Missouri Charter Public School Application
Cover Sheet Form

NAME OF PROPOSED CHARTER SCHOOL
Kairos Academies

NAME OF NON-PROFIT 501(C)(3) ORGANIZATION HOLDING THE CHARTER
Kairos Academies

PRIMARY CONTACT PERSON
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EDUCATION SERVICE PROVIDER (IF APPLICABLE)
Not applicable

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)
Not known

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED
St. Louis Public Schools

INTENDED OPENING SCHOOL YEAR
Fall 2019

ENROLLMENT PROJECTIONS

School Year	*Grade Levels Served*	*Projected Enrollment*
Year 1 (2019)	6	115
Year 2 (2020)	6-7	200
Year 3 (2021)	6-8	300
Year 4 (2022)	6-9	400
Year 5 (2023)	6-10	500
Year 6 (2024)	6-11	600
Year 7 (2025)	6-12	700

Kairos intends to reach full enrollment in 2025, serving 700 students grades 6-12.

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.

CHAIRPERSON SIGNATURE

DATE
May 1, 2018

PRINTED NAME
Hugh Eastwood

FOUNDER SIGNATURE

DATE
May 1, 2018

PRINTED NAME
Gavin Schiffres

By submitting your application to the Missouri Charter Public School Commission, the applicant agrees to participate in a common application and the web based compliance and governance tool if sponsored by MCPSC.

INITIAL: GMS **DATE:** May 1, 2018

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3. Executive Summary

a free, open-enrollment charter school
empowering students to direct their own lives and learning

The mission of Kairos Academies is to empower students to direct their own lives and learning. We are a grassroots movement of educators trying to rethink public education for the 21st century. By leveraging technology and reimagining traditional instruction, Kairos personalizes the learning experience and nurtures student autonomy. Our model develops not just academic knowledge, but the organizational, social, and emotional competencies students needed for true agency in our changing economy and society.

Kairos will open in Dutchtown, a neighborhood at the intersection of zip codes with the 1st, 2nd, and 4th largest service gaps in St. Louis. We have received numerous letters of support from community representatives, and in a canvass of the neighborhood, 385 residents supported Kairos opening (including 76 parents of prospective students). Kairos will enroll a diverse group of 115 sixth-grade students beginning in Fall 2019 and grow one grade per year to form a 6th-8th grade middle school and 9th-12th grade high school. We expect that by using the following strategies, Kairos will be one of the highest performing schools in St. Louis by the end of our first charter term in 2024.

Flexible Schedules: Instead of depending on the master schedule of a traditional school, Kairos students practice managing their own time in the same flexible environment as a college student or modern-day professional. By advancing along our educational "ownership continuum", students learn *how* to learn independently. If they make productive decisions, they earn increased choice over how, where, when, and with whom to work. At full choice, students navigate our coworking space autonomously, leveraging resources (including teachers) to reach their own academic, extracurricular, and social goals.

Individualized Coaching: Students learn how to set their own schedule through daily coaching. Coaches help students plan how to meet the day's academic Growth Goals, and meeting those Growth Goals in turn unlocks *more* differentiated time for students to practice managing. They also add structure to help build productive habits when students miss Growth Goals. Coaches stay with their 10-student "pods" over multiple years—liaising with families, mentoring in community "houses," and advocating during restorative-justice mediations.

Personalized, Project-Based Curricula: Kairos will join the Summit Learning Program, giving our students access to their world-class curricular platform (vetted by Stanford researchers and housed on software built by Facebook engineers). With a dedicated Chromebook, students can access multimedia instruction and receive immediate feedback on adaptable coursework. Our competency-based grading and 1-on-1 tutoring ensure all are challenged, but none are left behind.

Year-Round Schooling: Kairos runs on year-round, seven-week data cycles. Students work hard for five weeks, then recharge for two. Faculty use one of those two weeks for inservice—analyzing data, planning student interventions, and completing professional development to improve their practice.

Distributed Faculty Leadership: Kairos distributes administrative responsibilities among the faculty. Faculty teach curricula, coach their pod, and also take on a third leadership role within our building—modeling agency for students. Some faculty mediate discipline; others plan field trips, manage vendors, and oversee extracurricular clubs. Each of those roles is organized into a ~5-person team directed by a faculty manager. Distributed leadership lets our best teachers advance their careers without "leaving the classroom," accruing the prestige, compensation, and ownership professional educators deserve.

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A.1: Mission, Vision, Philosophy

Overview—Philosophy—Strategies—Pre-Sponsorship Initiatives

Kairos Academies (www.kairosacademies.org) submits this application for a charter contract from 2019-2024 to launch a 6-12 Local Education Agency (LEA) in Dutchtown, St. Louis City. Kairos was born, developed, and refined in the classrooms of two Teach For America corps members frustrated with a totalitarian "system of education modeled on the interest of industrialism and in the image of it."[1] Every element of our model reconsiders the factory logic that underlies traditional schools. We believe development cannot be standardized according to a child's "date of manufacture;"[2] knowledge cannot be downloaded from lectures; and maturity cannot be manufactured in an assembly line of classrooms. Those who have tried to teach one lesson to twenty students at twenty different proficiency levels know that, although the factory may churn, children cannot be systematically engineered.

Children are organisms, and like all organisms, they *grow* in response to their environment. From its early days, the design of St. Louis Public Schools (SLPS) was *explicitly* meant to produce "automata, careful to walk in prescribed paths, careful to follow the prescribed custom."[3] What comes to mind when we think of "school"—teachers delivering lessons to rows of students who move, speak, and work on command—was conceived just years before SLPS in Prussia "to make ninety-nine out of every one hundred citizens subservient" to the king.[4] American policymakers, funded by Industrial Era robber barons, adopted this school design to socialize a class of factory workers for labor in the burgeoning manufacturing industry.[5] According to educational historians, Prussians invented control-and-compliance behavior management to, "instead of making [a student] his own master, forge the chains by which he is held in servitude…so as to make spiritual and intellectual slaves of the lower classes."[6]

Kairos abjures this school model, intended originally to "enslave [students] through the medium of [their] school" and brought to America in order to turn kids into cogs.[7] If students grow in response to their environment, then instead of operating like a factory, today K-12 schools should operate like 21st-century colleges or workplaces. At Kairos, students practice identifying challenges, finding resources to meet them, and soliciting help when needed. Rather than manage student behavior top-down, our model cultivates the executive function students need to *manage themselves*. Each productive decision earns a student a little more ownership of and responsibility for their schedules

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[1] Robinson, K. (2010). "RSA ANIMATE: Changing Education Paradigms." The RSA.

[2] Robinson, K., & Aronica, L. (2016). Creative Schools: The Grassroots Revolution That's Transforming Education. Penguin Books.

[3] "[Ideally] ninety-nine [students] out of one hundred are automata, careful to walk in prescribed paths, careful to follow the prescribed custom. **This is not an accident but the result of substantial education, which scientifically defined, is the subsumption of the individual**," wrote William Torrey Harris, Superintendent of St. Louis Public Schools (1868-1880) and later U.S. Education Commissioner (1889-1906). (Gatto, J. T. (2010). Weapons of Mass Instruction: A Schoolteacher's Journey Through the Dark World of Compulsory Schooling, p. 13, emphasis added. New Society Publishers.)

[4] Alexander, T. (1919). The Prussian Elementary Schools, p. v. MacMillan.

[5] Ackoff, R. L., & Greenberg, D. (2008). Turning Learning Right Side Up: Putting Education Back on Track. Pearson Prentice Hall.

[6] Alexander, *op. cit.*, p. v.

[7] Ibid.

and studies. That path to real-world choice, like a student's path to academic proficiency, is customized to meet their individual needs. By graduation, our students will have grown into true adults—freethinkers with the professional agency to navigate an Information Age economy, and citizens with the civic agency to lead themselves and their community.

Overview

Kairos will open in 2019 and serve an inaugural class of 115 6th-grade students, about 65% of whom will qualify for free-or-reduced-priced lunch. By 2026, Kairos will serve 700 students grades 6-12 who, statistics show, would have likely otherwise left their neighborhood for middle and high school. To serve the diverse needs of an intentionally integrated student body, Kairos recognized the need to personalize our school experience. Individualizing faculty attention lets Kairos respond to variance in both baseline proficiency and student attitudes. We meet each students where they are, then develop academic and executive function so that by adulthood, they are ready to face the real and unpredictable challenges of self-direction. As Kairos refined our model over the past three years, we were guided by the following evidence-based principles:[8]

Student agency	Flexible pacing	Anywhere, anytime learning
Differentiated instruction	Individual student profiles (personalized learning plans)	Standards-based, world-class knowledge and skills
On-demand instructional interventions and supports for each student	Deeper learning and problem solving to develop meaning	Performance-based assessments (project-based learning, portfolios, etc.)
	Frequent feedback from instructors and peers	

This application proposes a school where students do not sit in one-size-fits-all classrooms, receiving and parroting information on command. Instead, students chart *their own* educational journey through project-based coursework, extracurricular clubs, experiential learning trips, and sundry learning opportunities. That educational trajectory is steered at every step by confrontations not with teachers, but with academic challenges (i.e., projects, problems, or questions). Whenever students meet a challenge, they work with their coach to divide it into actionable tasks, set goals for each task, then practice conquering them independently or in small study groups. Accomplishing those tasks requires students to leverage instructional resources and solicit help from teachers.

Like in life after K-12, self-direction at Kairos *responds* to authentic incentives rather than "behavior management." The primary incentive for students is the promise of autonomy. Student choices are held accountable by coaches—multi-year mentors who advise every student in their "pod" daily. At

[8] Patrick, S., Kennedy, K., & Powell, A. (2013). Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education. International Association for K-12 Online Learning.

first, coaches "scaffold" rigid schedule and study structures for students in their pod. Scaffolds imitate the master schedule of a traditional school, making executive functioning choices for students. Student ownership of those "executive choices" expands as students begin to achieve academic Growth Goals. The more Growth Goals students meet, the more choice they earn over where, when, how, and with whom they study. Autonomy incentivizes productive choices, and each productive choice habituates an organizational, social, or emotional behavior needed to self-direct. Missing a Growth Goal, the natural consequence of *unproductive* behavior, temporarily restricts choice around that behavior by triggering an executive functioning scaffold. The "executive scaffold" is not punitive. Instead, like our restorative justice disciplinary system, it is designed to strengthen the aspect of a student's executive function that led to the undesirable behavior.

Coaches personalize each student's path through Kairos, from a fully prescribed schedule to full choice in our ownership continuum, from baseline academic proficiency to college readiness in our online curricular continuum. Through each student's dedicated Chromebook, Kairos provides leveled coursework, multimedia instructional resources, adaptive assignments, and autograded practice problems. Curricula is divided into 1-5 week modules that cover material spanning from 4th-12th grade. Students work through these modules in subject-specific study groups; teachers work alongside, tutoring 1-on-1, facilitating inquiry-based modules, and critiquing subjective performance tasks. Students can only pass a module once they demonstrate proficiency in its content.

Kairos has mined the latest research on fostering student agency. Beyond managing their study groups and pods, students also run extracurricular clubs, adjudicate disciplinary mediations (in elected positions alongside teachers), and direct Hogwarts-style community houses (which coordinate experiential field trips, discussions on current events, and school culture initiatives). Individual agency sprouts as students take ownership of their schedule; peer and community agency—the soft skills of organizational leadership and civic participation—wax as students practice *governing* the systems that *govern* them. That kind of peer and community agency is also modeled in our organizational structure, which distributes the school's leadership responsibilities among teachers. Every faculty member serves in three roles: one as a teacher, one as a coach, and one as an administrative or operational leader (e.g., a team manager, committee member, etc.).

Origin

> ***Name:*** Educators in St. Louis find ourselves at "a tide in the affairs of" children.[9] Racial unrest roils the city at a time when more and more parents are committing to social justice. Robots replace jobs through the same forces that are making laptops affordable on public-school budgets.[10] And only 9% of our 8th-graders can solve math problems on grade level, even as every day brings new understanding of how our brains learn.[11] Ages ago, circumstances as fleeting and consequential as ours would have been called kairos (καιρός, pronounced

[9] Shakespeare, W. (2004). Julius Caesar. Folger Shakespeare Library. (Original work published 1599).
[10] St. Louis Community College. (2017). State of St. Louis Workforce.
[11] Missouri Department of Elementary and Secondary Education. (2017). St. Louis City District Report Card.

kye-rose)—Ancient Greek for "the opportune time to act." Now is the time to rethink public education for the 21st century, and at Kairos, we are rising to meet that moment.

Mission: Kairos empowers students to direct their own lives and learning.

Vision

By offering a 21st-century school model, Kairos will empower parents with a meaningful alternative to the traditional structures that have subjugated children and segregated families in our city for over a century. If Kairos achieves its mission, our graduates will develop not just the academic function to unlock post-secondary opportunities, but also the executive function to thrive in whichever opportunity they choose. Wherever they go, graduates will exercise meaningful agency among their peers, leading both themselves and the institutions that structure their communities.

Goals:

1. By graduation, 85% of our students will be proficient in every subject assessed by Missouri state tests (90+ percentile for St. Louis charter schools).
2. By 10th grade, 83% of students will be on pace for college readiness as indicated by an NWEA MAP RIT score that predicts a 22+ on the ACT.
3. 85% of students will achieve their NWEA MAP goals for reading and math (1 SD of improvement for the bottom 80% of students, ½ SD for the top 20%).
4. 90% of students will have college-level interdisciplinary cognitive skills by graduation, as measured by the Stanford-validated Cognitive Skills Rubric that Kairos teachers are trained in.
5. Students will develop executive function so that by 8th grade, 50% of a class has *full* scheduling choice and 48% has *some* scheduling choice; by the end of 10th grade, 90% of a class will have full scheduling choice.
6. Each class will incur 10% fewer disciplinary mediations per cycle (i.e., each two-month period).
7. By the end of 6th grade, every student will either hold a leadership position in an extracurricular club or be involved in 2+ clubs.
8. 90% of students will have a family member who attends at least one school event. At least 70% of parents will respond to our annual climate survey, and 80% will report satisfaction with Kairos' educational program.
9. On a similar internal climate survey, faculty will report feeling empowered and valued by our distributed leadership model (averaging 5.5 on a 1-7 Likert-scale).

10. At least 90% of students will attend school at least 90% of the time.

11. By Year 3, Kairos will sustain an annual cash reserve of 10% (i.e., ending balance less annual expenses).

Empowering Students:

> "With the advent of democracy and modern [economic] conditions, it is impossible to foretell definitely just what civilization will be twenty years from now. Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him *command* of himself; it means so to train him that he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently."—John Dewey, *My Pedagogic Creed*[12]

Unique among animals, humans pursue ends we set for ourselves. That "command," as Dewey calls it, depends on both knowledge of the world (academic function) and knowledge of oneself (executive function). At Kairos, we empower students with both so they can "reach their potential as individuals [*and* as] good citizens"—the "dual goals...Americans expect of schools."[13]

Never has it been more important for students to realize that individual creative potential. As automation explodes over the next 15 years, robots are projected to replace 38% of all U.S. jobs and 83% of U.S. jobs paying less than $20/hr.[14] Employees will be increasingly expected to tackle complex, creative, and collaborative projects, and students who rely on external direction will find themselves in economic shackles.[15]

Already, metropolitan St. Louis has one of the lowest rates of income mobility in the country.[16] And every day that our students sit in class and learn "to follow instructions," it becomes

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[12] Dewey, J., & Creed, M. P. (1897). The School Journal. EL Kellog & Co. (emphasis added)

[13] Hochschild, J. L., & Scovronick, N. (2003). The American Dream and The Public Schools. Oxford University Press.

[14] Berriman, R., & Hawksworth, J. (2017). Will Robots Steal Our Jobs? The Potential Impact of Automation on the UK and Other Major Economies. UK Economic Outlook, PricewaterhouseCoopers.
Frey & Osborne. (2013). Bureau of Labor Statistics.
Executive Office of the President of the United States. (2016). Economic Report of the President Together with the Annual Report of the Council of Economic Advisers, p. 231.

[15] Perkins, D. (2014). FutureWise: Educating Our Children for a Changing World. San Francisco: Jossey-Bass.

[16] Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States. The Quarterly Journal of Economics, 129(4), pp. 1553-1623.

less and less expensive to program computers and robots that can do the same.[17] The economy of our children's lifetime will require the academic and executive functions to "figure it out"—to elucidate ambiguous problems, organize relevant information, communicate neoteric ideas, and apply them to original solutions.

Rather than shy away from these cognitive and characterological challenges, Kairos simulates them. With the help of caring Kairos faculty, our students take "command of themselves" *before* graduation.[18] When our first class graduates in 2026, their academic proficiency will empower them with choices for college and, in turn, career. Whatever their path, Kairos graduates will be ready to manage their own schedule, leverage resources, and collaborate with others to solve open-ended problems. While their peers might struggle with the newfound freedom and lack of oversight, for Kairos graduates, college will be no different from how they have been learning for years. By the time they become adults, our graduates will be ready to handle whatever the coming Information Age brings.[19]

Career choice manifests one dimension of self-direction, but if we want students to fulfill the responsibilities of American self-government, we must also prepare them for *civic* choice. Free citizens are those who think for themselves and work together to collectively direct their community. To influence societal systems that structure their lives, Kairos students must be curious enough to spark questions about the world, independent enough to pursue answers productively, and civic enough to join in those efforts with others. In five years, Kairos will be sowing the seeds of a *democratic* citizenry. Rather than "obey" for fear of punishment, Kairos students will vote on school rules, jury their peers, write editorials, and lead organizations. Rather than ingrain biases, Kairos' dynamic, diverse community will teach students to celebrate differences. Ten years out, Kairos graduates will be marked not merely by their own individual agency, but by their capacity to awaken agency in their peers and communities.

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[17] "A human welder today earns around $25 per hour (including benefits), while the equivalent operating cost per hour for a robot is around $8 when installation, maintenance, and the operating costs of all hardware, software, and peripherals are amortized over a five-year depreciation period. In 15 years, that gap will widen even more dramatically. The operating cost per hour for a robot doing similar welding tasks could plunge to as little as $2 when improvements in its performance are factored in. (Sirkin, H. L., Zinser, M., & Rose, J. (2015). How Robots Will Redefine Competitiveness. The Boston Consulting Group.)

[18] While this is important for all students, it is *imperative* for first-generation college students, who often drop out because they lack the encouragement, advice, and support of mentors who themselves graduated college. (Ishitani, T. T. (2003). A Longitudinal Approach to Assessing Attrition Behavior Among First-Generation Students: Time-Varying Effects of Pre-College Characteristics. Research in Higher Education, 44(4), pp. 433-449.)

[19] Given rapid economic transformation, 65% of children entering elementary school today will work in jobs that do not currently exist. Today's school model has remained largely unchanged since it was designed a century ago for the rise of manufacturing. To give students economic opportunity for tomorrow, we need to rethink that model for a new era in the rise of automation. (World Economic Forum. (2016). The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution.)

Empowering Parents:

> "The deal was: universal public education whose sole intent was not to train the scholars of tomorrow—we had plenty of scholars [in private preparatory schools]. It was to train people to be willing to work in the factory. It was to train people to behave, to comply, to fit in. We process you for a whole year. If you are defective, we hold you back and process you again. We sit you in straight rows, just like they organize things in the factory. We build a system all about interchangeable people because factories are based on interchangeable parts."—Seth Godin, *Stop Stealing Dreams*[20]

Parents, if they can afford to, often send their children to private school.[21] These parents have the financial power to choose their school. The same is true for parents who can afford a home in a wealthier school district. Many move away from rigidly controlled school systems because they believe that "control leads to compliance whereas autonomy leads to engagement;"[22] that "children hate school because in school they are not free;"[23] and that the school system "tailors self-concepts [and] aspirations...to the requirements of the social division of labor."[24] Wealthy families move, when possible, to take their children out of authoritarian schools meant to acculturate *less wealthy* children for menial labor, perpetuating the cycle of poverty.

Charter schools in Missouri are working hard to change that. As the only state with *two* of the top ten cities by charter school market share, Missouri offers low-income parents more choice than almost anywhere else in the country.[25] The more robust the market, the more it self-corrects to promote high-quality options; the more high-quality options, the more power every parent has to choose the best school for their child. Kairos hopes to be one of those options—not just another charter school, but a meaningfully distinct choice for St. Louis parents. We draw on the field's latest research and tools, leveraging technology to personalize learning and kindle student autonomy so that our graduates will be ready to lead in a free society.

Kairos aims to demonstrate how schools can treat all students with dignity by responding to their needs individually. We hope that in ten years, our proof of concept will have helped reshape St. Louis' educational landscape.[26] Kairos will actively share PD, resources, etc. that

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[20] Godin, S. (2012). Stop Stealing Dreams. TEDxYouth@BFS.
[21] Nechyba, T. J. (2000). Mobility, Targeting, and Private-School Vouchers. American Economic Review, 90(1), pp. 130-146.
[22] Daniel, H. (2009). Pink, Drive: The Surprising Truth About What Motivates Us. New York: Penguin Group, Inc, 138, p. 240.
[23] Gray, P (2009). "Why Don't Students Like School?". Psychology Today.
[24] Ward, L. F. (1976). Samuel Bowles and Herbert Gintis: From Chapter 5 of Schooling in Capitalist America.
[25] Charter schools enroll about 32% of St. Louis students and 41% of Kansas City students.
[26] Portz, J., Stein, L., & Jones, R. R. (1999). City Schools and City Politics: Institutions and Leadership in Pittsburgh, Boston, and St. Louis. Univ Pr of Kansas.

help interested schools in the area emulate elements of our model. We are also conscious that, as a new institution in Dutchtown, Kairos will inevitably affect life in south city. That is why Kairos proudly joins the handful of St. Louis charter schools working to integrate our city. Integrated schools reduce intergenerational poverty, inherited prejudice, and housing segregation in their neighborhoods.[27] They also stabilize urban populations by curbing "white flight."[28] Kairos will integrate because we love St. Louis; because our students are going to live and work in an increasingly interconnected world; and, of course, because it is the right thing to do.

Philosophy

Kairos empowers students to self-direct. Academically, our students grow into autodidacts, independently navigating through differentiated curricula, collaborative projects, and community-based experiential ventures. Organizationally, students learn to manage their own schedules, meeting academic Growth Goals with the help of an individualized coach who advises strategies and scaffolds boundaries to curb bad habits. Culturally, students own their community, meaningfully leading clubs, pods, houses, and mediations.[29] This ethos of holistic, multi-layered agency rests on the following beliefs about student learning:

Autonomy

In schools that seek to control student activity, the cardinal virtue is compliance. For the first 12+ years of a child's education, traditional schools them them to be quiet and follow directions. Then at graduation, schools enjoin these same students to go out and lead. Of course, the students—inured to adult-driven procedures and routines—struggle to achieve without adult micromanagers.[30] They were prepared, intentionally or not, for menial labor positions that soon won't exist. The only way to build the mindsets, essential skills, and habits (MESH) of productive independence is through *practice*. Executive function development must be "integrated [into] design elements that permeate a school's model," not "relegated to a separate program" (e.g., plugging "social-emotional curricula" into a traditional lesson plan).[31] One effective way for students to practice self-direction *in* school is by simulating the liberties, penalties, and incentives of self-direction in life *after* K-12. Developing the executive function to thrive in such a simulation gives students "the tools for engagement and a language for learning" in the real world.[32]

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[27] Parcel, T. L., & Taylor, A. J. (2015). The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments. UNC Press Books.

[28] Bhargava, A., Frankenberg, E., & Le, C. (2008). Still Looking to the Future: Voluntary K-12 School Integration. New York.: NAACP Legal Defense and Education Fund.

[29] The literature base refers to school paradigms that structure these three types of self-direction as "procedural autonomy support," "organizational autonomy support," and "cognitive autonomy support" respectively. (Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting Autonomy in the Classroom: Ways Teachers Encourage Student Decision Making and Ownership. Educational Psychologist, 39(2), pp. 97-110.)

[30] Stafford-Brizard, K. B. (2016). Building Blocks for Learning: A Framework for Comprehensive Student Development, p. 4. Turnaround for Children.

[31] Summit Learning. (2017). The Science of Summit, p. 50.

[32] Stafford-Brizard, *op. cit.* p. 4

Increasingly, that world demands that students direct not just themselves (individual agency), but also collaborative ventures with peers (peer agency). Much like intrapersonal self-management, interpersonal team management can only be learned by actually negotiating with groups of peers to accomplish a goal. Students must practice scheduling meetings, planning projects, delegating assignments, utilizing team talents, etc. Finally, true ownership of one's life depends on having a voice in one's community (community agency). If America wants self-governing citizens tomorrow, our students need to practice genuine civic participation today. Schools can facilitate this by empowering students to vote on school rules, mediate reparation for violations of those rules, and debate or act on the neighborhood, city, state, national, and global issues that affect their lives.[33] A truly American education ought to be a microcosm of democratic engagement.

Myelination

Recent neuroscience shows that to learn, one must struggle with a challenge directly. That struggle fires electrons along neural pathways, attracting oligodendrocytes which insulate nerve fibers in the brain. Like an electric wire, nerve fibers with more insulation move electrons more quickly and accurately. That means the more students struggle, the better they ultimately perform. Unfortunately, these new discoveries about the human brain have barely impacted classroom practice or teacher preparation programs in America.[34] Since myelination is "activity-dependent," teacher lecturing, step-by-step graphic organizers, and the other hallmarks of traditional pedagogy have negligible effects on long-term memory.[35] Deep learning is all autodidactic, with students analyzing new information to build their own conceptual maps.[36] Optimal instruction helps students revise those maps *during the struggle to build them*. While teachers can do that individually during tutoring, at scale, only computers can deliver the kind of immediate, tailored feedback on independent practice that dramatically improves recall.[37] Our new understanding of the brain calls for a new pedagogy, one with student learning, not adult convention, as its first principle.

Technology

Technology, over four in five educators agree, can enhance top teaching strategies, promote collaboration, and develop skills for the modern workplace.[38] The exponential decline in computer costs means that for the first time, public schools can afford to buy laptops for every student. Too many, though, deploy laptops and tablets as teacher replacements, plugging 21st-century tools into a largely failing 19th-century pedagogy. Technology and teachers are not the same, but they *are* complementary. By thoughtfully dividing tasks between them, schools can maximize the value of both for student growth.

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[33] While student ownership is central to Kairos, it is also buffered to guarantee student safety. School rules, for instance, must also pass a faculty referendum.

[34] Levine, M. (2003). Celebrating diverse minds. Educational Leadership, 61(2), pp. 12-18.

[35] Fields, R. D. (2005). Myelination: An Overlooked Mechanism of Synaptic Plasticity?. The Neuroscientist, 11(6), pp. 528-531.

[36] Jeffrey D. Karpicke, et al. (2011). Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. Science 331, p. 772.

[37] Roediger III, H. L., & Karpicke, J. D. (2006). Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention. Psychological Science, 17(3), pp. 249-255.

[38] The Economist Intelligence Unit. (2018). Fostering Exploration and Excellence in 21st Century Schools.

Not constrained by teacher-student facetime, computers are uniquely good at presenting information. Students can access leveled curricula, videos, notes, presentations, pictures, interactive activities, exemplars, peer forums, and more on demand.[39] They are also able to rewind lectures, manipulate digital models, and receive the kind of real-time corrective feedback that cements learning more effectively than delayed manual grading.[40] When the average teacher "flips their classroom" (i.e., blends instruction with online content), attitudes improve for 80% of students and state test scores increase for 67% (with the largest effects on students at both tail ends of proficiency).[41] In Oakland, CA, using Khan Academy in math class had the same impact on student growth as intensive small group tutoring.[42]

Blending instruction also dramatically frees up faculty time. Instead of presenting the same lesson repeatedly or grading hundreds of rote practice problems, teachers can focus on unique human competencies. Faculty maximize their value-add by diagnosing student misunderstanding, tutoring 1-on-1 or in small groups, critiquing creative projects, facilitating group activities, nurturing character, and designing curricula. Since teachers' newfound time is fungible, they can be creative about how and when to give students attention. For example, teachers can prepare challenging digital curricula ahead of time for accelerated students, then triage support to the lowest-performing students during the school day. With the data collected by computers, faculty (either as teachers or coaches) can precisely identify student needs and customize interventions to meet them. At USC Hybrid High School, which far outpaces comparable district schools on the ACT and other measures, teachers "use technology to...more effectively and efficiently differentiate their courses to meet the needs of all students…[Their] blended learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with [their] performance tasks."[43]

Faculty

- Curricular maintenance (identify skills, curate instructional materials, build units)
- Tutoring to diagnose misunderstanding
- Creative critique for subjective coursework
- Character development

Technology

- Immediate and unlimited access to curricula
- Differentiated instructional material in multiple modalities
- Adaptive skill practice and immediate feedback on objective skills
- Dynamic collaboration between and among students and faculty

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[39] Koller, D. (2012). What We're Learning from Online Education. TED Talk.

[40] Kehrer, P., Kelly, K. M., & Heffernan, N. T. (2013). Does Immediate Feedback While Doing Homework Improve Learning?. In FLAIRS Conference.
Marzano, R. J. (2000). Transforming Classroom Grading. Association for Supervision and Curriculum Development.

[41] LaFee, S. (2013). Flipped Learning. The Education Digest, 79(3), p. 13.

[42] Murphy, R., Gallagher, L., Krumm, A. E., Mislevy, J., & Hafter, A. (2014). Research on the Use of Khan Academy in Schools: Research Brief.

[43] USC Hybrid High School. (Retrieved 2018, May 1). USC Hybrid High School Strategic Vision

Online curricula also promises an economy of scale. Anytime a teacher improves an instructional resource, assignment, or practice problem, every student using the curriculum instantly benefits. No single teacher needs to reinvent the wheel. Beyond refining modules, teachers can augment curricula with new electives or additional coursework to fulfill distribution requirements (e.g., adding another option for an 8th-grade poem study). By streamlining curricular operations, technology helps educators focus on what matters most: creating opportunities and environments for students to learn deeply.

Competency-Based Progression

For grades to accurately signal competency, proficiency must come before curricular advancement. Letting students accept "failure" as final, even failure of a summative assessment, nurtures fixed, self-defeating mindsets. Instead, failure should trigger an action plan to remediate. In competency-based grading models, failure prompts a student to review weak skills or revise a project component, then either retest or resubmit. This process of "rebounding" from temporary, bite-sized "failures" inculcates tenacity and resilience.[44] It also guarantees that challenging skills don't "slip through the cracks." Differentiated pacing and support maximizes student engagement while minimizing wasted instructional time: no student should be left behind, but none should be bored either.

Research suggests that the high expectations of competency-based grading policies deeply influence school culture.[45] Students who adopt competency-based goals come to take pride in *effort* and disproportionately believe that effort leads to success.[46] Since effort is always within a student's locus of control, this mindset is a "necessary mediator for self-regulated learning."[47] When oriented toward competency standards instead of predetermined tasks (i.e., a traditional teacher's instructions on *how* to learn), students show greater engagement, persist longer in the face of difficulty, and spend more time on assignments.[48] Students see themselves as making *choices* to study in order to reach competency standards.[49] This intrinsic motivation for learning boosts students'

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[44] Mangels, J. A., Butterfield, B., Lamb, J., Good, C., & Dweck, C. S. (2006). Why Do Beliefs About Intelligence Influence Learning Success? A Social Cognitive Neuroscience Model. Social cognitive and affective neuroscience, 1(2), pp. 75-86.

[45] Ames, C., & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. Journal of Educational Psychology, 80(3), p. 260.

[46] Nicholls, J. G., Patashnick, M., & Nolen, S. B. (1985). Adolescents' Theories of Education. Journal of Educational Psychology, 77(6), p. 683.

Jagacinski, C. M., & Nicholls, J. G. (1984). Conceptions of Ability and Related Effects in Task Involvement and Ego Involvement. Journal of Educational Psychology, 76(5), p. 909.

[47] Mastery-based evidence: Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. Journal of Educational Psychology, 84(3), pp. 261-271.

[48] Elliott, E. S., & Dweck, C. S. (1988). Goals: An Approach to Motivation and Achievement. Journal of Personality and Social Psychology, 54, pp. 5-12.

[49] Butler, R. (1987). Task-Involving and Ego-Involving Properties of Evaluation: Effects of Different Feedback Conditions on Motivational Perceptions, Interest, and Performance. Journal of Educational Psychology, 79, pp. 474-482.

Meece, J. L., Blumenfeld, P. C, & Hoyle, R. H. (1988). Students' Goal Orientations and Cognitive Engagement in Classroom Activities. Journal of Educational Psychology, 80, pp. 514-52.

sense of belonging.[50] Deliberate learners share a sense of purpose which makes them "belong" at school. Even historically low performers report feeling "important and active in all aspects of the learning process" because competency-based grading recognizes persistent effort above initial ability.[51]

Many personalized school models try to scale the results from Bloom's famous "2 Sigma Problem," which showed that individualized tutoring produced far larger achievement gains than whole-class instruction.[52] After analyzing studies of several hundred human and computer-based tutoring programs, however, researchers concluded that competency-based learning principles accounted for much of the tutoring's positive impact.[53] The takeaway is that, to be most effective, blended curricula and tutoring must operate within the logic of competency-based progression.[54]

Equality

"Equal means getting the same thing, at the same time and at the same place," said Thurgood Marshall during his 1952 oral argument in *Brown v. Board of Education*.[55] Yet sixty years later, America's schools are once again trending toward segregation. The proportion of minority students in majority White schools dropped from 21% in 1982 to 14% in 2004 and continues to decline.[56] Over the same period, the proportion of minority students in majority Black schools rose from 37% to 60%.[57]

America has known at least since the Coleman Report (1966) that, due to socioeconomic disparity, "concentrating minority children in schools [correlates] with lower levels of achievement."[58]

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[50] Chambliss, D. (1989). The Mundanity of Excellence: An Ethnographic Report on Stratification and Olympic Swimmers. Sociology Theory, 7, pp. 70-86.

[51] Weiner, B. (1990). History of Motivational Research in Education. Journal of Educational Psychology, 82, pp. 616-622.

[52] Bloom, B. S. (1984). The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. Educational researcher, 13(6), pp. 4-16.

[53] VanLehn, Kurt. (2011). "The Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems," Educational Psychologist, Vol. 46, No. 4, pp. 197–221.

[54] Brodersen, R. M., & Melluzzo, D. (2017). Summary of Research on Online and Blended Learning Programs That Offer Differentiated Learning Options. REL 2017-228. Regional Educational Laboratory Central.

[55] Brown, O., In Friedman, L., Clark, K., Kasimar, Y., Topeka (Kan.)., & United States. (1969). Argument: The Oral Argument Before the Supreme Court in Brown v. Board of Education of Topeka, 1952-55. New York: Chelsea House Publishers.

[56] Ferguson, R. F. (2008). What We've Learned About Stalled Progress in Closing the Black-White Achievement Gap. Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap, p. 330.

[57] Ibid.

[58] Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F., & York, R. (1966). The Coleman Report. Equality of Educational Opportunity.

Subsequent scholarship attributes more than ⅔ of the racial achievement gap to segregation.[59] The longer students stay segregated, the wider their achievement gap becomes; the wider the gap, the more pernicious its effects.[60] Black Americans "remain overrepresented among the poor and incarcerated…[and] underrepresented at high school graduations, on college campuses, and in jobs that require and reward academic achievement."[61]

From FHA-encouraged restrictive covenants to discriminatory mortgage lending, segregation in the 20th century has been maintained by *government-sanctioned* actors.[62] Our only data on desegregation—during a brief national push from 1970-1990—hints at the dramatic potential of diverse student bodies. In that period, disparities between Black-White reading and math scores narrowed about 50% and 37% respectively. Researchers account desegregation programs directly responsible for at least half of this reduction.[63] During the height of desegregation, Black Americans were responsible for 40% of all gains on the SAT.[64]

Regardless of race, income, and other environmental or school-level factors, school integration raises achievement.[65] Integrated schools increase student motivation and promote postsecondary goals,

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[59] Rothstein, R. (2004). Class and Schools, p. 14. Teachers College, Columbia University.
Kahlenberg, R. D. (2007). Rescuing Brown v. Board of Education: Profiles of Twelve School Districts Pursuing Socioeconomic School Integration. Century Foundation.
Darling-Hammond, L. (2010). Restoring our Schools. The Nation, 290(23), pp. 14-20.
Grubb, W. N., & Lazerson, M. (2009). The Education Gospel. Harvard University Press.
Kozol, J. (2005). The Shame of the Nation: The Restoration of Apartheid Schooling in America. Broadway Books.

[60] Mickelson, R. A., Bottia, M. C., & Lambert, R. (2013). Effects of School Racial Composition on K–12 Mathematics Outcomes: A Metaregression Analysis. Review of Educational Research, 83(1), pp. 121-158.

[61] Ferguson, *op. cit.*, p. 320

[62] Lassiter, M. D. (2010). De Jure/De Facto Segregation: The Long Shadow of a National Myth, pp. 29-33. In The Myth of Southern Exceptionalism, pp. 25-48.

[63] Between 1971 and 1988, the black-white reading score gap in NAEP-LTT for nine-, thirteen-, and seventeen-year-olds narrowed by 34, 54, and 62 percent, respectively. Between 1973 and 1990, the black white gap in NAEP-LTT math scores for the same three age groups narrowed by 23, 41, and 48 percent. (Ferguson, *op. Cit.*, p. 321-329).

[64] Wainer, H. (1985). Minority Contributions to the SAT Score Turnaround: An Example of Simpson's Paradox. ETS Research Report Series, 1985(2).
Anrig, G. R. (1985). Educational Standards, Testing, and Equity. The Phi Delta Kappan, 66(9), pp. 623-625.

[65] Hawley, W. D. (2007). Designing Schools that Use Student Diversity to Enhance Learning of All Students. Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools, pp. 31-56.
Kahlenberg, R. D. (2001). All Together Now: Creating Middle-Class Schools Through Public School Choice. Brookings Institution Press.
Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). New Evidence about" Brown v. Board of Education": The Complex Effects of School Racial Composition on Achievement. Discussion Paper no. 1284-04. Institute for Research on Poverty.

such as college attendance and gainful employment.[66] Recent meta-analyses show that diversity also lowers intergroup prejudice and heightens student empathy.[67] Finally, students at integrated schools report a stronger sense of civic engagement than their segregated peers—a key prerequisite for *bona fide* community agency.[68]

Strategies

Kairos' mission is what drives us every day: We believe people deserve the right to self-direct. We envision what the future of south city could look like with Kairos empowering that kind of self-direction and choice in the lives of children and families. Our goals measure, directly or indirectly, the academic and executive skills that students need to face the unforeseeable challenges of the coming decade. To build those skills, achieve our goals, and realize the vision, Kairos employs evidenced-based strategies built on pedagogical philosophy.

Individualized Coaching

Coaches safeguard the Kairos mission by structuring each student's experience so they develop the executive and academic function to direct their own life and learning. Coaches work with the ~10 students in their pod to design a personalized course of study—composed of Growth Goals, Cyclical Goals, and Graduation Goals—that paces each toward college readiness by graduation. Meeting these goals requires students to make executive functioning choices that manifest the mindsets, essential skills, and habits of productivity (MESH). Kairos conceptualizes those MESH competencies "along a developmental continuum" called the ownership continuum.[69]

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[66] Crane, J. (1991). Effects of Neighborhoods on Dropping Out of School and Teenage Childbearing. The Urban Underclass, p. 299.
Dawkins, M. P., & Braddock, J. H. (1994). The Continuing Significance of Desegregation: School Racial Composition and African American Inclusion in American Society. The Journal of Negro Education, 63(3), pp. 394-405.
Wells, A. S., & Crain, R. L. (1994). Perpetuation Theory and the Long-Term Effects of School Desegregation. Review of Educational Research, 64(4), pp. 531-555.
Crain, R. L. (1984). The Quality of American High School Graduates: What Personnel Officers Say and Do About It. Report No. 354.

[67] Aboud, F., Mendelson, M., & Purdy, K. (2003). Cross-Race Peer Relations and Friendship Quality. International Journal of Behavioral Development, 27(2), pp. 165-173.

[68] Kurlaender, M., & Yun, J. T. (2005). Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes. International Journal of Educational Policy, Research, and Practice: Reconceptualizing Childhood Studies, 6(1), pp. 51-78.
Kurlaender, M., & Yun, J. T. (2001). Is Diversity a Compelling Educational Interest? Evidence from Louisville.

[69] Farrington, C.A. et al. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Academic Performance: Critical Literature Review. The University of Chicago Consortium on School Research.
Center on the Developing Child at Harvard University. (2016). From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families.
Perry, B. D. (2001). The Neurodevelopmental Impact of Violence in Childhood. In D. Schetky & E. Benedek (Eds.), Textbook of Child and Adolescent Forensic Psychiatry (pp. 221-238). Washington, DC: American Psychiatric Press.

Each student's degree of autonomy—the number and type of their scheduling choices—depends on their place along the continuum. For students who make unproductive choices due to weak executive function, coaches scaffold "executive functioning strategies" that prescribe where, when, how, and with whom to study. By following these strategies, students begin to meet Growth Goals. Over time, coaches remove the supporting executive scaffolds one by one. Students who sustain an executive strategy *without* the scaffold (e.g., continuing to study away from friends) remain productive, meet their Growth Goals, and earn more executive choice (i.e., greater autonomy). When students *miss* a Growth Goal, their coach analyzes relevant data (collected digitally or anecdotally) and refers to the MESH Handbook, which correlates data profiles with culpable executive choices (e.g., studying in a distracting environment) and recommends scaffolds to habituate an executive strategy. Students are gradually weaned off the scaffolds over time, provided that they remain productive at each step along the ownership continuum.

Coaches monitor progress and nurture individual agency through daily check-ins with each student in their pod; they meet with the pod *in toto* to nurture students' peer and community agency. Pod meetings include weekly Pod Time, where activities and games develop interpersonal MESH competencies (e.g., listening skills); weekly House Time, where they apply those interpersonal skills to engage with current events or community affairs; and experiential learning trips throughout the year, including our annual multi-day Kairos Expedition.[70]

Coaches function as "school guardians" for their pods. Throughout a student's Kairos career, their coach works to build a deep and lasting relationship with them and their family. Coaches meet families during the Kairos orientation barbecue, then follow up with a home visit where the parents, student, and coach agree to a set of mutual responsibilities (the Kairos Compact). From then on, coaches communicate regularly with parents through weekly data updates, cyclical phone calls (every ~7 weeks), and quarterly face-to-face meetings. As the primary Kairos liaison, coaches function as a conduit that connects students and parents to (i) other Kairos faculty, (ii) school resources or opportunities, and (iii) city, state, and national wrap-around services.

Acting *in loco parentis*, coaches advocate for their students in the event of disciplinary mediations. Alleged infractions prompt a mediation between the purported transgressor (and their coach), the victim (and their coach, if applicable), and an elected student-faculty mediation team. Mediators guide a discussion about the action, its intentions, and its effects on others. Like everything at Kairos, restorative justice is designed to nurture executive function. We eschew punitive discipline meant to deter through fear. Inviting students to discuss *why* certain norms govern our community prompts reflection and imbues the same empathy that (ought to) inhibit adults from selfish misconduct.[71] After hearings, mediators arbitrate the penalty (if any) to make amends. Consequences are condign (e.g., making a vandal help paint over their graffiti) and, barring safety threats, never remove students from instruction.

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[70] Pod Time is inspired by Valor Collegiate's Circles, considered the best-in-class for interpersonal social-emotional learning.

[71] Ashley, J., & Burke, K. (2010). Implementing Restorative Justice: A Guide for Schools. Illinois Criminal Justice Information Authority.

Personalized, Project-Based Learning

Kairos uses technology to personalize learning, responding to student variance with a competency-based progression. Taking a learner-centric approach, we differentiate coursework and faculty support to meet students exactly where they are. Students begin our curricular continuum at their baseline competency (assessed by the NWEA MAP during orientation). They then work through material at a pace *they* set with their coach, using the instructional resources that yield the highest returns for *them*, and in *their* preferred environment (e.g., library, cafe, outdoors). This kind of autodidactic study myelinates the brain "several hundred times" more efficiently than traditional teacher-directed learning.[72] It also prompts children to think through the *reason* for educational actions: "I want to be able to study in the cafe, which means I need to pass tomorrow's assessment, and taking notes now would let me review beforehand." With students driving their own learning, teachers can relinquish the kind of totalizing control prevalent in low-income, minority schools.[73] Our personalized learning model reframes teachers as *resources*—experts who offer 1-on-1 tutoring, activity facilitation, and subjective feedback—leveraged by students to meet *their* academic Growth Goals.

To avoid atomization, students work toward Growth Goals in 5-person, subject-specific study groups. According to a study of over 11,000 students from the Bill & Melinda Gates Foundation, the best predictor for success of a personalized learning model is its student groupings. Following best practices, Kairos organizes students in study groups that are "dynamic, flexible, responsive to student needs, and based on data."[74] We level subject-specific study groups by proficiency to enable peer tutoring and creative collaboration. Study groups make learning a social activity, sidestepping counterproductive infighting; students are positioned to work *with* their peers instead of *against* peremptory authority figures. Kairos also prioritizes the two supporting model elements that, according to the Gates Foundation study, distinguish the most successful personalized learning models: "learning space supports model" and "students discuss data."[75] Our learning space, an open co-working environment, allows study groups to reconfigure furniture and layout to meet the spontaneous needs of collaboration. Additionally, every study group member discusses data at their daily check-in, where together with coaches, students analyze how their executive choices affected (i) short-term Growth Goals/degree of autonomy and (ii) long-term Graduation Goals/postsecondary aspirations.

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[72] Coyle, D. (2009). The Talent Code. Random House, p. 19.
Bjork, E. L., & Bjork, R. (2011). Making Things Hard on Yourself, But in a Good Way. Psychology in the Real World, pp. 59-68.

[73] Stipek, D. (2004). Teaching Practices in Kindergarten and First Grade: Different Strokes for Different Folks. Early Childhood Research Quarterly, 19(4), pp. 548-568.
Kerckhoff, A. C. (1987). Keeping Track: How Schools Structure Inequality.

[74] Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued Progress: Promises Evidence on Personalized Learning. RAND Corporation, funded by the Bill & Melinda Gates Foundation.

[75] Ibid.

Kairos will partner with the Summit Learning Program to use their free online learning management system and curricula.[76] Built by Summit teachers, leading researchers, and Facebook engineers, Summit's curricula, the "Summit Learning Platform," breaks composite, year-long courses into a series of units along a curricular continuum. Each unit revolves around the set of discrete skills needed to complete a creative performance task. Instructional resources for each are presented as a content playlist—including notes, videos, articles, and other information—that students decide how to interact with. Students move through material with their study groups while also demonstrating knowledge individually, either through Summit's Content Assessments or rubric-aligned Projects. Summit Projects evaluate the cognitive skills needed to apply content creatively and adaptively to a problem—skills such as "Justifying/Constructing an Explanation" and "Designing Processes & Procedures" that have become increasingly important in the 21st century.

Besides its high-quality curricula, Summit Learning recognizes the symbiotic relationship between acquiring content knowledge and learning to self-direct. Summit's Platform deliberately offers students "full transparency about learning expectations, a plethora of multi-modal learning resources and assessment types, and significant choice in learning pathways." These features are essential for student autonomy, and the associated data enables Kairos to understand "not only what students are learning, but also *how* students are learning."[77] With that data, coaches shape and reshape the student experience iteratively to nurture MESH behaviors—an "approach to student agency [that], coupled with rapid support, leads to more effective, efficient learners."[78] After switching to the Summit Platform:

- 80% of students reported that personalized learning empowered them, i.e., helped them realize *they* could drive their own learning and success, and 90% believed their choices in school would impact long-term goals.
- 91% of parents said their children could now learn anything by using resources and studying carefully, and 96% said self-directed learning would help their children in college.
- 89% of teachers reported they would recommend personalized learning to other teachers, and most believed their students improved as self-directed learners who set goals and made plans to achieve them.[79]

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[76] At Summit Public Schools, students learn through a combination of online playlists (diverse learning resources including texts, videos, presentations, exercises), peer-to-peer coaching, and one-on-one tutoring from their teachers. Each student uses a Personalized Learning Plan to set goals, access learning resources, submit work, and track their progress. Personalized Learning has resulted in high student achievement for Summit schools; Summit students enroll with slightly lower scores than their peers at local high schools, yet consistently outperform their peers. Summit schools was ranked in the top 20% of public schools in California, consistently performing above the state standard for highly effective schools (800 API). They are ranked #1 in the Bay Area and #3 in California for serving students with disabilities. (Summit Public Schools. (2017). Our Approach, Our Results.)

[77] Summit Learning. (2017). The Science of Summit, p. 50.

[78] Ibid.

[79] Ed Innovation Lab. (Retrieved 2018, May 1). What is The Evidence that Personalized Learning Works?

Importantly, Summit's curriculum positions students as *practitioners* of their fields. Students alternate between objective coursework, where software provides immediate feedback, and subjective Projects, where students apply content knowledge in a creative endeavor. Teachers facilitate Projects, advising and critiquing drafts of the final product. Summit's materials are also editable, so Kairos teachers can nuance instruction and make curricula more culturally responsive. For example, we could rearrange the curricula to sequence a two-week math module on data analysis with a three-week research project on racial profiling, with students demonstrating their learning in a presentation on the factors influencing St. Louis crime statistics.

Flexible Schedule & Floor Plan

Traditional schools program student days to the minute. Children are told where to sit, when to talk, what to learn, and how to learn it.[80] "Good" teachers control their classrooms, guiding students through ordered sets of tasks; "good" students obey authority, passively complying with instructions.[81] Over time, students conditioned this way "learn to be helpless"—useful for a factory, but anathema to the American conception of self-government.[82]

The cornerstone of traditional schools is the master schedule, which prescribes student activity at all times and signals shift changes with a factory-style bell. By their nature, these top-down mandates cannot respond to unpredictable student information (e.g., mood, peer relationship, etc.) or idiosyncratic learning styles (e.g., attention span, preferred environment, etc.). Kairos opts for a more efficient, humane approach: decentralizing decision-making to incorporate as much information as possible into choices about student learning. Working with coaches, students strategize scheduling choices *using* what they know about themselves and how they learn. Kairos students then practice those strategies in the same flexible, choice-rich environment as a college student or modern-day professional. Productive decisions—about what, how, where, when, and with whom to work—expand a student's choice; unproductive decisions constrain it. At full choice, students navigate our coworking space autonomously, leveraging resources (including teachers) to reach *their own* goals.

Student choices are reviewed and optimized through regular coaching check-ins. Students who do their work well and on time are allowed to study the way they want. Research shows that self-direction motivates productivity; student performance improves when choice is offered, even when students choose what would have otherwise been ordered by a school authority.[83] The choice

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[80] Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom Management Strategies: Are They Setting Events for Coercion?. Behavioral Disorders, 18(2), pp. 92-102.
Knitzer, J., Steinberg, Z. D., & Fleisch, B. (1990). At the Schoolhouse Door: An Examination of Programs and Policies for Children with Behavioral and Emotional Problems. Bank Street College of Education.

[81] Steinberg, Z., Knitzer, J., & Zabel, R. K. (1992). Classrooms for Emotionally and Behaviorally Disturbed Students: Facing the Challenge. Behavioral Disorders, 17(2), pp. 145-156.

[82] Stipek, D. J., & Kowalski, P. S. (1989). Learned Helplessness in Task Orienting Versus Performance-Orienting Testing Conditions. Journal of Educational Psychology, 81, pp. 384-391

[83] Brigham, T. A., & Sherman, J. A. (1973). Effects of Choice and Immediacy of Reinforcement on Single Response and Switching Behavior of Children. Journal of the Experimental Analysis of Behavior, 19(3), pp. 425-435.

alone "heightens task engagement and reduces disruptive behavior."[84] Studies further show that "student initiative and individualized curricula" reduce academic "problem behaviors" and improve "social relatedness."[85] This evidence is borne out by schools we learned from around the country. College Park Academy (CPA), for example, is a diverse charter school in Maryland where students have significant flexibility to self-direct through a blended curricula. CPA opened a 6th and 7th grade in 2013 with students from nearby traditional elementary schools. Those students, and every class since, outperform statewide peers on almost every state test.[86] Though not yet at its 700-student capacity, CPA already boasts a waitlist of over 1,300 students.[87]

To complement our flexible schedule, Kairos envisions flexible spaces with adjustable parameters conducive to various forms of teamwork. Our current plan resembles a coworking office-cum-college campus, with an open layout, myriad environments, and mobile furniture. We hope our example will disrupt assumptions behind the standard egg-crate school design of isolated classrooms. "Breaking the silos between time and space" exposes students to 21st-century expectations, and by extension, "teaches them to be the kind of self-evolving learners" demanded by 21st-century pursuits.[88] Many charter schools prepare students with academic skills. Kairos plans to also prepare them with the organizational, social, and emotional skills needed to flourish in college and beyond.

Year-Round Schooling

Traditional schools follow an agrarian calendar, with 13-week semesters followed by 12 weeks off during the summer planting season. St. Louis, though, is not a primarily agrarian economy, and the long summer holiday leads to "summer slide," where lack of programming widens the achievement gap for low-income students.[89]

Instead, Kairos operates year-round on bimonthly cycles, establishing a paradigm for iterative improvement and student intervention. Students work hard for five weeks, then recharge for two. Faculty use the first week of that break for inservice, analyzing data, coordinating curricular development, strategizing about students, meeting with parents, and evaluating faculty. Faculty members come out of inservice with a targeted professional development plan for the following cycle. The final week of each cycle is a full school break for students and faculty.

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[84] Dunlap, G., DePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994). Choice Making to Promote Adaptive Behavior for Students with Emotional and Behavioral Challenges. Journal of Applied Behavior Analysis, 27(3), pp. 505-518.

[85] Dunlap, G., & Kern, L. (1993). Assessment and Intervention for Children Within the Instructional Curriculum. Koegel, R. L., Dyer, K., & Bell, L. K. (1987). The Influence of Child-Preferred Activities on Children's Social Behavior. Journal of Applied Behavior Analysis, 20(3), pp. 243-252.

[86] Maryland State Department of Education. (2017). Maryland Report Card for Prince George's County: College Park Academy (2142).

[87] Public Impact and Clayton Christensen Institute. (2017). Blended Learning Public CHarter School Outperforms District on State Tests: College Park Academy. Chapel Hill, NC: Public Impact; and Lexington, MA: Christensen Institute.

[88] Lichtman, G. (2013). What 60 Schools Can Tell Us About Teaching 21st Century Skills. TEDxDenver Teachers.

