

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

**CONSIDERATION OF COMPLIANCE OF CHARTER SCHOOL APPLICATION:  
KC COLLEGIATE INC.**

**STATUTORY AUTHORITY:**

Section 160.400, 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 in the Kansas City 33 and St. Louis City Public School Districts. The Department of Elementary and Secondary Education (Department) has responsibility for reviewing proposals of charter schools that have been approved by an authorized sponsoring entity.

The Department has received a charter school proposal approved by University of Missouri – Kansas City (UMKC) for a term of five (5) years. The Department received an application on October 10, 2014 for Huerta Early College Academy. On October 30, 2014, the Department received an email from UMKC stating that UMKC was withdrawing the application for consideration, effective immediately. On December 2, 2014, the Department received a letter from UMKC stating their intention to sponsor Huerta. This was too late to add to the December 4, State Board of Education (SBE) agenda. Feedback was given to the sponsor regarding the Huerta Early College Application and followed up with a conference call on December 17, 2015. On December 22, 2014, UMKC sent a revised application including a name change to KC Collegiate.

Section 160.405.2(1) RSMo, states that proposed charters shall be approved by the state board of education December first of the year prior to the proposed opening date of the charter school. UMKC is requesting that the SBE approve the application along with a waiver to allow this charter to open in the fall of 2015.

A Department team has reviewed the proposal and could not confirm the non-profit documentation has been changed to KC Collegiate that is required by Section 160.400.7 RSMo. The bylaws provided in the application are not official documents due to lack of local board approval date and official signature for KC Collegiate Inc. Questions still need to be addressed in the budget section. Section 160.405.1 RSMo, requires the sponsor to give a copy of its application to the school board of the district in which the charter is to be located. The application was forwarded to the local district on December 24, 2014, which would not allow adequate time for local district review.

**PRESENTER(S):**

Dennis Cooper, Assistant Commissioner, Office of Quality Schools, and Curt Fuchs, Coordinator of Educational Support Services, will assist with the presentation and discussion of this agenda item.

**RECOMMENDATION:**

The Department recommends that the State Board of Education vote not to approve the application and direct UMKC to take additional time to confirm all legal paperwork and resubmit the application when appropriate for a 2016 opening.



## **KC Collegiate Charter Application**

**December 22, 2014**



**FAX TO:** Dr. Dennis Cooper, Assistant Commissioner  
Office of Quality Schools, DESE  
1-673-522-1134

**FROM:** Gail Hackett  
816-235-1024

**Date:** Wednesday, December 3, 2014

**Pages:** 2, including this cover sheet

**REGARDING:** UMKC Sponsorship of Huerta Early College Charter School

Please see attached letter.



December 2, 2014

Dennis Cooper, EdD  
Assistant Commissioner  
Office of Quality Schools  
Department of Elementary and Secondary Education  
205 Jefferson Street  
P.O. Box 480  
Jefferson City, MO 65102-0480

Dear Dr. Cooper,

I am writing to inform you that the University of Missouri Kansas City intends to sponsor the Huerta Early College charter school should their application be approved. I recently became aware that all charter school applications would need State Board approval by December 1, 2014 in order to start school in fall 2015. I realize that this deadline has expired and am requesting your assistance with moving the application along.

Thank you in advance for your consideration of this request,

Sincerely,

A handwritten signature in cursive script that reads "Gail Hackett".

Gail Hackett, Ph.D.  
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Professor, Counseling & Educational Psychology  
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**UNIVERSITY OF MISSOURI-KANSAS CITY**

Administrative Center, Room 300G | 5100 Rockhill Rd. | Kansas City, MO 64110-2446  
(a) 816-235-1107 | (f) 816-235-5509 | Location: 5115 Oak St.

December 22, 2014

Peter F. Herschend: President, Missouri State Board of Education  
Michael W. Jones: Vice-President  
Members of the State Board of Education

This letter affirms that the University of Missouri-Kansas City has reviewed the charter school application submitted by the Board of Directors of KC Collegiate and fully endorses its contents. We believe that the application is in compliance with charter school law and that the school, with direction from its Board, is poised to provide an exceptional education to those student who choose to attend.

Should the State Board of Education approve this application , the University of Missouri-Kansas City Charter School Center will provide sponsor support and assistance, including the monitoring of its Performance Contract, Board of Directors, and all compliance obligations to ensure this school fulfills the terms of its charter.

In service,



Phyllis A. Chase, Ed.D.  
Director, UMKC Charter School Center  
chasep@umkc.edu  
816.235.6344

Cc: Dr. Chris Brown, Interim Dean

**Missouri Charter School Application Cover Sheet** Page 1 of 2

KC Collegiate

NAME OF PROPOSED CHARTER SCHOOL

KC Collegiate Inc.

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

Jana Cooper

Principal of elementary school

PRIMARY CONTACT PERSON

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

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MAILING ADDRESS

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janacreid@gmail.com

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N/A

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

N/A

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

Kansas City Missouri School District

2015

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20\_\_

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-3	240	SCHOOL YEAR 6 *	K-8	600
SCHOOL YEAR 2	K-4	300	SCHOOL YEAR 7 *	K-9	700
SCHOOL YEAR 3	K-5	360	SCHOOL YEAR 8 *	K-10	800
SCHOOL YEAR 4	K-6	440	SCHOOL YEAR 9 *	K-11	900
SCHOOL YEAR 5	K-7	520	SCHOOL YEAR 10 *	K-12	1000

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS  K  TO  12  WITH A PROJECTED TOTAL ENROLLMENT OF  1000 .

**Missouri Charter School Application Cover Sheet** Page 2 of 2

**SCHOOL DESCRIPTION (1 pages maximum)**

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

**APPLICATION CERTIFICATION**

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



SIGNATURE

Principal

TITLE/ROLE

12-21-2015

DATE

Jana Cooper

PRINTED NAME

## **KC Collegiate School Description**

### **The Name:**

KC Collegiate reflects our belief that all students deserve a high quality education that gives them the opportunity for success at the collegiate level. KC Collegiate is about growth, character, and community and our name reflects the seriousness with which we accept our charge.

### **Mission:**

We believe that by focusing on academic achievement, community leadership, and the investment in teachers, KC Collegiate's mission of students graduating from college and serving in their community will be realized.

### **Curriculum Approach:**

KC Collegiate will use a combination of school created curricula and curricula that has already been developed. The school created curricula will utilize the Understanding by Design curriculum model created by Jay McTighe and Grant Wiggins. The curriculum is in alignment with the Missouri Learning Standards and at times also in alignment with national standards depending on the content area. In order to get students ready to succeed in college and become leaders in their community, we start preparation in Kindergarten by talking about college, planning for college and going on college visits. We also believe that implementing a community garden including a class and curriculum, will have a positive impact on student's health and education. Our school community has a longer school day and school year in order to learn all the standards necessary for achieving our mission and vision of students being successful in life after KC Collegiate.

### **Grades Served:**

KC Collegiate will serve students in grades K-3 in its first year starting in the fall of 2015. Each year we will add one grade level until we are a complete K-12 district. Grade size in the elementary school will be 60, 20 students in each class. The middle school will start in sixth grade in the fall of 2018 with 80 students per grade, 20 students in each class. The high school will open in the fall of 2021 with ninth grade and will have 100 students per class and strive to maintain at least a 20:1 student to teacher ratio.

### **Student Benefits:**

A rigorous curriculum and a community garden will benefit students during and after their time at KC Collegiate. The rigorous curriculum will challenge students and prepare them for future endeavors. The community garden will expose students to healthy food. It will support student inquiry, connection to the natural world, and engage students in the process of formulating meaningful questions.<sup>1</sup> Strategic partnerships with local and national companies will provide students exposure to a variety of experiences that could lead to a wide-range of career possibilities.

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<sup>1</sup> Habib, D., & Doherty, K. 2007. Beyond the garden: Impacts of a school garden program on 3rd and 4th graders. Seeds of Solidarity: 2-14.

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## **Education Plan**

## **A.1 Mission, Vision, Goals**

### **Vision: What we want to accomplish**

- Our school is the best academic school in the state of Missouri.
  - Highest Aggregate MAP scores
- Our alumni are successful in their post-secondary learning
  - 100% of former students on track to graduate by 2033
- Our staff are excellent and committed to the long-term success of the school
  - 50% of staff have worked at school for at least ten years by 2033
- Our alumni are committed to serving their community
  - 20% of alumni contribute in some way to the school each year

### **Goals: How we plan to accomplish our vision**

#### Focusing on academic achievement

To achieve this goal, we will have established goals prior to the beginning of the school year that are communicated to all staff, students, and parents. All students will know what their current level is and what they need in order to meet their goal. Teachers will meet regularly in data teams to monitor and plan for goal achievement. Our parent teacher conferences are structured around academic goals and how parents can support their student to achieve their goals. The principal will closely monitor the data and if a student is not showing desired growth then a team will be formed to put interventions in place.

#### Making an investment in teachers

To achieve this goal, we believe and know that at the heart of a great school is excellent teaching. We want our school to have a college and career implemented curriculum, high parent involvement and outstanding academic results. In order to accomplish all of these things we have to recruit, retain and grow the very best teachers.

#### Focusing on Community Leadership

To achieve this goal, we want our students to seek out ways to improve their community. In order to practice this we will build a community garden. We want our garden to unite our community and teach our students skills of how to improve their lives and the lives of the people around them.

### **Our Values: Behaviors we need to work on in order to achieve the vision and our goals**

We have developed the following core values to reflect the behaviors we believe students and adults can work on in order to work towards accomplishing the vision of our school. These values were selected by the founding team and Board of Directors as characteristics we want our students to develop and show as they graduate from each level of school. In other words we want all of our elementary school students to develop in the values of ABC's, listed below, as they progress through elementary school and move on to sixth grade. We have different values for the middle and elementary school because as students grow cognitively so does their capacity to develop non-cognitive skills. As a school we must not only teach academic content but also teach students how to develop different mindsets and how their mindset can greatly impact how they approach learning and meeting goals.

## Elementary Values “ABCs”

**A**ppreciative-feeling or showing you are thankful

**B**rave-ready to face a challenge even if you are scared

**C**urious-eager to know and learn

**C**ompassionate-showing concern for others

## Middle School Values (add in year 4)

**G**allant-being brave with great manners

**R**esourceful-finding quick and clever ways to meet a challenge

**O**riginal-being confident in your own strengths and weaknesses

**W**ise-using what you know to do what is right

## The Need

### *Local Academic Need*

Currently in the Kansas City School District and Kansas City Charter Schools, only 23% of all 3rd graders are reading at or above grade level.<sup>2</sup> Additionally, in Kansas City Public Schools and Charters, 73%<sup>3</sup> of students are graduating from high school, but only between 30-50% actually attend the first year of college, and only 1 in 10 will graduate.<sup>4</sup> This means that in our city for every 10 Kindergarteners that start with the brightest future ahead of them, only 1 will earn a college diploma.

### *National Academic Need*

National assessments continue to show persistent gaps in K-12 school achievement by race, ethnicity and income. Consider the following:

- High school graduation: About 65 percent of low-income students complete high school, compared with 91 percent of middle and upper-income students.<sup>5</sup>
- College enrollment: High school graduates from low-income families who score in the top testing quartile are no more likely than their lowest-scoring, affluent peers to attend college.<sup>6</sup>
- Over the past two decades, the gaps in college participation by ethnic groups have grown wider.<sup>7</sup>
- College completion: Young people from the middle and upper ends of the socioeconomic scale are almost five times more likely to earn a two-year or four-year college degree than those from low-income families.<sup>8</sup>
- According to The Georgetown University Center by the year 2016, 63% of jobs will require a post-secondary education.

### *Why invest in teachers?*

- One study showed that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on

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<sup>2</sup> <http://kcmayor.org/cms/wp-content/uploads/2013/08/CSAP-Final-KCMO.pdf>

<sup>3</sup> <http://kcmayor.org/cms/wp-content/uploads/2013/08/CSAP-Final-KCMO.pdf>

<sup>4</sup> <http://dhe.mo.gov/data/>

<sup>5</sup> Goldberger 2007

<sup>6</sup> Advisory Committee on Student Financial Assistance 2001

<sup>7</sup> Ryu 2008

<sup>8</sup> Advisory Committee on Student Financial Assistance 2001

Tennessee's statewide mathematics assessment at the end of 5th grade. When children with comparable achievement histories starting in 3rd grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile, an enormous 52-percentile point difference for children who presumably had comparable abilities and skills.<sup>9</sup>

- Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.<sup>10</sup>
- America's urban schools are taking a negligent approach to teacher retention; many rarely make a strong effort to keep "Irreplaceables," teachers so successful at advancing student learning that they are nearly impossible to replace, or usher unsuccessful teachers out. As a result, the best and worst teachers leave urban schools at strikingly similar rates.<sup>11</sup>
- Studies such as have shown that educator training which strengthens teachers' knowledge of the subject matter; offers peer mentoring and modeling; aligns closely with actual classroom conditions, is directly applicable to educators' practice; and is consistent with curriculum standards leads to improved student achievement.<sup>12</sup>

The research is clear that teachers are the single greatest factor in student outcomes. Additionally, highly effective teachers are better at engaging parents, establishing traditions and fostering school culture. In order to grow teachers and create an environment where teachers want to stay and grow, KCC will implement the following structures:

#### *Observation and Feedback Cycle*

Each teacher will be observed weekly. Following each observation will be a short conversation to discuss growth around a set of goals that the teacher and school leader set together. The goals will be small and attainable. For example: a teacher might set a goal of maintaining 80% highly engaged students. Instead of the administrator coming in to comment on classroom management, lesson objectives, or another seemingly random topic, the entire observation and conversation will be limited to engagement. In this format, teachers will not get overwhelmed by all of the things they may or may not need to work on, and can focus on mastering one goal and then move on to a new goal. This professional development, meaning one on one conference following an observation, is provided by the building principal, vice principal and instructional coach.

#### *Teacher Evaluation*

Instead of the evaluation process being done two times per year, the teacher evaluation process will mirror the observation and feedback cycle. The goals that the teachers are working on each week will serve as the basis for the overall teacher evaluation process. In this way, teachers are not asked to be held to an entirely different set of standards than already identified by the teacher and administrator as areas of needed improvement.

<sup>9</sup> <http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx>

<sup>10</sup> <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>

<sup>11</sup> <http://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis>

<sup>12</sup> Cochran-Smith & Zeichner 2005; Shoen, et al. 2003; Porter, et al. 2003; Borko 2004

### *Professional Development*

Professional development will also align to the observation and feedback cycle. School-wide professional development will take place one time per week for 2 hours. Students will have early release one day per week to make this possible. School-wide professional development will focus on instructional improvement rather than topics picked at random that relate to education but not to the development of each individual. One example of this is using the techniques found in *Teach like a Champion* by Doug Lemov. The teachers and administrators together will read and discuss the book and then teachers will share personal video clips from their classrooms. Below is an example of what professional development might look like using this model.

The instructional coach video tapes teachers around the building that have selected the strategy *Format Matters* which maintaining that every time a student answers a questions verbally or in written format it is in a complete sentence and grammatically correct. After viewing a short video segment of a teacher from KCC using *Format Matters*, teachers will work in small groups to analyze the video for strengths and opportunities for growth.

Lemov's book will be one focus for professional development at KCC because we believe that teaching is not something that people are born good at or bad at, it is intentional hard work and practice, which is illustrated from the example above. Lemov believes that just like playing sports if you want to get better you have to practice and review the tapes in order to see it and fix it.

The instructional strategies that each teachers, grade level or school is working on will depend on a needs analysis conducted by the individual or group and the instructional coach, vice-principal or principal. Essentially, a team of people will analyze the greatest areas of improvement for each individual, team and whole school. The needs will be prioritized in order to leverage strategies that will bring the most academic gain for students. The book *Teach Like a Champion* has strategies that work on rigor and classroom management so that regardless of the teacher background or experience everyone will have their needs met.

In addition to whole staff professional development and the observation and feedback cycle teachers will also be working in teams, either grade level or department. These will occur two times per week for 45 minutes each time. Team professional development will focus on grade level or department level data and lesson planning.

### *Plan Time*

Teachers at KC Collegiate, in all grade levels, will have 90 minutes of plan time each day. One day per week, 45 minutes will be dedicated to lesson planning with the team, and another day per week, 45 minutes will be dedicated to data with the team. One time per week, 15 minutes of plan time will be dedicated to conferencing about an observation with the school leader. The remainder of the time will be left for the teacher to take care of the many tasks that need to be completed each day. The state of Missouri requires 50 minutes of plan time per day but KCC views that amount as inadequate. In order to make the teaching profession more sustainable, we

have increased the plan time significantly because we know it is the key to effective lesson-creation and implementation. We also know that teachers often work up to 20 hours per week above the teaching agreement, and in order to decrease that amount, we will have increased plan time.

### *Why a community garden?*

Rigorous academic preparation alone is not enough to achieve the mission of KC Collegiate. Our students face many challenges on their path through college and a chosen career, and one of those is maintaining a healthy lifestyle. Recent research demonstrates that schools have an obligation to teach students about nutrition and exercise in order for their brains and bodies to pursue and acquire knowledge.

- Childhood obesity rates in America have tripled since 1980. Today, nearly one in three children in America is overweight or obese. The numbers are even higher in African American and Hispanic communities.<sup>13</sup>
- Today, children experience a very different lifestyle. Gym class and after-school sports have been cut; afternoons are now spent with TV, video games, and the internet.<sup>14</sup>
- Low-income neighborhoods frequently lack full-service grocery stores and farmers' markets where residents can buy a variety of fruits, vegetables, whole grains, and low-fat dairy products.<sup>15</sup>
- Lower income neighborhoods have fewer physical activity resources than higher income neighborhoods, including fewer parks, green spaces, bike paths, and recreational facilities, which makes it difficult to lead a physically active lifestyle.<sup>16</sup>
- Experiential outdoor education is shown to enhance student achievement, particularly in the STEM subjects<sup>17</sup>
- Going beyond tested objectives, garden-based learning is also shown to foster critical thinking and group problem-solving<sup>18</sup>

Additionally, students will work in a community garden to learn how to plant and care for the food that they will be growing. Students and parents will be able to take home the produce and will be provided recipes and nutritional information about the food from the community garden. Lastly, students will have the opportunity to connect the skills they are learning in the garden to help themselves and the members of their community.

## **A.2 Curriculum and Instruction**

KC Collegiate (KCC) will use a combination of school created curricula and curricula that has already been developed. The curriculum is in alignment with the Missouri Learning and at times also in alignment with national standards depending on the content area. All school curricula are aligned with the mission and vision of the school. See the samples in Appendix A for the rigor and standard alignment of our curriculum.

### **School Created Curricula (UBD)**

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<sup>13</sup> <http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>

<sup>14</sup> <http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>

<sup>15</sup> <http://www.frac.org/pdf/Paradox.pdf>

<sup>16</sup> Estabrooks et al., 2003; Moore et al., 2008; Powell et al., 2004

<sup>17</sup> Klemmer, et al. 2005; Dirks & Orvis 2005; Smith & Motsenbocker 2005

<sup>18</sup> Ernst & Monroe 2004

KCC will use Understanding by Design to develop instructional units. Understanding by Design was created by Jay McTighe and Grant Wiggins. Understanding by Design is a backwards curriculum design model that centers on the idea that the design process should begin with identifying the desired results and then "work backwards" to develop instruction rather than the traditional approach which is to define what topics need to be covered. The framework identifies three main stages:

- Stage 1: Identify desired outcomes and results.
- Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).
- Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

### Stage 1. Identify Desired Results

In this stage, teachers consider not only the course goals and objectives, but the learning that should last long term. This is referred to as "enduring understanding." It also includes the following elements:

- Real world connections
- Uncovering abstract or misunderstood ideas
- Engaging Students

### Stage 2. Evidence or Assessment

The second stage in the design process is to define what forms of assessment will demonstrate that the student acquired the knowledge, understanding and skill to answer the questions. There are three types of assessment:

- Performance Task-applying understanding of concepts to a real-world task
- Criteria Referenced Assessment (quizzes, test, prompts): more commonly known in education as a summative assessment.
- Unprompted Assessment and Self-Assessment (observations, dialogues, etc.): more commonly known as formative assessment

### Stage 3. Plan Learning Experience and Instruction

In this stage it is determined what sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understanding.

## **Developed Curriculum**

### ***English Language Arts and Writing***

In grades K-5 the structure that will be used to conduct English Language Arts is called Daily 5. This structure allows teachers to pull small reading groups and target specific skills while the other students not in a small group are able to engage in meaningful work. Here meaningful means the students have a lot of choice over the types of work they are doing in Read to Self, Read to Someone, Listen to Reading, Word Work and Writing. The goal is for students to build

stamina in each of these areas while exercising choice. Additionally, students will be working on skills independently that they have previously worked on in their small reading group with the teacher.

Starting in second grade and continuing all the way through eighth grade the Daily 5 structure will expand to include the CAFÉ, which stands for Comprehension, Accuracy, Fluency and Expanded Vocabulary. The students will be taught specific skills that align with each of the four areas of the CAFÉ. The structure stays the same in that students are working independently on one of the Daily 5 components but now they are adding strategies to it. So for example, at student might be working on Read to Self and using the strategy “go back and reread”.

When teachers are at the teaching table pulling small, leveled groups they will be using Benchmark Education leveled K-5 BookRoom. Teachers will be able to pull books at levels A-Z with multiple fiction and non-fiction books at each level. The students will be working through books that are at their instructional level, the teachers will be able to increase the reading difficulty at any point the readers in a given small group show readiness. An example of what one small group session might look and sound like is the following.

The teacher will be at horseshoe table in the center cut out while 4-5 students sit around the outside. Each student and the teacher will have their own copy of the book. Nothing will be on the table except the book lying flat.

1. Students and teachers conduct a picture walk of the book.
2. Students make predictions about what they think the book might be about.
3. Teacher reads through the book while each student tracks every word by pointing underneath the word.
4. Teacher and students re-read the book again together. All voices going at the same time. The teacher ensures there is 100% participation and they continue to re-read until that goal is met.
5. Each student takes a turn to read one page at a time. The teachers will ask students when they stall out on a word, “Do you need help or time?” If the student answers time the teacher waits. If the student says help, the teachers will ask members of the group to give the student asking for help a strategy to sound out or figure out the word. Once the student gets the word the teacher and other students celebrate success.
6. After the group has read the story three times. The teacher will then start to ask comprehension questions that vary in difficulty level. The teacher will ask the students to show in the book how they know the answer when applicable.
7. After answering comprehension questions the teacher could move into a mini lesson on vocabulary in the book or move into a writing assignment from the book they just read.
8. The next time the teacher pulls this small group he or she would start by discussing the book they read during the previous session to see whether the students really understood what they read.

Students that are reading 2 or more levels below their current grade level will be pulled out to receive a reading intervention each day. Their small group will last 30 minutes, so they will be in their classroom at least 60 minutes. The curriculum reading interventionist will use is called Leveled Literacy Intervention (LLI) by Fountas and Pinnell. This small group structure mirrors the example above but includes many foundational skills in regards to letter recognition and

phonemic awareness. The program also sends students home with a black and white take-home book each time the small group masters a book. Students will not be sent home with the book until they can read the entire book independently. This research-based curriculum will improve students' reading quickly because it builds a strong phonemic foundation and cycles through many reading skills.

At KCC writing is taken very seriously because the expectations in the Missouri Learning Standards are very rigorous. Students will spend time writing each day in several of their classes. The writing curriculum KCC is utilizing is by Lucy Caulkins. Below is a description of that program.

Instruction in the Units of Study in Opinion, Information, and Narrative Writing series is organized around four grade-specific units of study at each level and a book of if/then curricular plans. The four units of study at each grade level are organized around opinion, information, and narrative writing. Each unit of study contains 18-22 sequential sessions subdivided into three to four bends, with each bend walking you step-by-step through the entire writing process from planning and drafting to revising and editing and eventually to publication. Each session lays out the teaching points, mini lessons, conferences, and small-group work in a way that will help you replicate, and eventually personalize.

In addition to the writing and reading curriculum above, there will be three supplemental curriculum components. There is Daily Spelling Practice use in grades 2-8, Daily Reading Practice used in grades 1st through 8th and Daily Grammar Practice used in 1st through 8th. The way that these components are used is as mini lessons in between teachers pulling small groups. Below is an example to illustrate.

Time	Activity
9:00	Students enter class and begin Daily Reading Practice
9:10	Teacher and students go over Daily Reading Practice passage
9:15	Teacher pulls Group A while classmates are working in Daily 5 stations
9:35	Teacher pulls whole class back together and everyone completes Daily Spelling Practice
9:45	Teacher and students go over Daily Spelling Practice sheet for the day
9:50	Teacher pulls group B while classmates are working in Daily 5 stations

The table about illustrates how these components are utilized. The students work on these for 10 minutes and then they go over the work for 5 minutes. The idea behind this curriculum component is that students need daily practice of spelling, reading and grammar in small doses. The act of completing a small amount each day will lead to great amount of practice and understanding of multiple skills.

The last curriculum used for English Language Arts is Jolly Phonics and this is used only in Kindergarten. This curriculum is multisensory and the goal is for students to have an extremely strong phonics foundation. Most of this curriculum is delivered through songs and actions that the students sing and complete each day, they skills they work on get more complex as the

school year progresses. At the beginning of the year students are working on letter sounds and by the end of the year they are working on blends.

### ***Math***

The Missouri Learning Standards require students to show, illustrate and solve in multiple ways. In order to meet those rigorous demands KCC has adopted a curriculum that is very hands-on. Bridges and Number Corner really allow students the opportunity to interact with math and find multiple ways to reach the same answer. Each day all students will participate in number corner which uses the calendar to focus on a specific skill each month. For example, the theme for one month might be spatial reasoning and an understanding that you can make shapes out of other shapes. So the first day of the month might be one triangle and the second day might be two triangles forming a square and so on.

The Bridges component is a comprehensive math curriculum that aligns with the Missouri Learning Standards. Students often work in groups to solve equations. Typically a lesson starts with the teacher hooking them into math by using real life examples. Then the teachers moves into a mini lesson that involves lots of modeling and asking students in the class to come and model. Most lessons end with students working in small groups to continue practicing the mini lesson objective with manipulatives. In addition to the above structure, there are days where students just work in stations. These stations are all previous mini-lessons. The students are able to constantly cycle back through previously taught lessons for additional exploration and practice.

### **Elementary Courses with school created curriculum**

The following elementary courses are created locally by the teachers using the Understanding by Design model. It is the schools belief that in order to achieve the mission of the school and serve all students adequately in these content areas, we have to create our own model.

### **Science**

The KCC elementary Science curriculum will be based on the Missouri Science Grade Level Expectations and will follow the topics outlined by each grade level in the Next Generation Science Standards (NGSS). The NGSS align with Reading, Writing and Communication Core Standards and therefore Science instruction will include ample amounts of reading, writing, discussing and presenting. In addition to these skills the Science curriculum will be inquiry based. The following skills will be developed over the years and the rigor will increase at each grade level. Largely these skills will be practiced in our school learning garden.

- Making observations and inferences
- Generating questions and predictions
- Classifying objects, animals, measurements, etc.
- Planning experiments or creating models
- Measuring outcomes
- Analyzing patterns in data

## **Social Studies**

The KCC elementary Social Studies curriculum will be based on and aligned to the Missouri Learning Standards for Social Studies. Social Studies at KCC will be considered another opportunity to increase minutes in reading, writing, discussing and presenting. In addition to those skills, Social Studies will focus on:

- Students exploring self in terms of identity, community and environment
- Students exploring and understanding other countries, cultures, people and animals in terms of identity, community and environment

## **Music**

The elementary Music program will be based on the National Music Standards. Students will start off in vocal music and be exposed to several different types of instruments. The goal is that upon entering third grade, students will start playing the recorder and then select an instrument to play by 4th grade if that is the path that parents and students choose. Students in K-5 will increase their depth of knowledge in the following areas:

- Melody
- Harmony
- Rhythm
- Form

## **Art**

The elementary Art program will be based on the Missouri Learning Standards. Students will not only learn form, but also art history. The Art curriculum will include exposure to a variety of mediums such as; painting, drawing, coloring, clay, and arts and crafts. The curriculum will rotate through and increase in depth of knowledge in the following categories:

- Color
- Line
- Shape
- Craftsmanship
- Texture

## **Professional Development**

### *Curriculum-Understanding by Design*

All new teachers to the LEA will receive professional development on Understanding by Design (UBD). There will be a gradual release of responsibility as teachers gain practice and knowledge in each Stage of UBD. Teachers will access a school wide UBD template that compliments the content area and grade level needs. As the teachers begin to write their own units they will meet regularly with their lead teacher, principal/instructional coach to receive feedback on their work. As teachers gain confidence and experience they will help new staff members write and revise UBD units.

Teachers that are returning to the school and have experience with writing UBD units will set goals with their team before summer break. The teams will decide what units need to be revised or removed and make a plan to complete the work over the summer. The team will also decide on dates and times to review the changes and make necessary implementation plans for the school year.

*Curriculum Pacing Guides and Assessments*

Prior to the close of each school year each grade level or content team will create a list of changes that need to take place to the Pacing Guide(s) and Assessment(s). The Lead Teacher will work with the building Principal to create a team and a plan to complete the work.

During the two week period before school starts where teachers are engaged in professional development there will be a range of days and hours spent on going over the existing pacing guides and assessments to ensure clarity.

Curriculum-Existing Programs

The chart below outlines the plan for training new and returning teachers.

