined.

Section 4.4. Notice of Meetings.

(a) Written notice of each regular meeting of the board need not be provided to directors.

(b) Public notice of each regular and/or special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided by posting in the school and at the school's administrative offices and shall be given and effective at least twenty-four hours before the day on which the meeting is to be held unless for good cause it is impossible or impractical to provide such notice.

(c) Written notice of each special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least two days before the day on which the meeting is to be held.

(d) Whenever notice is required to be given to a director, such notice shall be mailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article X of these bylaws.

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

Section 4.5. Quorum. Unless otherwise required by law or provided elsewhere in these bylaws, the presence of a majority of the directors in office immediately before a meeting begins shall be requisite for and shall constitute a quorum for the transaction of business at all meetings; provided, however, that in no event shall fewer than two directors constitute a quorum. The act of a majority of the directors present at a meeting at which a quorum is present shall be valid as the act of the board of directors except in those specific instances in which a larger vote may be required by law, by the articles of incorporation or by these bylaws.

Section 4.6. Adjournment. If the quorum specified above should not be present at any such meeting, but at least one-third of the directors in office are present, the directors present shall have power successively to adjourn the meeting, and to act as a quorum for such limited purpose, without notice other than announcement at the meeting, to a specified date. At any such adjourned meeting at which a quorum shall be present any business may be transacted that could have been transacted at the original session of the meeting.

Section 4.7. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.8. Meetings by Conference Telephone or Similar Communications Equipment. Members of the board of directors of this corporation may participate in a meeting of the board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall constitute presence in person at the meeting.

Section 4.9. Action Without a Meeting. Any action which is required to be or may be taken at a meeting of the directors may be taken without a meeting if one or more written consents describing the action so taken are signed by all members of the board. The consents shall have the same force and effect as a vote at a meeting duly held and may be described as such in any document. The secretary shall file such consents with the minutes of the meetings of the board of directors.

ARTICLE V

OFFICERS

Section 5.1. General. The officers of this corporation shall be a president, one or more vice presidents, a secretary, a treasurer, and such other officers as the board of directors may elect, including but not limited to a chairman of the board of directors. The chairman of the board, if any, and the president shall be elected from among the members of the board of directors and shall at all times while holding such office be a member of the board of directors. The same person may simultaneously hold more than one office in this corporation.

The officers shall be first elected by the board of directors named in the articles of incorporation at the first meeting of the board, to serve at the pleasure of the board until the first annual meeting of the board of directors or until their earlier death, incapacity, disqualification, resignation or removal. At the first and each subsequent annual meeting of the board of directors, the newly elected board shall elect officers to serve at the pleasure of the board until the next annual meeting of the board or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation who is not reelected at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is elected shall be deemed to have been removed by the board, unless the board provides otherwise at the time of such officer's election.

The election of an officer does not itself create contract rights.

Section 5.2. Resignation. An officer may resign by delivering a written notice thereof to this corporation. Such resignation shall be effective when such notice is delivered, unless a future effective date is specified in the notice.

Section 5.3. Removal. Any officer or any employee or agent of this corporation may be removed or discharged for any lawful purpose by the board of directors at any time with or without cause, but such removal or discharge shall not affect the contract rights, if any, of the person so removed or discharged.

Section 5.4. Compensation. No officer who is also a member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all officers and of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, but until action is taken with respect thereto by the board of directors, the same may be fixed, increased or decreased by the chairman of the board, president, or such other officer or officers as may be empowered by the board of directors to do so; provided, however, that no person may fix, increase or decrease such person's own salary or compensation. Each officer may be reimbursed for actual expenses if they are reasonable and incurred in connection with the business and activities of this corporation.

Section 5.5. Vacancies. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the board of directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the board until the next annual meeting of the board or until such person's earlier death, incapacity, disqualification, resignation or removal.

Section 5.6. Delegation of Authority. The board of directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.7. The Chairman of the Board. If a chairman of the board be elected, the chairman shall preside at all meetings of the board of directors at which the chairman may be present and shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws. The board of directors may delegate such other authority and assign such additional duties to the chairman of the board, other than those conferred by law exclusively upon the president, as it may from time to time determine, and, to the extent permissible by law, the board may designate the chairman of the board as the chief executive officer of this corporation with all of the powers otherwise conferred upon the president of this corporation under Section 7.8, or it may, from time to time, divide the responsibilities, duties and authority for the general control and management of this corporation's properties and affairs between the chairman of the board and the president.

Section 5.8. The President. Unless the board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the board. In the absence of the chairman of the board or if there be no chairman of the board, the president shall preside at all meetings of the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director pursuant to Article VIII of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

The president may execute all bonds, notes, debentures, mortgages, and other contracts requiring a seal, under the seal of this corporation, may cause the seal to be affixed thereto, and may execute all other contracts and instruments for and in the name of this corporation.

If a chairman of the board be elected and designated as the chief executive officer of this corporation, as provided in Section 7.6, the president shall perform such duties as may be specifically delegated to the president by the board of directors or are conferred by law exclusively upon the president, and upon the death or during the absence, disability, or inability or refusal to act of the chairman of the board, the president shall perform the duties and exercise the powers of the chairman of the board.

Unless otherwise specifically provided by the board of directors, the president shall have the right to participate in any meeting of any committee of the board of directors, whether or not the president is a member of such committee; provided, however, that unless the board of directors otherwise directs, the president shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of a committee of which the president is not a member.

The president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

Section 5.9. The Vice President. The vice president, or vice presidents if there are more than one, shall work in cooperation with the president and shall perform such duties as the board of directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the board otherwise provides.

Section 5.10. The Secretary. The secretary shall attend the meetings of the board of directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of this corporation to be kept for that purpose. The secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

- (a) act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;
- (b) furnish the board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;
- (c) act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;
- (d) give or cause to be given notice of the meetings of the board of directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;
- (e) exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation; and
- (f) exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the board of directors.

Section 5.11. The Treasurer. The treasurer shall have supervision and custody of all moneys, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the board of directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the board of directors. The treasurer shall be relieved of all responsibility for any moneys or other valuable property or the disbursement thereof committed by the board of directors to the custody of any other person or corporation, or the supervision of which is delegated by the board to any other officer, agent or employee.

The treasurer shall render to the president, the Executive Director or the board of directors, whenever requested by any of them, a report on all financial transactions of this corporation and the financial condition of this corporation.

The treasurer shall be bonded at this corporation's expense if the board of directors so requires.

The treasurer shall have the general duties, powers and responsibilities of a treasurer of a corporation, shall be the chief financial and accounting officer of this corporation and shall have and perform such other duties, responsibilities and authorities as may be prescribed from time to time by the board of directors.

ARTICLE VI

EXECUTIVE DIRECTOR

The board of directors may appoint a person to exercise all of the powers and perform all of the duties set forth in this Article VIII and shall designate such person so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation, and such person shall carry into effect all directions and resolutions of the board. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director shall be directly responsible to the board and shall report directly to the board.

The Executive Director shall cause to be prepared and shall submit to the board for its approval an annual budget and all supplements thereto for each fiscal year. The Executive Director shall submit to the board of directors at its annual meeting a report summarizing the operations and affairs of this corporation and its activities during the preceding year and setting forth the plans, programs or projects for future development, with such suggestions and recommendations as such officer shall deem appropriate. The Executive Director shall also make such reports to the board of directors as may be appropriate, or which may be required by these bylaws, or by the board.

The Executive Director shall have the power to employ, remove and suspend all agents and employees not elected or appointed by the board of directors, to determine the duties and responsibilities of such persons, to create such titles for such persons as such officer may deem desirable to enable them to execute their duties and responsibilities, and to fix and change the compensation of such persons.

The Executive Director (if not a director) may be invited to participate in any meeting of the board of directors and any committee thereof, whether or not a member thereof; provided, however, that the Executive Director shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of (i) the board of directors, if the Executive Director is not a director, or (ii) a committee, if the Executive Director is not a member of such committee.

The Executive Director shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director shall have such other or further duties and authority as may be prescribed elsewhere in these bylaws or the rules and regulations (if any) or from time to time by the board of directors.

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the board of directors or president shall designate some other

person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

ARTICLE VII

GENERAL PROVISIONS

Section 7.1. Depositories and Checks. The moneys of this corporation shall be deposited in such manner as the directors shall direct in such banks or trust companies as the directors may designate and shall be drawn out by checks signed in such manner as may be provided by resolution adopted by the board of directors.

Section 7.2. Bonds. Any officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

Section 7.3. Custodian of Securities. The board of directors may from time to time appoint one or more banks or trust companies to act for reasonable compensation as custodian of all securities and other valuables owned by this corporation, and to exercise in respect thereof such powers as may be conferred by resolution of the board of directors. The board of directors may remove any such custodian at any time.

Section 7.4. Annual Audit. The board of directors shall direct that an annual audit of the books of account and financial records of this corporation be performed by an independent accounting firm.

Section 7.5. Absence of Personal Liability. The directors and officers of this corporation are not, as such, personally liable for the acts, debts, liabilities or obligations of this corporation.

Section 7.6. Indemnification of Directors and Officers.

(a) Indemnification in Actions by Third Parties. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (other than an action by or in the right of this corporation) by reason of the fact that such person is or was serving in an Indemnifiable Capacity (as hereinafter defined) against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 9.6, which approval shall not be unreasonably withheld), attorneys' fees, ERISA excise taxes or penalties, fines and other expenses actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe such person's conduct was unlawful; provided, however, that this corporation shall not be required to indemnify or advance expenses to any such person seeking indemnification or advancement of expenses in connection with an action, suit or proceeding

initiated by such person unless the initiation of such action, suit or proceeding was authorized by the board of directors of this corporation. The termination of any such action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, that such person had reasonable cause to believe that such person's conduct was unlawful.

(b) Indemnification in Derivative Action. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding by or in the right of this corporation to procure a judgment in its favor by reason of the fact that such person is or was serving in an Indemnifiable Capacity against amounts paid in settlement thereof (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 9.6, which approval shall not be unreasonably withheld) and all expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation, except that no indemnification under this paragraph (b) shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to this corporation unless and only to the extent that the court in which the action, suit or proceeding was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

(c) Indemnification for Success on the Merits or otherwise. Notwithstanding the other provisions of this Section 9.6, to the extent that a person who is or was serving in an Indemnifiable Capacity has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (a) or (b) of this Section 9.6 (including without limitation the dismissal of any such action, suit or proceeding without prejudice or the settlement of such action, suit or proceeding without admission of fault or liability), or in defense of any claim, issue or matter therein, such person shall be indemnified against amounts approved by this corporation to be paid in settlement of any such action, suit or proceeding and against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith. For purposes of this paragraph (c) of this Section 9.6, references to "this corporation" shall include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this paragraph (c) of this Section 9.6 with respect to the resulting or surviving corporation as such person would have if such person had served the resulting or surviving corporation in the same capacity.

(d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of paragraphs (a) or (b) of this Section 9.6, unless ordered by a court and except as otherwise provided by paragraph (c) of this Section 9.6, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth under paragraphs (a) or (b) of this Section 9.6. Any determination that a person shall or shall not be indemnified under the provisions of paragraphs (a) or (b) of this Section 9.6 shall be made (i) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is determined to be entitled to such indemnification, such person shall be reimbursed by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

(e) Advancement of Expenses. Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, that, based upon the facts known to the board, or counsel at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the board of this corporation or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by this Section 9.6 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under Mo. Rev. Stat. Section 537.117, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, vote of

disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to, this Section 9.6 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall inure to the benefit of the heirs, executors, administrators and estate of such a person.

(g) Insurance. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 9.6.