[89] Von Drehle, D. (2010). The Case Against Summer Vacation. Time, 2, pp. 36-42.

Alternating work and vacation maximizes the marginal return of each. By punctuating work with short breaks, we can offer an annual calendar with 34.2% more educational hours than SLPS' combined academic and summer school sessions. For the convenience of families, our winter and spring breaks align to those of SLPS. We likewise share less traditional breaks with St. Louis College Prep (SCP), another year-round St. Louis charter school. To assist those without childcare, Kairos and SCP are working to coordinate optional enrichment and externships with community partners during those two week breaks (q.v. *Appendix L*).[90] Community partners also host Kairos for half-day experiential field trips every other cycle. These trips—along with a multi-day Kairos Expedition outside St. Louis—build cultural capital, expose students to various fields, and connect K-12 learning to a purpose that transcends the school building.

Distributed Leadership

The time saved by technology frees our faculty to take greater organizational ownership than a traditional teacher. Researchers consider this type of ownership a "linchpin of success" in high-poverty schools like Kairos because, by sharing responsibility, we also develop "shared leadership capacity through the school."[91] Distributing leadership at Kairos means *every* faculty member spends some of their time as (i) a teacher in a department, (ii) a coach of a pod, and (iii) a leader in one of our administrative or operational leadership roles. Leadership roles allow faculty to specialize, assuming additional duties in their area expertise or interest (e.g., chairing a department, planning field trips, etc.). Thus no one at Kairos is a "teacher" only; everyone has meaningful agency in at least one aspect of school management, often by serving on committees that adjudicate discipline, coordinate extracurriculars, etc. By corollary, no one at Kairos is just an "administrator;" everyone teaches at least one module per cycle and coaches the ten students in their pod. As a result, leadership decisions at Kairos are informed by firsthand knowledge of their impact on teaching and learning.

By eliminating distinct "administrator" positions, Kairos reduces top-heavy overhead costs. Like other charter schools that prioritize teachers, Kairos pays well above market rate.[92] High salaries like ours are among the most important factors faculty consider when choosing where to teach.[93] The best faculty also weigh the "influence of teachers on school decisions," which Kairos prioritizes to ensure school governance benefits from the diverse perspectives of our faculty.[94] Finally, applicants look for a working environment that rewards their initial passion for teaching.[95] Our distributed leadership model lets faculty grow professionally without "leaving the classroom," accruing salary and prestige commensurate to their leadership role.

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[90] In the same vein, families can avail themselves of optional remediation and supervision offered for an hour before and after our 9 a.m.-5 p.m. school day.
[91] Parrett, W. H., & Budge, K. M. (2012). Turning High-Poverty Schools into High-Performing Schools. ASCD.
[92] The Equity Project Charter School. (Retrieved 2018, May 1). Philosophy.
[93] Auguste, B. G., Kihn, P., & Miller, M. (2010). Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching—An International and Market Research-Based Perspective, p. 33. McKinsey & Company.
[94] Ibid.
[95] Ibid.

Faculty roles are organized into ~5-person teams led by team managers (e.g., Department Chairs who coordinate teachers in their department). Managers delegate team functions, analyze data, allocate funds, organize professional development, and evaluate team members. In exchange for that decision-making authority, managers are held accountable to data-driven results. This motivates constructive faculty evaluation and development. Since traditional school supervisors oversee dozens of employees, their infrequent evaluations are inevitably low-data and high-stakes.[96] Since Kairos managers work *with* team members on joint projects, our evaluations are inevitably ongoing and holistic. Those evaluations start during the a new faculty member's 6-month apprenticeship, where they earn their colleagues' trust before taking on team responsibility. To continue faculty development, managers review members of their team each cycle and assign actionable growth plans for the following 7 weeks. That development capacitates faculty agency, setting a tone for school culture; researchers have found "a strong correlation between the degree of autonomy teachers enjoy and schools' readiness to teach 21st century skills."[97]

Diverse by Design

When the draft ended, public education became America's only remaining compulsory civic institution. Schools are our last hope for teaching tomorrow's adults how to work across lines of difference. America made a promise in *Brown v. Board of Education*, and Kairos plans to deliver on that by recruiting diverse students and embracing their differences.[98] We believe public schools like ours can be the fulcrum for transformational societal change.

Kairos will open in Dutchtown, the St. Louis neighborhood at the center of three zip codes with the fewest schools and the most students—enough 6th graders *without* school seats to fill our inaugural class six times over.[99] 47% of Dutchtown students identify as Black, 40% as White, and 7% as Asian; 62% qualify for free-or-reduced-priced lunch (q.v. *A.5* & *Appendix D*). We could achieve our integration goal recruiting just from Dutchtown. However, to broaden our student diversity even more, we hope to tap into the greater racial and socioeconomic diversity of our entire enrollment zone (i.e., all three zip codes). Although 28% of families in the zone hover just above the poverty line, another 35% earn more than $75,000 per year. Kairos is designed to attract and serve both populations. In a canvass with the Children's Education Alliance of Missouri (CEAM), parents with fewer school options appreciated that Kairos recognized their child's unique strengths and weaknesses through differentiated curricula, 1-on-1 tutoring, and individualized coaching (q.v. *Appendix E*). Others who could afford private alternatives were excited that Kairos resembled independent "schools of the future" in New York City and San Francisco, with a dual focus on technology and student autonomy.

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[96] Bain & Company. (2016). Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools.

[97] The Economist Intelligence Unit, *op. cit.*, p. 14.

[98] Marketing a similar model, Summit has built a network of schools with 42% FRPL students and no ethnic group representing more than 60% of its student population. (Osborne, D. (2016, Jan 19). The Schools of the Future. U.S. World and News Report.)

[99] Dutchtown is at the center of zip codes with St. Louis' 1st, 2nd, and 4th largest service gaps (student demand to high-performing school seats. (IFF. (2014.) St. Louis Schools Needs Assessment Result Summary (2014-2015 Data).)

Like other Kairos strategies, we integrate not just to transform our students, but our entire city.[100] Children learn more when learning from peers with different backgrounds and perspectives.[101] They also manifest less bias and maintain more interracial friendships as adults.[102] Graduates of integrated

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[100] Saenz, V. B., Ngai, H. N., & Hurtado, S. (2007). Factors Influencing Positive Interactions Across Race for African-American, Asian-American, Latino, and White College Students. Research in Higher Education, 48(1), pp. 1-38.
Braddock, J. H. (1981). Assessing School Desegregation Effects: New Directions in Research.
Dawkins, M. P. (1983). Black Students' Occupational Expectations: A National Study of the Impact of School Desegregation. Urban Education, 18(1), pp. 98-113.
Green, K. C. (1982). The Impact of Neighborhood and Secondary School Integration on Educational Achievement and Occupational Attainment of College Bound Blacks. Unpublished doctoral dissertation, University of California, Los Angeles.
Braddock, J. H., & McPartland, J. M. (1989). Social-Psychological Processes that Perpetuate Racial Segregation: The Relationship Between School and Employment Desegregation. Journal of Black Studies, 19(3), pp. 267-289.
Crain, R. L. (1970). School Integration and Occupational Achievement of Negroes. American Journal of Sociology, 75(4, Part 2), pp. 593-606.
Braddock, J. H., Dawkins, M. P., & Trent, W. (1994). Why Desegregate? The Effect of School Desegregation on Adult Occupational Desegregation of African Americans, Whites, and Hispanics. International Journal of Contemporary Sociology, 31(2), pp. 271-283.
U.S. Commission on Civil Rights. (1965). Racial Isolation in the Public Schools (Appendix C 5). Washington, DC: U.S. Government Printing Office.
Crain, R. L., & Weisman, C. S. (1972). Discrimination, Personality, and Achievement: A Survey of Northern Blacks. Quantitative Studies in Social Relations Series.
[101] Blau, J. (2003). Race in the Public Schools: Perpetuating White Dominance.
Moody, J. (2001). Race, School Integration, and Friendship Segregation in America. American Journal of Sociology, 107(3), pp. 679-716.
Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and Higher Education: Theory and Impact on Educational Outcomes. Harvard Educational Review, 72(3), pp. 330-367.
Wells, A. S., Duran, J., & White, T. (2008). Refusing to Leave Desegregation Behind: From Graduates of Racially Diverse Schools to the Supreme Court. Teachers College Record, 110(12), pp. 2532-2570.
[102] Braddock, J. H., & Gonzalez, A. D. C. (2010). Social Isolation and Social Cohesion: The Effects of K-12 Neighborhood and School Segregation on Intergroup Orientations. Teachers College Record, 112(6), pp. 1631-1653.
Hallinan, M. T., & Williams, R. A. (1989). Interracial Friendship Choices in Secondary Schools. American Sociological Review, pp. 67-78.
Hallinan, M. T., & Teixeira, R. A. (1987). Opportunities and Constraints: Black-White Differences in the Formation of Interracial Friendships. Child Development, pp. 1358-1371.
Hallinan, M. T. (1998). Diversity Effects on Student Outcomes: Social Science Evidence.
Pettigrew, T. F., & Tropp, L. R. (2000). Does Intergroup Contact Reduce Prejudice? Recent Meta-Analytic Findings. Reducing Prejudice and Discrimination, 93, p. 114.
Pettigrew, T. F., & Tropp, L. R. (2006). A Meta-Analytic Test of Intergroup Contact Theory. Journal of Personality and Social Psychology, 90(5), p. 751.
Tropp, L. R., & Pettigrew, T. F. (2004). Intergroup Contact and the Central Role of Affect in Intergroup Prejudice. The Social Life of Emotions, pp. 246-269.
Wood, P. B., & Sonleitner, N. (1996). The Effect of Childhood Interracial Contact on Adult Antiblack Prejudice. International Journal of Intercultural Relations, 20(1), pp. 1-17.
Schofield, J. W. (1995). Promoting Positive Intergroup Relations in School Settings. Toward a Common Destiny: Improving Race and Ethnic Relations in America, 19, p. 486.
Stearns, E. (2010). Long-Term Correlates of High School Racial Composition: Perpetuation Theory Reexamined. Teachers College Record, 112(6), pp. 1654-1678.

K-12 schools are more likely to choose integrated colleges, workplaces, and neighborhoods after graduation—an outcome of particular import for St. Louis, America's 10th most segregated city.[103] Although Kairos' full impact won't be seen for decades, we can start mending fences in Year 1. Our Family Council brings parents from our community together for workshops and volunteer events. The Family Council President and Presidents of the Middle and High School Student Councils present quarterly to our Board of Directors, ensuring Kairos remains responsive to all its stakeholders. From hiring freelance artists as part-time instructors (art residents) to inviting community members for a biannual celebration of student work (Portfolio Nights), Kairos takes every opportunity to foster and empower our community.

Pre-Sponsorship Initiatives

Kairos Summer Pilot

Kairos has organized a 6-week Summer Pilot to test our model in conjunction with Aim High St. Louis. For over 25 years, Aim High has run a project-based summer school for students in our target population. Kairos will operate two classrooms using our model, with one of our co-founders managing a prospective founding faculty member to ensure model fidelity. We have fundraised from the Kemper Foundation and The Opportunity Trust for laptops and other Summer Pilot expenses. We are also partnering with Summit Learning to provide curricula and experimental design support.[104] Kairos will test outstanding questions in our model around how quickly students can earn different types of executive choice while maintaining high academic performance. We will also survey parents and students on their experience with and understanding of the model. Beyond data, Kairos will use our Summer Pilot to collect marketing materials (e.g., videos, student testimonials, etc.), begin recruiting Summer Pilot families who live in our enrollment zone, and introduce our model to Aim High colleagues who may either become or refer founding faculty members. This pilot will formalize two years of data on the Kairos model collected in our co-founders' Teach For America classrooms. More rigorous testing will also help us raise funds during pre-operation from local and national donors.

Kairos Summer Internship

We have recruited four undergraduates from the Yale Education Studies Program to intern for Kairos in the Summer of 2018. Inspired by our mission, vision, and founding management team, the Yale students have agreed to work for 10 weeks to support Kairos' pre-sponsorship efforts. Interns will collect data on the Summer Pilot, launch our social media presence, research grant opportunities, and advance sundry other organizational initiatives. They will also work with CEAM to plan and execute Kairos' *second* canvass of Dutchtown. Whereas our first canvass aimed primarily to solicit input from the community, this second canvass will lay the groundwork for Kairos' post-sponsorship student recruitment effort. Between them, our interns have attended a personalized learning charter school, mentored at-risk youth through the college application process, taught in India, researched racial disparities in education, and run rigorous research studies using statistical analysis. They will be managed and supervised by Kairos' co-founders.

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[103] 24/7 Wall Street. (2017, July 21). 16 Most Segregated Cities in America.
[104] Kairos is also exploring an advisory research and design partnership with Transcend Education.

Personalized Learning

No two students are the same, yet traditional schools schedule curricula as if everyone in a classroom were identical.[1] Students in the same class are taught the *same* material at the *same* pace through the *same* modality.[2] Despite efforts to differentiate, traditional school structures force teachers to "teach to the middle," prioritizing the class average over individual student needs.[3]

Kairos uses technology to personalize learning and respond to student differences. Personalized learning is commonly understood as tailoring education to each student's strengths, needs, and interests. Flexibility around what, how, when, and where students learn allows for self-direction and, in turn, more targeted curriculum and support.[4] At Kairos, personalization means students work through coursework *at their* skill level, with *their* preferred instructional materials, and receive immediate feedback on *their* mistakes. In a study of 5,000 students over 2 years, the RAND Corporation found that this approach improves academic outcomes by a "relatively large effect size" of .41 in math and .29 in reading.[5] In particular, personalized learning works well for students with "lower starting achievement," some of whom Kairos expects to serve given school performance in our enrollment zone.[6] Serving a student body with significant mastery variance (e.g., a 3rd-grade reader able to do 5th-grade math) demands curricula that conform to *individual* student needs. Such curricula, according to a follow-up study by RAND, can move the majority of students from below to above grade level.[7]

At Kairos, students check-in daily with coaches (eventually weekly) to set personalized Growth Goals around areas of academic weakness.[8] To meet these short-term curricular targets, students must show proficiency on skills or knowledge associated with an assignment.[9] Coaches scaffold helpful

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[1] Rose, T. (2016). The End of Average: How We Succeed in a World That Values Sameness. HarperCollins.

[2] Sizer, T. R. (1999). No Two Are Quite Alike. Educational Leadership, 57(1), pp. 6-11.
Guild, P. B. (2001). Diversity, Learning Style and Culture. New Horizons for Learning.
Gable, R. A., Hendrickson, J. M., Tonelson, S. W., and Van Acker, R. (2000). Changing Disciplinary and Instructional Practices in the Middle School to Address IDEA. The Clearing House, 73(4), pp. 205-208.

[3] McBride, B. (2004). Data-Driven Instructional Methods: "One-Strategy-Fits-All" Doesn't Work in Real Classrooms. T.H.E Journal, 31(11), pp. 38-40.
McCoy, J. D., and Ketterlin-Geller, L. R. (2004). Rethinking Instructional Delivery for Diverse Student Populations. Intervention in School and Clinic, 40(2), pp. 88-95.
Tomlinson, C. A. (2002). Different Learners Different Lessons. Instructor, 112(2), pp. 21-25.
Tomlinson, C. A., and Kalbfleisch, M. L. (1998). Teach Me, Teach My Brain: A call for differentiated classrooms. Educational Leadership, 56(3), pp. 52-55.

[4] Abel, N. (2016). What is Personalized Learning? iNACOL: International Association for K-12 Online Learning.

[5] RAND. (2014). Early Progress: Interim Research on Personalized Learning. Bill & Melinda Foundation, pp. 2-6.

[6] RAND. (2014), *op. cit.*, p. 18.

[7] RAND. (2015). Continued Progress: Promising Evidence on Personalized Learning. Bill and Melinda Foundation, pp. 9-11.

[8] All faculty spend time coaching, just as all faculty spend time each day teaching. Students receive ongoing, individualized coaching throughout their Kairos career.

[9] American Institutes for Research. (2016). Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions.

executive functioning strategies, and as students achieve more Growth Goals, they earn increasing self-direction privileges. Although self-direction individualizes pace and instruction, Kairos students rarely work alone. During orientation, students are assigned to 5-person study groups in each subject.[10] Study groups allow peer tutoring for Focus Areas (autodidactic modules) and function as teams for teacher-facilitated Projects. They are also one of Kairos' peer-led groups, which cultivate soft skills by simulating college and work environments. Coaches set Growth Goals to ensure study groups are at or above grade level by graduation. Advanced study groups complete elective coursework (Additional Focus Areas, Challenge Focus Areas, and optional Projects).

Project-Based Learning

Personalized learning is most effective when paired with curricula that apply content to authentic, real-world scenarios—a curricular design called project based learning (PBL).[11] The underlying belief is that students grow most when struggling with problems directly and in context.[12] Yet despite abundant evidence supporting PBL, American schools still rely on lectures and memorization far more than (better performing) schools in peer countries.[13] Since American teachers typically explain material *before* students struggle to apply it, American students are less likely to "see" the instruction's relevance. They are left either to passively follow a teacher's plan or, if noncompliant, to undermine it.

According to leading researchers, the purpose behind educational decisions is only "visible" to students when students themselves make the decisions.[14] Kairos empowers this kind of self-direction by confronting students not with a teacher, but with a challenge (a project, problem, or question). To meet that challenge (and thus reach Growth Goals/increase choice), students must use teachers and online resources as tools to construct their own learning. Our project-based orientation—in coursework, experiential trips, extracurriculars, and externships—has been informed by the Buck Institute's Project Design Rubric. Students must face a real-world challenge which requires important knowledge and sustained inquiry. They then take significant responsibility for *solving* that task: organizing resources, soliciting teacher/peer input, and reflecting on it to create a public product. This PBL process is both more engaging for students *and* more cognitively demanding, reflecting the type of work students will complete in college and career.[15]

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[10] In Robert Slavin's seminal meta-analysis, "well-controlled studies" supported a "nongraded plan," in which students are placed "in flexible groups according to performance." (Hollifield, J. (1987). Ability Grouping in Elementary Schools. Washington, DC: Office of Educational Research and Improvement (ED), p. 3.)

[11] Schools that personalize learning tended to let students make more choices about their learning. Students reported more cognitively complex, PBL-style ELA and math instruction. (RAND (2015), *op. cit.*, p. 33).

[12] In a meta-analysis, researchers found that autodidactic "active learning" was nearly half a standard deviation more effective than traditional lecturing, and that with the increased performance and engagement, students were 33% less likely to fail their class. (Freeman, S., et. al. (2014). Active Learning Increases Student Performance in Science, Engineering, and Mathematics. Proceedings of the National Academy of Sciences, 111(23), pp. 8410-8415.)

[13] Stigler and Hiebert. (1999). The Teaching Gap, pp. 68-69.

[14] This "visibility" lets students "learn to become their own teachers". Self-directing reveals the impetus for learning, without which student actions are just "performance" for teachers. (Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge.)

[15] Haberman, M. (1991). The Pedagogy of Poverty Versus Good Teaching. Phi Delta Kappan, (73)4.

Summit Learning Program

After surveying available options, Kairos has chosen to use the Summit Learning Platform, a free online learning management designed by Summit Public Schools' faculty in conjunction with leading researchers and institutions, notably Angela Duckworth, the Stanford Center for Assessment, Learning, and Equity, and the Carnegie Center for the Advancement of Teaching.[16] The digital interface was built and is maintained by top Facebook engineers, per support from the Chan Zuckerberg Foundation. Inspired by Summit Public Schools' personalized learning results (especially for students furthest behind), over 330 schools have adopted the platform since 2016.[17]

Summit shared its coursework, assessments, and rubrics on the Platform in order to offer "an alternative to the industrial model of education...based on recent advances in the science of learning." [18] Within the Platform, students are the architects of their own education: moving at their own pace through diverse instructional resources, all centered around real-world application projects. Summit's entire project-based curricula is fully editable, so Kairos is at liberty to further nuance pedagogy by subject. Although our curricular beliefs are universal, they manifest differently in different subjects based on the nature of the material.

Joining the free Summit Learning Program guarantees Kairos access to the Platform and curricula, plus pre-adoption training, ongoing professional development, and a Summit mentor to coordinate adoption, troubleshoot hiccups, and gather data on our experience.[19] Kairos met with Diane Tavenner, Summit's founder and CEO, in 2017 to discuss piloting a new program to support schools like ours during pre-operation. Since then, Kairos has been working with Summit to design a first-of-its-kind program—the Summit Learning Fundamentals—which would help Kairos co-founders translate our model into a functioning school during our 2018-2019 pre-operational year. Kairos has been "[offered] an invitation to Summit Learning Fundamentals[, which] … will launch in the Fall of 2018. [Summit] also look[s] forward to supporting a full implementation at Kairos as part of the Summit Learning Program for the 19-20 school year" (q.v. *Appendix L*).

Scope and Sequence

Summit's free curricula (currently grades 4-12) is presented online and includes sequenced curricular modules; unit and lesson plans; multimedia instructional materials (texts, presentations, videos, pictures, etc.); formative assessments (Checks for Understanding in Focus Areas, Checkpoints in Projects); look fors (e.g., English, math, history, science); summative rubrics and exams; supply lists;

Partnership for 21st Century Skills. (2016). Framework for 21st Century Learning.

[16] Other collaborators include Todd Rose; Todd Rogers; Camille Farrington; David Yeager; Brooke Stafford-Brizard; Pamela Cantor; Melina Uncapher; Chris Hulleman; and organizations such as SRI; FSG; the Center for Public Research and Leadership; Transcend Education; Lindsay Unified School District; the National Equity Project; Bellwether Partners; the California Performance Assessment Collaborative; the Character Lab; Next Generation Learning Challenges.

[17] Students who arrive at Summit scoring in the lowest 20% outperform their peers by at least 1.5 times on the NWEA MAP assessment in reading and math by the end of the year.

[18] Summit Learning. (2017). The Science of Summit, p. 11.

[19] Joining the Summit Learning Program and using its services will *not* make Kairos a subsidiary or client of either Summit Public Schools or the Summit Learning Program.

and suggested timelines. A multi-year scope and sequence is available for grades 6-12 and grades 4-5. Each course also has a more detailed year-long scope and sequence (e.g., ELA 8), and every unit in that course has a week-by-week unit plan (e.g., ELA 8's "This I Believe") with a supply list (e.g., supplies for "This I Believe"). Students access coursework anywhere, anytime using their dedicated Kairos Chromebook.

Courses are divided into series of units, each composed of modules. Modules include (i) a set of Focus Areas with related content knowledge that prepare students for (ii) a culminating Project. Focus Areas introduce or reinforce objective material which students can master independently (DOK Level 1 and 2). Projects then apply those skills in facilitated activities and group performance tasks (DOK Level 3 and 4). To advance through a unit, students must score 80% on every Focus Area and 70% on the Project.

Units are designed around two sets of competencies aligned to the Missouri Learning Standards (MLS): cognitive skills and content knowledge.[20] In Summit's nomenclature, cognitive skills are multi-discipline functions needed for 21st-century careers (e.g., "Interpreting Data/Info," "Multimedia in Oral Presentation," etc.).[21] To develop these critical thinking skills, students first need something *about which* to think critically.[22] That's why every Summit unit centers around a specific body of content knowledge (the distinct, standards-aligned material from each subject). Content knowledge and its discrete, objective skills (e.g., single step equations) are practiced in Focus Area modules. That groundwork is then applied to higher-order Project activities, which include facilitations (guided exploration) and collaborative performance assessments. Sometimes, Project components may precede certain Focus Areas (e.g., "discovering" a scientific law in a lab before studying it directly). Summit unit plans outline the appropriate sequence for this curricular interplay.

For Focus Areas, teachers use Summit's rich data to monitor student learning and offer personalized, 1-on-1 tutoring. For Projects, teachers guide facilitations and critique subjective work.[23] These pedagogical modalities, along with Kairos broader instructional framework (e.g., study groups), have been informed by Teach To One's best practices. Teach To One's personalized approach consistently produces academic gains 1.5 times the national average.[24] The below Teach to One illustrations are juxtaposed with elements of Kairos' instructional model to show how core Teach To One structures align to Kairos' vision for a high-quality, self-directed learning experience.

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[20] Kairos will edit Summit's curricula to maintain alignment with MLS as necessary due to changes in state standards or the provided base curricula.

[21] Collaborating with the Stanford Center for Assessment, Learning, & Equity, Summit has identified 36 cognitive skills across 7 domains (Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing/Writing, Speaking & Listening, Products & Presentations).

[22] Schwartz, D., Tsang, J. M., & Blair, K. P. (2016). The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work and When to Use Them. New York: W. W. Norton & Company.

[23] Summit Learning, *op. cit.*, 40

[24] Ready, D. (2014). Student Mathematics Performance in the First Two Years of Teach to One: Math. Columbia University.

teachers lead Project facilitations and guided instruction to explore new topics

study groups problem solve in inquiry-based Project facilitations

Focus Areas introduce or reinforce objective material

students work through Focus Areas at their own pace, using peers and teachers for support

units culminate in Projects, which apply content-knowledge to real-world challenges; teachers give feedback at iterative Checkpoints

sometimes, especially for holistic units, students work individually to create a product

Focus Areas

Focus Areas allow students to develop their background knowledge on a topic. Each Focus Area contains a playlist of videos, slideshows, and readings that expose students to new content. Playlist content aligns to Objectives, which are step-by-step goals that help pace Focus Area. Objectives are phrased as verbs (e.g., "explain," "understand," "solve") and provide a picture of what the student will be able to do once the Focus Area has been completed. As students complete Objectives, they may practice content on diagnostic assessments, which prepare them for the Focus Area's summative Content Assessment.

> ***Evidence:*** Research shows that content knowledge is an important prerequisite to college persistence.[25] Bodies of content knowledge enable inference, pattern recognition, and higher order thinking.[26] To expand that content knowledge, students must consolidate new facts and procedures into *extant* memory structures; put another way, the brain disregards incoming information unless it can be connected to a foundation of *prior* knowledge.[27] That's why Kairos differentiates where students start on each subject's curricular continuum.[28] Working *at* mastery level has been shown to accelerate growth, so Kairos only lets students advance once they've demonstrated proficiency in a module's material.[29]
>
> ***Student Experience:*** Summit offers three types of Focus Areas—Power, Additional, and Challenge—that each earn students different amounts of credit (detailed in *A.3*). All Focus Areas begin with a 10-question diagnostic covering the module's Objectives (concrete, incremental chunks of content). The diagnostic mimics the module's final "content assessment," which draws randomly from a bank of 40-50 similar question types. Next, students must mine curated playlists of multimedia instructional resources (primary sources, videos, notes, games, etc.) in order to pass Checks for Understanding (e.g., compare-contrast assignments, practice problems, just-in-time questioning, etc.).[30] These formative assessments are graded automatically because the skills assessed have objective, right-or-wrong answers (e.g., algebra, grammar, science formulae, historical chronology). After passing every Objective's Check for Understanding, students can schedule a Content Assessment for the Focus Area in Kairos' testing room. Earning 80% on the assessment unlocks the next step in the unit sequence. Students who score below 80% must meet with the module's teacher to explain their mistake(s), discuss steps taken to correct that misunderstanding, and, if necessary, receive additional tutoring. After the meeting, students may retest at the teacher's discretion.

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[25] Conley, D. (2012). A Complete Definition of College and Career Readiness. Eugene, OR: Educational Policy Improvement Center.
[26] Willingham, D. (2009). Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom. San Francisco: Jossey-Bass.
[27] Khan, S. (2013). One World Schoolhouse, p. 48.
[28] Deans for Impact. (2015). The Science of Learning. Austin, TX: Deans for Impact
Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds). (2000). How People Learn: Brain, Mind, Experience and School. Washington D.C.: National Academy Press.
[29] Schwartz et al., *op. cit.*
[30] Mayer, R. (2001). Multimedia Learning. New York: Cambridge University Press.

Focus Areas simulate real world autodidactic learning—students confront a challenge, leverage resources/practice to meet that challenge, and self-assess mastery of the challenge. Students can either work independently or informally with their subject-specific study group (working on the same unit material). They can also solicit *ad hoc* tutoring from teachers by dropping in on office hours or scheduling a meeting in real-time on Google Calendar. In our self-directed model, Kairos teachers do not *preemptively* offer instructional support; instead, they tutor *in response* to student request. Students, for their part, are motivated by the authentic incentives of meeting Growth Goals and earning greater autonomy.

Projects

Projects are the heart of personalized learning and differ from traditional school projects in a few important ways. Rather than applying previous knowledge to complete an assignment, students learn, inquire, and master material *as* they complete Summit Projects. Projects are immersive problems, often rooted in real-world dilemmas or issues. They are broken into Checkpoints, which pace a Project through activities and resources. Checkpoints help students develop strategies that tie into the final product and the cognitive skills on which they'll be evaluated. Students need to use their resources and complete activities (exercises or experiences such as brainstorms and group discussions) in order to complete Checkpoints and pass the Project.

Evidence: As machines automate more and more rote tasks, it becomes increasingly important for students to master not just content knowledge but *also* the cognitive skills to apply it.[31, 32, 33] Cognitive skills must be developed in a student's zone of proximal development, with repeated opportunities to practice the same skill over time.[34, 35] Furthermore, that practice should be actively pursued and inquiry-based rather than passively received and regurgitated

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[31] Cognitive skills predict success in college and career.
(Fadel, C., Bialik, M., & Trilling, B. (2015). Four Dimensional Education: the Competencies Learners Need to Succeed. Boston: Center for Curriculum Redesign
National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Pellegrino, J. W. & Hilton, M. L. (Eds). Washington, D.C.: The National Academies Press.)

[32] Cognitive skills are more valuable for 21st-century jobs than proficiency in any given content area.
(Organization for Economic Co-operation and Development (OECD). (2016). Skills Matter: Further Results from the Survey of Adult Skills. Paris: OECD Publishing.)

[33] Employers list cognitive skills/soft skills among the most desirable traits in potential employees.
(National Association of Colleges and Employers. (2016). Job Outlook 2016. Bethlehem, PA: NACE.)

[34] Students develop cognitive skills when challenged with material slightly above their mastery level (i.e., their zone of proximal development).
(Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Mass.: Harvard University Press
Wood, D., Bruner, J., & Ross, G. (1976). "The Role of Tutoring in Problem Solving." Journal of Child Psychology and Child Psychiatry 17(1), pp. 89-100.
Bruner, J.S. (1960). The Process of Education. Cambridge, Mass.: Harvard University Press.)

[35] Students need multiple opportunities to deliberately practice the same skills. (Schwartz et al., *op. cit.*)

(as is often the case with traditional assessments).[36] By requiring students to apply knowledge in novel, relevant, and creative contexts, real world problem-solving bolsters student motivation for learning, increases retention of material, and deepens perseverance.[37] As such, cognitive skill development actually accelerates content knowledge acquisition.[38] The same cognitive skill can be practiced repeatedly with content from various disciplines because it is actually the Project *process* that nurtures cognition.[39] As students work through that process, Kairos teachers provide them feedback to correct course.[40]

Student Experience: Summit's Projects require students to apply both interdisciplinary cognitive skills and content knowledge from multiple Focus Areas.[41] Working together, a study group creates tangible products such as a documentary (layering history and English), an architectural model (geometry, art), an egg drop experiment (algebra, physics), etc. Most Projects require the full group, but even individual creative outputs (e.g., speeches, essays) have collaborative elements (e.g., writer's workshop). The amount, degree, and type of teacher facilitation vary by Project. Summit's unit plans detail the interplay between this teacher facilitation, Project work, and supporting Focus Areas (q.v. *Appendix A*). Students receive subjective, formative feedback on Project components/drafts at predetermined unit Checkpoints.

Projects run between 3-6 weeks, and passing requires 70% or higher on constitutive cognitive skills. Teachers evaluate Projects using Summit's Cognitive Skills rubric, which was developed with the input of hundreds of educators and validated by researchers at Stanford University's Center for Assessment, Learning, and Equity. As students advance through our curricular continuum, Projects comprise an increasingly broad array of both cognitive skills and content knowledge.

Pacing

Summit sequences Focus Areas and Projects into topically-related units on a curricular continuum from 4th-12th grade (q.v. *Appendix A*). As described below, students may start that continuum at their current proficiency level, their current grade level, or some combination depending on the subject and study group. Students advance through the curriculum by showing mastery on module

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[36] American Institutes for Research. (2014). A Study of Deeper Learning Opportunities and Outcomes
Barron, B., & Darling-Hammond, L. (2008). Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning in L. Darling-Hammond, et al., Powerful Learning: What We Know About Teaching for Understanding, (p 11-70). San Francisco, CA: John Wiley & Sons.

[37] Willingham, *op. cit.*

[38] De Corte, E. (2003). Transfer as the Productive Use of Acquired Knowledge, Skills, and Motivations. Current Directions in Psychological Science, (12) 4.

[39] Perkins, *op. cit.*

[40] Hattie, J. & Timperley, H. (2007). The Power of Feedback. The Review of Educational Research, 77(1), pp. 88-112.

[41] In complex application challenges, "students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." (Buck Institute for Education. (2017). What is Project Based Learning (PBL)?)

assessments; passing a module "unlocks" the next step of the journey. Coaches backwards plan each student's journey using baseline assessment and growth data. The plan—a student's Personalized Trajectory—sequences and paces modules in each subject to ensure college readiness by graduation. Low performers receive intensive teacher support and accelerated coursework, focusing only on essential MLS content. Advanced students deepen their knowledge with enrichment modules such as Additional and Challenge Focus Areas, extension Projects, or units in elective courses (e.g., computer science). On average, a student will complete one unit in each subject per cycle (~5 weeks of school).

Personalized Trajectories help organize students into subject-specific study groups working on similar material. The shared curricular path enables collaborative work (e.g., group projects, teacher-facilitated discussion sections, etc.) and facilitates informal peer-tutoring during independent work. Grouping students also expedites teacher work. Instead of meeting just one student at a time, teachers can tutor entire study groups struggling with a problem. Coaches adjust study-group trajectories based on growth data, shuffling students between study groups when appropriate.

We expect study groups to shuffle regularly during middle school as intensive intervention closes the achievement gap for our lowest performers. Kairos was formed explicitly to counteract the Industrial school system "in which youngsters were tapped and then educated to fill slots in the larger economy."[42] As such, we zealously guard against de facto "tracking." Study groups bring students together across various ranges of proficiency to balance the benefits of both differentiated instructional support (learning from a teacher) and mixed ability grouping (learning from each other).[43] Coaches chart Personalized Trajectories so that study groups can reconfigure at least three times per year. This diverse peer exposure helps build common culture and postsecondary aspirations at integrated schools like Kairos.[44] Every student has the same high expectations and the same opportunities to learn. Every student works on through same challenging Summit curricula.[45]

The rigor of that curricula means students may occasionally take multiple cycles to complete a unit. Because Kairos holds mastery constant (q.v. *A.3*), students may require additional time, support, and intervention to pass *every* Power Focus Area (80%) and master every Cognitive Skill (70%). Students

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[42] Murphy, J. (2015). Creating Instructional Capacity: A Framework for Creating Academic Press. Corwin Press.
Krug, E. A. (1964). The Shaping of the American High School. Harper & Row.

[43] Our nuanced approach to student grouping is based on the work at Roots Elementary, a personalized learning charter school in Denver that has put "lots of thought into which types of groups[—heterogeneous, homogeneous, and 'bounded heterogeneous'—]make the most sense for each type of instruction." (The Learning Accelerator. (Retrieved 2018, May 1). Heterogeneous and Homogeneous Groups: Differentiated groups to enhance different learning experiences.)

[44] Alexander, K. L., Cook, M., & McDill, E. L. (1978). Curriculum Tracking and Educational Stratification: Some Further Evidence. American Sociological Review, pp. 47-66.

[45] Murphy, J. F., Weil, M., Hallinger, P., & Mitman, A. (1982). Academic Press: Translating High Expectations Into School Policies and Classroom Practices. Educational Leadership, 40(3), pp. 22-26.
Shouse, R. C. (1996). Academic Press and Sense of Community: Conflict, Congruence, and Implications for Student Achievement. Social Psychology of Education, 1(1), pp. 47-68.

who are not on pace to complete MLS-required content by graduation will be retained for an additional year in middle school or high school.

Math

To target state-assessed procedural fluency, the archetypal American math class has devolved into "skill and drill." While Kairos recognizes the value of procedural fluency, bona fide numeracy requires equal emphasis on both conceptual understanding and contextual application.[46] Although two decades of educational leaders have advised moving *beyond* mere rote memorization, math teachers have been slow to respond.[47]

Math Curricular Components

Conceptual Understanding: Students build conceptual understanding most effectively through inquiry: analyzing information, constructing viable arguments, and critiquing others' reasoning.[48] Because this inquiry is best facilitated by teachers, Focus Areas are not an appropriate instructional vehicle. Yet since the inquiry does not revolve around longitudinal cognitive skills, Projects are not an option either. Instead, Summit invented Concept Units, a module type unique to its math curriculum. Concept Unit's exemplars and non-exemplars, hands-on manipulations, and problem-based analyses allow students to struggle directly with a concept *before* receiving teacher feedback—an approach that has been shown to boost results and invest students in math's underlying themes.[49] Understanding is refined through study group collaboration, then demonstrated in a group performance task. This generative process increases cognitive demand, strengthens neural pathways, and provides a strong foundation for later practice.[50]

Procedural Fluency: In parallel with Concept Units, students work daily on Focus Areas to develop procedural fluency. As students drill procedural math skills (e.g., graphing a function), they evolve from new to proficient and, eventually, to automatic. True procedural fluency is forged bit by bit through multimedia instruction, repeated practice, and immediate feedback (courtesy of computer autograding).[51] Since new skills often build on previously learned material, this process also incorporates underlying automatic skills and even conceptual understanding. Eventually new skills become automatic, freeing up bandwidth for students to handle increasingly complex problems that incorporate ever more underlying skills.[52]

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[46] The National Research Council. (2001). Adding it Up: Helping Children Learn Mathematics, Ch.2.
[47] National Council of Teachers of Mathematics. (2000). Principles and Standards for School Mathematics. Vol. 1.
[48] The National Research Council (2001), *op. cit.*
[49] Jo Boaler. (2011). Stories of Success: Changing Students' Lives through Sense Making and Reasoning in Focus in High School Mathematics: Fostering Reasoning and Sense Making for All Students.
[50] The National Research Council (2001), *op. cit.*
[51] Ibid.
[52] Glaser, R., Chi, M. T., & Farr, M.J. (1988). Overview. In The Nature of Expertise (pp. xv-xxvii). Hillsdale: Erlbaum.

Contextual Application: In real life problems, mathematicians must first identify which concepts to apply (conceptual understanding) and then execute procedures correctly (procedural fluency). Traditional American math classes, conversely, pay "endless attention to increasingly outdated computational tedium."[53] Kairos positions students as mathematicians, applying conceptual understanding and procedural fluency in the context of real mathematical fields such as computer science, architecture, and finance. Our Projects and Concept Units answer a national plea for students to "use technology to arrive meaningfully at solutions to problems."[54]

The above competencies are embedded into learning experiences aligned to four MLS strands for grades 4-5: "Number Sense and Operations: Base Ten;" "Number Sense and Operations: Fractions;" "Relationships and Algebraic Thinking;" "Geometry and Measurement;" "Data, Statistics, and Probability." For grades 6-8, Kairos adds three more MLS strands: "Ratios and Proportional Relationships;" "Expressions, Equations, and Inequalities;" and "Functions." Strands are interwoven to create a coherent curricular continuum. Where students begin on that continuum depends on their prior knowledge, determined by subject-specific diagnostics and the NWEA MAP exam taken during orientation. Each student's NWEA MAP score reflects an average mastery across many strains of mathematical competencies. Study groups, which deliberately include students with a range of proficiencies, begin Summit's curricular continuum at the mean baseline of the group.

Each student's Personalized Trajectory, however, also contains targeted Growth Goals that address their *individual* math skills gaps. To identify those gaps, Kairos uses both the NWEA MAP and free diagnostics such as the Pearson Math Navigator, Singapore Math Placement Tests, and the Math Reasoning Inventory. Skill remediation coursework is culled from Khan Academy (Math) modules, with requisite practice and underlying skills ordered according to the student's math module sequence. Kairos' remediation coursework is based on Summit's RTI math program, Summit Solves. Like in Focus Areas, students move these skills from "new" to "automatic" through independent practice, using teachers primarily to diagnose and rectify misunderstanding.[55] The only difference is that this targeted math content is *customized* to address each individual's mastery gaps. Most students will complete their math remediation within a year of enrolling at Kairos.

English

Strong literacy instruction requires a focus on two different types of texts: (i) grade-level material, which presents developmentally appropriate content and concepts, and (ii) reading-level material, which promotes fluency at the student's instructional level.[56] During orientation, the English

[53] National Council of Teachers of Mathematics, Setting the Record Straight About Changes in Mathematics Education.
[54] Ibid.
[55] Those entering with baseline NWEA performance below the 20th percentile receive proactive teacher support (q.v. *A.6*).
[56] Vygotsky, L. (1978). "Interaction Between Learning and Development" in Readings On the Development of Children 23.3: pp. 34-41.

Department will determine student reading level through a combination of NWEA MAP's RIT scores and free assessments from Achieve the Core and Columbia University's Teachers College Reading and Writing Project. Corresponding Fountas and Pinnell levels will be used to form study groups.

Students work through grade-level and reading-level material simultaneously in two different study groups. Together, that coursework comprises five MLS strands for grades 4-5: "Reading," "Reading Foundations," "Writing," "Language," and "Speaking & Listening". In grades 6-8, "Reading" and "Reading Foundations" are replaced with "Reading Literary Text" and "Reading Informational Text". For both grade-level and reading-level texts, Kairos employs high-yield strategies supported by research.

English Curricular Components

Internal Canon: A coherent continuum of high-quality texts chips away at knowledge deficits by (i) scaffolding challenging text features (archaic, nonlinear, complex narration, complex plot, resistant) over multiple grade levels and (ii) building cultural capital (e.g., classic allusions) necessary for collegiate coursework.[57]

Close Reading: Breaking down complex passages models internal checks for understanding. Passage analysis prepares students for lengthier argumentative writing.[58]

Non-Narrative Non-Fiction (NNNF): NNNF builds stamina and familiarity with the conventions of informational text, which are ubiquitous in college. Embedding these texts parallel to our internal canon provides background knowledge that deepens fiction comprehension.[59]

Vocabulary: Explicit vocabulary instruction covers multiple meanings, connotations, and situational applications to convey holistic definitions for high-use words. Implicit vocabulary instruction broadens general understanding of low-use words by providing quick definitions and practice while reading.[60]

Grammar: Explicit grammar instruction is necessary for postsecondary opportunity. Grammar skills are internalized when practiced in authentic writing tasks.[61]

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[57] Cunningham, Anne E., and Keith E. Stanovich. (1997). "Early Reading Acquisition and Its Relation to Reading Experience and Ability 10 Years Later." Developmental Psychology 33.6: p. 934.

[58] Boyles, N. (2013). "Closing in On Close Reading," Educational Leadership 70, no.4: pp. 36-41.

[59] Hirsch, E. D. (2007). The Knowledge Deficit: Closing the Shocking Education Gap for American Children. Houghton Mifflin Harcourt.
Recht, D., & Leslie, L. (1988). "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." Journal of Educational Psychology 80.1: p. 16.

[60] Heath, C., & Heath, D. (2007). Made to Stick: Why Some Ideas Survive and Others Die. Random House Publishing Group.
Nagy, W. E., & Scott, J. A. (2000). Vocabulary Processes. Handbook of Reading Research, 3(269-284).

[61] Lemov, D., & Atkins, N. (2014). Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College. Wiley.

> ***Writing:*** Quality writing instruction focuses on (i) conveying meaning, (ii) the revision process, and (iii) practice composing in various styles (e.g., analytical/argumentative, informative/explanatory, narrative).[62]

Summit provides curriculum for grade-level texts that align to our beliefs. We rely on this curriculum to expose students to developmentally-appropriate themes, concepts, and cognitive skills. Simultaneously, students work through Kairos' reading-level coursework to strengthen mechanical fluency. This supplemental material is built using online resources and based on Summit's RTI reading program, Summit Reads.

Grade-Level Texts

All students need experience with developmentally-appropriate content and standards, so all study groups begin Summit's English curriculum at grade level. Since all students start on the same material, Kairos forms study groups of students with different baseline English proficiencies. We optimize that range so that students can best learn from one another.[63] Summit's curriculum also allows for differentiation within a study group (each activity can be completed at "mild, medium, or spicy" difficulty). Kairos teachers will target support to students reading below grade level and build in other online structures to aid struggling readers (e.g., Read Aloud text-to-speech software, Audible audiobooks, etc.).

Like in other subjects, English Focus Areas begin with diagnostic questions aligned to module Objectives. Each Objective directly primes students for a text or activity they will complete in the unit's Project. For example, a Focus Area might require students to define key plot terms and identify textual examples (e.g., rising action, falling action, climax); practice reading strategies (e.g., predicting, summarizing, annotating); study Latin and Greek affixes and roots (e.g., omni-, poly-, -able); or memorize rhetorical devices (e.g., anaphora, hyperbole, allusion). Focus Areas also cover vocabulary and grammar relevant for upcoming texts and written assignments.

Projects require students to read rigorous texts/novels, complete book journals/writing prompts, and then come together for collaborative, teacher-facilitated activities. These activities include, *inter alia*, reading rounds, close readings for comprehension, discussions connecting NNNF texts to primary texts, and topic workshops (e.g., citing evidence, tracing character development, identifying plot devices). Activities build toward one or more creative products: storyboarding a TV show, Socratic seminars, analytical essays, slam poetry, making a podcast, group presentations, memoirs, letters, book journals, news reporting, mock trials, oratorical debates, scene studies, etc. Student Projects

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[62] Lemov, D., Driggs, C., & Woolway, E. (2016). Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction. Wiley.

[63] Kairos will experiment with the effects of different grouping configurations during our Summer Pilot and any ongoing piloting made possible next year through 4.0 Schools. Kairos is committed to arranging study groups in the way that maximizes student growth. Each inservice, faculty analyze data and, if appropriate, reconfigure study group assignments.

receive iterative feedback at Checkpoints (drafts or components) and are assessed using the cognitive skills rubric.

Reading-Level Texts

To maximize reading growth, students must also access texts with minimal support. Kairos students practice independent reading in a second English study group organized by reading level. Study groups choose an appropriately-leveled text (e.g., essay, short story, longform article, novel, set of poems, set of op-eds, etc.) from Kairos' preselected internal canon. In addition to Summit's books, these texts further acquaint students with "the traditional materials of literate culture."[64]
Reading-level text modules live on Summit's Platform and are completed during English Focus Area and Project time. Although mostly autodidactic, a reading-level text unit includes elements of teacher facilitation:

Reading-Level Coursework

Primary text: Study groups either (i) download texts on their Chromebooks through OverDrive (St. Louis Public Library), LightSail, Open eBooks, Curriculet, Actively Learn or (ii) receive physical copies.

NNFF supplement: Each main text is supplemented with a relevant NNNF text from either ReadWorks, CommonLit, NewsELA, or Achieve the Core, free sites that offer Lexile adjustments, text-dependent questions/assessments, aligned writing prompts, annotations, and performance data analysis.

Vocabulary prep: Before each chapter, students must master relevant vocabulary words on Vocabulary.com—a free site that generates word lists from chapters, student-friendly definitions, and research-based explicit vocabulary practice.

Comprehension quiz: While reading, students demonstrate comprehension through pre-made reading quizzes. Usually these assessments come with books through free programs listed above in "Primary text."

Grammar instruction: Students also work through grammar skills, sequenced with free instruction and practice from NoRedInk, Quill, Writelike, and/or Khan Academy (Grammar).

Close reading & writing: Reading and grammar mechanics come together during teacher-facilitated close reading. Close reading sessions focus on pre-selected complex passages. Afterward, each student submits a short written response demonstrating *both* passage comprehension and mastery of the checkpoint's grammar/writing mechanics.

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[64] Hirsch, E.D. (1987). Cultural Literacy: What Every American Needs To Know. New York: Houghton Mifflin, Inc., p. 113.

To advance through reading-level coursework, students must score 80% on (i) NewsELA assessment, (ii) Vocabulary.com chapter lists, (iii) reading comprehension quizzes, (iv) NoRedInk, Quill, and/or Khan Academy grammar assignments, and (v) close reading written responses. Kairos takes advantage of pre-existing resources for our reading-level material by leveraging online tools and text sets from leading educators (e.g., Columbia Teachers College Reading and Writing Project).

Literacy Across Departments

To help close the 30-million-word gap, *every* unit in *every* subject will include a short vocabulary list aligned to domain specific words.[65] Like other practice problems, students may only advance after reaching 80% mastery. Since Vocabulary.com can automatically generate lists, definitions, and practice questions from any subject material, Kairos can globalize word study without burdening teachers. This online practice supplements other subjects' implicit and explicit vocabulary instruction.

Other department teachers will also be trained on how to redirect statements made in English variants other than Standard Written English. While Kairos makes no value judgments on language variants, we recognize that Standard Written English is the language of opportunity in America. To prepare our students for their future, Kairos emphasizes "elaborated" language that makes meaning "linguistically explicit" instead of relying on implicit or context-dependent meaning. Students will be prompted to *articulate* their unique perspectives and experiences.[66] Every Kairos teacher is a literacy teacher, so our schoolwide norms and practices promote speech and vocabulary acquisition in English and non-English coursework alike.

Science

Kairos' vision for quality science instruction is based on the guiding principles and science/engineering practices outlined in the Next Generation Science Standards (NGSS).[67] Although engineering design and scientific inquiry are interdependent, Kairos differentiates how students engage with each.[68] The curricular elements below encompass NGSS' eight science/engineering practices (henceforth "SP"). Each SP connects not just to a process or mode of thought but also a body of specific content knowledge.[69]

Science Curricular Components

> ***Scientific Inquiry:*** Students should both carry out established experiments *and* plan their own experiments to investigate questions they themselves generate (SP 1). Classic labs that test scientific laws (Boyle's Law, conservation of mass, etc.) deepen concept retention and support *student-constructed* explanation (SP 6). At the same time, students must authentically engage

[65] Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. American Educator, 27(1), pp. 4-9.
[66] Basil Bernstein, "Social Class, Language, and Socialization," in Karabel and Halsey, Power and Ideology, p. 477.
[67] NGSS. (2013). APPENDIX F – Science and Engineering Practices in the NGSS.
[68] NGSS. (2013). APPENDIX I – Engineering Design in the NGSS.
[69] National Research Council. (2011). A Framework for K–12 Science Education, p. 30.

in the scientific process by planning and executing original investigations (i.e., questioning, hypothesizing, and experimenting) (SP 3). By emulating actual scientists, students come to better understand the nature of scientific inquiry.[70]

Engineering Design: Engineering design requires different skills than scientific inquiry (SP 6). Students must learn to define a problem (SP 1), specify solution criteria/constraints, generate and evaluate possibilities, prototype, test, and redesign a tangible product.[71] This process is richest when addressing real-world, authentic problems (e.g., building a wind turbine for the school roof), but students can still practice engineering design with contrived challenges (e.g., an egg-drop competition or a model roller coaster).

Modeling: Models elucidate both scientific explanations and engineering systems (SP 2). In both domains, students use models to generate questions, predictions, and answers; communicate complexity; and revise theories or proposals. In middle school, models are often more tangible, such as diagrams, drawings, and physical replicas (e.g., 3D representation of a cell). In high school, models may become mathematical representations, computer simulations, and statistical analyses (SP 5).

Scientific Literacy: Beyond just providing practical skills, science curricula must yield an understanding of the "nature of science"—an iterative process of evaluating falsifiable claims in the search for truth. While that is limned in part through the history of science, students also need to practice learning about *new* topics from scientific articles, papers, and other materials (SP 8). Students will practice evaluating, interpreting, and using information from these sources to argue for their theories or proposals (SP 4 & 7).

Summit's science curriculum aligns to NGSS standards and, in turn, MLS for science.[72, 73] For grades 6-8 these standards comprise 4 strands: "Physical Sciences;" "Life Sciences;" "Earth and Space Sciences;" and "Engineering, Technology, and Application of Science." Students work through Summit's integrated science curriculum, which organizes year-long courses by concept instead of discipline. Instead of segregating material into "Earth Science" or "Space Science," an integrated curriculum highlights how concepts such as force and motion manifest in both domains (q.v. outlines for 7th and 8th grade). This integrated scope and sequence, designed by NGSS, is widely supported by research. Countries that perform best in 8th-grade science (as measured by PISA and TIMSS) all integrate middle school science curricula.[74]

All students begin at grade level on Summit's integrated science curriculum. Units include both labs (scientific inquiry) and design projects (engineering) that have teacher-facilitated components.

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[70] NGSS. (2013). APPENDIX H – Understanding the Scientific Enterprise: The Nature of Science in the Next Generation Science Standards.
[71] NGSS. (2013). Engineering Design, *op. cit.*
[72] Department of Elementary and Secondary Education. (Retrieved 2018, May 1). MLS-NGSS Crosswalk K-5.
[73] Department of Elementary and Secondary Education. (Retrieved 2018, May 1). MLS-NGSS Crosswalk 6-8.
[74] Achieve. (2010). International Science Benchmarking Report.

Project outputs take the form of lab reports, research papers, presentations, engineering reports, design critiques, multimedia public health campaigns, physical models, comic books, Socratic discussions, etc. Scientific literacy is incorporated throughout the curriculum: students must survey literature, analyze/graph data, and present findings through various media. Focus Areas prime concepts and reinforce skills by exposing students to topically-aligned scientific laws and processes.

For science and social studies, Kairos plans to arrange study groups randomly. These study groups maximize peer exposure, which research shows deepens learning for all students, regardless of ability.[75] While students learn alongside peers of mixed abilities in every subject, science and social studies are particularly well suited for perfectly heterogeneous groups. Compared to English and math, content knowledge in science and social studies is discrete (e.g., biology and physics), making prior knowledge *relatively* less for comprehending new material. Furthermore, assessments for science and social studies struggle to identify baseline skill gaps as precisely. Every department triages supports to those furthest behind (e.g., 1-on-1 tutoring, etc.), but those interventions are even more important for our Science and Social Studies Department, *especially* in a class's first two years at Kairos when the achievement gap is widest.