Curriculum Name/Structure Name	# of Days	Person that trains	New teachers to the school training	Training throughout the school year (new and returning)
Daily 5	3	Instructional Coach, Building Principal, Grade level teachers	Day 1: How to set up your classroom Day 2: How to launch each component Day 3: How to manage and move groups?	Throughout the school year the grade level Lead Teacher, Building Principal and Instructional Coach will provide observation and feedback to support teachers.
CAFÉ	2	Instructional Coach, Building Principal, Grade level teachers	Day 1: How to set goals with students Day 2: How to launch the CAFE board	Teachers will also have the opportunity to observe in each other's classrooms to see how the program is being implemented in other classrooms and grade levels; this system is called Rounds.
LLI (Leveled Literacy Intervention)	3	Lead Specialist	Day 1: How and when to assess students in your small group, how to set groups Day 2: How to utilize all of the system components Day 3: Watching videos of teachers implementing Daily 5 and reflecting	The grade level team will discuss implementation problems and strategies at PLC as well as set goals. Each week grade level teams will discuss UBDs that align with Bridges and the necessary materials needed each week. Grade level teams will also customize parts of Number Corner in order to address Math SMART goals
Bridges and Number Corner	2	Lead Math on each Grade Level Team is responsible for training new members to the team	Day 1: How and when to assess students in your small group, how to set groups Day 2: How to utilize all of the system components	

established by the team.

				Support from the Instructional Coach and Principal as needed
Daily Grammar, Spelling and Reading Practice	1/2 day	Lead Writing on each Grade Level Team is responsible for training new members to the team	Teachers will have access to the materials prior to training. Teachers will be provided an overview of how the programs are implemented. Time for questions and answers.	Support from the Instructional Coach and Principal as needed
Jolly Phonics	1/2 day	Kindergarten Lead Teacher	Teachers will have access to the materials prior to training. Teachers will be provided an overview of how the program is implemented. Time for questions and answers.	Support from the Instructional Coach and Principal as needed

## Instruction

### *Observation and Feedback Cycle*

Each teacher will be observed weekly by either the building principal or a coach. There will be a minimum of 10 observations for each teacher each semester. Following each observation will be a short conversation to discuss growth around a set of goals that the teacher and school leader set together. The goals will come from techniques discussed in Doug Lemov's, *Teach Like a Champion*. The teacher will meet with the same school leader throughout the school year. The goals will be small and manageable. For example: a teacher might set a goal of maintaining 80% highly engaged students. Instead of the administrator coming in to comment on classroom management, lesson objectives, alignment of lesson planning to executing, rigor of the questions, etc. the entire observation and conversation will be limited to engagement. In this format, teachers will not get overwhelmed by all of the things they may or may not need to work on, and can focus on mastering one area. The idea behind this structure is taken from *Leverage Leadership* by Paul Bambrick-Santoyo.

### *Early-Release Wednesdays*

Professional development will take place each Wednesday; there will be a 2 hour early release for students on those days. Professional development on Wednesdays will also align to the observation and feedback cycle and will be built around strategies found in Doug Lemov's *Teach like a Champion*. The teachers and administrators together will read and discuss the book and then teachers will share clips from their classrooms. The reason Lemov's book will be a focus of professional development at KCC is based on the school belief that teaching is not something that people are born good or bad at, but rather it is intentional hard work and practice. Lemov

believes that just like playing sports, if you want to get better you have to practice and review the tapes in order to see it and fix it.

**Early-release Wednesdays do not count towards Average Daily Attendance (ADA).**

### *Rounds*

Occasionally during professional development on Wednesdays teachers will engage in post Rounds. Rounds are when teachers observe each other around a school-wide instructional goal. The rounds model helps to create a community of highly reflective teachers. It acknowledges and respects a teacher's experience and views adult learning as a continuous process. What distinguishes a "round" from other professional development activity is that it occurs in the actual context of teaching and learning and is collaborative and reflective in nature; it represents a teacher's willingness to open his/her classroom to other teachers for input and inspiration. It also creates embedded opportunities for teachers to talk to each other about student work and teaching practice. Additionally, it is a way for our school to collect a lot of data quickly around our school wide goal.

### *Professional Learning Communities*

All teachers will participate in professional learning communities that focus on lesson plans for the week. Everyone will have time to present their lesson plans (the teams split up lesson plan writing by content area in the elementary grades) and get feedback before the lessons are taught. These meetings will take place one time per week and will include the grade level team. The purpose of this weekly meeting is to increase collaboration and sharing of ideas in order to benefit students and teachers.

### *Teacher Evaluation*

KC Collegiate plans to evaluate teachers using a system aligned to the Seven Principles of Effective Evaluation. One of the resources KCC will explore using, through a bidding process, is using the Network for Educator Effectives (NEE) created by the University of Missouri. NEE is a web based platform that is aligned to the Seven Principles and all of the Missouri Educator Standards. NEE is focused on instructional improvement regardless of which stage of career development a teacher may currently exist.

## **A.3 Assessment**

At KC Collegiate (KCC), assessment is what drives data-driven instruction. Data-driven instruction has several steps. First we ask ourselves what content do students need to master. Then, we create assessments that are aligned to standards. Bambrick-Santoyo writes, "Standards are meaningless until you define how to assess them. Assessments, therefore, are the roadmap to rigor."<sup>19</sup> Finally, we create lessons that are aligned to the assessments. After all, "Effective instruction is not about whether we taught it. It's about whether the students learned it."<sup>20</sup>

At KCC there are three types of assessments: nationally normed, state mandated, and local assessments created by teachers. The assessments that drive day to day instruction at KCC are

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<sup>19</sup>Bambrick-Santoyo, Paul. *Leverage Leadership*. 2012.

<sup>20</sup>Bambrick-Santoyo, Paul. *Leverage Leadership*. 2012.

the ones created by teachers. Our teacher-created assessments will be aligned to state mandated and/or nationally normed tests and will give us a daily look at our students currently understanding.

In order for KCC to have data-driven instruction, there are certain components that must be in place such as common plan time, professional development on successful running or being part of a data team and time for professional learning communities.

At KCC there is not one person that does not have a role in assessment. Teachers, students, parents, administrators, board members and community members are impacted and informed on assessment data on a continual basis.

### *Type of Assessments*

#### **Northwest Evaluation Association (NWEA) K-2 Math and Reading**

Computer-based testing system, built on 30 years of research and refinement, and adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. Rationale: Nationally-Normed, Summative, Cohort Data

#### **Missouri Assessment Program (MAP) (including interims) Grades 3-8 Math, Science (5&8) and ELA** These assessments measure progress toward mastery of the state's standards.

Rationale: Determine mastery and alignment of state standards, Summative, City and State status levels

#### **Standards-Based Assessment (K-12 by content area)**

These assessments are created by teachers and are given throughout each unit of study in all content areas. These assessments inform teachers of student progress toward specific learning outcomes and guides instructional decisions in the classroom. Data is analyzed at the individual student level to identify areas where particular students may need further assistance or mastery specific learning outcomes for a particular unit of study. Rationale: Formative Summative, SMART goals, guides instructional decisions day to day.

#### **STEP Test (Reading Test PreK-3rd)**

STEP™ divides literacy achievement into 12 steps—from concepts about print and letter identification to answering comprehension questions and story retelling—with smaller step levels (A, B, C) within those 12. Unlike other reading assessment tools, STEP™ gives teachers fine-grained information so they can tailor reading instruction to each child.

In contrast to other reading assessments, STEP™ looks at a broader range of reading skills. STEP™ evaluates comprehension and critical thinking, not just word recognition, reading rate, and accuracy.

#### **Data Cycles**

Every eight weeks, content area teams of teachers will share out SMART (smart, measurable, attainable, realistic, timely) goal data updates with the entire staff during professional development on Wednesdays. The purpose of these meetings will be for the teams to share what goals they are currently working on and where they are with the data. The team will also share out the instructional strategies they implemented in order to meet their goals. The rest of the

staff will have an opportunity to ask questions and make suggestions to the team. The team might also ask the rest of the school for help, especially the specials teachers (Art, Music, PE and Spanish), for how they can help incorporate the SMART goal into their classrooms.

At the beginning of each school year teachers will be provided a data binder. The binder will include all data from the previous students that just exited that grade as well as the incoming data of the students that they are serving. The data inside the binder will include all summative assessments the school gives: Aspire, MAP, EOC, NWEA and locally created assessments. The data points in the binder will include cohort data when applicable, and individual student level data. During the first year of operation the school team will decide what data will go inside the binder and how they would like the data displayed and presented. Each year the school team will spend time reflecting on the effectiveness of the data binders. Teachers will dictate what goes into the binders as the goal is for the binders to be used daily to inform instruction and planning.

### **Data Teams and Professional Learning Communities**

Each grade level or content area team will meet one time per week to discuss student data. The data these teams are discussing are the locally created assessments. Teachers will give a pre-test at the beginning of the year and then interims throughout the year culminating in a year-long post-test. The team of teachers will select goals for the students, write the assessments to give to the students, collect the data, discuss strategies on how to reach the goal, and celebrate the success when goals are met. The purpose of these meetings is for teachers to work together as a team around common goals that will impact the education of all students in the grade level. Once teachers have collected data, set a goal, created an assessment with check-in points and made an action plan, the team will dive deep into instructional strategies. Teachers will share out specifically how they are teaching the material and what kind of results they are seeing from the students. Teachers might share a video from their classroom or bring examples of student work to make the instructional techniques employed clear to the team. Special Education teachers and Reading Interventionists will also be on relevant Data Teams and PLCs so that they are up to date on their student's goals. This will allow them to individualize work with their students more efficiently. Listed below are the detailed steps followed by the Data Team.

#### *Step 1a: Establish Team Norms\**

These teams will meet once per week so it is imperative that the team create norms that all members operate from during each meeting. These norms should include everything from when and where you meet, to how you collaborate with each other in a professional way. Teams at the elementary level will consist of all of the teachers in that grade level; at the high school level the teams will be based on content area teachers. Other members of the team might consist of the Principal, Instructional Coach, Special Education Teachers, Therapists, Family Advocates and Paraprofessionals.

#### *Step 1b: Establish Big Goals and Assessment Calendar\**

Each grade level or department should set goals for that school year. This should be done prior to school starting. The goals will be established based on state or national standards for that grade level or content area. The team should create an overall assessment that assesses each goal so that there is baseline data from the beginning of the school year. The team should then decide when to administer the assessment. Most teams will have a beginning of year assessment and

end of year assessment that are congruent and there will be mini assessments of each goal throughout the year as the standards are taught.

\*Once Step 1a and 1b are complete the team will always be able to move directly into step 1c and the other steps. The team norms, big goals and assessment calendar will continually be referenced throughout the school year

*Step 1c: Analyze Assessment Data and Set SMART goal*

Teachers should look at the results of the year assessment and decide on a small goal, one that could be achieved in approximately an 8 week period. When choosing a SMART goal teachers will consider standards that are the most powerful to learning future material, standards that must have 100% mastery and standards that align with the curriculum pacing guides for the time of school year.

*Step 2: Create an assessment*

The team needs to decide how they will measure if the SMART goal is met. They may use an already created assessment or it may be necessary to create a new assessment that more appropriately aligns to the goal.

*Step 2: Establish check-in points*

Everyone on the team, including the student needs to be clear on when the next assessment or check-in will take place.

*Step 4: Create action steps*

This is where the team gets to be creative and implement instruction which could take many different forms. Teachers will work together to implement direct instruction on the SMART goal. Teacher teams may decide to split the students up into different groupings to make the instruction more targeted.

*Step 5: Implement the plan with fidelity and repeat steps as necessary*

The team holds each other accountable to follow the actions steps and check-in dates as well as communicate with each other about changes or how the student(s) is progressing.

## **Grading Policies**

KC Collegiate uses standards-based grading. This means that parents, students, and teachers are aware of where each individual student is on every standard that is assessed. Through this process it is easy for parents, students and teachers to clearly articulate areas of strength and areas of needed improvement.

In the elementary grades K-2 students receive an individual score for each standard. See chart below. Students do not receive an overall grade for each content area in these grade levels.

Measure	Definition
Meets(M)	Student demonstrates a minimum of 80% proficiency. If student needs to demonstrate 100% mastery please an * will be placed by the standard.
Progressing(P)	Student demonstrates 50-79% proficiency of the objective.

<b>Emerging(E)</b>	Student demonstrates 20-49% proficiency of the objective
<b>Intervention(I)</b>	<p>Student demonstrates 0-19% proficiency of the objective and receives a mark of intervention. A mark of intervention indicates that the student will not be able to make progress on the objective without a change to the instructional process. Below are a few examples of possible interventions.</p> <ul style="list-style-type: none"> <li>a) extra practice, time and/or exposure</li> <li>b) parent conference</li> <li>c) small group or 1 on 1 instruction</li> <li>d) alternative teaching strategies</li> </ul>

*\*Students reach a proficiency percentage by combining multiple attempts over the course of time.*

Starting in grade 3 students receive a percentage for each standard. Those percentages are averaged into a final percentage for that content area. Grades are based on the mastery of the standards. Students will also be given multiple attempts to master the standard during the school day and during after-school tutoring. Students have the entire year to work on mastering the standards, and teachers will continue to reteach standards throughout the year.

### **Response to Intervention**

At KCC we will not just collect data but we will respond to it, every day. When we start to notice, or if we know in advance that a student or students are not performing at the academic level necessary to be successful, we will address it with a strategic plan. Below outlines the process to address interventions used with an individual class or individual student. These steps mirror the data team process discussed above, but differ in that the student(s) are not responding to the regular interventions implemented by the grade level or content level team and there is no change in the data. These teams will include the building Principal or an Instructional Coach.

#### *Step 1: Form a team*

A team could be made up of all the teachers in that grade level or a single teacher and the principal. Parents should be included as team members as much as possible. At KCC, we prefer to collaborate rather than work alone. We find value in having input from many different perspectives and believe that it benefits the students as well as our own professional growth.

#### *Step 2: Understand the data*

If students are not responding to the interventions the classroom teacher is putting in place then the team might need to look at the assessment data more deeply or give a different assessment to gain better knowledge of where the student's baseline of knowledge starts.

#### *Step 3: Set a goal*

This goal might be a stepping stone to a larger goal that was set for the grade level or department. The point is that the data is moving in the right direction.

#### *Step 4: Create an assessment*

The team needs to decide how they will measure whether a goal is met. They may use an already created assessment or it may be necessary to create a new assessment that more appropriate aligns to the goal.

*Step 5: Establish check-in points*

Everyone on the team, including the student needs to be clear on when the next assessment or check-in will take place.

*Step 6: Create action steps*

This is where the team gets to be creative and implement interventions which could take many different forms. A student might be put in an additional reading group, have different homework each night, have tutoring a certain number of days per week, have an individual block of work time implemented during the day, or a different intervention to meet the student’s needs. The team should work with the building administration to make sure that the action steps are carried out to their fullest extent. That may mean making special arrangements.

*Step 7: Implement the plan with fidelity and repeat steps as necessary*

The team holds each other accountable to follow the actions steps and check-in dates as well as communicate with each other about changes or how the student(s) is progressing.

**A.4 School Calendar and Daily Schedule**

One way to ensure that students are constantly learning is to design a school calendar and schedule that maximizes learning time. Students at KC Collegiate (KCC) will have a longer school day and school year. Students will go to school one hour longer each day than at typical public schools. It should be noted that even though students have an 8 hour day the LEA will only claim ADA for 7 hours as regulated by law. KCC students will be in school 177 days, 3 days longer than is mandated by the state of Missouri. The combination of a longer school year and day, KCC students will have approximately 5,000 additional minutes of instruction each year. In addition to the regular school year, KCC will hold summer school each year. Some students will be strongly encouraged to attend summer school based on their academic performance. Other students that are academically at or above grade level will have a variety of enrichment options during the summer. Please note that summer school days and hours were not included in the additional instructional minute’s calculation and early release Wednesdays have been factored into that equation.

In addition to a strong instructional calendar, KCC has designed a daily schedule that focuses on core academics. The elementary schedule includes the following instructional minutes in the chart below in comparison with what the State of Missouri recommends for each subject area. In addition to core academics students at KCC elementary will have a one on one check-in each morning with their teacher. We strongly believe in starting the day with direct eye contact and conversation. This allows teachers to triage any situations before there could be escalation. Additionally, the elementary school has a community meeting each day. The time is used to grow as a community and discuss core values, celebrate academic successes and make important announcements.

Subject	State of Missouri recommended minutes (1-3) <sup>21</sup>	KCC Kindergarten	KCC First Grade	KCC Second Grade	KCC Third Grade
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<sup>21</sup><http://dese.mo.gov/sites/default/files/Recommended%20Minutes%20of%20Instruction%20for%20Elementary%20Schools.pdf>

English Language Arts	750	725	720	820	780
Developmental Reading*					
Writing**					
Mathematics	300	350	415	450	455
Science	150	100	100	100	120
Social Studies	150	100	100	100	120
Physical Education and Health	120	140	140	140	140
Garden	Not specified	140	140	140	140
Music	60	70	70	70	70
Art	60	70	70	70	70
Recess/Break/Centers	80	280	80	80	80

\*This is a term used by the State of Missouri

\*\*The State of Missouri does not specify writing minutes and KCC is assuming those minutes are to be include with English Language Arts

## A.5 Target Population

Through the creation of the KC Collegiate (KCC), we are looking to serve all students and families whose beliefs align with the mission of KCC that reside within the Kansas City Missouri School District. We are also looking to serve students that are underrepresented in higher education: low-income youth, first-generation college students, English language learners, and students of color. KCC wants to change the outcomes for students living in poverty and in neighborhoods where few college graduates reside. The information in the chart below shows two of the lowest ranked zip codes within the boundaries of the Kansas City Missouri School District. The chart also includes World Zip Rank, which is a number between 0 and 99 representing the zip codes average percentile ranks in college education and income. As you can see below, the target zip codes are ranked at 1, only 1 point higher than the lowest score possible.

Zip Code	World Zip Rank	College Graduates	Median House Hold Income
64126	1	4%	23.800
64128	1	6%	23.297
64106	27	25%	25,136

Source: American Community Survey, U.S. Census, ESRI

### Current Schools in Target Zip Codes

The table below indicates that there is a dire need for academic improvement in the current schools located in KCC's intended zip codes. In order to fulfill KCC's mission and meet the needs of families that reside in these zip codes, KCC will offer something different than what the other schools are offering. KCC will focus on building growth mindsets through our core values. KCC will meet the needs of the target population with recruiting, retaining and developing the best teachers. Our skilled teachers will implement a rigorous and aligned curriculum. See section A.2 and A.3 for a detailed plan of KCC's curriculum and professional development.

Zip Code	Elementary Schools in Zip code	Grades Served	Student Population	F/R Lunch	ELL	% of Students Prof. or Adv. Reading	% of Students Prof. or Adv. Math	% of Students Prof. or Adv. Science
64126	Trailwoods Elementary	PK-6	352	96.8%	93.3%	33.45%	42.92%	50%
64128	Hope Leadership (ES)	K-4	82	64%	0%	5%	5%	N/A

64016 Currently there are not any schools located in this zip code.

### Student Growth Plan

KCC will start with grades K-3. Each additional year, one grade will be added until becoming a complete K-12 system. There are three primary reasons for starting with these grade levels. We are confident that we will have high test scores in our first year of operation, and the Board of Directors will publish our test scores after our first year. In our elementary school our Board of Directors will post test scores in Math and English Language Arts in the 3rd grade.

The student growth population chart below indicates that there will be 60 students per grade level in elementary, 80 students per grade level in middle school. The reason that 20 slots will open at the middle school level is to give parents and students an opportunity to attend the school. We are confident that we will be a popular choice for parents and we want parents and families to have to opportunities to go through the lottery system in the upper grades. Although these students might not come in as academically prepared as the KCC students that have been with us since elementary school we are confident that if the student and parent(s) believes in the mission of the school and adheres to the Student Code of Conduct we will be able to get them ready for college.

Additionally, we believe that the elementary school should have the fewest students because that is where the foundation is laid and having an elementary school that is small is critical to our success. Additionally, we believe that 80 is the perfect number at the middle school level because we will be able to have a grade level team. One teacher will be able to focus their planning and instruction in one content area with having 80 students per grade level. This will allow for the instruction to go more in depth and for the teachers to spend more time focusing on their content area.

Last, we understand that student attrition will occur from year to year because of students moving or other reasons. We would expect the attrition rate each year to not exceed 5%. In order to compensate for student attrition KCC will back fill in grades K-4.

### Student Population Growth Chart by Year

	2015-	2016-	2017-	2018-	2019-	2020-
	16	17	18	19	20	21
K	60	60	60	60	60	60

1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	0	60	60	60	60	60
5	0	0	60	60	60	60
6	0	0	0	80	80	80
7	0	0	0	0	80	80
8	0	0	0	0	0	80

## A.6 Special Student Populations

KC Collegiate (KCC) is committed to providing an academically rigorous, supportive, free and appropriate public education (FAPE) to all students. KCC will accommodate the individual educational needs of any student with Limited English Proficiency (LEP) or any student requiring an Individualize Education Plan (IEP) under Missouri State Law. At KCC, children with disabilities will receive a free and appropriate public education in the least restrictive environment (LRE) possible. It is a goal at KCC that students with disabilities will be educated with students who do not have disabilities, as much as possible.

### *Special Education Process at KC Collegiate*

Students enrolling at KC Collegiate will not be discriminated based on physical and or mental disability. If students arrive at KCC with an Individualized Education Plan (IEP), then that student will receive all services specified in that IEP including transportation. Within the first 30 days of enrollment, an IEP meeting will be scheduled at a mutually agreed upon time and place with the parent(s)/guardian(s) of the student. The purpose of this meeting will be to accept a student’s previous IEP and evaluation or determine that a new IEP or evaluation should be created.

If a student does not have an IEP but it is suspected that the student has a disability, the teacher or other school staff will give the student’s information to the Special Education Director. The Special Education Director can assist the teacher in implementing different research based interventions with that particular student, will evaluate examples of student work, and will track progress with the intervention. During a follow-up meeting the Special Education Director will recommend if a student should be evaluated for a disability.

Parents of the student may also request that their student be evaluated for a disability. This request could be in written or verbal form, however, signed consent must be provided by the parents on a Notice of Action before their child is tested as part of their evaluation. Within 60 days of receiving the written consent, qualified personal from either KCC, or contracted individuals, will complete the testing and an evaluation meeting will be held afterwards.

If it is determined that the student is a “child with a disability” as defined by Individuals with Disabilities Education Act (IDEA), he or she is eligible for special education and related services including transportation. Within 30 days, the school will convene an IEP team to develop an IEP for the student. The IEP team will be made up of a classroom education teacher, a Local

Education Agency Representative, the student (when appropriate), parent(s)/guardian(s), and all other relevant individuals including therapists, counselors, nurses and administration who are important in the planning and implementation of the IEP. The purpose of this meeting is to talk about the child's individual educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review that child's IEP at least once a year to determine whether annual goals are being met. At least once every 3 years, all students with an IEP will go through reevaluation which could include retesting of the student.

Students with IEP's will receive accommodations and services in a least restrictive environment (LRE). Classroom education teachers will provide necessary accommodations and special education staff will support students in and out of the general education classroom. There will be a variety of placements available for the student and decisions made will be based on the IEP team's determination of the individual student's right to a Free Appropriate Public Education.

It is anticipated that 8% of KCC's student population will qualify for special education services. This number is based on the Kansas City Missouri School District's Special Education population and other charter schools with similar sized student body populations. Two special education teachers will be hired the first year to provide services for these students. Additionally, a Special Education Director will be hired to oversee the implementation of Special Education policies and procedures established and approved by the Board of Directors. Additionally, paraprofessionals, Speech and Language Pathologists, Occupational Therapists, Physical Therapists and so on will be hired or contracted based on the needs of the student body. The Special Education Director and Special Education Teachers will receive regular, job-embedded professional development to ensure that their skill set meets the needs of the students' KCC serves.

#### *504 Compliance*

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, all students are entitled to equal access and an equal opportunity to participate in public school services, programs and activities. Section 504 requires that schools document the modifications that enable students with disabilities to participate fully in all school activities. The Special Education Director oversees the writing, implementation and planning meetings related to a necessary 504 which includes transportation, if necessary. It is the responsibility of the Special Education Director to assemble a team made up of a variety of school individuals to write and track the implementation of the 504.

#### *Homeless Students*

KCC anticipates that there will be a homeless population enrolling and we believe strongly in ensuring the academic rigor and preparation match that of students not struggling through homelessness. The elementary school principal will serve as the district homeless coordinator in conjunction with his/her other duties. This administrator will need to train all teachers and staff for homeless "look-fors" if the parents did not feel comfortable sharing that information upon enrollment.

Once a student has been identified as homeless interventions will be put in place that will follow the McKinney-Vento Homeless Assistance Act (PL-100-77). When students enroll in the school

there will be questions that pertain to homelessness on the enrollment form. KCC's Board of Directors will draft a policy that is also in compliance with the McKinney-Vento Homeless Assistance Act (PL-100-77) so that each administrator assuming Homeless duties will understand exactly what standards must be met. The policy will include the following but is not only limited to the following: How the LEA should appropriately identify homeless students Enrollment procedures for homeless students (E.g. admitting students without birth certificate or proof of residence) Comparable services to non-homeless students Identification of homeless liaison at each building and their duties under the McKinney-Vento Act dispute resolution. Once the charter is approved by the State Education Board, the KCC Board of Directors will adopt a policy on dispute resolution. Homeless students may have difficulty providing the school necessary documents for enrollment. In the event that a homeless student is not able to provide immunization records within 90 days, that family must show that efforts continue to be made in order to obtain the documents.

### *English Language Learners*

In accordance with state and federal mandates, KC Collegiate will have a method for identifying, assessing, providing services and monitoring progress of all students who speak another language in the home other than English. During enrollment parents will fill out an application form to mark if another language is spoken in the home in addition to English or if the primary language is something other than English. These students will be assessed within the first 30 days of school using the W-APT. Students who meet the federal guidelines for English Language Learners are assigned small group English Language Instruction based on need. These students are tested annually on ACCESS and are assigned interventions based on level. Some students will receive small group instruction while others will receive one on one instruction. In addition to these supports a building level administrator will be assigned the honorable duty of ensuring all ELL students and their families are receiving support as well as progressing in their learning in order to determine if additional supports or interventions need to be put in place.

Once a student is reaching a certain proficiency level in the language of instruction they will transition out of being classified as an English Language Learner. The Board of Directors will adopt a policy that states the appropriate test out level for students. Parents will be involved in the decision to transition out of ELL supports.

## **A.7 Education Plan: School-Specific Goals and Objectives**

The measurable goals in this section are at the heart of the charter agreement between KC Collegiate and its sponsor, the University of Missouri-Kansas City. The school and its sponsor have a performance contract defining the appropriate level of sponsor agreement in various aspects of the school's operations, governance, and performance; this can be viewed in Appendix D. The contract clearly defines aspects of charter renewal criteria and processes, as well as the reasons and processes associated with revocation. Based on successful completion of the goals and objectives listed in this section (or adequate progress toward longer term goals as appropriate), the sponsor will make determinations regarding continued operation of the school, or application of probationary status as appropriate. Our school goals align with DESE's MSIP 5 guidelines, as well as meet the expectations of our sponsor, University of Missouri-Kansas City.

UMKC Charter School Center (CSC) reviews each school's accreditation status and the APR supporting data for the three (3) most recent APRs to identify trends and status in performance outcomes. If data trends indicate that the district's full accreditation is or may be in jeopardy, the school may be asked to follow a CSC-developed improvement plan.

### **Performance Standard 1: Academic Achievement**

The following are the academic goals for achievement in English Language Arts and Mathematics during our initial charter period (K-7), in alignment with MSIP 5 Performance Standards:

- **2017-2018:** This will be the first year eligible for APR data collection. Given the anticipated mixed performance levels of incoming students, the achievement target status will be "Approaching", with MPI goals as follows: ELA = 300 and Math = 300
- **2018-2019:** During this year, we will continue to strive for status of "Approaching", with MPI goals as follows: ELA = 325 and Math = 325
- **2019-2020:** At this point, we are confident that our students will have received the foundational preparation to begin increasing achievement outcomes towards the status of "On Track," with MPI goals as follows: ELA = 350 and Math = 350.
- **2020-2021:** We will maintain the goal of "On Track," with MPI goals as follows: ELA = 375 and Math = 375.

### **Performance Standard 2: Subgroup Achievement**

Based on the high probability that the school population will be primarily comprised of students in subgroup categories, the performance standards here will mirror those previously outlined in Performance Standard 1.

### **Performance Standard 3: Attendance**

The goal is to have 90% of students present 90% of the time. The goal for average daily attendance (ADA) is 95%. This performance standard will utilize the District Attendance Rate as collected and reported by DESE's Missouri Comprehensive Data System.

### **Cultural Goals**

Goal 1: KC Collegiate students will maintain a Fall to Fall retention rate of 80% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

Goal 2: KC Collegiate teachers will maintain a Fall to Fall retention rate of 80% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

### **Elementary and Middle School Academic Goals**

Goal 1: In grades K-2, students at KC Collegiate will average 1.5 years of academic growth in Math and Reading as measured by multiple administrations of the Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP).

Goal 2: In grades 3-8 on each individual test of Missouri Assessment Program, students at KC Collegiate will meet the following combined percentages of students scoring proficient and/or advanced in the subject areas of Math, English Language Arts and Science (MAP 5th and 8th only).