(h) Vesting of Rights. The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual condition of such person's serving or having served in an Indemnifiable Capacity and while this Section 9.6 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under this Section 9.6 with respect to any act taken or the failure to take any act by such person prior to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

(i) Definition of "this corporation". For purposes of this Section 9.6, other than paragraph (c) of this Section 9.6, references to "this corporation" shall, if and only if the board of directors shall determine, include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this Section 9.6 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions. For purposes of this Section 9.6:

(i) References to serving in an "Indemnifiable Capacity" shall mean service by a person as a director or officer of this corporation or service by a person at this corporation's request as a director, officer, employee or agent of any Other Enterprise (as hereinafter defined);

(ii) References to "Other Enterprises" or "Other Enterprise" shall include without limitation any other corporation, partnership, limited liability company, joint venture, trust or employee benefit plan;

(iii) References to "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan;

(iv) References to "defense" shall include investigations of any threatened, pending or completed action, suit or proceeding as well as appeals thereof and shall also include any defensive assertion of a cross claim or counterclaim;

(v) References to "serving at the request of this corporation" shall include any service as a director, officer, employee, or agent of a corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries;

(vi) A person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner "not opposed to the best interests of this corporation";

(vii) Unless the board of directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and

(viii) In all other instances where any person shall serve as a director, officer, employee, or agent of any Other Enterprise, if it is not otherwise established that such person is or was serving as such director, officer, employee, or agent at the request of this corporation, the board of directors of this corporation shall determine whether such person is or was serving at the request of this corporation, and it shall not be necessary to show any actual or prior request for such service, which determination shall be final and binding on this corporation and the person seeking indemnification.

(k) Severability. If any provision of this Section 9.6 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of this Section 9.6 and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality and enforceability. Without limiting the generality of the

foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of this Section 9.6 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

ARTICLE VIII

NOTICE

Any notice required or desired to be given under these bylaws or otherwise to any director shall be given in writing and shall be deemed given and effective at the earliest of the following:

- (a) when received by the director being notified;
- (b) five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed;
- (c) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and
- (d) 30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed.

Written notice is correctly addressed to a director if addressed to the director's address shown on this corporation's current records.

ARTICLE IX

FISCAL YEAR

The board of directors shall have the power to fix and from time to time change the fiscal year of this corporation. In the absence of action by the board of directors, however, the fiscal year of this corporation shall end each year on the date which this corporation treated as the close of its first fiscal year, until such time, if any, as the fiscal year shall be changed by the board of directors.

ARTICLE X

AMENDMENTS

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted upon the approval of a majority of all directors in office. If an amendment is to be approved at a meeting of the board of directors, ten (10) days' notice of the meeting must be given by the chairman of the board, the president, or at least twenty (20) percent of the directors then in office. The notice must state that the purpose of the meeting is to consider a proposed amendment to the bylaws and contain or be accompanied by a copy or summary of the amendment. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any board member at all reasonable times during office hours.

ARTICLE XI

OPEN MEETINGS AND RECORDS

The board of directors shall ensure that it and the charter school operate in compliance with the Missouri Sunshine Law, Chapter 610, RSMo, regarding public meetings and public records.

Section 610.028, RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the Executive Director is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the board of directors. The Executive Director shall, at least annually, review the policy or policies to ensure they continue to ensure compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The board of directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The Executive Director and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

[Signature Page Follows]

CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of Genesis School, Inc. by the board of directors of this corporation.

Name: _____

Name: _____

Name: _____

Admissions and Withdrawal Policy

STUDENTS

Policy 2200

Admission and Withdrawal

Genesis shall enroll only pupils that reside in the Kansas City Missouri School District. Genesis does not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given age group of grade level.

In capacity of Genesis Promise Academy and Virtual Academy is insufficient to enroll all pupils who submit a timely application at any grade level. Genesis will use a lottery admissions process that assures all applications of an equal chance of gaining admission except that:

1. Genesis gives a preference for admission of children whose siblings attend the school or whose parents are employed at the school and resident in the Kansas City Missouri School District. If there are fewer openings at a grade level than students on the waiting list from category #1 a lottery is used to determine which children will be admitted. If the number of pupils from the category #1 waiting list is equal or less than the opening at a grade level all category #1 pupils will be admitted. If there are still opening category #2 will be used to fill remaining openings.
2. Genesis give preferential enrollment to pupils that reside in the geographical area between Linwood Boulevard and the southern boundary of the Kansas City Missouri School District, and between Prospect and Van Brunt. If after pupils from category #1 above enrolled, there are fewer opening at a grade level than students on the waiting list from category #2 a lottery is used to determine which children will be admitted. If the number of pupils from the category #2 pupils will be admitted. If there are still openings, category #3 will be used to fill remaining openings.

All pupils on the waiting list will be used to fill remaining vacancy by grade level. If after pupils from categories #1 and #2 above are enrolled, and there are fewer openings at a grade level than students on the waiting list from category #3, a lottery is used to determine which children will be admitted. If the number of pupils from the category #3 waiting list is equal or less then the opening at a grade level, all category #3 pupils will be admitted.

Sample Job Description

GENESIS PROMISE ACADEMY LICENSED CLINICAL SOCIAL WORKER

REPORTS TO:	Director of Counseling
CLASSIFICATION:	Non-Classified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Genesis' Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the valuation of classified staff.

JOB SUMMARY:

The mental health counseling department will work with the principal and staff to develop and maintain a mental health counseling program for students and their families.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide counseling for individuals, groups, parents and staff
- Accept referrals from staff, students, and parents for counseling or problem solving
- Assist staff in working with challenging students
- Serve as a member of the PBIS team
- Maintain student's treatment plans separate from child's cumulative file record
- Adhere to Mental Health Levy guidelines and procedures.
- Make referrals to other mental health services outside of the school.
- Work in collaboration with other outside mental health agencies

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION:

1. Licensed Clinical Social Worker
2. Ability to work in supportive and cooperative way with staff, parents, and children.
3. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
4. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable

COMMUNICATION SKILLS:

1. Strong communication, public relation, and interpersonal skills.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts and feedback.
3. Ability to compose correspondence, reports, and/or other required written materials.
4. Ability to read, analyze, and interpret information.
5. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
6. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS:

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY:

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES:

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Excellent grammatical, spelling, and punctuation skills.
8. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions and perform duties and takes at expected levels of professionalism.
9. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures and activities pertinent to the duties of this position.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
11. Ability to prepare and maintain accurate files and records.
12. Knowledge of PC hardware and software configurations, and pertinent software/applications.
13. Ability to work independently with minimum supervision.
14. Ability to meet strict deadlines.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT:

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date

Background Check

Chris L. Nicastro, Ph.D.
Commissioner of Education



205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102-0480
<http://dese.mo.gov>

Missouri Department of Elementary and Secondary Education
— Missouri public schools: the best choice...the best results! —

RECEIVED
OCT 04 2010

MEMORANDUM

TO: GENESIS SCHOOL INC
FROM: Educator Certification/Conduct and Investigations
DATE: September 29, 2010
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: EMEKA ANYANWU
Social Security No: Ending In -6971
Date of Birth: 11/21/1979
Employee Status Code: U

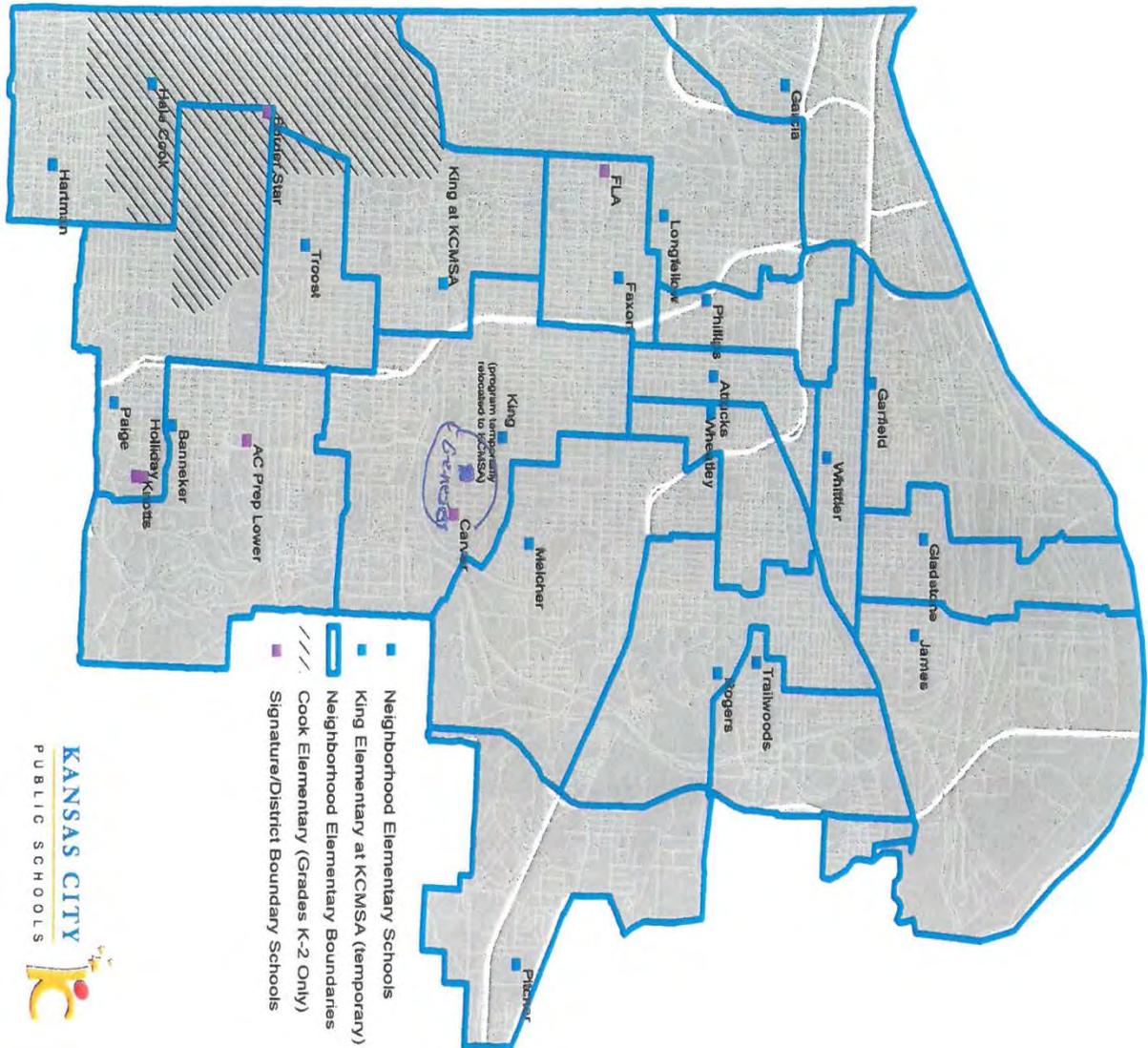
- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

**For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2008, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

KCPS MAP WITH GENESIS INCLUDED

KANSAS CITY PUBLIC SCHOOLS SY14-15 Elementary Schools and Attendance Boundaries



Sample Board Agendas and Minutes

Mission: Genesis School offers a creative approach to learning by adapting to each student's needs.

GENESIS SCHOOL, INC Board of Directors Meeting Agenda

Thursday, June 27, 2013
7:30 - 9:00 a.m.