Social Studies

Quality history instruction goes beyond memorizing narratives and facts to nurturing "perspectives and modes of thoughtful judgment."[76] Students should be positioned *as* historians, analyzing primary sources such as period letters, speeches, and documents.[77] They should engage in role play, debates, and simulations from the historical periods they study.[78] And their assessments should emulate actual historical thinking—documentaries, historiographies, and smaller History Assessments of Thinking (HATs) from Stanford's Beyond the Bubble. While history textbooks and multiple-choice questions are not themselves anathema, quality instruction requires authentic historical application, inquiry, and writing.

MLS social studies standards grades 6-8 comprise five strands: "Government Systems and Principles;" "History: Continuity and Change;" "Economics;" "Geography;" "People, Groups, and Cultures." Per RSMo 170.011, they also include the following provisions:

- Students must complete coursework in "American History," "World History," "Geography," "Government."

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[75] Strutchens, M. E., & Silver, E. A. (2000). NAEP Findings Regarding Race/Ethnicity: The Students, Their Performance, and Their Classrooms. Results From the Seventh Mathematics Assessment of the National Assessment of Educational Progress, pp. 45-72.
Roscigno, V. J. (1998). Race and the Reproduction of Educational Disadvantage. Social Forces, 76(3), pp. 1033-1061.
Lucas, S. R., & Gamoran, A. (2002). Tracking and the Achievement Gap, p. 175. JE Chubb & T. Loveless (Hg.), Bridging the Achievement Gap, pp. 171-198.
[76] National Council for History Education. (1988). Building a History Curriculum: Guidelines for Teaching History in Schools. Bradley Commission Report: NCHE's Foundational Document.
[77] Ibid.
[78] Harvard Business School Alumni. (2016). David Moss is Rewriting History.

- By at least seventh grade, students must receive instruction in the US and Missouri Constitution.
- American History coursework must include the racial equality movement in the United States and Missouri.
- Graduation requires passing high school coursework covering federalism and separation of powers at the local, state, and federal level of government.
- Barring students waived for disability (pursuant to RSMo 170.345), graduation requires passing a civics exam similar to that administered to applicants for US citizenship.

With minor revision from Kairos, Summit's middle school history curriculum will satisfy MLS requirements. Courses are organized around year-long themes: Ancient Civilizations (Mesopotamia, Ancient Greece, Ancient Egypt, Ancient India, Ancient Hebrews, etc.); Medieval History (Roman Empire, Reformation, Renaissance, Scientific Revolution, etc.); and US History (Revolutionary War through Industrialization). These courses already encompass required coursework in American History and World History, as well as the MLS strands "History: Continuity and Change" and "People, Groups, and Cultures." Importantly, in all its coursework, Summit includes culturally diverse and historically oppressed groups. While Summit's curriculum already has material on the struggle for US racial equality, Kairos will augment it with modules specifically about the Civil Rights Movement in Missouri and St. Louis.

Although Summit does not have courses on Geography or Government per se, material on these areas are spread throughout the curriculum and will be coalesced to meet MLS requirements. Both Medieval History and U.S. History have a module on geography (concepts and locations). To these modules, Kairos will add *extant* material from elsewhere in Summit's curriculum, namely the Focus Areas "Geography of the United States" and "Human Geography" and the Project "My Atlas of the United States." All geography modules will be required.

Similarly, Government material is already covered in Summit's 8th-grade U.S. History modules "Civil Participation" and the "U.S. Constitution." To comply with Missouri statute regarding 6th-grade curriculum, Kairos will move a *different* Summit module on the "U.S. Constitution" to our 6th-grade coursework and add a *new* module on the Missouri Constitution. The History Department may also choose to add other extant Summit Focus Areas ("Bill of Rights," "Civics and Citizenship," "Civil Rights," "Structure of Government," and "Civics") or Projects ("I Am An American" and "Election Time!") to our 6th-grade material.

Economics, an MLS strand, is only covered in one Focus Area module, "Economics." Beyond including this Focus Area to 6-8 coursework, the History Department will also develop a series of economics modules. Teachers will rely heavily on already sequenced curricula, practice problems, and engaging examples from Khan Academy (Microeconomics, Macroeconomics, Finance & Capital Markets), Marginal Revolution University, and Economics of Seinfeld.

Summit satisfies Missouri's high school civics requirements with AP U.S. History and AP Government. To fulfill statute obligations, Kairos teachers will add a naturalization exam. The other two courses, Modern World I and II, cover European, African, and Asian history from the mid-19th century to present day.

As with science, Kairos plans to randomly assign study groups for social studies. All students begin at grade level on Summit's social studies curriculum. Additional support will be provided for students those who read below grade level.

Gym, Art, and Holistic

Kairos will offer art modules in music, theater, dance, and visual arts and gym modules that nurture athletic ability and physical health. Since our core beliefs are universal, each art and gym unit begins with a challenge, prompting students to explore available resources. Some of these resources can be presented on computer (e.g., how to draw a vanishing point), freeing teacher time for subjective feedback. Concrete, incremental growth goals will help measure progress and affect executive scaffolds, just like in other subjects. This material will be offered on rotation by contracted resident artists and resident athletes. Organizations such as Intersect Arts Center and the Center of Creative Arts organize and train freelance artists to provide coursework in an array of mediums. The rotational program (a new resident every 2-3 cycles) offers our students a uniquely wide sampling of creative expression and artistic mentors. Students have gym every day and art three times a week.

Twice a week, students will work through Focus Areas and Projects on holistic material: information essential for a healthy, balanced life. This material includes nutrition, myelination science, sleep science, note-taking techniques, study strategies (organizational and situational), computer skills, typing, mindfulness and meditation, etc. The library of elective holistic coursework will expand over time. Per statute, Kairos will require holistic coursework in financial management aligned to DESE's personal finance competencies, CPR instruction (pursuant to RSMo 170.310), human sexuality and the prevention of sexually transmitted diseases (with instruction, publication of curriculum, and parent notification aligned to RSMo 170.015), and a drug and alcohol curriculum addressing the consequences of drug and alcohol use and how to resist peer pressure (as required by the 1989 amendments to the Drug-Free Schools and Communities Act and Safe Schools Act). Kairos' holistic material will also include elective Spanish courses already in Summit's platform and Kairos-created philosophy coursework. We believe philosophy's systemic approach to empathy breeds civility; considering new worldviews nurtures curiosity; and reflecting on choices leads to real, genuine independence.[79] Moreover, philosophical essays require the same logical form (premise-premise-conclusion) that underlies literary, historical, and empirical analysis.

[79] The Clemente Course in the Humanities, which brings philosophy and literature to low-income adults, was awarded a 2014 National Humanities Medal. The program's founder said, "If one has been 'trained' in the ways of poverty, what is needed is a beginning, not a repetition...If we learn through the humanities to want to seek freedom, to be beginners, if we learn to live a life not of reaction but of reflection, then we're prepared to go on to do wonderful things and have a full life. We're free in ways that other people are not."

Kairos has also established a relationship with MySci, part of Washington University in St. Louis' Institute for School Partnership. In addition to a free lending library with STEM resources (e.g., microscopes), MySci partners with Little Bit Foundation and Code.org to provide free computer science and robotics curricula and professional development. Kairos plans to incorporate these into its holistic coursework. Before opening, Kairos will also explore purchasing LEGO robotic kits (e.g., LEGO EV3) and makerspace components (e.g., Arduino, Micro:bits, etc.) through the MySci Do program. These resources would complement both holistic coursework and, potentially, extracurricular clubs (e.g., First LEGO Lead, a LEGO robotics competition).

Professional Development

Kairos faculty are organized into teams (described in *B.3*). Every cycle, *each* team assigns staff members a 3-4 hour professional development (PD) goal related *either* to team structures (organizational resources) or faculty praxis (student interaction).[80] This means each employee is always developing as a coach, a teacher, and a leader. Structure PD develops shared team structures that support team functions. Since these PDs affect an entire team, Structure PD revisions are peer reviewed before going live. Praxis PD focus on an individual faculty member's job performance within a team, and as such, Praxis PD conferences are just between the faculty member and the team manager. Barring this difference, both types of PD follow the same rapid build-measure-learn feedback loop (adapted from *The Lean Startup*):

Initial Cycle: School Session (~5 weeks)

- General data is gathered through either automatic processes (e.g., Summit Learning Platform) or recurring processes (e.g., climate surveys).
- Managers analyze data to identify problem points.

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Initial Cycle: Inservice (1 week)

- Managers present the problem points identified during school session (to the team for Structure PD, to the employee for Praxis PD).
- Teams or employees hypothesize a problem's cause, propose action steps, and establish measurable student outcomes.
- Managers assign action steps to team members.

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[80] Staff who serve in multiple leadership roles (e.g., an employee on both the standing Extracurricular Committee and an *ad hoc* Technology Committee) will only have PD for *one* of their teams each cycle.

Subsequent Cycle(s): School Session (~5 weeks)

- Team members work on action steps assigned during inservice (for Structure PD, this step might take two cycles with team feedback during the intervening inservice).

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Subsequent Cycle(s): Inservice (1 week)

- Managers analyze relevant data against the proposed student outcomes and present to team/employee.
- Teams or employees assess the success of their action steps, evaluate original problem hypothesis, and decide next steps (e.g., additional action steps, revising problem hypothesis, or retiring problem as "solved").

Like everything at Kairos, the effectiveness of specific PD interventions is measured against student outcomes. Structure or Praxis PDs are always aimed at demonstrably improving student outcomes in a defined area (e.g., mastery of a cognitive skill in a certain Project, higher marks on a particular student survey question, etc.). If outcomes do not improve, the PD is deemed unsuccessful and other revisions, techniques, or approaches are pursued. The above cycle lets Kairos use PD as a vehicle for organizational change—growing incrementally, then quickly evaluating those discrete iterations against valid, actionable data.

Structure PD

Structures—resources used by every member of a team—are shared throughout all Kairos schools. Examples of teams include departments (focused on curriculum and instruction), classes (focused on coaching and executive function development), and various committees (focused on discrete administrative or operational functions). Each of these teams has a set of relied on structures (i.e., procedures, tools, etc.). Departments teach Summit modules and revise them with department-specific curricular libraries. Classes administer social-emotional learning assessments and advise executive functioning strategies. The Mediation Committee aligns transgressions to restorative justice reparations. The House Committee maintains Symposia materials. The Extracurricular Committee has an online scheduling system to book rooms. These structures are shared within a team and by similar types of teams across schools.

Following the build-measure-learn PD loop outlined above, these teams refine their structures systematically. For instance, if a Department Chair identifies a Focus Area with a higher than average failure rate, they will dig into the module's student data. Suppose they discover that students spent twice as much time working on practice problems aligned to one specific Objective. They may assign a department teacher to replace or augment the Objective's explanatory resources with others in the department's curricular library. The teacher's revisions are then peer reviewed the following

inservice, and, after incorporating feedback, go live on the Summit Platform.[81] The Department Chair monitors data for the Objective and presents results at the next inservice.

Every cycle, about half of a team works on Structure PDs. Depending on the scope of the assignments, a given team might iterate 3-4 minor improvements every ~7 weeks. Some of these improvements will be revisions of existing structures (e.g., updating wraparound service lists); others will be new products (e.g., novel student data collection methods). Dedicating time to these shared resources turns problems that frustrate isolated faculty into solutions for the entire network. Kairos will use Structure PD to grow deliberately as a network, reacting to new research, opportunities, partnerships, tools, resources, and technology as they become available.[82]

Praxis PD

Kairos' structures support student success best when used by expert practitioners. Praxis, the art of student interaction, varies by team. Departments question and support students one-on-one through tutoring (for Focus Areas), facilitate group exploration (for Concept Units), and hold feedback meetings (for Projects). Classes build trust through sensitive, emotional discussions about goals, mistakes, and choices. Committees engage students regularly through their roles as Mediators (Mediation Committee), Club Sponsors (Extracurricular Committee), and Heads of House (House Committee).

Kairos' Praxis PD is informed by the latest research in Student-Centered Coaching Cycles.[83] This targeted, continuous coaching process (described below) fits snugly into Kairos' general build-measure-learn PD loop. It also parallels our beliefs about how students learn. Department Chairs, Class Chairs, and Committee Chairs—managers for their respective department, class, and committee teams—function as coaches for faculty on their team. Faculty meet weekly with their manager to set goals and sort through challenges. Managers use Summit's Observation Tool to observe student interactions (during facilitations, coaching check-ins, mediations, etc.) and analyze data related to student outcomes. Like our students, Kairos faculty use a version of the Summit Learning Platform to manage their own goals, plan professional development time, access resources related to identified knowledge or skill deficits, and monitor progress. Praxis PDs are planned during an initial 45-minute inservice meeting. Subsequent weekly PD meetings will not exceed 30 minutes. Thus, in a typical cycle, about half of every team will devote 3:25 hours to their Praxis PD assignment:

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[81] Japanese National Institute of Educational Policy Research. (2005). Learning Across Boundaries: U.S.-Japan Collaboration in Mathematics, Science and Technology Education.

[82] Kairos is designed to be "a learning school." Learning schools are marked by cycles of continuous improvement with (i) internal collaboration, (ii) ongoing support, and (iii) accessing external resources. (Killion, J., & Roy, P. (2009). Becoming a Learning School. Oxford, OH: National Staff Development Council. Chicago)

[83] Sweeney, D., & Harris, L. S. (2016). Student-Centered Coaching: The Moves. Corwin Press. Chicago
Sweeney, D. (2013). Student-Centered Coaching at the Secondary Level. Corwin Press. Chicago
Sweeney, D. (2010). Student-Centered Coaching: A Guide for K–8 Coaches and Principals. Corwin Press. Chicago

Setting a Student Goal: During the initial inservice, managers meet with team members individually to analyze data and decide on a student-centered goal for their coaching. Together, they decide on strategies to use, appropriate coaching methods (lesson study, observations, co-teaching), success metrics, and a meeting schedule.

Plan, Execute, Repeat: Throughout the cycle, managers and team members collaborate to plan materials (facilitated lessons, coaching scripts/agenda, etc.). The manager then observes praxis in the manner agreed to during inservice. Finally, the pair meets to review data and the formative outcomes.

Evaluate and Refocus: During the subsequent inservice, managers and team members meet individually to analyze data and assess whether the student-centered goal was met. If not met, they decide on another approach to target the same praxis goal for the following cycle.

Self-Study

Both Structure and Praxis PD might include a component of self-study. Team managers maintain and share libraries of PD resources (akin to departmental curricular libraries in *Appendix B*). Managers assign those resources when they support a team member's PD goal. Self-studies could include reading research article, watching a video, or working through a short sequence of material around a bite-sized skill (similar to micro credentials). Self-studies are stored and presented on Summit's Platform. When appropriate, teams might complete self-studies together, then discuss or practice lessons learned during inservice.

Schoolwide

Although Kairos usually customizes PD to individual staff or team need, some PD is *generally* applicable. Most of that material is covered independently through self-study. Occasionally, though, faculty meet schoolwide during inservice to norm around shared material. Schoolwide PD is used to train staff on universal skills and information, such as emergency procedures (e.g., active shooter training, fire, earthquake, severe weather, etc.), HR benefits/information, how to report mediations, language to use/not use with students, culture/mindset norming (e.g., building growth mindset by providing feedback that refers to effort rather than innate ability), award-winning Summit Professional Development (part of partnering with the Summit Learning Program), etc.

Evaluations

According to The New Teacher Project, traditional evaluations are infrequent, unfocused, undifferentiated, unhelpful, and inconsequential.[84] Our evaluations respond directly to these common missteps. Rather than infrequent, Praxis PD observations are weekly throughout a cycle (and, informally, more often), capped off by a more formal review during inservice. (Structure PDs involve less frequent check-ins, but never more than 3 weeks apart). Rather than unfocused and undifferentiated, evaluations focus on a particular area of growth, identified by need during the initial performance data review. That development is structured by action items and measurable goals

[84] The New Teacher Project (2010). Teacher Evaluation 2.0. New York: Author.

throughout the cycle. And rather than unhelpful, a manager's hands-on involvement in their team's projects ensures they can support team members day-to-day. Managers also support faculty members by organizing relevant self-studies to expand a requisite knowledge base. Finally, evaluations are consequential: the Chief Academic Officer consults with managers when making holistic determinations about promotions and contract renewal.

Kairos' evaluation rubrics will value growth over absolute achievement and honesty over presentation. Faculty will be rewarded—both officially and culturally—for transparency. This cornerstone supports our formative theory of evaluations, where managers help staff design realistic plans to improve. For consistency, managers of a team type (e.g., Department Chairs who manage departments) will share a common rubric, which will include student data (e.g., Focus Area passage rate), performance of duties (e.g., quality of Project feedback), and contributions to community culture. Rubrics will also include progress on PD goals, both in praxis growth or structure development. Kairos will use internal rubrics aligned to our model. In designing those rubrics during our pre-operational year, Kairos will draw on evidence-backed evaluations, such as The New Teacher Project's Core Teaching Rubric, The Danielson Group's Coaching Rubric and Subject-Specific Frameworks, New Leaders' Evaluation Rubric, Harvard Center for Education Policy Research's Video Observation Toolkit, and Achieve the Core's Instructional Practice Guide Coaching Tool.

A.3: Assessing Student Performance

Summit Grading Policies—Personalized Trajectories
Ownership Continuum—Legal Compliance

Kairos believes that to self-direct in higher education, an Information Age career, or our 21st-century polity, students need *both* academic function (subject-specific content knowledge, interdisciplinary cognitive skills) *and* executive function (the mindsets, essential skills, and habits of productivity). At Kairos, academic function is first measured through assessments integrated in Summit's modules, then verified on NWEA MAP and Missouri state tests. Since executive function development is still in the vanguard of American education, fewer standardized measures are available. Although we use formative assessments to inform executive function coaching, Kairos ultimately evaluates student choices in light of their impact on academic performance. Judging decisions by their outcomes simulates life after K-12, but unlike adult life, every student has a coach to advise strategies that curb self-defeating patterns.

The interplay of these executive and academic functions empowers students to self-direct after graduating from Kairos (leading themselves, their career, and their community).[1] Students practice self-direction—learning *how* to learn—under the tutelage of a coach, whom they meet with almost every day of their Kairos career. Each coach acts as an in loco guardian for the ten students in their pod: communicating with parents weekly, connecting families to wrap-around services, guiding their pods through experiential learning trips, advocating at restorative justice mediations, and eventually advising students on the college admissions process. The coach is the heart of Kairos' student mentorship, orchestrating the development of academic and executive function through daily or weekly check-ins.

Check-ins follow Summit's Self-Directed Learning Cycle: setting goals, planning how to reach them, learning requisite academic knowledge and executive strategies, applying that learning, and reflecting on the process. Students begin the cycle by setting bite-sized academic Growth Goals to accomplish before the next check-in (e.g., complete these three Objectives in these two Focus Areas by tomorrow). Students then plan the executive functioning choices they will make to reach those goals, asking questions like, "Should I study alone or with friends?", "Which note-taking strategy will best help me remember?", and "When should I tackle my hardest assignment?" The sum of these executive choices determine how far students progress toward their Growth Goals (i.e., measurable student deliverables).

For new students, likely accustomed to master schedules dictating their movements every minute of the day, Kairos scaffolds executive choices. These executive scaffolds prescribe executive strategies which nurture the mindsets, essential skills, and habits of productivity (MESH). Scaffolds help students self-manage and meet academic Growth Goals. As they do, coaches gradually remove scaffolded support. Without a scaffold, students must choose *on their own* whether to continue employing a certain executive strategy. By making responsible choices, students continue to meet Growth Goals and progress along Kairos' ownership continuum, from scaffolded schedules which *coaches* own (few executive choices) to self-directed schedules that *students* own (many executive

[1] Fadel, C., Bialik, M., & Trilling, B. (2015). Four Dimensional Education: the Competencies Learners Need to Succeed. Boston: Center for Curriculum Redesign.

choices). Hence Kairos intertwines academic and executive functions; productivity begets autonomy, and autonomy incentivizes productivity.

Both academic and executive function are developed within a competency-based framework. To pass a course, students must master content knowledge from *every* Focus Area (demonstrating at least 80% mastery) and cognitive skills in *every* Project (demonstrating at least 70% mastery). As a result, students pace through our curricular continuum at the rate of their individual academic development. Similarly, students move along our ownership continuum at the rate they adopt MESH behaviors (i.e., behaviors which manifest executive function). If a student misses a Growth Goal because she deviated from an executive strategy, then her coach reintroduces an appropriate executive scaffold, structuring when, where, how, or with whom the student works.

This personalized educational experience is only possible because of Kairos' individualized coaching framework. Rapid, discrete Growth Goals and regular check-ins enable coaches to mold instructional directives around particular learning needs—a *responsive* approach that has proven successful in other high-poverty schools.[2] We believe check-in time, which revolves around data analytics and meta-cognitive reflection, also builds key MESH behaviors. By "mentally contrasting" between a desired future and specific obstacles in their way (e.g., a gap in academic or executive function), students learn to plan credible paths toward their goals.[3] This practice of repeatedly rebounding from temporary failures (as opposed to accepting them in a traditional grading system) helps students build resilience.[4] Mastery and productivity are non-negotiable in our competency-based curricular and ownership continua. To hold them constant, Kairos adopts a flexible schedule that makes time and other inputs variable.

Summit Grading Policies

We believe academic grades should *only* reflect a student's mastery of academic learning standards. Awarding extra points for behavior or progress compromises grades as *signals* for instructional decisions.[5] Likewise, penalizing students for pace (e.g., mastering material *after* a unit test) dilutes grade validity. Kairos' competency-based assessments limit these confounding variables, ensuring our grades solely reflect mastery.

Competency-based assessments use grade data to inform actionable feedback. Under Keller's Personalized System for Instruction (PSI)—a set of "small self-paced modularized units" with multimedia resources—students who do not score 90% on an assessment must study and retake until

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[2] Kannapel, P. J., Clements, S. K., Taylor, D., & Hibpshman, T. (2005). Inside the Black Box of High-Performing High-Poverty Schools. Report, Prichard Committee for Academic Excellence.

[3] Duckworth, A. L., Kirby, T. A., Gollwitzer, A., & Oettingen, G. (2013). From Fantasy to Action- Mental Contrasting with Implementation Intentions (MCII) Improves Academic Performance in Children. Social Psychological and Personality Science, 4(6), pp. 745-753.

[4] Yeager, D. S., & Dweck, C. S. (2012). Mindsets that Promote Resilience: When Students Believe that Personal Characteristics Can Be Developed. Educational Psychologist, 47(4), pp. 302-314. Chicago

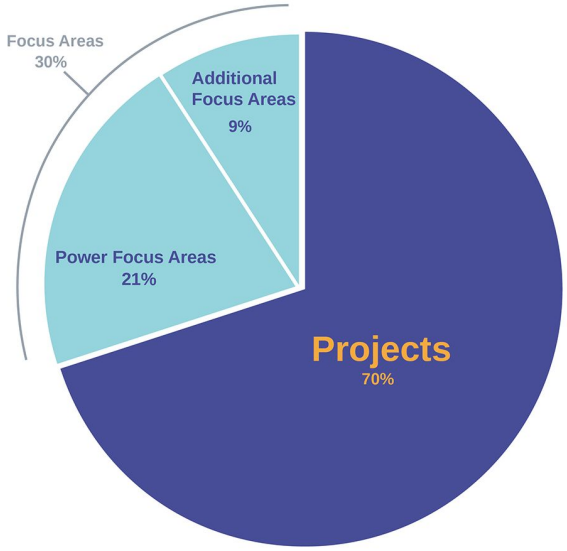
[5] Marzano, R. J. (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: ASCD.

passing. Bloom's Learning For Mastery (LFM) takes this approach further, using grade data to actually differentiate instruction by type and amount until a student masters material. Kairos blends these systems to draw the best from both competency-based approaches. In a meta-analysis, 96/103 schools that switched to either PSI or LFM assessments reported improvements in state test scores. The achievement effect size was .52 SD, and struggling students saw a bump of .61 SD. Both methods also improved student attitudes toward content by .63 SD.[6]

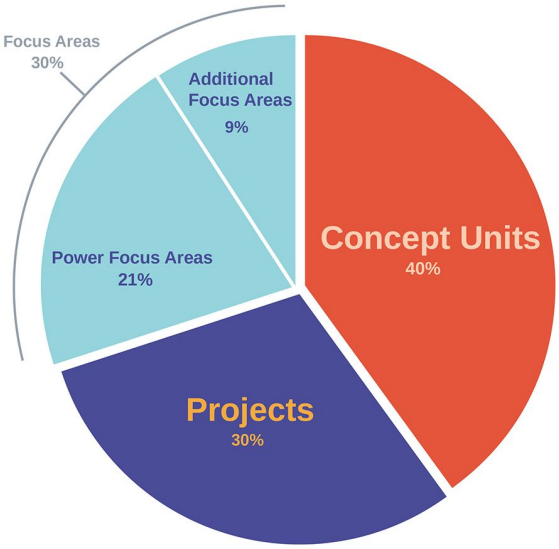
Policies

Kairos uses grading policies consistent with Summit's innovative curriculum. These policies are based on external research, teacher surveys, and organization-wide refinement. Moreover, they share our values of "student growth, growth mindset, and focusing on outcomes."[7] As described in *A.2*, Summit's academic program develops content knowledge through Focus Areas and cognitive skills through Projects. Content knowledge is framed as a *tool* for creative endeavor, so the cognitive skills embedded in Projects account for 70% of a student's grade. Cognitive skills represent essential competencies, such as "Contextualizing Sources," "Identifying Patterns and Relationships," and "Critiquing the Reasoning of Others." These skills empower students to apply the content knowledge they learn in Focus Areas, which constitute the other 30% of their grade. To pass a course, a student must master 80% of the content knowledge (i.e., 80% on the Content Assessments for all Power Focus Areas) and 70% of the cognitive skills (i.e., 70% on the Cognitive Skills Rubric for each Project). Math courses also include a unique module type, Concept Units, that account for 40% of course grades.

A.3.i: Grading for English, Science, and Social Studies



A.3.ii: Grading for Math



[6] Kulik, C., Kulik, J., & Bangert-Drowns, R. (1990). Effectiveness of Mastery Learning Programs- A Meta-Analysis. Review of Educational Research, 60(2), pp. 265-299.

[7] Summit Learning. (Retrieved 2018, May 1). Summit Learning Program Requirements

Grading details below are paraphrased from Summit's grading guidelines. Kairos will adopt these guidelines wholesale in Year 1 but may adapt components based on student, parent, and faculty feedback.

Focus Areas

Students demonstrate mastery of Focus Areas by passing the modules' Content Assessments (CAs)—collectively 30% of a student's course grade. CAs test students understanding of subject-specific facts and procedures which, together, constitute Focus Areas. Each CA draws 10 random, content-aligned questions from a large bank of options, allowing students to take CAs multiple times. Students who missed more questions (and thus need to review more content) will need to wait longer before retesting. No student may retest within a 3-day window, minimizing the short-term memory strategy of "cramming." In the meantime, students may self-evaluate content knowledge proficiency using formative Checks for Understanding within the Focus Area.

To complete a course, students must score 80% on the CA for *every* Power Focus Area (70% if the course is a high school Advanced Placement course). Scoring an 80% or above on a CA earns a student *full credit* for that Focus Area, which is required to pass the course. That said, passing all Power Focus Areas only earns students 21 out of a possible 30 Focus Area percentage points toward their course grade. To move from a 91% to 100%, students must also complete Additional Focus Areas. Those remaining 9 points are multiplied by the percentage of Additional Focus Areas passed.

In summary, CAs compose 30% of a student's course grade, split between Power Focus Areas (worth 21%) and Additional Focus Areas (worth 9%):

- Power Focus Areas are the core content that students must learn to be college ready.
    - Students must pass *all* Power Focus Areas to pass a course.
- To deepen knowledge and improve grades, students are encouraged to complete Additional and/or Challenge Focus Areas.
    - Additional Focus Areas are *not* required to complete a course, but they count towards a student's final grade.
    - Challenge Focus Areas do *not* count towards a student's grade, though students may be rewarded through positive house incentives.

Projects

The other 70% of course grades reflect cognitive skills, assessed in course Projects. Cognitive skills are enduring, lifelong competencies needed to succeed in any field (e.g., critical thinking, communication, problem-solving, collaboration, etc.). At the end of a Project, mentor teachers assess student performance using the Cognitive Skills Rubric and Principles of Scoring Student Work, both of which Summit developed with Stanford University.

Cognitive skill grades are averages of measured skills, with additional weight given to skills measured more than once. For any given cognitive skill, only the highest score in a course counts toward grade. Suppose two Projects in a course both measured Integration of Evidence. The course grade would count *the higher of those two scores* twice. This policy ensures that the grade reflects final student mastery, not initial proficiency. Students must score 70% or above on the Cognitive Skill Rubric to pass a Project, and students must pass every Project to complete a course. Students can always return to Incomplete courses by revising failed Projects and improving relevant cognitive skill scores.

Cognitive skills cut across subjects, courses, and grade levels. Families can track cognitive skill development across a student's entire tenure at Kairos. Each cognitive skill is scored on a scale of 1-8, where each point reflects 2 years of growth (6 is "college ready;" 8 is "pre-professional"). To allow for developmental range, each grade level spans three rubric points (2-4 are all considered 6th grade level).

A.3.iii: Grade Percentage Equivalent for Cognitive Skill Score by Grade Level

	70% (C)	***85% (B)***	***100% (A)***
3rd	.5	1.5	2.5
4th	1	2	3
5th	1.5	2.5	3.5
6th	2	3	4
7th	2.5	3.5	4.5
8th	3	4	5
9th	3.5	4.5	5.5
10th	4	5	6
11th	4.5	5.5	6.5
12th	5	6	7

Concept Units

Concept Units are unique to math and do not appear in other department course grades. Concept Units compose 40% of math course grades, and completing the course requires passing every Concept Unit. Like cognitive skills, most concepts are assessed multiple times, and incomplete Concept Units can be made up at any time. The other 60% of a math course grade is divided evenly between Projects and Focus Areas. Students can receive a score between 1-5 on each math Concept Unit.

A.3.iv: Grade Percentage Equivalent for Math Concept Unit Score

	1	***2***	***3***	***4***	***5***
Grade	40%	55%	70%	85%	100%

Report Cards

Instead of merely sending home quarterly grade summaries, our coaches email or text parents data updates every Friday. Most of these updates are automatically generated by Summit's mail merge; coaches just append a quick qualitative report on student progress, behavior, mood, etc. Our report cards show parents how their students are pacing along Cyclical and Graduation Goals (see below). They also share student progress on immediate Growth Goals, which parents can review in their own Summit Platform accounts. Finally, our weekly updates share announcements about upcoming logistical information (e.g., Saturday experiential trips). By engaging families with regular, actionable information, Kairos empowers parents to actively support their child's development.

Personalized Trajectories

Since mastery is not a function of time, Kairos aligns curriculum to competency, not age. Coaches benchmark prior knowledge using subject-specific diagnostics. Although coursework and pedagogy are nuanced by subject, we generally use these baselines to determine *where* students begin on our curricular continuum. Coaches and students then backwards plan a Personalized Trajectory, sequencing and pacing Summit modules to address skill gaps and prepare each student for college (tracked on Summit's "College" tab). Graduation Goals demarcate the target completion dates for courses along this Personalized Trajectory. From the day they enroll, students know the rate of growth they need to graduate high school on time.

Graduation Goals determine course duration, which in turn determines the number of Projects and Focus Areas that can be fit into a given course. Those modules are then chunked into Cyclical Goals outlining which modules a student must complete *this* cycle. Cyclical Goals (which encompass a student's work for the entire 5-week cycle) are further divided into Growth Goals. Growth Goals are the day-to-day focus of students and coaches. They outline the Objectives and Checkpoints a student must master between check-ins to stay on track. Differentiating these "short-term expectations" from the "long-term expectations" of Graduation Goals is considered a best practice for competency-based grading, according to the Great School Partnership.[8] Although Kairos distinguishes short- and long-term goals conceptually, we recognize that short-term accomplishment naturally affects long-term achievement. That's why during each cycle's inservice week, coaches adjust students' Personalized Trajectories based on academic progress from the previous cycle.

Diagnostic Testing

Given our target demographic, Kairos anticipates significant mastery variance both between students *and* between subjects for a given student. To identify incoming mastery level, students take NWEA MAP Growth (Math, Reading, Language usage, and Science) during orientation. NWEA MAP is an adaptive benchmark assessment (~45 minutes per subject) that predicts performance on state test and measures mastery against national norms (through RIT scores and their grade level equivalent). NWEA MAP also breaks down individual student mastery by strand. After orientation, students take the NWEA MAP every trimester to verify that internal Graduation Goals align to nationally accepted standards for college readiness. Like at Summit, coaches set NWEA MAP

[8] Great Schools Partnership. (Retrieved 2018, May 1). Ten Principles of Proficiency-Based Learning.

achievement goals (e.g., improve RIT scores by ⅓ a standard deviation each exam). These goals allow students, parents, and faculty to track and validate growth over time.

To further identify *individual* skill gaps, Kairos will administer additional single-subject diagnostics. The following standards-aligned assessments will be evaluated during our pre-operational year to determine validity, adaptiveness, and cultural relevance. Diagnostics are primarily important in math and English, where Kairos plans supplemental coursework to address baseline skill gaps.

> ***Math:*** Pearson Math Navigator, Singapore Math Placement Tests, and the Math Reasoning Inventory
>
> ***ELA:*** Achieve the Core and Columbia University's Teachers College Reading and Writing Project
>
> ***Science:*** Fluence
>
> ***Social Studies:*** Problem Attic

Taken together, these metrics give coaches a baseline for student literacy and numeracy. Class Chairs and coaches use this prior mastery to establish Graduation Goals and strategically organize subject-specific study groups.

Graduation Goals

Every student enters Kairos with a different baseline mastery (i.e., on different "grade levels" in English and math). For students below grade level, fitting the breadth of graduation requirements into just six years will require adjusting course length. This means adjusting *depth* and *time* of study based on prior mastery. Coaches can accelerate courses by cutting Additional and Challenge Focus Areas, enrichment Projects, and certain electives. They can also increase student learning time by requiring students to attend remediation before or after school. For students furthest behind, departments triage additional support and attention. Graduation Goals are updated each inservice depending on a student's progress the previous cycle. For example, a student who mastered *more* material than expected may be given Additional Focus Areas the following cycle. If Graduation Goals shift dramatically, coaches may have to reorganize subject-specific study groups (each of which roughly shares a Personalized Trajectory).[9] Since Graduation Goals cover both internal coursework and target NWEA MAP scores, they serve as Kairos' best measure of a student's academic preparation.

[9] Study groups need similar course completion timelines because students collaborate on Projects. To maintain pace, the most advanced students in a study group may be assigned work *distinct* from their peers. This work would deepen or expand student learning through, for example, Additional or Challenge Focus Areas, elective coursework, more holistic material, or additional club involvement.

Cyclical Goals

Coaches deconstruct multi-cycle Graduation Goals into Cyclical Goals—the modules a student must pass in the current cycle in order to complete the associated course on time. What material a student covers in any given cycle depends on how much time the student's Graduation Goal permits for that course. For each course, departments map out the most important material in their curricular priority guides. Plugging the variable of a student's course duration into one of these guides generates a cycle-by-cycle sequence of Focus Areas, Concept Units, and Projects for the course. These Cyclical Goals may also include remedial modules to target the student's individual skill gaps. Because Cyclical Goals depend on a student's progress the *previous* cycle, coaches do not plan them until each inservice week.

Growth Goals

Growth Goals portion Cyclical Goals into measurable, incremental assignments due from students at each coaching check-in. Growth Goals may be tied to Focus Area Objectives (e.g., use instructional resource to complete certain practice problems on Khan Academy) or to Project Checkpoints (e.g., revise and resubmit your Lego EV3 robot prototype). Initially, students meet daily for check-ins, so Growth Goals comprise a day's worth of work. As executive function develops, students learn to hold themselves accountable over longer time horizons. They practice subdividing compound Growth Goals—assignments not due for two, three, or even seven days—into daily tasks they can manage.

The Platform's "Week" tab (q.v. *Appendix A*) lets students map subject-specific Growth Goals into an interactive calendar. Goals link to pages for relevant Focus Areas or Projects and suggest action items to complete them (e.g., "take diagnostic," "make flash cards," "study with a peer"). The calendar helps students keep track of Growth Goals, check off action items, and monitor their own progress.

On the Platform's "Progress" tab (q.v. *Appendix A*), students, parents, and coaches can monitor scores on Content Assessments and the Cognitive Skills Rubric as well as progress toward Growth Goals, Cyclical Goals, and Graduation Goals. Coaches and parents can leave notes here, offering encouragement and targeted feedback. Data from the tab informs, *inter alia*, check-ins and executive scaffolds.

Personalized Trajectory Grading Policy

Kairos calculates grades following Summit's grading policy, with one exception due to our Graduation Goals. Summit courses are year-long because after attending Summit's elementary schools, Summit students tend to be on or above grade-level. Since we expect many of our students to enter *below* grade-level, we adjust course length to let students grow more than one grade-level per year. Student progress through this personalized curricular continuum can be tracked on Summit's "Year" tab (q.v. *Appendix A*), which displays each student's Personalized Trajectory in an interactive calendar. For students who enter far behind, catching up on coursework might require cutting low-priority material. As such, students will only be graded on Focus Areas and Projects included in *their* Graduation Goals. Projects still count for 70% of a student's grade, Power Focus Areas for 21%, and

the remaining 9% will still only be available to students advanced enough to complete all Additional Focus Areas.

Ownership Continuum

In traditional schools, master schedules dictate student executive strategies throughout K-12. Then after graduation, students are suddenly expected to *choose* those strategies on their own. There is no gradual release to independence, and for first-generation college students, no parental guidance to help them navigate the new post-secondary terrain. Kairos was conceived after watching too many of those students dropout. To prepare students for life after graduation, Kairos asks students to begin managing their time and resources starting in 6th grade. Students practice making choices in a college/career simulation, but with a safety net of trained and caring adults to catch them when they stumble.

Students come to own their Kairos education through a steady transfer of executive choices along the ownership continuum, which spans from a fully scaffolded schedule to a fully self-directed one. As students meet Growth Goals, they move across the continuum, owning more and more executive choices within defined domains of their schedule (i.e., where, when, how, and with whom to work). Full self-direction predicates on mastering every scaffolded executive strategy.

The autonomy of executive choices depends on the accountability of Growth Goals. Kairos students self-direct, but only to the extent they can do so productively. If students begin missing Growth Goals, coaches reclaim certain executive choices. To identify which choices to scaffold, coaches can mine a vast array of easily accessible student data:

- Summit Platform (tracked by click metrics), which includes data on:
    - Time of day working on different subjects
    - Time spent using different types of resources
    - Time spent *on task*
- Time spent on non-curricular websites (listening to music, off-task material, etc.)[10]
- Number and duration of solicited one-on-one tutoring sessions
- Number and type of mediations
- SEL data from surveys (see below)
- Geolocation laptop tracking
- Qualitative data from faculty

Armed with red flag data, coaches consult the MESH Handbook, a structure shared between class teams to systematize executive function development at Kairos. The Handbook serves as a reference guide for coaches, taking student data profiles (e.g., off-task, but only near certain students; struggles in math, but always works on it last) and recommending actionable executive strategies to cultivate MESH behaviors. Those recommendations include sequenced executive scaffolds which habituate the strategy. The first scaffold rigidly structures part of a student's schedule, replacing the student's

[10] Digital data *not* from the Summit Platform (e.g., Internet browsing, geolocation, etc.) is tracked by GoGuardian.

organizational foible with a proven strategy. Later scaffolds become less and less prescriptive, slowly transferring ownership of the strategy to the student. As scaffolds diminish, a student's executive choices expand in one or more of the following scheduling domains:

> ***When:*** work order (completing the hardest assignment first); time distribution (spending more time on subjects further below grade level); etc.
>
> ***Where:*** study location (library, cafeteria, outdoor garden); environment type (silent study carrel, coworking room, loud lounge); etc.
>
> ***How:*** learning modality (text, audio, video, interactive, game); music type (ear plugs, no music, music without lyrics, music with lyrics); music medium (premade playlists, YouTube, Pandora); technology access (phones, social media); note-taking strategy (Cornell Method, split page, visual aids); etc.
>
> ***Whom:*** number of study peers (individual, single partner, study group); particular peers (close friends); frequency of tutoring solicitation (every day, once a week, as needed); etc.

Like in life after K-12, natural consequences (i.e., reduced ownership) motivates students to self-direct productively. Coaches scaffold executive strategies *in response* to each student's executive choices. Students who want more control are pitted against their own Growth Goals, not a "behavior manager" in front of the classroom. This new paradigm gives students an *immediate*, *authentic* purpose for focusing on academic growth (beyond the usual Graduation Goals, which only pay off years hence).

Suppose, for example, that a student is falling behind in social studies. The first step is for the coach and student to identify suboptimal executive choices. Is the student not soliciting enough tutoring? Is she working on social studies at the end of the day, when she's tired? Is she trying to read in a loud area? The student doesn't think any of those sound right, and after looking at the Summit Platform activity, her coach agrees. When working on social studies this past week, there are long periods of no clicks or progress. Moreover, two different teachers flagged her for off-task conversations with the same boy. The MESH Handbook suggests the student's likely being distracted by friends, and she reluctantly acknowledges that one peer in particular always gets her off topic. The MESH Handbook then suggests two possible executive scaffolds: scheduling the student to work (1) with headphones or (2) away from friends. The coach chooses the latter and assigns the student to complete social studies Focus Areas alone in a silent study carrel.[11] Working alone in the carrel, the student sees herself getting through twice the material in the same amount of time. Over time, the scaffold diminishes, and she's allowed to choose between more pre-selected spaces. Still, she stays in the quiet library. Even if she'll never be able to focus near the boy, she still wants the option to work near

[11] Ignoring an executive scaffold is one of Kairos' most serious infractions. It falls under "harm against oneself" in our restorative justice model. Violating the scaffold's prescription triggers a set of negative consequences, including further circumscribed choice, jeopardized House rewards, and a parent meeting with the Chief Academic Officer.

other friends. Once the executive strategy becomes second nature, the coach removes the scaffold entirely.

Check-ins & MESH Handbook

At minimum, coaches evaluate executive scaffolds every two weeks (although they are at liberty to adjust them as often as necessary). The student-coach relationship that develops over daily, ~14 minute meetings, Pod Time, parent communication, and mediation advocacy gives coaches the insight to individualize executive function development. As students move across the ownership continuum, check-ins become less frequent. Students go from planning their schedule for just a few hours to planning it for a whole day, then multiple days, and ultimately a whole week.

Coaches use an adapted version of Summit's Guidebook for 1:1 Check-ins (with its detailed Check-in Checklist) to direct check-in conversation. Before meetings, students self-reflect on the results of their recent executive choices (actual student exemplar). The reflection plus the coach's granular student data provide common touchpoints to analyze student productivity and plan a realistic path forward. The shared intention of increasing student ownership aligns everyone's purpose toward Growth Goals.

Coaches use protocols in the MESH Handbook to advance students along the ownership continuum. Just as Department Chairs maintain curricular priority guides, Class Coaches maintain a MESH Handbook to norm student executive function development. The MESH Handbook is a coaching guide that sequences executive scaffolds to address deficits indicated by the student's data profile. This process deliberately and systematically cultivates MESH behaviors in response to individual student needs.

Kairos will develop a preliminary MESH Handbook for the Kairos Summer Pilot. We will draw on executive strategies recommended by Transforming Education (including extensive strategies aligned to self-management, mindfulness, self-efficacy, social awareness, and growth mindset), Goalbook's Strategy Wizard, and extensive resources provided by The Collaborative for Academic, Social, and Emotional Learning. Kairos will also consult with Adam Layne, Director of InspireSTL, and Bob LaRocca, Director of Policy and Communication at Transforming Education.[12] Kairos will use data from the Summer Pilot to revise the MESH Handbook during our pre-operational year:

> ***September 1, 2018:*** Organize and analyze pilot data.
> ***October 1, 2018:*** Revise MESH Handbook based on pilot data.
> ***November 1, 2018:*** Send MESH Handbook to InspireSTL for review.
> ***January 1, 2018:*** Revise MESH Handbook based on feedback.
> ***February 1, 2018:*** Send MESH Handbook to other partners for review.
> ***April 1, 2018:*** Finalize MESH Handbook based on feedback.

[12] Adam Layne, Director of InspireSTL, is a Kairos board member. Like Bob LaRocca, Adam has years of professional experience coaching and analyzing data about student executive function.

Upon opening, Kairos will continue to develop the MESH Handbook each cycle through Class Team Structure PDs (rapid build, measure, learn cycles discussed in *A.2*). Every cycle, about half of a Class's coaches work to improve shared, network-wide Class Team structures, such as the MESH Handbook. Class Chairs review class- and schoolwide data (e.g., percentage of students struggling to sustain particular strategies) and then propose edits to the Handbook. If every coach revised just *one* component every *other* cycle, the Handbook would be amended 42 times in Year 1 alone. By Year 3, at full middle school staff, Class Teams will have 168 Structure PDs to deploy as needed.

MESH Studies

To fully self-direct, students need to master Summit's five behaviors for self-directed learning: challenge seeking, persistence, strategy shifting, appropriate help seeking, and response to setbacks. While these character traits are best nurtured through authentic practice (e.g., executive choices), their development can be supported through explicit instruction and structured reflection.[13] A meta-analysis of over 270,000 students found that studying MESH explicitly improved student attitudes, behaviors, and achievement (11% average increase on state tests).[14] Those benefits continue beyond K-12 into college and career, according to a 2015 study at Columbia University.[15] Kairos uses Pod Time and holistic coursework to teach executive strategies and other MESH competencies. To design that material, Class Chairs will draw from free resources such as Transforming Education's MESH curricular toolkits, Anchorage School District's SEL lesson plans, Leaps lesson plans, the Yale Center for Emotional Intelligence tools, and Second Step's scope and sequence. We will also mine executive strategies from other leading frameworks, such as Building Blocks for Learning, Illinois Social and Emotional Learning Standards, and Washington Social Emotional Learning Benchmarks. MESH study materials will be peer-reviewed to ensure they are academically relevant, developmentally appropriate, malleable, and pro-social.[16]

Kairos formally assesses MESH growth through student and coach surveys. While MESH questionnaires are not yet sufficiently valid to hold schools accountable, they are nevertheless useful as *formative* tools for students.[17] As part of the executive scaffold review every two weeks, students and coaches complete an evaluative MESH survey. The 10 survey questions come from a bank of hundreds of free, rigorously-evaluated survey items created by Transforming Education, Devereux Student Strengths Assessment, CORE-PACE, and Panorama Education (including student

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[13] Transforming Education. (Retrieved 2018, May 1). Measuring MESH: Student and Teacher Surveys Curated for the CORE Districts.

[14] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social And Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1): pp. 405–432.

[15] Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. Journal of Benefit-Cost Analysis, 6(3), pp. 508-544.

[16] American Institutes for Research. (2017). The Science of Learning and Development: A Synthesis. Schwartz, D., Tsang, J. M., & Blair, K. P. (2016). The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work and When to Use Them. New York: W. W. Norton & Company. Mindset Scholars Network. (2015). Research Library.

[17] Duckworth, A. L., & Yeager, D. S. (2015). Measurement Matters; Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes. Educational Researcher, 44(4), pp. 237-251.

self-perception and teacher perception items developed in conjunction with the Harvard Graduate School of Education). Kairos' MESH surveys, along with other progress metrics such as the self-directed learning rubric, help families track MESH growth over time. Bob LaRocca at Transforming Education has agreed to consult with Kairos about our MESH surveys during our pre-operational year in order to design a maximally useful assessment tool.

Evidence

Kairos ownership continuum recognizes and rewards positive behavior—an approach to behavioral modification called Positive Behavior Intervention Systems. In the short term, extrinsic rewards (such as house incentives) *can* increase on-task behavior, skill acquisition, and positive self-perception. Yet tangible, extrinsic rewards "never become intrinsic [reasons for engagement.]"[18] Although student agency *has* been shown to motivate intrinsic interest and engagement, most students still do not have "opportunities to control the selection of tasks, materials, method of learning, product, or pace in most classrooms."[19] Orienting student learning around autonomy boosts motivation, academic achievement, and long-term life outcomes.[20] In particular, varying schedules focuses students on their *own* work rather than comparing themselves to peers in the classroom; this minimizes the effect of low self-esteem (due to prior mastery variance) on performance outcomes.[21]

To nurture executive function, opportunities to practice self-management and self-regulatory strategies (such as our executive scaffolds) must *precede* increased autonomy.[22] Indeed, fruitful self-direction predicates on consciously cultivating the "skills and mindsets for learning."[23] Opportunities for "choice-making" is especially important and effective for students with emotional and behavioral challenges.[24] Extrinsic behavior management systems make these students

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[18] Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. Journal of Educational Psychology, 84(3), pp. 261-271.

[19] Ryan, R.M., Connell, J.P., & Deci, E.L. (1985). A Motivational Analysis of Self-Determination and Self-Regulation in Education. In C. Ames & R. Ames (Eds.), Research on Motivation in Education (Vol. 2, pp. 13-51). San Diego, CA: Academic Press.

Meece, J. (1991). The Classroom Context and Children's Motivational Goals. In M. Maehr & P. Pintrich (Eds.), Advances in Achievement Motivation Research (Vol. 7, pp. 261-286). Greenwich, CT: JAI Press.

[20] Deci, E.L., Nezlek, J., & Sheinman, L. (1981). Characteristics of the Rewarder and Intrinsic Motivation of the Rewardee. Journal of Personality and Social Psychology, 40. 1-10.

Hughes, B.J., Sullivan H.J., & Beaird, J. (1986). Continuing Motivation of Boys and Girls Under Different Evaluation Conditions and Achievement Levels. American Educational Research Journal, 23. 660-668.

Ryan, R.M., Grolnick, W.S. (1986). Origins and Pawns in the Classroom: Self-Report and Projective Assessments of Individual Differences in Children's Perceptions. Journal of Personality and Social Psychology, 50, 550-558.

de Charms, R. (1976). Enhancing Motivation: Change in the Classroom. New York: Irvington.

[21] Mac Iver, D. (1987). Classroom Factors and Student Characteristics Predicting Students' Use of Achievement Standards During Self-Assessment. Child Development, 58. pp. 1258-1271.

[22] Dunlap, G., DePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994). Choice Making to Promote Adaptive Behavior for Students with Emotional and Behavioral Challenges. Journal of Applied Behavior Analysis, 27(3), pp. 505-518.

[23] Stafford-Brizard, K. B. (2016). Building Blocks for Learning: A Framework for Comprehensive Student Development. Turnaround for Children.

[24] Shevin, M., & Klein, N. K. (1984). The Importance of Choice-Making for Students with Severe Disabilities. Journal of the Association for Persons with Severe Handicaps, 9, pp. 159-166.

dependent on external structures to manage their own behavior.[25] Student self-direction, on the other hand, improves social relatedness, task performance, and disruptive behavior.[26]

Based on this research, successful personalized learning schools have built extended opportunities for students to self-direct. Summit Public Schools, for instance, "explicitly teaches" middle school students how to schedule and prioritize during "Personalized Learning Time."[27] Even in 6th grade, students are self-directing for *at least* 6 hours per week. Intrinsic Schools, an exciting new charter network in Chicago, is likewise exploring self-direction within a multi-class environment. Intrinsic students navigate an open, flexible classroom layout to decide where, how, and with whom to work on various assignments and content. Designed around this core model element, Intrinsic has been rated "CPS 1+," Chicago's highest possible performance rating.[28]

Legal Compliance

Credits

Kairos measures learning by demonstrated proficiency, not by how long a student has sat in a particular room. As such, Kairos will notify DESE of our plan to award course credit based on proficiency.[29] Kairos meets all criteria for this approach. To pass a course, students must show mastery of Focus Area content (through Content Assessments) and Project cognitive skills (on the Cognitive Skills Rubric). These modules constitute a rigorously developed and vetted curriculum that includes explicit, measurable, and transferable learning objectives aligned to state standards. Focus Areas emphasize content knowledge; Projects emphasize competencies around the application and construction of that knowledge. Modules are tutored, facilitated, and assessed by a properly-certified teacher of record. To evaluate knowledge mastery, Kairos uses Summit's assessments and grading policies, which define competency-based grade designations. The exception to this rule is courses with state-required end-of-course assessments (EOC). Per DESE requirement, Kairos factors both the EOC score *and* Summit's base course grade in order to determine material proficiency. Coaches and teachers use assessment results to inform their differentiated academic and organizational supports.

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[25] Steinberg, Z., & Knitzer, J. (1992). Classrooms for Emotionally and Behaviorally Disturbed Students: Facing the Challenge. Behavioral Disorders, 17, pp. 145-156.

[26] Newton, J. S., Homer, R. H., & Ard, W. R. (1993). Validating Predicted Activity Preferences of Individuals with Severe Disabilities. Journal of Applied Behavior Analysis, 26, pp. 239-245.

Parsons, M. B., Reid, D. H., Reynolds, J., & Bumgarner, M. (1990). Effects of Chosen Versus Assigned Jobs on the Work Performance of Persons with Severe Handicaps. Journal of Applied Behavior Analysis, 23, pp. 253-258.

Koegel, R. L., Dyer, K., & Bell, L. (1987). The Influence of Child-Preferred Activities on Autistic Children's Social Behavior. Journal of Applied Behavior Analysis, 20, pp. 243-252.

Mithaug, D. E., & Mar, D. K. (1980). The Relation Between Choosing and Working Prevocational Tasks in Two Severely Retarded Young Adults. Journal of Applied Behavior Analysis, 13, pp. 177-182.

Dyer, K., Dunlap, G., & Winterling, V. (1990). Effects of Choice Making on the Serious Problem Behaviors of Students with Severe Handicaps. Journal of Applied Behavior Analysis, 23, pp. 515-524.

[27] Summit Learning. (Retrieved 2018, May 1). Overview of PLT Success Classes.

[28] Intrinsic Schools. (Retrieved 2018, May 1). What's Intrinsic?.

[29] Department of Elementary and Secondary Education. DESE Graduation Handbook, pp. 13-15.

Proficiency-based credits appear on Kairos transcripts as Carnegie Units.[30] Mastered material that aligns to a traditional Algebra 1 course, for example, translates into an Algebra 1 Carnegie Unit. Counting proficiency-based credits as Carnegie Units qualifies eligible students for NCAA scholarships and competition. Graduation from Kairos require at least 24 Carnegie Units, including 4 in communication arts, 3 in social studies, 3 in mathematics, 3 in science, 1 in fine arts, 1 in physical education, 1 in practical arts, .5 in health education, and .5 in personal finance. Personal finance may be taught as .5 of the 3 credits in Social Studies or as .5 of the 1 practical art credits. Kairos accepts transfer credits from incoming students according to reasonable, nondiscriminatory policies that will be established by the Board.