- 2016 School Year: 40% of students will be proficient in Math and English Language Arts
- 2017 School Year: 45% of students will be proficient in Math and English Language Arts
- 2018 School Year: 50% of students will be proficient in Math, English Language Arts, and Science
- 2019 School Year: 55% of students will be proficient in Math and English Language Arts
- 2020 School Year: 60% of students will be proficient in Math and English Language Arts

### Student Promotion Policy

Starting in grade 3 students receive a percentage for each standard. Those percentages are averaged into a final percentage for that content area. Grades are based on the mastery of the standards. Students will also be given multiple attempts to master the standard during the school day and during after-school tutoring. Students have the entire year to work on mastering the standards, and teachers will continue to reteach standards throughout the year.

Parents will be informed at the beginning of each year the goals for their child during parent orientation and through the student handbook. Parents will be updated throughout the year on their student's progress on goals during parent-teacher conferences and a student information system that the parents will be able to access anytime. Parents can also request a meeting with the school at any time to discuss their child's progress.

A student being retained will be based on a combination of factors and parent input will be highly influential in the decision-making process. Students not making growth in reading, writing or math will be more at-risk for retention because lacking a strong foundation in these areas could greatly impact student success in future grades. All retention decisions will be based on what will be in the best interest of the student's future. If students are not reading at or above grade level in 3rd grade and did not show significant growth during their 2nd grade school year they will be retained.

All students' academic progress will be closely monitored in a variety of ways. Students will have regular nationally normed assessments as well as teacher-created assessments to track their daily and weekly understanding of lesson objectives. Students that are not making growth will be identified quickly and an intervention will be established. Students that need an intensive intervention may be pulled out regularly to receive extra practice time and re-teaching.

Overall we want all of our students to be working towards mastery of lesson objective regardless of lesson objectives. We are prepared to do whatever it takes in order to help students along that path. We know that some students will have to work very hard to make up for educational gaps and this is another reason why we have core values. Just working on academic goals is not enough, we have to also work on how students think about learning and how to achieve their goals.

## **A.8 Student Climate and Discipline**

KC Collegiate (KCC) has the responsibility of preparing students for roles in society by providing a free, appropriate, and safe public education for children. All staff and parents must work together ensure an environment in our school which is the most conducive to student learning and development.

The overall goal for climate in our building is that all members in the school community are able to focus on learning. Learning comes in two main forms at KCC, cognitive and non-cognitive skills. The cognitive or academic learnings are discussed in section A.2. This section will focus more on the development those soft skills briefly mentioned in section A.1.

The school has a set of behaviors that will be focused on at each school level. At the elementary level the values are the “ABC’s” and at the middle school level the values fit into the acronym GROW. The values and their definitions are listed below.

Appreciative-feeling or showing you are thankful  
Brave-ready to face a challenge even if you are scared  
Curious-eager to know and learn  
Compassionate-showing concern for others

Middle School Values (add in year 4)  
Gallant-being brave with great manners  
Resourceful-finding quick and clever ways to meet a challenge  
Original-being confident in your own strengths and weaknesses  
Wise-using what you know to act with integrity

### *Why do we need core values at KC Collegiate?*

Schools across the country that are focused on getting students to and through college have started to notice trends that students cannot survive on their academic preparation alone. They need character to face difficult times and overcome obstacles in order to accomplish their goals. KIPP (Knowledge is Power Program) Charters have invested the most time and money in learning about how certain behaviors can impact a student's future. Below is a quote from one of the founders of KIPP that we at KCC believe to be accurate:

"As Levin watched the progress of those KIPP alumni, he noticed something curious: the students who persisted in college were not necessarily the ones who had excelled academically at KIPP; they were the ones with exceptional character strengths, like optimism and persistence and social intelligence. They were the ones who were able to recover from a bad grade and resolve to do better next time; to bounce back from a fight with their parents; to resist the urge to go out to the movies and stay home and study instead; to persuade professors to give them extra help after class. Those skills weren't enough on their own to earn students a B.A., Levin knew. But for young people without the benefit of a lot of family resources, without the kind of safety net that their wealthier peers enjoyed, they seemed an indispensable part of making it to graduation day."<sup>22</sup>

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<sup>22</sup>[http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all&_r=0)

KC Collegiate will have to be strategic in order for students to truly understand and model certain character behaviors starting in Kindergarten. We have to make character lessons tangible and accessible to students and parents. Below is the model that KIPP schools use that KCC would also implement. Additionally, we would devote time each week during our whole school community meeting to teach, practice, recognize and model these core values.

1. Believe It and Model It
2. Name It
3. Find It
4. Feel It
5. Integrate It
6. Encourage It
7. Track It<sup>23</sup>

### *Compact*

KCC is committed to fostering an environment of respect and mutual trust among students, parents, teachers, administrators and support staff. As a symbol of this commitment each student, guardian(s) and administrator will sign a compact aligned to the core values of the school. This document outlines each person's promise to the school. Typically each member named above would sign this document when they decide make a commitment to the school. Any documents related to the Compact, such as the handbook or the Student Code of Conduct, which is located within the handbook will be accessible to anyone at any time. Typically parents and students sign the compact after they have made the decision to enroll and during orientation. The purpose of orientation is to clearly understand the academic, behavior and core value goals for the school. A teacher or administrator signs the compact of all students they impact. The documents are contained within the student's personal record. There are commitments that each group of people make to the school in order for it to be successful. A few examples are listed below:

- School administration must commit to implementing the student and staff handbook with fidelity.
- Teachers must commit to planning effective and engaging lessons
- Students must commit to the dress code policy
- Parents must commit to the attendance policy

### *Student Handbook*

The school will develop and publish a handbook containing clear policies for student expectations. The overall purpose of this handbook is to make expectations clear and communicate that nothing is more important or valuable than student learning. This handbook will be accessible to all parents at any time. The policies will be clearly explained and at times modeled and practiced to all students. Students with an Individualized Learning Plan (IEP) will be managed in accordance with their specific goals. Attached in Appendix E are some components that will reside in the student handbook.

### *Family Commitment & Communication*

KCC will establish a partnership between home and school in order to reinforce appropriate behaviors and support students with academic progress. Communication is a key to this

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<sup>23</sup>See more at: <http://www.kipp.org/our-approach/character#sthash.qgMiCr88.dpuf>

partnership. Weekly phone calls, monthly newsletters, bi-annual parent teacher conferences and parent nights will help with notifying parents of progress, school events and other services. We will utilize a parent information system to send out text messages with important announcements. Additionally, we will keep our Facebook page and website up to date so that parents can access information about school lunches and upcoming events. Lastly, once we identify a student information system parents will be able to access their students' academic progress once the school provides training and a login. Families that do not have access to Smart phones or other forms of technology to utilize the above named communication channels can access them at the school or can set up how they would like us to communicate with them. So for example all announcements made on Facebook will be published within the monthly newsletter that goes home. Also, we can send home a grade report each week rather than a parent having to login to the student information system.



## **Organizational Plan**

## **B.1 Governing Body**

KC Collegiate (KCC) is incorporated as a new 501c3 organization operating in the state of Missouri, holding the charter and operating the school for the sole purpose of educating students living within the boundaries of the Kansas City Missouri School District. Upon approval from the Missouri State Board of Education, KCC will declare itself as a local education agency (LEA). The Articles of Incorporation and Bylaws for this corporation are provided in the charter application. KCC shall act through its Board of Directors, officers, and employees. The KCC Board of Directors understands and agrees to follow the Missouri Sunshine Law and Missouri Ethics requirements. No member of the Board of Directors will be employed by the school while serving as a member of the board.

The KCC's Board of Directors is aware that all committee meetings are subject to the state statute and Sunshine Law provisions. Once KCC is approved by the Missouri State Board of Education, it will follow all necessary provisions which include the following:

- Meetings must be open to the public and must be announced publicly
- Records and documents must be made public
- Closed meetings are allowed in the following circumstances:
  - Leasing or purchasing real estate 610.021 (2)
  - Personnel or performance records where individuals are identified 610.021 (3)
  - Scholastic probation, expulsion or graduation 610.021 (6)
- Officers must be elected by the board
- All board members must have a Criminal Background check and Family Care Registry check
- Board members must sign a conflict of interest statement
- The board must have proper liability insurance
- The board can vote to amend the school's charter with approval from the sponsoring agency
- The board must comply with Special Education Law 162.700, RSMo

The University of Missouri Kansas City (UMKC) will sponsor KCC and provide oversight and accountability. If approved by the Missouri State Board of Education, UMKC will contract with the school for a maximum of a 5 year charter term. UMKC will conduct annual evaluations of the school to determine if the school has met the goals stated in this charter application. KCC will encourage its sponsor to adhere to the National Association of Charter School Authorizers' (NACSA) Quality Standards. These standards will help differentiate the roles and responsibilities between the Board of Directors and the Charter Sponsor.

KCC will be exempt from laws and rules regulating other Missouri public school districts except for regulation for charter schools articulated in 160.400 (Charter schools, defined), 160.405 (Proposed charter, how submitted, requirements), 610.010 to 610.030 (Sunshine Law). Please refer to Appendix G, H and I for copies of the Articles of Incorporation, Bylaws and Non-profit status all of which are in compliance with 160.400 (Charter schools, defined), 160.405 (Proposed charter, how submitted, requirements), 610.010 to 610.030 (Sunshine Law) and in compliance with Federal Law.

## B.2 Governing Board Composition

The KC Collegiate Board of Directors firmly believes in and subscribes to a philosophy of policy governance and accountability. The board understands that the school is best able to meet its mission by empowering the Executive Director and starting in year 3 Director of Academics to be responsible for day-to-day management of the organization and the supervision and management of the Principal, who would be responsible for the day-to-day operations of the proposed school. The board shall be ultimately responsible for policy development and implementation as well as fiscal compliance. Additionally the board will align all decisions with the mission and vision of the school. The school and will be governed in its operations and its actions by its corporate bylaws, included in Appendix H.

### Size and Composition of Board of Directors

This board will have a wide range of expertise in finance, marketing, law, human resources, fundraising, philanthropy, real estate, education, and community building.

Officers will be elected by the board and will initially include a Chair, Vice-chair and Secretary.. Four board members have already been selected and more will be added during the planning year. The board will be comprised of a maximum of fifteen board members. The board was chosen because of the individual's key skills and their commitment and belief in the mission of the school.

Information about each board member's qualifications can be found in Appendix J. Each member of the Board of Directors has obtained a criminal background check and family care registry check.

Name	Current Employer	Focus/Expertise
Alan Fairless	SpiderOak-Founder and CTO	Finance, Fundraising, Marketing, Personnel, Public Relations
Laura Gowans	Spider Oak-Customer Relations	Community Service, Management, Public Relations
Lauren Wolf	Stueve, Siegel, Hanson-Civil Litigation Attorney	Law, Community Service
Charlie Schloegel	Schloegel Property Solutions	Facility, Fundraising, Public Relations, Marketing

### Board Development and Recruitment

The goal is that our board will contain 7 members on or before the first month the school opens. Our board recruitment efforts will be concentrated in the areas of real estate, finance, non-profit management and people with direct ties to the community in which our school building will be located.

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors will invest the necessary time to build an effective governing body. This development will include an annual retreat to review the school's and board's performance and to generate annual strategic plans. In addition, the board will participate in an annual self-

evaluation that will help the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will secure additional consultants for resource development and assistance with strategic planning and visioning. Additionally, the board will contract with the Missouri Charter School Association to receive 8 hours initial board training once this application is approved by the state. Each year each board member will complete 8 hours of board training.

### **B.3 Management and Operation**

KC Collegiate (KCC) is a single 501c3 organization, and a single Local Education Agency (LEA) that is governed by a Board of Directors to which the Executive Director and Director of Academics (starting in year 3) report. The Principals of each school will report to Director of Academics starting in year 3. The founding principal of the elementary school will become the Director of Academics in year three. There are three documents in the appendices that clarify the organizational structure, number of staff, and roles of each person in the organizational chart. Appendix L is KCC's organizational chart, Appendix K is the 5 year staffing chart, and Appendix M is the job description for each member the Board of Directors plans to employ.

KCC's organizational chart (Appendix L) indicates a co-leader model. The Executive Director and the Director of Academics will co-lead the schools and each is responsible for reporting to the Board of Directors. KCC's Board of Directors decided on this model so that the focus of each person was more narrowly focused. Although there will always be areas of overlap that can impact both operations and academics, such as food service or transportation, each person approaches the area with a different focus. The co-leader model aligns with the vision of the school in the belief that collaboration is a more effective way to learn, make decisions and lead. By having an individual like the Executive Director that thinks logistically, financially and from an operations point of view combined with the Director of Academics that thinks in terms of instructional minutes, curriculum delivery and how each decision impacts the learning process and environment, there is a team that is making decisions which will have the largest positive impact on student outcomes.

In developing the organizational chart, 5 year staffing chart, and job descriptions, KCC studied the Charter School Coherence Model taken from Katherine Merseth's book *Inside Urban Charter Schools*. This book explores five high performing charter schools in Boston. These schools are serving students that most states would label "at-risk". Each of them is outperforming the state and district averages by several percentage points. The book presents each of the five schools because their missions are all different but there are five common traits that are observed in each of the schools. One of those areas is coherence. At the center are student outcomes and the three branches that support student outcomes are structures, people, and systems. What lies around all of those areas is culture. These five schools in Boston have achieved the mission of their schools year after year because of their high level of coherence. In creating all of the management and operations documents KCC seeks to establish that same level of coherence by creating a structure where there are the right people responsible for very specific parts of operations, culture and student outcomes.

If KCC is approved by the Missouri State Board of Education, one area that we will focus on during our start-up year is creating measurement systems that measure the effectiveness of our coherence.

#### **B.4 Staffing and Human Resources**

KC Collegiate (KCC) will recruit highly qualified teachers as defined by the State of Missouri by searching in both traditional and nontraditional venues. We will seek Highly Qualified staff through moreap.net, career fairs, college alumni associations, and multimedia resources. Our website will have a link to all career opportunities. Candidates must be 100% aligned with our mission and demonstrate academic success with our target population. KCC will strive to keep a 20:1 student, teacher ratio throughout the operation of the charter. All hires will be contingent upon providing formal copy of state certification and passing a Criminal Background Check, Family Care Registry and applicant provided references. KCC will ensure that we do not employ teachers whose certificates have been suspended or revoked.

##### *Recruiting and Retaining Highly Effective Teachers and Staff*

KCC strongly believes that the teacher must choose the school as much as the school selects the most qualified applicants. KCC is not just a place of employment or a place to just get a job. All candidates need to understand that working at KCC will be harder than most schools because we don't accept excuses we work together until problems are solved. The environment is highly collaborative and all staff receives feedback on a regular basis and KCC understands that this approach is not for everyone. During the application process we will encourage applicants to talk with teachers that work in the building and visit the school so that they are clear on how we operate. Also during the interview process we will be very honest about the work culture that will exist because applicants' beliefs have to align with the school. We believe strongly that we can improve anyone's performance but that we cannot change what they believe to be possible for student outcomes. Below is a list of commitments that KCC believes will attract and retain teachers and other staff;

- Clearly established mission, vision and goals
- All decisions made based on what is best for students
- 1 on 1 observations with feedback each week (10 per semester)
- Peer observations
- Early release days for professional development and collaboration around student data and mission of the school.
- Pathways to leadership while staying in the classroom or moving out of the classroom
- Teacher voice is the strongest with curriculum and instruction
- Weekly Data Teams and Professional Learning Communities
- Flexibility and freedom to start new initiatives in the school that benefit students, parents or teachers
- Focus on creating an environment of joy
- Clear communication among all stakeholders
- A place to feel like you are part of something that is bigger than yourself

### *Staffing in relation to the Budget*

The five year job chart (Appendix K) shows the number of staff needed in relation to the student population. Once KCC begins to enroll students, we will adjust staffing to accommodate the needs of the students. For example, if our Special Education population is higher than our prediction then we will hire additional certified teachers or paraprofessionals to meet the needs of the students. Additionally, we have budgeted for a Speech and Language Pathologist, if we retain a student population where only a small number of student require those services then we will contract that service rather than employ a full time individual. Our staffing will relate directly to the needs of the population we serve.

### *Contracted Services*

There are many services that KCC will contract in our first years of operation. This will allow us to focus our energy on academics and building relationships with our families. The services we will contract initially are transportation, financial services, food services, facility maintenance, external audit, real estate and construction if applicable. All of these contracted services will go through a bidding process. As we grow and are able to develop our own systems we will start to hire and train our own personnel in some of these areas.

### *Application Process*

#### **Step 1: Applicants provide resume and cover letter**

During this step of the application process there are two areas of focus that applicants need to demonstrate. The first is attention to detail. This can be demonstrated through submitting a resume and cover letter that is free of grammatical and typographical errors. The second look-for is life or teaching experience that aligns with the mission of the school and student population.

#### **Step 2: Haberman Interview (in-person) pre-determined cut-score will move applicant to step 3**

The Haberman Star Teacher Interview was created by Martin Haberman by studying effective habits of star teacher in high-poverty schools and then translating those habits into an interview assessment. In order to give the Haberman properly there needs to be one day of training. Only the leadership team will be trained in giving the interview and the questions and scoring guides must remain confidential, which is part of the agreement signed during training with the Haberman Foundation.

#### **Step 3: Phone Interview that focuses on school-based mission alignment a pre-determined cut score will move applicant on to step 4.**

This purpose of this interview is to ensure that the candidate's personal mission and beliefs align with the schools. See Appendix N to view this interview and scoring guide.

#### **Step 4: Teach a sample lesson. Applicant will be provided rubric in advance. Qualifying score will result in an offer based on range of other applicant scores**

The purpose of having a candidate teach a sample lesson is to see if there is alignment between the candidate's words and actions. The resume, cover letter and other interviews allow the candidate to tell about their beliefs and experiences. Teaching a sample lesson allows them to

show us those beliefs in action. See Appendix O to view the sample lesson scoring guide. Candidates will be provided a copy of the scoring guide prior to teaching a sample lesson.

Non-certified staff members would follow Steps 1, 3 and a modified version of Step 4. Step 4 will require the applicant to respond to scenarios based on job duties. A rubric will be established in advanced. The scenarios will relate directly to job-embedded duties.

## **B.5 Student Recruitment and Enrollment**

KC Collegiate’s (KCC) enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. All of KCC’s enrollment and recruitment efforts will comply with Kansas City Public Schools, the state of Missouri, and federal standards. Additionally, each year new students will be admitted without regard to prior measures of academic or athletic achievement, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion or ancestry.

### **Recruitment Strategies and Timeline**

KCC seeks to enroll students residing in the entirety of the Kansas City Public School District; yet our recruitment efforts will be targeted to the East and Northeast side of Kansas City. Please see A.5 for justification of the targeted population.

One of the major goals of KCC is providing families and students with the choice of obtaining a quality education with the intent of obtaining a college degree. Our recruitment plan begins with door-to-door canvassing and informational outreach in the zip codes of 64106, 64126, and 64128. Representatives will canvas in homes, community centers, restaurants, stores, and churches in the neighborhood to spread awareness and interest in our school. All recruitment materials will be translated into the primary languages of the targeted neighborhoods.

In addition to posting flyers and canvassing door-to-door, the KCC founding team members and board will be present at community events such as farmer’s markets and First Friday’s. These events are in the urban core of Kansas City and are attended by families residing in the Kansas City Public School area. Informational booths will be set up in order to promote and familiarize community members with KCC. Enrollment applications will be available for families to take with them or fill out there.

The figure below outlines our timeline for student recruitment efforts upon charter acceptance.

<b>Recruitment Effort</b>	<b>Timeline</b>
Create recruitment documents in English and Spanish (flyers, brochures, postcards, informational packets)	By December 1 <sup>st</sup> , 2014
Create enrollment documents in English and Spanish (intent to enroll survey, enrollment form)	By December 1 <sup>st</sup> , 2014

Create live website with downloadable recruitment and enrollment documents	By December 15 <sup>th</sup> , 2014
Post recruitment documents in the community and send direct mail	From December 2014-March 2015
Create TV and Radio spots	
Knock 1000 doors and obtain 200 Intent to Enroll signatures	By February 15 <sup>th</sup> , 2015
Host 5 information and enrollment sessions	Monthly January-May
Start accepting enrollment applications	By January 1 <sup>st</sup> , 2015
Press release in English and Spanish	By February 1 <sup>st</sup> , 2015
Collect 50 enrollment applications	By January 15 <sup>th</sup> , 2015
Collect 100 enrollment applications	February 1 <sup>st</sup> , 2015
Collect 200 enrollment applications	February 15 <sup>th</sup> , 2015
Collect 300 enrollment applications	March 1 <sup>st</sup> , 2015
Collect 400 enrollment applications	March 15 <sup>th</sup> , 2015
Final day for enrollment application submission	March 27 <sup>th</sup> , 2015
Conduct admissions lottery	March 30 <sup>th</sup> , 2015
Notify families of enrollment status	April 3 <sup>rd</sup> , 2015
Confirm acceptances	April 10 <sup>th</sup> 2015
Schedule parent/student orientation	April-June

### **Application Process**

Applications will be available starting in January each year of recruitment. In order for an application to be considered complete KCC will need the following documents:

- Complete application
- Birth Certificate
- Shot Records/Vaccination
- Proof of residency inside Kansas City Missouri Public School District Boundaries

In addition to the documents a parent or guardian will attend a 20 minute orientation of the school. We want parents to understand the commitment they are making prior to finalizing their enrollment application. The orientation will cover the mission and vision of the school. It will

also serve as a time for parents to be able to ask questions and for the relationship between the family and the school starts immediately.

We will accept enrollment forms until the enrollment deadline, which will be the last Friday in March. If there are more applications received than the allotted slots in any grade level the school will hold a lottery. The lottery will be held on March 30<sup>th</sup>, 2015 and families will be notified of their enrollment status by April 3<sup>rd</sup>, 2015. Parents need to verify their acceptance to the school by April 10, 2015 by establishing an appointment for orientation. Orientation will cover everything in the KCC Handbook and can take place at the school or in the home of the student(s). Orientation is done 1 on 1.

After our first school year, we anticipate recruiting new students, in conjunction with our growth model, in a similar way: door-to-door canvassing, community information sessions, and posting flyers and brochures in the neighborhood. We expect that after our first year of operation we will have a large number of students referred to us by current KCC families.

The approximate enrollment timeline will remain the same once the school has been opened and in operation for its first year.

### **Lottery Procedures**

In accordance with Missouri state law, we will hold a lottery that “ensures students an equal chance of admission” to recognize which students will attend.

First preference will be given to returning students that complete a re-enrollment application prior to the open enrollment deadline. Second preference will be given to the siblings of currently enrolled KCC students. Sibling is defined by children that are related by birth, by having the same mother or father or by legal adoption. Third preference will be given to children of KCC staff members that must reside in the Kansas City Missouri School District.

If a lottery process is necessary the lottery date will be published and held publicly. KCC will assign each student in the lottery a number and numbers will be pulled at random. We will continue to pull numbers once all of the spots are filled to determine the order of the waiting list. Families do not need to be present at the lottery to receive the slot but will only have 5 days from the lottery to accept their position. At any time a spot comes available for any reason KCC will follow the order of the waiting list established on the lottery night. Students on the waiting list must reapply to the school each year.

If a student applies to the school after the open enrollment period and their grade level is not full they will be admitted to the school immediately. If their grade level is full they will be added to the waiting list in the order in which the application was received.

If a current KCC student submits their re-enrollment application after open enrollment ends they will go into the lottery.

## **Withdrawal**

KCC is a public charter school of choice. Parents or guardians wishing to transfer their child to a different school can do so at any time. School personnel will ask to meet with the parents to understand the reason(s) why the student is transferring. At KCC our goal is to retain 70% of our student population year to year so it is very important for us to understand why a parent might be leaving. The school will make every attempt to resolve problems the guardians may have with the school. If the parent(s) choose to transfer we will make every effort to transfer necessary school records to the family and the new school of choice.

## **B.6 Parent, Community and Educator Involvement**

KC Collegiate (KCC) knows and believes that having a strong community around the school makes the work easier, more enjoyable and seemingly impossible outcomes possible. Having involved parents, community members and educators is vital to the success of fulfilling the mission of KCC.

Each year KCC will distribute surveys to all parents, teachers, students, board members and community members in order to receive feedback on perception and effectiveness. In order to improve current system, structures and overall performance the school has to collect data to understand areas of strength and needed areas of improvement. In addition to collecting data KCC seeks to establish an advisory council that will be made up of parents, student, teachers, board members and community members.

### *Stakeholder Advisory Council (SAC)*

The purpose of the SAC is to ensure that the mission and vision of the school is being protected and promoted within in all operations of the school. The SAC cannot set school policies or establish school directives but is designed to give all members of the school community a voice in the operation of the school. Ideally the SAC will consist of students (upper elementary through high school), teachers, parents, board members, school leadership, community members and alumnae of the school. The SAC will meet one time per month to discuss relevant issues facing the school, organize events and create fundraising opportunities.

Each school (elementary, middle, and high school) will have their own SAC. Each SAC will have a president, vice-president, secretary and treasurer. The leadership must be elected by popular vote by all members of the SAC. The leadership team will set the agendas and run the meetings. The family advocate at each building will help each SAC leadership team to organize and facilitate meetings.

### *Parent and Community Volunteers*

School personnel at each building will be in charge of establishing a volunteer bank. There are a wide range of activities that a school needs volunteers in order to be successful and most volunteers have an interest in helping in certain areas. The Family Advocate will be able to create a menu of opportunities for interested volunteers. The Family advocate will also train volunteers on the school mission and vision in order to ensure that their help is most impactful. The Family Advocate will also work with the Director of Operations to ensure that each volunteer has completed all appropriate screenings in order to keep each member of the school safe. Below are a few examples of the areas in which KCC will need volunteers.

Student Education  
Opportunities

- Tutoring
- Reading
- Studying
- Quizzing
- Homework help

Operations  
Opportunities

- Field Trips
- Cutting  
Lamination
- Bulletin Boards
- Supervision at  
after school  
activities

Celebrations  
Opportunities

- Room Parties
- Holiday Parties
- Academic  
Success Parties
- Graduation
- End of Year

Parent/Adult  
Education

- Book Club
- English/Spanish  
Conversation  
Classes
- Parenting with  
Love and Logic



## **Financial Plan**

## C.1 Budget

KC Collegiate is committed to ensuring all of the school's resources are maximized in order to fulfill the mission of the school. We planned financial projections which can be viewed in Appendix P on the public funds received from state and federal sources. The five year budget (Appendix P) assumes that the school will open at full enrollment, 340 students and maintain a conservative 92% attendance rate. Each year represented in the budget assumes KCC will hit its target enrollment. In addition to our attendance rate we have also been conservative in predicting our Free and Reduced Lunch population (FRL) and English Language Learner (ELL) population. In particular, the following data was used in the calculation of the Basic Formula for state revenue and Prop C funding.

Average Daily Attendance Rate- 92%

Free and Reduced- 80%

Special Education- 8%

ELL- 50%

### WEIGHTED ADA CALCULATION ESTIMATE

District Name: KC Collegiate

District Code: \_\_\_\_\_

Date: 12/18/2014

Line	Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
		240	300	360	440	520
1. Regular Year ADA (@ 92%)		220.80	276.00	331.20	404.80	478.40
2. Summer School ADA		0.00	0.00	0.00	0.00	0.00
3. Total ADA (1+2)		220.80	276.00	331.20	404.80	478.40
4. Free and Reduced Weighting Threshold		0.41	0.41	0.41	0.41	0.41
State FTE January Count		192.00	240.00	288.00	352.00	416.00
Total ADA (Line 3) x Threshold Percentage		90.53	113.16	135.79	165.97	196.14
Add-on (25%)		25.37	31.71	38.05	46.51	54.96
5. Special Education Weighting Threshold		0.13	0.13	0.13	0.13	0.13
December Count		19.20	24.00	28.80	35.20	41.60
Total ADA (Line 3) x Threshold Percentage		27.82	34.78	41.73	51.00	60.28
Add-on (75%)		0.00	0.00	0.00	0.00	0.00
6. LEP Weighting Threshold		0.02	0.02	0.02	0.02	0.02
October Count		120.00	150.00	180.00	220.00	260.00
Total ADA (Line 3) x Threshold Percentage		4.64	5.80	6.96	8.50	10.05
Add-on (60%)		69.22	86.52	103.83	126.90	149.97
7a. Weighted ADA (3+4+5+6)		315.39	394.23	473.08	578.21	683.34
(Use Prior Year for Prop. C)						

	2015-2016*	2016-2017	2017-2018	2018-2019	2019-2020
Prop C	0	880	880	880	880
Prev. Yr. WADA	0	315	394	473	578
<b>Total Prop C</b>	<b>0</b>	<b>277,200</b>	<b>346,720</b>	<b>416,240</b>	<b>508,640</b>
* Prop C funding is not paid the first year. Subsequent years are based on previous year's WADA.					
Per Pupil w/ CTF	8300	8300	8300	8300	8300
WADA	315	394	473	578	683
<b>Total Per Pupil w/ CTF</b>	<b>2,614,500</b>	<b>3,270,200</b>	<b>3,925,900</b>	<b>4,797,400</b>	<b>5,668,900</b>
<b>Total After 1.5% to Sponsor</b>	<b>2,575,283</b>	<b>3,221,147</b>	<b>3,867,012</b>	<b>4,725,439</b>	<b>5,583,867</b>

For all three groups (FRL, Special Education, and ELL), we will most likely see higher percentages but wanted to be conservative in our estimates. The Year 1 Cash Flow Analysis (Appendix Q) demonstrates the strategic thought put forth to meet the needs of students as the school opens with responsible fiscal management.