Genesis School, Inc.
3800 East 44th Street
Kansas City, Missouri 64130
South Entrance (816-245-5167, Gina Ross)

TYPE OF MEETING: EXECUTIVE COMMITTEE

I. BOARD CHAIR'S REPORT

Brad Cloverdyke

- ACTION ITEM 1:* Approval of Minutes for April 25, 2013
- ACTION ITEM 2:* Approval of Treasure's Report/Financials for May 2013
- ACTION ITEM 3:* Approval of Genesis School 2013-2014 Operations Budget
- ACTION ITEM 4:* Approval of the 2013-2014 School Calendar

Information Item(s):

II. PROGRAM & CURRICULUM REPORT

Dr. Hickman & Kevin Foster

Information Item(s):

- 1. Final Academic Achievement Overview of 2013-2014 School Year
(Power Point Presentation)

III. FINANCE AND OPERATIONS REPORT

Don Sullivan/Latreese Hood

Information Item(s):

- 1. Enrollment for the 2013-2014 (As of 6/26/2013)

Grade	Possible	Apps Rec'd	Returning	New	Wait List	Remaining Slots
K	40	35	0	35	0	6 Openings
1	41	44	32	9	3	Waiting List - 3
2	40	32	19	14	7	7 Openings
3	23	27	17	6	4	Waiting List - 4
4	22	23	21	1	1	Waiting List - 1
5	25	27	21	4	2	Waiting List - 2
6	22	20	18	2	0	2 Openings
7	23	23	20	3	0	0
8	24	24	24	0	2	Waiting List - 2
Totals	260		172	74	19	14 Openings

www.promiseacademykc.org

Executive Committee Agenda I

IV. EXECUTIVE DIRECTOR'S REPORT

Pamela Pearson

Information Item(s):

1. Discussion – Renovations of Property at 4301 Cleveland

V. RESOURCE AND DEVELOPMENT REPORT

Pamela Pearson & Ann Spivak

Information Item(s):

1. None

VI. HUMAN CAPITAL

Pamela Pearson & Brad Cloverdyke

Information Item(s):

- None

CLOSED SESSION (IF APPLICABLE)

ADJOURN

NEXT EXECUTIVE BOARD MEETING IS AUGUST 27, 2013

**GENESIS SCHOOL, INC.
PROMISE ACADEMY**

Revised 2012-2013 ANNUAL OPERATIONAL BUDGET COMPARISON YTD to ACTUAL

Revenues		FY'12-13 Revised	Budgeted thru May = 92%	YTD Actual May	Over /(Under)	YTD %
Foundation/Business	(A)	78,800	72,233.33	52,958	(25,842)	67%
Special Events-Genesis	(B)	100,000	91,667	148,018	48,018	148%
Government	(C)					
Genesis School		2,815,480	2,580,857	2,802,821	(12,659)	100%
Upper Room		5,522,891	5,062,650	5,062,650	(460,241)	92%
Boys & Girls Club		255,011	233,760	255,015	4	100%
Freedom School		330,584	303,035	303,038	(27,546)	92%
Local Revenue	(D)	158,100	144,925	105,400	(52,700)	67%
Genesis Generated Rev	(E)					
Upper Room Admin. Fees		275,000	252,083	254,167	(20,833)	92%
Boys & Girls Club Admin Fees	(F)	41,011	37,593	41,013	2	100%
Freedom School	(G)	150,584	138,035	138,038	(12,546)	92%
Individual		10,000	9,166	8,880	(1,120)	89%
Investment Earnings/Gains		5,000	4,583	582	(4,418)	12%
Other		10,000	9,167	16,023	6,023	160%
United Way		94,300	86,442	84,031	(10,269)	89%
Total Revenues		9,846,760	9,026,197	9,272,634	(574,126)	94%
Expenses						
Salaries	(H)	1,723,957	1,580,294	1,595,999	(127,958)	93%
Employee Benefits						
Retirement		129,297	118,522	104,730	(24,567)	81%
Payroll Taxes		131,883	120,893	116,524	(15,359)	88%
Employee Insurance		184,231	168,878	134,428	(49,803)	73%
Unemployment Compensation		30,000	27,500	25,971	(4,029)	87%
Purchase Services	(I)					
Contractual Services		282,576	259,028	314,444	31,868	111%
Upper Room		5,522,891	5,062,650	5,062,650	(460,241)	92%
Boys & Girls Club		255,011	233,760	255,015	4	100%
Freedom School		330,584	303,035	303,038	(27,546)	92%
Accounting & Auditing Services		30,000	27,500	36,456	6,456	122%
Legal Services		22,000	20,167	12,650	(9,351)	57%
Dues & Memberships		6,000	5,500	4,489	(1,511)	75%
Communication		30,000	27,500	33,361	3,361	111%
Advertising		15,000	13,750	2,948	(12,052)	20%
Special Event		25,000	22,917	23,136	(1,864)	93%
Transportation-Student		240,000	220,000	178,640	(61,360)	74%
Operational/Property Service						
Building Rent		160,000	146,667	152,419	(7,581)	95%
Liability & Property Insurance		25,000	22,917	26,319	1,319	105%
Other Property Services						
Food-Students		173,374	158,926	127,298	(46,076)	73%
Education/Training/Travel/Food		70,000	64,167	78,592	8,592	112%
Student/Parent Activities		18,000	16,500	19,231	1,231	107%
Supplies & Materials		110,000	100,833	103,994	(6,006)	95%
Building Supplies		10,000	9,167	15,868	5,868	159%
Technology		15,000	13,750	18,356	3,356	122%
Equipment		37,000	33,917	28,907	(8,093)	78%
Interest		2,500	2,291	-	(2,500)	0%
Total Expenses		9,579,303	8,781,028	8,775,463	(803,840)	92%
Revenue Over/(Under) Expenses		267,457	245,169	497,171	229,714	186%
Beginning Cash Balance, July 1				985,317		
YTD Change in Payroll Liabilities				(5,586)		
YTD Change in Line of Credit, UMB						
Capital Projects				(84,871)		
Total Ending cash May 31, 2013				1,392,031		
Less Board Restricted Funds				(791,525)		
Less KCMSD Fund				(143,608)		
Remaining Cash & Investment Balance				456,899		

5.36% 13.61%

GENESIS "Promise Academy"
Foundation/Business Revenue
Ending May 31, 2013

(A) <u>Foundation/Business Revenue*</u>	<u>FY'12-13 Approved</u>	<u>FY' 12-13 as of May</u>
American Century	20,000	5,493
Black Community Fund	-	10,000
Box Tops For Education	-	2.40
Butler Manufacturing/ Blue Scope	1,000	3,060
Chiefs Fund	-	-
Cloud M. Cray Foundation	5,000	-
Cloverdyke Family Charitable Fund	300	500
Curry Family Foundation	2,500	-
Francis Families Foundation	3,000	-
Goppert Foundation	15,000	-
Greater KC Junior Tennis	-	1,000
Jackson County Combat	-	1,500
Kansas City Power & Light	-	-
Kauffman Fund - Ewing Marion Match	-	2,000
KC Free Health Clinic	5,000	5,000
KC LINC	-	219
Kevin Lockett Foundation	2,500	-
R.A. Long Foundation	2,500	3,000
Massman Foundation	1,000	-
Master Craftman	2,500	2,175
Par Electrical	-	100
Nichols Company	1,000	-
Parmelee Foundation	1,000	1,000
J.B. Reynolds Foundation	-	10,000
J.E. Dunn	5,000	-
Sosland Fund, Hymie & Vivian	5,000	50
Sprint	2,500	-
Target	-	32
Tension	-	500
Union Bank and Trust	-	-
University of Missouri	-	609
USTA Tennis	-	-
Ira Witschner Charitable Trust	2,000	2,468
Irwin & Rita Blitt	-	250
National Christian Foundation	-	2,000
Henry E. Wurst Family Foundation	2,000	2,000
Total Foundation/Business Revenue	<u>\$ 78,800</u>	<u>\$ 52,958</u>
(B) <u>Special Event Revenue*</u>	<u>FY'12-13 Approved</u>	<u>FY'12-13 as of May</u>
Special Event Rev**	100,000	147,518
Deloitte	-	500
Total Special Event Revenue	<u>\$ 100,000</u>	<u>\$ 148,018</u>
11-May 2013 Total (A) & (B)	6/25/2013 <u>\$ 178,800</u>	112% <u>\$ 200,976</u>

GENESIS "Promise Academy"
Balance Sheet
Ending May 31, 2013

	10 General Fund	20 Special	40 Capital	Total
Total Assets				
Current Assets				
Bank of America	149,965.91	898.17	-	150,864.08
Commerce Bank	248,362.77	-	-	248,362.77
UMB Operating	201,279.19	-	-	201,279.19
UMB Money Market	785,370.51	-	-	785,370.51
UMB Investment	6,154.00	-	-	6,154.00
Current Assets	1,391,132.38	898.17	-	1,392,030.55
Total Assets	<u>1,391,132.38</u>	<u>898.17</u>	<u>-</u>	<u>1,392,030.55</u>
Total Liabilities/Fund Equity				
Current Liabilities				
Medical Insurance	(184.41)	-	-	(184.41)
KC Earning Tax Payable	924.75	898.17	-	1,822.92
Dental/Life Insurance	(1,440.93)	-	-	(1,440.93)
AFLAC Payable	(644.79)	-	-	(644.79)
Current Liabilities	(1,345.38)	898.17	-	(447.21)
Fund Balance				
Beginning Fund Balance	1,395,866.73	-	(146,996.92)	1,248,869.81
Reserve - KCMO	143,607.95	-	-	143,607.95
Transfer In	-	-	146,996.92	146,996.92
Transfer Out	(146,996.92)	-	-	(146,996.92)
Fund Balance	<u>1,392,477.76</u>	<u>-</u>	<u>-</u>	<u>1,392,477.76</u>
Total Liabilities/Fund Equity	<u>1,391,132.38</u>	<u>898.17</u>	<u>-</u>	<u>1,392,030.55</u>

*Goal six months of payroll = 910,000 (70,000*13 pay periods).
*Current Total = 791,524.51

GENESIS "Promise Academy"
2012-13 Revenue
Ending May 31, 2013

Revenue	MAY	YTD Actual APR	YTD Actual May
10 5100 Local Revenue			
10 5113 Prop C	\$ 32,593.02	\$ 328,216.96	\$ 360,809.98
5141 Earning from Temp Investment	\$ 27.08	\$ 555.07	\$ 582.15
5192 Foundation / Business	\$ 1,583.38	\$ 51,612.95	\$ 53,196.33
5193 Individual	\$ 75.68	\$ 8,725.04	\$ 8,800.72
5194 Special Event	\$ 89,745.51	\$ 58,113.53	\$ 147,859.04
5195 United Way	\$ 7,356.25	\$ 73,689.00	\$ 81,045.25
5196 United Way - Donors Choice	\$ -	\$ 2,986.46	\$ 2,986.46
5198 Other Local Revenue	\$ 3,168.37	\$ 142,020.88	\$ 145,189.25
5198-05	\$ 41,666.66	\$ 83,332.99	\$ 124,999.65
20 5113 Prop C	\$ 19,555.82	\$ 196,930.17	\$ 216,485.99
5100 Total Local Revenue	\$ 195,771.77	\$ 946,183.05	\$ 1,141,954.82
10 5200 County Revenue			
10 5237 Other County Rev	\$ -	\$ 105,400.00	\$ 105,400.00
5200 County Revenue	\$ -	\$ 105,400.00	\$ 105,400.00
10 5300 State Revenue			
10 5311 Basic Formula	\$ 562,073.89	\$ 5,927,365.57	\$ 6,489,439.46
5312 Transportation	\$ 3,585.00	\$ 36,025.00	\$ 39,610.00
5319 Classroom Trust Fund	\$ 24,244.00	\$ 242,387.00	\$ 266,631.00
5333 Food Service-State	\$ -	\$ -	\$ -
20 5311 Basic Formula	\$ 81,262.11	\$ 482,255.43	\$ 563,517.54
5300 State Revenue	\$ 671,165.00	\$ 6,688,033.00	\$ 7,359,198.00
10 5400 Federal Revenue			
10 5422 Stabilization Funds	\$ -	\$ -	\$ -
5423 Transportation - ARRA	\$ -	\$ -	\$ -
5424 Basic Stabilization 2010-11	\$ -	\$ -	\$ -
5425 Safe Schools - ARRA	\$ -	\$ -	\$ -
5425 Jobs Bill - CTF	\$ -	\$ -	\$ -
5426 Jobs Bill - CTF	\$ -	\$ -	\$ -
5428 Jobs Bill - State Schools Fund	\$ -	\$ -	\$ -
5429 Jobs Bill - Stabilization	\$ -	\$ -	\$ -
20 5441 Individual W/Disabilities Act	\$ 6,058.58	\$ 23,653.00	\$ 29,711.58
5445 School Lunch Program	\$ 7,583.65	\$ 60,505.48	\$ 68,089.13
5446 School Breakfast Program	\$ 2,586.37	\$ 21,269.17	\$ 23,855.54
5448 School Food Services Snack	\$ -	\$ -	\$ -
20 5451 Title I	\$ 24,372.79	\$ 162,343.79	\$ 186,716.58
5455 Title VI	\$ -	\$ -	\$ -
5456 Title I -ARRA	\$ -	\$ -	\$ -
5457 Title I A - ARRA	\$ -	\$ -	\$ -
20 5458 Title I (SIG) ARRA	\$ 31,382.97	\$ 303,474.23	\$ 334,857.20
5461 Title IV.A	\$ -	\$ -	\$ -
20 5465 Title II.A	\$ -	\$ 20,091.78	\$ 20,091.78
5466 Title II.D	\$ 2,759.58	\$ -	\$ 2,759.58
5468 Title II.D - ARRA	\$ -	\$ -	\$ -
5493 Sp Education - ARRA	\$ -	\$ -	\$ -
5400 Federal Revenue	\$ 74,743.94	\$ 591,337.45	\$ 666,081.39
5800 Federal Revenue			
5811 Tuition KCMSD	\$ -	\$ -	\$ -
5800 Federal Revenue	\$ -	\$ -	\$ -
5899 GRAND TOTAL REVENUES	\$ 941,680.71	\$ 8,330,953.50	\$ 9,272,634.21