Promotion

For middle school grade promotion, DESE requires that students "demonstrate proficiency" as determined by the school. Kairos requires a C- (70%) or higher on core coursework for student promotion. Courses with less than 70% mastery do not earn credit and will not appear on a student's transcript. If middle school students complete high school coursework (e.g., Algebra I), they will earn Kairos high school credit.

As described, Kairos' differentiated instruction targets academic deficits and triages support for those furthest behind. Personalized Trajectories are designed to accelerate students toward on-time graduation without truncating MLS graduation requirements. On some occasions, however, a student would benefit from an additional year at Kairos. If a student falls too far behind on their Personalized Trajectory to be promoted to the next grade level, school leadership will inform parents that their child's promotion is in doubt. If needed, the coach and Chief Academic Officer will confer with parents in the spring to present information on the student's progress/proficiency in all areas. While family input is an important part of the decision process, as the credit-awarding institution, Kairos makes the final determination on student retention. If a parent or guardian wishes to appeal the CAO's decision for retention, parents may bring their appeal to the Executive Director, who will make a final determination. To be retained, students must demonstrate performance that is one grade level or more behind in a minimum of two academic areas.

Missouri Assessment Requirements

Kairos will participate in Missouri MAP and EOC exams, pursuant to RSMo 160.518. From 6th-8th grade, every Kairos student will take the Math and ELA MAP tests; in 8th grade, students will also take the Science MAP test. Before graduation, students will take EOCs in Algebra I, English II, Biology, and Government. They may also avail themselves of EOCs in English I, Algebra II, Geometry, American History, Biology, and Physical Science. Although students move through material on a Personalized Trajectory, we expect most students will take these exams during the year their material appears in Summit's curricula:

HS Year 1: Algebra I, Biology

[30] Ibid., p. 13.

HS Year 2: English I, Geometry

HS Year 3: Algebra II, American History, Physical Science

HS Year 4: English II, Government,

Upon entering high school, students begin coursework to prepare them for the ACT, which they take in HS Year 3. Kairos also offers Summit coursework aligned to Advanced Placement exams:

HS Year 3: AP English Language, AP US History

HS Year 4: AP English Literature, AP Government, AP Statistics, AP Environmental Science, and AP Spanish Language

Kairos will comply with state graduation requirements outlined in *A.2*, including holistic coursework in financial management aligned to DESE's personal finance competencies, CPR instruction (pursuant to RSMo 170.310), human sexuality and the prevention of sexually transmitted diseases (with instruction, publication of curriculum, and parent notification aligned to RSMo 170.015), proficiency-based assessment of American Civics (RSMo 170.011), and a drug and alcohol curriculum addressing the consequences of drug and alcohol use and how to resist peer pressure (as required by 1989 amendments to the Drug-Free Schools and Communities Act and Safe Schools Act).

Kairos does not expect state tests to reflect growth in certain cognitive skills (assessed in Projects); curricula from holistic, art, or gym coursework; hands-on learning from experiential trips, House Symposia, clubs, and externships; or MESH growth from executive scaffolds, explicit MESH study, or restorative justice mediation. Mastery in these areas go above and beyond state standards.

Accelerated Students

Kairos differentiates student pace, allowing for accelerated students to advance beyond traditional grade-level coursework. Regardless of current coursework, students must take MAP tests aligned to their reported grade level, *except* for the 8th-grade Math MAP. Students are allowed to replace that test with the Algebra I EOC. Kairos will choose this option for 8th graders who have completed our Algebra I coursework. Those students will take the Algebra II EOC in high school.

Since Kairos awards proficiency-based credits, students may earn credit as fast as they can pass each course. Students may take any EOC during spring or fall testing windows, provided they have completed the relevant coursework. Students are eligible to graduate once they have earned all requisite credits and passed all requisite EOCs.

Preventing Cheating

Mastery-based approaches like ours decrease cheating by shifting the emphasis of learning to growth instead of one-time, extrinsic performance.[31] To further limit temptation and opportunity, Kairos administers all tests (MAPs, EOCs, NWEA MAPs, diagnostics, and Focus Area Content Assessments) in a specially modified testing center. Content Assessments randomly populate from a large, skill-aligned bank of questions. Students schedule a testing time using our online reservation platform. Upon completing a test, students leave and continue working on their other coursework. Thus, learning continues throughout testing windows. Kairos plans to lock down browsing options with GoGuardian, preventing access to non-exam material. We have also spoken with TurnItIn.com about how to best screen written work for plagiarism.

Subgroup Data

Kairos collects abundant data on student Growth Goals, NWEA MAP scores, tutoring sessions, MESH development, interaction with Summit's Platform, student surveys, etc. These data are stored in Summit and can be manipulated on Tableau, a bespoke data analytics portal provided by the Summit Learning Program. While coaches and teachers use data to best support *individual* students day-to-day, Department Chairs, Class Chairs, and the Chief Academic Officer monitor broader *subgroup* data trends. Department Teams track disaggregated course data to inform pedagogical and curricular decisions (e.g. dyslexic students usually need intervention around *these* Focus Area Objectives). Class Chairs analyze Growth Goals for at-risk populations (SPED, FRPL, etc.) to ensure there is no disparity of expectation or accomplishment. These wide-lens analytics are shared with teams during inservice week and ground both Structures and Praxis PD.

Reporting

Data at Kairos is continuously collected and analyzed in order to drive program improvement across all facets of the school. Kairos will regularly report on and distribute information about school progress to the school community, including, but not limited to, disaggregated data on internal assessments, the NWEA MAP, and state tests. As described, tools in the Summit Learning Program allow Kairos to capture data and create a variety of reports and analyses, including disaggregated data by content strand, student subgroup, grade level, and department. Summit's Platform allows easy export of that information to other student information systems. Kairos is committed to working with our sponsor and DESE to provide up-to-date, accurate, transparent information on student progress.

[31] Anderman, E. M., Griesinger, T., & Westerfield, G. (1998). Motivation and Cheating During Early Adolescence. Journal of Educational Psychology, 90(1), p. 84.

A.4: Calendar and Daily Schedule

Annual Calendar—Flexible Daily Schedule—Full Choice

Calendar—Year-Round Cycles

The achievement gap widens fastest in the summer when, due to an outdated agrarian calendar, many low-income students receive no educational programming for months at a time.[1, 2] To avoid "summer slide," Kairos runs year-round, with 7 cycles of alternating school (~5 weeks) and intersession break (~2 weeks). Kairos' winter and spring breaks align directly to those of St. Louis Public Schools (SLPS), and both of our summer intersession breaks occur during SLPS' traditional summer vacation. In fact, six weeks of student break overlap entirely with SLPS, and 5 others share at least one day off with SLPS. For untraditional breaks, Kairos plans to offer enrichment programming in conjunction with St. Louis College Prep (SCP), another year-round charter school in St. Louis. SCP serves our target population and has offered similar intersession break programming in the past with the Boys & Girls Club of Greater St. Louis.

Since Kairos' calendar hews so closely to SCP's, we can reasonably project family reaction from their parent surveys. Last year, 69% of SCP parents *strongly agreed* with the statement, "I fully support my child attending a year-round school, especially in June and July." An additional 22% agreed, and 9% were neutral. No one disagreed, and no one complained about finding child care/supervision during untraditional intersession breaks (q.v. *Appendix L*). Like SCP, Kairos will proactively communicate with families about upcoming breaks. Calendar information is included in the Kairos Compact, monthly newsletters from the Executive Team, and weekly updates from coaches. If problems arise, Class Chairs will work to organize community solutions (e.g., group babysitting with an older sibling, etc.)

Punctuating work with relaxation increases the marginal return of both, making Kairos more sustainable for students *and* faculty. Instead of the traditional 14-week slog to Thanksgiving, Kairos faculty never teach for more than 5 weeks straight (barring one 7-week exception in Cycle 2, with *three* days off for federal holidays). Those breaks let staff both recharge and reflect—a process of systematic, iterative professional growth facilitated by cyclical inservice weeks.

Calendar—More Time

Additional learning time tends to increase achievement, but only when paired with other pedagogical practices employed at Kairos (such as high-dosage tutoring, consistent feedback from teachers, use of data, and high expectations).[3] A landmark meta-analysis showed that while additional time improves literacy and numeracy (+.10 SD and +.09 SD), it has an outsized effect on low-performing

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[1] Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. American Sociological Review, 72(2), pp. 167-180.
Rothstein, R. (2004). Class and Schools. Teachers College, Columbia University, p. 143.

[2] The present 9-month calendar, with schools closed during summer, emerged as the norm when 85% of Americans were involved in agriculture and when climate control in school buildings was limited. Today, about 3% of Americans' livelihoods are tied to the agricultural cycle, and air-conditioning makes it possible for schools to provide comfortable learning environments year-round (Association of California School Administrators. (1988). A Primer on Year-Round Education. Sacramento, CA: Author.)

[3] Dobbie, W., & Fryer Jr, R. G. (2013). Getting Beneath the Veil of Effective Schools: Evidence from New York City. American Economic Journal: Applied Economics, 5(4), pp. 28-60.

students (+.56 SD).[4] Additional time also boosts social-emotional development for students with ADHD (+.46 SD) and study skills for students in urban settings (+.97 SD), particularly when the additional time alternates between guided and independent practice (an additional +.87 SD). Promising for Kairos, additional time is most impactful when used for project-based/experiential learning (+.56 SD).[5]

Kairos offers 1,705 hours of instruction, 34.2% *more* than SLPS' combined regular and summer school terms. That includes 1,080 hours of regular term, 280 hours of extended term (combined remediation and enrichment), 288 hours of optional remediation before/after school during regular term, and 57 hours for which Kairos does *not* report ADA—optional instruction before/after school during extended term (45 hours) and three Saturday experiential learning trips (12 hours).[6] Besides the experientially distinct Kairos Expedition (discussed later), these extended and remedial hours continue Kairos' normal academic program with a focus on each student's weakest subjects. For extended term *days* (i.e., not before/after school), Kairos expects normal attendance rates, even though RSMo 167.645.4 only permits us to *require* attendance from 6th-grade students reading below grade level. SCP, for example, boasts almost perfect attendance during a similar remedial summer cycle. Families commit to attending extended term in the Kairos Compact, and coaches reconfirm that commitment during conversations with parents (either by phone or in-person) every cycle. Weekly data updates include diagrams of Graduation Goals, which help families visualize the causal relationship between attendance and college readiness. Finally, much of Kairos' extended term falls within SLPS' *regular* term, so parents are unlikely to have activities already planned.

For students, missing extended term days means missing Growth Goals and, by extension, regressing on the ownership continuum. They are also required to review previously completed modules, and they jeopardize their spot on the weeklong Kairos Expedition (a climactic, experiential field trip). Extended term will also include a disproportionate number of classic House activities/rewards (e.g., House Olympics, Spirit Week, student talent shows, school dances, etc.). Incentives like these make "summer school" fun for students, contributing to greater family satisfaction than traditional 9-month calendars (+1 SD).[7]

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[4] Patall, E. A., Cooper, H., & Allen, A. B. (2010). Extending the School Day or School Year: A Systematic Review of Research (1985 – 2009). Review of Educational Research, 80(3), pp. 401-436.

[5] Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. REL 2014-015. Regional Educational Laboratory Appalachia.

[6] Kairos can legally compel attendance to before/after school remediation during the regular term for middle school students who qualify for remediation under Board policy.

[7] Cooper, H., Valentine, J. C., Charlton, K., & Melson, A. (2003). The Effects of Modified School Calendars on Student Achievement and on School and Community Attitudes. Review of Educational Research, 73(1), pp. 1-52.

Calendar—Countering Sleep Deprivation

By operating around the circadian rhythm of adults, most schools exacerbate student sleep deprivation.[8] Studies show that children naturally fall asleep and wake up later. To account for this, Kairos shifts the school day to a 9 a.m.-5 p.m. schedule. We accommodate working parents by offering optional supervision and remediation from 8-9 a.m. in the morning and 5-6 p.m in the evening. While this shift benefits all students, it is particularly important for children who live in unstable households. Traditional after-school hours (from 3-6 p.m.) are when students are "at greatest risk for...substance abuse [and] most likely to be perpetrators or victims of crime."[9] Students at Kairos, by contrast, spend full afternoons in a structured school environment. Afternoon access to a safe haven with resources like heat, quiet, food, laptops, and instruction has been shown to attenuate students' allostatic loads.[10] It also mitigates student socioeconomic differences because low-income children are "more likely [than wealthier peers] to play informally or watch TV after school."[11] At the end of our school day, as at the end of a normal workday, neither students nor faculty are expected to take work home.[12]

Schedule—Ownership

Traditional master schedules mandate prescribed paths for students to follow. Movement is controlled every minute of every day. Students walk where they're told, sit where they're told, and only vary their schedule to get water or use the restroom (and even then, only by permission). And at every stop of this conveyor belt, students must wait for adults to give directions: what to work on and for how long, when to speak and about what, how to solve problems and with whom.[13] Independent choices that deviate from the central plan are punished (sometimes under the SIS category "insubordination," literally refusing to subordinate). Stage managing this orchestrated behavior makes teaching a performance art—part theater, part threat. Teachers need fun "hooks" and scary "consequence chains" to coax student attention because the student's *immediate* reason for being in *that* classroom at *that* time is not primarily academic.[14] It's just the next stop in the master schedule's mechanical shuffle.

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[8] American Academy of Pediatrics. (2014). Let Them Sleep: AAP Recommends Delaying Start Times of Middle and High Schools to Combat Teen Sleep Deprivation.

[9] Miller, B. (1998). Fact Sheet on School-Age Children's Out-of-School Time.

[10] Tough, P. (2014). How Children Succeed. Arrow Books.

[11] Lareau, A. (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. American Sociological Review, pp. 747-776.

[12] To minimize student disparity from environmental factors, Kairos does not assign homework. We compensate for this lost instructional time with longer school days. Even *excluding* optional remediation before and after school, Kairos' school week (40 hours) is 5 hours and 50 minutes longer than the average week at Summit Public Schools (34 hours and 10 minutes). Including optional remediation, our week is 15 hours and 50 minutes longer. Students are always allowed to complete schoolwork on their Chromebooks at home, but given our additional in-school time, Kairos does not set homework as an expectation.

[13] Ryan, R.M., Grolnick, W.S. (1986). Origins and Pawns in the Classroom: Self-Report and Projective Assessments of Individual Differences in Children's Perceptions. Journal of Personality and Social Psychology, 50, pp. 550-558.

[14] Benware, C., & Deci, E.L. (1984). Quality of Learning with an Active Versus Passive Motivational Set. American Educational Research Journal, 21. pp. 755-766.

Kairos rejects the pre-programmed routine in favor of a more liberating and intrinsic motivation. We care about *what* students learn, not *where* they sit. To hold students accountable, Kairos ties incentives and penalties to outcomes (like Growth Goals) rather than inputs (like seat time). Our teachers *do not* "manage behavior" by interceding when students go off-task. Instead, we let students reckon with the natural consequences of their actions during check-ins. With a shortened time horizon—*daily* check-ins rather than *quarterly* reports or *annual* promotions—students bear the upshot of their unproductive choices immediately. There is no "controlling" teacher to blame or rebel against, just the potential for increased or reduced autonomy.[15] That promise of ownership *tomorrow* invests students in responsibly directing their education *today*.[16]

Schedule—Efficiency

Traditional master schedules, set by "central planning" administrators, compel students to work inefficiently.[17] Any consideration that cannot be predetermined is ignored, yet such considerations—such as a student's mood, peer relationships, attention span, etc—often dramatically impact productivity.[18] To perfectly optimize student schedules, schools need to incorporate *all* that information in *real time*. Of course that's impossible for one central office administrator. Peak efficiency requires decentralizing scheduling decisions to those closest to the information: students and coaches.

In college and career, we laud workers for separating themselves from distractions; in K-12, however, educators prohibit students from practicing *those exact same* executive strategies. Students are forced to try and focus next to their best friends, romances, etc. Those relationships fluctuate, along with innumerable other productivity factors, so optimizing from above is a futile effort. Kairos optimizes from the grassroots instead. Individual *coaches* scaffold student scheduling decisions. Those scaffolds function as guardrails within which students can experiment. Students are encouraged to ask, "Do I work best in long chunks or short bursts with breaks? When can I listen to music, and when do I need silence? Which types of resources best help me understand material?" By making decisions around *their* goals, resources, opportunities, incentives, and penalties, students learn how they work best. Since instruction is always available (through our blended curricula and teachers' flexible schedules), those executive choices can hew directly to the *student's* idiosyncratic learning needs (not adult bureaucratic structures). Children engrossed in novels can read on; children too jittery to focus can take breaks. At full choice, student and faculty schedules adapt spontaneously to match the changing conditions and dynamic factors that affect productivity.

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[15] Grolnick, W.S., & Ryan , R.M (1987). Autonomy Support in Education: Creating the Facilitating Environment. In N Hastings & J. Schwieso (Eds.), New Directions in Educational Psychology: Behavior and Motivation) pp. 213-231). London: Talmer Press.

[16] Salman Khan. (2012). One World Schoolhouse, 116. Grand Central Publishing.

[17] Hayek, F. A. (2012). Law, Legislation, and Liberty: A New Statement of the Liberal Principles of Justice and Political Economy. Routledge.

[18] Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). At the Schoolhouse Door: An Examination of Programs and Policies for Children with Behavioral and Emotional Problems. New York: Bank Street College of Education.

In studies, students with choice over content order and learning environment consistently outperformed peers without choice. Furthermore, navigating that choice only took students marginally more time (median 4%).[19] We expect that additional student "choice time" will be more than made up by efficiency elsewhere. Students only use teacher time when they need help; teachers never interrupt students "in the zone;" etc. When not helping students directly, faculty provide subjective feedback on Project drafts or complete differentiated work for their leadership roles.

Schedule—Community

Beyond responding to academic need (e.g., spending the *most* time on a student's *weakest* subjects), our flexible schedule allows community to flourish within Kairos. Like in college, organized peer groups (e.g., extracurricular clubs) can meet any time and as frequently as necessary. We also expect students to socialize informally—taking a study break to shoot hoops, go for a walk, or play ping pong. The flexible schedule facilitates impromptu activities between students and faculty as well.[20] Unplanned connections—geeking out about music, comforting in a time of need, chatting over snacks—arise organically when given space and time.[21] These are the moments master schedules stifle. Even when faculty don't interact with students, their presence in the coworking ecosystem passively models MESH behaviors, civil conduct, and cultural expectations.[22]

Annual Calendar

Kairos runs year-round in 7 cycles of ~7 weeks (~5 weeks on, 2 weeks off). For the first 5 weeks of each cycle, faculty and students focus almost exclusively on teaching and learning **(dates bolded in the calendar below)**. Then in the cycle's sixth week, students go on break, leaving faculty time for intensive collaboration and development. The seventh week is a full school break for both faculty and students to recharge (*dates italicized in the calendar below*).

Students receive 179 full days of regular and extended instruction, totaling 1,360 hours. Including before/after school remediation and experiential learning, Kairos provides 1,705 hours of potential instruction. An hour of optional remediation is offered before and after every regular term day (from 8-9 a.m. and 5-6 p.m.) These 288 instructional hours are available to anyone and, at Kairos' discretion, may be required for students needing remediation. Another 45 hours of optional instruction are offered during extended term, from 8-9 a.m. and 5:30-6 p.m., for which Kairos does *not* report ADA. Kairos also does not report ADA for 12 hours of Saturday experiential learning trips (three half-day adventures).

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[19] Kulik, C., Kulik, J., & Bangert-Drowns, R. (1990). Effectiveness of Mastery Learning Programs: A Meta-Analysis. Review of Educational Research, 60(2), pp. 265-299.

[20] Grolnick, W.S., & Ryan , R.M (1987). Autonomy in Children's Learning: An Experimental and Individual Difference Investigation. Journal of Personality and Social Psychology, 52. pp. 890-898.

[21] Berger, R., Rugen, L., & Woodfin, L. (2014). Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment. San Francisco, CA: John Wiley & Sons.

[22] Costa, A. L., & Kallick, B. (2008). Reporting Growth in Habits of Mind. In Costa, A. L. & Kallick, B. (Eds.), Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, (pp. 258-268). Alexandria, VA: Association for Supervision and Curriculum Development.

A.4.i: Kairos 2019-2020 School Calendar

Extended	Inservice; No Students	Experiential Trip	Portfolio	Makeup	*Break (Fed. Holiday)*

SEPTEMBER 2019

Su	Mo	Tu	We	Th	Fr	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 2019

Su	Mo	Tu	We	Th	Fr	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 2019

Su	Mo	Tu	We	Th	Fr	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

Kairos Academies

SEPTEMBER
2: Labor Day
2-6: Full School Break

OCTOBER
7-11: Kairos Expedition (Ext. Term, Enrich.)
14-18: Inservice; No Students
21-25: Full School Break

NOVEMBER
11: Veterans Day
16: Exp. Field Trip (4 hours)
21-27: Cycle 2, Extra Time (Ext. Term, Rem.)
28-29: Thanksgiving Break

DECEMBER
13: Portfolio Night
16-20: Inservice; No Students
20: Enrollment Lottery #1
23-31: Full School Break (Winter Break)

JANUARY
1-3: Full School Break (Winter Break)
20: MLK Day

FEBRUARY
10-17: Full School Break
17: President's Day

SCP

SEPTEMBER
2: Labor Day

OCTOBER
14-25: Full School Break

NOVEMBER
11: Veterans Day
27-29: Thanks.

DECEMBER
21-31: Winter Break

JANUARY
1-3: Winter Break
20: MLK Day

FEBRUARY
13-17: Full School Break

SLPS

SEPTEMBER
2: Labor Day

OCTOBER
11: PD/RK
18: Parent-Teacher Conferences

NOVEMBER
11: Veterans Day
27-29: Thanks.

DECEMBER
20: PD/RK
23-31: Winter Break

JANUARY
1-3: Winter Break
6: PD/RK
20: MLK Day

FEBRUARY
14: PD/RK
17: Pres. Day

DECEMBER 2019

Su	Mo	Tu	We	Th	Fr	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 2020

Su	Mo	Tu	We	Th	Fr	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 2020

Su	Mo	Tu	We	Th	Fr	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 2020						
Su	Mo	Tu	We	Th	Fr	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 2020						
Su	Mo	Tu	We	Th	Fr	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 2020						
Su	Mo	Tu	We	Th	Fr	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						

Kairos Academies	SCP	SLPS
MARCH **6:** Enrollment Lottery #2 **7:** Exp. Field Trip (4 Hours) **23-27:** Full School Break (Spring Break) **30-31:** Inservice; No Students	**MARCH** **16-27:** Spring Break	**MARCH** **20:** Parent-Teacher Conf. **23-27:** Spring Break
APRIL **1-3:** Inservice; No Students	**APRIL** **24:** No School	**APRIL** *NO BREAKS*
MAY **11-15:** Inservice; No Students **18-22:** Full School Break **25:** Memorial Day **25-29:** Makeup Days	**MAY** **18-29:** Break	**MAY** **22:** PD/RK **25-29:** Summer Break
JUNE **20:** Exp. Field Trip (4 hours)	**JUNE** **1-30:** Summer Cycle (Ext. Term, Rem.)	**JUNE** **1-26:** Summer School (Ext. Term, Rem.) **29-30:** Summer Break
JULY **2:** Portfolio Night **3:** Makeup Day **6-10:** Inservice; No Students **13-17:** Full School Break **20-31:** Cycle 7, Extra Time (Ext. Term, Rem.)	**JULY** **1-3:** Break (July 4th) **6-12:** Summer Cycle (Ext. Term, Rem.) **13-31:** Break	**JULY** **1-31:** Summer Break
AUGUST **3-21:** Cycle 7, Extra Time (Ext. Term, Rem.) **21:** Family Orientation Barbecue **24-28:** Inservice; No Students	**AUGUST** **1-17:** Break	**AUGUST** **3-14:** Summer Break

JUNE 2020						
Su	Mo	Tu	We	Th	Fr	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 2020						
Su	Mo	Tu	We	Th	Fr	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 2020						
Su	Mo	Tu	We	Th	Fr	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					

Each year, Cycle 1 begins on the second Monday of September. For Year 1, the Executive Director and Chief Academic Officer will be hired approximately 12 months prior to Kairos' opening on September 9, 2019. These school leaders will undergo rigorous professional development required and provided by the Summit Learning Program. Although founding faculty will be recruited and hired throughout pre-operational year, they will officially begin onboarding one month prior to opening. Kairos consulted with the Department of Elementary and Secondary Education when crafting our calendar to comply with statute.

Legend

Regular Term: Kairos provides 1,080 hours of regular term instruction over 144 full days (7 ½ hours, excluding a 30-minute lunch). This satisfies the 142 day, 1,044 hour legal requirement set by RSMo 171.031.1. Kairos has identified 6 makeup days in case of inclement weather, per RSMo 163.021.1.[23, 24]

Saturday Experiential Learning Trips: Saturday trips every other cycle expand student access without imposing on weekday instructional hours. Parents and students commit to these three optional half-day learning experiences in the Kairos Compact. Classes travel together, organized by House. Kairos plans to take advantage of St. Louis' many free resources, such as the St. Louis Science Center, St. Louis Art Museum, St. Louis Zoo, Missouri History Museum, Lone Elk Park, World Bird Sanctuary, Animal Behavior and Evolution Day, BetaBox, Amazing Brain Carnival, Washington University's K-12 Connections (e.g., Edison Theatre, Kemper Art Museum, Earth & Planetary Science rock collection, etc.). Summer cycle trips expose students to cultural opportunities that the traditional calendar precludes schools from attending, such as shows at the Muny or Shakespeare in the Park. In high school, experiential learning trips include tours of area colleges and universities.

Portfolio Nights: Twice a year, Kairos opens its doors for anyone in the community to come celebrate our students' work. Study groups display Projects, extracurricular clubs perform, and students are recognized for individual and collective accomplishments. Families, community partners, and other stakeholders are encouraged to attend Portfolio Nights. Kairos has been inspired by similar events at High Tech High where students also exhibit their art, inventions, and creations.[25]

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[23] "Inclement weather" is defined as ice, snow, extreme cold, flooding, or a tornado. Days are not counted as inclement weather days if Kairos has been in session for more than 3 hours.

[24] Kairos will make up the first 6 inclement weather days in a year and half the number of remaining days canceled. Memorial Day will only be used as a makeup day if required (i.e., if Kairos has closed for 6 regular term days).

[25] HTH's personalized, project-based curriculum has led to 100% college admission (35% first generation). Students, especially Black students, widely outperform district/statewide peers. (Cisco. (Retrieved 2018, May 1). HTH Case Study.)

Inservice: The first week of every break is reserved for differentiated staff work (cumulative 30 days, or 240 hours).[26] When students leave, faculty can concentrate wholly on improving education at Kairos. Managers convene team meetings to analyze data trends, strategize about particular students or subgroups, and assign Structure/Praxis PDs. Faculty then complete individual assignments, which may include PD (e.g., self-study of an article, researching field trip options for the House Committee, editing a Summit module, etc.) or other, everyday responsibilities (e.g., calling/visiting parents, updating Personalized Trajectories, critiquing Projects, etc.) Inservice is the crucial second step of Kairos' continuous iteration loop: practice (in session), reflect/collaborate (inservice), rest (full break).

Extended Term: Per the Missouri Code of State Regulations, 5 CSR 20-100.160, school districts with "'year-round' schedules" may conduct components of "summer school" during *non-summer* breaks in the regular term. These "summer school" components need *not* be separated from the school's regular term by scheduled days off. The only requirement is that no segment consist of fewer than 30 hours, and that together, they constitute at least 120 hours of normal, planned courses. Kairos meets this requirement with 40 hours of extended term remediation in Cycle 2 and 200 hours in Cycle 7.

Our Expedition (Cycle 1) adds *another* 40 hours to our extended term as an "Exploratory or Enrichment" program (course code 991010, according to DESE's 2017 Summer School Handbook).[27] Expeditions couple multi-day experiential learning trips with on-site coursework to provide educational enrichment outside the scope of regular term curricula. The 8th-grade trip to Washington DC, for instance, exposes students firsthand to the institutions of American government they study in 8th grade American History and Government courses. These structured trips, qualitatively different from our standard curricula, supplement Kairos' normal academic program.

Kairos will only add summer school ADA for hours spent by *qualifying* students on subjects *needing remediation* (i.e., in middle school, material without which they would risk non-promotion; in high school, subjects in which they scored Below Basic on their latest state test; or for 6th grade, a qualified reading improvement program).[28] We do, however, expect to

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[26] Cycle 4 inservice comes *after* the full school break so that Kairos teachers can share a spring break with friends and family in SLPS.

[27] "Field Trips Field trips are permitted as a special exploratory educational experience for students during summer school and are not intended to be implemented daily as a stand-alone course. No fees may be charged for field trips. Field trips conducted outside of the regular scheduled school day or calendar (after-school or on weekends) cannot be counted for ADA purposes. Eligible attendance hours for state aid purposes for field trips are limited to the length of the normal school day. For example, if a field trip requires eight clock hours to complete but the length of the normal summer school day is four hours, only four clock hours of attendance may be claimed for each participating student for state aid purposes. State transportation aid for field trips is not allowed." (Department of Elementary and Secondary Education. DESE 2017 Summer Handbook, p. 5.)

[28] Revised Statutes of Missouri. RSMo 167.645.1-3.
Department of Elementary and Secondary Education. DESE Attendance Hour Reporting, p. 7.

receive ADA funding for *all* students attending the Kairos Expedition—extended term enrichment *qualitatively different* from our normal academic program—regardless of remedial needs.[29]

Extended term days run the allowed 8 hours. Expeditions are multi-day field trips, easily covering the reported 8 hours. Extended term remediation goes from 9 a.m.-5:30 p.m., with a 30-minute break for lunch. The same rotation of faculty provides supervision and instruction from 8-9 a.m. and 5-6 p.m., as during the regular term. Kairos has placed extended term days to minimize funding loss due to incidental absence during the regular term (e.g., traveling the day before Thanksgiving, summer getaways, etc.).

> ***Extended Term Remediation:*** The largest component of our extended term (240 hours) comprises two segments of extended term remediation which continue Kairos' normal academic program during the final 5 days of Cycle 2 and the full 25 days of Cycle 7. For non-remedial students, these days function like regular term. For students needing remediation, the time is spent catching up in eligible subjects. For example, a study group Below Basic in math would receive intensive support to accelerate through modules during remedial extended term.
>
> ***Extended Term Enrichment:*** In the final 5 days (40 hours) of Cycle 1, students attend the Kairos Expedition.[30] For returning students, Expeditions demarcate the passage of a year and entry to a new stage of maturity. In 6th grade, the Expedition—a Wilderness Induction—crowns the four weeks of student orientation. Kairos has an offer to partner with Wyman STL for their Camp Program in Eureka, MO, which includes a high-ropes course, hiking, induction bonfire, orienteering challenge, outdoor education, dynamic problem solving, and leadership development activities (q.v. *Appendix G*).[31]
>
> In 8th grade, when social studies covers both American History and Government, students visit Washington D.C. The 7th grade Expedition is still undetermined; faculty will decide in Year 1 after hearing from students and parents. The Kairos Expedition is designed to bond Houses, expand student horizons, build cultural capital, and incentivize both positive student behavior and extended term attendance. All off-site adventures are reflected on and prepared for through on-site instruction.

Break Enrichment Programs: Although data from SCP suggests families have no trouble finding childcare during breaks, Kairos will still organize optional student enrichment and supervision. SCP has expressed interest in coordinated programming during shared breaks, possibly with the YMCA, the Boys and Girls Club (with which SCP has previously contracted

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[29] Department of Elementary and Secondary Education. DESE 2017 Summer School Handbook, p. 7.
[30] Students may be disqualified due to missed Extended Term or as a very serious mediation penalty.
[31] Backup camps include Touch of Nature, Klondike Park, Babler State Park, and YMCA's Trout Lodge. The Wilderness Induction may include contracted programming from organizations like Guided Path Adventures.

with for break enrichment), or in the summer, free summer camps through the St. Louis City's Parks, Recreation, and Forestry department. Gene Slay's Girls and Boys Club has also expressed interest in hosting Kairos students during intersession breaks.

Starting in Year 4, Kairos will arrange optional 2- to 3-week externships for high school students on break. Externships allow students to volunteer, work, or shadow at local organizations, gaining experience in a variety of fields. Students may take externships over several breaks, building resumes, learning professional norms, and reducing their exposure to youth violence.[32]

Since Kairos will not place students in externships until 2022, we have not solicited partner commitments. That said, many of the following organizations have signaled an openness to student volunteers: St. Louis Agency on Training and Employment, STL Youth Jobs, St. Louis Job Corps, Boys and Girls Club St. Louis, St. Louis Park Community Education, Missouri Botanical Gardens, St. Louis Zoo, St. Louis Public Library, St. Louis Internship, St. Louis Crisis Nursery, Northwest Coffee Roasting, Gelateria del Leone, Diversity Awareness Partnership, United Way, Garden 'n Grow, St. Louis Storytelling Festival, OML Project, Shaw Institute for Field Training, and the Tyson Environmental Research Fellowship.

Flexible Daily Schedule

Kairos operates from 9 a.m.-5 p.m., Monday through Friday, and one Saturday every other cycle from 9 a.m.-1 p.m. for a half-day experiential learning trip, guest speaker, or special event. To accommodate parent schedules, rotating faculty offer supervision Monday-Friday during our optional breakfast from 8 -9 a.m., and after school from 5-6 p.m.[33] Students who attend these additional remediation hours must work on their weakest subjects.[34] Students may also be assigned to mandatory after school detention (a potential mediation penalty), where they likewise work on their weakest subject(s). Kairos will offer these instructional hours both during regular term and extended term remediation. We expect to receive ADA funding during regular term for students who qualify for this before/after school remediation.

Kairos structures the student day differently than most traditional schools, where master schedules scaffold nearly every student movement or activity. Our flexible schedule lets students practice managing their time and resources in a choice-rich environment. Through a gradual release across the ownership continuum, students become increasingly responsible for organizing resources

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[32] Heller, S. B. (2014). Summer Jobs Reduce Violence Among Disadvantaged Youth. Science, 346(6214), pp. 1219-1223. Chicago.

[33] During regular term, school operates 9 a.m.-5 p.m. and remediation is offered 8-9 a.m. and 5-6 p.m. During extended term remediation, school operates 9 a.m.-5:30 p.m., and optional non-ADA instruction is offered 8-9 a.m. and 5:30-6 p.m.

[34] Coaches monitor which subjects students work on when through the Summit Platform. The Platform and other Chromebook software also allow coaches to track student location, time spent on course, progress through assessments, and other computer or web activity. Our office manager uses location data to confirm the swipe card attendance system she oversees at the front desk.

(including teachers) to realize their own educational ends. Productive executive choices (about what, how, where, when, and with whom to work) lead students to accomplish Growth Goals, ultimately expanding student autonomy; unproductive choices, which lead to missed Growth Goals, constrain choice. At full choice, students resemble college students or modern-day professionals, driven through our coworking space by an internal sense of purpose. Even then, however, coaches continue to monitor student growth and, when necessary, introduce external structure to support success.

Orientation

Upon enrollment, student schedules approximate those at Summit Public Schools. Coaches assign times and places for study groups to complete specific Focus Areas and Projects; in effect, scaffolding student executive function. As students meet Growth Goals, those scaffolds are removed one by one—incrementally increasing a student's ownership of her schedule. At "intermediate choice," coaches outline Focus Area and Project time, but students begin choosing *which* subjects to work on *when*. At slightly higher levels of choice, they also decide *where* to work (within circumscribed options). Over time, students make more and more decisions, until they are consistently and responsibly self-directing. At full choice, schedules are almost entirely differentiated.

For new students, Cycle 1 serves as an orientation. Culture building and community norming begins in coaching pods. Coaches administer the NWEA MAP and subject-specific diagnostic tests to determine a student's baseline mastery (i.e., where to begin in each subject's curricular continuum). Based on that data, coaches map out Personalized Trajectories (prioritizing curricular modules to ensure college readiness by graduation), which Class Chairs use to organize study groups. During this first cycle, students remain on the lowest levels of choice: their schedule is wholly prescribed, and their work is supervised by an appropriate Department teacher. Orientation lets students acclimate to Kairos' personalized learning curriculum, cultural expectations, and self-directed model. Relationship building through pod and House activities culminate in our Wilderness Induction (the 6th-grade Expedition).

Starting in Cycle 2, student choice begins to expand. Students that meet Growth Goals are gradually weaned off executive scaffolds (i.e., choices traditionally dictated by master schedules). Each cycle, students who meet Growth Goals are entrusted to manage more and more of their own behavior. As discussed, students are held accountable by natural consequences: unproductive executive choices → missed Growth Goals → reduced autonomy. Functionally, this means a coach *reintroduces* a series of relevant executive scaffolds. The student's schedule now buttresses an area prone to organizational foibles with an evidence-based executive strategy (e.g., sitting away from distracting friends, working on hardest subjects first, etc.). Practicing that strategy nurtures the mindsets, essential skills, and habits (MESH) students need to direct their own learning. As the student begins meeting Growth Goals again, the scaffold relaxes, allowing the student to sustain the MESH behavior with slightly less structure. Eventually, she is sustaining it *entirely* on her own. Coaches oversee this equilibrium, empowering students with only as much executive choice as they can manage responsibly. Choosing executive strategies of their own volition shows that students are ready for more self-direction: moving from low choice to intermediate choice to, eventually, full choice.

A.4.ii: Student Daily Schedules Along the Ownership Continuum

	Low Choice				Intermediate Choice				Full Choice			
Clusters	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
8:00-15	Breakfast		Optional Differentiated Remediation		Breakfast		Optional Differentiated Remediation		Breakfast		Optional Differentiated Remediation	
8:15-30												
8:30-45												
8:45-9												
9:00-15	Focus Area 1				Focus Areas				Differentiated Time			Snack
9:15-30												
9:30-45												
9:45-10	Project 1, 2				Projects							
10:00-15												
10:15-30												
10:30-45			Snack				Snack					
10:45-11												
11:00-15												
11:15-30	Focus Area 2	Lunch	Gym	M, W, F: Art T, Th: Holistic	Focus Areas	Lunch	Gym	M, W, F: Art T, Th: Holistic	Diff Time	Lunch	Gym	M,W,F:Art
11:30-45												T, Th: Diff Time
11:45-12		Check-in				Check-in						
12:00-15	M, W, F: Art T, Th: Holistic	Focus Area 2	Lunch	Gym	M, W, F: Art T, Th: Holistic	Focus Areas	Lunch	Gym	M,W,F:Art	Diff Time	Lunch	Gym
12:15-30									T, Th: Diff Time			
12:30-45			Check-in				Check-in					
12:45-1	Gym	M, W, F: Art T, Th: Holistic	Focus Area 2	Lunch	Gym	M, W, F: Art T, Th: Holistic	Focus Areas	Lunch	Gym	M,W,F:Art	Diff Time	Lunch
1:00-15										T, Th: Diff Time		
1:15-30				Check-in				Check-in				
1:30-45	Lunch	Gym	M, W, F: Art T, Th: Holistic	Focus Area 2	Lunch	Gym	M, W, F: Art T, Th: Holistic	Focus Areas	Lunch	Gym	M,W,F:Art	Diff Time
1:45-2											T, Th: Diff Time	
2:00-15	Check-in				Check-in							
2:15-30	Project 3, 4				Projects				Differentiated Time			Snack
2:30-45												
2:45-3												
3:00-15			Snack				Snack					
3:15-30												
3:30-45												
3:45-4	Focus Area 3, 4				Focus Areas							
4:00-15												
4:15-30												
4:30-45	Mon: Assembly Wed: Pod Time Fri: House Time		Tues, Thurs: Clubs		Mon: Assembly Wed: Pod Time Fri: House Time		Tues, Thurs: Clubs		Mon: Assembly Wed: Pod Time Fri: House Time		Tues, Thurs: Diff Time	
4:45-5												
5:15-30	Optional Differentiated Remediation				Optional Differentiated Remediation				Optional Differentiated Remediation			
5:30-45												
5:45-6												

Daily Schedule

Versions of Kairos' daily schedule for students at different places along the ownership continuum (generalized as low, intermediate, and full choice) can be found on the following page. Even at low choice, students complete the same personalized, autodidactic Summit curricula as any Kairos student. They do so, though, under the direct supervision of a Department teacher from the subject material they're working on. Focus Areas comprise 2 ¼ hours and Projects 3 hours of each day—20% and 25% *more* time respectively than Summit Public Schools allots.[35] *Each* core subject (English, math, science, and social studies) has a dedicated 6 hours and 33 minutes per week.

During Focus Areas, students work either independently or, informally, with their study groups. Students may also solicit 1-on-1 tutoring from Department teachers as necessary. Teachers offer tutoring to a cohort of about 14 students, and during select Focus Area "office hours," volunteer Teaching Assistants (e.g., undergraduate student groups, retirees, etc.) offer even more individualized attention. Because Kairos differentiates Cyclical Goals by subject, we partition time along the same lines. Twice as much time is apportioned for weak subjects, Focus Areas 1 & 2, to help students catch up. Stronger subjects (Focus Areas 3 & 4) are reserved for alternate afternoons. Subject strength is determined using the NWEA MAP, departmental diagnostics, and, as a tiebreaker, coach and student input. Relative subject strength may vary over time.

While Focus Areas can be completed individually, Projects require full study group participation. Every two days, students cycle through Projects in each of their core subjects (two one day, two the next). As with Focus Areas, we maintain a 1:14 faculty-student ratio by dividing subjects evenly between students. For ¼ of students, Project 1 will be English, for ¼ math, and so on. Per Summit's guidance, Project blocks are 90 minutes, allowing for longer simulations, facilitations, and experiments when appropriate for curricular material.

Check-in frequency is inversely related to student ownership. At the beginning of the ownership continuum (i.e., at low choice), coaches check-in with students *every* day for ~14 minutes (~1 hour and 10 minutes per week—6 times *more* than Summit).[36, 37] Coaches use this time to touch base personally (about family, friends, common interests, extracurriculars, life events, etc.); assess progress on

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[35] Schedules vary by school, but samples can be found in Summit Learning Sample Schedules.

[36] Summit Learning, *op. cit.*

[37] Kairos' weekly check-in time is also 2.3x more than check-in time at the successful Khan Lab School (KLS). "KLS students are grouped by independence level, so that they receive as much structure and freedom as they can successfully handle. At the core of this model is an individual advising meeting between student and teacher...To provide the appropriate guidance in goal-setting and achievement, every student has a thirty-minute one-on-one meeting with their teacher, more aptly known as their "advisor," once a week. By setting aside this time each week, students are held accountable for their self-paced work and are guided in figuring out what steps come next in their learning...At KLS, the student experience is primarily driven by goals students set at the beginning of each term with guidance commensurate with their independence level...These goals determine their weekly schedule—and where and with whom they spend their days." Kairos has based our check-in time and structure on KLS's weekly advising sessions, which in turn are based on research from Gallup and Purdue University, Kunskapsskolan (a network of schools in Sweden), The Fontan Relational Education system, and Google. (Stories from Khan Lab School Educator Insights. (2016, May 2). Making Time for the Student-Teacher Relationship.)

Growth Goals; discuss recent executive choices; recommend executive strategies and, if necessary, scaffold them. At intermediate choice, check-ins become less frequent (every 2-3 days), and at full choice, coaches check-in with students only once a week (but for ~20 minutes). By that point, students are proposing feasible, multi-week schedules to accomplish their goals. Schedules, Growth Goals, and progress are reviewed independently by both coach and student. Check-ins are primarily minor schedule adjustments, signing off on plans, and staying abreast of childhood's vagaries and vicissitudes.

At low to intermediate choice, coaches check-in with the 10 students of their pod during the four lunch blocks from 11:15 a.m.-2:15 p.m (q.v. schedule above). To make this logistically possible, students from each House (A-D) are divided across only *three* of the four study group Clusters (I-IV). For example, House A students might be in Clusters II, III or IV but *not* in Cluster I. Coaches from House A—themselves an even representation of the four Departments—tutor *non*-House A students during Focus Area 2. Those students constitute study group Cluster I. Then, during the next three lunch blocks (summing 2 ¼ hours), House A coaches check-in with their House A students in Clusters II, III, and IV. Meeting 3-4 students per block, the time is enough for coaches to check-in with every student in their pod. As the schedule shows, coaches in Houses A-D rotate tutoring Focus Area 2 so that all can follow the same check-in protocol.

Of those four middle blocks, one is Focus Area 2 and one is lunch (which includes a coaching check-in. The other two are art and gym, which are instructed by rotating resident artists and athletes: contracted local practitioners who stay with Kairos for 2-3 cycles. Activities during these blocks vary with our residents' expertise (e.g., yoga, painting, dance, etc.) Students have gym every day (3 ¾ hours per week) and art on Monday, Wednesday, and Friday (2 ¼ hours per week). Course times are prescribed, even for students at full choice, due to scheduling restrictions from the number of residents (one artist and one athlete per class) and their contracted time (11:15am-2:15pm). High-energy games and artistic expression punctuate core academic coursework at the beginning and end of each student day. Instead of art on Tuesdays and Thursdays, students complete holistic coursework (presented on the Summit Platform). Holistic material rounds out academic coursework with "life skills and knowledge," such as Google Docs tutorials, nutrition, de-escalation strategies, sleep hygiene, note-taking and study skills, financial management, etc. Students spend 1 ½ hours per week learning holistic material.

In the last half hour of the day, when students are least focused, community groups come together for Assembly, Pod Time, House Time, or clubs. Assembly is a school-wide meeting used for general announcements, student performances, and guest speakers. Pod Time is a pod-wide meeting (occasionally classwide) used for Class-relevant announcements, structured MESH development activities, and *intra*-class culture building. House Time is for House-wide positive incentives (e.g., intramural sports, pizza parties, etc.), House symposia, and *inter*-class culture building. Clubs are *student*-led extracurriculars. Faculty attend club meetings to provide supervision, but most complete differentiated work; only Club Sponsors (i.e., faculty on the Extracurricular Committee) actively participate in club meetings.

Students eat four times per day: an optional breakfast, lunch, and two snacks. Snacks are fruit or vegetables (eventually from the Kairos garden), which promote health and reduce expenses. Likewise, Kairos lunches prioritize nutrition (no desserts, House incentives for taking vegetables, etc.). Restorative justice mediations are assigned to students who waste food and, if repeated, executive choice is curtailed. Students work through breakfast (remediation before school) and snack (given during Projects and, eventually, differentiated time). The lunch block includes no work, and lunch may be eaten anywhere in the building (once students reach full choice). We expect students will settle either in the cafeteria or the adjacent lounge, which sports billiards, ping pong, chess, couches, bean bags, etc. During the lunch block, students check-in with their coach for ~14 minutes. To moderate cafeteria volume, students are assigned to one of the four lunch blocks.

Kairos does not schedule passing time for most blocks because, as choice expands, transitions become fluid and unpredictable (responding to spontaneous learning needs.) Per DESE guidance, however, Kairos has built passing time into our 30-minute lunch block.

Student schedule evolve as they grow along the ownership continuum. At low choice, schedules highly structured with clearly delimited opportunities for self-direction. Students are told *what* to work on *when*, but they have some flexibility about *how* they move through the coursework. Making responsible decisions and meeting Growth Goals advances students toward intermediate choice. Coaches still apportion time between Focus Areas and Projects, but students and their study groups can choose *which* subjects to work on and in *what* order. If students manage this increased choice productively, coaches remove additional executive scaffolds. Eventually, almost all student time becomes differentiated time. Differentiated time can be used for Focus Areas, Projects, check-ins, or club meetings. Coaches still set Growth Goals for all subjects (including art, gym, and holistic courses), but at full choice, *students* take responsibility for deciding how to reach them.[38] As long as goals are met, those executive choices remain in the student's locus of control.

Faculty "Plan Periods"

Kairos' flexible schedule grants faculty more differentiated work time than a traditional school day, enabling them to fulfill a third "leadership role" (in addition to their roles as coach and teacher). That differentiated work time will be at a *minimum* during Year 1 orientation, when the fewest staff will be supporting students most in need of oversight. As students learn *how* to learn, they become increasingly autodidactic and require fewer check-ins. Differentiated work time will increases each cycle as groups of students move across the ownership continuum. Even orientation will be easier in later years because there will be more teacher-coaches to share the coaching burden of a new Class. For Cycles 1-2, Kairos will distribute curricular load *away* from teacher-coaches with the most coaching work (i.e., coaches of new students).

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[38] Although students have choice over how they reach proficiency, our flexible schedule does not allow students to opt out of learning. All students are required to attend regular term days on-site and complete academic work during school hours. The office manager tracks student attendance in our SIS (LumenTouch) and monitors student location on cameras and through GoGuardian (Chromebook geolocation software). GoGuardian as well as the Summit Learning Platform also allow coaches and faculty to track student learning activities, time spent on-task, etc. in our online curricula.

The table below (*A.4.iii*) displays faculty time allocation in Year 1, Cycle 1, when faculty have the *least* time for their leadership role. It assumes a 9 a.m.-5 p.m. work schedule and four shifts of remedial supervision per cycle (four days every two months) from 8-9 a.m. and 5-6 p.m. Given data from the founding management team's classrooms, Kairos predict teachers will spend ⅔ of their Focus Area time tutoring *ad hoc* and ⅓ completing independent work between student questions. An employee's "Leadership Time" is how much time we allocate per day for them to accomplish their "Leadership Role" duties. These estimates do *not* include three half-day Saturday experiential learning trips, when faculty will likely be serving as chaperones.

A.4.iii: Faculty Time Distribution in Hours Per Day

#	Lead. Role	Lead. Time[39]	Dept	House	Focus Area 1	Project 1,2	Focus Area 2	Check-in	Project 3,4	Focus Area 3,4	Assembly/ House (M, F)[40]	Pod (Wed)	Club (T, Th[41])
1	Exec Dir	6:45	ELA	B				2:15	1:30		:30	:30	
5	DC ELA	0:25	ELA	C	:45	1:30	:45	2:15	1:30	:45		:30	:30
3	DC SPED	2:06	ELA (SPED)	A	:45	1:30	:45	2:15		:45		:30	
2	CAO	6:15	Math	C	:45			2:15	1:30		:30	:30	
4	DC Math	0:25	Math	D	:45	1:30	:45	2:15	1:30	:45	:30	:30	
10	CC Med	1:51	Math (SPED)	B		1:30	:45	2:15		:45		:30	
6	DC Sci	0:25	Sci	A	:45	1:30	:45	2:15	1:30	:45	:30	:30	
8	COO	4:21	Sci	B	:45			2:15	1:30			:30	
11	CC House	1:39	Sci	D		1:30	:45	2:15		:45	:30	:30	
7	DC Soc St	0:25	SS	A	:45	1:30	:45	2:15	1:30	:45	:30	:30	
9	Class Chair	2:09	SS	C	:45			2:15	1:30			:30	:30
12	CC Extra	1:27	SS	D		1:30	:45	2:15		:45		:30	:30

Exec Dir = Executive Director
CAO = Chief Academic Officer
COO = Chief Operating Officer
DC = Department Chair
CC = Committee Chair
Med = Mediation
Extra = Extracurricular

Faculty engage with students each week for between 19 ¾ hours (Executive Director) to 39 hours (Department Chairs). We also budget 1 ½ hours *per day* (a traditional teacher's "plan period") for

[39] Except for the Executive Team, faculty time allocations are based on a 40-hour work week (barring occasional before/after school remediation). Given higher salaries, the COO is expected to work 50 hrs./wk. and the ED and the CAO are expected to work 60 hrs./wk.

[40] Only Heads of House need to be at House Time, and only Heads of House and the ED and CAO need to be at Assembly. Differentiated work time for other faculty.

[41] Only Club Sponsors on the Extracurricular Committee are involved during club meetings. Other adults may provide supervision but will not coordinate/advise the club (e.g., coaching, planning club trips, etc.). For those faculty, this functions as differentiated work time.

instructional or coaching prep work which does *not* face students (and thus is not displayed above).[42] At the same time, every faculty member (besides Department Chairs) gets, on average, 42% of a normal work 40-hour week to complete their leadership role duties. To accommodate Department Chairs during the heavy curricular load of Cycle 1-2, Kairos minimizes Instructional Team PD (the bulk of their leadership responsibility) until Cycle 3 (e.g., no revisions to Summit's curricula). "Leadership Time" increases dramatically as students earn increased choice and as Kairos hires more staff in Years 2 & 3. For example, as check-ins go from daily to bi-daily or tri-daily (intermediate choice), each faculty member gets ~6 ¾ hours more per week for their leadership role. That increase becomes 8 hours at full student choice, when check-ins are just 20 minutes once per week.