Starting in our third operational year there is an increase in Operation of the Plant. This increase will span over the next few years as the school plans for either acquiring or building a new building. We will be adding middle school grades starting in our third year of operation and will most likely be in need of additional space. This is somewhat unpredictable at this point but in making a predictable budget we are planning for a need of more facilities starting in our third year of operation.

#### *Contingency Plan*

KCC understands that having a contingency plan is a critical component to fiscal management. There can be many factors that impact the budget to a school and at KCC we understand that at times we will have to make difficult financial decisions. Each year we plan to have a minimum of 3% ending cash balance. After viewing the five year budget in Appendix P, you can see that we have planned to have a 4% reserve in the first operational year and a 9% reserve in each of the next four years.

Student enrollment can greatly impact the budget. If in our first year of operation we are not able to recruit the number of students we have predicted, 240, then we will not hire as many teachers. Teachers will be hired as enrollment numbers increase. If we are able to over recruit in one grade and under recruit in another grade we will make a plan that best meets the needs of the students in alignment with the mission and vision. If additional cuts need to be made we will cut from our technology budget and professional development budget.

#### *Budget Management*

A Finance Committee made up of the Executive Director and two board members will be established to review financial statements, year to date budget, and accounts receivables/payable reports prior to each monthly board meeting.

## **C.2 Financial Management**

All systems and procedures for managing KC Collegiate's finances will be designed by the Executive Director and an outsourced financial consultant (EdOps) and approved by the Board of Directors. At each board meeting, the Board of Directors will be provided financial statements from the Executive Director outlining the financial sustainability of the school. These statements

will include a detailed income statement, balance sheet, check register, updated revenue projections, cash flow analysis, and dashboard highlighting key financial indicators. The Executive Director and the staff accountant will be responsible for the protection of the school's financial records.

KCC will use financial practices consistent with the Missouri Financial Accounting Manual. In addition, as a Local Education Agency (LEA), KCC will have an annual audit conducted by a certified public accountant. The school will use accounting software (Software Unlimited) aligned with the Missouri Accounting Manual and reporting requirements; and will thus have all necessary documentation prepared to submit all necessary financial documentation for the Annual Secretary of the Board Report (ASBR).

The school will utilize Software Unlimited as its financial management system which is aligned with the Missouri Accounting Manual and meets reporting requirement specifications. The Executive Director and Director of Academics will evaluate three student information systems including PowerSchool, Infinite Campus, and Tyler Technologies and make the final decision before student enrollment begins in January of 2015. The SIS will be used to track student enrollment, attendance, free/reduced lunch eligibility, special education, student assessment data, grades, and other data used for state reporting purposes.

UMKC will also provide financial oversight per Standard Five of 5 CSR 20-100.260. This includes:

- Ensuring that adequate financial controls are in place and operational
- Monitoring fiscal management of federal grant programs
- Monitoring that the school has and follows a procurement process
- Monitors the Annual Secretary of the Board Report (ASBR) and annual audit
- Monitors that the annual audit summary is published
- Monitors coding procedures to ensure compliance with the Missouri Financial Accounting Manual

### **C.3 Facility**

The facilities plan is being developed by the KCC Board of Directors with consultation from IFF and other real estate experts at Colliers International. The KCC Board of Directors is committed to finding a facility that aligns with the mission and vision of the school. Listed below are the building specifications Huerta Early College Academy is looking for in terms of building location, size and setup. All facilities will be handicap accessible and will be inspected prior to lease or purchase. Although there are more zip codes listed here than in A.5 and B.5 it is necessary to expand our search into other zip codes because of a lack of buildings that are available to become schools or converted into schools.

64126

North Boundary: 12th Street

South Boundary: 23rd Street

East Boundary: Manchester Trafficway

West Boundary: Topping Ave

64128

North Boundary: 27th St

South Boundary: 39th St

East Boundary: Prospect

West Boundary:

64106

North Boundary: E 3rd St

South Boundary: E 12th

East Boundary: Woodland Ave

West Boundary: Main St.

64124

North Boundary: Anderson

South Boundary: E 8th St

East Boundary: Van Brunt Blvd.

West Boundary: Woodland Ave

### Elementary Square Footage Breakdown (Year 1 and 2)

Room Type	Square Footage	Total
Classrooms*	400-500	9000
<ul style="list-style-type: none"> <li>• K(3 classrooms)</li> <li>• 1(3 classrooms)</li> <li>• 2(3 classrooms)</li> <li>• 3(3 classrooms)</li> <li>• 4(3 classrooms)</li> <li>• Specialists (2 classrooms)</li> <li>• SPED (classroom)</li> </ul>		
Offices	100 or less	900
<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Principal</li> <li>• Vice Principal</li> <li>• Instructional Coach</li> <li>• PD Room</li> <li>• Student Recovery</li> <li>• Therapy (2)</li> </ul>		
Gym	3000	3000
Cafeteria	1000-3000	2000
Auditorium	1000-3000	2000
Library	1000	1000
Computer Lab	500	500
Parent Room	500	500

Playground	N/A
Garden	N/A
<b>Total</b>	approx. 20,000 square feet

#### **C.4 Transportation**

KC Collegiate will provide transportation for all students residing within the Kansas City Missouri School District boundaries. In consultation with EdOps, it is expected that the state reimbursement for transportation will not equal the cost of providing transportation. KCC’s budget accounts for this likelihood. Estimating 45 students per bus (240 students, 5 busses), \$150 per day per bus (paired routes), and 177 school days, KCC can expect to spend about \$132,750 for the 2015-2016 school year. KCC will most likely contract with a local school bus provider such as First Student. Estimates will be gathered from each transportation service provider to inform budget projections and decisions. KCC will issue an RFP for transportation services and will finalize a transportation contract by June of 2015. Transportation services will be provided for special education students and this additional expense has been planned for in the budget.

#### **C.5 Insurance**

KC Collegiate Board of Directors will explore several different options in obtaining liability insurance coverage (minimum A-BEST rating) in all required areas. A quote for such insurance from Arthur J. Gallagher Insurance, which has experience working with many charter schools in Missouri and across the country, is included in Appendix S. In Appendix T, there is an insurance quote from Brush Creek Partners, a firm located here in Kansas City. After the charter has been approved by DESE, the Board of Directors will obtain the necessary insurance at the appropriate time.

#### **C.6 Pre-Opening Plan**

See Appendix U

#### **C.7 School Closure**

In the event that KC Collegiate had to close, the LEA and Board of Directors would follow all policies outlined in 5 CSR 20-100.265 Charter School Closure.



## Appendices

Appendix A Lesson Plan Sample

Unit: Sorting  
Grade Level: Kindergarten  
Lesson Number:1

Lesson Title: Introduction to Sorting

**Lesson Plan Component**

**Details**

Standard

Real World Connection

Assessment Question (s)

We sort to be organized

1. Give the student the cards with pictures of candy.
  - a.(describe) What are you noticing? \_\_/1
  - b.(sort) Sort the bugs. How did you sort? \_\_/2
  - c.(compare) What is the same about these 2 bugs? \_\_/1
  - d.What is different? \_\_/2

Vocabulary

Materials

Sort-put objects that are similar into groups

- 1 container of sorted objects
- 2 containers of unsorted objects (for teaching)
- 5 containers of unsorted objects (for groups)

Modifications and/or  
Accomodations

I can statement

Hook

I can sort objects into groups and explain how I sorted

Remember last week when we put all of our marbles into groups by color during center time. Look for agreement or acknowledgement. That is called sorting. Can you take 10 seconds and look around the room and find something in our room that is sorted. As students are looking around the room, the teacher is also looking around the room to model. Teacher is also narrating

- “I see \_\_\_\_ looking really hard for something in our room that is sorted”
- “I can see that \_\_\_\_ is thinking about our literacy center and trying to find something it that is sorted.

Call time and ask for hands. Wait until you have at least 10 hands. Say I will call on someone when I see 10 hands in the air.

*Plan in advance who you will call on and for a specific reason. If the student doesn't have their hand raised you can still call on them by doing a cold call.*

After you go through some of the students sharing out and as a class deciding if those are examples of sorted objects you can move on to talk about the class library (in I do), if no one uses that as an example.

I do

“Today, we are going to learn about sorting. Sorting means to put things that are the same into a group.

Why do we sort? We sort to be organized so it’s easy for us to find things. Look at our classroom library. It is sorted by types and levels of books. Why? So it’s easy for us to find the book we want that is on our level.

Take 1 container of sorted items (from materials) and 1 container of unsorted items. Ask students to turn and talk with their carpet partner. Which group is sorted? Clap hands to come back. “I’m waiting for 10 hands before I call on someone”

Now turn and talk with your partner about how the sorted bin is organized. Snap to call students back. “I’m waiting for 10 hands before I call on someone”

Take the unsorted bin. Start to narrate: “I need to sort this bin, but I am not sure how. I am trying to find a way to group these buttons. I see that some buttons are big and some are small and some are medium, so I could group them by size. I also see that some buttons are orange, or yellow or blue or white, so I could group them by color

I think I will group them by color”

Start sorting. Pause, ask the class “Am I sorting” Wait for 10 hands. “How do you know?” Wait for 10 hands.

We do

Grab another bin of unsorted items. Call on a student to come up and model how to sort just like you just did. Ask a student that is not modeling, “Is \_\_\_\_\_ sorting?” How do you know? ask another student, “What is he doing to sort the items?”

You do

Students go back to their desks and in groups share a bucket of

unsorted items. Students practice doing what the teacher and the other student modeled. Teacher is going around the room checking for understanding. The teacher is asking the students, how are you sorting?

Lesson Reflection

**This lesson was highly effective with students achieving at least 80% objective mastery; I will be using this lesson again.**

**This lesson was effective. With minor adjustments it could be highly effective.**

**This lesson was ineffective due to fundamental planning flaws. I plan to re-teach this lesson in the future with an alternative plan.**

Notes for next time

Appendix B School Calendar

## KC Collegiate 2015-2016 Academic Year Calendar

Green-days that teachers and students are in session  
 Yellow-days that only teachers are in session  
 Red-days that students and teachers are not in session

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Notes**

- August 3-First Day for Teachers
- August 10-First day for Students
- Sept 1-Labor Day
- Oct 9-End of 1st Quarter
- Oct 12-PTC
- Oct 12 Fall Break Starts for Student
- Oct 13 & 14-Data Cycle PD
- Oct 26 Return from Fall Break
- Nov 25-27-Thanksgiving Break
- Dec 18-End of 2nd Quarter/1st Semester
- Dec 21-Winter Break Begins
- Dec 21-22 Data Cycle PD
- Jan 4-Student return from Winter Break
- January 18-Martin Luther King Day
- February 22-President's Day
- March 7-Spring Break Begins
- March 7-Parent Teacher Conferences
- March 8 & 9-Data Cycle PD
- March 21-Return from Spring Break
- May 30-Memorial Day
- June 3-Last Day of School
- June 6-10 & 13-Weather Make-up Days
- June 17-Summer School Begins
- July 4-No School
- July 29-Summer School Ends
- August 8-Staff Reports Back to School

Teacher Days-196  
 Student Days-178

## Appendix C Daily Schedule

Kindergarten				First Grade				Second Grade				Third Grade			
Time	Class A	Class B	Class C	Time	Class A	Class B	Class C	Time	Class A	Class B	Class C	Time	Class A	Class B	Class C
7:05-7:30	Student-Teacher Check-In			7:05-7:30	Student-Teacher Check-In			7:05-7:30	Student-Teacher Check-In			7:05-7:30	Student-Teacher Check-In		
7:35-7:50	Community Meeting			7:35-7:50	Community Meeting			7:35-7:50	Community Meeting			7:35-7:50	Community Meeting		
7:50-8:00	Mad Minute Math Facts			7:50-8:00	Mad Minute Math Facts			7:50-8:00	Mad Minute Math Facts			7:50-8:00	Mad Minute Math Facts		
8:00-8:20	Number Corner			8:00-8:20	Number Corner			8:00-8:20	Number Corner			8:00-8:25	Number Corner		
8:20-8:45	Daily 5 Round 1			8:20-8:45	Daily 5 Round 1			8:20-8:50	Daily 5 Round 1			8:25-8:55	Music/Art	PE	Garden
8:45-9:00	Phonics Mini Lesson			8:45-9:05	Daily Grammar Practice			8:50-9:10	Daily Grammar Practice			8:55-9:25	PE	Garden	Music/Art
9:00-9:25	Daily 5 Round 2			9:05-9:30	Daily 5 Round 2			9:10-9:40	Daily 5 Round 2			9:25-9:55	Garden	Music/Art	PE
9:25-9:40	Jolly Phonics			9:30-9:50	Daily Reading Practice			9:40-10:00	Daily Reading Practice			9:55-10:30	Daily 5 Round 1		
9:40-9:55	Daily 5 Round 3			9:50-10:15	Daily 5 Round 3			10:00-10:30	Music/Art	PE	Garden	10:30-10:50	Daily Grammar Practice		
9:55-10:35	Math			10:15-10:35	Break			10:30-11:00	PE	Garden	Music/Art	10:50-11:20	Daily 5 Round 2		
10:35-10:55	Break			10:35-11:25	Math			11:00-11:30	Garden	Music/Art	PE	11:20-11:40	Lunch		
11:00-11:20	Lunch			11:25-11:45	Lunch			11:30-11:50	Lunch			11:40-12:00	Daily Spelling Practice		
11:30-12:00	Music/Art	PE	Garden	11:45-12:30	Writing			11:50-12:10	Daily Spelling Practice			12:00-12:20	Daily Grammar Practice		
12:00-12:30	PE	Garden	Music/Art	12:30-1:05	Science/Social Studies			12:10-1:00	Writing			12:20-1:20	Math		
12:30-1:00	Garden	Music/Art	PE	1:10-1:40	Music/Art	PE	Garden	1:00-2:00	Math			1:20-1:40	Break		
1:00-1:20	Read Aloud			1:40-2:10	PE	Garden	Music/Art	2:00-2:20	Break			1:40-2:30	Writing		
1:20-2:00	World Exploration (Science/SS)			2:10-2:40	Garden	Music/Art	PE	2:20-3:10	Science/Social Studies			2:30-3:20	Science and Social Studies		
2:00-2:30	Writing			2:45-3:00	Science/Social Studies			3:10-3:20	Read Aloud			3:20-3:30	Review Homework/Pack-up		
2:30-3:15	Centers			3:00-3:20	Read Aloud			3:20-3:30	Review Homework/Pack-up			3:30	Dismissal		
3:15-3:30	Review Homework/Pack-up			3:20-3:30	Review Homework/Pack-up			3:30	Dismissal						
3:30	Dismissal			3:30	Dismissal										

*UMKC Charter School Renewal Performance Contract*

**External Academic Achievement Audit**

**Overview**

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, 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 and is updated annually through a series of internal and external audits.

The UMKC Charter School Center schools are held accountable for the same outcomes as other state public school, namely performance measures on state assessments. Their accreditation through the Center mirrors performance standards outlined by the state, known as MSIP 5 Performance Standards, and are reported through the Annual Performance Report (APR).

The MSIP 5 Performance Standards are designed to recognize the achievement and continuous growth of ALL students as they prepare for a global economy. MSIP 5 is also used to distinguish the performance of schools and districts in valid, accurate and meaningful ways so that districts in need of improvement can receive appropriate support and interventions, and high-performing districts can be recognized as models of excellence.

Missouri's Top 10 by 20 plan holds as a primary goal that all students will graduate high school college- and career-ready. To measure progress toward this goal and to distinguish among school and district performance, the Department computes an Annual Performance Report (APR) score for each Local Education Agency (LEA) and school. This overall score is comprised of scores for each of the MSIP 5 Performance Standards (1) **Academic Achievement** (2) **Subgroup Achievement** (3) **High School Readiness** (K-8 districts) or **College and Career Readiness** (K-12 districts), (4) **Attendance Rate** and (5) **Graduation Rate** (K-12 districts). Status, progress, and growth (where applicable) are used to calculate a comprehensive score used to determine the accreditation level of a school district.

## *Performance Standards for K-12 Districts*

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1. Academic Achievement—The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
  1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
  2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
  3. Growth data indicate that students meet or exceed growth expectations.
2. Subgroup Achievement—The district demonstrates required improvement in student performance for its subgroups.
  1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.
3. College and Career Readiness—The district provides adequate post-secondary preparation for all students.
  1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT<sup>®</sup>, SAT<sup>®</sup>, COMPASS<sup>®</sup> or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
  2. The district’s average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT<sup>®</sup>, SAT<sup>®</sup>, COMPASS<sup>®</sup>, or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
  3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT<sup>®</sup>, SAT<sup>®</sup>, COMPASS<sup>®</sup>, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
  4. The percent of graduates who earned a qualifying score or grade on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit or a qualifying grade through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
  5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
  6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
4. Attendance Rate—The district ensures all students regularly attend school.

1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.
5. Graduation Rate—The district ensures all students successfully complete high school.
  1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.

### *Performance Standards for K-8 Districts*

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1. Academic Achievement—The district administers assessments required by the MAP to measure academic achievement and demonstrates improvement in the performance of its students over time.
  1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
  2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
  3. Growth data indicate that students meet or exceed growth expectations.
2. Subgroup Achievement—The district demonstrates required improvement in student performance for its subgroups.
  1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.
3. High School Readiness—The district provides adequate post-elementary preparation for all students.
  1. The percent of students who earn a proficient score on one (1) or more of the high school end-of-course (EOC) assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.
4. Attendance Rate—The district ensures all students regularly attend school.
  1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

## Classification / Accreditation Process

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**Step 1** -The UMKC Charter School Center (CSC) uses the District’s Annual Performance Report which provides an objective analysis of each district’s attainment of the MSIP 5 Performance Standards and Indicators. The percent of overall points earned on the APR defines each district’s *APR Accreditation Status* that year, using one (1) of the following accreditation categories:

<b>Accreditation Levels</b>	<b>Percent of Points Earned</b>
<b>Accredited with Distinction</b>	The district earned a minimum of 90% or more of the APR points possible AND meets other criteria as established by the UMKC Charter School Center;
<b>Accredited</b>	The district earned 70% or more of the APR points possible;
<b>Provisionally Accredited</b>	The district earned 50% or more of the APR points possible;
<b>Unaccredited</b>	The district earned less than 50% of the APR points possible.

**Step 2** - The CSC reviews each district’s accreditation status and the APR supporting data for the three (3) most recent APRs to identify trends and status in performance outcomes. If data trends indicate that the district’s full accreditation is or may be in jeopardy, the district may be asked to follow a CSC-developed improvement plan.

**Step 3** -The CSC shall use the data review process described in “Step 2” to make accreditation classification recommendations. **Recommendations will be made based on APR status and APR trends and may include other factors as appropriate, e.g. CSC application goals, previous MSIP findings, financial status, leadership stability, and/or governance best practice.** Recommendations regarding accreditation classification are presented to the State Board of Education for its approval. Districts are notified by the Department of the accreditation classification assigned by the board.

### **Generating Performance Indicator Flags**

Performance indicator flags identified through the accountability system are utilized to further distinguish among those schools and LEAs most in need of support, to identify areas in need of improvement, and to guide the school improvement planning. For example, one school may have an overall high score but may also rank in the lowest 10<sup>th</sup> percentile for a given subgroup on a given indicator. This low proficiency rank would be addressed in the performance contract. Similarly, schools ranking at the 90<sup>th</sup> percentile and above for a given subgroup or grade span area for a specific indicator are spotlighted for high achievement. Reports are calculated annually based on the current academic year for each subgroup (school and LEA level reports), grade level (school reports), and grade span (LEA reports).

### **Rules for School-Level Proficiency Rate Assignment**

The percent proficient (e.g., percent with Proficient or Advanced-level achievement) is calculated for each subgroup—e.g., White, Black, Hispanic, Multiracial, Asian, American Indian, ELL, FRL and students with disabilities and grade level for each subject area, annually for the academic achievement indicators. School-level percent proficient values within each combination are ranked, and the 10<sup>th</sup> and 90<sup>th</sup> percentiles are determined. Performance at or below the 10<sup>th</sup> percentile, or at or above the 90<sup>th</sup> percentile, is flagged for reporting.

- *For example*, in schools with a grade 3 population for which at least 30 reportable English language arts scores are available, grade 3 English language arts proficiency rates are calculated, then schools are ranked according to this measure. Those schools with a grade 3 English language arts proficiency rate in the bottom 10<sup>th</sup> percentile are assigned one (1) flag.
  - Identical reporting processes are used if they meet or exceed the 90<sup>th</sup> percentile.
- Similar reporting process are used for school-level assignments for the college and career readiness, high school readiness, attendance and graduation rate indicators, except the metric used for the indicator (e.g., percent of students scoring at or above the state standard, attendance rate, graduation rate) is used in place of percent proficient.

### **Rules for LEA-Level Proficiency Rate Assignment**

While the above rules specifically refer flag assignment for schools, LEAs are also reviewed for potential flags. For subgroup determinations, the same rules provided would be applied to LEAs in an effort to identify systemic issues affecting multiple schools and highlight district-wide policies contributing to poor or exemplary student performance.

Additionally, flags are assigned based on grade span performance at the LEA level, rather than grade level, by subject area. This is accomplished by pooling district-wide assessment scores into three (3) groupings based on student grade level—grades 3-5 (elementary), 6-8 (middle), and 9-12 (high school)—and calculating proficiency rates for each grade span/subject area combination.

### Standard 1: Academic Achievement

- See Appendix A for projected status targets through the year 2020. These targets will be revisited in 2015. The accountability year begins with the summer administration of any EOC assessments or MAP-A.
- The LEA will determine which assessment, the GLA or EOC, is the most appropriate measure for each individual student. Please see the October 2, 2012 Algebra I EOC Administrative Memo for specific guidance.  
<http://dese.mo.gov/sites/default/files/am/documents/qs-esea-waiver-algebra1-eoc-QS-12-004.pdf>
  - To ensure a consistent metric of annual improvement is applied to the MSIP 5 APR, GLA scores have been removed from 2011 and 2012 mathematics data for middle school students who participated in both the mathematics GLA and Algebra I EOC in the same accountability year.
- Once a student has scored proficient or advanced on an end-of-course (EOC) assessment, the Department will remove duplicate proficient/advanced scores beginning the school year 2012-2013.
- A new Assessment Plan was adopted January 2014 by the state board of education. All proposed changes in the plan pertain to school year 2014-2015. Please see the March 12, 2014, Revised Assessment Plan Administrative Memo for specific guidance.  
<http://dese.mo.gov/sites/default/files/am/documents/QS-14-002.pdf>

Major points in the revised plan:

  - Administer ACT<sup>®</sup> to 11<sup>th</sup> grade students (Please see the May 29, 2014, ACT<sup>®</sup> Statewide Test Administration Administrative Memo for specific guidance <http://dese.mo.gov/sites/default/files/am/documents/CCR-14-008.pdf>);
  - Maintain EOCs in Algebra I, Algebra II, English II, Biology, and Government
  - Maintain English language arts and mathematics testing requirements for grades 5 and 8 using Smarter Balanced system;
  - Administer survey assessment in grades 3, 4, 6, 7 using Missouri developed testing blueprint; and
  - Maintain Missouri developed science assessments for grades 5 and 8.

### Standard 2: Subgroup Achievement

- The super subgroup is used for accountability determinations in the APR. When the minimum “n” size of 30 is not reached using a three (3) year cumulative “pooling” of the data, no determination is made.

### Standard 3: College and Career Readiness

- Approved Industry Recognized Credential (IRC) / (Technical Skills Attainment (TSA)) are included in the 2014 APR. See Appendix F for approved Technical Skills Attainment (TSA) assessments that can be used to obtain an Industry Recognized Credential (IRC).
- Test Scores for high school level Project Lead The Way (PLTW) are included in the 2014 APR. For additional information please see <http://dese.mo.gov/college-career-readiness/career-education/project-lead-way>.

**Table 20. Student Level Data Collected**

Standard	Type	2009	2010	2011	2012 MSIP 5	2013 MSIP 5	2014 MSIP 5
CCR*1-3	ACT®/COMPASS®/SAT®/ASVAB	Yes	Yes	Yes	Yes	Yes	Yes
CCR*4	Test scores AP/IB	Yes	Yes	Yes	Yes	Yes	Yes
CCR*4	Dual credit/AP/IB courses	No	No	Yes	Yes	Yes	Yes
CCR*4	IRC/(TSA)	No	No	No	No	Yes	Yes
CCR*4	Test Scores PLTW	No	No	Yes	Yes	Yes	Yes
CCR*5-6	Follow-Up Data	Yes	Yes	Yes	Yes	Yes	Yes

**Standard 3: High School Readiness**

- Calculation for the 2014 APR is based on three consecutive years of data, 2012, 2013 and 2014. EOC tests taken in mathematics, science and/or English language arts will be included in the academic achievement indicator, the subgroup indicator and the high school readiness indicator. If one (1) student takes multiple EOC tests, the single highest score would be included in the high school readiness indicator. An EOC taken in social studies would only be included in the high school readiness indicator, as there is not a social studies indicator in the K-8 district APR.

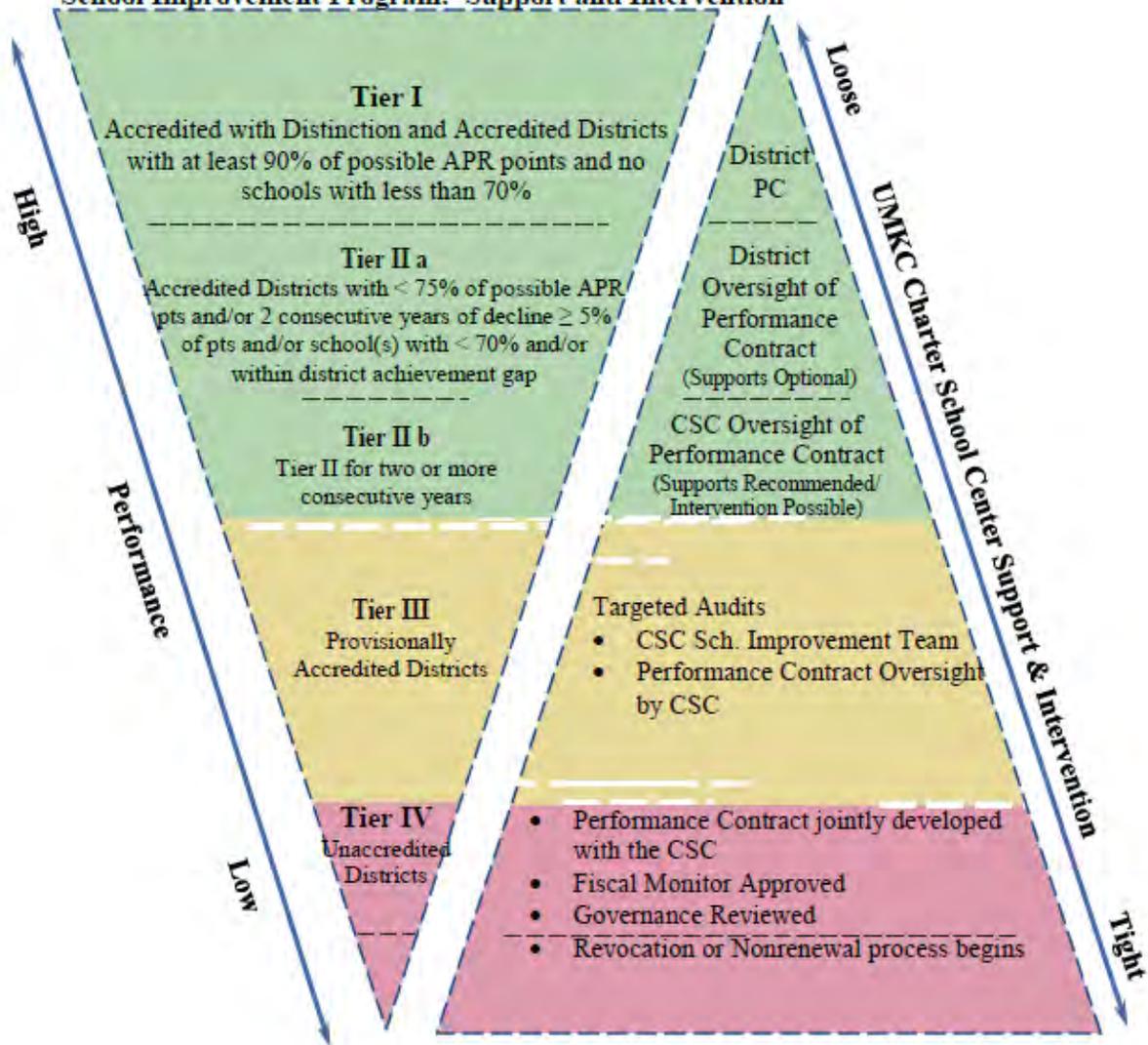
**Standard 4: Attendance**

- The Stop Out Code was added by the Department to provide districts an appropriate way to report students who dropped out and then returned at a later date having been out of school for unknown reasons an extended period of time. Data-reporting parameters are being implemented to fulfill requests from districts that the Department establish clear guidance for *self-reported* Annual Performance Report (APR) supporting data to ensure a more standardized approach across the state. *The Stop Out Code may not be used unless the absence exceeds 20 consecutive calendar days.* Beginning with SY 2013-2014, districts will receive an error message for the use of a Stop out code for fewer than 20 consecutive calendar days and will not be able to certify their data.