GENESIS "Promise Academy"
 FY2012-13 SIG Revenue
 Ending May 31, 2013

Revenues	FY'12-13 Approved	Budgeted thru May--92%	YTD Actual May	Over /(Under)	YTD %
Foundation/Business	-	-	-	-	-
Special Events-Genesis	-	-	-	-	-
Government	-	-	-	-	-
Genesis School	309,419	256,818	246,057	(63,362)	80%
Upper Room	-	-	-	-	-
Boys & Girls Club	-	-	-	-	-
Freedom School	-	-	-	-	-
Local Revenue	-	-	-	-	-
Genesis Generated Rev	-	-	-	-	-
Upper Room Admin. Fees	-	-	-	-	-
Boys & Girls Club Admin Fees	-	-	-	-	-
Freedom School	-	-	-	-	-
Individual	-	-	-	-	-
Investment Earnings/Gains	-	-	-	-	-
Other	-	-	-	-	-
United Way	-	-	-	-	-
Total Revenues	309,419	256,818	246,057	(63,362)	80%
Expenses					
Salaries	157,000	130,310	138,885	(18,115)	88%
Employee Benefits	-	-	-	-	-
Retirement	-	-	-	-	-
Payroll Taxes	-	-	-	-	-
Employee Insurance	-	-	-	-	-
Unemployment Compensation	-	-	-	-	-
Purchase Services	-	-	-	-	-
Contractual Services	49,464	41,055	42,609	(6,856)	86%
Upper Room	-	-	-	-	-
Boys & Girls Club	-	-	-	-	-
Freedom School	-	-	-	-	-
Accounting & Auditing Services	-	-	-	-	-
Legal Services	-	-	-	-	-
Dues & Memberships	-	-	-	-	-
Communication	-	-	-	-	-
Advertising	-	-	-	-	-
Special Event	-	-	-	-	-
Transportation-Student	-	-	-	-	-
Operational/Property Service	-	-	-	-	-
Building Rent	-	-	-	-	-
Liability & Property Insurance	-	-	-	-	-
Other Property Services	-	-	-	-	-
Food-Students	-	-	-	-	-
Education/Training/Travel/Food	33,254	27,601	22,935	(10,319)	69%
Student/Parent Activities	3,000	2,490	750	(2,250)	25%
Supplies & Materials	66,701	55,362	61,990	(4,710)	93%
Building Supplies	-	-	-	-	-
Technology	-	-	-	-	-
Equipment	-	-	-	-	-
Interest	-	-	-	-	-
Total Expenses	309,419	256,818	267,169	(42,250)	86%
Revenue Over/(Under) Expenses			(21,112)		

**12-13 School Improvement Grant (SIG)
As of May 31, 2013**

	Budgeted	Expensed	Remaining
6100 Salaries	\$ 157,000.00	\$ (138,884.62)	18,115.38
6300 Purchase Services			
Contractual Services	49,464.15	(42,608.57)	6,855.58
Lexia Reading	1,500.00	(1,500.00)	
Symphony Math	3,150.00	(3,150.00)	
Study Island	8,320.14	(8,264.86)	
Literacy Navigator w/PD	12,690.00	(12,108.40)	
Math Navigator w/PD	11,800.00	(11,512.80)	
Character Plus	3,500.00	(3,500.00)	
Two Minute Teachers Tech Tips	500.00		924.08
Integrated Library Management Systems	8,004.01	(2,572.51)	500.00
			5,431.50
Edu/Training/Travel/Food	33,254.05	(22,935.00)	10,319.05
Regional Profess.Devel.	18,254.05		5,119.05
Pathway to reading		(2,185.00)	
Leading Educator		(1,950.00)	
Second Wind (Training /materials)		(6,000.00)	
Evaluations, Job descriptions, and PD	15,000.00		
Phase 2 of Teacher Evaluations		(2,800.00)	
			5,000.00
Student/Parent Activities	3,000.00	(750.00)	2,250.00
Workshop & Guest Speaker for parents	3,000.00	(750.00)	2,250.00
6400 Supplies & Materials			
Supplies and Materials	66,700.75	(60,390.49)	6,310.26
50 I-Pads	877.30		877.30
Epson Power Projector	799.00		799.00
75 Kindles	3,833.96	800.00	3,033.96
50 I-Pads	33,449.50	(33,449.50)	
Epson Power Projector	685.00	(685.00)	
75 Kindles	16,500.00	(16,500.00)	
2-Sony Camcorders	1,398.00	(1,398.00)	
Camcorder Stand	39.99	(39.99)	
2-Xyron Laminator	1,190.00	(1,190.00)	
Two Sided Lamination	638.00	(638.00)	
Smart Board (3)	3,735.00	(3,735.00)	
Projector - Wall Mount (3)	3,555.00	(3,555.00)	
Totals	309,418.95	(265,568.68)	43,850.27
			17,938.54
			42,250.27

Proposed 8/27/2013

GENESIS PROMISE ACADEMY 2013-2014 SCHOOL CALENDAR



3800 E. 44th Street, KCMO 64130
Office: 816-921-0775 Fax: 816-921-4268
Website: www.promiseacademykc.org

Regular hours 7:45am-3:45pm
Wed. Early Release hours 7:45 am-2:20 pm

AUGUST 2013						
S	M	T	W	T	F	S
				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 2013						
S	M	T	W	T	F	S
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 2013						
S	M	T	W	T	F	S
		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 2013						
S	M	T	W	T	F	S
				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 2013						
S	M	T	W	T	F	S
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 2014						
S	M	T	W	T	F	S
					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

FEBRUARY 2014						
S	M	T	W	T	F	S
						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

MARCH 2014						
S	M	T	W	T	F	S
						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 2014						
S	M	T	W	T	F	S
		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 2014						
S	M	T	W	T	F	S
					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

JUNE 2014						
S	M	T	W	T	F	S
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					

JULY 2014						
S	M	T	W	T	F	S
		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		

- 8/8 K - 8th Grade Parent Orientation
- 8/9 K - 8th Grade Parent Orientation
- 8/14 First Day - Early Release @ 2:20 pm
- 8/15-16 Early Release @ 2:20 pm
- 9/2 Labor Day - No School
- 9/20 Staff Development - No Students
- 10/4 Early Release @ 12: pm
- 10/16 End of 1st Quarter
- 10/23 Parent Conf. - PM Early Release @ 2:20 pm
- 10/24 Parent Conf. - Early Release @ 12:15 pm
- 10/25 Staff Development - No Students
- 11/27-29 Fall Break - No School
- 12/23-1/3 Winter Break - No School
- 1/6 Classes Resume/End of 2nd Quarter
- 1/20 Dr. Martin Luther King Day - No School
- 1/23 Parent Conf. - PM Early Release @ 2:20 pm
- 1/24 Parent Conf. - Early Release @ 12:15 pm
- 2/17 President's Day - No School
- 3/13 End of 3rd Quarter
- 3/13 Parent Conf. - PM Early Release @ 2:20 pm
- 3/14 Parent Conf. - Early Release @ 12:15 pm
- 3/17-21 Spring Break - No School
- 4/18 No School
- 5/16 Last Day of School - End of 4th Quarter
- 5/19 - 27 Inclement Weather Make-up days
- 5/26 Memorial Day - No School

- ★ Parent Orientation
- First day for students
- Last Day for students
- School closed
- Early Release at 2:20 pm
- Early Release at 12:15 pm
- ★ Parent Conf. Early Release
- Staff Only
- Inclement Weather Make-up Days

180 Days

Please Note: GPA reserves the right to change the school calendar in response to emergencies, inclement weather, or unforeseen circumstances that affect the educational program or student's welfare.

6/26/2013

**Genesis Promise Academy
"Best Practice"**

- **Target Area:** Student Achievement
- **Strategy:** Response to Intervention system
- **Purpose:** Produce high achievement results while meeting the needs of all students.
- **Measure of Effectiveness:**
 - Number of students scoring proficient on Missouri MAP.
 - Number of students exceeding growth norms on NWEA assessment.

**Beginning Reality
NWEA MAP**

MATH

September 10



26%

READING

September 10



33%

More than two-thirds of students in Grades K-8 were more than 1 year behind grade level

**Beginning Reality
Missouri MAP**

C Arts 2011



54%

Math 2011



40%

Baseline MAP (1 year of implementation). 40% of students in grades 3 thru 8 are below basic in math and communication arts

6/26/2013

RTI (What?)

- The Practice of *providing high quality instruction and interventions* matched to student need.
- **Using data over time** (learning rate, level of performance, fidelity of implementation) in order to:
- **Make important educational decisions.**

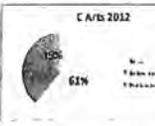
Think: Systematic process to monitor and meet the needs of all students!!

RTI (What?)

- **Guiding Principles:**
 - All students can learn.
 - Instructional decisions are best made with data
 - First Focus is always on increasing the strength and the reach of the core curriculum (TIER I).
 - Instruction must meet the needs of diverse students (**DIFFERENTIATION**).
 - Actions educators take can impact student learning.

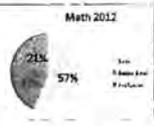
Progress Missouri MAP

C Arts 2012



61% Below Basic
39% Proficient/Advanced

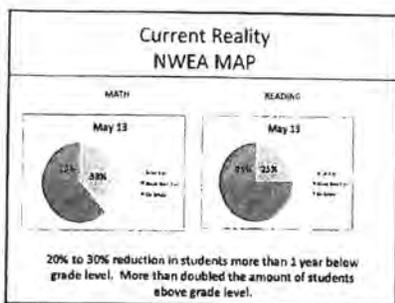
Math 2012



21% Below Basic
79% Proficient/Advanced

Significant reduction in students scoring below basic in Grades 3 thru 5. Doubled the amount of students scoring proficient or advanced.

6/26/2013



- RTI (How?)**
1. **Focus on the Core Curriculum:**
 - Set high performing goals.
 - Analyze and identify strategies to achieve goals.
 - Collectively determine Assessment strategies.
 - Implement classroom data systems to monitor individual student and classroom progress.
 - Involve students in goal setting and self-monitoring.

- RTI (How?)**
2. **Prevent gaps from forming:**
 - Use classroom data and benchmark results to identify student gaps in attaining grade level goals.
 - Provide 45 minutes of daily "Intensive Instruction" time to allow teachers to re-teach and reassess students as well as close skills gaps.

6/26/2013

RTI (How?)

3. Intervene with highest need students:

- Pull bottom 25% of students during intensive instruction for intense skill support provided by math and reading specialists.
- Augment intensive support with diagnostic-prescriptive software to allow Special educators and specialists to meet individual student needs.

RTI (How?)

4. Maintain a Comprehensive data system:

- Use the NWEA and Benchmarking to monitor the effectiveness of programs and student learning rate.
- Use a problem solving framework to make instructional decisions, and intervene early based on data.