Full Choice

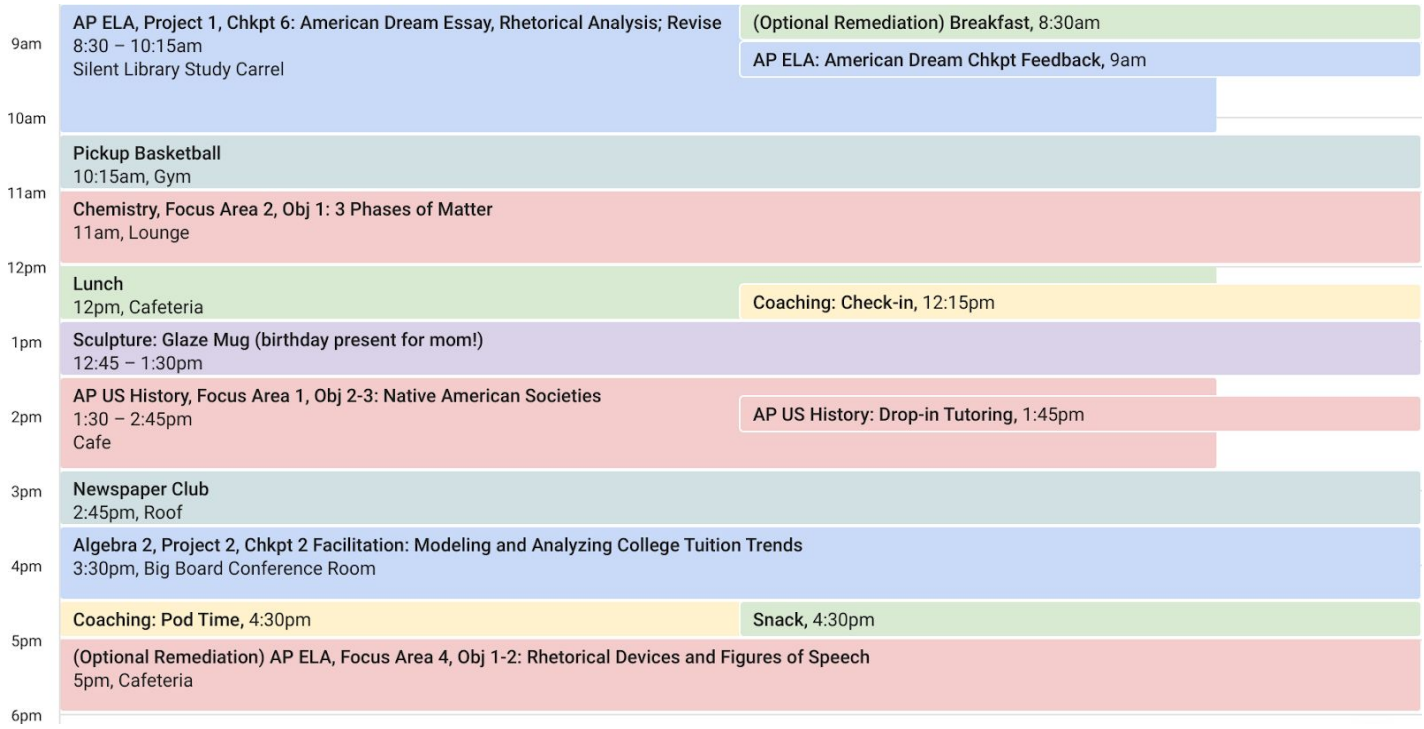
At full choice, a student's schedule reflects that of a collegian or professional. Students manage their own time, pursuing academic, extracurricular, and personal goals. Besides scheduled meetings (e.g., check-ins, facilitated sections, House symposia, etc.), students are free to move around the building at will, studying where they like and reserving rooms or tutoring slots as desired. Although students will pace along the ownership curriculum, we expect most students will reach full choice by high school.

Student Day

At each level of choice, students gain increasing freedom to set their own schedule. Thus, at full choice, student schedules will vary as much as student's own idiosyncratic learning needs, preferences, Personal Trajectories, and extracurricular commitments. At Kairos, there will be no "typical" student day. Below is an example of what an 11th-grade student's day *might* look like. Projects, Concept Units, and Focus Areas are from the Summit curriculum.

[42] Department Chairs, given their significant instructional commitment during these first months, are budgeted for 45-minute non-student-facing instructional/coaching prep periods.

A.4.iv: Sample Student Schedule at Full Choice



8:30 a.m. – 9:00 a.m.
David arrives for breakfast, grabs a bagel, and opens *The Great Gatsby*. He wants to annotate a few pages before meeting about feedback on his rhetorical analysis for AP English Language (Checkpoint 6 of the Project American Dream: Yesterday and Today).

9:00 a.m. – 9:15 a.m.
David has sent a meeting agenda that identifies two paragraphs in his rhetorical analysis draft to review (Checkpoint 6). His AP ELA teacher thinks the quotations are apt, but that David's essay needs more textual analysis connecting them to his thesis. Together, they review an exemplar analysis from Summit's resources.

9:15 a.m. – 10:15 a.m.
David has learned that he writes best in silence, so he heads to a library study carrel for his essay revisions. Referencing the exemplar resource and his completed paragraph outline (another Summit resource), David elaborates on his textual analysis.

10:15 a.m. – 11:00 a.m.
Sitting for so long has made David antsy. The gym is available, according to the Extracurricular Committee's reservation system, so David messages some friends on Google Hangouts for a game of pickup basketball.

11:00 a.m. – 12:00 p.m.
David settles in the lounge, plugs in headphones, and begins watching a BrainGenie video on states of matter. He plays a practice game on ScienceKids ("Identifying Solids, Liquids, and Gases"), referring to CK-12's online textbook chapter ("States of Matter") for help. Finally, he completes Summit's Check for Understanding on Quizlet. His progress is automatically shared with the teacher for Particle Behavior & the 3 Phases of Matter and David's coach.

12:00 p.m. – 12:45 p.m.
Lunch is lasagna and peas. At 12:15, David finds his coach in the cafeteria for a scheduled 20-minute check-in. They chat about his progress, especially in his Algebra 2 project where his group just missed a deadline. His coach notes that David often saves his hardest subjects for last and warns that another missed deadline will result in a lowered level of choice.

12:45 p.m. – 1:30 p.m.
The new Intersect Arts resident has been teaching David how to make pottery. He puts the finishing touches on a mug he's decorating for his mom's birthday!

1:30 p.m. – 2:45 p.m.
David grabs some tea and settles in a comfy chair in the cafe. He opens up his AP US History Focus Area on Native American Societies. He's already taken the diagnostic and wants to complete two more Objectives by the end of the day. David starts by taking notes on the culture of American Indians in the Plains and Northeast (Khan Academy) and on the Iroquois (USHistory.org). After a practice question (BBC Education) stumps him, David turns to Summit's linked explanatory videos from History.com and the University of Wyoming. David still doesn't understand the question answer, though, so he books an appointment slot on his module teacher's Google Calendar. The teacher (set up for office hours in the adjacent lounge) helps explain Native American religion. He points David to a more in-depth Summit resource (Encyclopedia Britannica) for the question's specific answer. David returns to the cafe, takes notes on the resource, and watches one last Summit video before completing both Objectives.

2:45 p.m. – 3:30 p.m.
As managing editor of the student newspaper, David helps lead the club's weekly meeting. It's sunny, so everyone decides to work on the roof. Reporters pitch stories, and David helps them think through angles and interviews.

3:30 p.m. – 4:30 p.m.
David and his Algebra 2 study group meet in a reservable, glass conference room. The module teacher joins to facilitate practice with the Desmos Histogram creator. David and his study group then construct a model for tuition cost. The teacher stays in the conference room, occasionally asking questions that model quantitative thinking. About 30 minutes of this Project facilitation is independent, allowing the teacher time to email data updates to every family in her coaching pod.

4:30 p.m. – 5:00 p.m.
Pod Time builds on David's holistic coursework about cliques. David's coach adapts a mentor time lesson plan on inclusion from Summit, which culminates in a vision reflection. At the end of Pod Time, David gets this week's Mentee Buddy Mission—have lunch with Nylah, a podmate he doesn't know very well yet.

5:00 p.m. – 6:00 p.m.
David's mom works late, so he stays after school to catch up on Growth Goals. He starts working through an AP ELA Focus Area that supports his Project: Rhetorical Devices: Figures of Speech. Using resources under each Objective, David makes Quizlet flashcards with definitions and examples for the terms "idiom," "apostrophe," "metonymy," "synecdoche," and "litotes."

Faculty Day
As students increase choice, faculty schedules become increasingly variable too. Employee #44 serves as a coach (checking in with the student above), teacher (facilitating Algebra 2 Project for the student above), and Mediation Committee Chair. As buildings ramp up to full staff, some employees will have *two* leadership roles (Years 1-2 for the middle school, Years 4-6 for the high school). To simulate *their* schedule, we have given this employee a fictive second leadership role (Club Sponsor). Here is how they might schedule their day:

A.4.v: Sample Faculty Schedule

9am	**Praxis PD, Class Chair Coaching Session: Praising Effort,** 9am	
10am	**Algebra 1, Concept Unit 2, Chkpt 3 Facilitation: Features of Functions (Study Groups 7 & 11)** 9:30am, Big Board Conference Room 2	
11am	**Committee: Mediation, 3 Cases** 10:30am, Little Board Conference Room 1	
12pm	**Coaching: Check-in, 6 Students** 11:30am – 1pm Cafeteria	**Lunch** 12pm, Cafeteria
1pm	**Pickup Ping Pong** 1pm, Lounge	**Tutoring: Drop-in Geometry,** 1:15pm
2pm	**Club Sponsor: Improv Comedy** 1:45pm, Multipurpose Practice Room	
3pm	**Algebra 2, Project 2, Chkpt 2 Facilitation: Modeling and Analyzing College Tuition Trends (Groups 1 & 3)** 2:30pm, Big Board Conference Room	
4pm	**Structure PD, Curricular Revision: Logarithms, Obj 2** 3:30pm, Garden	**Tutoring: Open Office Hours** 3:30pm, Garden
5pm	**Coaching: Pod Time,** 4:30pm	**Snack,** 4:30pm

9:00 a.m. – 9:30 a.m.
Ms. Jones begins her day with a Praxis PD coaching session in the cafeteria. Jones has reviewed a self-study that details why and how to praise student effort instead of success during check-ins. She role plays that positive feedback with her Class Chair before applying it later in the day with her pod.

9:30 a.m. – 10:30 a.m.
Jones facilitates two study groups with similar Personalized Trajectories through Checkpoint 3 of her Algebra 1 Concept Unit, Features of Functions. Working in pairs, students try to draw relationships between variables. For each problem, Jones brings the pairs together for a guided discussion that models mathematical debate and thinking. Technology in the Big Board lets her graph proposed functions in real-time using WolframAlpha.

10:30 a.m. – 11:30 a.m.
Jones and her student mediation partner arbitrate three transgressions. Using the Mediation Committee's restorative justice protocols, they can hear sides of a case, adjudicate disciplinary penalties, and record proceedings in about 20 minutes. In one case, a shy student became non-communicative. After stepping out with his coach for a 30 second pep talk, however, the student returned able to continue the conversation with his peer.

11:30 a.m. – 1:00 p.m.
Jones has scheduled most of her week's check-ins for today. She sets up in the cafeteria, and students cycle in for their meetings during lunch. Check-ins generally follow Summit's Mentor Questioning Flowchart. One of her students is falling behind Growth Goals, though, so that check-in revolves around the student's grade reflection (adapted from a Summit resource). Jones warns that if the student falls behind again, she will reintroduce an executive scaffold around reviewing notes. In 4 of 6 check-ins, she works in praise for effort using techniques she learned in her self-study.

1:00 p.m. – 1:45 p.m.
Jones has 45 minutes until her next meeting, so she marks her Google Hangouts status as available and heads over to the lounge. She joins a few students playing ping pong, until, 15 minutes in, her phone buzzes. A boy in her Geometry Project, Function Art, is struggling to graph circles in her artwork. Jones points the student to a helpful Focus Area, Circles, and gives him an overview of the material. Jones returns to ping pong as the student settles into a beanbag nearby. Even though he is working through the Focus Area resources and practice problems on his own, Jones makes sure to check in occasionally between rallies.

1:45 p.m. – 2:30 p.m.
Jones ran her improv comedy team in college, and at Kairos, she sponsors the student Improv Comedy Club. She teaches students the same games professionals play, then steps back as the club president runs scenes. Occasionally, she suggests a practice technique. Students are very excited as they prepare to perform for their families next week at the Portfolio Night.

2:30 p.m. – 3:30 p.m.
Jones goes to the Big Board Conference Room for a scheduled Checkpoint facilitation. Two students are modeling their college tuition as part of the Algebra 2 Project, Modeling College Tuition (Checkpoint #2). In the facilitation, students speculate anticipated costs, then test their model equations by running predictive regressions on tuition costs over time for their chosen university. Jones guides students through this process, then helps students compile their findings into a

histogram on Desmos.

3:30 p.m. – 4:30 p.m.
It's a nice day, so Jones posts that she'll be out in the garden for her regular office hours. Since students only pop in occasionally, she uses the time to begin her Department Team Structure PD. The Math Department Chair has noticed that students disproportionately miss Content Assessment questions aligned to Objective 2 of the Logarithms Focus Area. Jones has been tasked with analyzing incorrect student answers, identifying the source of confusion, and replacing the explanatory resource/practice problem with a better one from the Department's curricular library. Only one student comes to office hours, so she spends the bulk of the hour evaluating alternative resources for logarithms.

4:30 p.m. – 5:00 p.m.
Jones' pod passed enough Content Assessments to win the pizza challenge! The pod enjoys pizza while playing Yarn Sharing, one of Summit's community building mentor games. Unfortunately, she has to assign one student in her pod a mediation for cursing. At the end of Pod Time, Jones reminds everyone about the upcoming Saturday experiential field trip.

A.5: Target Population

School Aged Population—Community Demographics
Diverse by Design—Lottery Policy

Kairos will open on September 9, 2019 for the 2019-2020 school year with the goal of enrolling a racially and socioeconomically diverse student body. In Year 1, Kairos will recruit 115 incoming 6th-grade students (approximately 11 years old per RSMo 160.053) and for each class thereafter, 100 students.[1, 2] With only 9.5 students per faculty member, enrolling one grade at a time allows us to germinate a culture of agency at Kairos. Based on the high transience of our enrollment zone (q.v. *Appx.D.xix*), we project 20% student attrition annually (i.e., Cycle 1-Cycle 7).[3] For 6th-9th grade, Kairos backfills during Cycle 1 (September) in order to serve as many students as possible. After 9th grade, Kairos no longer backfills because students inured to highly structured schools will likely not be prepared for success in our self-directed high school.

A.5.i: Anticipated Enrollment Years 1-7

	2019-20	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***
6th	115	100	100	100	100	100	100
7th		100	100	100	100	100	100
8th			100	100	100	100	100
9th				100	100	100	100
10th					80	80	80
11th						64	64
12th							51
Enrollment	115	200	300	400	480	544	595

School-Aged Population

Kairos' enrollment zone encompasses the 63118, 63116, and 63111 zip codes, which IFF identified as having the 1st, 2nd, and 4th largest service gaps in St. Louis. Kairos plans to open in the heart of this need, Dutchtown, which has the *most* students and *fewest* high-quality school seats of any neighborhood in St. Louis.[4]

A.5.ii: Enrollment Zone Service Gap

	Zone School Enroll.	***Dutchtown Pop***	***Dutchtown Gap***	***Zone Pop***	***Zone Gap***
6th Grade	413	568	155	1,066	654
Middle School	1,238	1,703	466	3,199	1,962
High School	901	1,841	940	3,759	2,858
Total	2,139	3,544	1,406	6,958	4,819

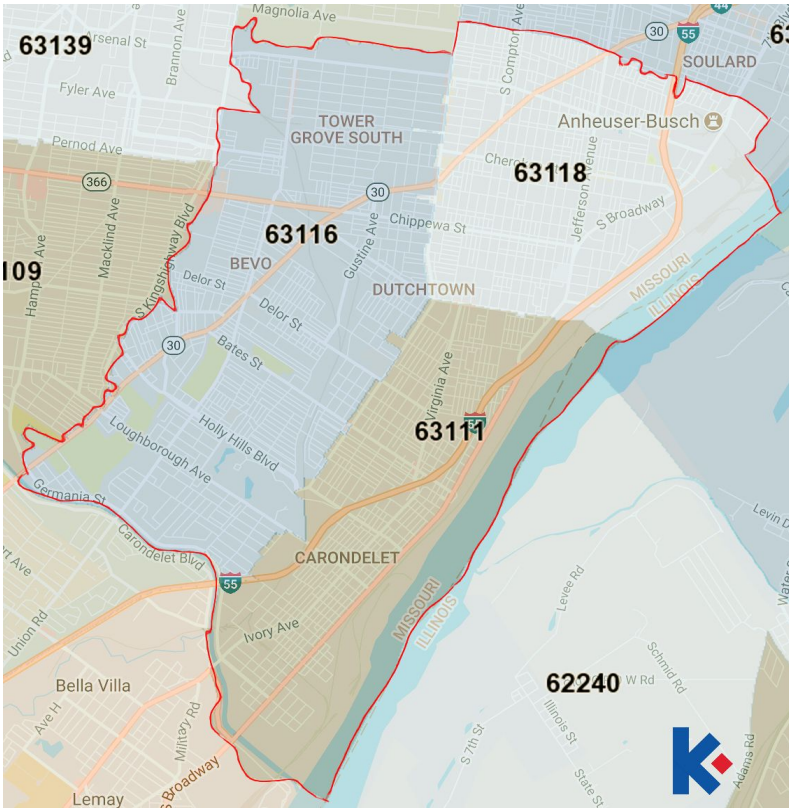
(U.S. Census Bureau, "2016 American Community Survey 5-Year Estimates"; DESE Missouri Comprehensive Data)

[1] Kairos will not discriminate on the basis of age, per The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq.
[2] Kairos will recruit additional students in Year 1, when we have the lowest student-faculty ratio, the highest student-space ratio, and the tightest budget.
[3] We account for 20% attrition to be conservative. Internally, Kairos is aiming for 10% attrition or less.
[4] "High quality" is defined as a school that met at least half of the Annual Proficiency Target in both Communication Arts (25.5% proficient) and Math (22.5% proficient). (IFF. (2014). St. Louis Schools Needs Assessment Result Summary, 2014-2015 Data.)

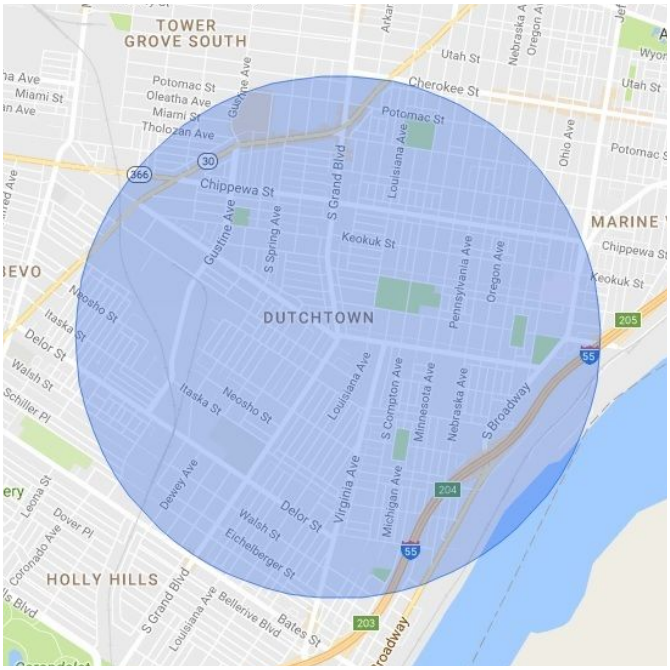
According to 2016 census data, 6,958 students aged 12-18 live in our enrollment zone. Of those, fewer than 31% (2,139) attend 6th-12th grade at a public school within the enrollment zone.[5]

For 6th grade—our first grade served—Kairos will recruit from the 654 11-year-olds who live *within* our enrollment zone but commute *outside* it for school. Of those children, 148 currently attend 5th grade *in zone*. Each year, more and more students either have to or choose to leave the zone for school. By 9th grade, 715 students commute out of our three zip codes for school. Drawing *just* from these students, Kairos could fill our middle *and* high school seven times.

A.5.iii: Enrollment Zone (63118, 63116, 63111)



A.5.vi: One Mile Perimeter of Dutchtown



Need is greatest in the neighborhood where Kairos will open, Dutchtown. The nine census tracts that comprise Dutchtown (i.e., the area within 1 mile of the Meramec and Grand intersection) contain 51% of the entire enrollment zone's middle- and high-school students. Yet despite this demand, only two public middle schools and one open-enrollment high school operate within Dutchtown. There are 1,406 more students grades 6-12 *in Dutchtown* than public middle- and high-school seats available *in our entire enrollment zone*. Those students alone could fill Kairos twice over.

To confirm demand, Kairos partnered with the Children's Education Alliance of Missouri for a 14-day canvass in June 2017.

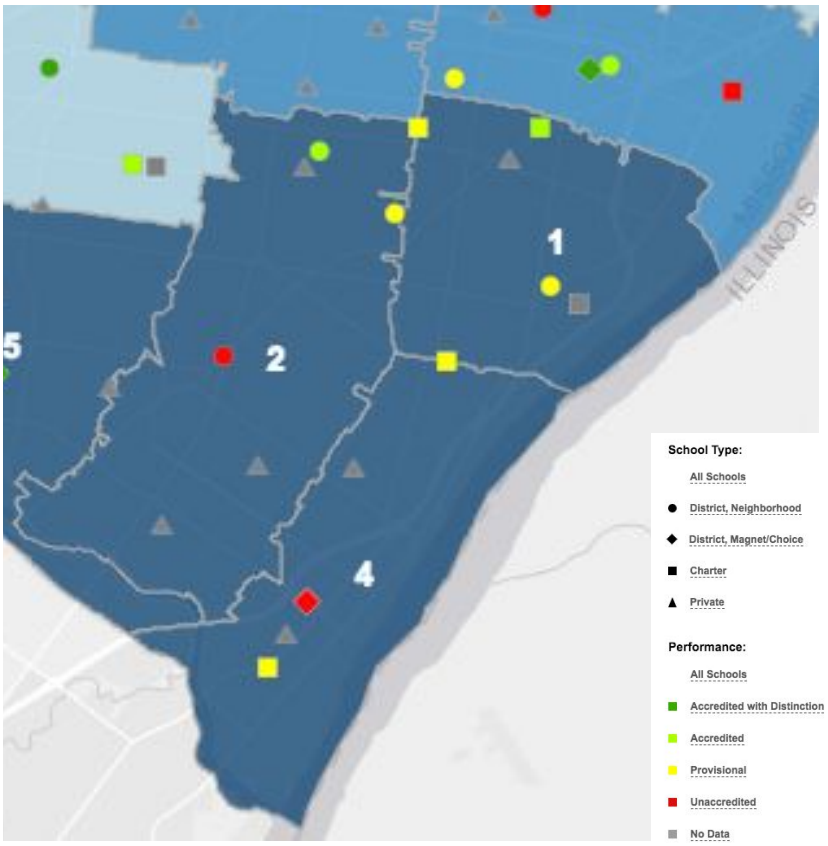
[5] U.S. Census Bureau. (2016). 2016 Community Survey 5-Year Estimates: Race, Age, and Selected Economic Characteristics.

Knocking *only* on doors in Dutchtown, Kairos received 388 signatures of support to bring Kairos ("an educational option [with] personalized learning and one-to-one laptops") to the neighborhood.[6] Of those community members, 118 were parents of current students and 76 said they had a rising 2019 6th grader whom they'd consider enrolling (q.v. *Appendix E*).

Current Public School Options

According to 2016 state assessments, middle schools in our enrollment zone are, on average, preparing only 26.5% of students for proficiency in English, 14.8% in math, and 10.8% in science. At the only open-enrollment high school, Roosevelt, 44.3% of students are proficient in English, 40.3% in math, 19.5% in science, and 14.3% in social studies. The average ACT score is 14.3.[7] Given similar performance at enrollment zone elementary schools, we anticipate students will enter Kairos with significant variance in prior mastery. Per the same assessments, we expect 34.9% of incoming students to be proficient in ELA, 22.6% in math, and 17.6% in science.[8]

A.5.v: Educational Service Gaps in St. Louis by Zip Code



(IFF, "St. Louis Schools Needs Assessment", 2014-2015)

This variance is challenging to accommodate in a traditional model, where the practical constraints of one-size-fits-all schedules compel students to work on the same curricula at the same pace. Kairos flips that paradigm, making *time* variable and holding *mastery* constant. Our faculty meet students *where they are* by using their flexible schedules to triage support. An incoming student can begin Summit's 6th-grade social studies on grade level while catching up on 5th-grade math with her study group (and, through autodidactic Focus Areas, remediating some targeted 4th-grade skills). Coaches build Personalized Trajectories around constantly assessed *individual* needs. To serve diverse needs, we let *students* themselves choose their preferred environment (e.g., library, cafe, lounge) and preferred instructional modality (e.g., multimedia, notes, adaptive practice). Nobody is left behind and, since we can differentiate challenges for advanced students just as easily, nobody is bored.

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[6] Phillips, C. (2017, June 12). "Publicity Starts Early for Some St. Louis Charter Schools". St. Louis Public Radio.
[7] DESE Missouri Comprehensive Data System. Achievement Level 4 Reports.
[8] Ibid.

Community Demographics

To prepare students for the interconnected global economy of tomorrow, Kairos must be intentional about diversity today. As discussed in *A.1*, diverse student bodies foster achievement, tolerance, and positive interracial relations while mitigating elements of cyclical poverty, individual prejudice, and patterns of workplace/housing segregation. Since various attempts to integrate schools have been deemed violations of the Constitution's Equal Protection Clause, proponents of school integration advise opening new schools in already diverse neighborhoods.[9,10,11]

That's why Kairos is so excited to make our home in Dutchtown—a neighborhood already moving St. Louis toward a more integrated future.[12] Families within Dutchtown are 47.4% Black, 40.1% White, and 7% Asian. We estimate that 69.2% of these families are within 185% of the federal poverty line, qualifying their children for free-or-reduced-priced lunch.[13] In 2019, when Kairos plans to open with a class of 115, there will be 615 rising 6th-grade students in Dutchtown.[14]

A.5.vi: Dutchtown Census Tract Demographic Data

	Rising 6th	***Pop***	***White***	***Black***	***Asian***	***FRPL***	***SNAP***	***>$75K***
1153	83	5,167	49.0%	36.3%	13.1%	54.6%	23.1%	38.6%
1154	48	3,312	60.0%	25.6%	3.1%	58.2%	34.0%	34.5%
1155	76	6,446	37.5%	58.1%	0.8%	73.9%	41.7%	19.0%
1156	52	4,813	45.0%	46.5%	0.9%	76.2%	39.7%	16.9%
1157	97	3,658	44.6%	45.8%	7.1%	72.8%	34.8%	19.8%
1161	18	2,973	55.0%	27.9%	9.4%	58.1%	16.7%	31.5%
1163.02	36	2,783	21.7%	36.3%	39.3%	77.1%	37.5%	14.5%
1164	55	4,852	27.6%	60.6%	4.7%	79.8%	45.1%	11.7%
1241	151	5,506	27.7%	64.7%	0.4%	68.5%	50.4%	22.8%
Total	**615**	**39,510**	**40.1%**	**47.4%**	**7.0%**	**69.2%**	**37.2%**	**22.9%**

(U.S. Census Bureau, "2016 Community Survey 5-Year Estimates: Race, Age, and Selected Economic Characteristics)

Beyond Dutchtown's broad racial integration (two ethnic groups with populations over 40%), the

[9] Johnson V. California. (2005). 543 U.S. 499

[10] Parents Involved in Community Schools vs. Seattle School District No. 1. (2007).

[11] Parcel, T. L., & Taylor, A. J. (2015). The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments. UNC Press Books.

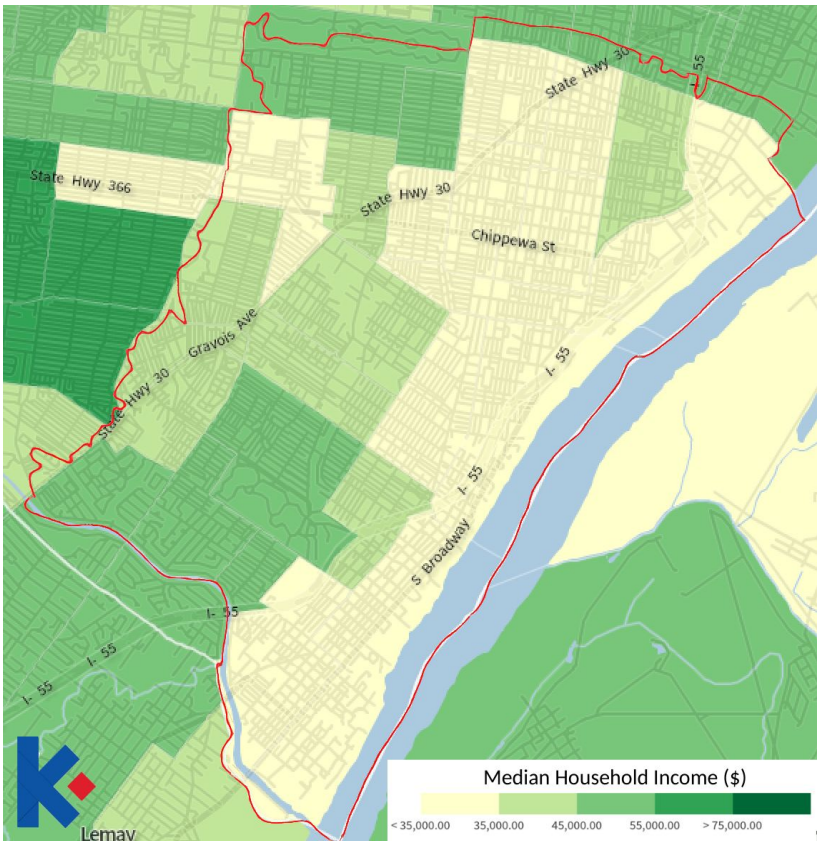
[12] Although Kairos hopes to be diverse, we will never discriminate on the basis of race, color, or national origin, as prohibited by Title VI of the Civil Rights Act of 1964 and amended, 42 U.S.C. 2000d et seq.

[13] According to the latest census, St. Louis households with children have an average of four family members. For a family of 4 in 2016 (the year of our census data estimate), 185% of the poverty level was $44,862. To estimate FRPL, we averaged the percentage of families who earned between $35,000 and $50,000.

[14] Rising 6th graders (age 11) in 2019 would have been 8-years-old in 2016, so Kairos took ⅕ of the 2016 census estimate for children aged 5-9.

neighborhood also offers socioeconomic diversity. Community demographics support our goal of recruiting 65% FRPL students, but even in the neighborhood's 69.2% FRPL population there is a wide range of incomes. Almost a quarter of the community earns more than $75,000 per year and just over a third qualifies for SNAP benefits (130% of the poverty line).

A.5.vii: Median Household Income in Enrollment Zone



U.S. Census Bureau, "2016 American Community Survey 5-Year Estimates"

Given our technology-forward, personalized learning school model, Kairos also expects to attract wealthier families in other enrollment zone neighborhoods (e.g., Tower Grove South, Benton Park, Carondelet, Holly Hills). Overall, more than a third of families in our enrollment zone earn above $75,000. We aim to recruit students from those families through targeted strategies described in *B.5* (e.g., explicit comparison to private schools with similar models such as AltSchool, Khan Lab School). Using similar strategies, other charter schools have cultivated socioeconomically and racially diverse student bodies. A+ Unlimited Potential, for example, uses "competency-based, personalized learning" to realize "learner agency;" their students are 43% "economically disadvantaged," 36% Black, 43% Hispanic, 17% White, 2% Asian, and 2% two or more races.[15] Building on their example, Kairos plans to reflect socioeconomic, racial, and cultural diversity of our area.

A.5.viii: Enrollment Zone Demographic Data

	Rising 6th	***Pop***	***White***	***Black***	***Asian***	***FRPL***	***SNAP***	***> $75K***
Dutchtown	615	39,510	40.1%	47.4%	7.0%	69.2%	37.2%	22.9%
SE of Zone	182	9,750	57.1%	36.2%	1.5%	57.9%	33.2%	34.0%
NE of Zone	302	27,461	51.3%	41.3%	2.4%	48.5%	21.1%	44.3%
SW of Zone	345	31,873	78.2%	13.7%	3.0%	45.6%	16.4%	47.2%
Enrollment Zone	1,445	108,594	53.7%	36.7%	4.4%	57.8%	28.3%	34.6%

[15] Texas Tribune. (Retrieved 2018, May 1). A+ Unlimited Potential.

(U.S. Census Bureau, "2016 Community Survey 5-Year Estimates: Race, Age, and Selected Economic Characteristics)
While Kairos believes in school integration as a manifestation of children's civil rights, we also know that diversity advances Kairos' mission of student self-direction. Students at integrated schools, especially minority students, are more likely to matriculate at and graduate from 4-year universities—empowering later economic self-determination.[16] Furthermore, students who learn with others across lines of difference demonstrate higher civic engagement and lower intergroup prejudice.[17] Kairos cultivates these qualities through students' MESH curricula and their 4-5 peer groups, each of which mixes a different cross section of the student body. For Kairos, school integration is not merely a step toward achieving our city's social goals; it is essential to prepare our students for the kind of community leadership that will be required of them after graduation.

A.5.ix: Integrated St. Louis Charters

School	Model Element	FRPL	White	Black	Hispanic	Asian	Multi
Premier Charter School	Character focus	68.1%	44.1%	26.1%	16.7%	6.8%	6.0%
City Garden Montessori	Personalized learning	42.2%	49.4%	42.0%	4.8%	0.0%	3.0%
Lafayette Preparatory	Diverse by design	40.8%	34.3%	51.1%	5.2%	0.0%	8.6%
Grand Center Arts	Project-based learning	60.5%	29.4%	61.6%	3.4%	0.0%	5.0%
Carondelet Leadership	Experiential learning	N/A	52.3%	3.3%	15.0%	28.9%	2.0%
St. Louis Immersion	Private school analogues	63.4%	1.6%	52.3%	10.2%	5.8%	30.1%

(DESE Missouri Comprehensive Data System, Student Demographics (District) 2017)

Although Kairos introduces a categorically new school model to St. Louis, we share elements with every integrated charter school in the city. The experience of these peer institutions suggests that a variety of racial and socioeconomic populations are interested in many components of our design. Like these peer schools, Kairos will recruit broadly during pre-operation to begin Year 1 with an integrated student body (i.e., no more than 70% of any one racial group). Over time, we expect our success will attract families who, by dint of their privilege, have a wider choice educational options. For example, once Lafayette Preparatory could *show* parents the results of their nurturing, student-centered environment, they saw a 15% increase in wealthy, White student enrollment.[18]

Kairos hopes to serve the 6,958 students in our enrollment zone, especially the 1,405 in Dutchtown, who are either forced to or opt to leave their community for middle and high school. Initially, Kairos plans to serve 595 of those students in grades 6-12. If we deliver the results we promise in A.7, Kairos will return to our sponsor and request permission for additional seat capacity. At first, that

[16] Hawley, W. D. (2007). Designing Schools That Use Diversity to Enhance the Benefits of All Students. Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools, pp. 31-56.
[17] Kurlaender, M., & Yun, J. T. (2005). Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes. International Journal of Educational Policy, Research, and Practice: Reconceptualizing Childhood Studies, 6(1), pp. 51-78.
Aboud, F., Mendelson, M., & Purdy, K. (2003). Cross-Race Peer Relations and Friendship Quality. International Journal of Behavioral Development, 27(2), pp. 165-173.
[18] Lafayette Preparatory increased enrollment for White and non-FRPL students every year of operation.

would mean extrapolating our core tenets to an elementary setting so that Kairos can provide a consistent K-12 education. Eventually, we would like to open additional sites in order to expand access to high-quality education in Missouri.

Diverse by Design

Kairos is designed to serve the variegated needs of our diverse student body.[19] Our program balances self-exploration, where students learn about their own identity, with broad exposure to the viewpoints, ideas, and experiences of others.[20] By pairing these studies at every layer of student learning, Kairos provides students the material to build *their own* beliefs (a prerequisite for self-direction).[21] Our project-based curricula, for example, teaches about religions, cultures, and governments from around the world and across time. Students read and learn from varied, often divergent points of view. Those opinions are drawn from the best in the canon *and* from our very own community: through house symposia (discourse and guest speakers around current events) and experiential learning trips (e.g., the Holocaust Museum, St. Louis' Black Rep, etc.), our students engage regularly in democratic microcosms of Kairos and St. Louis.

At the same time, our self-directed model allows students the flexibility to explore their own heritage. Through elective coursework, students may choose to study material important in their background. Students may request independent studies that Kairos does not yet offer. Beginning in Cycle 10, our Departments will regularly expand elective coursework (as part of Structure PD) to offer students an ever broader course of study. Students can also dig into their own background through extracurriculars. We expect students to join clubs that embody their culture and to pursue externships in fields of highest interest.[22] Whereas most model components engage students with a wide survey of perspectives, our extracurricular scene lets students *self-select* into spaces where they feel most at home.

Kairos has planned for a diverse student body both educationally and logistically. Since low-income students may not have access to the internet or adequate nutrition at home, Kairos extends the school day, assigns no homework, and provides two meals and snacks.[23] For parents who work multiple jobs or otherwise struggle to find childcare, Kairos offers optional remediation before school (starting at 8 a.m.) and after school (until 6 p.m.). We also align our year-round calendar with St. Louis Public Schools' Spring and Winter Break and coordinate optional enrichment programming for other irregular intersession school breaks.

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[19] Schofield, J. W., & Sagar, H. A. (1983). Desegregation, School Practices, and Student Race Relations. Learning Research and Development Center, University of Pittsburg.

[20] Schofield, J. W., & Sagar, H. A. (1977). Peer Interaction Patterns in an Integrated Middle School. Sociometry, 130-138.

[21] Patchen, M. (1982). Black-White Contact in Schools: Its Social and Academic Effects. Purdue University Press.

[22] Hallinan, M. T., & Smith, S. S. (1985). The Effects of Classroom Racial Composition on Students' Interracial Friendliness. Social Psychology Quarterly, 3-16.

[23] Schofield, J. W. (1989). Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.

Kairos does not ask families to buy textbooks or other school materials. All students need is their laptop, which Kairos provides and students may bring home.[24] Laptops also let students complete coursework on days they are technically "absent"—especially important given the transience of our target population. When students return, our differentiated curricula allow them to pick up right where they left off. Through regular data collection and an individualized coaching program, Kairos will quickly respond to any student inequities (e.g., underperformance by a subgroup, feelings of alienation, etc.)

Finally, Kairos has centralized parent engagement into an all-in-one, single point of contact. During our community canvass, many parents expressed difficulty maintaining relationship with a changing cast of teachers each semester; busier parents found it particularly unmanageable. In response to this concern, Kairos replaced a dozen teacher-parent relationships with a single bedrock coach-parent relationship. Coaches communicate with families regularly, sending data updates every week, calling every 6 weeks, and meeting in-person at least once every 12 weeks. This proactive communication, regular school events, and our Platform's online parent portal make it simpler for families to stay involved in their child's education.

Building a close parent-school relationship is one of the many design elements Kairos utilizes to mitigate student attrition. Kairos monitors attrition regularly, and if a student withdraws, attempts to hold an exit interview to record and respond to the reason. The Executive Director and Board will monitor attrition data to determine any trends and ensure that Kairos remains an inclusive school that supports all children. If possible, Kairos will identify and address potential problems *before* families decide to change schools.

Lottery Policy

Kairos aims to bring an institutional asset to the Dutchtown community, so our lottery policy gives preference to students in our enrollment zone. Seats remaining after the lotteries are open to students in St. Louis City on a first-come, first-serve basis. Pursuant to RSMo 160.0410, Kairos will be open to enrollment for:

- all students residing in the Saint Louis Public Schools district
- non-resident students who transfer from an unaccredited district
- those eligible under the terms of judicial settlements or through urban voluntary transfer programs as defined by RSMo 167.131

Kairos will accept applicants through the Missouri Charter Public School Association's Central Application, on which families can sign up to receive updates via mobile phone or computer. Parents can access this application portal through MCPSA's website, Kairos' website, the school's front office, or their computers/phones. Upon receiving an application, Kairos will follow up to explain our enrollment process and timeline. Applications must be complete and include release records and required supporting documentation (e.g., proof of residency, immunizations). Applications received

[24] This policy is based on the positive experience of our peers, Intrinsic Public Schools and Summit Public Schools.

on time but incomplete due to circumstances beyond the applicant's control may be included in the lottery at the discretion of the Executive Director. Applicants may always appeal the ED's decision to the Kairos Board.

Kairos will hold two lotteries to enroll students, one on the last day of Cycle 3 inservice (the third Friday of December) and one on the first Friday of March. If the number of applicants for either lottery exceeds capacity, Kairos will enroll students randomly, with preference for eligible new students given in the following order:

1) children of faculty, staff, and Board members
2) siblings of students currently enrolled as of the lottery date
3) students from the enrollment zone, and
4) other student applicants

Kairos has established a geographic enrollment preference to increase the chances of enrolling a diverse student population reflective of demographic data outlined in *Appendix D*. If applicants exceed seat capacity, a lottery will be held. Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached. Lotteries will be randomized by computer and certified by a third-party public official or outside firm to attest to the lottery's fairness.

Additional applicants after the lottery will be added to a "waiting list," which will rank applications that were submitted during the enrollment period. Applications received after the enrollment period will be added to the bottom of the waiting list. These applicants will be identified by number and by grade.

Additional seat capacity after the second lottery will be offered on a first-come, first-serve basis to eligible students. Kairos will not discriminate—for admission or otherwise—on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, proficiency in the English language, or athletic ability. Kairos may limit admission to students within a given age group or grade level. Students will not be required to complete any test or measure for admission to Kairos.

To begin planning for our special education needs immediately, Kairos will request information about special education services on the enrollment form (*not* on the application). Within two business days of enrollment, Kairos will request academic, special needs, and discipline records (as required by RSMo 160.261) from all schools the student has attended in the last twelve months. To determine the number of at-risk students in each enrolling class, Kairos will download direct certification forms and distribute applications for free-or-reduced-priced lunch. Enrolled families are invited to a Family Orientation Barbecue, which will include opportunities to learn more about Kairos, meet staff, and begin coordinating transportation (carpooling, walking groups, etc.). Kairos faculty will visit each admitted student's home to review our school model and sign the Kairos Compact, a parent-student-coach commitment form. If students refuse their admission, families on the waitlist will be notified and the above process repeated. It is the responsibility of waitlist parents to maintain

updated contact information and emergency contacts. Contact will be attempted by phone and, if available, email; if it is not possible to reach a waitlist family directly, a message will be left on the phone and/or email. Families offered a spot off the waitlist will have 72 hours to complete the enrollment process before the opening is offered to the next student on the waitlist.

A.6: Special Student Populations

Special Education Students—At-Risk Students—Gifted Students

From our inclusive student recruitment to our personalized educational model, Kairos is both committed and designed to serve students with all types of exceptionality. We believe every student, not just those with Individualized Education Plans (IEPs), has a unique array of learning needs. Our differentiated curricular approach allows us to meet those needs without removing students from the least restrictive environment. *Anyone* may receive 1-on-1 tutoring or move to a separate space (like a resource room), and *all* students have coaches who function like IEP case managers (e.g., setting goals, monitoring growth, connecting families to resources, advocating for students within the building, etc.). Given this flexibility, Kairos can augment support for special student populations *without* publicly identifying them.[1]

Special Education Students

In Year 1, Kairos will hire two certified and highly-qualified special education (SPED) teachers, one in ELA and one in math, for a SPED student-SPED teacher ratio of 8.[2] One of those SPED-certified faculty members serves as SPED Department Chair (i.e., our SPED coordinator). In Year 2, Kairos will hire a second SPED teacher in each department for a total SPED student-SPED teacher ratio of 7. When appropriate, SPED teachers either co-teach (e.g., jointly facilitate seminars) or provide "pull out" services (e.g., 1-on-1 tutoring). As necessary, SPED teachers support IEP requirements in science and history. Given their expertise with foundational literacy and numeracy, SPED teachers also provide interventions and support for non-IEP students performing below grade level (as detailed in *A.2*).

Like all teachers, SPED teachers double as SPED coaches, managing the cases of IEP students in their coaching pod. When possible, SPED coaches also provide mentees IEP services in the coach's department. In Years 1 and 2, each SPED coach advises 7-9 IEP students. By Year 3, interage IEP pods will stabilize at 11 students. Each house has one SPED pod which affiliates with non-SPED pods for everything *other* than 1-on-1 coaching check-ins. Since these "other" functions (e.g., Pod Time, experiential learning trips, intramurals, etc.) are the *only* times that pods come together, students cannot distinguish between their SPED and non-SPED peers. IEP services and case management are provided through the same individualized vehicles that *every student* receives, allowing Kairos to support SPED students inconspicuously. Whether in study groups or coaching pods, SPED students are always included with non-SPED students. In fact, the terms "IEP" and "SPED" are only ever used to explain accommodations to families.

The SPED Dept. Chair coordinates Kairos' SPED program. At the very minimum, the SPED Dept. Chair will have a cross-categorical special education certificate. The SPED Dept. Chair ensures faculty comply with all legal provisions regarding students' disabilities. That includes identifying learning resources and supports required by a student's IEP or 504 Plan (e.g., speech therapist). If those include external services, the Chief Operating Officer (COO) contracts with trusted vendors. In addition to our dedicated SPED faculty, Kairos has reserved $2,000 per student for contracted SPED services.

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[1] Summit Learning Program. (Retrieved 2018, May 1). Why the New Model Works for Special Education Students.

[2] Based on nearby schools, Kairos anticipates about 15% of our student body will qualify for SPED services.

Every cycle, SPED coaches fill out mandatory IEP progress reports by reviewing data from academic interventions and aggregating feedback from their mentees' teachers (q.v. Summit's modification review form). SPED coaches communicate with families to ensure comprehensive support for student learning.

Legal Compliance

As outlined above, Kairos provides a free, appropriate, responsive, equitable, and high-quality education (FAPE) to all students, regardless of sex, race, color, national or ethnic origin, religion, sexual orientation, gender identity, gender expression, or disability. We believe that through effective instruction and robust supports, every child can achieve at the highest levels. To that end, Kairos abides by all federal and state laws relating to disability accommodations, including accommodation plans (504 Plans) pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), The Education for All Handicapped Students Act of 1975, the Individuals with Disabilities in Education Act (IDEA) of 2004, and RSMo 162.670 - .995.[3] We work with prior school districts to transfer IEP documentation, and the SPED Dept. Chair uses Lumen Touch's Bright SPED to maintain files (securely and in accord with FERPA and the IDEA) demonstrating Kairos' IEP compliance. The COO reports that information annually to the Missouri Department of Elementary and Secondary Education (DESE). Beyond external reporting, the CAO is responsible for Kairos complying with the letter and the spirit of relevant laws.

The SPED Dept. Chair works with SPED coaches to develop appropriate levels of choice, growth goals, and other executive function mentorship for students with IEPs. Unless otherwise required, students will be educated in a mainstream environment (i.e., in study groups mixed between SPED and non-SPED students). If an IEP precludes that, student modifications occur in the least restrictive environment appropriate, and Kairos provides necessary supports and resources. SPED teachers may modify modules for IEP students, and if appropriate, establish standing tutoring appointments (q.v. Summit's approach to learning modifications and accommodations). All staff receive professional development on working with SPED students, and the SPED Dept. Chair monitors IEP compliance.

For students whose IEPs require transportation, the COO arranges an appropriate taxi service (i.e., with certified bus drivers, per RSMo 302.010). If necessary, they also contract out the following services: speech/language therapy, occupational therapy, physical therapy, assistive technology, orientation and mobility training, sign language interpreting, and special transportation. Kairos will also contract with a school psychologist for IEP evaluations and reevaluations.

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[3] Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as having have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services. Categorical disabilities are enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA). Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

Diagnosed Disabilities: For every student with an IEP prior to enrollment, Kairos configures an IEP team consisting of the SPED coach, SPED Dept. Chair, a general education teacher, and the student's parent/guardian. During the first cycle of each year, the IEP team develops an IEP outlining services and modifications that best serve student interests (leveraging Summit's Goalbook Strategies Wizard, aligned to Universal Design for Learning guidelines). The SPED Department curates evidenced-based practices to meet student needs (e.g., extended time on assessments, modified activities or assessment items, supplemental notes, etc.) Teachers then work with their SPED co-teacher to implement these techniques in curricula and instruction (q.v. Summit's guide to implementing modified courses). Modifications are saved on the Summit Learning Platform for future SPED students with similar needs. Kairos follows a similar procedure for students with a 504 Plan prior to enrollment, although 504 teams consist of the student's coach, the CAO, and the student's parent/guardian.

Direct, explicit, and systematic instruction has been demonstrated effective for remedial mastery among students with disabilities.[4] SPED teachers rely on this pedagogical approach during interventions to catch students up on Focus Area skills. The SPED Dept. Chair also works closely with other Department Chairs to modify Projects and Concept Units if necessary so that students with disabilities can access material which challenges them to think critically and problem-solve.

All students with IEPs are reevaluated every three years or, if conditions warrant, earlier. All reevaluations must be requested by a member of the IEP team prior to the triennial due date in accordance with state and federal regulations.

For a student to be exited from special education, an IEP team evaluation must find that the child:

1) No longer meets the Missouri eligibility standards,
2) No longer requires special education and related services,
3) Has graduated with a regular diploma, or
4) Exceeds the eligibility for FAPE (age 21) before the start of the school year

The CAO assumes all responsibility for ensuring that students eligible for special education services have current and appropriate IEPs and evaluations. The CAO oversees the SPED Dept. Chair, whose duties include:

- Ensuring there is adequate participation by a general education teacher in each IEP meeting, as required by the IDEA-97. A general education teacher must be present for parts of the IEP meeting which relate to the general curriculum or participation in regular classes and activities. This duty involves assisting teachers in scheduling meetings so that the general education teacher can attend.

- Ensuring that appropriate decisions are made regarding participation in statewide and system-wide assessments. Generally, SPED students will participate in regular assessments;

[4] Kozloff, M.A., LaNunziata, L., & Cowardin, J. (1999). Direct Instruction in Education. University of North Carolina at Wilmington.

however, depending on the nature of a student's disability, alternative assessments may be considered for use.

- Ensuring that the SPED Department works with students and families to develop appropriate IEPs and implement IEPs as written.
- Providing adequate supervision to ensure that IEPs are implemented and included in module coursework and coaching growth goals. SPED teacher-coaches are held to the same standards for such work as non-SPED teacher-coaches.
- Ensuring that each student with an IEP has a report sent home at least once per cycle regarding progress on IEP goals. A copy of the report will be kept with the current IEP file and placed in the student's cumulative record to ensure appropriate documentation.

Using Lumen Touch's Bright SPED, Kairos will collect and maintain all student disability data required by the IDEA, including:

- The count of all school-age students with disabilities being provided special education services by age, grade, and category of disability, as well as the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and number of students assessed on the Missouri Assessment Program (MAP)
- The settings in which students with disabilities receive their services, specifically the portion of the day they receive services with non-disabled peers, including time away from their regular classroom
- The number of students with disabilities suspended "in-school" and out-of-school, organized by disability and length of suspensions
- The basis of exit for students with disabilities from Kairos (e.g. attainment of diploma and type, declassified, moved, etc.)

Identifying Undiagnosed Disabilities

Historically, the primary option available to students who were not successful in the general education classroom was a placement in special education. In 2004, the IDEA was reauthorized to reflect an important change in the way schools meet the needs of individual students. In particular, the IDEA reauthorization stated that a process determining whether the child responds to scientific, research-based interventions can be used to determine if a child has a specific learning disability. The IDEA also requires that evaluations include a variety of assessments and strategies, not just a single procedure, to determine eligibility. These regulations align to DESE's guidance in Missouri's State Plan for Part B of The Education of the Handicapped Act, as amended.

Kairos employs a Response to Intervention and Instruction framework (RTI^2) to determine if a student has a specific learning disability (SLD) in basic reading skills, reading comprehension, reading fluency,

mathematics calculation, mathematics problem solving, or written expression. If a student's disability is thought to have a non-SLD diagnosis (e.g., autism, speech/language impairment, or other health impairment), then the student is evaluated using the Support Team Process.

RTI² Process: In the first cycle of each year, Kairos administers the NWEA MAP Assessment as a nationally-normed, skills-based universal screener. The NWEA MAP is used, in part, to determine if students have the skills necessary to achieve grade level-standards.

Within our RTI² framework, all students receive research-based, high-quality general education instruction. For an estimated 80-85% of those students, identified as Tier I, this instruction should suffice. Tier II students are defined as those falling between the 10th and 25th percentile in basic math or reading (approximately 10-15%). Anyone falling *below* the 10th percentile in those subjects is identified as Tier III (approximately 3-5%).

Students receive additional time in Tier II (30 mins/day) and Tier III (45 mins/day) of targeted, evidence-based instruction from a SPED-certified teacher.[5] Once students begin receiving Tier II or III interventions in their area of need, progress is monitored to assess academic performance, quantify responsiveness to intervention, and evaluate instructional effectiveness. Specifically, curriculum based measurement (CBM) probes are used in conjunction with assessments from intervention materials to calculate students' rates of improvement. A student's rate of improvement (ROI) quantifies student gains since beginning an intervention (in units that vary by subject). The ROI is compared to that of a typical peer and used as one metric to determine if a student has made typical progress. A Tier II or III student's ROI must be greater than the ROI of a typical student in order to "close the gap" and ensure that the student attains grade-level proficiency.

Teachers collect data on student progress every week for two cycles in order to make a data-based decision about the effectiveness of a particular intervention. If an intensive Tier III intervention, implemented with fidelity, fails to accelerate a student's progress, the SPED Department will consider evaluating a student's special education needs. It may also choose to adjust the type or frequency of the Tier III intervention before referring a student for evaluation.

Support Team (S-Team) Process: If a non-SLD deficit is identified (e.g., autism), coaches consult with the SPED Dept. Chair and implement corrective interventions. If the intervention results are not satisfactory, a Support Team meeting is called between the parent/guardian, the SPED Dept. Chair, and a general education teacher. The Support Team reviews current levels of performance and designs a more robust intervention for the rest of the cycle (if there are at least 4 weeks left) or for the following cycle. Data are collected from the intervention (e.g., a

[5] Kairos uses Section 1003 of the Every Student Succeeds Act (ESSA) to define "evidence-based interventions." An example of Tier II intervention is instructional-level reading support, whereas a Tier III intervention might include a prescriptive phonics program.

functional behavior assessment) and evaluated at a follow-up Support Team meeting to determine whether the student should be evaluated for IEP eligibility.

Parents may also request their child be evaluated for a disability. At a parent's request, the student's coach, the SPED Dept. Chair, and any relevant teachers review current information and data on the student, including in areas of health, motor skills, vision/hearing, speech/language, cognitive skills, adaptive behavior, academic skills, social/emotional behavioral, post-secondary transition, and assistive technology needs. If no disability is suspected, Kairos provides the parent with a Notice of Action within 30 days explaining the rationale for refusing to conduct an evaluation. Parents may avail themselves of a due process complaint if they disagree.

If a disability is suspected, Kairos proceeds to conduct a review of existing data by a Support Team, which consists of individuals who meet the requirements of an IEP team. The Support Team reviews relevant data and determines what more testing is needed, if any, to make an eligibility determination. If no evaluation is necessary, an eligibility determination meeting will be held within 60 days of the initial request. If more information is needed, the parent is provided a Notice of Action proposing to conduct an evaluation in areas related to the child's disability.