**Standard 5: Graduation Rate**

- The four-, five-, six- and seven-year graduation rates are calculated, and the better of the four (4) is used for APR determinations. The four-year rate could first be calculated with 2011 graduates. The five-year rate could first be calculated with the 2012 graduates. The six-year rate could first be calculated with the 2013 graduates. The seven-year rate could first be calculated with the 2014 graduates. The 2014 APR includes three (3) years of data for the four-year rate and the five- year rate. It includes two (2) years of data for the six-year rate resulting in a two-year status determination and one (1) year of annual improvement. It includes one (1) year of data for the seven-year rate, resulting in a one-year status determination. The 2014 APR will include two (2) years of data for the six-year rate, resulting in a two-year status determination and one (1) year of annual improvement; the four- and five-year rates will include the customary three (3) years of data, and one (1) year of data for the seven-year rate, resulting in a one-year status determination The phase-in of this indicator will be complete with the 2016 APR, which will include the customary three (3) years of data for the four-, five-, six-, and seven-year rates.
- The seven-year adjusted cohort graduation rate is calculated the same as the four-, five-, and six- year rate but will include four-, five-, six-, and seven-year graduates from the original 9<sup>th</sup> grade cohort. Seven-year cohort graduation rate will be calculated for the first time and included in the 2014 APR.

**UMKC Charter Schools'  
School Improvement Program: Support and Intervention**



## SUMMARY OF MSIP DESIGNATION CRITERIA AND REQUIREMENTS

Drawing from lessons learned in both the MSIP and other school improvement initiatives, the following table outlines the supports and interventions that will be provided to districts and schools as part of the Missouri School Improvement Program. The Department will provide increasing levels of support to districts and schools that are underperforming.

Designation	Plan Requirements	Monitoring Requirements	Support
<b>Accredited with Distinction (Tier I)</b>	Comprehensive School Improvement Plan (CSIP)	Items Not Waived Checklist	Supports available to all districts such as: <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul>
<b>Accredited District (Tier I)</b>	(CSIP)	Items Not Waived Checklist	Supports available to all districts such as: <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul>

<p><b>Accredited District (Tier II a)</b></p> <p>A score below 75% on the Annual Performance Report (APR)</p> <p>Two consecutive years of <math>\geq</math> 5% decline on the APR</p> <p>One or more of the district's schools score less than 70% on the APR</p> <p>Largest within-district achievement gap</p>	<p>(CSIP)</p>	<p>Items Not Waived Checklist</p>	<p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul> <p>District notified of status and recommended research-based practices</p>
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Designation	Plan Requirements	Monitoring Requirements	Support
<p><b>Accredited District (Tier II b)</b></p> <p>Meets criteria indicated in Tier II a above for two consecutive years</p>	<p>Department-approved district CSIP</p>	<p>Items Not Waived Checklist</p> <p>Targeted audit(s) based on review of the district's data</p> <p>Focused monitoring determined by the Department</p>	<p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul> <p>Targeted audit(s) determine research-based interventions</p>

<p><b>Provisionally Accredited District (Tier III)</b></p>	<p>Performance contract between local board and the State Board of Education</p> <p>Department-approved district CSIP and school level improvement plan outline the actions necessary to meet the terms of the performance contract</p>	<p>Items Not Waived Checklist</p> <p>Targeted audit(s) based on review of the district’s data</p> <p>Regional School Improvement Team (RSIT) is activated – Chaired by the Department</p> <p>Monthly monitoring and assistance from the Department</p>	<p>Department may appoint an on-site instructional monitor</p> <p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul> <p>Targeted audit(s) determine research-based interventions that must be implemented by the district and/or school. Audits include such areas as:</p> <ul style="list-style-type: none"> <li>- Teacher/Leader Effectiveness</li> <li>- Quality Instruction</li> <li>- Governance and Finance</li> </ul> <p>Community-school compact executed</p>
<p><b>Unaccredited District (Tier IV)</b></p>	<p>Performance contract between local board and the State Board of Education continues</p> <p>Implementation of Department-approved district CSIP and school-level improvement plan continue</p>	<p>Regional School Improvement Team (RSIT) continues</p> <p>Monthly monitoring and assistance from the Department</p>	<ul style="list-style-type: none"> <li>• Department may appoint an on-site instructional monitor</li> <li>• Supports available to all districts such as: <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> <li>- Growth Model</li> <li>- Teacher/Leader Evaluation Model</li> </ul> </li> <li>• Targeted audit(s) determine research-based interventions that must be implemented by the district and/or school. Audits include such areas as: <ul style="list-style-type: none"> <li>- Teacher/Leader Effectiveness</li> <li>- Quality Instruction</li> <li>- Governance and Finance</li> </ul> </li> <li>• Community-school compact executed</li> <li>• Department appoints transition task force</li> <li>• State Board of Education reviews district’s governance structure and determines appropriate action</li> </ul>

## ACCREDITED OR ACCREDITED WITH DISTINCTION

If the district is accredited or accredited with distinction the Department offers the district access to, but does not require, support and assistance.

Districts in this classification category must maintain a Comprehensive School Improvement Plan (CSIP) and continue to submit the MSIP Items Not Waived Checklist <http://dese.mo.gov/forms/MO5002723.pdf>.

In an effort to prevent districts from declining to provisional or unaccredited designations, the Department offers support for success, assistance and intervention if a district meets any one of these criteria:

- A district receives a score of less than 75 percent on the Annual Performance Report (APR), the summary of the state's evaluation and accountability tool (MSIP)
- A district's Annual Performance Report shows two consecutive years of  $\geq 5$  percent decline
- One or more of the district's schools score less than 70 percent on the Annual Performance Report that year
- The district has a large within-district achievement gap for one or more of the five super subgroup populations (Black, Hispanic, English Language Learners, students with Individualized Education Plans, or students who qualify for Free and Reduced Price Lunch)

## DEPARTMENT ASSISTANCE

The Department identifies the district's performance trends through a review of the three most recent Annual Performance Reports for the district and its schools. If the review shows that any of the criteria in this section are met, the Department issues a letter to the district superintendent and school board recommending research-based practices.

If the downward trend continues for two or more years after identification, the Department asks the district to submit for review its Comprehensive School Improvement Plan (CSIP).

The Department follows up quarterly and offers additional assistance toward meeting the improvement goals outlined in the CSIP until the district scores more than 75 percent on its Annual Performance Report, all schools in the district receive more than 70 percent on their Annual Performance Reports, and the district is not identified for a significant within-district achievement gap.

## Appendix E Student Code of Conduct

### Kansas City Collegiate Student Code of Conduct 2015-2016

#### *Purpose*

KC Collegiate is committed to fostering an environment of respect and mutual trust among students, parents, teachers, administrators and support staff. As a symbol of this commitment to respect and trust, high expectations and standards for behavior have been developed in the Student Code of Conduct. Rules which establish discipline guidelines for students are necessary and basic to student growth and development. These expectations, standards and discipline procedures are consistent, help maintain an effective learning environment and strive to promote the development of students both academically and socially.

#### *Attendance*

Attendance is a critical component in the success of the school and the student. The school is measured and funded by the state of Missouri on the average daily attendance. It is the goal of KCC that all students maintain a 94% attendance rate throughout their entire career at KCC. The following policies have been established in order to ensure this goal is met.

Students that maintain a 94% attendance standard each quarter will be recognized publically. Every student that maintains a 94% attendance rate for an entire year will be supplied with 5 uniform shirts for the next school year. Administrators and teachers may also create other attendance incentives throughout the year that students can work to earn.

#### **Policy**

Students can have no more than 5 unexcused absences and 8 absences total in a semester.

#### **Definitions**

##### **Excused Absence**

Absences due to a medically documented illness, court appearance, funeral of an immediate family member, suspension from school, or other reason as determined by the school administrator. Documentation must be provided to the school when the student returns. These types of absences will not result in disciplinary action or count towards the 5 absence limit per semester.

##### **Unexcused Absence**

Absences that do not meet the requirement to be considered excused and/or were not supported with the appropriate documentation or parent phone call/letter.

##### **Tardiness /Early Departure**

Students who miss 1-30 minutes of a school day without a documented excuse will be marked for a Tardy/Early Departure. This can occur when a student is late in the morning or leaves

early in the afternoon. For every three (3) tardies/early departures, students are assessed one (1) unexcused absence.

### **Procedures**

As a courtesy, we ask that parents call the office before 9:00 am if their student is going to be absent that day. A student is required to provide written documentation for all excused absences upon returning to school. Failure to bring written documentation within 2 days will result in the absence being marked as unexcused. The following actions will be taken when a student is absent:

#### **All Absences when the school has NOT been notified**

- Parent phone call home
- The school will send home a sheet that will be stapled to the behavior/reading log/planner stating the date and amount of absences.

#### **Third Unexcused absence in one semester**

- Mandatory parent and student conference to discuss attendance, create a plan and strategies
- The plan will indicate any and all next steps by each party

#### **Fourth Unexcused absence in one semester**

- Student will be placed on an Attendance contract letting parents know that 2 more unexcused absences will result in a dismissal from the school

#### **Sixth Unexcused absence in one semester**

- A certified letter will be sent home indicating the student will no longer be admitted into school. The letter will also detail a parent's right to appeal and the appeals process.
- At the High School level all credit will be forfeited.

### **Appeals**

Parents have the right to request a hearing to appeal the decision with the administration. Appeals must be scheduled within two weeks of the student's sixth unexcused absence. At the appeal, parents and students are allowed to discuss reasons for the excessive absences in an attempt to avoid having to transfer to another school.

The results of the appeal hearing will be mailed to the parents.

### *Uniform and Dress Code Policy*

At KCC, we wear a uniform so that people in the community recognize that we are a community. We are proud of who we are and want to be recognized in the community. There are days when students do not wear uniforms and these are special occasions that adhere to a specific dress code.

### **Policy**

Students must adhere to the uniform and dress code policy each day.

### **Definitions**

#### **Required Items**

Daily Top

Students must wear a KCC t-shirt. The shirts will be designed each year by the grade level team made up of parents, students and teachers. T-shirts can be purchased during orientation.

#### Community Top

Students must wear a KCC polo for special occasions. Two examples might include a day a student is making a presentation at school or a day when a class is taking a field trip. Polos can be purchased during orientation.

#### Bottom

Students must wear tan bottoms, shirts or pants. Shorts should be no shorter than two inches above the knee. If a student needs to wear a skirt for religious beliefs the skirt should come to the ankles.

#### Socks and Shoes

Students must wear white socks and closed-toed shoes that can be used during PE.

**(All clothing must be appropriate size. If clothes are too big or too small it is considered a violation of the uniform. Appropriate size of clothes will be determined by the administration team.)**

#### Optional Items

Students may wear KCC sweatshirts or jackets over uniform tops.

#### Undershirt

Students may wear plain short or long-sleeved white undershirts.

#### Tights

Students may wear plain white tights.

#### Prohibited Items

- Caps or hats
- Bandanas
- Sunglasses
- Hair accessories that cause a distraction to learning
- Jewelry that causes a distraction to learning
- Fake nails that cause a distraction or impediment to learning
- Toys, stuffed animals or games (unless teacher approves)
- Accessories that could cause damage to persons or property (cleats in shoes)
- Sweat pants
- Colorful leggings or tights
- Jeans
- Sports Shorts
- Any item clothing or otherwise that causes a disruption to the learning environment

#### Procedures

1<sup>st</sup>- 3<sup>rd</sup> offense

Note sent home to be returned and signed

4<sup>th</sup> offense and all other offenses

Parent or Guardian will need to bring required items in order for the student to be in compliance with the dress code and stay at school. Students will need to make up all work missed from missing out on learning time for failure to come in uniform. Dress Code offences will be reset each semester

### *Homework*

At KCC homework is given nightly, over the weekend and on school breaks. The amount of homework given each night will correspond to the student's grade level. This is documented in the chart below. We believe that homework is necessary each night for two reasons. The first reason is that teachers will never assign homework unless we know that a student can complete most or all of it at the independent level. Therefore, as teachers we want to know what a student can do on their own and when or if they run into challenges. This will allow us as educators to provide your student will individual instruction. Making mistakes or encountering difficulties is a critical part to the learning process.

The second reason is that our goal is for all students to go to and complete college. In college students will have ample amounts of individualized work with a very small support system. We want to start preparing students for this as early as Kindergarten. Additionally, the jobs that our college graduate students will obtain will require "homework" each night. For example, the teaching profession requires many hours of work outside of school. So not only will homework prepare students for their classes and make them stronger learners but it will also prepare them for life.

### **Policy**

It is KCC's expectation that all homework is completed each night, weekend, and over school breaks.

### **Definitions**

Grade Level	Minutes of Homework per night
K	10
1st	10
2nd	20
3rd	30
4th	40
5th	50
6th	60
7th	70

### **Procedures**

Just like in life where there are consequences for not completing work, there are also consequences for not completing homework. However, what KCC cares most about is that the

work gets completed. The teachers at KCC would not assign homework if they did not believe it was valuable to the learning process and therefore not completing the homework will hurt the learning process. Below are the consequences for not completing homework at each level. It should be noted that each time a student does not complete their homework a parent or guardian will be notified regardless of grade level. It is the school's commitment to always stay in constant communication with parents.

<b>Grade Level</b>	<b>Consequence</b>	<b>Time homework will be completed.</b>
Kindergarten	Automatic clip movement down	During Centers
1st and 2nd	Automatic clip movement down	During Break
3rd-5th	Receive 1 demerit	During Break and Lunch
6th & 7th	Natural Consequence (building intrinsic motivation)	Lunch, and if necessary, After School

\*Transportation will be provided by the parent.

If a student is not turning in homework regularly meaning 4 or more times in a quarter KCC will follow the steps listed below.

**5th time:** Hold parent meeting and create action steps to reverse the problem.

**6th time and all future:** Student will be required to stay after school each day in order to complete homework before returning the next day for school.

### *Elementary Behavior System*

Students in Kindergarten through second grade will be on a color system. Each color is a reflection of the type of behavior that student displayed throughout the day. Students in Kindergarten and 1st grade will mark their behavior two times per day. Students will mark the color they earned with their homeroom teacher and the color they earned while in specials classes. Each night parents can see what color their student was on and read any comments the teacher(s) may have added and then sign it or respond with comments. In second grade students will only mark their behavior 1 time per day. Below are the definitions for each color and how students move up and down on the color charts.

### Behavior System Details

- All students start on green at the beginning of the day and the beginning of specials (2nd grade students do not move up to green before specials)
- Students are reminded of their behavior one time by saying "student name, check" before the student has to move their clip down
- On the second occasion a student demonstrates a check behavior they must move their magnet down and sit out of the group for one minute.
- If students violate an automatic movement down then they also sit out for one minute- except unprepared for class
- Students reaching red through automatic movement down or an accumulation of checks should all be sent to the Principal's or Vice Principal's office.
- All students reaching red will receive a parent phone call.

- Each college class carries a board with individual student magnets on it to specials in order to track color movement.

#### 4 color system

- Blue-KCC Blue
- Green-Ready to Learn
- Yellow-Fix It
- Red-Intervention

#### **Behavior Chart (Color Movement or Merit Demerit Chart)**

##### Movement Up

- Helping a peer learn
- Random Act of Kindness
- Investing extra time in learning
- Industrious Learner-uses resources to find answers or gain help on their own
- Passing a BIG academic goal

##### Check (Warning)

- Helping a peer learn
- Random act of kindness
- Investing extra time in learning
- Industrious learner-uses resources to find answers or gain help on their own
- Passing a BIG academic goal

##### Automatic Down

- Shouting out
- Out of seat
- Incorrect voice level
- Horseplay
- Not cleaning up
- Not invested in learning
- Constant body movement
- Not Listening
- Disrupting class
- Responding to a class disruption

##### Automatic to Office

- Foul language
- Bullying
- Pushing, Hitting, Kicking, Throwing Objects (Intentional)

Students in grades 3-5 can earn their way off of the color system by earning green or blue 80% of one quarter. Once students are off the color system they can earn merits or demerits based on the behavior chart from above. Each of the above behaviors in the chart is worth 1 merit or demerit. Students earn merits to purchase things that the students want. This will be determined in conjunction with the students. For example, if students want to go on a field trip that will be worth a predetermined amount of merits. If students earn 10 demerits in one quarter they will go back on the color system. If students display one of the behaviors on the automatic to office list, they will go back on the color system.

File Number:

N01405834

Date Filed: 05/29/2014

Jason Kander

Secretary of State



State of Missouri

Jason Kander, Secretary of State

Corporations Division
PO Box 798 / 606 W. Main St., Rm. 312
Jefferson City, MO 65102

Articles of Incorporation of a Nonprofit Corporation

(to be filed with a filing fee of \$25.00)

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

- 1. The name of the corporation is HECA, Inc.
2. This corporation is a Public Benefit Corporation.
3. The period of duration of the corporation is Perpetual unless stated otherwise.
4. The name and street address of the Registered Agent and Registered Office in Missouri is:
Jane Cooper 4726 Terrace Street Kansas City, MO 64112
5. The name(s) and address(es) of each incorporator:
Jane Cooper 4726 Terrace Street Kansas City, MO 64112
6. Will the corporation have members? YES X NO
7. The assets of the corporation will be distributed on dissolution as follows: See Article 7, attached.
8. The corporation is formed for the following purpose(s): See Article 8, attached.
9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated.

(Date may be made the 30 day after filing date in our office)

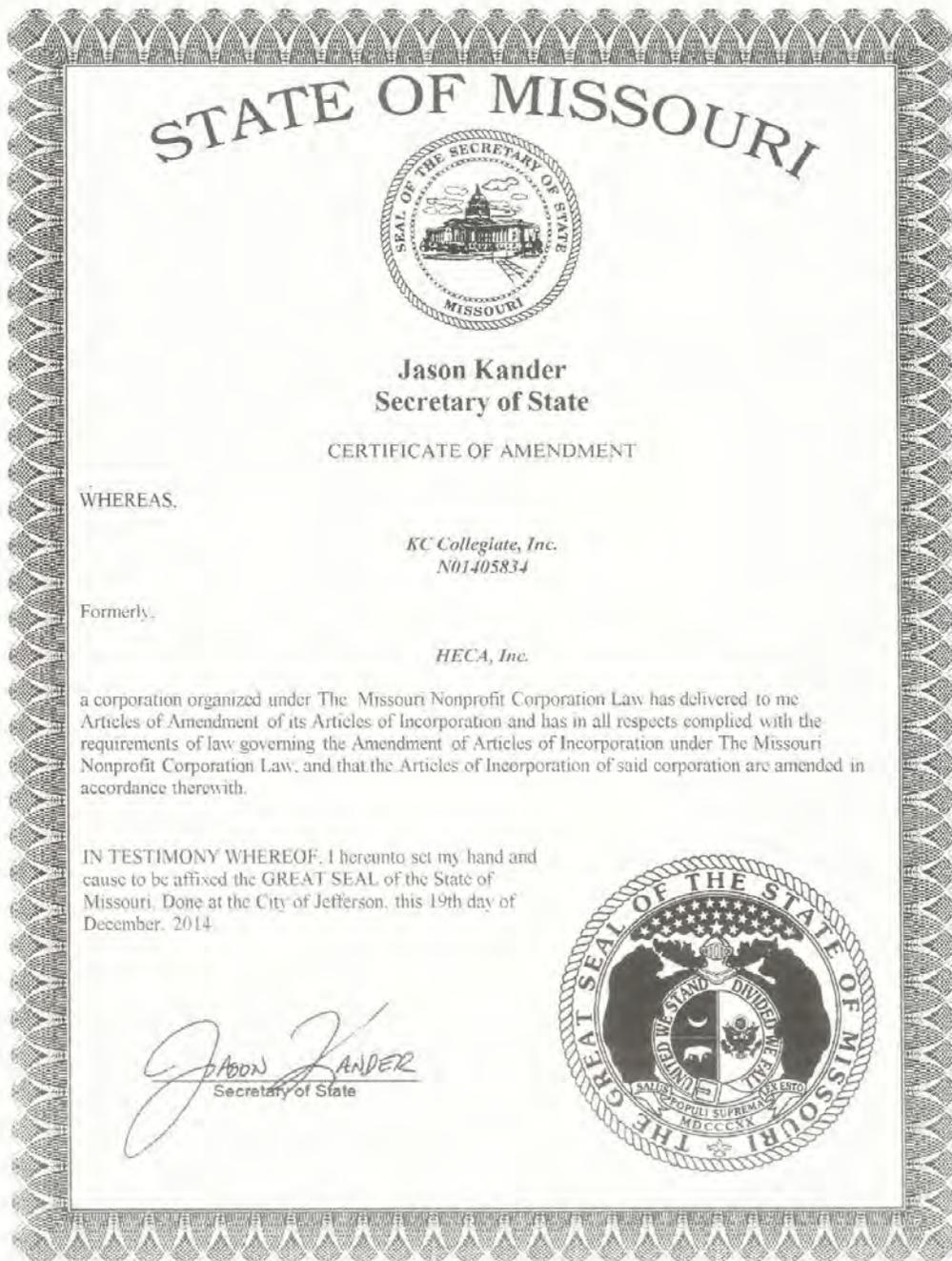
(Please see next page)

Name and address in return filed document:
Name: Jane Cooper
Address: 4726 Terrace
City, State, and Zip Code: Kansas City, MO 64112

State of Missouri
Creation NonProfit 3 Page(s)



Appendix G Amended Articles of Incorporation





**State of Missouri**  
Jason Kander, Secretary of State

Corporations Division  
PO Box 778 / 600 W. Main St., Rm. 322  
Jefferson City, MO 65102

**N01405834**  
**Date Filed: 12/19/2014**  
**Jason Kander**  
**Missouri Secretary of State**

**Articles of Amendment  
for a Nonprofit Corporation**  
*(Submit with filing fee of \$10.00)*

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: HECA, Inc. (to be amended to: KC Collegiate, Inc.) NO1405834  
*Name Charter Number*

2. The amendment was adopted on 12/19/2014 and changed article(s) 1 and 7 to state as follows:  
*month/day/year*  
Please see attached #1 encl #7

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding:
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:  
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Alma Cooper Jana Cooper Principal 12/18/14  
*Authorized Signature of officer or chairman of the board Printed Name Title Date*

Name and address to return filed document:

Name: Jana Cooper

Address: 4726 Terrace St.

City, State, and Zip Code: Kansas City, MO 64112

ORI 12192014-0296 State of Missouri  
No of Pages 2 Pages



Amend/Restate - Non-Profit

AMENDED ARTICLES OF INCORPORATION  
OF  
KC Collegiate, Inc. # N01405834  
(formerly known as HECA, Inc.)

1. The name of the Corporation is amended from HECA, Inc. to KC Collegiate, Inc.
7. Upon the dissolution of the Corporation or closure of the Corporation's charter school, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all the unobligated assets of the Corporation to the Missouri Department of Elementary and Secondary Education (DESE) for disposition, per RSMo 160.405 1. (17). The Board of Directors and any current officers of the Corporation shall cooperate with DESE to ensure the timely and orderly transfer of said unobligated assets to DESE and to ensure that the Corporation fully complies with RSMo 160.405 1. (17).

In Affirmation thereof, the facts stated above are true and correct:

Jana Cooper  
Signature

12/18/14  
Date

Jana Cooper  
Printed Name

Incorporator  
Title

**AMENDED ARTICLES OF INCORPORATION  
OF  
KC Collegiate, Inc.  
(formerly known as HECA, Inc.)**

1. The name of the Corporation is amended from HECA, Inc. to KC Collegiate, Inc.
2. The corporation is a Public Benefit Corporation.
3. The period of duration of the Corporation is perpetual.
4. The name and street address of the Registered Agent and Registered Office in Missouri is:

Jana Cooper  
4726 Terrace Street  
Kansas City, MO 64112
5. The name and address of the incorporator is:

Jana Cooper  
4726 Terrace Street  
Kansas City, MO 64112
6. The Corporation will not have members.
7. Upon the dissolution of the Corporation or closure of the Corporation's charter school, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all the unobligated assets of the Corporation to the Missouri Department of Elementary and Secondary (DESE) for disposition, per RSMo 160.405 1. (17). The Board of Directors and any current officers of the Corporation shall cooperate with DESE to ensure the timely and orderly transfer of said unobligated assets to DESE and to ensure that the Corporation fully complies with RSMo 160.405 1. (17).
8. The Corporation is organized, and shall be operated, exclusively for charitable, scientific, literary and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Corporation is organized exclusively for charitable and educational purposes by providing educational services and support to enrich educational programs for children and teenagers regardless of race; color; creed; gender; sexual orientation; or religious affiliation, by any means that are lawful under section 501(c)(3) of the Internal Revenue Code.
9. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its trustees, directors, officers or other private persons, except

that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions to qualified persons in furtherance of the purposes set forth herein.

10. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.
11. Notwithstanding any other provisions of these articles, the Corporation shall not directly or indirectly carry on other activities not permitted to be carried on by Corporations exempt from Federal Income Tax under Section 501 (c)(3) of the United States Tax Code (or corresponding provisions of any future United States Internal Revenue Law).
12. The effective date of this documents is the date it is filed with the Secretary of State of Missouri.

In Affirmation thereof, the facts stated above are true and correct:

Jana Cooper  
Signature

12/18/14  
Date

Jana Cooper  
Printed Name

Incorporator  
Title

Appendix H 501c3 Status

 **IRS** Department of the Treasury  
Internal Revenue Service  
P.O. BOX 2508  
CINCINNATI OH 45201

In reply refer to: 9999999999  
July 22, 2014 LTR 3367C S0  
47-1048005 000000 00

00027007  
BODC: TE

HECA INC  
4726 TERRACE STREET  
KANSAS CITY MO 64112



014466

Employer identification number: 47-1048005  
Tax form: 1023  
Document locator number: 17053-192-33500-4  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- \* Your name
- \* Your employer identification number (EIN)
- \* The document locator number listed above and assigned to your request
- \* A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

**ARTICLE 1: CORPORATE NAME, PURPOSE, AUTHORITY AND ORGANIZATION**

**Section 1.1. Name.**

Section 1.1. Name. The name of the organization shall be “KCC, Inc.”

**Section 1.2. Organization and Operation.**

Section 1.2. Organization and Operation. The Corporation, KCC, Inc. ("KCC" or "Corporation") is organized under and shall operate as a Public Benefit Corporation as defined in the Missouri Nonprofit Corporation Act ("Act"). The Corporation shall have such powers as are now, or as may later be granted, by the Missouri Nonprofit Corporation Act.

**Section 3. Purpose.**

Section 1.3. Purpose. The Purpose ("Purpose") of KCC is to support the school's Mission and Vision as defined in KCC's charter and incorporated here by reference. The operation of KCC shall at all times be consistent with this purpose and shall be in accordance with the laws of the State of Missouri and Section 501(c)(3) of the Internal Revenue Code ("Code"), or corresponding future provision of the Code.

**Section 4. Corporate Authority to pursue Purpose.**

Section 1.4. Corporate Authority. Subject to all other limitations and prohibitions set forth by Federal and Missouri law, KCC's Articles of Incorporation, and these Bylaws, the Corporation shall have the authority to do everything necessary and proper for the accomplishment of this organization's Purpose, either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities. KCC shall have the authority to perform acts necessary for the Purpose and transact business in connection with the foregoing Purpose.

**ARTICLE 2. OFFICES.**

Section 2.1. Offices. The Corporation may have offices at such places as the Board of Directors ("Directors," "Board," or "Board Members") may from time to time determine or the business of the Corporation may require.

**ARTICLE 3. BOARD OF DIRECTORS.**

**Section 3.1. Authority of Directors.**

Section 3.1. Authority of Directors. The affairs of the Corporation shall be managed by the Board of Directors. The Board shall have the authority to select Corporate Officers

(“Officers”) and vest the Officers with the authority necessary to operate the school district. Officers shall be selected in accordance with the Conflict of Interest policy adopted by the Board and in accordance with applicable law.

### **Section 3.2. Number.**

Section 3.2. Number. The number of Directors to constitute the Board of Directors shall not exceed 15, unless and until changed by amendment to these bylaws. There shall always be at least three (3) Directors.

### **Section 3.3. Advisory Committee to the Board.**

Section 3.3. Advisory Committee. The Chief Academic Officer (CAO) and Chief Operating Officer (COO) shall be non-voting advisors to the Board. The CAO and COO shall attend Board meetings and shall report on the affairs of the school.

### **Section 3.4. Quorum.**

Section 3.4. Quorum. A majority of the incumbent directors shall constitute a quorum for the transacting of business at any meeting of the Board of Directors. Members of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting. Except where specifically enumerated in these Bylaws, a Quorum of the Board shall have complete authority to operate as the entire Board of Directors.

## **ARTICLE 4. BOARD ELECTIONS.**

### **Section 1. Tenure.**

#### **Section 4.1. Tenure.**

Subject to the terms of this section, Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two consecutive 3-year terms.

The initial Board of Directors shall serve staggered terms to balance continuity with new perspective. The initial Board shall consist of at least two Directors who will serve a one-year term, at least two directors who serve a two-year term and at least two Directors who will serve a three-year term.

Any Director may be elected to subsequent terms after an absence of at least one year from the Board after the maximum terms allowed herein. Directors need not be US citizens or residents of the State of Missouri.

### **Section 2. Removal.**

Section 4.2. Removal. Directors may be removed, with or without cause, by the vote of a majority of the entire Board of Directors, at a meeting of the Directors called expressly for that purpose. At such a meeting, the Director proposed for removal shall be given an opportunity to be heard. Any vacancy created by such a removal shall be filled for the unexpired term by majority vote of the Directors present at such special meeting or, in the absence of such action at such special meeting, by resolution of the board.