Supports

- Tools
 - Data Wall
 - Classroom Tracker
 - NWEA Student Data Table
- Instructional Programs
 - Pathways to Reading
 - Reading Plus
 - Lexia
 - Symphony Math
 - Study Island
 - Literacy and Math Navigator

6/26/2013

Classroom Tracker

Class	1	2	3	4	5	6	7	8	9	10	11	12
101	101	101	101	101	101	101	101	101	101	101	101	101
102	102	102	102	102	102	102	102	102	102	102	102	102
103	103	103	103	103	103	103	103	103	103	103	103	103
104	104	104	104	104	104	104	104	104	104	104	104	104
105	105	105	105	105	105	105	105	105	105	105	105	105
106	106	106	106	106	106	106	106	106	106	106	106	106
107	107	107	107	107	107	107	107	107	107	107	107	107
108	108	108	108	108	108	108	108	108	108	108	108	108
109	109	109	109	109	109	109	109	109	109	109	109	109
110	110	110	110	110	110	110	110	110	110	110	110	110
111	111	111	111	111	111	111	111	111	111	111	111	111
112	112	112	112	112	112	112	112	112	112	112	112	112
113	113	113	113	113	113	113	113	113	113	113	113	113
114	114	114	114	114	114	114	114	114	114	114	114	114
115	115	115	115	115	115	115	115	115	115	115	115	115
116	116	116	116	116	116	116	116	116	116	116	116	116
117	117	117	117	117	117	117	117	117	117	117	117	117
118	118	118	118	118	118	118	118	118	118	118	118	118
119	119	119	119	119	119	119	119	119	119	119	119	119
120	120	120	120	120	120	120	120	120	120	120	120	120

Virtual "Data Wall"

Class	1	2	3	4	5	6	7	8	9	10	11	12
101	101	101	101	101	101	101	101	101	101	101	101	101
102	102	102	102	102	102	102	102	102	102	102	102	102
103	103	103	103	103	103	103	103	103	103	103	103	103
104	104	104	104	104	104	104	104	104	104	104	104	104
105	105	105	105	105	105	105	105	105	105	105	105	105
106	106	106	106	106	106	106	106	106	106	106	106	106
107	107	107	107	107	107	107	107	107	107	107	107	107
108	108	108	108	108	108	108	108	108	108	108	108	108
109	109	109	109	109	109	109	109	109	109	109	109	109
110	110	110	110	110	110	110	110	110	110	110	110	110
111	111	111	111	111	111	111	111	111	111	111	111	111
112	112	112	112	112	112	112	112	112	112	112	112	112
113	113	113	113	113	113	113	113	113	113	113	113	113
114	114	114	114	114	114	114	114	114	114	114	114	114
115	115	115	115	115	115	115	115	115	115	115	115	115
116	116	116	116	116	116	116	116	116	116	116	116	116
117	117	117	117	117	117	117	117	117	117	117	117	117
118	118	118	118	118	118	118	118	118	118	118	118	118
119	119	119	119	119	119	119	119	119	119	119	119	119
120	120	120	120	120	120	120	120	120	120	120	120	120

NWEA Math School Summary (Data Table)

Grade	Item	Item ID	Item Name	Proficiency Levels												Total	% Proficient
				1	2	3	4	5	6	7	8	9	10	11	12		
4th	4th Math	4th Math	4th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
5th	5th Math	5th Math	5th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
6th	6th Math	6th Math	6th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
7th	7th Math	7th Math	7th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
8th	8th Math	8th Math	8th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9th	9th Math	9th Math	9th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
10th	10th Math	10th Math	10th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
11th	11th Math	11th Math	11th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
12th	12th Math	12th Math	12th Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total				1	2	3	4	5	6	7	8	9	10	11	12	13	14

6/26/2013

Conclusions

A systematic model works:

- Monitors progress and effectiveness and allows you to target the needs of all students.
- Data for decisions + allocated time for intervention results in student growth.
- Students who are at or near proficient have the most successful growth rates.
- Interventions result in student growth, some sufficient to close the gap.

Implications for the Future

- As the pool of students with high needs gets smaller, the level of intensity of support can increase.
- Teacher capacity to intervene increases over time based on experience and professional development.
- Student friendly progress monitoring increases the effectiveness of instruction (Motivation factor).

6

Mission: Genesis School offers a creative approach to learning by adapting to each student's needs.

GENESIS SCHOOL, INC
Board of Directors Meeting Agenda

Thursday, March 21, 2013
7:30 – 9:00 a.m.

Genesis School, Inc.
3800 East 44th Street
Kansas City, Missouri 64130
South Entrance (816-245-5167, Gina Ross)

I. BOARD CHAIR'S REPORT

Brad Cloverdyke

- ACTION ITEM 1:** Approval of Minutes from January 31, 2013
ACTION ITEM 2: Approval of the Treasure's Report and Financials for January 2013
ACTION ITEM 3: Approval of the Revised 2012-2013 School Year Calendar
ACTION ITEM 4: Approval for the additional 40 students in 1st and 2nd grades

Information Item(s):

1. Personal Financial Disclosure (Please complete when arrive)

II. PROGRAM & CURRICULUM REPORT

Dr. Hickman & Kevin Foster

Information Item(s):

1. NWEA Assessment Data Results (Administered March 2013)

III. FINANCE AND OPERATIONS REPORT

Don Sullivan/Latreese Hood

Information Item(s):

1. Enrollment for 2012-2013 Update (As of 2/20/2013)

2012 – 2013 Enrollment Summaries (Attendance Goal: 93% YTD Actual: 92.49%)

Enrollment: 201 – Promise Academy*
Total Enrolled (as of 2/20/13): 194 students
*Alternative Place Site: Niles - 7 students

2. Re-enrollment for the 2013-2014 (As of 2/20/2013)

Grade	Possible	Apps	Returning	New	Wait List	Remaining Slots
K	40	7	0	7	0	33
1	40	36	32	4	0	4
2	40	18	18	0	0	22
3	22	18	18	0	0	4
4	22	22	21	1	0	0
5	22	18	18	0	0	4
6	22	19	18	1	0	3
7	22	18	18	0	0	4
8	24	24	24	0	0	0
Totals	254	180	167	13	0	74

IV. EXECUTIVE DIRECTOR'S REPORT

Pamela Pearson

Information Item(s):

1. Tennis Program Update: Genesis 12 & under team and the tennis courts
2. Expansion for the 2013-2014
 - a. Real Estate property
 - b. Proposed Administration Offices
 - c. Grade level accommodations (1st and 2nd)

V. RESOURCE AND DEVELOPMENT REPORT

Pamela Pearson/Ann Spivak

Information Item(s):

1. Fall Special Event Updates
 - Honorary Chair Couple: Ray and Jill Kowalik from Burns & McDonnell
 - Event Date: May 3rd & 4th
 - Event Fundraising Goal: \$150,000
 - Sponsorship Update

VI. HUMAN CAPITAL

Brad Cloverdyke/Pamela Pearson

Information Item(s):

- I. None

APPROVAL OF CONSENT AGENDA

CLOSED SESSION (ROLL CALL)

ADJOURN

NEXT FULL BOARD MEETING IS MAY 23, 2013

GENESIS SCHOOL'S BOARD OF DIRECTORS
MEETING MINUTES
Thursday, January 31, 2013

Call to order

Brad Cloverdyke called to order the Board of Directors Meeting on January 31, 2013 at 7:30 a.m. in Genesis School's library located at 3800 E. 44th Street, Kansas City, MO.

Board Members Present

In attendance: Eartherline Downs, Ulysia Castleberry, Emeka Anyanwu, Ken Yancy, Don Sullivan, and Brad Cloverdyke.

Genesis Staff: Pamela Pearson, Gina Ross, Latresse Hood, Ann Spivak, and Dr. Philip Hickman.

ACTION ITEMS:

I. Board Chair's Report

Action Item 1: Approval of Minutes from November 29, 2012. Motion to approve by Don Sullivan; Eartherline Downs seconded; motion approved unanimously.

Action Item 2: Approval of Treasure's Report and Financials for November 29, 2012. Motion to approve by Emeka Anyanwu; Don Sullivan seconded; motion approved unanimously.

Information Item:

1. All board members are required to complete their Personal Financial Disclosure by the due date – May 31st.

II. Program and Curriculum's Report:

Dr. Hickman & Kevin Foster

Information Item(s):

1. Dr. Hickman discussed data teams and their importance to the Common Core curriculum that is assessed during quarterly standardized assessments.
2. NWEA quarterly assessment data revealed that 88% of the kindergarteners demonstrating proficiency. The other grade levels are showing growth across the board.
3. The state assessment called the Missouri Assessment Program will be given starting the 2nd week of April to the 1st week of May 2013.

III. Finance and Operations Report:

Latresse Hood

Information Item(s):

1. Average daily attendance is holding around 93% and letter has gone out to students with problem concerns. Mr. Brown is also doing home visit to follow up with the letter.

III. Executive Directors Report:

Pamela Pearson

Information Item(s):

1. The enrollment process for the 2013-2014 school year has already begun. Our goal is to retain 92% or higher of our current students in Kindergarten through Seventh grade. New student enrollment will open on March 11, 2013.
2. Genesis received a tennis grant to provide 20 students with advance tennis coaching to be able to compete in the spring of 2013. The tennis lessons will be held at 7:30 a.m. - 8:25 a.m. Monday – Friday and 2:30 p.m. – 4:00 p.m. on Wednesday's evenings.
3. Genesis is currently looking at acquiring additional land to accommodate the expansion and relocation of the administration office for the upcoming school year.

IV. Resource and Development Report:

Ann Spivak & Pamela Pearson

Information Item(s):

1. Mrs. Spivak discussed the 4th Annual Slammin' and Jammin' special event. The honorary chairpersons for the special event this year is Raymond and Jill Kowalik with Burns & McDonnell Firm.

V. Human Capital:

Pamela Pearson

Information Item(s):

1. None

Meeting Adjourned at 9:00 a.m. by Brad Cloverdyke

Minutes submitted by Gina Ross

**GENESIS SCHOOL, INC.
PROMISE ACADEMY**
Revised 2012-2013 ANNUAL OPERATIONAL BUDGET COMPARISON YTD to ACTUAL

	FY'12-13 Revised	Budgeted thru Jan =58%	YTD Actual January	Over /(Under)	YTD %
Revenues					
Foundation/Business	(A) 78,800	45,704	36,420	(42,380)	46%
Special Events-Genesis	(B) 100,000	58,000	4,232	(95,768)	4%
Government	(C)				
Genesis School	2,815,480	1,632,978	1,786,091	(1,029,389)	63%
Upper Room	5,522,891	3,203,277	3,221,686	(2,301,205)	58%
Boys & Girls Club	255,011	147,906	141,675	(113,336)	56%
Freedom School	330,584	191,739	192,842	(137,742)	58%
Local Revenue	(D) 158,100	91,698	105,400	(52,700)	67%
Genesis Generated Rev	(E)				
Upper Room Admin. Fees	275,000	159,500	170,833	(104,167)	62%
Boys & Girls Club Admin Fees	(F) 41,011	23,786	22,785	(18,226)	56%
Freedom School	(G) 150,584	87,339	87,842	(62,742)	58%
Individual	10,000	5,800	3,661	(6,339)	37%
Investment Earnings/Gains	5,000	2,900	423	(4,577)	8%
Other	10,000	5,800	11,141	1,141	111%
United Way	94,300	54,694	53,657	(40,643)	57%
Total Revenues	<u>9,846,760</u>	<u>5,711,121</u>	<u>5,838,689</u>	<u>(4,008,071)</u>	<u>59%</u>
Expenses					
Salaries	(H) 1,723,957	999,895	997,438	(726,519)	58%
Employee Benefits					
Retirement	129,297	74,992	65,337	(63,960)	51%
Payroll Taxes	131,883	76,492	72,316	(59,567)	55%
Employee Insurance	184,231	106,854	75,928	(108,303)	41%
Unemployment Compensation	30,000	17,400	15,359	(14,641)	51%
Purchase Services	(I)				
Contractual Services	282,576	163,894	217,381	(65,195)	77%
Upper Room	5,522,891	3,203,277	3,221,686	(2,301,205)	58%
Boys & Girls Club	255,011	147,906	141,675	(113,336)	56%
Freedom School	330,584	191,739	192,842	(137,742)	58%
Accounting & Auditing Services	30,000	17,400	27,025	(2,975)	90%
Legal Services	22,000	12,760	11,702	(10,298)	53%
Dues & Memberships	6,000	3,480	3,224	(2,776)	54%
Communication	30,000	17,400	24,869	(5,131)	83%
Advertising	15,000	8,700	1,500	(13,500)	10%
Special Event	25,000	14,500	17,740	(7,260)	71%
Transportation-Student	240,000	139,200	104,974	(135,026)	44%
Operational/Property Service					
Building Rent	160,000	92,800	95,415	(64,585)	60%
Liability & Property Insurance	25,000	14,500	15,953	(9,047)	64%
Other Property Services					
Food-Students	173,374	100,557	74,880	(98,494)	43%
Education/Training/Travel/Food	70,000	40,600	60,008	(9,992)	86%
Student/Parent Activities	18,000	10,440	10,951	(7,049)	61%
Supplies & Materials	110,000	63,800	81,645	(28,355)	74%
Building Supplies	10,000	5,800	7,480	(2,520)	75%
Technology	15,000	8,700	12,418	(2,582)	83%
Equipment	37,000	21,460	19,872	(17,128)	54%
Interest	2,500	1,450	-	(2,500)	0%
Total Expenses	<u>9,579,303</u>	<u>5,555,996</u>	<u>5,569,618</u>	<u>(4,009,685)</u>	<u>58%</u>
Revenue Over/(Under) Expenses	267,457	155,125	269,071	1,614	101%
Beginning Cash Balance, July 1			985,317		
YTD Change in Payroll Liabilities			(2,802)		
YTD Change in Line of Credit, UMB			-		
Total Ending cash January 31, 2013			1,251,586		
Less Board Restricted Funds			(711,461)		
Less KCMSD Fund			(143,608)		
Remaining Cash & Investment Balance			396,517		
				4.61%	11.79%