Evaluating Undiagnosed Disabilities

For students with a potential disability (q.v. RTI^2 and S-Team process above), Kairos issues a formal, written evaluation request to the parent or guardian. The Notice of Action for evaluation includes the following components: (i) rationale for the referral, including any applicable progress monitoring data, reports, or records; (ii) description of the interventions implemented prior to the referral under the Identification Process; and (iii) description of the content of any parental involvement in the Identification Process. A copy of this request, along with the procedural safeguards notice, is sent to the student's parents/guardian in their native language. After receiving written consent, the evaluation is completed and reported to parents within 60 days.

If the evaluation indicates a disability, an IEP team convenes within 30 days to determine entitled special education services. The IEP team consists of the student's coach, the SPED Dept. Chair, the lead instructor of a recent Project, the student's parent/guardian, and other professionals involved with the student (e.g. a therapist). The IEP team creates an IEP for the student that details accommodations, modifications, and LRE. The student transfers to a SPED coach (keeping their current coach as an affiliate) and begins receiving appropriate IEP services in each subject from SPED teachers. The SPED coach works with faculty to appropriately modify material and, as required by federal law, assessments. The IEP team will continue to meet at least once per year.

Faculty Training

SPED teachers and, when necessary, contractors collaborate to fully implement each IEP. SPED teachers and relevant general education teachers meet at least every other inservice to discuss student IEPs. Faculty also receive training during school-wide PD on how to implement IEPs, the process for identifying and referring students, the RTI^2 process, Summit's "Top Platform Considerations for Students with Disabilities," and other development pertinent to educating students

with exceptionalities. In particular, faculty are trained on how to appropriately discipline students with disabilities in accord with applicable laws, including the IDEA and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B. Part of this training will include methods for educating others regarding these issues.

Building Parent Capacity

Kairos is committed to empowering parents through access to information. Specifically, Kairos strives to...

- make parents and students aware of special education rights and available services.
- help parents develop skills to use at home that support their children's academic efforts and social development.
- provide parents with techniques and strategies that they may utilize to improve their children's academic success and assist their children in learning at home.
- build consistent and effective communication between home and school so parents may know when and how to assist their children in learning at home.
- train teachers and administrators to communicate effectively with parents.

The Kairos Compact outlines how parents, the entire school staff, and students share the responsibility for improving student achievement. Building and developing trust in a family partnership requires transparency. That is why Kairos parents also have the right to request professional qualifications any of their children's teachers, including:

- the teacher's qualifications to teach the subject matter
- the type of credential held
- the degree or graduate certificate held
- if services are provided by a paraprofessional, what type of services and the paraprofessional's qualifications

At-Risk Students

Given the demographic diversity of the Dutchtown community and our broader enrollment zone, we anticipate many of our students will exhibit risk factors at some level. Further, we recognize that risk factors often (i) operate as a cluster (also known as a multiplicity) and (ii) are cyclical/generational. We believe risk is not an individual property of children; rather, risk resides *within systems* in which children live.[6] Kairos' mission, academic model, and community initiatives are designed to both ameliorate those systems and protect our at-risk students.[7] One of the most powerful protective factors for children is the love, care, and attention of supportive adults. Kairos' faculty serve as these

[6] Mingus, M. (2010). Changing the Framework: Disability Justice. Resist Newsletter.

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

critical protectors, building a strong school culture where every student displays our core values and prepares for a successful life after high school. Our model intentionally provides the academic differentiation, individualized coaching, and proactive family engagement that at-risk students require to learn and develop into responsible, productive citizens. Kairos also seeks community partnerships to mitigate inequities our at-risk students face. We have, for example, with the Little Bit Foundation about using our facility to host one of their school-site food pantries.

Disaggregated Data

Summit Learning Platform makes it easy to disaggregate data and analyze data by subgroup. Department and Class Chairs set goals for *each* special population, then evaluate progress during inservice week. If necessary, managers spend the following cycle researching new strategies, then use PD to adjust course the following inservice week. Disaggregating data guarantees that no subgroup is systematically ignored.

Dyslexia

Kairos will screen students for dyslexia, pursuant to 633.420 and consistent with DESE guidelines. Faculty receive at least two hours of training on dyslexia and related disorders during their first inservice week. Students with dyslexic tendencies will receive special support and accommodations but not an IEP unless otherwise qualified.

Migrancy or Homelessness

Kairos guarantees educational access to migrant and homeless students. We offer all students breakfast, lunch, snacks, longer school hours, and personalized attention through our individualized coaching model. The COO coordinates recruitment of migrant students, who are identified in accordance with Title I, Part C of the Migrant Education Program. Coaches support the COO in determination interviews and other efforts to support migrant students.

Kairos will also enact school policies and procedures to assure full compliance with Title VII-B of the McKinney-Vento Homeless Assistance Act made applicable under RSMo 167.020.1 and the Missouri State Plan for Homeless Children and Youth. Per Board approval, the COO will serve as Kairos' Local Education Liaison, coordinating our efforts for homeless children. This position will be submitted to DESE through the district contact personnel August cycle of the core data collection system. The COO provides public notice to homeless families (at shelters and at school); assists homeless children with enrollment and school access; informs parents, school personnel, and others of the rights of homeless children; and collaborates with Missouri's state homeless coordinator, the St. Louis community, and fellow LEA personnel. The COO plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. Kairos ensures that public notices of the educational rights of homeless children and youth are posted at all school sites within the LEA. The COO also works with the Executive Director to develop Board approved policies for the following:

1. A process for identifying of homeless students[8]
2. An assessment or reasonable means for identifying appropriate grade level for homeless students with missing or incomplete records
3. Oversight to ensure homeless students have comparable access to Kairos programs[9]
4. Grievance resolution procedures aligned to those in the Missouri Charter Public School Association's Operational Policies
5. Transportation accommodations to and from school
6. Guidelines to apportion responsibility and cost for transportation with LEA of origin, if applicable
7. Procedures to determine school placement of homeless students according to their best interest[10]
8. Student enrollment and records procedures to address academic, immunization, medical, and an extended process for enrollment in accordance with McKinney-Vento legislation. In addition, the COO may maintain birth certificates, guardianship records, and evaluation for special services or programs to facilitate necessary referrals.

Limited English Proficiency

Duties of both conscience and Title VI/III of federal law compel Kairos to take "affirmative steps" to address language barriers so that students with Limited English Proficiency (LEP) may engage in our educational programs.[11] To help identify LEP students as early as possible, Kairos sends language

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[8] A "homeless child" or "homeless youth" is one who:
1) lacks a fixed, regular, and adequate nighttime residence; and
2) includes children and youths who—
(i) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
(ii) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
(iii) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
(iv) are migratory qualify as homeless because they are living in circumstances described in subdivisions (i) to (iii) above.

[9] Students will not be segregated based homelessness nor denied any services available to non-homeless students.

[10] To the extent feasible, Kairos seeks to retain homeless students, except in cases where parents/guardians request otherwise. Kairos always provide parents/guardians written notice explaining (i) the placement decision and (ii) their right to appeal it.

[11] LEP students will be defined as children enrolled at Kairos who are—
1) (i) not born in the United States or whose native language is a language other than English;
(ii) (a) a Native American or Alaska Native, or a native resident of the outlying areas; and

surveys to every student who enrolls. If the language survey indicates the child's first language is not English, or if English is not the primary language spoken at home, the child is screened using the DESE-approved WIDA Screener Assessment. Kairos may administer this language proficiency assessment without parental consent, although parents may decline subsequent services. LEP students, like all students new to Kairos, begin their ELA curriculum on both grade-level and reading-level tracks. Teachers receive training on best strategies for LEP students (e.g., Summit's "ELL Strategies Menu"). Kairos provides the following programs to assist these students:

- *Explicit English Instruction (WIDA 1-2):* Students with "entering" or "beginning" English skills receive intensive pull-out and content support. To accelerate language acquisition, these students combine blended learning programs (e.g., DynEd, Imagine Learning, ESL Lab, Edmentum ESL, Achieve3000 ELL, etc.) with direct, small group vocabulary and oral language practice. WIDA 1-2 students spend about 30% of the day developing language skills (like in Summit's EL Breakout Groups); math, history, and science are taught in immersive settings. Material in those subjects will be translated (e.g., translated curricula such as Pearson's myWorld History), pre-read, and digested with a teacher before regular lessons (e.g., a Project facilitation). When identifying students for these supports, Kairos also considers data from school reading diagnostics and writing samples (e.g., Summit's Administering Language Testing).

- *Sheltered Instruction (WIDA 3-4):* Students with "developing" or "expanding" English skills receive modifications from teachers in each department. Students access adapted and simplified texts/resources, especially those that utilize non-linguistic representations/comprehensible inputs (e.g., symbolic representations). They are also provided relevant ELL graphic organizers from Summit and may "listen" to texts (either via computer program or teacher recording). These students receive additional implicit and explicit academic vocabulary instruction through one-on-one tutoring, blended learning programs like Vocabulary.com, and Project-embedded instruction with Summit's Direct Vocabulary Instruction resource. Supports are always administered in an inclusive setting.

For students who are more advanced, Kairos' instruction focuses on the acquisition of academic language, supporting LEP students in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support LEP students in accessing core content

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(b) from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

2) having difficulties in speaking, reading, writing, or understanding the English language and those difficulties may be sufficient to deny the individual the—

(i) ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society.

(e.g., through additional Platform resources). In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students and their families, through translation by teachers, aides, other students, and parent volunteers

Kairos' COO functions as our LEP coordinator; if we enroll a larger than anticipated LEP population, Kairos will hire additional support. Kairos will choose LEP curricula, like all our curricula, based on what has proven effective elsewhere with similar populations. Since Missouri has adopted WIDA ELD standards, Kairos uses WIDA ELD rubrics to guide instruction and measure student progress. Some curriculum modifications, such as chapter translations, voice recordings, or text-to-speech software (e.g., ReadSpeaker, TextHelp, etc.), are available as optional resources for all students; Summit is always adding new resources to its list of free learning assistive technologies. For students receiving LEP services, coaches monitor progress weekly and assess English proficiency annually to determine necessary supports.[12] After each assessment, coaches update parents and provide translated information regarding Kairos' English language instruction. Kairos aims for students to exit LEP services on a path to graduation within two years (scoring a composite of ≥ WIDA 5).

Gifted Students

Like all students, gifted students are given tailored Growth Goals that push them to realize their full potential. To identify every student's full potential, coaches expand the scope of Growth Goals each week until a student fails to meet one. Then, coaches find any inefficient or off-task behavior and assign an appropriate executive scaffold. As students develop their executive function, they are able to accomplish more and more each week. At full choice *and* maximum productivity, students reach a Growth Goal equilibrium. Those able to cover three times more material per Growth Goal than the school average will be defined as gifted. These students will be screened and evaluated pursuant to DESE's Gifted Program Guidelines.

To enrich gifted students (or otherwise advanced students), coaches enroll them in both Additional/Challenge Focus Areas, additional Projects, and elective courses. This material both advances content mastery and deepens conceptual understanding (e.g., a math module series on "logic").[13] Gifted students may also be encouraged or required to join additional extracurricular clubs. For eligible students, Kairos will create or purchase college or career-technical coursework (e.g., EduCurious, Strong Mind, Global Learning Academies, Edgenuity, University of California, Arizona State University, eDynamicLearning, Shmoop, Acellus, Accelerate Education, FLVS, and OdysseyWare). Any high achieving student will also be recommended for the Jack Kent Cooke Foundation's Young Scholars Program, Johns Hopkins Center for Talented Youth, University of Missouri-St. Louis Bridge Summer Academy, and Washington University's College Prep Program (all programs offered during Cycle 7, our summer cycle). Kairos will likewise explore enrolling

[12] Truong. (2017). Next Generation Learning Models for English Language Learners: Promising Practices and Considerations for Teaching and Learning. iNACOL.

[13] Elective coursework is available to any student who moves through the core curriculum quickly enough, regardless of whether the student tests as "gifted."

high-achieving students in on-site college courses through St. Louis University's 1818 Advanced College Credit Program.[14]

[14] St. Louis University already operates its 1818 Program at Lift For Life, demonstrating an interest in partnering with area charter schools. Likewise, Washington University and the University of Missouri-St. Louis have both accepted students from St. Louis College Prep during their analogous summer cycle.

A.7: School-Specific Goals and Objectives

Academic Goals—Model-Specific Goals—Supporting Goals

Kairos will use the academic, model-specific, and supporting goals identified below to benchmark our progress toward empowering students with meaningful agency in their careers and communities. To self-direct, students must master both the content measured on state tests (Goals 1-3) *and* deeper interdisciplinary, intrapersonal, and interpersonal skills. Success in an Information Age profession, for example, requires an array of cognitive skills (synthesizing information, collaborating with peers, presenting solutions to open-ended problems, etc.) (Goal 4). It also requires students to set goals, keep schedules, and regulate emotions (Goal 5). Students need to practice empathizing across lines of difference and evaluating how their choices affect others (Goal 6). We want our graduates to be independent, civic-minded, and curious about the world. That's why guarantee every student explores passions and practices authentic leadership while at Kairos (Goal 7). We hold these goals for *all* students. Our standards, expectations, and aspirations do not vary by subgroup population.

The goals discussed above measure academic and executive function growth. We benchmark these goals annually to pace students toward multidimensional agency by graduation. To realize that mission, Kairos has included supporting goals such as parent engagement, faculty buy-in, student attendance, and financial solvency (Goals 8-11). Prioritizing excellence in these areas will, we believe, yield both immediate and long-term returns for our educational ambitions. Kairos expects stakeholders, including our sponsor, to hold us accountable for the goals listed below. If the Board desires, it may augment these goals during its annual review to include more aggressive targets.

Academic Goals

Kairos is committed to setting every student up for success in postsecondary education. Coaches begin establishing college plans with students and their families upon enrollment in 6th grade. These plans reverse engineer college aspirations into year-long Graduation Goals, 5-week Cyclical Goals, and daily Growth Goals. To norm progress towards these goals, students take regular Missouri state assessments, NWEA MAP tests, and ACT practice exams during their Kairos career. If by 11th grade, it becomes clear that a student may not matriculate at a 4-year college (either for financial, personal, or academic reasons), coaches work with the student and family to identify another postsecondary plan (e.g., career technical education, apprenticeship, associate degree, etc.).[1] No matter what path students choose, 21st-century success depends on the kind of academic and executive functioning skills detailed below.

The following academic goals assume that Missouri's current accountability structure and system (MSIP5) continues through 2023-24. If a new structure (MSIP6) and state assessments are adopted during our first charter term, Kairos will adjust academic performance goals accordingly. Based on academic growth from the previous year, Kairos sets interim grade-level NWEA MAP goals. Results from interim assessments are reported when available to the Board.

[1] Symonds, W. C., Schwartz, R., & Ferguson, R. F. (2011). Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.

(1) Missouri State Assessments

By the end of Year 3, our inaugural class will score 60.0% proficient or advanced in math, 65.0% in ELA, and 70.0% in science as measured by MAP tests. By the end of Year 5, our inaugural class will score at least 70.0% proficient or advanced in math, 85.0% in ELA, 80.0% in science as measured by EOC tests. Interim benchmarks below show an internal path to the MAP and EOC proficiency goals for which Kairos expects to be held accountable.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics, Communication Arts, and Science Assessments; Algebra I, Biology, and English II End of Course (EOC) Assessments

Benchmarks:

Table A.7.i: MAP and EOC Proficiency Benchmarks

	ELA	***Math***	***Science***	***Social Studies***
6th	50.0%	40.0%	N/A	N/A
7th	60.0%	50.0%	N/A	N/A
8th	65.0%	60.0%	70.0%	N/A
9th	N/A	70.0%	75.0%	N/A
10th	85.0%	N/A	N/A	N/A
11th	N/A	N/A	N/A	80%

Discussion: Kairos uses MAP and EOC tests to signal student grade-level proficiency to the public. Genuine postsecondary choice requires proficiency in all subjects by graduation. Kairos paces performance goals to reach an average of 90% proficient or advanced by graduation. We believe this target is ambitious but feasible given achievement at surrounding schools, current state averages, and performance at Summit Public Schools.

Based on test scores at nearby schools, we expect 34% of new students will enter proficient in ELA, 21% in math, and 18% in science (q.v. *Appendix D*). Kairos remediates those skill gaps by leveraging technology to deliver targeted curricula. Technological efficiency (e.g., recorded lectures, autograding, etc.) saves teachers time, allowing them to intervene 1-on-1 with our most at-risk students. Using the same curricula and approach, Summit Public Schools outperform the California average by 147% in ELA and 142% in math (q.v. *Appendix F*).

Kairos aims to raise math and ELA proficiency by an average of 19 and 16 percentage points respectively in students' first year. Achieving this goal would put those students in the 70th and 90th percentile of St. Louis charter school's 6th-grader performance for ELA and math (q.v. *Appendix F*). We expect math skill gaps, often standalone and objective, will be easier to

remediate. We also anticipate quick gains in science and social studies because new content depends less on previous proficiency.

After five years at Kairos, our inaugural class will test in the 90th and 80th percentile of St. Louis charter school on the English 2 and Algebra 1 EOC. Kairos will also match the leading St. Louis charter school's proficiency on the Biology EOC and outperform the top performing charter high school by 16% on the Government EOC (q.v. *Appendix F*).

These goals place whole school performance slightly above the Missouri average in ELA (+4.8%) and well above the state average in math (+10.7%), science (+20%), and social studies (+15%). Even with these scores, our average multiplier on state test scores would be 23 percentage points *lower* than that of Summit Public Schools.

(2) Aggregate NWEA MAP Growth

By the end of Year 3, 59% and 66% of Kairos' 8th graders will be on pace to score a 22 on the Math and ELA sections of the ACT, respectively. By the end of Year 5, 83% of 10th graders will be on pace for a composite score of 22. According to the American College Testing Organization, a composite score of 22 on the ACT indicates College and Career Readiness (CCR).[2] On the NWEA MAP, correlated RIT thresholds are those scores at each grade level which predict performance of a 22 or better on the ACT.[3]

Assessment Tool: NWEA MAP, administered thrice annually

Benchmarks:

Table A.7.ii: Students Pacing Toward 22+ on ACT According to NWEA MAP

	% On Pace in Reading	*RIT*	*% On Pace in Math*	*RIT*
6th	35%	220	33%	232
7th	48%	224	48%	238
8th	59%	227	66%	243
9th	71%	230	74%	246
10th	83%	232	83%	249

Discussion: Kairos uses NWEA MAP RIT scores to benchmark students on the path toward college and career. The NWEA MAP approximates state proficiency, so our targets in this goal align to MAP benchmarks in Goal 1.[4] Our NWEA MAP targets place students on track to

[2] ACT Research Report Series 2013. (2013). What Are the ACT College Readiness Benchmarks?. ACT, Inc.
[3] NWEA Research. (2015). Comparative Data to Inform Instructional Decisions.
[4] NWEA MAP. (2017). Measures of Academic Progress Interim Assessments for Grades K–12.

earn a 22 on the ACT (a proxy for college readiness).[5] As mentioned, Kairos' closest analogue is Summit Public Schools. After a year at Summit, students who entered in the bottom 20% usually advance 1.5 times faster than their peers on the NWEA MAP.[6] Each year, 99% of Summit students are accepted to four-year colleges or universities.[7]

(3) Individual NWEA MAP Growth

85% of students will achieve the NWEA MAP Graduation Goals they set with their coach for reading and math. The bottom 80% of students will aim to grow 1+ standard deviation in each subject (more for students who are further behind). As students advance, growing 1 SD becomes increasingly difficult, so the top 20% of students will aim to grow at least ½ a standard deviation in each subject.

Assessment Tool: NWEA MAP Graduation Goal, set with a student's coach

Discussion: To ensure college readiness, coaches help each student plan a set of Graduation Goals that paces them toward scoring a 22 on the ACT (q.v. *A.3*). One component of these plans is RIT growth on the NWEA MAP, which depends on a student's grade level and initial achievement. Individual NWEA MAP goals dictate how much a student needs to grow in the current year to reach standards. For students further behind, coaches may set more ambitious RIT growth goals (> 1 standard deviation). These students also receive additional, triaged support from teachers in relevant departments. At minimum, every student in the bottom 80% of performance will aim to grow 1 standard deviation in reading and math each year. Since dramatic improvement is harder for stronger students, those in the top quintile aim for a realistic ½ standard deviation of growth in reading and math. Faculty help students reach these goals by analyzing NWEA MAP data, identifying weak skills, and strengthening them through personalized interventions and customized remedial tracks (q.v. *A.2*).[8]

(4) Cognitive Skills

By the end of Year 3, 70% of 8th graders will earn an average score of 4 or higher on Project cognitive skills. By the end of Year 5, 80% of 10th graders will earn an average of 5 or higher on the same scale.

Assessment Method: SCALE Cognitive Skills Rubric, Stanford validated and used to grade student Projects

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[5] NWEA MAP. (2015). MAP College Readiness Benchmarks.

[6] Summit Public Schools. (Retrieved 2018, May 1). What Are the Results of Those Kids Who Are Furthest Behind?.

[7] Summit Public Schools. (Retrieved 2018, May 1). What Are the Schools' Performance Results? What Results Do You Look at Beyond Test Scores?.

[8] Summit Public Schools. (Retrieved 2018, May 1). NWEA MAP Informational (Create connections between NWEA and Summit Learning).

Benchmarks:

Table A.7.iii: Cognitive Skills Benchmarks

	Student Goal	***Average Score***
6th	50%	3
7th	60%	3.5
8th	70%	4
9th	75%	4.5
10th	80%	5
11th	85%	5.5
12th	90%	6

Discussion: "Education, since it deals in the first place with organisms, and in the second place with individualities, is not analogous to a standardizable manufacturing process...it must measure its efficiency in terms of increased humanism, increased power to do, increased power to appreciate."[9] Kairos measures this creative development through our Project coursework, which assesses students on higher-order, interdisciplinary competencies. These critical thinking, problem solving, and presentation skills enable students to apply the material they learn for state tests to real-world problems. A student's score on the Cognitive Skills Rubric is our best indicator of their ability to explore meaningful academic questions in collaboration with peers.

As discussed in *A.3*, cognitive skill growth is tracked across a student's entire time at Kairos. Skills are scored on a 1-8 scale, where each point interval reflects two years of growth (6 meaning "college ready," 8 meaning "pre-professional"). To allow for a range of student development, each grade level spans three points on the Cognitive Skills Rubric (e.g., 2-4 are all considered 6th-grade level). The benchmarks in this goal track an increasing number of students toward college-level cognitive skills by graduation. Developed with the same Projects and Cognitive Skills Rubric, Summit students complete college at double the national average rate.[10]

Model-Specific Goals

We believe that real agency depends on exposing students to different ideas, people, and experiences, then empowering them with the executive functioning toolkit to choose the life and learning they want for themselves. That mission requires us to meet not just the academic goals above, but also model-specific goals that differentiate Kairos from many other high-performing charter schools in St. Louis.

[9] Sine nomine. (1912). The American Teacher.
[10] Summit Public Schools, *op. cit.* "What are The Schools' Performance Results?"

(5) Executive Function

By Cycle 7 of Year 3, 50% of our inaugural class will have full choice in the ownership continuum (i.e., no or minimal executive scaffolds), 48% will have intermediate choice, and 2% or less will have low choice (i.e., many executive scaffolds structuring their daily schedules). By Cycle 7 of Year 5, 90% of the same class will have full choice, 8% intermediate choice, and 2% low choice.

Assessment Method: Executive scaffolds, determined by coaches based on Growth Goal progress and other data

Benchmarks:

Table A.7.iv: Ownership Continuum Benchmarks

	Low Choice	***Intermediate Choice***	***Full Choice***
6th	16%	82%	2%
7th	2%	82%	16%
8th	2%	48%	50%
9th	2%	16%	82%
10th	2%	8%	90%

Discussion: A student who *never* missed a Growth Goal could, theoretically, reach full choice by Cycle 7 of Year 1. Building organizational habits is hard work, though, and we expect students will make mistakes. Through our individualized coaching paradigm, student growth is structured along a guided, gradual release toward autonomy. The benchmarks above stem from research that suggests general aptitude, and by extension executive function, follows a normal distribution.[11] We predict that only 6th graders who are 2+ standard deviations above the mean executive function for their age cohort (~2% of students) will be ready for full choice. Given Kairos' multi-pronged approach to develop executive function (i.e., daily coaching, holistic coursework, mediations, Pod Time, etc.), we expect most students will advance 1 SD per year along the curve (similar to our NWEA MAP goal).[12] That means by 7th grade, about 82% of students will be prepared to handle *some* choice, and 16% of students will be prepared to handle *full* choice. Students continue moving across the ownership continuum through Year 5, when we expect progress to taper due to shrinking room for growth. While our model is designed to move a supermajority of students to full choice by high school (≥ 90%), we project some students (≤ 10%) will need schedule scaffolding even into late high school.

Although Kairos administers formative MESH assessments, we use executive choices along the ownership continuum as the ultimate benchmarks of student competence and ability. The

[11] Godwin, L. R., & Smith, K. V. (2012). Does the Normal Curve Accurately Model the Distribution of Intelligence?. NCUR.
[12] Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York, NY: W.H. Freeman.

mindsets, essential skills, and habits for self-direction are vital at Kairos because, unlike traditional schools, our educational program simulates the real-world challenges of college and career. These benchmarks hold us accountable for developing social, emotional, and organizational skills that, although not yet codified in Missouri 6-12 standards, are increasingly recognized by educators as critical for postsecondary success.

(6) Mediations

Each class will have 10% fewer mediation referrals per cycle until no more than 10% of a class is referred for a mediation per cycle.

Assessment Method: Student mediation referrals, tracked through the discipline tracker in our student information system

Discussion: Avoiding disciplinary infractions requires many of the same self-management techniques Kairos develops with executive function. As such, we use a normal curve to project mediation rates as well. The mediation rate will be highest during orientation, when new classes acclimate to Kairos' high expectations. In that first cycle, we expect 85% of the class will receive some sort of mediation referral. A 10% reduction per cycle decreases the number of mediations logarithmically. After a year at Kairos, no more than 47% of a class should commit an infraction during a cycle. After two years, we anticipate that number dropping to 22%, and after three years, to 11%.

The large number of early mediations means that almost every student in a new class will be exposed to our restorative justice discipline system. Responsive penalties are designed to build empathy in wrongdoers (e.g., a litterer helping the custodian pick up trash). Furthermore, the actual process of mediation guides students to reflect on how actions impact both the community and their own goals. The process of amending early infractions nurtures the very conscientiousness that will help a student avoid mediation referrals in later years.[13] Importantly, Kairos teaches these disciplinary lessons *without* removing students from instruction. Our first-line intervention moves students to the Cool Down Room, where they can continue to work autodidactically on their Focus Areas. The subsequent mediation can then, due to flexible schedules, be arranged *around* a student's instructional commitments (e.g., teacher facilitations, study group meetings, etc.).

(7) Leadership

By the end of their first year, every student will either hold a leadership position in an extracurricular club or be involved in 2+ clubs.

Assessment Method: Student clubs and the Extracurricular Committee

[13] Latimer, J., Dowden, C., & Muise, D. (2005). The Effectiveness of Restorative Justice Practices: A Meta-Analysis. The Prison Journal, 85(2), pp. 127-144.

Discussion: Self-discovery is a constituent part of learning how to self-direct. Students must be able to articulate their own idiosyncratic learning needs, academic strengths, interpersonal traits, and, importantly, their passions. Kairos exposes students to potential passions through our experiential learning trips, Expeditions, intersession enrichment programming, house symposia, and Summit's curricula. Most of these experiences are mandatory and assigned. Clubs, by contrast, give students the opportunity to *choose* interests to pursue. Coaches work with students to identify suitable clubs, and at the same time, existing clubs work to recruit students as new members. Any student can start a new club with the support of a faculty sponsor.

Students are required to either attend meetings for 2+ clubs or, given the increased time commitment, hold at least one club leadership position. Clubs expose students to different fields and modes of thought, seeding ideas for possible career paths and college activities. Choosing to explore an interest cultivates curiosity and invests students with a purpose for education beyond K-12 schooling.[14] Clubs also give students a venue to practice meaningful organizational leadership and develop peer agency. Finally, when students apply to colleges, scholarships, and internships, their long-standing record of club activity will help distinguish them from other students.

Supporting Goals

Kairos' long-term success depends on the strength of our community and organization. For reasons that span from teacher turnover to student attrition, word-of-mouth recruitment to fundraising potential, the goals below directly affect our ability to serve students.

(8) Parent Engagement and Satisfaction

Each year, at least 90% of students will have a family member who attends at least one school event (e.g., Portfolio Night, Family Council meeting, experiential learning trip, etc.). Furthermore, at least 70% of Kairos parents will respond to the annual parent climate survey, and at least 80% of those respondents will report that Kairos promotes academic and executive function growth better than other educational options in St. Louis.

Assessment Method: Cycle 7 climate survey, developed by Kairos

Discussion: Kairos administers two climate surveys per year to our core stakeholders (parents, students, faculty, and community partners). Faculty analyze these surveys during inservice and develop plans to address identified deficits, which may include programmatic changes (often made through faculty committees) or professional development (either Structures or Praxis PDs). The Kairos Board also reviews these climate surveys during its quarterly meetings. The survey is sent out by the Executive Director and followed up on by the appropriate contact, with: faculty managers following up with their teams; the COO

[14] Lash, D, Belfiore, G. & Calkins, A. (2017). The My Ways Success Framework: Student Competencies for Learning, Work, and Life. Next Generation Learning Challenges (NGLC).

following up with community partners; and coaches following up with parents and students through in-person meetings and weekly emails. We expect that following up directly will increase our response rate and reduce sampling bias.

Parent climate surveys include, *inter alia*, questions about attendance at Kairos events. In particular, we ask about barriers to attending events and types of events parents would like to attend. Kairos aims to maximize parent involvement and embed ourselves in the community. Positive interactions between families and faculty help students see their parents as school partners supportive of faculty decisions.[15] As described in *B.6*, Kairos has designed recurring institutional vehicles to proactively communicate positive news to families. Since coaches are responsible for the same ~10 students year after year, they have time to build meaningful relationships with families in their pod. To maintain that relationship, coaches send weekly updates, call parents cyclically, and meet in-person quarterly (either at school or during a home visit). Parents also receive a schoolwide newsletter each cycle from the Executive Director. Just as we work to empower students, our family engagement is designed to give parents the tools and information they need to take ownership of their child's education.

(9) Faculty Empowerment

By the end of Year 2, Kairos faculty will average 5.5 on a 1-7 Likert-scale climate survey that includes, among other team-specific questions, the following items about feelings of leadership and value:

- 6.1A: I am recognized as a professional.
- 6.1B: I am trusted to make sound professional decisions about instruction.
- 6.1C: I am relied upon to make decisions about educational issues.
- 6.1D: I am encouraged to participate in school leadership roles
- 6.1E: I and fellow faculty members have an effective process for making group decisions and solving problems.
- 6.1F: At Kairos, we take steps to solve problems.
- 6.1G: I and fellow teachers are meaningful and effective leaders at Kairos.
- 6.1H: I have a voice and can freely express concerns to school and team leadership, even if they run contrary to current practice or my manager's opinion.

Assessment Method: The Teaching Conditions survey from the New Teacher Center's "Teaching, Empowering, Leading and Learning Initiative"[16]

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[15] Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.

[16] National Teacher Center. (Retrieved 2018, May 1). Teaching Conditions Individual Item Prompts.

Discussion: Kairos works to empower everyone in our community to lead themselves and their peers. Faculty achieve this through our distributed leadership paradigm, wherein teacher-coaches take on leadership roles that oversee Kairos' management, administration, and operations. Owning meaningful school initiatives has been shown to improve faculty output, satisfaction, retention, and recruitment.[17] Kairos measures how faculty perceive their ownership through a biannual climate survey, which includes core questions from the Teaching Conditions survey. The survey has been externally validated by the American Institute of Research and asks teacher-coaches a series of questions to determine whether they feel trusted to make decisions autonomously. Kairos will add additional team-specific questions to assess faculty buy-in to their team's projects and initiatives.

(10) Attendance

At least 90% of Kairos students will attend school at least 90% of the time.

Assessment Method: Daily attendance and subsequent reports to the Department of Elementary and Secondary Education using the proportional attendance calculation.

Discussion: Kairos' attendance goal aligns to the 90/90 expectation presented in the 2015 MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program. Evidence shows that regular school attendance correlates strongly with student achievement.[18] For Kairos, school attendance allows 1-on-1 tutoring and instructional group activities facilitated by teachers, informal tutoring from peers, scheduling support from coaches, and a host of other interactions that develop students into self-directed learners. While Kairos prioritizes attendance, one of the reasons we chose an online curricula was so that students could work on material even when absent. Students may take their Chromebooks home so they can continue to study outside of the normal school day.

[17] Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. Canadian Psychology/Psychologie Canadienne, 49(3), p. 182.
[18] National Center for Education Statistics. (2009). Why Does Attendance Matter?.

(11) Financial Solvency

By Year 3, Kairos will sustain an annual cash reserve of 10% (i.e., ending balance less annual expenses).

Assessment Method: Annual Secretary of the Board Report

Benchmarks:

Table A.7.v: Cash Reserve Benchmarks

	Cash Reserve
Year 1	7%
Year 2	6%
Year 3	20%
Year 4	17%
Year 5	19%

Discussion: Kairos' academic vision depends on operational excellence, and although we intend to track multiple operational measures, cash reserves are one of our cornerstone metrics. Financial solvency enables Kairos to deliver on our academic program and, eventually, scale our model to serve more students. Cash reserves, and the institutional stability they guarantee, signal long-term viability to families, community partners, and donors. Projected cash reserves are lowest in Years 1 and 2 and dip again in Years 4 and 5 due to the fixed costs of opening a middle and high school. The Year 3 surplus suggests that once fully enrolled, our annual cash reserve could be close to ~20%. Kairos' budget achieves these reserve goals *without* fundraising. However, by hitting the academic results in Goals 1-4, Kairos expects to attract donations that further solidify our financial standing.

A.8: Culture and Discipline

Coaching, Pods, and Houses
Extracurricular and Mediation Committees—Family Involvement

Kairos believes that self-direction is the fullest expression of human empowerment. This spirit of agency depends on school structures to nurture a dual sense of belonging and purpose. Belonging—the legitimacy of one's voice within a jurisdiction—imbues students, faculty, and families with the *authority* to lead at Kairos.[1] Our students do not just "belong" in relation to an abstract student body. They belong vis-a-vis a house with *esprit de corps*; a study group, pod, *and* club(s) with only 5-10 peers; and a coach with whom they meet daily. Similarly, teachers are not treated as interchangeable widgets in a flat organizational structure. They *belong* on the 2-3 discrete teams in which they serve a specific role. Board members belong to Board committees and parents to the Family Council (with many volunteer and workshop opportunities). Since family belonging is so important, we reinforce it weekly through personalized communication from each child's coach.

To cultivate agency, Kairos extends our cultural values beyond merely belonging (an identity) to embracing purpose (a motivation). Purpose—the impulse to influence affairs—ingrains a sense of *responsibility* to lead.[2] This urgency manifests for faculty in cyclical team PD assignments and for students in daily or weekly Growth Goals. Through distributed leadership and self-directed learning, Kairos makes faculty and students alike responsible for definitive components of their individual, peer, and community initiatives. At Kairos, cultural agency is not adjacent to the mission, merely an addition to our curricular sequence of discipline system. Cultural agency *is* our mission, the psychological manifestation of people empowered to direct their own lives and learning.

Student Agency

Academically, students are positioned as agents, leveraging resources to pace their Personalized Trajectory through Summit's curricular continuum. The same is true organizationally—students manage time *they* own toward ends *they* identify. That individual agency (autodidactic learning, scheduling autonomy) simulates the academic and executive functioning they will need in college or career. By practicing self-direction, our students develop the habits needed to reach their potential:

- Students actively use our curricular tools and resources to guide their personalized learning.
- Students set and are aware of appropriate short-term Growth Goals. They can explain the purpose of the task they are working on and how it contributes to their personal long-term Cyclical Goals or Graduation Goals.
- Students seek help. If they have tried to answer a question themselves and are still stuck, they ask for help from peers, the teacher, or other resources as appropriate.

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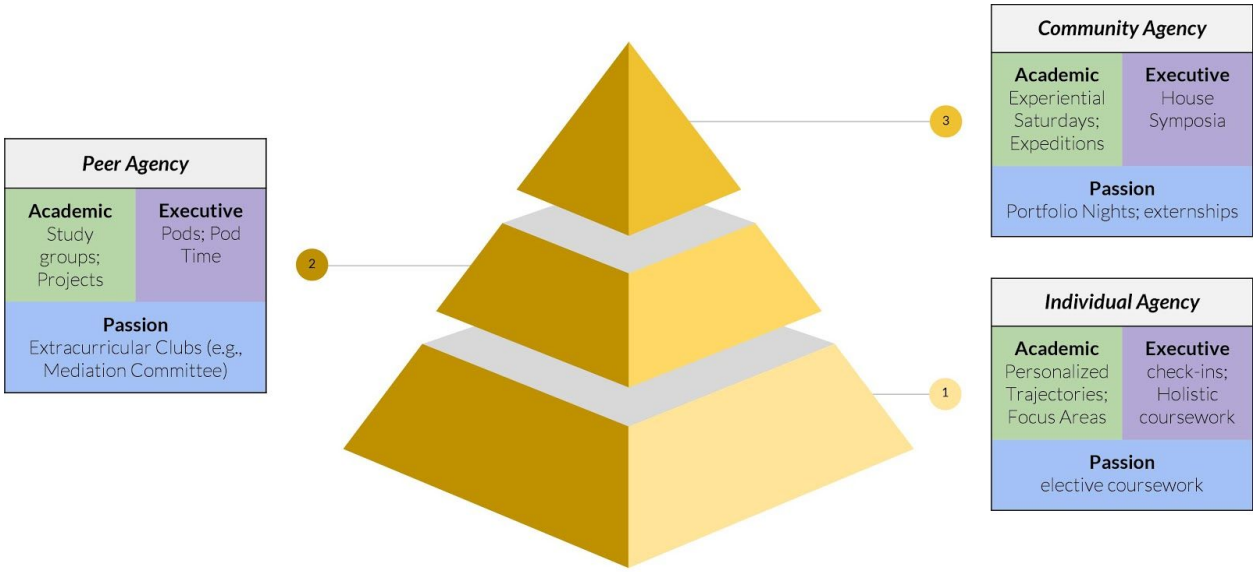
[1] Romero, C. (2015). What We Know About Belonging From Scientific Research. The Mindset Scholars Network.

[2] Damon, W. (2008). The Path to Purpose: How Young People Find Their Calling in Life. New York: Simon & Schuster.

Seligman, M. E. P., Railton, P., Baumeister, B., & Sripada, C. (2013). Navigating into the Future or Driven by the Past. Perspectives on Psychological Science, 8(2).

- Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

These habits are necessary for individual agency, but alone they do not sufficiently prepare students for life after Kairos. Our graduates must be ready to direct not just themselves, but also the systems that structure their lives. We elevate students toward this goal through a series of interconnected leadership opportunities that relate agency within oneself to agency within one's peer groups and, ultimately, within one's community.



Individual belonging and purpose serve as a foundation for *peer* agency—the authority and responsibility to exercise interpersonal leadership. For example, impending Project Growth Goals motivate study group peers to coordinate efforts around a shared mission. In their study groups, along with their pod and extracurricular clubs, students practice organizational management. At first, meetings and agendas for peer groups are tightly prescribed by faculty. Then as students move along the ownership continuum, they begin to arrange their own meetings, plan endeavors, prioritize tasks, and delegate assignments. In the right conditions, peer agency grows organically. People naturally organize toward ends when they belong to a group with a clear sense of purpose.

To elevate students all the way to community agency, Kairos ties their experiences with individual and peer agency to touchpoints in the larger community. For academic function, students master Focus Areas autodidactically, then apply it in study group Projects. The final step is transferring that knowledge to a real-world context *outside* Kairos on a Saturday experiential learning trip or Expedition. For executive function, students practice interpersonal skills during Pod Time or restorative justice mediation, then use them to respectfully debate controversial topics in house symposia. Superimposing student work on the broader community seeds the idea that our students belong in spaces of cultural capital and, by extension, that their learning has a purpose which transcends Kairos. The combination of transcendent community agency and pro-social peer agency

gives students a strong reason to develop their individual agency (i.e., the foundational academic and executive function which empower them at higher levels). Students with such pro-social, transcendent incentives persist longer on "boring [curricular tasks]" because they see them as preparation for personally meaningful projects and experiences.[3]

Faculty Agency

Kairos knows that culture is holistic, and it begins with faculty. Kairos recruits diverse teachers that represent our student body. We then empower them with real decision-making authority in their department, class, or administrative/operational committee. By decentralizing power, Kairos' distributed leadership model ensures school governance actually benefits from the diverse perspectives of our faculty. The trust for that degree of ownership is established during each teacher-coaches' 5-month apprenticeship, overseen by our CAO.

In many high-needs schools, teachers are swamped by the mass of non-pedagogical services they are expected to deliver (e.g., emotional counseling, wraparound referrals, etc.) Kairos avoids this demoralizing burden by assigning faculty to teams focused on a clear purpose. These teams own shared projects and evolve their structures and praxis each cycle through a rapid deployment PD process. Time during inservice allows for extensive faculty collaboration, and regular team meetings or manager coaching ensure regular communication throughout the cycle.

Faculty agency mirrors the independence, curiosity, and civility we hope for students. Project mentorship, 1-on-1 tutoring, and individualized coaching nurture a web of faculty-student relationships. With flexible schedules, we expect the tone to be set by unplanned, spontaneous interactions (e.g., a walk in the garden to discuss a student's emotional outburst.) Even completing differentiated work in proximity to students models the kind of productivity and hard work we want students to emulate.

Coaching, Pods, and Houses

As the cornerstone of student experience, coaches nourish Kairos' culture of agency. From day one until graduation, coaches and students "belong" to each other. This relationship legitimates students within Kairos: an official school representative knows and cares about them *in particular*. Through daily check-ins, weekly Pod Time, regular communication with parents, and support during disciplinary mediations, the relationship grows naturally. Coaches leverage this unique sense of belonging to instill a broader belief that "someone like me belongs" . . . in various Kairos sub-communities, in community spaces like museums, and most importantly, in college.

Coaches use that dream of college to hone a sense of purpose. Personalized Trajectories translate long-term ambitions (such as college or career) into more urgent medium- and short-term goals.[4] During check-ins, coaches explicitly link aspirations for tomorrow with actions required today. This

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[3] Yeager, D., et al. (2014). "Boring But Important: A Self-Transcendent Purpose for Learning Fosters Academic Self-Regulation," Journal of Personality and Social Psychology 107(4), pp. 559- 80.

[4] Dweck, C.S. (2007). Mindset: The New Psychology of Success. New York, NY: Random House.

message is reinforced by visual, dynamic data on the Platform's goal-setting page. Students see, for example, that acceptance to their choice university predicates on proficiency in specific courses (Graduation Goals), which require specific modules to be completed *this* cycle (Cyclical Goals), and certain Objectives or Checkpoints to be achieved *today* (Growth Goals). Goals are manageably chunked, then incentivized through the ownership continuum, fun house rewards, extracurricular privileges, and spots on experiential trips.

By directly nurturing individual agency, coaches prepare mentees for agency in 5-10 person peer groups. These peer groups generate mutual accountability. Whereas individuals are responsible for their Focus Areas, study groups must complete Projects *in toto*. Whereas students can develop intrapersonal MESH behaviors through check-ins and holistic curricula, pods—advisories of ~10 peers with the same coach—must collaborate in order to build *interpersonal* skills. And whereas students explore their own passions through elective coursework, they must associate as an extracurricular club to see how that interest might inform professional and collegiate goals.[5]

Peer groups also establish *particular* belonging and *concrete* purpose, strengthening a cultural fabric where students feel in control and responsible for themselves. Importantly, peer groups are sliced along multiple dimensions of similarity and difference. Study groups are assembled according to baseline academic performance; extracurricular clubs are self-selected; and pods are randomly assorted. Fostering friendship across disparate cross-sections minimizes cliques, which can be especially pernicious in racially diverse environments.[6] Perhaps counterintuitively, situating students as members within small groups (e.g., each student has *her* study groups, *her* pod, *her* house, and *her* clubs) establishes a status of equality, interdependence, and positive relations between students.[7] With an individual coaching relationship and overlapping peer groups, no student is atomized. That fraternity is symbolized at weekly Assembly, when the student body unites to hear school-wide announcements. Students wears the same uniform, setting an atmosphere of in-group belonging, while displaying their multifarious purposes through announcements for clubs, events, and other school happenings.

Pod Time

Academic fellowship is not enough to "create a supportive community" for students, especially "students placed in peril by poverty."[8] That's why Kairos complements study groups with coaching pods. By dint of their coach, each student belongs to a pod and, by extension, to a Hogwarts-style house. These houses contextualize a student's academic and executive function within the wider world. Classes are divided into pods randomly because students develop social skills best by

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[5] Eberly Center for Teaching Excellence & Educational Innovation. (Retrieved 2018, May 1). Students Lack Interest or Motivation. Carnegie Mellon University.

[6] Allport, G. W. (1954). The Nature of Prejudice.
Pettigrew, T. F., & Tropp, L. R. (2006). A Meta-Analytic Test of Intergroup Contact Theory. Journal of Personality and Social Psychology, 90(5), p. 751.

[7] Ibid.

[8] Murphy, J., & Torre, D. (2014). Creating Productive Cultures in Schools: For Students, Teachers, and Parents. Corwin Press. Chicago, p. 47

interacting with peers from different backgrounds, cultural norms, life experiences, and interests.[9] In pods and houses (groups of pods), students bond with heterogeneous peers they might not otherwise know given their coursework or extracurricular interests.

Outside pods, students develop intrapersonal MESH behaviors through holistic Focus Areas and individualized coaching (e.g., executive scaffolds, etc.) Interpersonal MESH behaviors, however, require practicing social-emotional skills with peers. One setting for that deliberate, anti-biased relational practice is Pod Time.[10] Based on Summit's Community Groups and Valor Collegiate's SEL Circles, Pod Time challenges students to work together through games, puzzles, and "missions" designed to promote communication, relationship-building, respect for others, perspective-taking, empathy, reflection, and problem-solving. Valor Collegiate is a particularly useful resource for these activities, since it is a high-performing, intentionally diverse charter school which openly shares its self-directed, competency-based SEL curricula. As discussed in *A.3*, Kairos will also use Pod Time and holistic Projects to teach explicit MESH material.

Kairos believes in eliciting peer agency through a variety of vehicles. Our student-elected Mediation Committee, for example, put students in charge of upholding community norms and values that they help to set. Yet Pod Time is special for its explicit focus on the social-emotional aspect of executive function. As with executive choices and curricular Projects, the goal of Pod Time is not just for students to be "correct." Complying with adult expectations in the short-term sacrifices the long-term benefit of students learning to cooperate *on their own*. At Kairos, students develop this competency indirectly through Summit's Cognitive Skills and directly through peer group collaboration. Together with intrapersonal MESH behaviors (e.g., persevering through failure), the interpersonal skills learned during Pod Time prepare Kairos graduates to navigate independently through a complex, diverse, and ever-changing society.

[9] Surowiecki, J. (2004). The Wisdom of Crowds: Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations. New York: Doubleday.

[10] Lueke, A., & Gibson, B. (2015). Mindfulness Meditation Reduces Implicit Age and Race Bias: The Role of Reduced Automaticity of Responding. Social Psychological and Personality Science, 6(3), pp. 284-291.

Houses

House A		
01	6th Grade Pod (Head of House)	Students 1-11
02	6th Grade Pod	Students 12-21
03	6-8th Grade (SPED Pod)	Students 22-25, 94-96, 222-225
11	7th Grade Pod	Students 101-111
12	7th Grade Pod	Students 112-122
21	8th Grade Pod	Students 201-211
22	8th Grade Pod	Students 212-221

House B		
04	6th Grade Pod (Head of House)	Students 26-36
05	6th Grade Pod	Students 37-47
06	6-8th Grade (SPED Pod)	Students 48-50, 97-100, 248-250
13	7th Grade Pod	Students 123-133
14	7th Grade Pod	Students 134-143
23	8th Grade Pod	Students 226-236
24	8th Grade Pod	Students 237-247

House C		
07	6th Grade Pod (Head of House)	Students 51-61
08	6th Grade Pod	Students 62-71
15	7th Grade Pod	Students 144-154
16	7th Grade Pod	Students 155-165
17	6-8th Grade (SPED Pod)	Students 166-168, 194-197, 272-275
25	8th Grade Pod	Students 251-261
26	8th Grade Pod	Students 262-271

House D		
09	6th Grade Pod (Head of House)	Students 72-82
10	6th Grade Pod	Students 83-93
18	7th Grade Pod	Students 169-179
19	7th Grade Pod	Students 180-189
20	6-8th Grade (SPED Pod)	Students 190-193, 198-200, 298-300
27	8th Grade Pod	Students 276-286
28	8th Grade Pod	Students 287-297

Houses link executive function development (ownership continuum, pods) and academic function development (curricular continuum, study groups) *within* school to students' lives *outside* of school. Coaches are affiliated with one of four houses. Since pods are randomly assigned, houses function as

interage microcosms of the entire Kairos community. Each house consists of 7 pods, i.e., 2 from each class and an interage SPED pod. One house coach serves as Head of House and, in conjunction with other Heads of House on the House Committee, plans house functions. Those functions include House Time (symposia, intramural competition, house rewards), experiential learning (Saturday trips, annual Expeditions), and campaigns to make student learning conspicuous. Houses reinforce belonging both within Kairos (e.g, intramural pack pride, celebrating accomplishments) and within the larger civic community. Symposia (in-school discourse about current events) and experiential learning (out-of-school engagement with the community) place students in the midst of community affairs and show them the real-world purpose of their work at Kairos. Over time, repeated civic exposure disposes students toward lifelong community agency.

> ***Symposia:*** Twice per cycle, students deliberate on recent news in house symposia. Symposia are led by House Prefects, who are students representatives (one per class per house) elected to a special extracurricular club. Before symposia, House Prefects collaborate with Heads of House to plan readings, videos, and other materials that contextualize current affairs (e.g., articles, TED Talks, short documentary videos, etc.). Students and coaches review this background *before* the symposium. Then during House Time, Prefects and Heads of House divide the house into smaller groups and facilitate discussions, debates, and activities about the topic. Participating in these colloquia requires students to apply interpersonal skills and content knowledge to the community, national, and global issues that affect their lives. Sometimes, these issues will be divisive or emotional (e.g., Ferguson protests, 2016 presidential election, etc.). In such cases, symposia allow Kairos to collectively process events without disrupting the normal school environment. Culturally responsive spaces like these are imperative as diverse schools digest the controversy *du jour*, especially as they pertain to "wider structural and ideological determinations" such as race, class, and gender.[11]

> ***Experiential Learning:*** Students apply their individual and peer agency in adventures around St. Louis and beyond. In conjunction with the Executive Team, Heads of House organize halfday experiential learning trips three Saturdays per year and, occasionally, arrange guest speakers during House Time (e.g. UrbArts). Exposing students to the types of cultural capital (e.g., theaters) and professional practitioners that they will engage with after Kairos illustrates a value for schoolwork which transcends K-12. Expeditions extend that association outside St. Louis with weeklong trips aligned to curricula (e.g., Washington D.C. in 8th grade when students study American Government).[12] Pods and houses organize Kairos logistically for group travel, form delivery (e.g., permission slips), and class-wide or schoolwide announcements. In addition, Heads of House identify student passions for the Executive Team to coordinate intersession enrichment programming and externships. Together, these experiences give students numerous avenues for hands-on learning in and outside the St. Louis community.

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[11] Giroux, H. (1983). Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis. Harvard Educational Review, 53(3), pp. 257-293.

[12] The 6th grade Expedition, which concludes orientation, serves a different goal: bonding new students into pods and houses through a wilderness induction.

Ethos of Recognition: While symposia and experiential learning nurture belonging in the wider community, houses also affirm student belonging *within* Kairos. Heads of House recognize student individuality through personal tokens of attention (e.g., birthday blasts, encouraging emails, etc.). They also celebrate student choice and effort, building pride in community achievement. Houses display high-quality student work, broadcast curricular/extracurricular accomplishments, and highlight actions which manifest Kairos' values. In addition to weekly shoutouts, each house publicizes student triumphs and house awards on its Pride Wall. These conspicuous signs of success spur the virtuous cycle of self-esteem and high expectations.

Intramural Competition: House identity is cemented through friendly competition in traditional intramurals (e.g., dodgeball, etc.) and less-traditional Kairos tournaments (e.g., total books read per cycle, speed typing competitions, attendance, etc.). House and pod intramurals gamify extracurricular learning and, as a fun privilege, incent students to meet Growth Goals and avoid mediations. The CAO dramatically announces house winners during Assembly, and victorious houses celebrated during House Time (e.g., with a pizza party).

Extracurricular and Mediation Committees

Extracurricular clubs give students another opportunity to exercise agency among their peers. Students take passions they've explored individually (e.g., in elective coursework) and unite them toward cooperative ventures. Besides houses and certain elective coursework, clubs are the main interage bridge between students from different grades. Every club sits under the umbrella of the Extracurricular Committee, which coordinates room reservations and, when necessary, organizes supervision or allocates funds. Faculty on the Extracurricular Committee—Club Sponsors—provide advice, guidance, and oversight for clubs that require additional faculty support (e.g., coordinating transportation to a club competition). Like study groups and pods, clubs are purposeful peer groups that students belong to. Students manage club affairs and, depending on the type of club, arrange events, performances, or competitions. Because our flexible schedule allows clubs to meet anytime, we expect a robust extracurricular culture. Working with coaches, students learn how to schedule club meetings (e.g., athletic drills, theater practice) as productive study breaks between academic work.

Some clubs will directly complement curricula (e.g. Anime Club, Chess Club, Model UN, Poetry Club, Washington University's St. Louis Area Brain Bee, Washington University Chemistry Tournament, etc.).[13] Others will provide avenues for student athletics, with Club Sponsors functioning as team coaches.[14] A third set will likely revolve around affinity groups and causes (e.g. Latino Culture Club,

[13] The Chess Hall of Fame sponsors a chess club at St. Louis Public School's Clay Elementary. Kairos will work with the Chess Hall of Fame during our pre-operational year to arrange a similar chess program in our middle and high school.

[14] Kairos will not discriminate in educational or athletic programs on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and amended in 20 U.S.C. 1681 et seq.