### **Section 3. Vacancies.**

Section 4.3. Vacancies. If the office of a Director becomes vacant for any reason, other than by removal of Director in the manner prescribed in paragraph 2 hereof, the remaining Directors shall choose a successor or successors by majority vote of the entire Board, which successor(s) shall hold office for the unexpired term. Vacancies on the board will be filled by majority vote of the members of the Board of Directors, regardless of whether the number of Directors remaining constitutes a Quorum, as Quorum is defined in Section 3.4.

Section 4. Qualifications Directors shall be selected on the basis of their expertise and experience, and their willingness and ability to contribute to the success of the Corporation.

## **Article 5. Meetings of the Board of Directors**

### **Section 5.1. Meetings and Notices; Compliance with Missouri Sunshine Law.**

Section 5.1. Meetings and Notices; Compliance with Missouri Sunshine Law. To extent provided by Missouri law, all meetings of the Board of Directors, and Board committees, shall comply with Chapter 610 of the Missouri Revised Statutes or future corresponding provisions, commonly referred to as Missouri's Sunshine Law ("Sunshine Law"). The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter, scheduled meeting dates shall be fixed by the vote of the majority of Directors. Special meetings may be called with standard notice procedures described in this Section, subject to the provisions of Section 4 of this Article. Emergency meetings may be called subject to the provisions of Section 5 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Sunshine Law. When the Board determines that meetings closed from the public are necessary, such determination shall be made in accordance with the Sunshine Law. Any closed meetings shall comply with all requirements provided in the Sunshine law.

Notice of any Annual, Scheduled or Special meetings shall be provided to Directors and newly elected Directors at least fifteen (15) days in advance of such meetings. The time and place of such meetings shall from time to time be determined by the majority of Directors. Such notice may be by U.S. Mail, email, facsimile or other written electronic communication addressed to a mailing address, email account, or facsimile number. Each Director shall provide to the chairperson an approved mailing address, email account or accounts, facsimile number or other electronic address for such notice purposes. It will be the responsibility of each Director to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, email or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

The Board may meet at such places, dates, and times as shall be fixed by a majority vote of the Board of Directors in session or by a majority of all Directors in writing. In the event the dates, times, and locations of a Directors' Meetings cannot be agreed upon by a majority of the Directors, the chairperson shall select a date, time, and location for meetings.

#### **Section 5.2. Annual Meetings.**

Section 5.2. Annual Meetings. The annual meeting of the board shall be held in June at such time and place as shall be determined by the board.

#### **Section 5.3. Scheduled Meetings.**

Section 5.3. Scheduled Meetings. The Directors may agree to an advance schedule of meetings as necessary for the orderly conduct of the business of the Corporation by a majority vote of the Board of Directors while in session or by a majority of all directors in writing. There shall be at least 10 other regular meetings of the Board held each fiscal year.

#### **Section 5.4. Special Meetings.**

Section 5.4. Special Meetings. Special meetings may be called by the chairperson, any other two officers or a majority of all the directors in writing. A special meeting is any meeting of the Board not previously scheduled by the Directors. Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive. At such special meetings only those matters requiring the timely attention of the Board shall be considered.

#### **Section 5.5. Emergency Meetings.**

Section 5.5. Emergency Meetings. In accordance with the Sunshine Law, specifically Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws, the chairperson or any other two Directors of the Board may call an emergency meeting of the board. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the

Sunshine Law, whichever is more restrictive. At such meeting the chairperson or the most senior vice chairperson available shall chair such meeting. In the event that neither the chairperson or vice chairpersons are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available, the chairperson or vice chairperson in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board shall be considered.

## **Article VI. Committees.**

### **Section 6.1. Executive Committee.**

Section 6.1. Executive Committee. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least three (3) Directors of the corporation. The Executive Committee shall exercise authority only to the extent specified by the Board of Directors.

### **Section 6.2. Standing Committees.**

Section 6.2. Standing Committees. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall include at least one (1) Director. Such committees shall exercise authority only to the extent specified by the Board of Directors.

### **Section 6.3. Advisory Committees.**

Section 6.3. Advisory Committees. The Board of Directors may establish one or more Advisory Committee(s) consisting of persons appointed by the Chairperson and approved by the Board of Directors for the purpose of guidance to the Board of Directors on matters of curriculum, student affairs, and other matters related to the Corporation's activities and affairs. If established, any Advisory Committee(s) shall meet at such times and places as may be determined by the chairperson of said Advisory Committee(s). The chairperson of each Advisory Committee shall be designated by the Board of Directors. One third of the members of the Advisory Committee shall constitute a quorum for purposes of voting, providing a quorum must consist of at least two people. Members of the Advisory Committee shall not receive salaries for their services, but, by resolution of the Board of Directors, expenses of attendance may be reimbursed. The members of any Advisory Committee, including the chairperson, need not be Directors of the Corporation. Nothing in this section shall prohibit the Board of Directors from engaging any member of an Advisory Committee to provide professional service to the Corporation provided such services are contracted for in writing and in accordance with all provisions of these Bylaws and KCC's Conflict of Interest policy.

### **Section 6.4. Procedure.**

Section 6.4. Procedure. The act of a majority of the members of a committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of any applicable law, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board shall also apply to committee or committees of the Board.

#### **Section 6.5. Quorum.**

Section 6.5. Quorum. At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business.

### **ARTICLE VII. BOARD OF DIRECTOR POSITIONS.**

#### **Section 7.1. Board Offices.**

Section 7.1. Offices. There shall be three (3) elective positions of the Board: a Chair, a Vice Chair, and a Secretary. The election of these positions shall be by majority vote conducted at the Board's annual meeting. The Board may designate additional Board positions by quorum majority vote.

The newly elected Chair, Vice-Chair, and Secretary shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

#### **Section 7.2. Removal.**

Section 7.2. Terms. Any director elected or appointed by the Board of Directors to an elective position may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the Directors provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws.

#### **Section 7.3. Chairperson; Presiding Officers.**

Section 7.3. Chairperson; Presiding Directors. The chairperson shall preside at all meetings of the board. In his or her absence, the Vice Chair shall preside. In the Vice Chair's absence, the board member holding an elective position with greatest seniority shall preside, or if no such officer is present, the director with greatest seniority shall preside.

#### **Section 7.4. Secretary and Assistant Secretary.**

Section 7.4. Secretary. The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall be responsible for authenticating the records of the corporation. The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

### **ARTICLE 8. EMPLOYEES, CONSULTANTS, CONTRACTS, CHECKS, DEPOSITS, AND FUNDS**

#### **Section 8.1. Employees and Consultants.**

Section 8.1. Employees and Consultants. The Board of Directors may engage such corporate officers, employees, and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including their respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

#### **Section 8.2. Contracts.**

Section 8.2. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

#### **Section 8.3. Checks.**

Section 8.3. Checks. All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

### **ARTICLE 9. FISCAL YEAR**

#### **Section 9.1. Fiscal Year.**

Section 9.1. Fiscal Year. The fiscal year of the corporation shall begin the first day of July in each year.

## **ARTICLE 10. ALTERATION, AMENDMENT OR REPEAL OF BYLAWS.**

### **Section 10.1. Alteration, Amendment, or Repeal of Bylaws.**

Section 10.1. Alteration, Amendment, or Repeal of Bylaws. These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Directors by a two-thirds (2/3) affirmative vote of all incumbent directors.

## **ARTICLE 11. RECORDS**

### **Section 11.1 Records Generally; Minutes.**

Section 11.1. Records Generally; Minutes. The Directors shall keep the books of the corporation at the principal business office of the corporation in Missouri or at such other place as they may from time to time determine and as may be permitted by law. A copy of the following records shall be kept at the corporation's principal office: The Articles of Incorporation and all amendments to them currently in effect; these Bylaws and all amendments to them currently in effect; a list of the names and business or home addresses of the current Directors and officers; the most recent annual report delivered to the Secretary of State; and appropriate financial statements of all income and expenses.

The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors and a record of all actions taken by committees of the Board of Directors.

### **Section 11.2. Accounting Records.**

Section 11.2. Accounting Records. The corporation shall maintain appropriate accounting records and keep these records at the Corporation's principal place of business.

## **ARTICLE 12. CONFLICTS OF INTEREST.**

### **Section 12.1. Conflicts of Interest.**

Section 12.1. Conflicts of Interest. The Board of Directors shall adopt and follow a Conflict of Interest Policy at its first duly held meeting. The Conflict of Interest policy shall be followed by the Board and the Corporation. The Conflict of Interest policy shall be substantially the same as the Conflict of Interest policy provided by the Internal Revenue Service (IRS) in Appendix A to IRS form 1023.

## **Article 13: Indemnification of Officers and Directors.**

### **Section 13.1. Indemnification.**

Section 13.1. Indemnification. The Corporation will, to the fullest extent now and hereafter permitted by law, defend and indemnify any Director or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the corporation) who was or is a party to or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, by reason of the fact that the person is or was a Director, officer, volunteer, employee or agent of the corporation against expenses including attorney's fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit, or proceeding as provided by the law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted in good faith and in a manner the person reasonably believed to be in the best interest of the Corporation.

### **Section 13.2. Rights to Continue.**

Section 13.2. Rights to Continue. This indemnification will continue as to a person who has ceased to be a Director or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a Director, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of the Section 10.1. Alteration, Amendment, or Repeal of Bylaws.

**Alan Fairless @alanfairless**  
**Entrepreneur and Software Engineer**

**Mission**

Focus on social value: unburdening people from boring tasks via business and technology

**Education**

- Self taught technologist: Started programming at age 12, using unix at 14, ran a BBS for 5 years starting in jr high school, founded multiple software companies
- Studied business at Missouri State University but left to build a software company
- Life long nonfiction reader: 20-50 books each year with focus on technology, psychology, business, and science

**Skills**

- Software architecture, development, assessment: 20+ years: Python, C, Javascript, Erlang, Golang, Ruby, PHP, PL/SQL
- Technical management, project management: design, planning, recruiting, spec writing, estimation and scheduling, code review, testing and troubleshooting
- Logistics and operations: Linux administration, total automation, hardware, network and data center management
- Lean Startup methodology: Operating in extreme uncertainty, validated learning, identifying and testing market assumptions
- Sales engineering: talking to customers in terms of business goals and translating those into technical requirements, architecture, spec, and shipping products
- Business of software: customer development, advanced SQL and business analytics, lead generation, retention, funnel and overall revenue optimization
- Large scale distributed storage, database, and message systems
- Software security: discovered remote exploits in open source projects like pybcrpyt and ansible, plus hundreds more in proprietary systems

**Background**

*SpiderOak*, 2006 - Present: Founder and CTO: grew company to profitability with a staff of 40. Built 4 distinct technologies and product lines, customers include Sprint, RedHat, and the US Navy. Negotiated multiple acquisition offers (all declined.)  
*Omeda*, 2001-2005: Linux Engineer: Built what was the worlds fastest email delivery platform for large b2b publishers including Ziff-Davis, IDG, Hearst  
*Webseed*, 2000-2001: Full Stack Developer / Sysadmin: Supported a network and publishing platform for 5,000+ independent content based websites  
*Integrity Networks*, 1999-2000: WAN Engineer: Managed ISPs network with 6 POPs  
*H&R Block*, 1996-1997: Youngest member of national PC & Network Tech Support



**Missouri Department of Health and Senior Services**

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6070  
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Gail Vasslerling  
Director



Jeremiah W. Dyer, M.D.  
Governor

08/15/2014

ALAN E FAIRLESS  
6222 RAYTOWN TREFY # 107  
RAYTOWN, MO 64133

FAMILY CARE SAFETY REGISTRY  
Registration Notification  
Registrant Number: 64789143

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

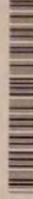
**No finding reported in the background screening.**

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



[www.health.mo.gov](http://www.health.mo.gov)

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Charlie Schloegel  
 8901 Holly St.  
 Kansas City, MO 64114  
 913-219-8819  
 chuckschloegel@gmail.com

<b>Objective</b>	To obtain a sales leadership position where I can apply my experience, competence, and enthusiasm within a strong company that values meeting and exceeding sales goals						
<b>Experience</b>	<p><b>Midwest Regional Business Development Manager (October 2010 – Present)</b>          Overhead Door Company of Kansas City, North Kansas City, MO</p> <ul style="list-style-type: none"> <li>• Continue to maintain sales responsibility in markets surrounding Kansas City</li> <li>• Responsible for assisting in the growth of our commercial business through new account acquisition and retention in our Kansas City, Wichita, Springfield and Joplin markets</li> <li>• Identify and implement growth strategies with General Managers and Regional Manager</li> <li>• Lead area sales and service associates in affecting positive customer experience</li> <li>• Positively impact division revenues by expanding our product lines in the different markets</li> <li>• Designate and assign responsibilities to area sales associates and validate completion</li> </ul> <p><b>Business Development Manager / Territory Based Account Representative (August 2008 – October 2010)</b>          Overhead Door Company of Kansas City, North Kansas City, MO</p> <ul style="list-style-type: none"> <li>• Nominated for three awards after first year of employment: Rookie of the Year, Customer Service, &amp; Rising Star; Recipient of the 2008-2009 “Rising Star” award</li> <li>• First in company history, in the BDM role, to have direct sales in excess of \$500,000.00 and indirect sales in excess of \$180,000.00 within first year (1/09 through 12/09)</li> <li>• Increased year-over-year sales by \$200,000.00 from 1/10 to 12/10</li> <li>• In initial months of employment, promoted to a new position which requires expanding and growing a new territory for the company, increasing existing territory’s revenues by 20%</li> <li>• Brought in new clients and maintained a positive working relationship, resulting in repeat sales</li> <li>• Effectively sold a vast array of products from commercial door’s &amp; hardware to brand specific &amp; specialty products such as automatic entry doors and high speed/high performance specialty doors</li> <li>• Selected to lead the development of a new company territory in southwest Missouri (January 2010)</li> </ul> <p><b>Outside Sales Consultant (April 2007 – July 2008)</b>          PROSHRED Security, Lenexa, KS</p> <ul style="list-style-type: none"> <li>• Prospected clients through cold calling and tele-prospecting to set up appointments</li> <li>• Maintained client relationships by following through after sale via telephone and in person</li> <li>• 2<sup>nd</sup> place in national sales contest which lasted 3 months and included 25 other sales consultants</li> <li>• Placed top three in subsequent national sales contest</li> <li>• Closed to sale 80% of appointments</li> <li>• Continuously met, or exceeded required revenue set by management team, in both sales and prospecting</li> <li>• One of the top three sales consultants for the PROSHRED franchise system during employment</li> <li>• Led the franchise system in scheduled accounts during employment</li> <li>• 2007 PROSHRED franchise system Outside Sales Consultant of the Year out of fifteen franchises</li> </ul> <p><b>Project Manager – Residential addition and remodel (January 2007 – April 2007)</b>          Self Employed, Lake Ozark, MO</p> <ul style="list-style-type: none"> <li>• Oversaw construction project in excess of \$200,000.00</li> <li>• Met with sub-contractors to procure bids and discussed, planned and scheduled project with homeowner</li> <li>• Worked with sub-contractors on day-to-day operations of project to ensure on-time, and on-budget, delivery of project and delegated work when necessary</li> <li>• Finalized aspects of project with walk-through’s with both sub-contractors and homeowner</li> <li>• Actively identified potential problems with project scheduling and corrected those problems when necessary</li> <li>• Project completed on time and on budget</li> </ul>						
<b>Computer Skills</b>	<p>Proficiency within Microsoft Office</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">- Microsoft Word</td> <td style="padding-right: 20px;">- Microsoft Excel</td> <td>- Netsuite CRM</td> </tr> <tr> <td>- Microsoft Power Point</td> <td>- Microsoft Outlook</td> <td>- Pivotal / SAM</td> </tr> </table>	- Microsoft Word	- Microsoft Excel	- Netsuite CRM	- Microsoft Power Point	- Microsoft Outlook	- Pivotal / SAM
- Microsoft Word	- Microsoft Excel	- Netsuite CRM					
- Microsoft Power Point	- Microsoft Outlook	- Pivotal / SAM					
<b>Education</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">           Rockhurst University: BSBA 2006            Helzberg School of Management            Focus: Business Management         </td> <td style="width: 50%; vertical-align: top;">           Kansas State University            Delta Tau Delta Fraternity            New Member Educator &amp; Asst. Rush Chair         </td> </tr> </table>	Rockhurst University: BSBA 2006 Helzberg School of Management Focus: Business Management	Kansas State University Delta Tau Delta Fraternity New Member Educator & Asst. Rush Chair				
Rockhurst University: BSBA 2006 Helzberg School of Management Focus: Business Management	Kansas State University Delta Tau Delta Fraternity New Member Educator & Asst. Rush Chair						



**Missouri Department of Health and Senior Services**

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Call Vasterling  
Director



Jefferson, MO (Day) Home  
Governor

08/11/2014

**FAMILY CARE SAFETY REGISTRY**  
Registration Notification  
Registrant Number: 64784430

CHARLES JOSEPH SCHLOEGEL  
1007 W 114TH TER  
KANSAS CITY, MO 64114

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

**No finding reported in the background screening.**

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth, and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 370, Jefferson City, MO, 65109, or by FAX to 573-522-698. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



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---

**LAUREN WOLF**

2100 W. 72<sup>ND</sup> ST., PRAIRIE VILLAGE, KANSAS 66208; [lwolf2985@gmail.com](mailto:lwolf2985@gmail.com); 270-366-6651

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**BAR ADMISSION**

<b>Missouri</b>	2011
<b>U.S. District Court Western District of Missouri</b>	2011
<b>Kansas</b>	2013
<b>District of Colorado</b>	2013

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**EDUCATION**

<b>The University of Iowa College of Law</b>	Iowa City, Iowa
J.D. May 2010	
University of Iowa Merit Scholar, Moot Court Board, Honors Scholarship Recipient	
<b>Kansas State University</b>	Manhattan, Kansas
B.S. in Psychology; Minor in English Literature, Dec. 2006	
Honors Scholarship Recipient	

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**EXPERIENCE**

<b>Stueve Siegel Hanson LLP</b>	Kansas City, Missouri
Associate	September 2010-Present

Performed in-depth research into legal issues associated with employment laws and regulations and their effect on employees and employers. Drafted complaints, summary judgment motions, and discovery responses for plaintiffs in multiple federal Fair Labor Standards Act and state employment law class and collective actions. Advised clients regarding applicable laws and regulations, including working cooperatively with large corporate clients as well as individual clients. Engaged in extensive deposition preparation with clients, and defended depositions for clients. Served as the primary point of contact for clients, including conducting interviews for declarations and evaluating potential claims of incoming clients. Worked cross-functionally with team members throughout the internal chain of command to efficiently navigate complex litigation. Communicated effectively with opposing counsel as well as members of the court.

<b>University of Iowa College of Law</b>	Iowa City, Iowa
Research Assistant to Professor Hovenkamp	July 2008-May 2010

Researched issues of antitrust law for law review articles. Conducted extensive research for a book on the history of intellectual property and antitrust in America.

<b>Disneyland</b>	Anaheim, California
Character Host/Intern	2007

Interacted regularly with large numbers of guests and cast members from various departments to provide positive guest experience. Received positive reviews for customer service and guest relations.

<b>Peter J. Paukstelis, Attorney-at-Law</b>	Manhattan, Kansas
Legal Assistant	2004-12/2006

Drafted petitions, discovery requests, and discovery responses for personal injury and employment discrimination cases. Interacted regularly with individual clients as well as lead attorney. Organized discovery materials for trial preparation.

---

**INTERESTS**

Traveling, music, cooking and baking, and competing in half marathons.



**Missouri Department of Health and Senior Services**

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-753-6400 FAX: 573-753-6410  
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Gail Westering  
Director



Jefferson W. Bray, M.D.  
Governor

08/06/2014

**FAMILY CARE SAFETY REGISTRY**  
Background Screening Results - Registrant  
Registrant Number: 6-4235401

**LAUREN ANN WOLL**  
2100 W 72ND ST  
PRAIRIE VILLAGE, KS 66208

Dear FCSR Registrant:

On 08/06/2014, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by LAUREN WOLL, 2100 W 72ND ST, PRAIRIE VILLAGE, KS, 66208. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #116918729439, indicated the following:

**No finding reported in the background screening.**

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-322-8981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

The statutes found in sections 210.900 et seq., RSMo, allow qualifying persons to contact the FCSR to obtain background screening information for employment purposes only. Each time the FCSR processes a background screening request, you will be provided with the requestor's name, address and the current background screening results provided. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/tes/>.



## Laura Gowans

10640 Washington Apt 207 KCMO 64114 (816) 223-3335 lgowans@sbcglobal.net

---

### RELEVANT WORK EXPERIENCE

2009 – present: SpiderOak Inc  
Customer Relations Manager

Primary responsibilities: hiring and training of new employees, department organization and scheduling, planning and hosting department meetups, developing ongoing educational/training sessions for CR staff, writing documentation, communicating with other departments, etc  
Manager: Ethan Oberman

2006-2009 Scripps College IT-FITS Program  
Instructional Technology Assistant  
Manager: Susan Kullman : (909) 607 3039

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### RECENT VOLUNTEER EXPERIENCE

2013-Present: Great Plains SPCA Independence  
Cat socializer and sparkle crew: cleaning, caring for and socializing cats up for adoption, and performing any tasks helpful to staff  
Overseer: Tomomi Suenaga Summers: (816) 783-5113

2010-2011: Community Services League Food Pantry Independence  
Stocking and maintaining food pantry; assisting visitors in picking out and carrying food  
Overseer: Bruce Bailey: 816.254.4100

---

### EDUCATION

2008 Jan-May Sarah Lawrence College Study Abroad Program in Paris

2005-2009 Scripps College, Claremont, CA  
B.A. History and French  
Cumulative GPA 11.38 (on 12.0 scale)

2001-2005 Lee's Summit North High School, Lee's Summit, MO  
International Baccalaureate Diploma Recipient  
Cumulative GPA 4.43 (on 4.0 scale)

---

### HONORS AND AWARDS

2005-2009: Dean's Honor List

2005-2009: James E. Scripps Memorial Scholarship and Margaret Gray Memorial Scholarship

2005: National Merit Finalist

2005: Missouri Top 100 Scholar

- References Upon Request -

Appendix K 5 Year Job Chart

**Leadership Positions**

School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b># of Students</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>440</b>	<b>520</b>
Executive Director	1	1	1	1	1
Director of Academics	1	1	1	1	1
Total	2	2	2	2	2

**Office of School Support Positions**

School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b># of Students</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>440</b>	<b>520</b>
School Logistics Specialist	1	1	1	1	1
Technology Specialist	1	1	1	1	1
System Data Specialist	0	1	1	1	1
Director of Special Education**	1	1	1	1	1
Human Resources Specialist	0	0	1	1	1
Staff Accountant	0	0	1	1	1
<b>Total</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>7</b>

\*Will be outsourced until the district is in a position to take on the following services: food service, transportation, facility maintenance, financial audit, technology, finances, marketing

\*\* Director of Special Education will additionally provide services during the first year

### Elementary School Positions

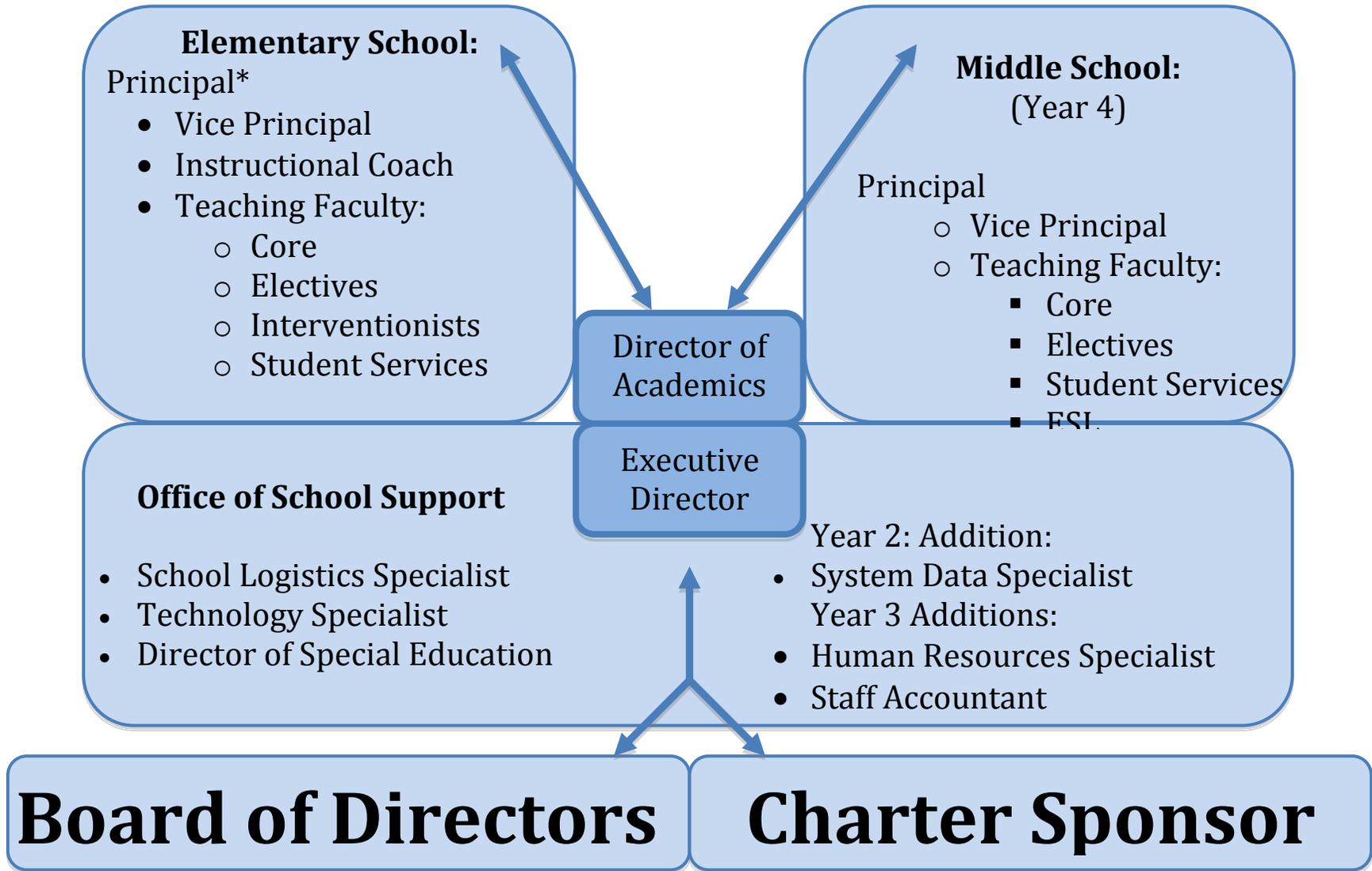
School Year	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Number of Students	240	300	360	360	360
Quantity					
Elementary Principal	0	0	1	1	1
Vice Principal	1	1	1	1	1
Instructional Coach	1	1	1	1	1
Kindergarten Teachers	3	3	3	3	3
1st Grade Teachers	3	3	3	3	3
2nd Grade Teachers	3	3	3	3	3
3rd Grade Teachers	3	3	3	3	3
4th Grade Teachers	0	4	4	4	4
5th Grade Teachers	0	0	4	4	4
Special Education Teacher**	0	1	1	1	1
Music Teacher	1	1	1	1	1
Art Teacher	1	1	1	1	1
Physical Education Teacher	1	2	2	2	2
Community Garden Teacher	1	2	2	2	2
Interventionist (ESL and Sped)	3	3	3	3	3
Nurse	.5	.5	1	1	1
Registrar	1	1	1	1	1
Custodian	1	1	1	1	1
<b>Total</b>	<b>23.5</b>	<b>30.5</b>	<b>36</b>	<b>36</b>	<b>36</b>

\*\*Will be based on the needs of the student population.

**Middle School Positions**

School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students	0	0	0	80	160
Middle School Principal	0	0	0	1	1
Vice Principal	0	0	0	0	1
6th Grade Teachers	0	0	0	4	4
7th Grade Teachers	0	0	0	0	4
Special Education	0	0	0	1	1
ESL Teacher	0	0	0	1	1
Art Teacher	0	0	0	.5	1
Music Teacher	0	0	0	.5	1
Community Garden Teacher	0	0	0	.5	1
Physical Education Teacher	0	0	0	.5	1
Registrar	0	0	0	1	1
Custodian	0	0	0	1	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>18</b>

Appendix L Organization Chart



### Director of Academics (Year 3)

#### **Role**

The Director of Academics will oversee the effective implementation of curriculum, instruction, assessment and professional development for the district. The DOA will report directly to the Board of Directors. The DOA will work closely with the Executive Director to ensure that instructional time is maximized. The DOA is directly responsible for the development and overall effectiveness of the building Principals. Additionally, the DOA is responsible for the academic outcomes for the district.