GENESIS "Promise Academy"
Foundation/Business Revenue
Ending January 31, 2013

(A) Foundation/Business Revenue*	FY'12-13 Approved	FY'12-13 as of Jan	
American Century	20,000	5,493	
Butler Manufacturing/ Blue Scope	1,000	260	
Chiefs Fund	-	-	
Cloud M. Cray Foundation	5,000	-	
Cloverdyke Family Charitable Fund	300	500	
Curry Family Foundation	2,500	-	
Francis Families Foundation	3,000	-	
Goppert Foundation	15,000	-	
Greater KC Junior Tennis	-	1,000	
Kansas City Power & Light	-	-	
Kauffman Fund - Ewing Marion Match	-	2,000	
KC Free Health Clinic	5,000	5,000	
KC LINC	-	33	
Kevin Lockett Foundation	2,500	-	
R.A. Long Foundation	2,500	3,000	
Massman Foundation	1,000	-	
Master Craftman	2,500	2,175	
Par Electrical	-	100	
Nichols Company	1,000	-	
Parmelee Foundation	1,000	1,000	
J.B. Reynolds Foundation	-	10,000	
J.E. Dunn	5,000	-	
Sosland Fund, Hymie & Vivian	5,000	-	
Sprint	2,500	-	
Target	-	32	
Tension	-	500	
Union Bank and Trust	-	-	
University of Missouri	-	609	
USTA Tennis	-	-	
Ira Witschner Charitable Trust	2,000	2,468	
Irwin & Rita Blitt	-	250	
Henry E. Wurst Family Foundation	2,000	2,000	
Total Foundation/Business Revenue	<u>\$ 78,800</u>	<u>\$ 36,420</u>	
(B) Special Event Revenue*	FY'12-13 Approved	FY'12-13 as of Jan	
Special Event Rev**	100,000	3,732	
Deloitte	-	500	
Total Special Event Revenue	<u>\$ 100,000</u>	<u>\$ 4,232</u>	
Total (A) & (B)	<u>\$ 178,800</u>	<u>\$ 40,652</u>	22.74%

GENESIS "Promise Academy"
Balance Sheet
Ending January 31, 2013

	10 General Fund	20 Special	40 Capital	Total
Total Assets				
Current Assets				
Bank of America	264,588.73	2,681.57	-	267,270.30
Commerce Bank	241,562.65	-	-	241,562.65
UMB Operating	26,195.93	-	-	26,195.93
UMB Money Market	705,307.35	-	-	705,307.35
UMB Investment	6,154.00	-	-	6,154.00
Earnest Deposit	-	-	5,000.00	5,000.00
Advance to Employee	240.77	-	-	240.77
Current Assets	<u>1,244,049.43</u>	<u>2,681.57</u>	<u>5,000.00</u>	<u>1,251,731.00</u>
Total Assets	<u>1,244,049.43</u>	<u>2,681.57</u>	<u>5,000.00</u>	<u>1,251,731.00</u>
Total Liabilities/Fund Equity				
Current Liabilities				
Missouri Income Tax	1,875.00	1,963.00	-	3,838.00
Medical Insurance	(1,118.12)	-	-	(1,118.12)
KC Earning Tax Payable	561.45	572.82	-	1,134.27
Dental/Life Insurance	(1,245.24)	-	-	(1,245.24)
AFLAC Payable	(271.65)	-	-	(271.65)
Current Liabilities	<u>(198.56)</u>	<u>2,535.82</u>	<u>-</u>	<u>2,337.26</u>
Fund Balance				
Beginning Fund Balance	1,159,177.34	-	(53,537.30)	1,105,640.04
Reserve - KCMO	143,607.95	-	-	143,607.95
Transfer In	-	-	58,537.30	58,537.30
Transfer Out	(58,537.30)	-	-	(58,537.30)
Fund Balance	<u>1,244,247.99</u>	<u>-</u>	<u>5,000.00</u>	<u>1,249,247.99</u>
Total Liabilities/Fund Equity	<u>1,244,049.43</u>	<u>2,535.82</u>	<u>5,000.00</u>	<u>1,251,585.25</u>

*Goal six months of payroll = 910,000 (70,000*13 pay periods).

*Current Total = 711,461.35

**GENESIS "Promise Academy"
2012-13 Revenue
Ending January 31, 2013**

Revenue	Jan	YTD Actual Dec	YTD Actual Jan
10 5100 Local Revenue			
10 5113 Prop C	\$ 32,390.74	\$ 198,444.18	\$ 230,834.92
5141 Earning from Temp Investment	\$ 30.02	\$ 392.82	\$ 422.84
5192 Foundation / Business	\$ 17,744.30	\$ 18,834.80	\$ 36,579.10
5193 Individual	\$ 2,376.00	\$ 1,285.04	\$ 3,661.04
5194 Special Event	\$ -	\$ 4,073.14	\$ 4,073.14
5195 United Way	\$ 7,356.25	\$ 44,264.00	\$ 51,620.25
5196 United Way - Donors Choice	\$ -	\$ 2,036.79	\$ 2,036.79
5198 Other Local Revenue	\$ 47.51	\$ 140,259.80	\$ 140,307.31
5198-05	\$ 41,666.66	\$ -	\$ 41,666.66
20 5113 Prop C	\$ 19,434.45	\$ 119,066.50	\$ 138,500.95
5100 Total Local Revenue	\$ 121,045.93	\$ 528,657.07	\$ 649,703.00
10 5200 County Revenue			
10 5237 Other County Rev	\$ -	\$ 105,400.00	\$ 105,400.00
5200 County Revenue	\$ -	\$ 105,400.00	\$ 105,400.00
10 5300 State Revenue			
10 5311 Basic Formula	\$ 595,707.56	\$ 3,565,346.94	\$ 4,161,054.50
5312 Transportation	\$ 3,796.00	\$ 21,527.00	\$ 25,323.00
5319 Classroom Trust Fund	\$ 24,186.00	\$ 145,425.00	\$ 169,611.00
5333 Food Service-State	\$ -	\$ -	\$ -
20 20 5311 Basic Formula	\$ 31,606.44	\$ 295,288.06	\$ 326,894.50
5300 State Revenue	\$ 655,296.00	\$ 4,027,587.00	\$ 4,682,883.00
10 5400 Federal Revenue			
10 5422 Stabilization Funds	\$ -	\$ -	\$ -
5423 Transportation - ARRA	\$ -	\$ -	\$ -
5424 Basic Stabilization 2010-11	\$ -	\$ -	\$ -
5425 Safe Schools - ARRA	\$ -	\$ -	\$ -
5425 Jobs Bill - CTF	\$ -	\$ -	\$ -
5426 Jobs Bill - CTF	\$ -	\$ -	\$ -
5428 Jobs Bill - State Schools Fund	\$ -	\$ -	\$ -
5429 Jobs Bill - Stabilization	\$ -	\$ -	\$ -
5441 Individual W/Disabilities Act	\$ 9,461.00	\$ 14,192.00	\$ 23,653.00
5445 School Lunch Program	\$ 9,941.81	\$ 28,238.25	\$ 38,180.06
5446 School Breakfast Program	\$ 3,449.81	\$ 10,657.06	\$ 14,106.87
5448 School Food Services Snack	\$ -	\$ -	\$ -
5451 Title I	\$ -	\$ 127,208.64	\$ 127,208.64
5455 Title VI	\$ -	\$ -	\$ -
5456 Title I - ARRA	\$ -	\$ -	\$ -
5457 Title I A - ARRA	\$ -	\$ -	\$ -
5458 Title I (SIG)	\$ -	\$ 181,440.04	\$ 181,440.04
5461 Title IV.A	\$ -	\$ -	\$ -
5465 Title II.A	\$ -	\$ 16,113.66	\$ 16,113.66
5466 Title II.D	\$ -	\$ -	\$ -
5468 Title II.D - ARRA	\$ -	\$ -	\$ -
5493 Sp Education - ARRA	\$ -	\$ -	\$ -
5400 Federal Revenue	\$ 22,852.62	\$ 377,849.65	\$ 400,702.27
5800 Federal Revenue			
5811 Tuition KCMSD	\$ -	\$ -	\$ -
5800 Federal Revenue	\$ -	\$ -	\$ -
5899 GRAND TOTAL REVENUES	\$ 799,194.55	\$ 5,039,493.72	\$ 5,838,688.27

GENESIS "Promise Academy"
FY2012-13 SIG Revenue
Ending January 31, 2013

Revenues	FY 12-13 Approved	Budgeted thru Jan = 58%	YTD Actual January	Over /(Under)	YTD %
Foundation/Business	-	-	-	-	-
Special Events-Genesis	-	-	-	-	-
Government	-	-	-	-	-
Genesis School	309,419	179,463	124,022	(185,397)	40%
Upper Room	-	-	-	-	-
Boys & Girls Club	-	-	-	-	-
Freedom School	-	-	-	-	-
Local Revenue	-	-	-	-	-
Genesis Generated Rev	-	-	-	-	-
Upper Room Admin. Fees	-	-	-	-	-
Boys & Girls Club Admin Fees	-	-	-	-	-
Freedom School	-	-	-	-	-
Individual	-	-	-	-	-
Investment Earnings/Gains	-	-	-	-	-
Other	-	-	-	-	-
United Way	-	-	-	-	-
Total Revenues	309,419	179,463	124,022	(185,397)	40%
Expenses	-	-	-	-	-
Salaries	157,000	91,060	90,577	(66,423)	58%
Employee Benefits	-	-	-	-	-
Retirement	-	-	-	-	-
Payroll Taxes	-	-	-	-	-
Employee Insurance	-	-	-	-	-
Unemployment Compensation	-	-	-	-	-
Purchase Services	-	-	-	-	-
Contractual Services	49,464	28,689	43,155	(6,310)	87%
Upper Room	-	-	-	-	-
Boys & Girls Club	-	-	-	-	-
Freedom School	-	-	-	-	-
Accounting & Auditing Services	-	-	-	-	-
Legal Services	-	-	-	-	-
Dues & Memberships	-	-	-	-	-
Communication	-	-	-	-	-
Advertising	-	-	-	-	-
Special Event	-	-	-	-	-
Transportation-Student	-	-	-	-	-
Operational/Property Service	-	-	-	-	-
Building Rent	-	-	-	-	-
Liability & Property Insurance	-	-	-	-	-
Other Property Services	-	-	-	-	-
Food-Students	-	-	-	-	-
Education/Training/Travel/Food	38,114	22,106	20,517	(17,597)	54%
Student/Parent Activities	3,000	1,740	-	(3,000)	0%
Supplies & Materials	61,841	35,868	50,813	(11,027)	82%
Building Supplies	-	-	-	-	-
Technology	-	-	-	-	-
Equipment	-	-	-	-	-
Interest	-	-	-	-	-
Total Expenses	309,419	179,463	205,061	(104,357)	66%
Revenue Over/(Under) Expenses	-	-	<u>(81,039)</u>	-	-

12-13 School Improvement Grant (SIG)
As of January 31, 2013

	Budgeted	Expensed	Remaining
6100 Salaries	\$ 157,000.00	\$ (90,576.92)	66,423.08
6300 Purchase Services			
Contractual Services			
Lexia Reading	49,464.15	(42,608.57)	6,855.58
Symphony Math	1,500.00	(1,500.00)	
Study Island	3,150.00	(3,150.00)	
Literacy Navigator w/PD	8,320.14	(8,264.86)	
Math Navigator w/PD	12,690.00	(12,108.40)	
Character Plus	11,800.00	(11,512.80)	
Two Minute Teachers Tech Tips	3,500.00	(3,500.00)	
Integrated Library Management System®	500.00		
	8,004.01	(2,572.51)	
Edu/Training/Travel/Food	27,420.10	(10,516.70)	16,903.40
Registration, Training, and travel Expenses	12,420.10		
Regional Profess.Devel.		(2,185.00)	
Pathway to reading		(2,331.70)	
Leading Educator		(6,000.00)	
Evaluations, Job descriptions, and PD	15,000.00	(10,000.00)	
Phase 2 of Teacher Evaluations			
Student/Parent Activities	3,000.00	-	3,000.00
Work shop & Guest Speaker for parents	3,000.00		
6400 Supplies & Materials			
Supplies and Materials	66,700.72	(50,813.29)	15,887.43
Handwriting w/o Tears	877.30		
Help Yourself book boxes	799.00		
Audio Literacy books	3,833.93		
50 I-Pads	33,449.50	30,898.80	
Epson Power Projector	685.00		
75 Kindles	16,500.00	16,648.50	
2-Sony Camcorders	1,398.00	1,398.00	
Camcorder Stand	39.99	39.99	
2-Kyron Laminator	1,190.00	1,190.00	
Two Sided Lamination	638.00	638.00	
Smart Board (3)	3,735.00		
Projector - Wall Mount (3)	3,555.00		
Totals	303,584.97	(194,515.48)	109,069.49