Amnesty International, Young Democrats, etc.).[15] Practically, clubs provide a vehicle for students to explore new interests and build resumes before college. Depending on their nature, they may also assume various functions that enrich our fabric of student agency. Since the Student Council, for example, represents the student body, the Student Council President meets cyclically with the CAO and ED; he also serves *ex officio* on the Extracurricular Committee and presents quarterly to Kairos' Board of Directors. As discussed, House Prefects lead house symposia and otherwise collaborate with the House Committee. And perhaps most prominently, Student Mediators assume American jurisprudential duties to mend the trespasses of their peers and restore justice to their community.

Restorative Justice Discipline

Kairos believes student actions should be guided by incentives and consequences, not "behavior managers." The details of those incentives and consequences derive from the above structures and, together, constitute our cultural expectations. These expectations delineate the values and behaviors that make for a productive, caring, and functional school (q.v. *Appendix G*). We expect everyone at Kairos to understand our expectations (including contracted employees and vendors) and to implement them with consistency. School-wide PD will include training around disciplinary policies, including conflict resolution and how to handle specific behaviors. Kairos understands that students make mistakes. Those mistakes are crucial to the learning process as students develop agency. Our restorative justice disciplinary model is designed to redress the mistake and any harm it caused by giving students the opportunity to reflect, remedy, and improve.

The Mediation Committee is Kairos' student-faculty judiciary. To faculty, it functions as the third standing committee, in addition to the House Committee and Extracurricular Committee. To students, it appears as another of the special extracurricular clubs that collaborate with faculty (much like House Prefects work with the House Committee and Club Presidents coordinate with the Extracurricular Committee). As Kairos' primary disciplinary body, the Mediation Committee underpins Kairos' culture of agency. Every club simulates self-government of a voluntary, civic association, but few so closely simulate the real stakes of American citizenship. Student Mediators are elected by their peers to join Faculty Mediators as restorative justice juries, empowering *students* to help arbitrate what (if any) community norms were violated and how the violator can make amends.

The Mediation Committee consists of six faculty and two elected student representatives per class. Every mediation is attended by the alleged transgressor, the alleged victim, their coaches (when applicable), and a two-person student-faculty mediation team. Facts are found, the infraction determined, and a discussion guided about intentions and harmful effects. Coaches contextualize student actions, when appropriate, by explaining the "nexus of peer, family, and work relations" that

[15] Pursuant to the Equal Access Act, Kairos will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time, and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

may have influenced their behavior.[16] After everyone feels they have been heard, Mediators adjudicate the case and assign consequences. Coaches share proceedings with families.

Coach advocacy is critical because, as the Kairos representative "who respects and cares most" about that particular student, the coach extends the student's sense of belonging *even into* disciplinary mediation. Recognition of belonging "separates the [wrongdoer] from the harmful behavior," creating cognitive space for the transgressor to reclaim both individual agency ("I *did* something bad" not "I *am* something bad") and peer agency ("I can make this right through actions in my control").[17] Restorative justice transforms a "bad student" who *receives* punishment into an empowered agent who *makes* amends. It does the same for victims, who go from "a recipient of unfair harm" to "the plaintiff in my own restitution."[18]

To make an informed choice, students must understand the consequences of their actions. That's why Kairos explains and reiterates rules explicitly during orientation and repeatedly through holistic Focus Areas. It is also why we prize consistency of enforcement. Students are *always* referred for mediations, no matter how "small" the infraction (e.g., cursing, littering). We "sweat the small stuff," both as a philosophical commitment to excellence and as a practical way to "define deviancy down."[19] Coaches can assign students mediations, dock positive incentives (e.g., house rewards), or even move students to our calming Cool Down Room (which lets them re-center *without* removing them from self-directed instruction). Students are moved to our silent Cool Down Room when they disrupt the learning environment. The room has calming elements (e.g., stress toys, breathing exercises, opportunities for structured reflection, etc.), and once relaxed, students may continue to work independently on curricula for up to an hour. Students who are sent to the Cool Down Room still face a later mediation for the initial disruption. The Cool Down Room is supervised by a rotation of faculty completing their own differentiated work.

Kairos' mediation approach incorporates a number of restorative justice practices, such as restorative group conferencing and victim-offender conferencing, that promote solidarity and reduce recidivism.[20] During pre-operation, Kairos will use free resources (Restorative Justice SFUSD, International Institute of Restorative Practices, etc.) to establish guidelines for mediation procedures and penalties. Penalties aim to reintegrate the transgressor into the community and may include written apologies, community service, or loss of the next house incentive.[21] Penalties are always proportional and, when possible, made to *fit* the offense; a littering student, for example, might help our custodian pick up trash instead of serving detention. Failure to abide a mediation penalty, like failure to abide an executive scaffold, triggers a parent conference and serious loss of student privileges. Behavioral expectations are introduced and reinforced through holistic coursework

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[16] Giroux, *op. cit.*, p. 289.
[17] Braithwaite, J. B. (2002). Restorative Justice and Responsive Regulation. Oxford, UK: University Press.
[18] Varnham, S. (2005). Seeing Things Differently: Restorative Justice and School Discipline. Education and the Law, 17(3), pp. 87-104.
[19] Moynihan, D. P. (1993). Defining Deviancy Down. The American Scholar, 62(1), pp. 17-30.
[20] Restorative Practices in Schools. (Retrieved 2018, May 1). Illinois Balanced and Restorative Justice Project.
[21] Ahmed, E. (2001). Shame Management Through Reintegration. Cambridge University Press., p. 17.

(similar to victim impact classes, another restorative justice practice). Students and faculty may submit amendments to these expectations, as well as any other school rule amendment, to the Mediation Committee, which will then vote on whether to raise it for a faculty referendum.

Kairos' mediations model the kind of self-reflection that grounds civil discourse and, we believe, true independence. Whereas punitive discipline coerces obedience by threatening external consequences, mediation invites students to consider *why* certain norms govern our community. Reflecting on those underlying reasons habituates conscientiousness and reduces recidivism.[22] Mediations guide students through the same empathic self-checks that, ideally, adults use to hold themselves accountable (e.g., "How will this impact others? How will this affect my own goals?") "Instructional approaches to discipline" like ours are, according to the U.S. Department of Education, the best way to deter misconduct in the long run.[23] When students feel "respected by and proud of the community," then restorative justice, while still disciplinary, no longer disempowers.[24] Instead of subordinates to administrative authority, students perceive themselves as agents "practicing participatory, deliberative democracy to problem solve around serious incidents."[25]

Disciplinary Legal Compliance

Kairos complies with all federal and state statutes pertaining to school safety, including but not limited to the Missouri Safe Schools Act (RSMo 160.261).

> ***Employees:*** Employees receive annual instructions related to Kairos' discipline policy and any interpretations necessary to implement policy provisions in the course of their duties. These include approved methods of dealing with acts of school violence, disciplining students with disabilities, and instruction in the necessity and requirements for confidentiality. Kairos does not employ teachers with revoked or suspended teaching licenses.
>
> ***Suspension and Expulsion:*** Suspension and expulsion decisions are heard by the entire Mediation Committee. They depend exclusively on whether the student poses a threat to the safety of any child or school employee and whether such student's unsupervised presence within one thousand feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy. In advance of such hearings, Kairos notifies families (RSMo 167.161), the student (RSMo 167.171), and, when applicable, the appropriate division of the juvenile or family court. Suspensions and expulsions are a last resort after Kairos has exhausted its in-school discipline system, as required by RSMo 167.164. Policies for specific in-school disciplinary measures will be developed by the

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[22] Nairn, K., & Smith, A. (2002). Secondary School Students' Experiences of Bullying at School and Their Suggestions for Dealing With It. Children's Issues: Journal of the Children's Issues Centre, 6(1), p. 13.

[23] Duncan, A. (2014). Guiding Principles: A Resource Guide for Improving School Climate and Discipline. US Department of Education.

[24] Tyler, T. R., & Blader, S. L. (2000). Cooperation in Groups: Procedural Justice, Social Identity, and Behavioral Engagement. Psychology Press.

[25] Cameron, L., & Thorsborne, M. (2001). Restorative Justice and School Discipline: Mutually Exclusive?. Restorative Justice and Civil Society, 180, p. 194.

Mediation Committee and approved by the sponsor prior to opening. After hearing a case, the Mediation Committee may recommend (i) no disciplinary penalty, (ii) an in-school disciplinary penalty, (iii) a short-term suspension (10 days or fewer), (iv) a long-term suspension, or (v) expulsion. Short-term suspensions require concurrence from the CAO. Long-term suspensions require concurrence from the ED. Expulsions require concurrence from the Kairos Board.

Mandatory Reporting: All faculty report suspected truancy, child abuse, or educational neglect to the Student Abuse Hotline of the Missouri Children's Division (RSMo 210.115). Oral reports are made within 24 hours and followed up with a written report as requested. The CAO informs the Board and keeps it apprised of the case.

Corporal Punishment: Kairos does not permit corporal punishment or spanking. Corporal punishment is any form of physical punishment administered by an adult to the body of a child for the purpose of discipline, reformation, or to deter attitudes or behaviors deemed unacceptable.

Confinement & Restraint: Kairos faculty does not seclude or confine students, as defined by DESE Rule 160-5-1-.35, except in an emergency situation while awaiting law enforcement. Seclusion and confinement mean leaving students unattended in a locked space. Likewise, Kairos faculty only physically restrain students in emergency situations where they pose immediate danger to themselves or others. Students are only physically restrained if they do not respond to behavioral interventions, verbal directives, and other de-escalation techniques. This restraint does *not* include chemical restraint, mechanical restraint, or prone restraint (as defined by DESE Rule 160-5-1-.35), all of which are prohibited at Kairos. Kairos also prohibits restraint of students where contraindicated by psychiatric, medical, or physical conditions (as documented in educational records). Faculty terminate physical restraint if a student no longer poses a threat, cannot be restrained safely, or appears in severe distress. Guardians are notified of any physical restraint within one school day. Guardians are notified immediately if emergency medical or law enforcement personnel remove a student from school premises.

Threats of Violence: Employees who receive information concerning threats of violence separate the student perceived to be a threat and report the information to the CAO. The CAO takes immediate steps to investigate and determine the factual circumstances of the threat. The CAO then determines whether the student should be referred for a mediation or whether parents/law enforcement should be contacted to remove the student from school premises. Whenever the CAO contacts outside officials, the Board is also informed. Weapons are banned from campus, and Kairos does not sanction any gun safety courses, student military or ROTC courses, or other school sponsored firearm related events.

Notification: Kairos will notify parties of criminal conduct required by RSMo 168.071. Kairos will also report all crimes that occur on school grounds to law enforcement, including those outlined in RSMo 160.261:

- First or second-degree murder under RSMo 565.020, .021.
- Voluntary or involuntary manslaughter in the first or second degree under RSMo 565.023, .024, .027.
- Kidnapping in the first or second degree under RSMo 565.110,.120 RSMo.
- First-, second- or third-degree assault under RSMo 565.050, .052, .070.
- Sexual assault or deviate sexual assault under RSMo 566.040, .070.
- Forcible rape or sodomy under RSMo 566.030, .060.
- Burglary in the first or second degree under RSMo 569.160, .170.
- Robbery in the first degree under RSMo 570.023.
- Manufacture of a controlled substance under section 579.055
- Delivery of a controlled substance under section 579.020
- Possession of a weapon under chapter 571.
- Arson in the first degree under RSMo 569.040.
- Property damage in the first degree under RSMo 569.100.
- Child molestation in the first, second, or third degree pursuant to RSMo 566.067, .68, .69
- Sexual misconduct involving a child pursuant to RSMo 566.083.
- Sexual abuse pursuant to RSMo 566.100.
- Harassment in the first degree under RSMo 565.090.
- Stalking in the first degree under RSMo 565.225.

According to federal law, student victims of violent criminal offenses committed on school premises, i.e., students who have suffered personal injuries or injuries to their property as a direct result of a violent criminal offense, may transfer to another school. Parents of student victims are notified of this right in writing. Any criminal offense with a student or employee victim is also reported to DESE.

Records: The COO ensures records are maintained for any act of school violence or violent behavior; any offense that occurs on school property, on school transportation, or at a school activity which is reported to law enforcement officials, and any offense which results in an out-of-school suspension for more than ten school days.

Family Involvement

At Kairos, anything important to our students is important to us, and almost nothing is more important than family. We engage families constantly to increase their agency within Kairos and, most importantly, their child's education. This starts during student recruitment, when we lay a foundation for belonging by setting up phone calls between prospective parents and current families. Kairos continues parent involvement during our Orientation Barbecue in August, a month before the first day of school. At the barbecue, teacher-coaches distribute handbooks and answer questions about our model. Coaches then visit the homes of their incoming pod to explain responsibilities (e.g. attending extended term and Saturday experiential learning trips) and ask parents/students to sign the Kairos Compact.

Once school begins, parents receive weekly updates (by text or email) from their child's coach detailing Growth Goal progress, MESH development (e.g., executive scaffolds), a brief qualitative report, and upcoming events. Parents can also see their child's assignments and resources firsthand by logging into the Summit Platform's parent portal. At least once per cycle, coaches call the parents of students in their pod, and at least once every other cycle, they meet with parents in-person (akin to a parent-teacher conference). As their primary liaison, coaches function as a hub for Kairos families, connecting them to other adults in the building, school resources, and city, state, or national wraparound services. Coaches partner with parents, advising how best to support student learning at home and communicating families' perspectives to a student's teachers.

Parents are invited to Family Council volunteer events, family education workshops, and quarterly coffees with the Chief Academic Officer (CAO). They are also invited (along with our board, sponsor, vendors, and larger Kairos community) to biannual Portfolio Nights. Portfolio Nights celebrate student work with Project exhibitions; club performances; data displays (Growth Goals, NWEA, mediations, etc.); and presentations on experiential learning trips. Once per cycle, families receive a newsletter from the Executive Director (ED) that highlights recent school events and other important news items.

Family Council

Every enrolled family is part of the Family Council, which represents parents to both the administration, Board, and broader community. Under the leadership of two elected co-chairs, the Family Council engages parents on issues affecting the school and supports Kairos in various ways:

- outreach to prospective and new parents

- organizing family volunteers for school programs (e.g., chaperoning an experiential trip, volunteering one hour per week as a teaching assistant, painting the school, etc.)
- providing statewide pro-charter advocacy (e.g., legislative testimony)
- recruiting community organizations for empowering parent seminars (e.g., tax assistance from St. Louis VITA)
- Kairos-specific family educational workshops (e.g., how to navigate the Summit Platform at home)
- fundraising (e.g., pledge drives, events, etc.)

The Family Council meets quarterly with the CAO and the ED to discuss any school concerns or opportunities for growth. They may work together to form volunteer Family Council committees based on school needs (e.g., school garden program). Family Council meetings, supplemented by committee meeting as needed, will be held at a time and place to maximize parent participation; meetings will provide language support and translation, as needed, and childcare will be provided whenever possible.

When approached, the Family Council will help families lodge official grievances. Any formal complaint received by Kairos will be promptly forwarded to our sponsor, including those filed with the Office for Civil Rights, Missouri Commission on Human Rights, and Equal Employment Opportunity Commission, and/or formal grievances filed by any party with Kairos Board of Directors

Portfolio Nights

Portfolio Nights create a public venue to publicize student accomplishment and, on occasion, failures they grew from. Inspired by Exhibition Nights at High Tech High, another project-based charter network, Portfolio Nights give our broader community an honest look into the Kairos learning process. Clubs perform or show awards, study groups present Projects, Houses share highlights from experiential trips and symposia, etc. The event is an open house, with invitations to parents, neighborhood community members, and other school stakeholders. Exhibits at Portfolio Night are also proudly shared online, making Kairos transparently accountable for student learning. This accountability mirrors High Tech High, where public Exhibition Night presentations make learning about "behaving like scientists rather than simply memorizing science."[26] Their project-based approach prepares students for both state tests *and* college. High Tech High students (especially African-American students) outperform peers on statewide tests by wide margins, and 100% of High Tech High students have been admitted to college (35% of whom are first generation).[27]

Climate Surveys

Parent, student, and faculty feedback is solicited biannually through Google Form climate surveys. Surveys gauge opinion on everything from school policies and initiatives to perception of particular

[26] High Tech High Case Study. (2011). Cisco Systems.
[27] Ibid.

employees and teams (e.g., “Do you feel your child’s coach is accessible?”). Faculty analyze surveys during inservice to inform programmatic and managerial decisions. They are reported in aggregate to our Board and, upon request, to our sponsor. In addition to predetermined questions, Kairos climate surveys allow for free-form responses, so members of our community can share concerns or issues we may not be aware of.

Uniforms

Parents may buy school uniforms from Kairos at discount and, if necessary, on payment plans. Kairos will purchase uniforms in bulk and offer them to families at cost. Uniforms habituate students to the dress code of academic and professional environments. For intentionally diverse schools like ours, uniforms help preempt social tension about clothing cost. By tangibly differentiating Kairos students, uniforms inculcate cultural pride and signal in-group belonging. Student uniforms include khaki trousers, a collared shirt or polo, and an optional tie, cardigan, v-neck or sleeveless sweater. Clothing with Kairos or college logos is also permitted.

B.1: Missouri Non-Profit

Board Responsibilities—Sponsorship

Kairos Academies (Kairos) is a 501(c)(3) tax-exempt organization incorporated and registered for state and federal tax withholding (q.v. *Appendix H*). Kairos was established to provide students a nonsectarian education, and, as such, Kairos will maintain nonsectarian programs, admission policies, employment practices, and other operations. Kairos' articles of incorporation and bylaws are consistent with RSMo Chapter 355 (q.v. *Appendix I*), and the organization's non-profit *bona fides* have been certified by GuideStar and TechSoup (third-party non-profit evaluators). Once authorized by the Missouri State Board of Education, Kairos will become a local education agency (LEA). As a charter network, Kairos will be exempt from laws and rules regulating other Missouri public school districts *except* those articulated in RSMo 160.400 and RSMo 160.420.

Despite those exemptions, Kairos will still be subject to regulations regarding public governmental bodies pursuant to RSMo 610.010-30. These include giving adequate public notice, providing public accessibility, recording minutes and voting records, making minutes available to the public, allowing attendees to record meetings, keeping records of closed meetings, and following rules regarding electronic transmission of messages relating to public business. Board members are decision-making public servants and stewards of public funds. As such, members have agreed to submit financial disclosures and annual conflict of interest statements (q.v. *Appendix J)* obligated by RSMo 105.450 and the Missouri Ethics Commission. Board members will also attend ongoing training by the Missouri Charter Public School Association (MCPSA) and/or Charter Board Partners to stay informed of ethical and legal obligations. Board members are elected to three-year terms.

Kairos Board members must pass a St. Louis City/County criminal background check and register with the family care safety registry (q.v. *Appendix K*). Nominees convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a Board review and are evaluated case by case. Background checks are publicly available and furnished upon request, along with Kairos' charter, Board minutes, attendance rosters, and most recent annual report card (public inspections guaranteed by RSMo 160.522).

Board Responsibilities

The Kairos Board aligns the school's strategic vision to the mission presented in *A.1*. Our Board comprises experts in various areas pertaining to charter network management. Board members have committed a minimum of 8-10 hours per month for oversight responsibilities, public engagement, monthly Board meetings and, as necessary, *ad hoc* committee meetings (e.g., Board Finance Committee). Board bylaws, derived from MCPSA best practices, establish the following organizational structure.[1]

[1] Missouri Charter Public School Association. (2017). Making a Commitment To Quality.

Board of Directors

Mission	Sustainability	Leadership	Strategy decisions

Shared

Finance policies	Employment terms	Enrollment	Student expulsion

School Leader

Staffing	Academic program	Student disciplinary policies

As public trustees, Board members are responsible for Kairos' academic, operational, and financial performance. The Kairos Board adheres to the Sunshine Law and state ethics requirements when conducting Board and committee meetings: meetings will be public, the public will be given adequate notice, and meeting documentation—including records, minutes, and attendance rosters—will be made public and kept for public record (barring closed meetings and records allowed in limited circumstances). Board members shall annually report conflicts of interest, pursuant to exemplar governance policies the Board will adopt from the MCPSA. Since Kairos' Board is subject to the same liability for acts *ex cathedra* as duly elected school boards, the Board will secure approved liability insurance.

As part of its fiduciary oversight, the Board will ensure school officials submit to the Missouri Department of Elementary and Secondary Education all data and reports as required by law and/or by regulations of the Missouri State Board of Education. The Annual Report will be completed and submitted in accordance with department regulations; it will also be available to all Kairos patrons, and to each member of the General Assembly representing a legislative LEA that contains a portion of the Kairos' attendance area.

While day-to-day management of Kairos will be delegated to the school's administrative team, the Board maintains authority over and accountability for Kairos' financial, organizational, and academic health. The Board is further responsible for:

- Planning and advising, including:
    - developing Kairos' strategic plan in conjunction with the ED;
    - ensuring that Kairos has strong, clear, measurable annual goals;
    - counseling the ED; and
    - monitoring and supporting the ED's marketing and student recruitment efforts.
- Monitoring and evaluating:
    - progress toward the Kairos' academic goals through visits and, at minimum, quarterly reports from the ED;

    - school leaders and holding them accountable by recruiting, hiring, evaluating, and, when necessary, terminating Kairos' ED; and
    - Board effectiveness each year through a Board self-assessment process, setting goals for improvement, and monitoring progress towards those goals.
- Compliance, including:
    - developing, implementing, and monitoring academic and organizational policies according to Kairos' mission;
    - ensuring Kairos abides by its charter, governing documents, and relevant federal, state, or local laws and regulations; and
    - liaising with the state charter authorizer.
- Finances, including:
    - providing appropriate oversight of all financial aspects of Kairos, including budget development, approval, monitoring, and fiscal controls;
    - ensuring that audits of the schools' finances are conducted as required by law;
    - publishing annual financial reports aligned with Missouri law and requirements; and
    - assisting in school fundraising, including overseeing the submission of applications for public grants (categorical and discretionary) and solicitations of private donations from foundations, corporations, and individuals.
- Hearings, including:
    - disciplinary proceedings as appropriate (where the offense carries with it the possibility of a punishment more extreme than a 5-day suspension);
    - complaints filed pursuant to relevant charter school regulations; and
    - appeals by parents on matters of student discipline, including student expulsions.
- Further involvement by:
    - preparing for, attending, and participating in monthly Board and Board committee meetings;
    - visiting the school during regular operation at least once per year, speaking with staff and parents to understand school and community concerns;

- attending at least one additional non-fundraising community event per year, such as Kairos' Portfolio Nights, Family Council meetings, etc.;
- enhancing institutional standing by serving as ambassadors of the school and working to increase Kairos' reputation in the community; and
- maintaining communication with the Family Council, Middle School Student Council, and High School Student Council to ensure that student and family views are considered in governing decisions.

Sponsorship

Kairos is applying for sponsorship from the Missouri Charter Public Schools Commission (MCPSC). Kairos' MCPSC application is available online (www.kairosacademies.org) and was submitted to the Superintendent of St. Louis Public Schools. Kairos will ensure financial sustainability in accordance with Missouri statute and norms, along with developing and executing the schools' strategic priorities and policies. With approval from its sponsor, Kairos' Board may vote to amend its charter contract. Kairos expects MCPSC to provide public oversight and accountability per RSMo 161.092 and RSMo 160.400-160.425. Kairos also expects MCPSC to adhere to roles and responsibilities outlined as best practices by the National Association of Charter School Authorizers' (NACSA) Quality Standards.

B.2: Governing Board Composition

Founding Board—Board Role and Function

Kairos has nine founding Board members that bring the depth of experience, range of skills, and commitment required to govern a charter school with Kairos' innovative model. Board experience includes LEA foundation and management, teacher development, student social-emotional coaching, law, accounting and non-profit compliance, financial management, architectural design, and facilities development. Every Board member lives in St. Louis, including three within our enrollment zone. Two have taught in St. Louis schools through Teach For America and remain in roles that directly support St. Louis' educational ecosystem. All are dedicated to closing the achievement gap by expanding access to world-class education. All believe in Kairos as both a model for the future of schooling and a catalyst in Missouri's transformative charter movement. Eventually, the Board hopes to grow and serve additional students PK-12 in St. Louis and Kansas City.

For our founding Board, Kairos prioritized willingness to "put in the work" above fundraising connections. Each of our Board members has a history of community service and has committed to the time required for charter school startup. Board member resumes, background checks, family care safety care registration, and informational surveys can be found in *Appendix K*. Below are descriptions of each founding Board member. Upon sponsorship, Kairos plans to join the Missouri Charter Public School Association and participate in its trainings.

Founding Board

Hugh Eastwood (President) is a St. Louis civil rights lawyer who has won significant jury verdicts for victims of government misconduct, whistleblowers, and those harmed by breach of trust and contract. He has argued before the Missouri Supreme Court, the United States Court of Appeals for the Eighth Circuit, the Missouri Court of Appeals, and state agencies and commissions. Hugh has served on several non-profit boards, including the boards of Missouri Appleseed and the Greater Dwight Development Corporation, through which he administered a $2.2 million HUD grant. He also co-founded New Leaders Council St. Louis, served as counsel to a 501(c)(4) during the 2008 presidential campaign, and managed the site design competition for rebuilding the World Trade Center at Ground Zero in Manhattan.

Hugh is currently president of the Yale Club of St. Louis and previously chaired the admissions committee for St. Louis applicants to Yale College. He has taught at Yale College and holds a B.A. in History with distinction from Yale College and a J.D. from Yale Law School. Hugh brings a legal perspective to Kairos and believes Kairos' educational model will expand access for disadvantaged students to higher education.

Amanda Sullivan (Secretary) is an architect, project manager, and technology manager at Fox Architects, a leading St. Louis firm with expertise in innovative coworking environments. With Amanda's support, Fox Architects has designed or renovated the The Helix—ECT Innovation Center, BJC Sunset Hills Ambulatory Services Expansion, and the Insinkerator Headquarters. Previously, Amanda worked on academic and healthcare projects at HTK Architects in Kansas City and HBE

Corporation's Design-Build Team. Amanda and her team at Fox have helped define Kairos' space needs and design vision.

Amanda lives in Dutchtown, the neighborhood Kairos hopes to call home. She cares deeply about her community and is active in local organizations such as the Dutchtown West Neighborhood Association, Dutchtown South Community Corporation, and the ward's Quarterly Newsmagazine (which she helped found). Amanda also organizes a community social group, South City Girls, and volunteers in various programs around the area (e.g., for special needs children through "I Run 4 Michael"). Amanda earned her B.A. in Architecture from Kansas State University.

Erin Urban (Treasurer) is the Director of Operations for the Gateway Chapter of the Leukemia & Lymphoma Society. She is responsible for all administrative functions in Arkansas, Missouri, and Southern Illinois, including office management, facilities and finance, and HR/IT issues. In a former role as Campaign Coordinator, she brought in a record $360,000 through the Man & Woman of the Year campaign. Previously, she served as a Community Coordinator for the St. Louis March of Dimes.

Erin brings 13 years of experience with non-profit accounting, legal compliance, and contract negotiations to her role as a public trustee. Her firsthand knowledge of nonprofit operations position her to ensure transparency and policy adherence in Kairos' organizational reporting. Erin graduated Summa Cum Laude from Washburn University (Topeka, KS) with a B.A. in Economics and a minor in French.

Dr. Laura Vilines is the Founder and Executive Director of the St. Louis Teacher Residency Program. Previously, she was the Co-Founder and Chief Academic Officer at STEM Preparatory Academy, a top-performing charter school network in Nashville, TN. In this role, Laura launched the Nashville Newcomer Academy—a first-of-its-kind partnership with Metro Nashville Public Schools to serve English Language Learners throughout the district. Her work was awarded the 2016 Inspiring Innovation Award from the Nashville Public Education Foundation. While in Nashville, Laura was appointed an evaluator on the Metropolitan Nashville Public Schools (MNPS) charter authorizing board. Since leaving, she has consulted with multiple schools and LEAs to improve student outcomes and advise on district/network strategy.

Laura's curricular and coaching expertise have been instrumental in designing Kairos' approach to instruction and teacher development. Laura is committed to St. Louis, where she began her career as a 2006 Teach For America Corps Member. She is invested in Kairos as a proof point of a professionalized teaching staff and a racially/socioeconomically integrated school. Since Laura lives and works in Kairos' enrollment zone, she sees firsthand the need for new high-quality school options. Laura graduated from Washington University in St. Louis with B.A.s in English Literature and Political Science and minors in Modern Dance and Spanish. She holds a Master's degree in Education Policy and a PhD in Educational Leadership from the Peabody College of Education at Vanderbilt University. She is an adjunct professor at Washington University.

Brooks Goedeker is Executive Director of the Midtown Redevelopment Corporation, which has authority to approve development and financial incentives for the anticipated $1 billion of investment between St. Louis University's north and south campuses (400 acres). Previously, he served as Executive Director of Park Central Development, a nonprofit that developed the Cortex Innovation District and oversaw $2.2 billion—about half—of all construction projects in St. Louis City between 2013-2017. In that role, he led the creation of five special taxing districts, including one in our enrollment zone (Bevo Mill), that generate over $2.5 million annually. Brooks served as the community development manager for the Washington University Medical Center Redevelopment Corporation from 2005 to 2013. In that time, he was also Treasurer of the Forest Park Southeast Business Association. Beyond St. Louis, Brooks has worked in Philadelphia, Memphis, and Minneapolis as a project manager with Urban Strategies—a St. Louis-based nonprofit specializing in human services development and neighborhood revitalization.

Brooks serves on several boards around St. Louis, including the boards of Reliance Bank, St. Louis Community Builders Network, Missouri Botanical Garden District Commission, Urban Land Institute, and as President of the Central West End Neighborhood Security Initiative. He has previously served as an executive board member of the Central West End Association and the Safety and Security Chair of The Grove Community Improvement District. He has also served on board committees for City Garden Montessori, St. Louis Language Immersion School, and the Adams Park Community Center. For many summers, Brooks worked as a counselor at Jefferson Elementary, eventually serving as assistant to the principal from 1999-2002.

Brooks graduated with a B.S. in Psychology and Sociology & Anthropology from Knox College, holds a Master's in Social Work from St. Louis University, and a Master's in Nonprofit Management from Washington University in St. Louis. He also serves as an adjunct professor in St. Louis University's School of Social Work. After cultivating a socioeconomically integrated community in the Grove, Brooks believes Kairos can help do the same in Dutchtown, the neighborhood where he grew up. Brooks still lives in Kairos' enrollment zone and will use his experience in development financing to help secure and renovate our facility.

Adam Layne is the Director of InspireSTL, Wyman's educational access and student coaching program. He develops academic coaches who meet weekly with low-income scholars (many from Dutchtown) to advise executive functioning strategies required for private and magnet high schools. He also oversees InspireSTL's college access panels, ACT prep, and college essay writing workshops.

Adam's background in social-emotional development informs Kairos' approach to coaching. Before his current role, Adam taught in St. Louis classrooms for several years, beginning as a Teach For America 2011 Corps Member. He holds a Master's in Secondary Education from the University of Missouri-St. Louis and a B.B.A in Finance from George Washington University.

Ted Stann is a partner at CFOs4TEC, where he provides CFO services (accounting/finance best practices) to St. Louis' tech community. He was previously CFO at TopOPPs, the industry leader in

sales process management, and Gainsight, Silicon Valley's fastest growing company.[1] In those roles, Ted set up systems and internal controls for accounting, finance, HR, legal, and payroll; he also oversaw those operations for a combined 150+ employees. Under his guidance, TopOPPs' investors saw an 18-month 500% return and Gainsight grew from $2MM to $200MM. Ted believes bringing a school like Kairos to south St. Louis, where he grew up, could disrupt the assumptions about education that have failed too many for too long. He's advised over 100 companies through his fractional CFO work at Stann Financial, and he's excited to provide similar oversight at Kairos: financial and accounting controls; salary studies and compensation recommendations; valuation of technology; and financial, accounting, budgetary, and HR strategy.

Ted has volunteered on the Parish Council and Capital Campaign Committee of St. Joseph Church, and he fundraises for St. Jude Children's Research Hospital. He also teaches startup metrics measurement as an adjunct professor at Washington University's Olin School of Business. Ted holds a B.A. in Economics and a minor in Accounting from Bellarmine University and is a former Missouri State Handball Champion.

Aaron Jackson is a technology and management consultant at World Wide Technology, the world's largest technology service provider. At World Wide Technology, Aaron helps companies and nonprofits discover, evaluate, implement, and integrate technology with a focus on people and process. Aaron was previously the Vice President of Solutions Architecture at Keystone Technology. Through his experience, he's seen firsthand how schools often over-deploy and under-utilize technology. Aaron believes Kairos' approach—which leverages laptops strategically and incorporates goals and metrics—will meaningfully empower learners.

Aaron serves on the board of Jazz St. Louis. He is also a member of the Young Friends Network of the Children's Education Alliance of Missouri, and for five years, Aaron volunteered weekly at ByteWorks, a computer literacy program for low-income students ages 9-15. His non-profit experience also includes four years as Event Chair of the Lupus Foundation of America—Heartland Chapter. Aaron holds an MBA from Webster University, a B.A. in Speech Communication from the University of Illinois Urbana-Champaign, and several IT certifications and accreditations. Aaron has previously been recognized as one of St. Louis' "30 Under 30" by the St. Louis Business Journal and as a Leader in Technology by the St. Louis Small Business Monthly.

Chisom Uche manages communications and development for SixThirty, a global FinTech venture fund located in the T-REX building downtown. Prior to SixThirty, Chisom was an analyst for Cultivation Capital's Tech Fund II and ran digital marketing at TopOPPS, a fast-growing St. Louis startup. Chisom completed Venture For America in St. Louis—a prestigious two-year fellowship for entrepreneurs looking to work in startups and create jobs in American cities.

[1] Feldt, A. (2017, Oct 19). St. Louis Business Journal. Silicon Valley's Fastest-Growing Company Has Lots of Employees (And Its Roots) in St. Louis.

Chisom is on the board of the Provident Young Professionals, whose mission is to promote mental health throughout St. Louis. He also serves as a Big Brother in Big Brothers Big Sisters of Eastern Missouri. For the last three years, Chisom has volunteered as the boys basketball coach at Lyon Academy at Blow. Chisom's investment in Kairos stems from his belief that technology—and the unlimited information it connects us to—can even the playing field for under-resourced students. He holds a B.A. in Psychology from Washington University in St. Louis.

Board Role and Function

Kairos has consulted with Carrie Irvin at Charter Board Partners and Luke Norris, Board President of Citizens of the World—Kansas City, to identify the skills and expertise required to govern a public charter school with Kairos' innovative model. Our Board covers the requisite competencies and comprises a range of perspectives informed by a diversity of race, age, gender, personality, leadership style, and background.

B.2.i: Board Member Competencies

Expertise in financial management, financial compliance, and facilities financing	➢ Ted Stann *(CFO services)* ➢ Erin Urban *(ops at Leuk. & Lymph. Society)* ➢ Brooks Goedeker *(WashU and SLU Redevelopment Corps)*
Legal	➢ Hugh Eastwood *(private practice)*
Start-up experience, especially with new schools	➢ Laura Vilines *(STEM Prep; STL Teach. Res.)* ➢ Ted Stann (*startups TopOPPS, Gainsight*) ➢ Chisom Uche (*startup TopOPPS*)
Executive experience leading complex organizations	➢ Brooks Goedeker *(WashU and SLU Redevelopment Corps)* ➢ Ted Stann *(startup CFO)* ➢ Laura Vilines *(STEM Prep; STL Teach. Res.)*
Communications, marketing, and public relations	➢ Chisom Uche *(TopOPPs)*
Human resources, especially related to evaluation	➢ Erin Urban *(ops at Leuk. & Lymph. Society)* ➢ Laura Vilines *(STEM Prep; STL Teach. Res.)*
Non-profit compliance and operations	➢ Erin Urban *(ops at Leuk. & Lymph. Society)*
Fundraising	➢ Erin Urban *(Leuk. & Lymph. Society)* ➢ Hugh Eastwood *(Yale Club of St. Louis)* ➢ Ted Stann *(St. Jude's Research Hospital)*
Facilities evaluation and acquisition	➢ Amanda Sullivan *(Fox Architects)*

	➢ Brooks Goedeker *(WashU and SLU Redevelopment Corps)*
Technology integration	➢ Aaron Jackson *(World Wide Technology)*
Academic data and performance measurement	➢ Laura Vilines *(STEM Prep; TFA)* ➢ Adam Layne *(InspireSTL; TFA)*
Student coaching and executive function development	➢ Adam Layne *(InspireSTL)*
Connection to Kairos' enrollment zone and the broader St. Louis community	➢ Amanda Sullivan *(lives in Dutchtown)* ➢ Brooks Goedeker *(grew up in Dutchtown; lives in enrollment zone)* ➢ Aaron Jackson (*lives in enrollment zone)* ➢ Laura Vilines(*lives in enrollment zone)* ➢ All Board members live in St. Louis
Knowledge of the St. Louis educational environment and its charter school context	➢ Laura Vilines *(TFA St. Louis alumna; STL Teach. Res.)* ➢ Adam Layne *(TFA St. Louis alumnus; InspireSTL)*
Board experience	➢ Hugh Eastwood (*Yale Club STL, etc.*) ➢ Chisom Uche (*Provident Young Prof.*) ➢ Brooks Goedeker (*Reliance Bank, St. Louis Comm. Builders Network, etc.*) ➢ Laura Vilines (*Metro Nashville Public School Charter Authorizer)* ➢ Aaron Jackson (*Jazz St. Louis)*

Preparation

In addition to training by MCPSA and/or Charter Board Partners, new Board members attend an orientation detailing the state of the school, issues it's facing, and the structure, function, and expectations of the Board. All Board members receive a handbook containing the Board's school charter, and bylaws, articles of incorporation, 501(c)(3) documentation, policies, member biographies, Missouri charter law, and other important documents. This handbook ensures Board members are aware of their duties and responsibilities as public servants on the board of a public institution in accordance with RSMo 105.450. Furthermore, EdOps will provide a training session to the Board to instruct it on reading financial statements and charter school financial oversight.

Structure

The Board meets monthly *in toto* and as needed in committees. Standing committees include (i) Governance, (ii) Finance, (iii) Development and External Affairs, (iv) Program/Academic Outcomes,

and (v) Appeals. *Ad hoc* committees are created as needed (e.g., a Facilities Committee to oversee building purchase). Board committees are *governance* committees, distinct from the faculty *management* committees discussed in *B.3*. Board governance committees are always chaired by Board members but may include non-Board members to draw from targeted expertise within our community.

Board officer positions include:

- ***President:*** Provides overall leadership for the Board; leads Board meetings and works with the Executive Director to set meeting agendas; oversees and appoints members to committees; ensures that the Board formally evaluates the Executive Director; monitors school performance; oversees financial planning and reporting.
- ***Secretary:*** Keeps, circulates, and publishes Board meeting minutes; attends Board and committee meetings.
- ***Treasurer:*** Leads Board's financial activities; monitors the budget against actuals and provides reports to the full Board; prepares financial forms; maintains bank accounts; oversees financial transactions; chairs the Budget and Finance Committee.

To recruit new Board members, the Board will form an *ad hoc* Board Development Committee. The committee will abide by a written procedure for adding new Board members. This may require service on a Board committee before full membership; an interview with the Board chair; and a nomination by a Board member. Given the significant obligations of opening and overseeing a start-up charter school, Kairos will ensure prospective Board members are aware of the commitment required to serve on Kairos' Board.

The Kairos Board will host Presidents of the Middle School and High School Student Councils quarterly for updates on school performance from the student perspective. The Board will also regularly solicit input and advice from the Family Council. When appropriate, parents or other community members may be asked to serve on advisory Board committees. While our Board values input from all Kairos constituents, unelected committee members (e.g., parent advisors) will not vote on Board resolutions. To guarantee we fulfill our fiduciary duties, the Kairos Board retains exclusive governing prerogatives over the organization.

B.3: Management and Operation

Distributed Leadership—Executive Team—Instructional Team & Departments
MESH Team & Classes—Committee Team & Committees—Staffing Evolution Plan

Distributed Leadership

In high poverty schools, one bulwark of success is "collaborative decision-making." Mobilizing collective expertise—involving faculty "in making most key decisions"—maximizes the data informing school actions.[1] The more leaders that "own" discrete components of a model, the more human capacity a school has to iterate on those components.[2] Inversely, concentrating authority limits managerial capacity. Whereas leaders in most high-skill professions manage only 5 employees, the average American principal manages 37 instructional and 10 non-instructional staff.[3] This staffing structure, like much of traditional school design, "draws heavily on the factory model, [where] expertise and hence power reside at the top rather than on the front line...and [employees] are motivated by external incentives set by superiors."[4]

To mitigate the drawbacks of this top-down model, some schools introduce Academic Instructional Coaches or Assistant Principals. While these positions reduce the manager-team ratio, they also usually remove the best teachers from what they love (educating students), ultimately undermining staff retention.[5] Moreover, one step removed from children and with weak evaluative authority, these administrators marginally affect student outcomes—the ultimate goal of any quality school.[6]

Kairos reimagines this traditional school structure by dividing faculty time between three roles: teacher, coach, and a third leadership role (executive, manager, or committee member). How faculty divide their time depends on their leadership role. Those with the most demanding leadership roles—the Executive Team—only teach *one* module per cycle (and, like everyone, coach one pod). Those with less demanding leadership roles (committee members) spend more time teaching and coaching. Regardless of how they divide their time, however, every teacher-coach has ownership over at least one meaningful school effort, ensuring school policies are shaped by those closest to student learning. Even the Executive Director has direct contact with the instructional and coaching experience. While unusual, our distributed leadership model actually coheres to the Summit Learning Platform, which was designed for Summit faculty to "play three-pronged roles—as teacher, leader, and mentor [i.e., coach]."[7]

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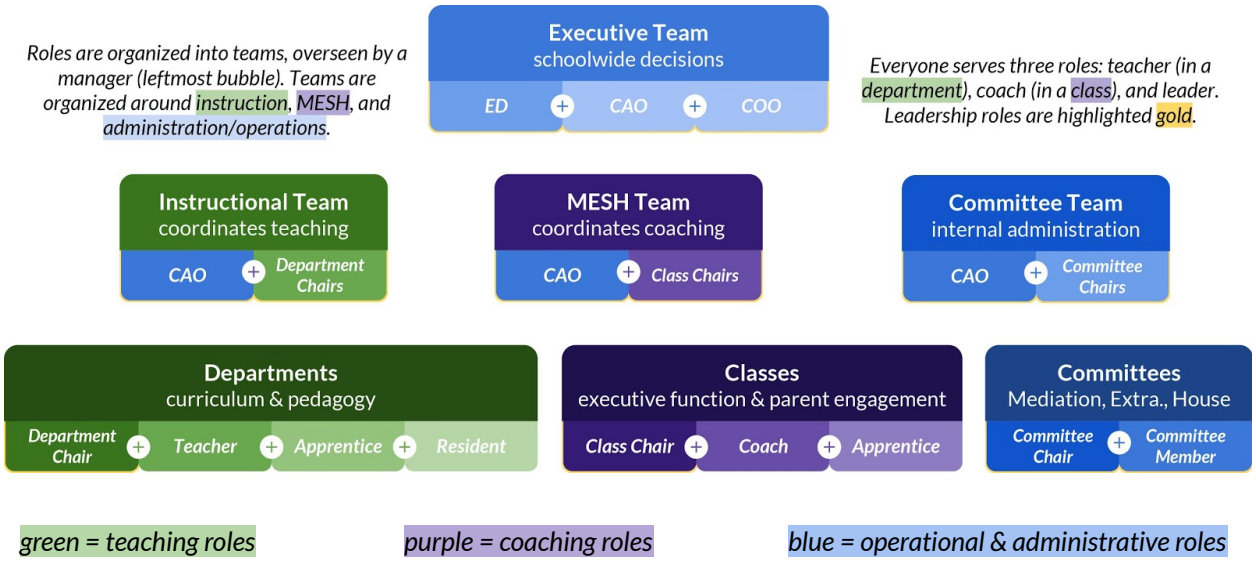
[1] Kannapel, P. J., Clements, S. K., Taylor, D., & Hibpshman, T. (2005). Inside The Black Box of High-Performing High-Poverty Schools, p. 4. Prichard Committee for Academic Excellence.
[2] Hargreaves, A., & Harris, A. (2011). Performance Beyond Expectations.
Hargreaves, A., Boyle, A., & Harris, A. (2014). Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance. John Wiley & Sons.
[3] Bain & Company. (2016). Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools.
[4] Jal Mehta. (2013). The Allure of Order: High Hopes, Dashed Expectations, and the Troubled Quest to Remake American Schooling, p. 40. New York: Oxford University Press.
[5] The New Teacher Project. (2012). The Irreplaceables. Understanding the Real Retention Crisis in America's Urban Schools, p. 21.
[6] Ibid.
[7] Summit Public Schools. (Retrieved 2018, May 1). Our Approach • High-Impact Teaching.

Our staff diagrams are organized by *roles*, not positions. As mentioned, each employee serves in at least three different roles. Employee #11 (q.v. *Staffing Evolution*) teaches science, coaches a pod, and serves as a Head of House (his leadership role). Employee #6 *also* teaches science and coaches a pod but fulfills *her* leadership role as the Science Department Chair. Leadership roles allow these employees to specialize in their area of expertise, maximizing their value to both Kairos and students. Pedagogical experts like Employee #6 lead in their department while energetic culture boosters like Employee #11 lead in their house. Everyone has the opportunity to grow professionally, accrue salary, and earn the prestige of leading school functions, all *without* "leaving the classroom."

Each of an employee's roles is organized into a team that shares projects and a manager. Since employees serve in multiple roles, they also serve on multiple teams and report to multiple managers. Managers delegate assignments, make programmatic decisions, and evaluate members of their team. For example, the Executive Director (ED) manages the Executive Team, which consists of the Chief Academic Officer (CAO) and the Chief Operating Officer (COO). Department Chairs manage their Departments; Class Chairs manage their Classes; Committee Chairs manages their Committees. The CAO role is unusual because it involves managing *other* managers in the building. The CAO manages the Instructional Team (the set of Department Chairs), the MESH Team (Class Chairs), and Committee Team (Committee Chairs).

B.3.i: Organizational Chart by Roles



This structure of small, hierarchical teams alleviates traditionally overburdened school managers. The average Kairos manager oversees a team of just 5 employees. With more time per supervisee, managers can tighten collaboration around targeted goals—a much more effective process for school improvement than unfocused "professional learning communities."[8] More time per supervisee also allows for more holistic and meaningful evaluations; with so many responsibilities and staff to

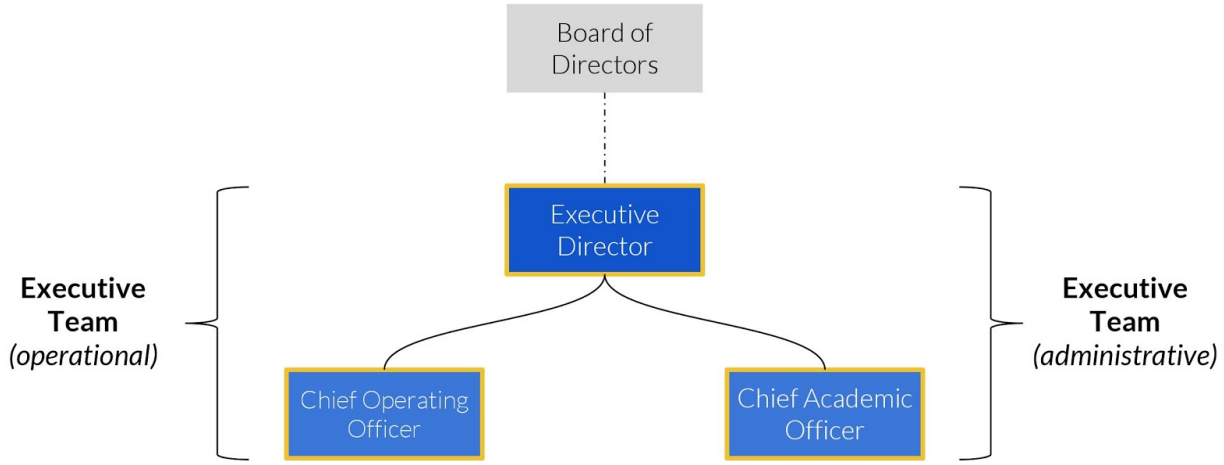
[8] Jones, M., & Harris, A. (2013). Disciplined Collaboration: Professional Learning with Impact. Professional Development Today, 15(4), pp. 13-23.

oversee, most principals have little time for observations. This results in high-stakes, low-data evaluations that often undermine organizational improvement and student achievement.[9]

Distributing responsibility also lets us distribute administrative salaries. Kairos offers a median salary 44% above market rate (i.e., SLPS's median salary) by capitalizing on technology and cutting costs which do not directly advance student learning (e.g., printing). We save on full-time faculty by recruiting volunteer and part-time teachers. Volunteer teaching assistants tutor Focus Areas for ~2 hours per week, and part-time residents (art and gym teachers) only work 3 hours per day. This setup exposes our students to successful collegians as well as a diversity of artistic and athletic domains such as dance, painting, yoga, etc.

Distributed leadership benefits students by boosting faculty salaries, growth, student connection, and satisfaction. By contrast, leadership "flowing *downwards*" makes it easy for employees to "ignore difficult-to-monitor, top-down mandates."[10] Beyond its practical benefits, distributed leadership helps professionalize education as a career. Doctors and lawyers have the "collective power to shape the conditions of their work," yet factory-school teachers still work within a menial labor paradigm.[11] By distributing leadership, Kairos signals trust in our teacher-coaches and provides an industry model for faculty agency.

Executive Team



[9] Hallinger P., & Heck, R. (2009). Distributed Leadership in Schools: Does System Policy Make a Difference? In Harris, A. (2009). Distributed Leadership: Different Perspectives. Netherlands Springer Press.
Leithwood, K., & Mascall, B. (2008). Collective Leadership Effects on Student Achievement. Educational Administration Quarterly, 44(4), pp. 529-561.

[10] Jal Mehta. (2013). The Allure of Order: High Hopes, Dashed Expectations, and the Troubled Quest to Remake American Schooling, p. 23. New York: Oxford University Press.

[11] Ibid.
Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. New Teacher Project.

The ED leads a team with both operational and administrative roles. On the operational side, the ED and the COO manage and coordinate external decisions (e.g., contracts and fundraising). On the administrative side, the ED and the CAO manage and coordinate internal decisions (e.g., academic program, faculty development). Serving on the Executive Team qualifies as an employee's third leadership role.

The Executive Director (ED)

The ED makes decisions concerning the long-term health of Kairos and oversees operational, administrative, and developmental functions. The ED manages the Executive Team and reports directly to the Board.

Responsibilities

- Supervise the COO to ensure mission alignment in:
    - vendor/contractual relationships
    - the enrollment process (ensuring Kairos is open to all students, including those with special needs)
    - compliance with the Board's internal controls and policies
- Supervise the CAO to ensure mission alignment in:
    - curriculum and pedagogy
    - professional development (PD)
    - faculty, parent, and student engagement
- Cultivate and sustain diverse partnerships with:
    - prospective and current Board members in close partnership with the Board chair
    - nonprofits/businesses that could offer intersession enrichment programs/externships
    - enrollment zone stakeholder organizations (e.g., Dutchtown South Community Corporation)
    - the Family Council
    - elected officials and policy advocates
- Communicate Kairos' mission and goals to the larger community
    - share Kairos' best practices with peer institutions and charter community
    - attend local and national meetings of charter school leaders
    - actively participate in the Missouri Charter Public School Association programs
    - maintain the organization's public/media presence, in consultation with the COO
    - maintain positive, cooperative relationships with the St. Louis Public School District and other St. Louis charter schools
- Fundraise for the long-term financial health of the organization
    - identify, foster, and tend to ongoing relationships with potential and recurring donors
    - organize fundraising event (at least 1 per year), in consultation with the COO

    - oversee the research, evaluation, timelining, and writing of grant applications
- Drive strategic opportunities for expansion
    - secure initial facility, recruit founding faculty during, and establish necessary partnerships during pre-operation
    - oversee hiring practices, in consultation with the COO, including:
        - recruiting new faculty, teaching assistants (e.g., from local universities), and residents (e.g., from Intersect Arts, COCA)
        - screening applicants through a first interview
    - oversee expansion opportunities, in consultation with the COO, including:
        - recruiting new students
        - securing new facilities for high school and elementary school
- Consult with the Executive Team to draft and submit:
    - annual report to community stakeholders and the Board including[12]
        - school success metrics (achievement data, student statements)
        - audited financial statements
    - monthly Board reports on academics, operations, development, and community relationships
    - a calendar for the upcoming school year, finalized no later than December of the preceding year, for Board approval
    - a fiscally conservative annual budget to the Board that supports Kairos' academic, social, and professional mission, in consultation with the Board Finance Committee, by at least April 30th (two months prior to the close of our fiscal year)
    - reports to federal, state, or private grant organizations, including federal Title I LEA Plan describing the school's Title I services pursuant to the provisions of the No Child Left Behind Act of 2001
    - reports on activities, organizational development progress, and student achievement to our sponsor, DESE, and other applicable state and federal reporting agencies
- Institute procedures for collecting and reporting:
    - transportation, food service, and student attendance records, in accordance with state law and appropriate regulations from the Missouri Department of Elementary and Secondary Education[13]
    - health records and immunization status, in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health
    - reporting suspected truancy, child abuse and educational neglect to the Missouri Children's Division (RSMo 201.115)

[12] The Board will ensure that Kairos' annual report is published accurately and on time.
[13] This data will be submitted monthly to the Board, which in turn will be responsible for preparing reports for submission to appropriate state offices.

Qualifications

- Commitment to mission
    - demonstrates a deep understanding of and commitment to Kairos' of empowering students to self-direct
- Sufficient experience, including:
    - proven fundraising track record, especially within the charter sphere
    - teaching in low-income, underserved communities
    - participation in local and national educational organizations
- Connection to community
    - prior engagement with school stakeholders and target population
    - existing relationships with organizations in St. Louis that advance Kairos vision
- Management capability
    - history of high standards and resilience
    - track record of high-level strategizing and on-the-ground execution
    - proven ability to assemble and motivate teams around a shared vision
    - Bachelor's degree from a top-tier, four-year university with an advanced degree preferred (e.g., MBA, MPA, JD, MEd)

Chief Academic Officer (CAO)

The CAO makes decisions concerning Kairos' day-to-day administrative functions, including instruction, coaching, and committee work (e.g., mediations, house events, etc.). The CAO reports to the Executive Director and manages the Instructional, MESH, and Committee Teams.