#### **District Culture Expectations**

- Come to meetings on-time, prepared and ready to collaborate
- Work to build individual relationships with students, teachers, parents and all district personnel
- Invest in building character within yourself and all members of the school community
- Have a growth mindset for yourself, your team, all students and the school
- Ensure that your words, actions and decisions align to the school's mission and vision
- Celebrate student and teacher success regularly
- Maintain a sense of humility in the face of success

#### **Job Specific Responsibilities**

- Improve student achievement in order to meet or exceed state, local and charter goals.
- Oversee the development and alignment of curriculum in all content areas
- Create a curriculum writing schedule each year that rotates through the content areas
- Work directly with the ED to ensure all curriculum materials are purchased in order to implement the curriculum to full capacity
- Oversee district level behavioral program
- Ensure that traditions and rituals that support the school's college mission are being created and maintained
- Build a district data cycle that engages all stakeholders.
- Work with each Principal to set individual professional development goals, monitor and communicate that progress often
- Support Principals in all of their duties and obligations
- Communicate with the board regularly on academic status and growth as well as curriculum improvements and future plans
- Create professional development opportunities that align with the mission of the school and are designed to meet the needs of individual staff members
- Inspire the instructional staff
- Complete weekly instructional walkthroughs with each building Principal

#### **Qualifications**

- Hold Missouri Administrator Certificate and clear all state mandated background checks
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience

- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Experience supervising and evaluating staff

## Executive Director

### **Role**

The Executive Director is responsible for managing all hands-on operational aspects in each building of the LEA. The ED assists in the successful growth of the organization in performing tasks that include designing, implementing, and coordinating non-instructional operations. Responsible for the oversight and management of in house and outsourced functions in technology, food services, transportation, safety, facilities maintenance, human resources, marketing, and communications. The ED works with the Director of Finance and Facilities to secure contracts and vendors for outsourced functions. The ED is ultimately responsible for the fiscal health of the organization. The Executive Director reports directly to the Board of Directors.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Specific Responsibilities**

- Oversees and is responsible for all operational goals and objectives as outlined by the school's strategic plan's initiatives. Establishes and monitors priorities and evaluates the school's progress towards goals; reviews, evaluates and adjusts project outcomes; assesses and develops recommendations for changes in policies and procedures within the organization.
- Develops short-term and long-term strategic plans and programs, in accordance with supporting budget request and financial estimates.
- Develops and manages contractual agreements for approved outsourcing and consulting work necessary of the completion of departmental projects and operational services. Allocates and adjusts resources as needed to meet scheduled work plans and projects.
- Researches, develops proposals and oversees vendor services. In accordance with board approved policies, initiates and reviews bids and RFPs for contracted services. Works with Director of Finance to negotiate bids, services, and administrative processes for food services, transportation, facility maintenance, and employee benefits.
- Responsible for the compliance of the school's safety policies and work practices, federal, state, and local laws and regulations
- Responsible for the annual review of human resources practices at the school and central office level.
- Provides leadership, training, and daily supervision to Operations staff; monitors employee productivity, workload and morale with the goal of promoting employee satisfaction while accomplishing the school's mission.
- Reviews and approves cost control reports, cost estimates, and workforce and facilities requirements forecasts.

- Supervises in-house IT staff and external IT consultants to provide reliable technology infrastructure, support to all professional staff and improve student learning experiences.

### **Qualifications**

- Bachelor's Degree required. Masters degree in business administration, accounting, finance or school administration preferred.
- Clear all state and federally mandated background checks
- Minimum 3-4 years' relevant operations management experiences, inclusive of developed strategies, executed strategic plans, staff supervision and managing a variety of business operations.
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills including public speaking

## Principal

### **Role**

The Principal will be the instructional leader of KC Collegiate. The Principal will lead the school Leadership Team and will oversee implementation of the academic model. The Principal will be led by the Director of Academics, and will work closely with the Board of Directors, Director of Academics, Executive Director and the staff of the school they lead.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Job Specific Responsibilities**

- Improve student achievement in order to meet or exceed state, local and charter goals.
- Recruit, interview, hire, evaluate, develop, retain, and when necessary, dismiss staff
- Maintain communication and relations with parents, ensuring families are kept involved with and held accountable for their children's academic and behavioral performance
- Oversee students' academic and behavioral program, including disciplinary decisions, scheduling and class decisions, assessment, curriculum and accountability
- Ensure that traditions and rituals that support the school's college mission are being created and maintained
- Ensure student achievement is published, shared, and celebrated
- Build an effective, efficient, action oriented, and highly accountable data analysis and action planning process; and create a highly systematic and wide-ranging network of school level supports designed to catch students who are struggling in their new school environment.
- Create an observation and feedback schedule to ensure that all instructional staff members are observed weekly.
- Work with each staff member to set individual professional development goals, monitor and communicate that progress often
- Manage building level budget

- Create professional development opportunities that align with the mission of the school and are designed to meet the needs of individual staff members
- Be the primary building communicator to the DOA and ED

### **Qualifications**

- Hold Missouri Administrator Certificate and clear all state mandated background checks
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Experience supervising and evaluating staff

## Teacher

### **Role**

The role of the teacher is to ensure academic achievement for all students that they serve. It is also the teacher's responsibility to foster social and moral development. All teachers report directly to their building principal

### **District Culture Expectations (see in Director of Academics' job description)**

### **Job Specific Responsibilities**

- Plan engaging, rigorous lessons aligned to KC Collegiate pacing guide and lesson plan template
- Write UbD units that are aligned with KC Collegiate standards
- Attend one PLC meeting each week to discuss data, student growth and RTI
- Bring joy and a love for learning to the classroom each day
- Attend one lesson planning meeting each week with grade level team
- Attend all day to day assigned duties (breakfast duty, lunch duty, bus duty, etc)
- Consistently track student data visually inside and outside the classroom
- Communicate with parents regularly about student progress
- Implement all district level curriculum with fidelity

### **Qualifications**

- Hold a Missouri teaching certification and be **Highly Qualified** as defined in NCLB
- Clear all state and federally mandated background checks
- Urban teaching experience (preferred)
- Demonstrated success in achieving high levels of academic proficiency (preferred)
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills

## Special Education Teacher

### **Role**

The role of the Special Education Teacher is to ensure academic achievement for all students that they serve. It is also the teacher's responsibility to foster social and moral development. All teachers report directly to their building principal

**District Culture Expectations (see in Chief Academic Officer's job description)**

### **Job Specific Responsibilities**

- Write IEPs using district software
- Schedule and lead IEP meetings
- Complete all necessary paperwork to be in compliance with the state and district
- Attend weekly lesson planning meetings offering suggestions for accommodations and modifications
- Receives and forwards to the Dean of Student Support all referrals from appropriate sources
- Interprets students' educational needs and progress to parents
- Maintains a clear record of the students academic progress
- Schedules students for instructional time in collaboration with all other teachers
- Acts as a resource to building staff regarding disability methods, accommodations and materials
- Keeps abreast of and complies with applicable statues and regulations, including due process safeguards and the Missouri State Plan
- Prepares and submits reports according to timelines outlined in the Missouri State Plan
- Create individualized lesson plans
- Co-teaching and push-in to grade level classrooms
- Administering national, state and district assessments throughout the school year

### **Qualifications**

- Hold a Missouri teaching certification
- Clear all state and federally mandated background checks
- Urban teaching experience (preferred)
- Demonstrated success in achieving high levels of academic proficiency (preferred)
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills

## School Logistics Specialist

### **Role**

The School logistics specialist will work with each school's Leadership Team to ensure that school operations run smoothly, and instructional time is maximized. The School logistics specialist will work with the Data Analyst to collect and analyze student achievement and

systems data, and work with the Executive Director to ensure all core data is reported in a timely and accurate manner.

### **District Culture Expectations (see in Director of Academics' job description)**

#### **Job Specific Responsibilities**

- Serve as site testing coordinator including all internal testing (interims, ACT Aspire, etc.)
- Collect and analyze school wide student achievement data by student, teacher, and grade-level
- Create and train staff on emergency plans (fire, tornado, earthquake, and intruder)
- Coordinate with Executive Director on school logistics including, but not limited to, transportation, custodial, core data, food service, human resources, budget and purchasing needs.
- Develop master, bell, and alternative schedules as needed
- Coordinate field trips, speakers, and other special events
- Secure student transcripts from prior schools and provide student transcripts to students' future schools
- Manage office managers, food services staff, custodians, and other non-instructional staff
- Manage all systems within the school, including but not limited to arrival and dismissal procedures; breakfast, lunch, and snack distribution; uniform dispersal; student enrollment, coverage for absent staff members, and more
- Work with appropriate staff to ensure hallway and general facility decorations, including student work, are updated and maintained regularly

#### **Qualifications**

- A Bachelor's degree required, Master's degree preferred
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills, including strong public speaking skills

### Instructional Coach (Elementary School)

#### **Role**

The Instructional Coach will work with the school's Leadership Team to ensure that teachers are being supported and developed. The Instructional Coach will lead Professional Learning Communities and Data Team Meetings in conjunction with the Principal.

### **District Culture Expectations (see in Director of Academics' job description)**

#### **Job Specific Responsibilities**

- Collect and analyze school wide student achievement data by student, teacher, and grade-level

- Work with PLCs to develop department or grade level data trackers to drive instruction
- Create a weekly observation and feedback schedule in conjunction with building Principal
- Create and implement high impact professional development on early release days
- Work with teachers to set and achieve goals for themselves and their students
- Work with the instructional staff to set school wide goals and systems for tracking success
- Create peer to peer observation schedules
- Create agendas for PLC/Data Team meetings in collaboration with team members
- Work with PLC/Data Team to create assessments and work through Data Team steps

### **Qualifications**

- A Bachelor's degree required, Master's degree preferred
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience
- **Hold a Missouri teaching certification**
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills, including strong public speaking skills

## Vice Principal

### **Role**

The Vice Principal will work with the school's Leadership Team to ensure that students demonstrate dramatic student achievement gains and internalize the school's values. The Vice Principal will help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Job Specific Responsibilities**

- Establish and ensure a joyful, structured, achievement-oriented school culture
- Support teachers to hold all students to consistently high behavioral expectations
- With the School logistics specialist, build systems and procedures which protect the sanctity of instructional time and reinforce a positive school culture
- Serve as the point person for discipline and culture issues
- Assist teachers, students, and families in the effective creation and implementation of individual behavior plans
- Lead staff efforts to ensure all students have excellent attendance and arrive at school on time and prepared to learn
- Reinforce the effective use of a school-wide behavior plan, including managing the school's value system

- Oversee the development and implementation of student supports and interventions.
- Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities.
- Work closely and effectively with students who have individualized behavior plans
- Facilitate staff trainings on student-teacher relationships, classroom management, and school culture.
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.

### **Qualifications**

- A Bachelor's degree required, Master's degree preferred
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience
- **Hold a Missouri teaching certification**
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills, including strong public speaking skills

## System Data Specialist (Year 2)

### **Role**

The system data specialist coordinates and facilitates the development and implementation of KC Collegiate's comprehensive accountability system and the development of key performance management tools designed to align district resources and processes. This includes the facilitation and analysis of all district-wide student assessments, community climate surveys and external data reporting. The Data and Systems Specialist reports directly to the Executive Director.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Specific Responsibilities**

- Coordinate implementation of the Student Information System and serve as the key contact with the vendor.
- Schedule and/or facilitate staff professional development regarding Student Information System and other school systems.
- Present regular data reports to district and school administrative staff
- Align internal data reports to mirror MSIP5 guidelines
- Oversee all reporting to DESE through Core Data and MOSIS and sponsor reporting
- Research, compile, monitor, and train others on data/information storage and use (e.g. student transcripts and records, etc.) for the purpose of ensuring compliance with federal, state, and District reports.
- Assist development office with data reports for funding requirements.

- Attend in-service trainings, staff meetings, workshops, etc. as assigned for the purpose of conveying and/or gathering information
- Provide ad hoc reporting as needed

### **Qualifications**

- Master's Degree in curriculum and instruction, public administration, statistical analysis or related field
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Excellent interpersonal and communication skills including public speaking

## Technology Specialist

### **Role**

The Technology Specialist oversees and coordinates the efforts of the school's technology department including technical support staff and outsourced technical support. The Technology Specialist reports directly to the Director of Operations.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Specific Responsibilities**

- Prepare and manage the district technology budget.
- Chair the District Technology Committee and coordinate the implementation, evaluation & revision of the district's technology plan.
- Coordinate with departments, administrators, teachers and staff members to plan and implement technology improvements into the schools.
- Serve as the school district liaison with communication and computer vendors.
- Create and administer technology user policies for students and staff per district policies and practice.
- Manage the maintenance, inventory acquisition and installation of computer equipment throughout the school district.
- Manage and coordinate telecommunications for the district.
- Keep current with existing and emerging technologies and upgrade skills through professional development.
- Remain current on developments in technology and advise the Administrative Team of technology innovations in management and instructional systems.
- Maintain District technology website.
- Provide professional development to administrators and teachers in the area of specific technologies.
- Maintain current knowledge on state and federal requirements in the areas of technology.

- Serve on committees as directed.

### **Qualifications**

- Bachelor degree required Masters preferred
- Clear all state and federally mandated background checks
- A minimum of five years of experience in K-12 education or technology management with experience and certification preferred.
- Working knowledge of computer, network and software applications utilized in a school district.
- Strong project management skills.
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with administrators, business and community partners.
- Excellent interpersonal and communication skills including public speaking

## Human Resources Specialist (Year 3)

### **Role**

The Human Resources Specialist maintains and enhances the organization's human resources by planning, implementing, and evaluating employee relations and human resources policies, programs, and practices. The Human Resources Specialist reports directly to the Director of Operations.

### **District Culture Expectations (see in Director of Academics' job description)**

### **Specific Responsibilities**

- Direct recruitment activities for classified and certified staff.
- Maintain district personnel files for all employees.
- Maintain and submits appropriate records and reports to federal and state agencies.
- Supervise employee Health & Wellness program for district employees.
- Participate with district strategic planning processes.
- Screen and selects qualified substitute teachers and maintains a register of available substitutes.
- Ensure training and compliance of federal, state, and local laws and policies related to OCR, Wage and Hour, FLSA, MCHR, etc.
- Interpret existing personnel policies and contractual agreements.
- Provide salary and benefit information for employees.
- Screen and process employment applications of candidates.
- Revise and update handbook

### **Qualifications**

- Bachelor degree required Masters preferred
- Clear all state and federally mandated background checks
- A minimum of five years of experience in K-12 education or human resources management with experience and certification preferred.

- Teaching experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with administrators, business and community partners.
- Excellent interpersonal and communication skills including public speaking

### Staff Accountant (Year 3)

#### **Role**

The Staff Accountant reports directly to the Director of Finance.

#### **District Culture Expectations (see in Director of Academics' job description)**

#### **Specific Responsibilities**

- Formulate and implement accounting procedures that are in compliance with State and Federal regulations and Board policies.
- Implement procedures for all receipts, purchase orders, and expenditure of school district funds.
- Maintain files and worksheets necessary to reconcile and balance all accounts maintained by the board. Prepare monthly Bank Reconciliation report.
- Coordinate business office, financial system upgrades.
- Manage district account codes in accordance with the Missouri Financial Accounting guidelines.
- Prepare monthly financial statements for the Board of Education.
- Prepare year-end Annual Secretary of the Board report.
- Coordinate district annual audit.
- Perform month-end and year-end closing processes.
- Provide grant accounting support.
- Monitor cash flow. Invest District money under state guidelines.
- Manage banking transactions.
- Attend meetings and training as required.
- Provide accounting system training and assistance.
- Evaluate the system of internal control and make any changes recommended by the district auditor and Governmental Accounting Standards Board.
- Assist in the review and analysis of annual budgets.

#### **Qualifications**

- Bachelor degree in Accounting required Masters preferred
- Clear all state and federally mandated background checks
- An ability to thrive in a fast-paced, entrepreneurial environment
- Detail-oriented
- Aptitude for numeric calculations and interpretations
- Knowledge of financial software programs and strong
- Proficiency in Microsoft Excel
- Knowledge of fund accounting (preferred)

## Director of Special Education

### **Role**

The Director of Student Supports is responsible for ensuring the special education program at HECA is compliant with state and federal special education laws. The Director of Student Supports will report to the Chief Academic Officer and each building Principal.

### **District Culture Expectations (see in Chief Academic Officer's job description)**

### **Job Specific Responsibilities**

- Collaborate with the Chief Academic Officer, Principals, teachers and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act
- Provide expertise and assistance regarding the implementation of state and federal Special Education laws for students with disabilities
- Collaborate with the Principal in providing FAPE, LRE, and specialized instruction and services for students with disabilities, and differentiated instruction for all students
- Ensure that students with disabilities participate in the general education environment
- Ensure that student schedules are aligned to specific learning needs
- Provide professional development and support for special education teachers and related service providers
- Coordinate and support the continuum of settings and array of services for students with disabilities and students placed-at-risk
- Manage the special education dashboard database and other network-driven information databases
- Serve as liaison to and coordinate the work of outside agencies providing services to students
- Engage families as partners in planning and problem solving with school assignments
- Provide support to special education teachers regarding research-based and effective instructional and social-emotional-behavioral practices
- Consult with and support special education teachers and related service providers in their responsibilities to chair annual reviews and develop IEPs for these students
- Participate in dispute resolution meetings, hearings and mediation settlement meetings as needed
- Perform other duties related to this job description as required by the school Principals or other immediate supervisor.

### **Qualifications**

- Hold a Special Education Teaching Certificate in State of Missouri
- Clear all state and federally mandated background checks
- A minimum of three years teaching experience in Special Education
- Demonstrated success in achieving high levels of academic proficiency
- Experience in urban school setting (preferred)
- An ability to thrive in a fast-paced, entrepreneurial environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents

- Excellent interpersonal and communication skills, including strong public speaking skills

## Appendix N Phone Interview

### Phone Interview

1. At KC Collegiate we believe that teaching soft skills are as important as academic skills. At the elementary level we work on the following values: Appreciative, Brave, Curious, and Compassionate. Besides these four, what other values should schools be teaching.

0	1	2	3
Can't think of any relevant values	<p>Is able to state 1 out of the 3 from the following:</p> <ul style="list-style-type: none"> <li>It is obvious the candidate sees a need for teaching core values.</li> <li>Can think of at least one relevant value besides the 4 in KCC</li> <li>Clearly articulate the named values importance.</li> </ul>	<p>Is able to state 2 out of the 3 from the following:</p> <ul style="list-style-type: none"> <li>It is obvious the candidate sees a need for teaching core values.</li> <li>Can think of at least one relevant value besides the 4 in KCC</li> <li>Clearly articulate the named values importance.</li> </ul>	<ul style="list-style-type: none"> <li>It is obvious the candidate sees a need for teaching core values.</li> <li>Can think of at least one relevant value besides the 4 in KCC</li> <li>Clearly articulate the named values importance.</li> </ul>

2. How will you measure and track student data in your classroom?

0	1	2	3
Suggestions are not measurable or significant. Uncertain of how to measure data.	Only states 1 out of 3 from "3" column	Only state 2 out of 3 from "3" column	<ul style="list-style-type: none"> <li>Includes formative and summative. Clearly articulates goals for the classroom (Example: I want all students to learn 100 sight words)</li> <li>Adds details as spreadsheet, visual tracker inside or outside the classroom, individual student tracker</li> <li>Goes into detail about what they will do with the data they are collecting.</li> </ul>

3. In certain content areas we have a set curriculum, like in the Math. In other content areas we write our own curriculum and create our own resources. Is this something that you are comfortable with? If yes, how would you go about writing your own curriculum?

0	1	2	3
Answers No to writing own curriculum or it is very unclear as to how they would get started	Yes. Offers one strong suggestion of how they would begin (Look at standards, look at what	Yes. Offers two strong suggestion of how they would begin (Look at standards, look at what	Yes. Offers three strong suggestion of how they would begin (Look at standards, look at what

writing curriculum.	other schools are doing, research online, look to see if other grade levels within the school have something set, research out to other colleagues)	other schools are doing, research online, look to see if other grade levels within the school have something set, research out to other colleagues)	other schools are doing, research online, look to see if other grade levels within the school have something set, research out to other colleagues)
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4. Common Language-Some Schools have a certain way that students line up or a way that class starts each day. At other schools the teacher decides these types of things. Which do you prefer? Why?

0	1	2	3
Absolute that a school where teachers create their own classroom expectations is more comfortable.	Leans towards a school where teachers create their own classroom expectations is more comfortable.	Leans towards a school where common language is established and followed.	Leans towards a combination of teacher based and school created

5. Why do you wish to work at KCC?

0	1	2	3
Not clear or uncertain.	Can state 1 clear idea of why that aligns with the culture of the school.	Can state 2 clear ideas of why that aligns with the culture of the school.	Can state 3 or more clear ideas of why that aligns with the culture of the school.

6. Let's say that a paraprofessional is in your room working with a Special Education Student. After the lesson he or she offers you some feedback about your lesson, specifically about your lesson delivery. Let's say that you disagree with the feedback you are given. How would you respond?

0	1	2	3
Not clear or tells the para you are the classroom teacher and make the instructional decisions.	Says okay and has no response. Says okay sarcastically.	Explains to the para why you disagree but appreciates the feedback.	Asks if s/he could have some time to think about the feedback and talk tomorrow. Has an honest discussion about the feedback.

How will you build relationships with parents, students and staff? What if there is a language barrier?

0	1	2	3
Not clear or uncertain.	Can state 3 clear ideas that are practical and effective.	Can state 5 clear ideas that are practical and effective.	Can state 7 or more clear ideas that are practical and effective.

What initiatives would you want to start at our school?

0	1	2	3
Not clear or uncertain.	States ideas but they are not practical, original or necessary.	Can state 1 idea that is practical, original and necessary.	Can state 2 or more ideas that are practical, original and necessary.

Total Score \_\_\_\_\_/24

**Appendix O Sample Lesson Rubric**

Sample Lesson Rubric

**Clear expectations**

Prior to the lesson starting and throughout the lesson the candidate sets clear behavior expectations.

0-Never

1-Occasionally

2-Always

Evidence

**Maintain high behavior Expectations**

During the lesson each time the teacher gives an expectation, s/he holds out for all students to meet the expectation. The teacher uses a variety of strategies in order for students to meet the expectation eventually. This is not measuring whether students meet the expectation the first time but whether the teacher holds out for all students to meet his/her expectation before moving forward with the lesson.

Teacher Expectation:

Meeting/Total Class	Strategies Used	Score
_____ / _____	<input type="checkbox"/> Narrating Positive Behavior <input type="checkbox"/> Non-verbal corrections (with eyes or hands) <input type="checkbox"/> Proximity <input type="checkbox"/> Positive Group Correction <input type="checkbox"/> Anonymous Individual Correction <input type="checkbox"/> Private Individual Correction <input type="checkbox"/> Consequence with explanation <input type="checkbox"/> Lightning-quick public correction <input type="checkbox"/> Maximize Visibility <input type="checkbox"/> Be seen looking <input type="checkbox"/> Avoid Marginal Compliance	2-Reached 100%  1-Reached 80% - 99%  0-Less than 80%

Teacher Expectation:

Meeting/Total Class	Strategies Used	Score
_____ / _____	<input type="checkbox"/> Narrating Positive Behavior <input type="checkbox"/> Non-verbal corrections (with eyes or hands) <input type="checkbox"/> Proximity <input type="checkbox"/> Positive Group Correction <input type="checkbox"/> Anonymous Individual Correction <input type="checkbox"/> Private Individual Correction <input type="checkbox"/> Consequence with explanation <input type="checkbox"/> Lightning-quick public correction <input type="checkbox"/> Maximize Visibility <input type="checkbox"/> Be seen looking <input type="checkbox"/> Avoid Marginal Compliance	2-Reached 100%  1-Reached 80% - 99%  0-Less than 80%

Teacher Expectation:

Meeting/Total Class	Strategies Used	Score
_____ / _____	<input type="checkbox"/> Narrating Positive Behavior <input type="checkbox"/> Non-verbal corrections (with eyes or hands) <input type="checkbox"/> Proximity <input type="checkbox"/> Positive Group Correction <input type="checkbox"/> Anonymous Individual Correction <input type="checkbox"/> Private Individual Correction <input type="checkbox"/> Consequence with explanation <input type="checkbox"/> Lightning-quick public correction <input type="checkbox"/> Maximize Visibility <input type="checkbox"/> Be seen looking <input type="checkbox"/> Avoid Marginal Compliance	2-Reached 100%  1-Reached 80% - 99%  0-Less than 80%

**I do, We do, You do**

Lesson Part	Evidence	Score
I do		2-Exists
I do you help		0-Does not exist

We do		2-Exists
I do you help		0-Does not exist
You do I help		

You do

2-Exists

0-Does not exist

**Grade Level Appropriate (Rigor)**

Lesson Plan Topic or I can statements \_\_\_\_\_

0

1

2

Grade level topic is too low and it is clear that the students already understand the material.

Grade level topic is too high and most of the students are having trouble keeping up

Grade level topic is at or above grade level and most of the students are able to follow the lesson and perform the lesson tasks.

**Student to Teacher Talk (Keep Time)**

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_

0

1

2

Only teacher or student talk

Mostly teacher talk

50/50 student to teacher talk or higher percentage is with students. (Student talk must be on topic)

**Response to Feedback**

0

1

2

Candidate either did not review the sample lesson rubric or was not able to meet

Candidate did not review the entire sample lesson rubric or was not able to meet some

Candidate reviewed sample lesson rubric and was able to demonstrate almost all of the

expectations of sample lesson  
rubric because the score was  
less than 9 (below 50%)

expectations of sample lesson  
rubric because the score was  
less than 14 (below 78%)

sample lesson rubric  
requirements scoring at least  
15 (83% or above)

**Total Score** \_\_\_\_\_ / **20** \_\_\_\_\_

## Appendix P Budget

KC Collegiate						
5 Year Operational Budget						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment		240	300	360	440	520
<b>Revenues</b>						
5100	Local	\$ -	\$ 277,200	\$ 346,720	\$ 416,240	\$ 508,640
5300	State	2,592,958	3,244,125	3,894,585	4,755,769	5,617,230
5400	Federal	290,056	377,073	452,487	497,736	547,510
<b>5899</b>	<b>GRAND TOTAL REVENUES</b>	<b>2,883,014</b>	<b>3,898,397</b>	<b>4,693,792</b>	<b>5,669,745</b>	<b>6,673,380</b>
<b>Expenditures</b>						
1111	Classroom Instruction	966,720	1,350,642	1,609,061	2,079,866	2,475,264
1221	Special Programs	140,200	199,736	208,074	272,017	284,821
1251	Culturally Different	236,760	246,163	255,778	321,031	335,178
1411	Student Activities	36,070	43,109	50,160	68,565	87,984
1999	TOTAL INSTRUCTION	1,379,750	1,839,649	2,123,072	2,741,479	3,183,247
2111	Support Services-Pupils	60,220	62,677	91,271	93,063	96,607
2213	Professional Development	60,000	99,610	120,328	148,833	175,347
2321	Executive Administration Services	208,600	214,998	221,595	228,397	235,411
2411	Building Principal Services	126,700	130,641	222,907	355,749	448,483
2511	Business Support Services	161,600	236,838	358,488	408,244	421,753
2541	Operation of Plant Services	250,000	300,000	400,000	500,000	600,000
2546	Security	18,300	36,600	48,800	61,000	73,200
2551	Transportation	213,600	267,000	320,400	373,800	453,900
2562	Food Services	177,753	222,000	266,400	310,800	355,200
2660	Technology Services	120,800	199,379	215,520	245,726	290,498
2999	TOTAL SUPPORT SERVICES	1,397,573	1,769,743	2,265,709	2,725,612	3,150,399
3912	Parental Involvement	15,000	15,750	16,538	17,364	18,233
3999	TOTAL COMMUNITY SERVICES	15,000	15,750	16,538	17,364	18,233
<b>9999</b>	<b>GRAND TOTAL EXPENDITURES</b>	<b>2,792,323</b>	<b>3,625,142</b>	<b>4,405,318</b>	<b>5,484,455</b>	<b>6,351,879</b>
<b>Total Revenue</b>	<b>Over/(Under) Total Expenses</b>	<b>90,691</b>	<b>273,256</b>	<b>288,473</b>	<b>185,290</b>	<b>321,501</b>
	<b>Beginning Fund Balance, July 1</b>	<b>-</b>	<b>90,368</b>	<b>363,246</b>	<b>651,266</b>	<b>836,027</b>
	<b>ENDING FUND BALANCE</b>	<b>90,691</b>	<b>363,624</b>	<b>651,719</b>	<b>836,556</b>	<b>1,157,528</b>
	<b>Ending Cash Balance Percentage</b>	<b>3.2%</b>	<b>10.0%</b>	<b>14.8%</b>	<b>15.3%</b>	<b>18.2%</b>

<b>KC Collegiate</b>					
<b>Operational Revenue</b>					
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Revenue</b>	<b>240 Enrolled</b>	<b>300 Enrolled</b>	<b>360 Enrolled</b>	<b>440 Enrolled</b>	<b>520 Enrolled</b>
<b>5100 Local Revenue</b>					
5113 Prop C	\$ -	277,200	346,720	416,240	508,640
5150 Food Sales to Pupils	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-
5191 Other (Grants)	-	-	-	-	-
5192 Donations	-	-	-	-	-
<b>5100 Total Local Revenue</b>	-	277,200	346,720	416,240	508,640
				-	-
<b>5300 State Revenue</b>				-	-
5311 Basic Formula & CTF	2,575,283	3,221,147	3,867,012	4,725,439	5,583,867
5312 Transportation	17,675	22,978	27,573	30,330	33,363
<b>5300 State Revenue</b>	2,592,958	3,244,125	3,894,585	4,755,769	5,617,230
				-	-
<b>5400 Federal Revenue</b>				-	-
5441 Special Ed Part B	26,376	34,289	41,147	45,261	49,787
5445 School Lunch/Breakfast Program	105,760	137,488	164,986	181,484	199,633
5451-66 Consolidated Federal Program	157,920	205,296	246,355	270,991	298,090
<b>5400 Federal Revenue</b>	290,056	377,073	452,487	497,736	547,510
			-	-	-
<b>5899 GRAND TOTAL REVENUES</b>	<b>2,883,014</b>	<b>3,898,397</b>	<b>4,693,792</b>	<b>5,669,745</b>	<b>6,673,380</b>