App. 6/28/12
Rev. 3/4/2013

GENESIS PROMISE ACADEMY 2012-2013 SCHOOL CALENDAR

AUGUST 2012						
S	M	T	W	T	F	S
			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	

OCTOBER 2012						
S	M	T	W	T	F	S
	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			

DECEMBER 2012						
S	M	T	W	T	F	S
						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					

FEBRUARY 2013						
S	M	T	W	T	F	S
					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		

APRIL 2013						
S	M	T	W	T	F	S
	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				

JUNE 2013						
S	M	T	W	T	F	S
						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						

Regular hours 7:45am-3:45pm
Wed. Early Release hours 7:45 am-2:20 pm

- 8/10 K - 2nd Grade Parent Orientation
- 8/13 3rd - 8th Grade Parent Orientation
- 8/15 First Day - Early Release @ 2:20 pm
- 8/16-17 Early Release @ 2:20 pm
- 9/3 Labor Day - No School
- 10/4 Staff Development - Early Release @ 2:20 pm
- 10/5 Staff Development - No Students
- 10/17 End of 1st Quarter
- 10/24 Parent Conf. - PM Early Release @ 2:20 pm
- 10/25 Parent Conf. - Early Release @ 12:15 pm
- 10/26 Staff Development - No Students
- 11/21-23 Fall Break - No School

SEPTEMBER 2012						
S	M	T	W	T	F	S
						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						

NOVEMBER 2012						
S	M	T	W	T	F	S
				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	

JANUARY 2013						
S	M	T	W	T	F	S
						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		

MARCH 2013						
S	M	T	W	T	F	S
						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						

MAY 2013						
S	M	T	W	T	F	S
			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	

JULY 2013						
S	M	T	W	T	F	S
	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			



3800 E. 44th Street, KCMO 64130
Office: 816-921-0775 Fax: 816-921-4268
Website: www.promiseacademykc.org
Pamela L. Pearson, Executive Director

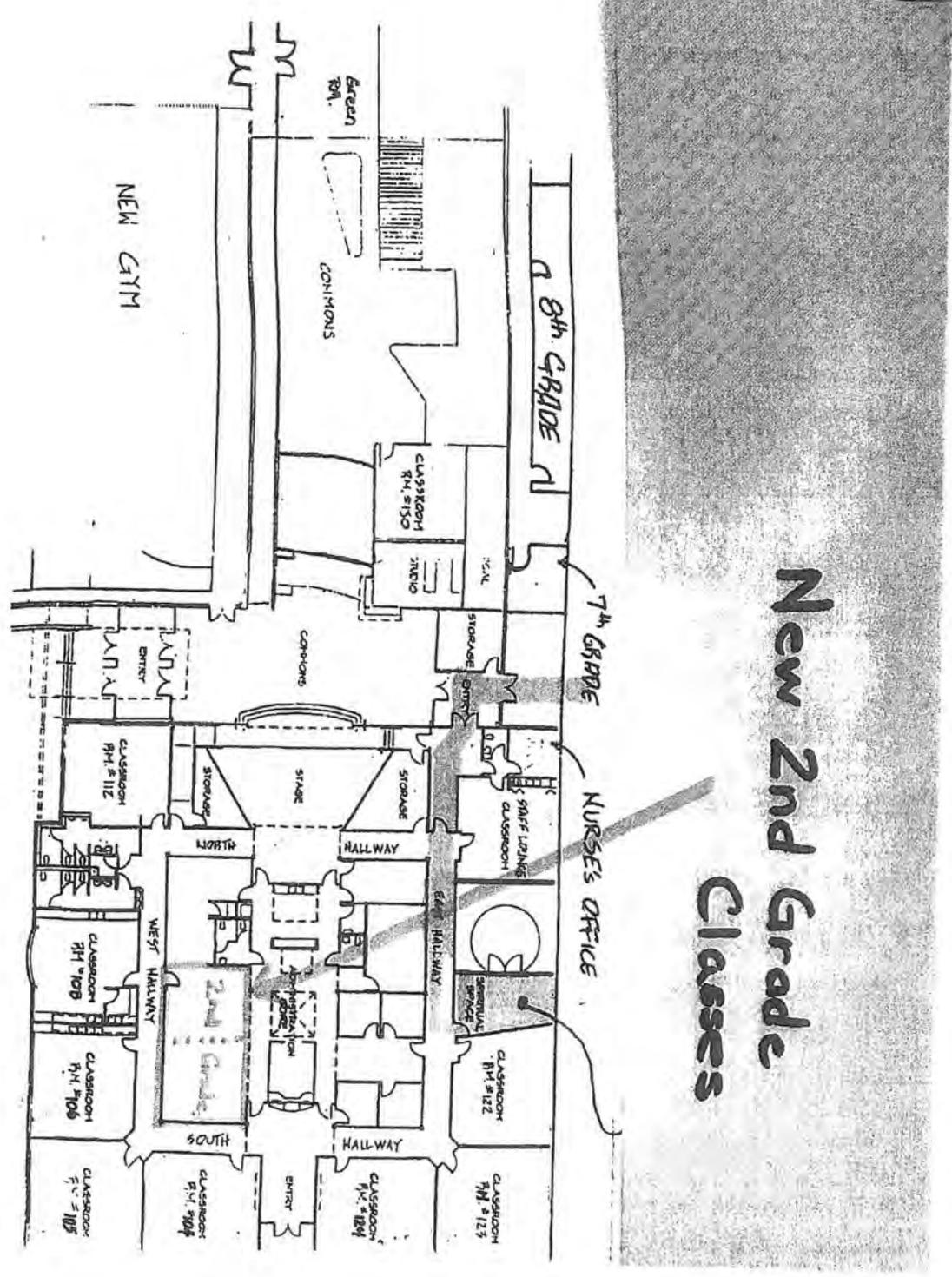
Dr. Philip Hickman, Principal

- 12/24-1/4 Winter Break - No School
- 1/7 Classes Resume/End of 2nd Quarter
- 1/21 Dr. Martin Luther King Day - No School
- 1/23 Parent Conf. - PM Early Release @ 2:20 pm
- 1/24 Parent Conf. - Early Release @ 12:15 pm
- 1/25 Staff Develop. - No Students
- 2/15 Staff Develop. - No Students
- 2/18 President's Day - No School
- 3/13 End of 3rd Quarter
- 3/20 Parent Conf. - PM Early Release @ 2:20 pm
- 3/21 Parent Conf. - Early Release @ 12:15 pm
- 3/22 Staff Develop. - Early Release @ 12:15 pm
- 3/25-29 Spring Break - No School
- 5/21 - 5/29 Inclement Weather Make-up days
- 5/27 Memorial Day - No School
- 5/30 Last Day of School - End of 4th Quarter

- ★ Parent Orientation
- First day for students
- Last Day for students
- School closed
- Early Release at 2:20 pm
- Early Release at 12:15 pm
- ★ Parent Conf. Early Release
- Inclement Weather Make-up Days
- Staff Only

180 Days

Please Note: GPA reserves the right to change the school calendar in response to emergencies, inclement weather, or unforeseen circumstances that affect the educational program or student's welfare.



New 2nd Grade
Classes

*

Financial Policies

FINANCIAL OPERATION

Policy 3100

(Regulation 3100)

Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the school and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

FINANCIAL OPERATION

Policy 3110

(Regulation 3110)

Financial Management

Preparation of Budget

Each year the Executive Director is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the

beginning of the fiscal year, the Executive Director shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

FINANCIAL OPERATION

Policy 3111

Financial Management

Fiscal Year

The fiscal year begins annually on the first day of July and ends on the thirtieth day of the following June.

FINANCIAL OPERATION

Policy 3112

Financial Management

Budget Implementation and Transfer

The annual budget governs the expenditures and obligation of all funds for the school. The Executive Director and Director of Financing (CFO) will establish procedures for funds management and reporting.

No funds may be spent which are not authorized by the annual budget. If an unanticipated need arises, the Board may approve the Executive Director's recommendation to (1) appropriate an amount to cover a needed expenditure from unencumbered budget surplus from the proper fund, or (2) revise the budget to transfer funds from one account to another as permitted by state statutes and DESE regulations.

The Executive Director or Director of Financing (CFO) will prepare a monthly statement to account for each month's expenditures and the total spent to date for the fiscal year. The monthly statement will include all receipts and remaining balances for each fund account.

FINANCIAL OPERATION

Policy 3120

Financial Management

Petty Cash

A petty cash fund is a small amount of money (\$100.00 or less) that is managed by an administrator in order to purchase small amounts of supplies or cover unanticipated small expenses, such as materials or refreshments for emergency meetings or unexpected guests. The petty cash fund may have been obtained with a requisition to the Finance Office, raised by a P.T.O., or from a student or community fund-raising event. The designated administrator is accountable for this fund. Funds collected in excess of \$100.00 must be processed immediately for proper deposit and are not to be held at a school site.

The petty cash fund must be used for school purposes (purchase of emergency supplies) and must be documented with receipts. If an administrator accrues out-of-pocket expenses, a requisition for reimbursement should be submitted on a monthly basis with back-up information and receipts.

Teachers may not make petty cash purchases without the prior approval of the Director of Financing/Principal.

Petty cash should not be used as a short cut to obtain supplies except in an emergency or in cases where very small items make it impractical to order through channels.

FINANCIAL OPERATION

Policy 3130

Financial Management

State and Federal Projects

With Board approval, the School may operate various specially funded programs that must be administered in accordance with particular federal and/or state laws, regulations and other conditions for use of such funds.

The Executive Director and Director of Financing shall be the designated school officials responsible for coordinating funded projects, administering programs and ensuring that the various departments operating these programs do so within the guidelines of the particular program. The administration shall keep accurate and separate records, as required by state and federal programs, to enable the school to verify program compliance and success. The Executive Director shall keep the Board fully informed.

Staff involvement will be solicited by the administration in the planning, implementation and evaluation of programs authorized and approved within the guidelines of Title I of the Improving American Schools Act of 1994 and/or other significant legislative enactments. The vehicle for such involvement shall be determined by the administration, with the approval of the Executive Director.

FINANCIAL OPERATION

Policy 3140

(Regulation 3140)

Financial Management

(Form 3140)

Banking Services

The Board has the option of annually selecting school funds depositaries or the Board may enter into a contract of one to five years duration for the deposit of school funds.

When depositaries are to be selected, the school will receive sealed proposals from banking institutions in the county in which the school is located or in adjoining counties.

In order to open new bank accounts in the school's name, the Executive Director and the Treasurer must sign the account authorization. Wire transfers of funds into the School accounts must be authorized in writing by the Executive Director or Director of Financing or other individual authorized by the Board. In both instances, the Executive Director may appoint a designee to sign for creation of new accounts and for wire transfers. However, such appointment must be in writing.

Financial Management

Payment Procedures

All money received by the school shall be disbursed only for the purposes for which they are levied, collected or received.

The Executive Director will give final approval to all bills paid. Payment of bills shall be authorized by the Executive Director or Director of Financing, only after verification of delivery and satisfaction by the department or staff receiving the item(s). No payment for goods or services shall be made unless both an itemized invoice showing the name of the person or firm to whom payment is due is presented, and a receiving document bearing the signature of an authorized school employee is on file. Furthermore, the invoice must have been issued in response to an approved purchase order.

The Executive Director/designee shall audit all claims, and shall submit all invoices to the Director of Financing for approval and authorization for payment. However, payments for materials or services which are necessary for normal business operations which do not individually exceed \$500 or exceed an aggregate monthly amount of \$10,000 may be authorized by the Executive Director/designee. In addition, if cash discount or avoidance of financial penalty can be achieved, the Executive Director/designee is authorized to issue a check.

FINANCIAL OPERATION

Policy 3160

(Regulation 3160)

Financial Management

Investment of Genesis Funds

The Board has an obligation to the citizens of the Genesis to direct the management of Genesis funds. The primary objective of the Genesis's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, the Genesis adheres to the "prudent investor" rule. Investments will be made with judgment and care, under the circumstances which persons of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

Genesis personnel, including Board members, who are involved in the investment of Genesis funds, will not engage in any personal business activity which could:

Impair their ability to make impartial decisions concerning investment of Genesis funds;

Conflict with proper execution of the Genesis's investment program; or

Create an appearance of impropriety.

Genesis employees and directors involved in investment of Genesis funds will disclose any material interests in financial institutions in which they conduct business. Such disclosure will include, but not be limited to any personal financial/investment positions that could be related to the performance of the Genesis's investment portfolio. Similarly, Genesis employees and directors involved in investment of Genesis funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the Genesis.

Investments will be made through banks or securities dealers who have been approved by the Investment Committee of the State Treasurer's Office. Such banks and securities dealers will have been subjected to an appropriate investigation by the staff of the State Treasurer's Office. This investigation will include, among other things, a written review of the firm's financial statements and the background of the sales representatives. All approved dealers must be fully

licensed and registered NASD Brokers/Dealers or exempt banks. Criteria used to select securities dealers include:

Financial strength and capital adequacy of firm;

Services provided by firm;

Research service available;

Résumé, reputation, and qualifications of sales representatives;

Due diligence and firm references; and

State government expertise.

The performance goals of the Genesis's active investment management program, over time, should produce book yields that are greater than yields from low risk passive investments. In analyzing the results of the Genesis's investment program, the Genesis will calculate the book yield and total rate of return on Genesis funds compared to the appropriate security market indexes.

The Chief Financial Officer/Executive Director will direct the preparation of quarterly investment reports providing a summary of the Genesis's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate bank(s) or security dealers for review by the Board, the Executive Director and Chief Financial Officer. Investment reports are considered to be public records and will be made accessible to the public.

Criteria and procedures implementing the Genesis's investment policy have been approved by the Board and are contained in Regulation 3160.

Financial Management

Purchases By and/or Solicitation of School Staff

Conflict of Interest

Elected or appointed officials, or employees of the state or any political subdivision, cannot use confidential information in the course of their employment or official capacity with the intent to have financial gain for him or herself, his or her spouse or dependent children, or any business with which they are associated. They cannot perform any service for any agency of the state or political subdivision where he or she is elected or employed or has supervisory power for pay of more than five hundred dollars per transaction or five thousand dollars per year, unless the service is performed under a contract made after public bid and the bid must be the lowest received.

Endorsements

Employees of the Genesis will not endorse products or services in such a manner that will identify the employee as an employee of the Genesis.

Procurement Activities

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the Genesis. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the school.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on school property, for any school activity, shall have prior approval from the principal or Executive Director. This includes but is not limited to: school personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

Agents, solicitors, and salespersons will be denied the privilege of seeing the school staff during the school day except with permission of the administration.

FINANCIAL OPERATION

Policy 3230

(Regulation 3230)

Payroll

(Form 3230)

Expenditures for Certificated Staff

The Board shall expend for teacher retirement, and compensation for certificated staff an amount that reflects the requirements as outlined in state statute and Department of Elementary and Secondary Education regulations.

FINANCIAL OPERATION

Policy 3310

Revenue

Revenue from Tax Sources

State Tax Sources

All state funds will be accepted for the operation of Genesis as provided by entitlement by law and through regulations of the Missouri State Board of Education or Missouri Department of Elementary and Secondary Education.

The Executive Director or Chief Finance Officer is responsible for filing all required reports and forms to obtain state funds to which the Genesis is entitled to receive according to developed rules and regulations.

FINANCIAL OPERATION

Policy 3330

(Regulation 3330)

Revenue

Bonded Indebtedness

The Board may issue bonds for any District expenditures as prescribed in state law. Funds raised through the sale of bonds may be expended only for the purpose set forth in the election which authorized the sale.

FINANCIAL OPERATION

Policy 3331

Revenue

Borrowed Funds

State law authorizes the Board to borrow funds in anticipation of the collection of taxes in order to insure continuity in the operations of the school. The Board must approve in advance all applications for loan indebtedness. The amount borrowed and the repayment of notes payable shall be within guidelines as established by state law and rules and regulations of the Missouri Department of Elementary and Secondary Education.

FINANCIAL OPERATION

Policy 3340

Revenue

Building Use

All receipts from fees for the use of school property by individuals or community groups shall be deposited in the General Revenue fund.

FINANCIAL OPERATION

Policy 3350

Revenue

Student Fees and Fines

Fees

No fees shall be charged for enrollment, supplies, equipment or costs attributable to courses of study which are offered for credit. Students shall be required to pay for materials which are used in constructing projects or other items which are to be removed from the school and are thereby the property of the student. All projects constructed at school with materials provided by the school are the property of the Genesis and therefore shall not be removed from school unless approved by the appropriate administrator.

Students may be charged fees or admission for participation in activities which are voluntary, such as attendance at school athletic or other co-curricular events.

Fines

Every effort shall be made to protect the financial resources of Genesis by collecting all payment for student fines, lost or damaged textbooks, damage or vandalism to school property. Collected fines shall be deposited in the appropriate account in order to charge replacement costs for books, materials, equipment or repaired property to the appropriate budget item.

FINANCIAL OPERATION

Policy 3370

Revenue

Fund-Raising

All fund-raising activities and planning for fund-raising shall be done after school hours unless prior permission is received from the Executive Director.

Any fund-raising activity which involves students or employees shall require the approval of the principal and Executive Director. Involvement is defined as: any activity which advertises the school, students or school organization.

FINANCIAL OPERATION

Policy 3380

(Regulation 3380)

Revenue

Sale/Lease of Real Property

The Board may vote to sell or lease real property, land, and/or buildings which are no longer needed by the Genesis.

FINANCIAL OPERATION

Policy 3390

Revenue

Sale/Lease of Personal Property

Whenever Genesis has personal property (i.e., desks, file cabinets, materials, equipment) which the Genesis no longer needs, a majority of the Board may vote to sell or lease such surplus property. Surplus personal property may be sold or leased to a city, state agency, municipal corporation, or other governmental subdivision of the state which is located within the boundaries of the Genesis for public purposes at a mutually agreed price and upon notice to the public. In the alternative, Genesis may sell or lease such surplus personal property to the highest bidder. Public notice of the sale or auction of surplus personal property will be published once a week for two consecutive weeks in a general circulation newspaper published within the county in which the Genesis is located. The sale itself will occur as scheduled by the Board at least seven (7) days after the final published notice. The proceeds from the sale or lease of surplus personal property will be placed in the capital projects fund.

FINANCIAL OPERATION

Policy 3410

Accounting and Reporting

Accounting System

Genesis will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education.

FINANCIAL OPERATION

Policy 3420

Accounting and Reporting

Annual Financial Report

Genesis annually publishes a statement of all receipts of school moneys, when and from what source derived, and all expenditures and the account from which expenditures were made. This statement will also include the present indebtedness and the nature of such indebtedness as well as the rate of taxation for all purposes for the year. Such statement will be attested by the president and secretary of the Board and forwarded to the State Board of Education. This financial statement in a newspaper located within Genesis or generally circulated within Genesis.

FINANCIAL OPERATION

Policy 3430

Accounting and Reporting

Authorized Signatures

The Board President, Treasurer or Executive Director shall sign all checks issued by Genesis.

FINANCIAL OPERATION

Policy 3440

(Regulation 3440)

Accounting and Reporting

Travel and Reimbursement

It is the policy of the Board to pay reasonable travel expenses for those who travel on Genesis business and whose trip has been approved in advance by the Executive Director/Chief of Operations. These expenses include registration, transportation, meals, lodging, tolls, and parking charges. Expenses are reimbursed only when properly accounted for by an individual and approved by the Executive Director/Chief of Operations.

FINANCIAL OPERATION

Policy 3450

(Regulation 3450)

Accounting and Reporting

Sales Tax

Pursuant to Chapter 144, R.S.Mo., school districts are exempt from Missouri sales and use tax on purchases. All sellers or vendors shall be furnished a copy of the official State of Missouri Tax Exemption Letter by the Finance Office at the time a purchase order is delivered.

Administrators, teachers, or other school staff who have been authorized to make purchases for Genesis from local retail dealers will provide a copy of the tax-exempt letter to such dealer at time of purchase.

Genesis representatives are prohibited from using Genesis tax-exempt letter for purchase of articles for personal use.

FINANCIAL OPERATION

Policy 3460

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by Genesis. The records will be in accordance with state law and appropriate regulations of the Missouri Department of Elementary and Secondary Education.

Chief Financial Officer and Registrar will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Executive Director and Principal, who will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

FINANCIAL OPERATION

Policy 3510

Auditing

Annual Audit

The books and accounts of the Genesis will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Executive Director shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

The Executive Director and Chief Financial Officer will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

FINANCIAL OPERATION

Policy 3610

School Activities Funds

Management

School activity funds are used to finance a program of student activities which supplement but do not take the place of the instructional programs provided by the Board. Whether funds are collected from student contributions, club dues, special activities, or result from admissions to events or from other fund-raising activities, all funds will be under the jurisdiction of the Executive Director and Principal. The funds will be expended to benefit students currently enrolled in school. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as school funds. There shall be full disclosure of the sources and expenditures of all funds.

FINANCIAL OPERATION

Policy 3710

Insurance

Insurance Programs

The Board shall maintain adequate insurance programs to cover property, liability and personnel, within the requirements of good risk management and state law. The administration will recommend to the Board the kind and amount of property, casualty and/or liability insurance needed for the protection of Genesis property, employees, and Board, and will administer insurance authorized by the Board, unless otherwise directed.

Every effort shall be made to obtain insurance at the most economical cost consistent with required service by obtaining quotations or by negotiations, whichever method is advantageous to Genesis.

Genesis will maintain coverage on all buildings and capital outlay contents. Coverage should be 100% without coinsurance if available.

Liability coverage should include comprehensive general liability, employee benefits liability, vehicular liability and school board legal liability. (See also Policy 3730 - Liability Insurance.)

Insurance

Liability Insurance

The Board recognizes that legal actions may be initiated from time to time against Genesis as a corporate entity, against the Board as a whole, against Board members as individuals, or against Genesis officers, employees or other agents. The Board also recognizes the contribution that is rendered to the students of Genesis by volunteers and is mindful that legal actions may be initiated against these individuals as well.

To protect members of the Board, Genesis officers, employees, other agents and volunteers in the performance of their duties and responsibilities, the Board will defend its Board members, officers, employees, other agents and volunteers against claims for suits arising out of the performance of their duties and responsibilities. The Board shall indemnify its Board members, officers, employees, other agents and volunteers against all financial liability or loss resulting from such claims or suits including judgments for damages, attorney's fees, fines, court costs and amounts paid in settlement of such matters and reasonable and customary ancillary costs. Ancillary costs may include, for example, travel expenses incurred by Board members or others if they must appear for a case that is being tried outside the area.

The protection provided by this policy shall apply on an occurrence basis, which means that an individual will be indemnified even though he/she is no longer a member of the Board of Education or employed by or otherwise associated with Genesis when the lawsuit is filed.

The Board reserves the right, however, to deny representation and indemnification to any person covered by their Board policy in any instance in which there would be no coverage under the Genesis applicable liability insurance program in which the claim "results in civil judgment or criminal conviction for" an intentional tort, immoral conduct, violation of any criminal or civil statute or violation of Board policy or regulations or administrative order or directive, whether verbal or written.

As a prerequisite to the right of legal representation and indemnification, any person who is served with legal notice commencing any action or proceeding against him/her for which indemnification is sought is required to immediately notify the Executive Director of the legal action after receipt of such legal notice.

The Genesis shall maintain a program of self-insurance and/or insurance coverage sufficient to provide the legal defense and indemnification described in this policy. However, the Genesis's purchase of liability insurance does not waive the Genesis's entitlement to sovereign immunity.

FINANCIAL OPERATION

Policy 3740

Insurance

Bond For All Employees

All employees of Genesis shall be covered by a blanket bond in an amount to be determined by the Board with premiums to be paid by the Genesis.