<b>KC Collegiate</b>					
<b>Operational Expenses</b>					
<b>Expenditures by Function</b>	<b>2015-16</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
	<b>240 Enrolled</b>	<b>300 Enrolled</b>	<b>360 Enrolled</b>	<b>440 Enrolled</b>	<b>520 Enrolled</b>
6100 Salaries	\$ 672,000	\$ 944,160	\$ 1,140,485	\$ 1,433,899	\$ 1,738,852
6200 Benefits	174,720	245,482	296,526	372,814	452,102
6300 Purchased Services	20,000	21,000	22,050	23,153	24,310
6400 Supplies & Materials	100,000	140,000	150,000	250,000	260,000
6500 Equipment	-	-	-	-	-
<b>Total Classroom Instruction</b>	<b>966,720</b>	<b>1,350,642</b>	<b>1,609,061</b>	<b>2,079,866</b>	<b>2,475,264</b>
6100 Salaries	95,000	\$ 139,850	\$ 144,046	\$ 190,367	\$ 196,078
6200 Benefits	24,700	36,361	37,452	49,495	50,980
6300 Purchased Services	10,500	11,025	11,576	12,155	12,763
6400 Supplies & Materials	10,000	12,500	15,000	20,000	25,000
6500 Equipment	-	-	-	-	-
<b>Total Special Programs</b>	<b>140,200</b>	<b>199,736</b>	<b>208,074</b>	<b>272,017</b>	<b>284,821</b>
6100 Salaries	176,000	181,280	186,718	234,320	241,350
6200 Benefits	45,760	47,133	48,547	60,923	62,751
6300 Purchased Services	5,000	5,250	5,513	5,788	6,078
6400 Supplies & Materials	10,000	12,500	15,000	20,000	25,000
6500 Equipment	-	-	-	-	-
<b>Total Culturally Different</b>	<b>236,760</b>	<b>246,163</b>	<b>255,778</b>	<b>321,031</b>	<b>335,178</b>
6100 Salaries	15,000	18,000	21,000	33,000	45,000
6200 Benefits	3,900	4,680	5,460	8,580	11,700
6300 Purchased Services	5,170	5,429	5,700	5,985	6,284
6400 Supplies & Materials	12,000	15,000	18,000	21,000	25,000
6500 Equipment	-	-	-	-	-
<b>Total Student Activities</b>	<b>36,070</b>	<b>43,109</b>	<b>50,160</b>	<b>68,565</b>	<b>87,984</b>
6100 Salaries	22,000	22,660	44,000	44,000	45,320
6200 Benefits	5,720	5,892	11,440	11,440	11,783
6300 Purchased Services	30,000	31,500	33,075	34,729	36,465
6400 Supplies & Materials	2,500	2,625	2,756	2,894	3,039
6500 Equipment	-	-	-	-	-
<b>Total Support Services-Pupils</b>	<b>60,220</b>	<b>62,677</b>	<b>91,271</b>	<b>93,063</b>	<b>96,607</b>

6100 Salaries	-	21,000	27,000	36,000	45,000
6200 Benefits	-	5,460	7,020	9,360	11,700
6300 Purchased Services	57,000	70,000	83,000	100,000	115,000
6400 Supplies & Materials	3,000	3,150	3,308	3,473	3,647
6500 Equipment	-	-	-	-	-
<b>Total Professional Development</b>	<b>60,000</b>	<b>99,610</b>	<b>120,328</b>	<b>148,833</b>	<b>175,347</b>
6100 Salaries	160,000	164,800	169,744	174,836	180,081
6200 Benefits	41,600	42,848	44,133	45,457	46,821
6300 Purchased Services	5,000	5,250	5,513	5,788	6,078
6400 Supplies & Materials	2,000	2,100	2,205	2,315	2,431
6500 Equipment	-	-	-	-	-
<b>Total Executive Admin Services</b>	<b>208,600</b>	<b>214,998</b>	<b>221,595</b>	<b>228,397</b>	<b>235,411</b>
6100 Salaries	95,000	97,850	170,786	275,909	349,186
6200 Benefits	24,700	25,441	44,404	71,736	90,788
6300 Purchased Services	2,000	2,100	2,205	2,315	2,431
6400 Supplies & Materials	5,000	5,250	5,513	5,788	6,078
6500 Equipment	-	-	-	-	-
<b>Total Building Principal Services</b>	<b>126,700</b>	<b>130,641</b>	<b>222,907</b>	<b>355,749</b>	<b>448,483</b>
6100 Salaries	85,000	142,550	236,827	273,931	282,149
6200 Benefits	22,100	37,063	61,575	71,222	73,359
6300 Purchased Services	54,000	56,700	59,535	62,512	65,637
6400 Supplies & Materials	500	525	551	579	608
6500 Equipment	-	-	-	-	-
<b>Total Business Support Services</b>	<b>161,600</b>	<b>236,838</b>	<b>358,488</b>	<b>408,244</b>	<b>421,753</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	250,000	300,000	400,000	500,000	600,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
6600 Debt Service	-	-	-	-	-
<b>Total Operation of Plant Services</b>	<b>250,000</b>	<b>300,000</b>	<b>400,000</b>	<b>500,000</b>	<b>600,000</b>
6100 Salaries	15,000	30,000	40,000	50,000	60,000
6200 Benefits	3,300	6,600	8,800	11,000	13,200
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>Total Security</b>	<b>18,300</b>	<b>36,600</b>	<b>48,800</b>	<b>61,000</b>	<b>73,200</b>

6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	213,600	267,000	320,400	373,800	453,900
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>Total Transportation</b>	<b>213,600</b>	<b>267,000</b>	<b>320,400</b>	<b>373,800</b>	<b>453,900</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	177,753	222,000	266,400	310,800	355,200
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>Total Food Services</b>	<b>177,753</b>	<b>222,000</b>	<b>266,400</b>	<b>310,800</b>	<b>355,200</b>
6100 Salaries	55,000	56,650	58,350	60,100	61,903
6200 Benefits	14,300	14,729	15,171	15,626	16,095
6300 Purchased Services	21,500	38,000	42,000	50,000	62,500
6400 Supplies & Materials	30,000	90,000	100,000	120,000	150,000
6500 Equipment	-	-	-	-	-
<b>Total Technology</b>	<b>120,800</b>	<b>199,379</b>	<b>215,520</b>	<b>245,726</b>	<b>290,498</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	10,000	10,500	11,025	11,576	12,155
6400 Supplies & Materials	5,000	5,250	5,513	5,788	6,078
6500 Equipment	-	-	-	-	-
<b>Total Parental Involvement</b>	<b>15,000</b>	<b>15,750</b>	<b>16,538</b>	<b>17,364</b>	<b>18,233</b>
<b>GRAND TOTAL EXPENDITURES</b>	<b>\$ 2,792,323</b>	<b>\$ 3,625,142</b>	<b>\$ 4,405,318</b>	<b>\$ 5,484,455</b>	<b>\$ 6,351,879</b>

<b>KC Collegiate</b>						
<b>Operational Salaries</b>						
<b>Salaries</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Enrollment</b>		<b>240</b>	<b>300</b>	<b>360</b>	<b>440</b>	<b>520</b>
<b>1151 Classroom Instruction</b>						
	Kindergarten Teacher	42000	43,260	44,558	45,895	47,271
	Kindergarten Teacher	42000	43,260	44,558	45,895	47,271
	Kindergarten Teacher	42000	43,260	44,558	45,895	47,271
	1st Grade Teacher	42000	43,260	44,558	45,895	47,271
	1st Grade Teacher	42000	43,260	44,558	45,895	47,271
	1st Grade Teacher	42000	43,260	44,558	45,895	47,271
	2nd Grade Teacher	42000	43,260	44,558	45,895	47,271
	2nd Grade Teacher	42000	43,260	44,558	45,895	47,271
	2nd Grade Teacher	42000	43,260	44,558	45,895	47,271
	3rd Grade Teacher	42000	43,260	44,558	45,895	47,271
	3rd Grade Teacher	42000	43,260	44,558	45,895	47,271
	3rd Grade Teacher	42000	43,260	44,558	45,895	47,271
	4th Grade Teacher	0	42000	43,260	44,558	45,895
	4th Grade Teacher	0	42000	43,260	44,558	45,895
	4th Grade Teacher	0	42000	43,260	44,558	45,895
	4th Grade Teacher	0	42000	43,260	44,558	45,895
	5th Grade Teacher	0	0	42000	43,260	44,558
	5th Grade Teacher	0	0	42000	43,260	44,558
	5th Grade Teacher	0	0	42000	43,260	44,558
	5th Grade Teacher	0	0	42000	43,260	44,558
	Music Teacher (Elem.)	42000	43,260	44,558	45,895	47,271
	Art Teacher (Elem.)	42000	43,260	44,558	45,895	47,271
	PE Teacher (Elem.)	42000	43,260	44,558	45,895	47,271
	PE Teacher (Elem.)	0	42,000	43,260	44,558	45,895
	Community Garden Teacher (Elem.)	42000	43,260	44,558	45,895	47,271
	Community Garden Teacher (Elem.)	0	42,000	43,260	44,558	45,895
	6th Grade Teacher	0	0	0	42000	43,260
	6th Grade Teacher	0	0	0	42000	43,260
	6th Grade Teacher	0	0	0	42000	43,260
	6th Grade Teacher	0	0	0	42000	43,260
	7th Grade Teacher	0	0	0	0	42000
	7th Grade Teacher	0	0	0	0	42000
	7th Grade Teacher	0	0	0	0	42000
	7th Grade Teacher	0	0	0	0	42000
	Art Teacher (MS)	0	0	0	22800	46,968
	Music Teacher (MS)	0	0	0	22800	46,968
	Community Garden Teacher (MS)	0	0	0	22800	46,968
	PE Teacher (MS)	0	0	0	22800	46,968
<b>Total Classroom Instruction</b>		<b>672,000</b>	<b>944,160</b>	<b>1,140,485</b>	<b>1,433,899</b>	<b>1,738,852</b>
<b>Salaries</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Enrollment</b>		<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>520</b>

<b>1221 Special Programs</b>						
	Dir. Of Special Ed./Teacher (Elem.)	50,000	51,500	53,045	54,636	56,275
	Special Education Teacher (Elem.)	0	42,000	43,260	44,558	45,895
	Special Education Teacher (MS)	0	0	0	42,000	43,260
	Speech and Language Pathologist	45,000	46,350	47,741	49,173	50,648
	<b>Total Special Programs</b>	<b>95,000</b>	<b>139,850</b>	<b>144,046</b>	<b>190,367</b>	<b>196,078</b>
<b>1251 Culturally Different</b>						
	ESL Interventionist (Elem.)	42,000	43,260	44,558	45,895	47,271
	ESL Interventionist (Elem.)	42,000	43,260	44,558	45,895	47,271
	Sped Interventionist (Elem.)	42,000	43,260	44,558	45,895	47,271
	Instructional Coach (Elem.)	50000	51,500	53,045	54,636	56,275
	ESL Teacher (MS)	0	0	0	42000	43,260
	<b>Total Culturally Different</b>	<b>176,000</b>	<b>181,280</b>	<b>186,718</b>	<b>234,320</b>	<b>241,350</b>
<b>1411 Student Activities</b>						
	As assigned	0	0	0	15000	18000
	<b>Total Student Activities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15,000</b>	<b>18,000</b>
<b>2111 Support Services-Pupils</b>						
	Nurse	22,000	22,660	44000	45,320	46,680
	<b>Total Support Services-Pupils</b>	<b>22,000</b>	<b>22,660</b>	<b>44,000</b>	<b>45,320</b>	<b>46,680</b>
<b>2213 Professional Development</b>						
	Supplemental Pay (Teacher Leaders)	0	21000	27000	30000	33000
	<b>Total Professional Development</b>	<b>0</b>	<b>21,000</b>	<b>27,000</b>	<b>30,000</b>	<b>33,000</b>
<b>2321 Executive Administration Services</b>						
	Director of Academics	80,000	82,400	84,872	87,418	90,041
	Executive Director	80,000	82,400	84,872	87,418	90,041
	<b>Total Executive Admin Services</b>	<b>160,000</b>	<b>164,800</b>	<b>169,744</b>	<b>174,836</b>	<b>180,081</b>

<b>2411 Building Principal Services</b>						
	Principal (Elem.)	0	0	70,000	72,100	74,263
	Vice Principal (Elem.)	65,000	66,950	68,959	71,027	73,158
	Registrar (Elem.)	30,000	30,900	31,827	32,782	33,765
	Principal (MS)	0	0	0	70,000	72,100
	Vice Principal (MS)	0	0	0	0	65,000
	Registrar (MS)	0	0	0	30,000	30,900
<b>Total Building Principal Services</b>		<b>95,000</b>	<b>97,850</b>	<b>170,786</b>	<b>275,909</b>	<b>349,186</b>
<b>Salaries</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Enrollment</b>		<b>240</b>	<b>300</b>	<b>360</b>	<b>440</b>	<b>520</b>
<b>2511 Business Support Services</b>						
	System Data Specialist	0	55,000	56,650	58,350	60,100
	Human Resources Specialist	0	0	50,000	51,500	53,045
	School Logistics Specialist	55,000	56,650	58,350	60,100	61,903
	Staff Accountant	0	0	40,000	41,200	42,436
	Custodian (Elem.)	30,000	30,900	31,827	32,782	33,765
	Custodian (MS)	0	0	0	30,000	30,900
<b>Total Business Support Services</b>		<b>85,000</b>	<b>142,550</b>	<b>236,827</b>	<b>273,931</b>	<b>282,149</b>
<b>2546 Security</b>						
	As assigned	15,000	30,000	40,000	50,000	60,000
<b>Total Security</b>		<b>15,000</b>	<b>30,000</b>	<b>40,000</b>	<b>50,000</b>	<b>60,000</b>
<b>2660 Technology Services</b>						
	Technology Specialist	55,000	56,650	58,350	60,100	61,903
<b>Total Technology Services</b>		<b>55,000</b>	<b>56,650</b>	<b>58,350</b>	<b>60,100</b>	<b>61,903</b>
<b>3912 Parental Involvement</b>						
		0	0	0	0	0
		0	0	0	0	0
<b>Total Parent Involvement</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>9999 GRAND TOTAL EXPENDITURES</b>		<b>1,375,000</b>	<b>1,800,800</b>	<b>2,217,954</b>	<b>2,783,683</b>	<b>3,207,279</b>

Appendix Q Cash Flow Analysis

<b>Year 1 Cash Flow Forecast-Summary Object Level</b>													
	<u>7/31/2015</u>	<u>8/31/2015</u>	<u>9/30/2015</u>	<u>10/31/2015</u>	<u>11/30/2015</u>	<u>12/31/2015</u>	<u>1/31/2016</u>	<u>2/29/2016</u>	<u>3/31/2016</u>	<u>4/30/2016</u>	<u>5/31/2016</u>	<u>6/30/2016</u>	
<b>Beginning Cash Balance</b>		\$144,865	\$94,592	\$92,342	\$93,425	\$94,508	\$95,591	\$96,675	\$97,758	\$98,841	\$99,924	\$95,307	
<b>REVENUES</b>													
Local	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
State	\$214,607	\$214,607	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	\$216,374	
Federal	\$0	\$0	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	\$29,006	
<b>TOTAL REVENUES</b>	\$214,607	\$214,607	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$245,380	\$2,883,014
<b>EXPENDITURES</b>													
6100 Salaries	\$28,333	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	\$123,788	
6200 Benefits	\$7,367	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	\$32,130	
6300 Purchased Services	\$25,917	\$87,882	\$73,632	\$73,632	\$73,632	\$73,632	\$73,632	\$73,632	\$73,632	\$73,632	\$79,332	\$79,332	
6400 Supplies & Materials	\$8,125	\$21,080	\$18,080	\$14,746	\$14,746	\$14,746	\$14,746	\$14,746	\$14,746	\$14,746	\$14,746	\$14,746	
6500 Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>TOTAL EXPENDITURES</b>	\$69,742	\$264,880	\$247,630	\$244,297	\$244,297	\$244,297	\$244,297	\$244,297	\$244,297	\$244,297	\$249,997	\$249,997	\$2,792,323
<b>SURPLUS</b>	\$144,865	-\$50,273	-\$2,250	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	-\$4,617	-\$4,617	
<b>Ending Cash Balance</b>	\$144,865	\$94,592	\$92,342	\$93,425	\$94,508	\$95,591	\$96,675	\$97,758	\$98,841	\$99,924	\$95,307	\$90,691	\$90,691

## Appendix R IFF Support Letter

One North LaSalle Street  
Suite 700  
Chicago, IL 60602  
312 699 0060

3011 West Grand Boulevard  
Suite 1715  
Detroit, MI 48202  
313 309 7820

302 East Market Street  
The Plaz@w  
Indianapolis, IN 46204  
317 454 8530

311 Washington Avenue  
Suite 203  
St. Louis, MO 63101  
314 588 8840

215 North Water Street  
Suite 205  
Milwaukee, WI 53202  
414 563 1100



August 8, 2014

**Ms. Jana Cooper**  
Huerta Early College Academy  
4726 Terrace Street  
Kansas City, MO 64112

Dear Ms. Cooper,

This letter is to express IFF's interest in working with you in support of Huerta Early College Academy (HECA), a K-12 Charter in Kansas City, Missouri. IFF has extensive experience working with charter schools across the Midwest. Our School Services Team has met with HECA's leadership to review IFF's financial and real estate consulting services. Terry Pieniazek, IFF's Vice President of Real Estate Services would work closely with the school founders to develop a proposal for a consulting scope of services and I would work with the school leaders and Board to structure a financing package.

I have examined a summary of the school's program and a preliminary five-year projection and based on the preliminary review, it appears the proposed school could support debt on a real estate facility project under IFF's typical loan term. IFF's typical loan term is 15 years, fully amortizing and our current 15-year rate is 5.375 percent on owned property and 6.375 percent on leasehold loans. All IFF loans reprice every five years.

Please note that this letter is not a commitment to lend or preapproval. Any loan to HECA would be subject to full IFF underwriting and approval by IFF's loan committee. This letter is an indication that we are enthusiastic about working on this project to achieve the vision of a high quality program for students in Kansas City.

Sincerely,

A handwritten signature in black ink that reads 'Andrea Poole'.

**Andrea Poole**  
Director of Lending, School Services

Strengthening nonprofits and  
the communities they serve

## Appendix S Insurance Quote #1

August 18, 2014

Jana Cooper

Re: Insurance Coverage for Charter School



We are pleased to advise our intention to provide insurance services for your new Charter School. Our division specializes in Public Entity and Scholastic risks, specifically charter schools throughout the country. We are licensed to work in Missouri as required by law. We typically obtain coverage from such major carriers as Philadelphia Insurance, The Hartford, Zurich, ACE, AIG, and Travelers.

Based on our experience with charter schools, we can secure insurance as required by Charter School law in the State of Missouri. The following coverages can be secured to meet and exceed all requirements including your guidelines as outlined by the Authorizing Board.

Coverage	Limit
General Liability (corporal included)	\$1,000,000 Occurrence / \$3,000,000 Aggregate
Workers Compensation	Statutory Limits pursuant to MO laws
Employee Benefits Liability	\$1,000,000
Automobile Liability which includes non-owned and hired	\$1,000,000
Excess Umbrella Liability above primary Program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse / Misconduct Liability	\$1,000,000
Crime / Fidelity Coverage (Surety Bonds)	\$1,000,000
Property Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Insurance	\$25,000 primary and \$5 million CAT

**Appendix T Insurance Quote #2**

October 21, 2014

Jana Cooper

RE: KC Collegiate

Dear Ms. Cooper:

We are excited at the opportunity to provide insurance and associated services for your new Charter School. Our team members bring decades of experience in insurance with focus on nonprofits and education. Brush Creek Partners is domiciled in Missouri which will allow for us to maintain a close, hands on relationship with your school.

We work with many carriers that are able to provide the coverage that you need with competitive pricing. That list would include (but not be limited to) Hanover, Travelers, Great American and Philadelphia. All carriers would carry and AM Best rating of "A" (Excellent).

We have had preliminary conversations with our carriers and based upon the parameters set and the variables still in question feel that coverage could be secured in the area of \$30-35,000. We will work with you through the process of securing each coverage as needed with the first being at soon as the Board is in place.

<b>COVERAGE</b>	<b>LIMIT</b>
General Liability (including Corporal)	\$1,000,000 each occurrence/\$3,000,000 Aggregate
Educators Legal Liability/School Board E&O	\$1,000,000
Sexual Abuse or Misconduct Liability	\$1,000,000
Employee Benefits Liability	\$1,000,000
Automobile Liability including Hired & Non Owned	\$1,000,000
Excess/Umbrella Liability	\$10,000,000
Workers Compensation	Statutory
Employment Practices Liability	\$1,000,000
Crime/Employee Dishonesty	\$1,000,000
Property	Values TBD based on the final location/All Risk Basis
Student Accident	\$25,000 each student

We along with our carrier partner would work closely with you to provide you with ongoing claims and risk management services including training, site safety and reduced cost vendor services as examples.

Please do not hesitate to call if you have any questions.

Sincerely,

Tripp Miller, ARM  
Partner  
Brush Creek Partners  
4444 Broadway  
Kansas City, MO 64111  
Office: 816.523.2323  
[Tripp.Miller@BrushKC.com](mailto:Tripp.Miller@BrushKC.com)

## About Us

### *Coverage You Can Count On*

## We Are a Full Service Insurance Firm & Brokerage

**Brush Creek Partners** a full service insurance consulting firm that is taking a personal approach, making you the client, the centerpiece of our organization. We evaluate and address your unique needs through an integrated team approach that starts with strategic consulting services. Then we create a client specific plan of action supported by all the appropriate resources to accomplish the plan and your objectives. As with any effective management approach, the goal is to continuously build and improve the effectiveness and perceived value of the plan.

Our mission is to use our collective proficiencies and background to enable our clients to reach their highest objectives for risk management, employee benefits, commercial insurance and retirement planning.



## Consulting Services w/Comprehensive Risk & Plan Management

At Brush Creek Partners we recognize the exclusive nature of each client's specific needs. Different internal resources, plan issues, coverage needs and business philosophies call for unique solutions. We view our role as a partner to our clients, and our first job is to understand your culture, needs, and current situation.

We are a sophisticated blend of people, technology, process, and knowledge. As a retention-based consulting organization, we will tailor our relationship to your specific needs, as defined by our comprehensive initial audit. Then we will provide a menu of recommended services in connection with the administration of your benefit plan, insurance coverages, and risk management.

Appendix U Pre-Opening Plan

Key P=Primary group responsible S=Secondary group responsible	Staff	Board of Directors	Volunteers	Consultants	Sept. 2014	October 2014	Nov. 2014	Dec. 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015
<b>Student Recruitment (Marketing)</b>																
Create recruitment documents in English and Spanish (flyers, postcards, informational packets)	P		S													
Create enrollment documents in English and Spanish (enrollment form)	P															
Create live website with downloadable recruitment and enrollment documents	S			P												
Post recruitment documents in the community and send direct mail Create TV and Radio spots	S			P												
Knock 1000 doors and obtain 200 applications	P	S	S													
Host 5 information and enrollment sessions	P	S														
Start accepting enrollment applications	P															
Press release in English and Spanish	P			S												
Collect 50 enrollment applications	P															
Collect 100 enrollment applications	P															
Collect 200 enrollment applications-	P															
Collect 300 enrollment applications	P															
Collect 400 enrollment applications	P															
Final day for enrollment application submission	P															
Conduct admissions lotter	P		S													
Notify families of enrollment status	P															
Confirm acceptances	P															
Schedule parent/student orientation	P															

Key P=Primary group responsible S=Secondary group responsible	Staff	Board	Volunteers	Consultants	Sept. 2014	October 2014	Nov. 2014	Dec. 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015
<b>Facilities</b>																
Get real estate expert to view and evaluate site	S	P														
Negotiate lease/sale	S	P														
Secure financing	S	P														
Sign lease/sale agreement	S	P														
Perform renovations if applicable	S	P														
Hire a real estate lawyer to structure contract	S	P														
Prepare building infrastructure (phones, IT network)	S	P														
Acquire furniture and equipment	P	S														
Obtain property insurance	S	P														
Schedule facilities inspections (building , fire, and health) with city to obtain certificate of occupancy	S	P														
<b>Governance</b>																
Recruit and nominate board members	P	S														
Arrange Board Liability	P	S														
Transition from Founding Board to Governing Board	S	P														
Develop Board Calendar	S	P														
Create a job description for each of the officers	S	P														
Adopt officer descriptions and elect	S	P														
Board training for board and founding team	P	S														
Develop a process for creating agendas, taking minutes, tracking attendance at board meetings, tracking official policies	S	P														
Finalize job description for school leader(s): Chief Operating Officer and Chief Academic Officer	S	P														
Document clear process for evaluating: Chief Academic Officer and Chief Operating Officer		P														
Hire Chief Academic Officer		P														
Hire Chief Operating Officer		P														

Host Board Retreat	P	S															
Adopt board policies and procedures for the school	S	P															
Establish committees to assist with the work of the board	S	P															
Key P=Primary group responsible S=Secondary group responsible	Staff	Board	Volunteers	Consultants	Sept. 2014	October 2014	Nov. 2014	Dec. 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015	
<b>Curriculum and Instruction</b>																	
Site visits and analysis of “best practice” models	P																
Attend local educational conferences	P																
Establish graded standards for each content area that are aligned with state and national standards	P			S													
Create a scope and sequence for each content area	P																
Create quarterly/unit assessment for each content area	P																
Create building level assessment calendar	P																
Purchase all instructional materials	P																
Purchase standardized testing materials	P																
Conduct baseline testing of all students	P																
Establish trackers for all assessments	P																
Enter data from baseline assessments	P																
Provide training on all curriculum materials (purchased goods, assessments, data trackers, calendars, timelines)	P																
Develop lesson plans for the first month of school	P																
Identify SPED student population	P																
Identify ELL student population	P																
Develop IEPs (update and review)	P																
Define and train all staff on service requirements for SPED students	P																
Create Intervention schedules for all students below 30% on reading and math assessments	P																
Finalize daily schedule at each building	P																
Establish all professional development schedules	P																
Establish Data Teams and PLC schedules for the year	P																

Establish observation/feedback schedule with each teacher	P																	
Develop school wide instructional goal	P																	
Key P=Primary group responsible S=Secondary group responsible	Staff	Board	Volunteers	Consultants	Sept. 2014	October 2014	Nov. 2014	Dec. 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015		
<b>Culture and Climate</b>																		
Hold "Back to School Night"	P	S																
Design and order uniforms	P	S																
Create class lists	P																	
Establish discipline policy	P	S																
Develop chants, cheers, songs	P																	
Order college banners and KCC quotes	P																	
Establish common routines/language at each bldg..	P																	
Practice procedures	P																	
Create a morning routine-everyone has a role	P																	
Create community meeting agenda	P																	
Staff retreat	P	S																
<b>Financial Management</b>																		
Codify the fiscal control and financial policies the school will employ to track daily operational finances	P	S																
Identify purchase order process and approval	P	S																
Define financial reporting templates	P	S																
Contract EdOPs for financial and human resources services	S	P																
Establish payroll policies	S	P																
Develop chart of accounts to track income, expenses, assets, liabilities, cash flow	P	S																
Finalize cash flow plan	P	S																
<b>Personnel</b>																		
Finalize org chart and job descriptions	P	S																
Advertise/Spread job descriptions	P	S																

Finalize compensation and benefits package	S	P		P													
Design a filing/documentation process	S	P		P													
Recruit and hire all staff	P	S															
Coordinate benefit enrollment	S	P		P													
Define policies and procedures for evaluation of staff	S	P		P													
Key P=Primary group responsible S=Secondary group responsible	Staff	Board	Volunteers	Consultants	Sept. 2014	October 2014	Nov. 2014	Dec. 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015	
<b>Personnel Cont.</b>																	
Develop staff handbook	P	S															
Perform background checks on employees	P																
Have new staff fill out all paperwork	P																
<b>Transportation</b>																	
Determine transportation needs	P																
Issue RFP	S	P															
Select vendor and draft/sign contract-Board																	
Develop transportation route and schedule	S			P													
Communicate routes to parents	P			S													
<b>Food Service</b>																	
Issue RFP	S	P															
Define requirements (# of students-standards of quality)	P	S															
Identify Free and Reduced Lunch Students	P																
Select vendor and draft/sign contract-Board	S	P															
Develop logistics (menu, delivery time, etc)	P																
<b>Health and Safety</b>																	
Hire Nurse-Ed	P	S															
Staff training on first aid and student specific needs	P																
Have parents complete allergy paperwork	P																
Post allergies outside classrooms	P																
Purchase first aid resources	P																
Develop drill policy, schedules, routes	P																
Establish visitor policies	P																

Purchase visitor sign-in sheet and badges	P																	
Develop a comprehensive emergency response plan	P																	
Establish fire drill procedures and schedule fire drills	P																	
Provide emergency preparedness training to all personnel	P																	
<b>Organization and Communication</b>																		
Set up phones and emails																		
Research and apply for e-rate																		
Create technology plan																		
Purchase online storage system																		