Responsibilities

- Coordinate with Executive Team
    - report administrative and academic updates to the ED weekly
    - identify partnership needs for experiential learning trips, externships, and Projects
    - structure faculty committees
- Coordinate decisions between the Instructional, MESH, and Committee Team to advance the broader organizational mission and vision
    - delineate core vs enrichment curricular modules, in consultation with Department Chairs
    - norm growth goals and levels of choice using aggregate data, in consultation with Class Chairs
    - cultivate the best coaching/curricular resources for use in staff development
- Supervise Instructional Team
    - review/approve certain Department Team decisions, including:
        - replacing entire modules with new material
        - developing new modules for holistic or elective coursework
    - monitor academic progress and alignment to Missouri Learning Standards through meetings and reports from Instructional and MESH Teams

    - structure global, multi-department curricular resources (e.g., Summit Learning Platform), in consultation with Department Chairs
    - approve intra- and inter-departmental requests for experiential learning trips
    - ensure SPED Department compliance with state/federal special education statute
- Supervise MESH Team
    - review/approve certain Class Team decisions, including:
        - pod and study group assignments
        - student promotion decisions
    - monitor executive function development through meetings and reports from Class Chairs
    - structure global, multi-class MESH resources (e.g., Growth Goal progressions, Executive Strategy Guidebook, etc.) in consultation with Class Chairs
    - approve items and structured reflection for the "cool down" room
- Supervise Committee Team (Extracurricular Committee, Mediation Committee, House Committee, and *ad hoc* committees)
    - review/approve committee work through reports and meetings with Committee Chairs, including:
        - mediation transgressions and meted penalties
        - extracurricular activities, leadership, and products/performance
        - house events and symposia
- Hire and develop staff
    - consult with the ED to determine staff structure and quantity
    - interview candidates with appropriate Department Chair after initial screening/approval by the ED
    - create and oversee onboarding sequence for apprentices
        - introduce key, universal elements of model (e.g., Summit Learning Platform, coaching check-ins, etc.)
    - evaluate Chairs, including Department Chairs, Class Chairs, and Committee Chairs
    - review chair evaluations of their teams, including their PD plans
    - draft and maintain mission-aligned evaluation rubrics for faculty roles
- Suspend school in the event of hazardous weather or other conditions that threaten student/staff welfare
    - communicate cancellation to students, parents, and staff

Qualifications

- Commitment to mission
    - demonstrates a deep understanding of and commitment to Kairos' of empowering students to self-direct
    - committed to Kairos graduate profile, including career choice in an Information Age economy and civic leadership in communities and organizations

        - believes racial and socioeconomic school integration can heal fractures in our city and national landscape
        - reflects cultural responsiveness and inclusive values in professional and personal life
    - Instructional and MESH expertise
        - success teaching in low-income, underserved communities
        - success coaching MESH skills (or formally developing executive function)
        - experience with project-based learning, blended learning, and competency-based grading
        - expertise in Kairos' subject-by-subject approach to personalized learning
    - Management capability
        - understands distributed leadership; delegates well
        - models exemplary organization habits for faculty and students
        - Master's degree or PhD in education
    - Connection to faculty, parents, students, and community
        - demonstrated commitment to building relationships with diverse families, students, and staff
        - references from prior positions attesting to team-first mentality

Chief Operating Officer (COO)

The COO manages Kairos' operating budget, payroll, contracts, and all other financial and accounting operations, ensuring compliance with internal controls and supervising the efforts of any contracted back-office financial service provider. The COO sits on the Executive Team and reports to the ED.

Responsibilities

- Coordinate with Executive Team
    - report operational updates to the ED weekly
    - manage organizational finances and balance sheet
        - strategy
            - design and adjust multi-year financial plan for growth and stability
            - draft annual budget with ED, beginning in early spring
            - propose organizational budget for operations, salaries, technology, and various parts of the academic program in consultation with back-office provider (e.g., EdOps)
            - set spending priorities and allocate funds between teams
            - approve team budgets
        - expenses
            - collect and maintain invoices, receipts, and other documents in compliance with internal financial management policies
            - approve unexpected team expenses and significant outlays (15% or more of team budget)
        - revenue

        - coordinate with DESE and back-office provider to manage disbursements monthly federal, state, and local revenues
        - fulfill reporting requirements for grants received
- Manage day-to-day finances and cash flow, coordinating with back-office provider to:
    - comply with board-approved internal financial control policies
    - ensure expenses align to approved budget
    - secure cash on site and deposit in Kairos Bank account within one week of receipt
    - execute payroll and audits
    - submit:
        - data for the annual report card as prescribed by RSMo 160.522
        - student population data required by RSMo 160.415.1
        - bimonthly Core Data reports to DESE
    - implement policies for human resources, employment contracts, and employee benefits
    - compile concise, regular financial updates for the ED
- Maintain student records pursuant to law, including but not limited to:
    - attendance, immunization records, and food service
    - class schedules, mediation meetings, disciplinary actions
    - records of academic performance, credits earned toward graduation, and standardized test results
    - documentation for students with disabilities
    - free-and-reduced-priced lunch documentation
    - records in the student information system
- Perform the duties of LEP Coordinator in accordance with Title VI/III:
    - mail language surveys to all enrolled students
    - coordinate WIDA-ACCESS placement testing for all students whose first language is not English or for whom English is not the primary language spoken at home
    - notify parents of WIDA testing results and their right to decline subsequent services
    - report to and update staff on student English Language Proficiency levels
    - coordinate with CAO to ensure delivery of all applicable services
- Perform the duties of Local Education Liaison in accordance with Title VII-B of the McKinney-Vento Homeless Assistance Act and the Missouri State Plan for Homeless Children and Youth
    - collaborate with Missouri's state homeless coordinator, the St. Louis community, and fellow LEA personnel to ensure student access
    - provide public notice to homeless families (at shelters and at school)
    - assist homeless children with enrollment process
    - inform parents, school personnel, and others of the rights of homeless children

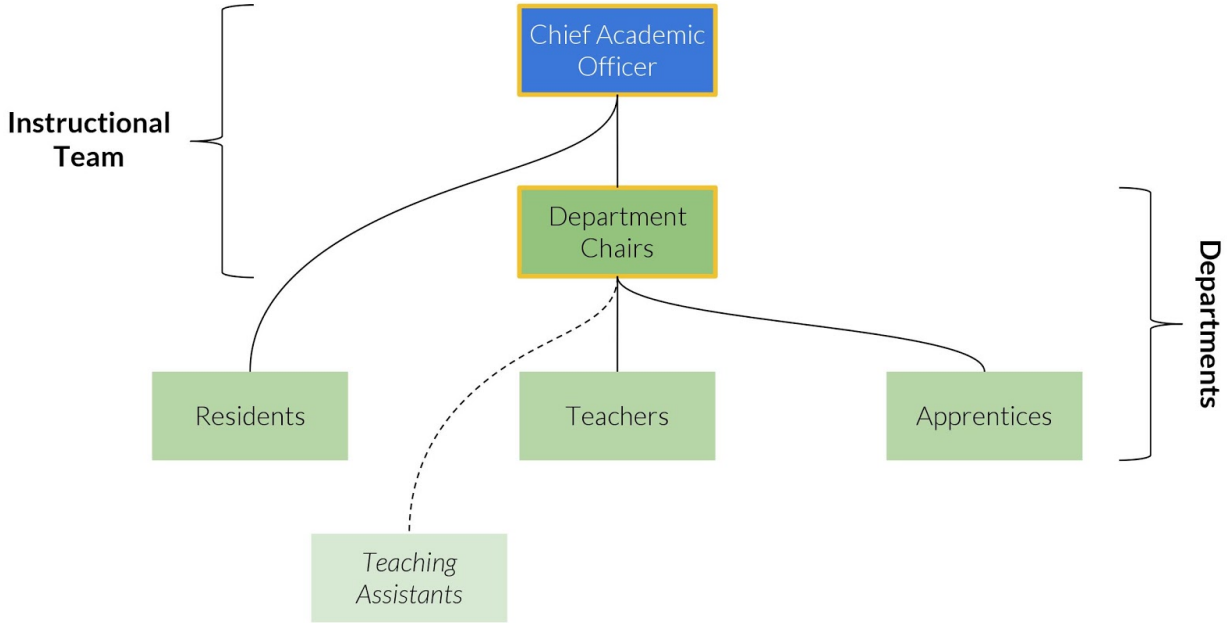
    - ensure that public notices of the educational rights of homeless children and youth are posted at all school sites within the LEA
    - coordinate with ED and Kairos Board to develop and approve policies for homeless children, including: identification, placement, transportation, and record procurement
- Manage enrollment lottery
    - coordinate with the Missouri Charter Public School Association to enroll in the St. Louis Central Application
    - collect applicant information
    - request student records from transferring school within two days of student enrollment at Kairos and respond to such records request from other schools or districts within five business days, per RSMo 167.020.7
- Ensure compliance with:
    - the Family Educational Rights and Privacy Act and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information
    - the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 (Section 504) to store student health information separately from other student records in a locked file cabinet or in a secure computer file
    - Title VI/III of the Civil Rights Act
    - the McKinney-Vento Homeless Assistance Act and the Missouri State Plan for Homeless Children and Youth
    - annual parent notification rights, including the right to request that personal information not be released without prior consent
- Manage daily contracted staff and ensure completion of their duties:
    - Office manager:
        - staff the front desk
        - buzz in and record information for visitors
        - maintain accurate attendance records in accordance with applicable state law and guidelines by coordinating with teachers and marking arrival and departure of students during the day
        - assist with other record keeping and data entry tasks
        - administer basic first aid to students in Year 1
    - Nurse (Year 2 onwards):
        - provide healthcare to students and staff
        - perform health screenings and oversee infection control measures
        - maintain compliant student records, including immunization records (using, e.g., Lumen Touch's Bright Care)
        - coordinate referrals to private healthcare providers
        - providing health-related education to students and staff in both individual and group settings
    - Security guard (Year 4 onwards)
        - patrol and monitor assigned areas of the school building

        - detect, investigate, and report unauthorized or suspicious persons
        - works with Executive Team to handle serious student offenses and law violations
        - assist faculty in emergency situations
- Contract and manage day-to-day communications with vendors:
    - building maintenance, security, and janitorial services
    - IT support
    - digital subscriptions
    - catering
    - SIS
    - back-office provider
    - teaching assistants (or their volunteer organizations, e.g. Campus YMCA)
    - residents (or their employer, e.g., Intersect Arts)
    - substitute teacher
    - support and transportation services as necessary for LEP, homeless, and SPED students
- Coordinate programming with:
    - experiential field trip sites
    - local non-profits/businesses hosting student externships or enrichment programming
    - Family Council
- Maintain social media, newsletter, and marketing accounts to ensure consistent branding and updated contacts

Qualifications

- Understands financial and accounting practices relevant for schools, including:
    - Code of Federal Regulations, Uniform Grant Guidance (OMNI)
    - Education Department General Administrative Regulations (EDGAR)
    - DESE reporting requirements
- Background in education/operations, including familiarity with:
    - school vending services
    - mandated supports for SPED, LEP, and homeless students
    - minimum of two-years' experience in a similar position
    - experience working in fast paced educational environment, nonprofit, or social enterprise
- Professionalism
    - record of timely and efficient communication
    - demonstrated system for personal organization and record-keeping
    - attentive to details
- Marketing
    - facility with social media and internet marketing
    - able to engage public through newsletters, Facebook, etc.

Instructional Team & Departments



The Instructional Team (composed of Department Chairs and the CAO) plans Kairos' academic program and makes interdisciplinary curricular decisions. Departments (composed of a Department Chair, teachers, and apprentices for a single subject) teach content, evaluate assessments, and improve curriculum/pedagogy in their subject area. Volunteer teaching assistants report to the Department Chair for the subject they are tutoring, while rotational residents, such as part-time art and gym teachers, report directly to the CAO. Serving as Department Chair qualifies as an employee's third leadership role.

Department Chair

Each Department Chair manages one of Kairos' Departments: math, science, English, or social studies. Department Chairs make decisions about curriculum, pedagogy, and teacher development within their Department. Department Chairs liaise between the CAO (their manager) and Department teachers (the team they manage) to align day-to-day instructional choices with Kairos' broader vision. Given the smaller staff in Year 1, Department Chairs will focus primarily on teaching and less on curricular revisions.

Responsibilities

- Evaluate and develop curricular structures and teacher praxis
    - curricular structures
        - analyze aggregate and subgroup course-level data for department modules at least biweekly

        - curate department's curricular library and resources, including online learning programs, eBooks, lab equipment, educational games, and manipulatives
            - identify paid resources, in consultation with the COO
        - lead structural PD during inservice, including:
            - identifying curricular problem points
            - assigning curricular revisions or additions[14]
            - reviewing and approving curricular edits from structural PD
    - teacher praxis
        - observe facilitations, tutoring, and Project feedback; analyze data collected through the Summit Learning Platform and climate surveys
        - plan and execute customized praxis PD (e.g., coaching sessions, practice activities, self-study)
        - plan and execute whole-team PD for areas of common need
        - archive past PD in online library (potentially on the Summit Platform)
    - evaluate faculty using mission-aligned rubric on, *inter alia*, student growth and PD execution
    - manage volunteer teaching assistants by orienting them to the Summit Learning Platform, ensuring content mastery, and supervising student interactions
- Consult with the CAO and COO to:
    - plan and execute special activities, including:
        - experiential learning field trips
        - guest speakers
    - budget for departmental expenses
- Manage department funds to accomplish strategic goals
    - allocate budgeted funds for specific products and services
    - submit invoices and receipts to the COO
    - submit expense requests for large-ticket items to the COO

Qualifications

- Academic background
    - Bachelor's degree, Master's degree in Education or content area preferred
    - 2-5 years of teaching experience in subject area
    - experience in high needs school with underserved student populations
    - deep understanding of the theory and practice behind project-based curriculum, teaching strategies, and facilitating creative output
    - background in high-quality personalized learning that flips classroom
- Management capacity
    - Strong organizational skills
    - An exhibited ability to

[14] See *A.2* and *B.4* for more information on Kairos' approach to PD.

- build relationships with adults and students alike
- manage a team of peers towards targeted outcomes
- cultivate trust and joy in professional community
- deliver professional development
- analyze and act on student data
- refine curricula

SPED Department Chair

The SPED Department Chair makes decisions concerning SPED teachers and Special Education students. Like other Department Chairs, the SPED Department Chair manages the SPED Department's budget and oversees SPED teachers' curricular modifications and PD.

Additional Responsibilities

- Ensure faculty and SPED teachers comply with legal and IEP provisions when teaching students with disabilities
- Manage IEP data and reporting using digital platform (Lumen Touch's Bright SPED)
- Monitor and implement Special Education Program, which includes compliant and timely response to parent inquiries, student assessment, and reporting
- Manage the special education referral process
- Consult with the COO to coordinate external learning resources and supports required by a student's IEP or 504 Plan (e.g., speech therapist)
- Review data from academic interventions and cooperate with families to ensure holistic and comprehensive support for student learning
- Use data to tailor instruction to individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas
- Oversee, implement, monitor the School's Response to Intervention program for struggling students

Additional Qualifications

- SPED certified by the state of Missouri
- Knowledge of and experience with SPED related computer programs to document services, notes, write IEP's and run all necessary reports
- Knowledge of or ability to learn and track on-going all compliance oriented SPED timelines, procedures, and processes

Teachers

Teachers are members of their Department Team. Department Chairs assign teachers one or more modules each cycle, for which teachers tutor 1-on-1, facilitate seminars, and provide Project feedback. "Teacher" is one of the three roles *all* faculty fulfills, but each teacher's curricular load varies given their leadership role. Those with more demanding leadership roles (e.g., the Executive Team) teach fewer modules.

Responsibilities

- Teach students content in assigned modules
    - mentor Projects and Concept Units
        - facilitate group instruction/activities in an engaging and joyful manner
        - review and provide written or oral feedback at module Checkpoints
    - tutor Focus Areas
        - track student progress and flag problem areas on assigned modules
        - hold office hours and accept *ad hoc* tutoring requests from students through Google Calendar
        - diagnose student misunderstanding during tutoring
- Complete PD assignments around areas of need
    - edit curriculum for structural PD by:
        - revising Summit modules (e.g., replacing resources, tweaking Projects, etc.)
        - designing new modules
        - peer reviewing other teachers' revisions
    - practice skills for praxis PD by:
        - self-studying digital PD modules
        - video study of recorded teacher praxis
        - meeting with Department Chair for coaching sessions
        - participating in group simulations
- Supervise students
    - work alongside students in coworking spaces, modeling productivity and fostering organic relationships

Qualifications

- Bachelor's Degree and Certification in subject area (preferable)
- 1-2 years of experience in high needs school
- Commitment to mission
    - demonstrates a commitment to help students learn *how* to learn
    - believes in autodidactic curricula as a way to prepare students for 21st-century college and career
- Pedagogical ability
    - manifests a love and mastery of subject content
    - understands theory, practice, and strategies of personalized and project-based learning
    - past experience connecting with and encouraging students, particularly in 1-on-1 settings
- Satisfactory background check and family care safety registry check, as required by RSMo 160.408.11[15]

[15] This requirement is applicable to all employees, since (i) every employee serve as a teacher or SPED teacher and (ii) SPED teacher qualifications include qualifications required for teachers.

SPED Teachers

SPED teachers in math and English are further responsible for co-teaching or delivering services to qualifying students.

Additional Responsibilities

- Provide IEP services in their respective subjects (math/science *or* English/social studies), with a commensurate reduction in normal teaching responsibilities
- Advise faculty on SPED learning strategies and resources, specific to student need and Kairos' personalized learning model
- Provide intervention and support when appropriate for non-IEP students performing below grade level
- Identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds and special needs

Additional Qualifications

- SPED certified by state of Missouri

Apprentices

New faculty at Kairos begin as apprentices in Cycle 7, the cycle *before* new students enroll.[16] Apprenticeship is a trial period during which new faculty members have limited duties and reduced pay. In their first cycle, the CAO orients apprentices to Kairos' innovative model (e.g., executive functioning research, Summit Learning Program functionality, etc.). Beyond orientation, apprentices spend their first cycle shadowing and supporting current teacher-coaches from their prospective department and committees. For the next two cycles, apprentices work closely under their Department Chair and Class Coach as they practice mentoring Projects, coaching check-ins, etc. At each of their first three cycle evaluations, apprentices are either terminated or advanced, with a promotion in responsibility and salary (33% of a full-time employee's, then 66%, and eventually 100%—averaging to 86% of a non-apprentice annual salary during their first year).

Kairos' apprenticeship model and salary have been informed by Navigator Schools' success with "teachers-in-training." Teachers-in-training are "full-time employees working alongside assigned mentor teachers for six-week periods...in the beginning, they observe and co-teach," eventually taking on more responsibility "as their confidence grows."[17] In a similar fellowship at Brooklyn LAB Charter School, teachers who "demonstrate excellence are given the opportunity to return as full teachers the following year."[18]

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[16] The exception to this rule is Year 2, when new faculty begin as apprentices in Cycle 1 with 66% pay as opposed to Cycle 7 of the previous year with 33% pay.

[17] Public Impact and Clayton Christensen Institute. (2017). Innovative Staffing to Personalize Learning: Navigator Schools. Chapel Hill, NC: Public Impact; and Lexington, MA: Christensen Institute.

[18] Public Impact and Clayton Christensen Institute. (2017). Innovative Staffing to Personalize Learning: Brooklyn Laboratory Charter Schools. Chapel Hill, NC: Public Impact; and Lexington, MA: Christensen Institute.

Teaching Assistants and Residents

Teaching assistants are volunteers (e.g., college students) who offer additional tutoring for large, core Focus Areas. They report directly to their Department Chair.

Teaching Assistant Responsibilities

- Attend a training coordinated by the Department Chair during faculty inservice
- Review content and assigned modules before tutoring hours
- Commit to regular "office hours" (e.g., Tuesdays and Thursdays from 1-3 p.m.) for *at least* one cycle

Residents are rotational, part-time employees with artistic or athletic training. During their 2-3 cycle rotation, residents facilitate art or gym courses in their area of expertise. Residents report directly to the Chief Academic Officer.

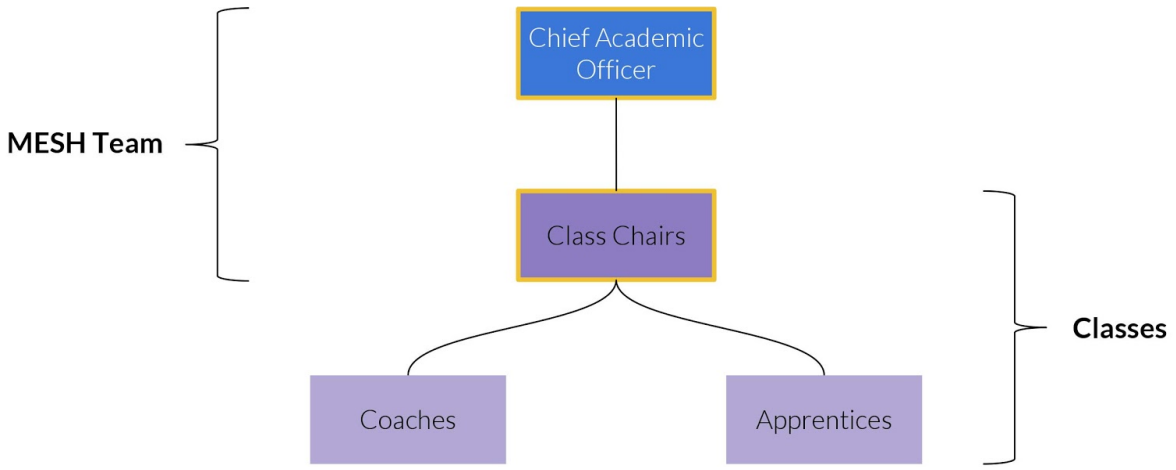
Resident Responsibilities

- Facilitate hands-on art and gym courses aligned with Kairos' curricular goals
- Create a joyful instructional environment by working with children in a caring and respectful manner

Kairos' teaching assistant and resident roles are based on similar positions at Brooklyn LAB Charter School. Brooklyn LAB's enrichment instructors are "part-time teachers covering a range of enrichment classes, including arts, STEM, sports, and leadership development."[19]

[19] Ibid.

MESH Team & Classes



The MESH Team (composed of Class Chairs and the CAO) sets frameworks for multi-grade academic and MESH growth and compiles evidenced-based strategies/curricula for executive functioning. Classes (composed of a class' Class Chair, coaches, and apprentices) develop executive function for students in an age cohort. Serving as Class Chair qualifies as an employee's third leadership role.

Class Chairs

Class Chairs manage coaches for one enrollment class (i.e., all students of a single age cohort). The Class Chair liaises with the CAO (their manager) and class coaches (the team they manage) to align day-to-day coaching choices with Kairos' broader vision. Class Chairs also develop coaches and budget for class activities.

Responsibilities

- Oversee student academic and MESH development
    - assign students to coaching pods
    - use instructional and coaching data to assign students to study groups
    - review student Personal Trajectories, Graduation Goals, and Cyclical Goals
    - meet with parents by request
    - contextualize class data when reporting to the CAO
- Evaluate and develop MESH structures and coaching praxis
    - MESH structures
        - stay current on research/curricula/tools for self-management, emotional regulation, organizational habits, and situational strategies[20]
        - identify areas of improvement by analyzing:
            - class data

[20] Leaders in this research include Angela Duckworth (grit and self-control), Paul Tough (conscientiousness), Martin Seligman (character virtues), and CASEL and CSEFEL (frameworks for social and emotional learning). (Duckworth and Gross; Tough; Peterson and Seligman; CASEL; CSEFEL)

            - parent/student climate surveys
            - observations of coaching check-ins
            - executive scaffolds, Growth Goal progress, and other quantitative measures
        - assign structural PD to integrate new tools (e.g., executive strategies, information on local wraparound service, parent engagement templates) into coaching resources
    - coaching praxis
        - design PD relevant to coach need or class cohort age (e.g., how to address emerging issues of puberty)
        - assign and deliver praxis PD according to coaches' areas of growth (e.g., analyze productivity data, collaborative Growth Goal setting, tone training)
        - archive PD for future use (potentially on the Summit Platform)
        - closely mentor apprentices, especially during early coaching check-ins
    - evaluate coaches on progress in both structures and praxis
- Consult with the COO and CAO to:
    - maintain relevant external partnerships
        - viz. the constellation of educational programs, social services, internships, and other resources that coaches can offer students and families.
    - budget for class expenses
- Manage class funds to accomplish strategic goals
    - allocate budgeted funds for specific activities
    - submit invoices and receipts to the COO
    - submit expense requests for large-ticket items to the COO

Qualifications

- Academic background
    - Bachelor's degree, Master's degree in education or content area (preferred)
    - 2-5 years of teaching experience in subject area
    - experience in mentoring in high needs school with underserved student populations
    - deep understanding of the theory and practice of social emotional development
    - background in high-quality personalized learning that flips classroom
    - background in child psychology (preferred)
- Management capacity
    - strong organizational skills
    - an exhibited ability to
        - build relationships with adults and students alike
        - manage a team of peers towards targeted outcomes
        - cultivate trust and joy in professional community

Coaches

Coaches are responsible for the overall success of students in their pod. They set Growth Goals and executive scaffolds, advocate for students at mediations, and communicate weekly with parents. All coaches are members of their Class Team and report to the Class Chair.

Responsibilities

- Advocate for and mentor pod of students
    - support 10-11 students through check-ins and Pod Time
    - remain with pod for three years of middle school or four years of high school
    - advocate for students at mediations, offering context for student actions and summarizing proceedings for families
- Monitor and plan each student's Personalized Trajectory
    - analyze quantitative and qualitative student data, including:
        - skill mastery
        - time spent on task
        - study location choices
        - tutoring meetings
        - pace of mastery
        - Growth Goal history
        - for LEP students, English proficiency
    - facilitate regular check-ins (daily during onboarding; weekly at full choice)
    - use data to chart and revise Graduation Goals, Cyclical Goals, and Growth Goals
    - use progress towards Growth Goals and qualitative knowledge of student to set executive scaffolds and advise MESH strategies
- Liaise between parents/families, Kairos, and the larger sphere of student services and opportunities
    - send weekly data updates summarizing student progress
    - call families at least once per cycle and meet in-person at least once every other cycle (e.g., during portfolio nights, inservice week home visits, etc.)
    - connect mentees to school and city resources (e.g., mental health counselors, InspireSTL, potential club advisers, etc.)
    - provide or arrange provision of information about English language instruction in the family's native language
    - in high school, serve as college/career counselor, helping with resumes, college applications, FAFSA, and scholarships

Qualifications

- Bachelor's Degree and Certification in subject area (preferable)
- 1-2 years of experience in high needs school
- Commitment to mission
    - demonstrates a commitment to help students learn *how* to learn

        - believes in autodidactic curricula as a way to prepare students for 21st-century college and career
    - Coaching ability
        - track record building rapport with students
        - understanding of social-emotional learning
        - demonstrates effective and timely communication skills
        - history of engaging parents or customers in previous positions

SPED Coaches

Whereas teachers serve a second role as coaches, SPED teachers serve a second role as SPED coaches. SPED coaches advise an *inter-age* pod of ~10 IEP students. For students in their pod, SPED coaches function as IEP case managers. Kairos distributes SPED coaches evenly among Houses, ensuring IEP students have affiliate non-SPED pods to join for experiential learning trips, intramurals, etc.—everything *other* than 1-on-1 coaching check-ins.

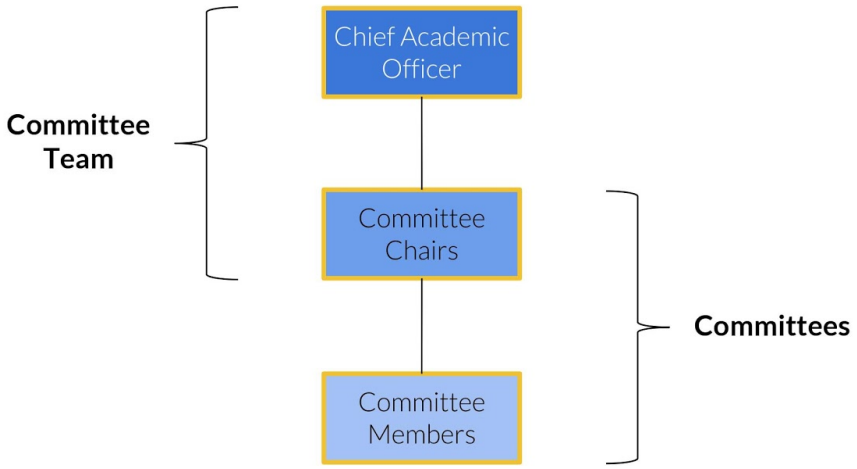
Additional Responsibilities

- Manage IEP cases for students in their cohort
- Work with SPED Department Chair to identify special executive function strategies

Additional Qualifications

- SPED certified by state of Missouri

Committee Team & Committees



The Committee Team (composed of Committee Chairs and the CAO) sets priorities and budgets for school culture (e.g., extracurricular, mediations, houses). Committees (composed of a committee's Chair and members) plan and execute operations for non-curricular, internal administrative functions. Standing committees include the House Committee, Extracurricular Committee, and Mediation Committee; *ad hoc* committees may be created at the CAO's discretion. Serving on a committee qualifies as an employee's third leadership role.

Committee Chairs

Committee Chairs manage operations and logistics related to their committee's administrative functions. Committee Chairs report directly to the Chief Academic Officer.

Responsibilities

- Project manage committee initiatives
  - set agendas
  - assigns tasks
  - coordinate with the broader Kairos community to accomplish committee goals
- Consult with the COO and CAO to:
  - budget for committee expenses
  - maintain relevant external partnerships
  - plan and execute activities outside the school building
- Manage committee funds to accomplish strategic goals
  - allocate budgeted funds for specific products and services
  - submit invoices and receipts to the COO
  - submit expense requests for large-ticket items to the COO
- Develop committee functionality
  - assign Praxis PDs to strengthen team skill set

        - assign Structure PDs to augment committee resources
        - evaluate committee members

Qualifications

- Strong organizational skills
- Ability to manage others toward defined outcomes

House Committee Members (Heads of House)

Heads of House organize social programming within and between houses. There are four Heads of House, one of whom serves as the House Committee Chair.

Responsibilities

- Cultivate house culture
    - organize inter-house competitions (e.g., books read per month, Growth Goals met, etc.)
    - plan positive incentives (e.g., pizza party, caricature artist, intramural sports, etc.) for students who meet Growth Goals and avoid disciplinary mediations
    - imbue a sense of recognition by celebrating birthdays, leaving positive notes on lockers, and providing other tokens of individual attention
    - celebrate student success; nurture student pride in themselves, their house, and Kairos
        - consult MESH and Instructional Teams to identify achievements
        - publicize achievements and otherwise make a culture of success conspicuous
- Design non-curricular educational experiences, including:
    - regular inter-class house symposia to discuss and process current events
    - three experiential field trips per year (for half-day Saturdays)
    - the annual Kairos Expedition
- Manage house funds to accomplish strategic goals
    - allocate budgeted funds for specific products and services
    - submit invoices and receipts to the COO
    - submit expense requests for large-ticket items to the COO

Qualifications

- Organizational skills
- Oriented toward relationships
- Public speaking skills

Extracurricular Committee Members (Club Sponsors)

All Club Sponsors are members of the Extracurricular Committee, which manages student-led extracurricular activities, programming, and scheduling. One Club Sponsor serves as the Extracurricular Committee Chair.[21]

Responsibilities

- Facilitate student extracurriculars
  - supervise club meetings
  - advise and help students develop skills through club activities
  - schedule extracurricular events, performances, and games
  - help students reserve facilities for club purposes (e.g., practice rooms, etc.)
  - arrange logistics for club travel or participation
- Coordinate when necessary with the Student Council President, who serves as an ex officio non-voting member of the Extracurricular Committee
- Coordinate with the Extracurricular Committee Chair to create club specific budgets
- Submit invoices and receipts to Extracurricular Committee Chair, who submits aggregates to the COO

Qualifications

- Desire to nurture student curiosity outside of the curriculum
- Commitment to chaperone club field trip, if applicable
- Expertise or experience in club domain (preferable)

Mediation Committee Members (Mediators)

Two appointed faculty and two elected students per class serve as mediators on Kairos' student-faculty judiciary. Mediators design and administer Kairos' restorative justice discipline.

Responsibilities

- Oversee school's restorative justice discipline
  - establish school rules; vote on raising proposed rule amendments for faculty referendum
  - design consistent restorative justice policies and penalties
  - convene mediations between transgressors, victims, and their respective coaches
  - guide mediation discussions to explore rationale, impact, and consequences of the transgression
  - deliberate and adjudicate penalty decisions commensurate with the transgression

[21] To guarantee student safety, all clubs meet within eyesight of an adult. If those adults are *not* Club Sponsors, they complete their own differentiated work. Only Club Sponsors are expected to organize, coach, advise, or chaperone club meetings and trips.

- document arbitration proceedings and communicate rulings to stakeholders (e.g., parents)

Qualifications

- Demonstrated understanding of social-emotional learning
- Knowledge of or willingness to study restorative justice research/best practices
- Belief in and commitment to the tenets of American jurisprudence (e.g., jury by peers, innocent until proven guilty, etc.)

Faculty Plan Evolution

Each employee serves in three distinct roles: an instructional role (green), a MESH role (purple), and a leadership role (gold). Table *B.3.ii* below details number of roles. Role allocation is displayed in the following diagrams. Leadership roles include managing a team (i.e., chairs), serving on the Executive Team, or serving on a committee.

B.3.ii: Salaried Faculty Worksheet

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Roles		12	20	28	40	48
MESH Roles		12	20	28	40	48
Administrative and Operational Roles		12	14	20	32	34
Leadership Roles[22]		18	21	28	46	48
Total Faculty Members		**12**	**20**	**28**	**40**	**48**
Student Enrollment:	Gen Ed	98	170	255	340	413
	SPED	17	30	45	60	72
Total Student Enrollment		**115**	**200**	**300**	**400**	**485**
total student/total teacher ratio		*9.58*	*10.00*	*10.71*	*10.00*	*10.10*
INSTRUCTIONAL ROLES						
Gen Ed Teachers:	Math[23]	2	4	6	8	10
	ELA	2	4	6	8	10
	Science	3	4	6	9	10
	Social Studies	3	4	6	9	10
Gen Ed Teaching Roles		**10**	**16**	**24**	**34**	**40**

[22] Until Kairos is fully staffed (middle school by Year 3, high school by Year 7), some faculty members will fulfill two leadership roles (e.g., a Class Chair may also be a member of the Extracurricular Committee). Hence there are more leadership roles than faculty members in Years 1, 2, and 4.

[23] Since most IEPs require services in math and ELA, we plan to hire SPED teachers for these two Departments. Until SPED teachers have a full caseload (Year 2), they will share the curricular load for gen ed math and ELA. To compensate, Kairos will hire one fewer math and ELA gen ed teacher in Year 1.

total student/gen ed teacher ratio	*11.50*	*12.50*	*12.50*	*11.76*	*12.13*
gen ed student/gen ed teacher ratio	*8.90*	*9.30*	*10.00*	*9.30*	*9.30*
SPED Teachers: SPED ELA	1	2	2	3	4
SPED Math	1	2	2	3	4
SPED Teaching Roles	2	4	4	6	8
SPED student/SPED teacher ratio	*8.60*	*7.50*	*11.30*	*10.00*	*9.00*
Total Instructional Roles	12	20	28	40	48
MESH ROLES					
Gen Ed Coaches: House A	2	4	6	9	10
House B	2	4	6	9	10
House C	3	4	6	8	10
House D	3	4	6	8	10
Gen Ed Coaching Roles	10	16	24	34	40
SPED Coaches: House A	1	1	1	1	2
House B	1	1	1	1	2
House C	0	1	1	2	2
House D	0	1	1	2	2
SPED Coaching Roles	2	4	4	6	8
Total MESH Roles	12	20	28	40	48
LEADERSHIP ROLES					
Executive Team: Executive Director	1	1	1	1	1
Chief Academic Officer	1	1	2[24]	2	2
Chief Operating Officer	1	1	1	2	2
Executive Team Roles	3	3	4	5	5
Committee Team: House Committee Chair	1	1	1	2	2
Extracurricular Committee Chair	1	1	1	2	2
Mediation Committee Chair	1	1	1	2	2
Committee Team Roles[25]	3	3	3	6	6
Committee Members: House Comm. Member	3	3	3	6	6
Extracurricular Committee Member	2	2	5	9	9
Mediation Committee Member	1	3	5	6	8

[24] In Year 3, a Department Chair will be promoted to Apprentice CAO, assisting and learning from the founding CAO. In Year 4, the Apprentice CAO will become the MS CAO and our founding CAO will open our high school as the HS CAO.

[25] Roles listed for the Committee Team, Instructional Team, and MESH Team do not include the CAO, who manages all three teams.

Committee Member Roles	6	8	13	21	23
Instructional Team: Math Department Chair	1	1	1	2	2
ELA Department Chair	1	1	1	2	2
Science Department Chair	1	1	1	2	2
Social Studies Department Chair	1	1	1	2	2
SPED Department Chair	1	1	1	2	2
Instructional Team Roles	5	5	5	10	10
MESH Team: Class Chair	1	2	3	4	5
MESH Team Roles	1	2	3	4	5
Leadership Role Summary					
Administrative and Operational Roles	12	14	20	32	34
Instructional Team Roles	5	5	5	10	10
MESH Team Roles	1	2	3	4	5
Total Leadership Roles	18	21	28	46	49

The following diagrams show how faculty take on multiple roles in Kairos' distributed leadership model. Employee numbers indicate hiring order, and department details are variable (i.e., Employee #1 could teach social studies instead of English). New teacher-coaches are distributed evenly across departments and houses. Although apprentices technically join in the last cycle of a school year (during traditional summer school), for clarity's sake, they are diagrammed as joining in the first cycle of the following school year. Contracted employees are not included in the diagram, although Kairos plans to contract for two residents per year (an artist and an athlete, each working 3 hours per day). Kairos will also recruit volunteer teaching assistants (each tutoring 2 hours per week).

Per RSMo 160.420.2 and RSMo 168.133, Kairos will not hire employees until they pass a criminal background check and family care safety registry check. Prospective hires convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a review by the ED and are evaluated case by case. No more than 20% of full time equivalent instructional staff will be filled by non-certified personnel.

As illustrated, Kairos plans to promote from within. We anticipate opportunities for early career advancement will spur teacher recruitment and encourage early faculty to demonstrate merit by producing results.

B.3.iii Kairos Staffing Diagram Years 1-5

Diagram Color Key

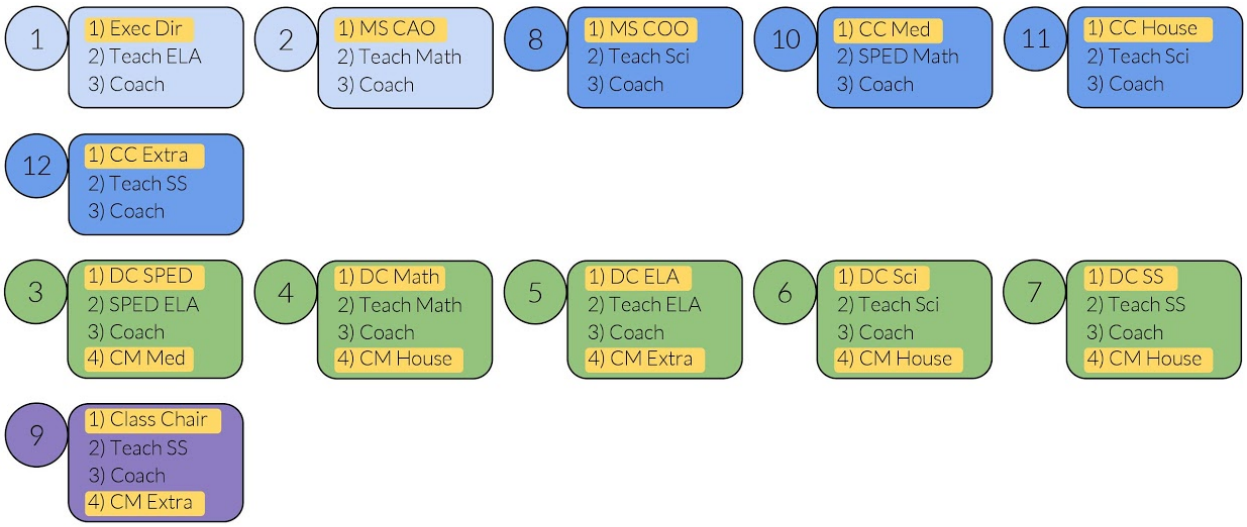
Faculty divide time between multiple roles. Bubble color signifies where a given faculty member spends the *largest* portion of their time.

- **Blue:** administration or operations
- **Green:** instruction and curriculum
- **Purple:** MESH development (i.e., coaching)
- **Grey:** time split evenly between roles

Other colors indicate miscellaneous faculty characteristics

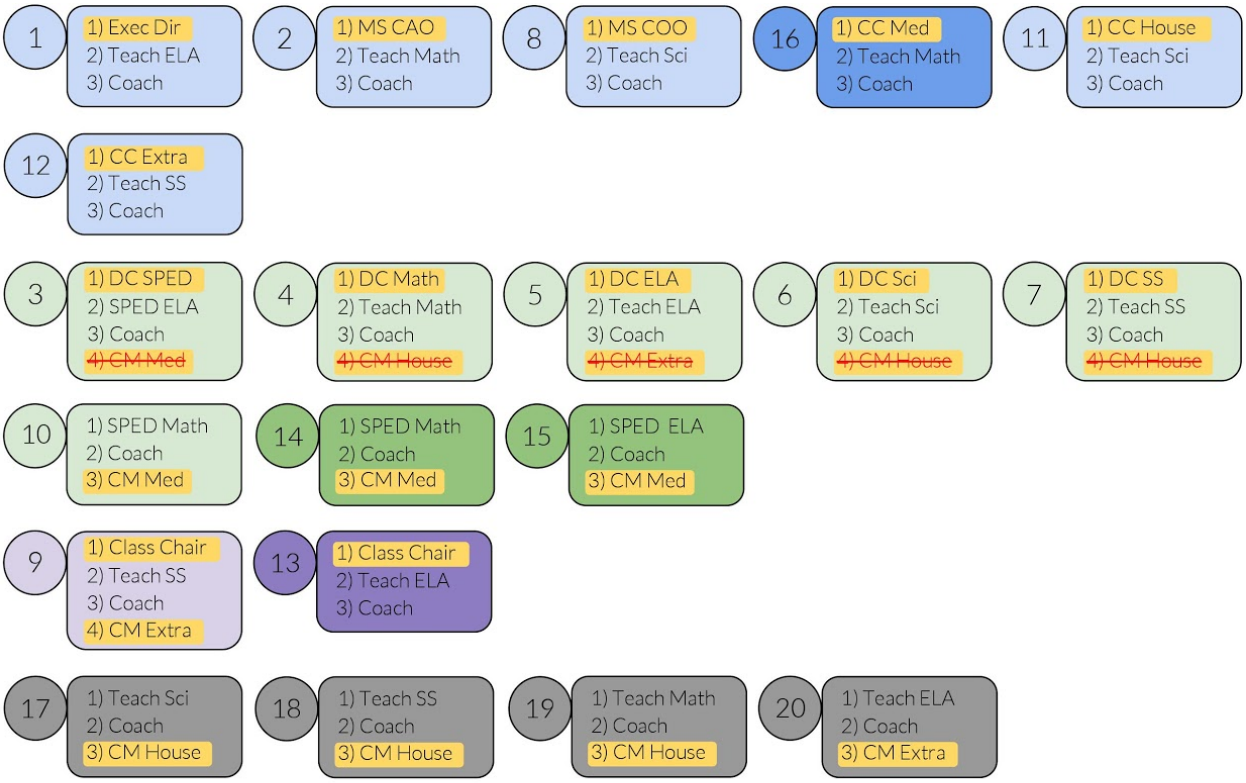
- **Yellow highlight:** leadership roles[26]
- ~~**Red strikethrough**~~**:** loss of a role from previous year
- **Darker shade** ( ): new hires
- **Lighter shade** ( ): returning faculty

Year 1: Kairos will hire 12 faculty (including the ED and CAO hired during pre-operation) to serve a total of 115 students. Our student-faculty ratio will be 9.58:1.

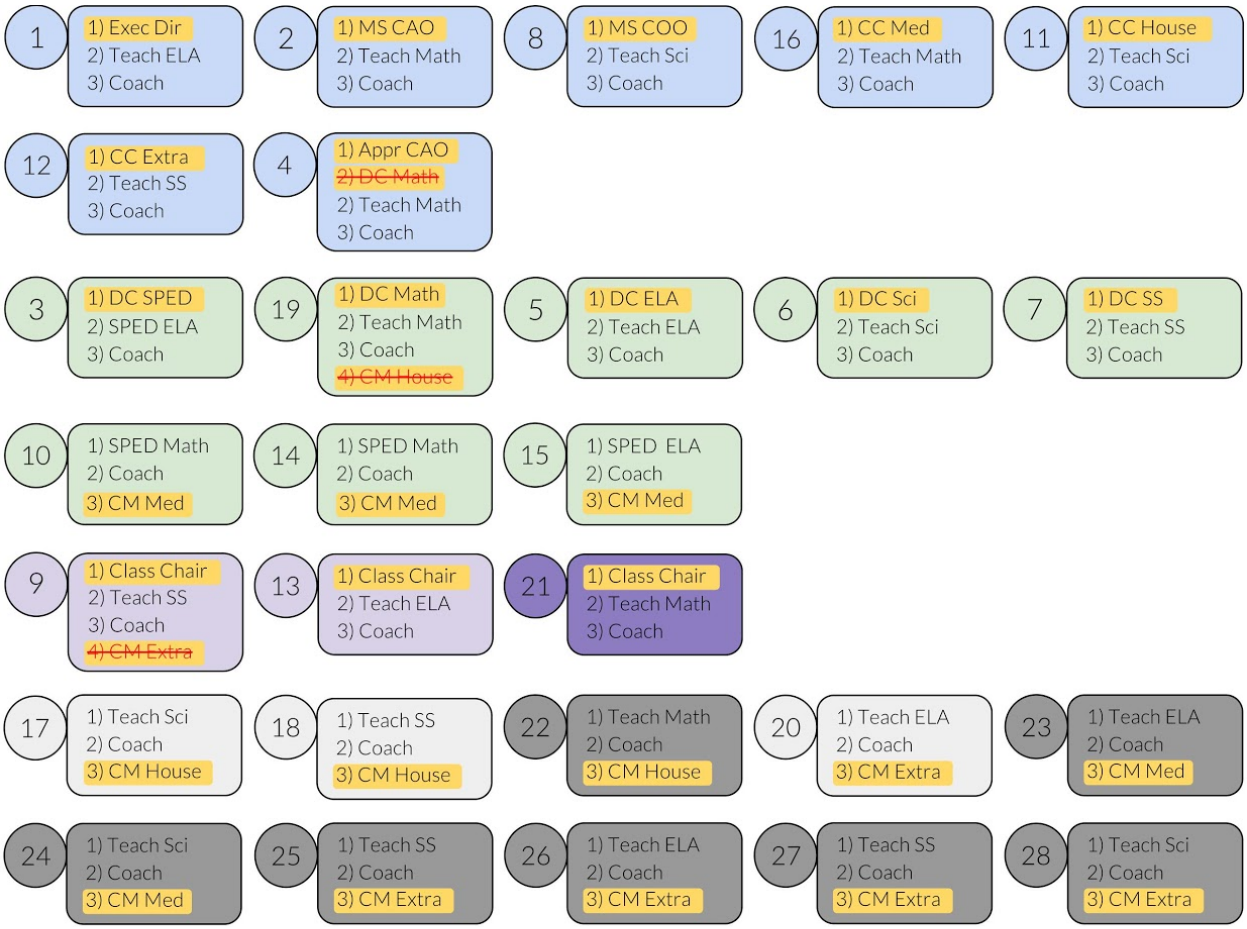


[26] Kairos reduces curricular loads for team managers (i.e., Chairs) and members of the Executive Committee. These faculty tutor fewer Focus Areas and facilitate fewer Projects. Given the demand of their leadership roles, they do not serve on committees after the first year of school operation.

Year 2: Kairos will hire 8 additional faculty to serve a total of 200 students for a student-faculty ratio of 10:1. Department Chairs will no longer serve on committees.



Year 3: Kairos will hire 8 additional faculty to serve a total of 300 students for a student-faculty ratio of 10.34:1. One Department Chair will transition to Apprentice CAO, spending a year training to replace the middle school CAO when he opens Kairos' high school. An experienced department teacher will become Department Chair. Class Chairs will no longer serve on committees.



Year 4: Kairos will hire 12 additional staff to serve a total of 400 students for a student-faculty ratio of 10:1. High school leadership will be promoted from the middle school. The founding high school team will replicate roles from the Year 1 staffing diagram, with Kairos' founding CAO serving as high school CAO. After spending Year 3 training under our founding CAO, Kairos' Apprentice CAO will take over our middle school. Four middle school teacher-coaches will be promoted to high school Department Chair roles. These middle school faculty will be replaced by 5 new middle school teacher-coaches.

1 1) Exec Dir 2) Teach ELA 3) Coach	4 1) MS CAO 2) Teach Math 3) Coach	8 1) MS COO 2) Teach Sci 3) Coach	16 1) CC Med 2) Teach Math 3) Coach	11 1) CC House 2) Teach Sci 3) Coach
12 1) CC Extra 2) Teach SS 3) Coach				
3 1) DC SPED 2) SPED ELA 3) Coach	19 1) DC Math 2) Teach Math 3) Coach	5 1) DC ELA 2) Teach ELA 3) Coach	6 1) DC Sci 2) Teach Sci 3) Coach	7 1) DC SS 2) Teach SS 3) Coach
10 1) SPED Math 2) Coach 3) CM Med	14 1) SPED Math 2) Coach 3) CM Med	15 1) SPED ELA 2) Coach 3) CM Med		
9 1) Class Chair 2) Teach SS 3) Coach	13 1) Class Chair 2) Teach ELA 3) Coach	21 1) Class Chair 2) Teach Math 3) Coach		
36 1) Teach Sci 2) Coach 3) CM House	37 1) Teach SS 2) Coach 3) CM House	38 1) Teach Math 2) Coach 3) CM House	39 1) Teach ELA 2) Coach 3) CM Extra	23 1) Teach ELA 2) Coach 3) CM Med
24 1) Teach Sci 2) Coach 3) CM Med	25 1) Teach SS 2) Coach 3) CM Extra	26 1) Teach ELA 2) Coach 3) CM Extra	27 1) Teach SS 2) Coach 3) CM Extra	28 1) Teach Sci 2) Coach 3) CM Extra
40 1) Teach Math 2) Coach 3) CM Extra				

2 ~~1) MS CAO~~ 1) HS CAO 2) Teach Math 3) Coach	30 1) HS COO 2) Teach ELA 3) Coach	32 1) CC House 2) Teach Sci 3) Coach	33 1) CC Med 2) SPED Math 3) Coach	34 1) CC Extra 2) Teach SS 3) Coach
17 1) DC Sci 2) Teach Sci 3) Coach 4) CM House	18 1) DC SS 2) Teach SS 3) Coach 4) CM House	22 1) DC Math 2) Teach Math 3) Coach 4) CM House	20 1) DC ELA 2) Teach ELA 3) Coach 4) CM Extra	29 1) DC SPED 2) SPED ELA 3) Coach 4) CM Med
31 1) Class Chair 2) Teach SS 3) Coach 4) CM Extra				
35 1) Teach Sci 2) Coach 3) CM Extra				

Year 5: Kairos will hire 8 additional faculty to serve a total of 480 students for a student-faculty ratio of 10.1:1. High school Department Chairs will no longer serve on committees.

1 1) Exec Dir 2) Teach ELA 3) Coach	4 1) MS CAO 2) Teach Math 3) Coach	8 1) MS COO 2) Teach Sci 3) Coach	16 1) CC Med 2) Teach Math 3) Coach	11 1) CC House 2) Teach Sci 3) Coach
12 1) CC Extra 2) Teach SS 3) Coach				
3 1) DC SPED 2) SPED ELA 3) Coach	19 1) DC Math 2) Teach Math 3) Coach	5 1) DC ELA 2) Teach ELA 3) Coach	6 1) DC Sci 2) Teach Sci 3) Coach	7 1) DC SS 2) Teach SS 3) Coach
10 1) SPED Math 2) Coach 3) CM Med	14 1) SPED Math 2) Coach 3) CM Med	15 1) SPED ELA 2) Coach 3) CM Med		
9 1) Class Chair 2) Teach SS 3) Coach	13 1) Class Chair 2) Teach ELA 3) Coach	21 1) Class Chair 2) Teach Math 3) Coach		
36 1) Teach Sci 2) Coach 3) CM House	37 1) Teach SS 2) Coach 3) CM House	38 1) Teach Math 2) Coach 3) CM House	39 1) Teach ELA 2) Coach 3) CM Extra	23 1) Teach ELA 2) Coach 3) CM Med
24 1) Teach Sci 2) Coach 3) CM Med	25 1) Teach SS 2) Coach 3) CM Extra	26 1) Teach ELA 2) Coach 3) CM Extra	27 1) Teach SS 2) Coach 3) CM Extra	28 1) Teach Sci 2) Coach 3) CM Extra
40 1) Teach Math 2) Coach 3) CM Extra				

2 1) HS CAO 2) Teach Math 3) Coach	30 1) HS COO 2) Teach ELA 3) Coach	32 1) CC House 2) Teach Sci 3) Coach	44 1) CC Med 2) Teach Math 3) Coach	34 1) CC Extra 2) Teach SS 3) Coach
17 1) DC Sci 2) Teach Sci 3) Coach ~~4) CM House~~	18 1) DC SS 2) Teach SS 3) Coach ~~4) CM House~~	22 1) DC Math 2) Teach Math 3) Coach ~~4) CM House~~	20 1) DC ELA 2) Teach ELA 3) Coach ~~4) CM Extra~~	29 1) DC SPED 2) SPED ELA 3) Coach ~~4) CM Med~~
33 1) SPED Math 2) Coach 3) CM Med	42 1) SPED Math 2) Coach 3) CM Med	43 1) SPED ELA 2) Coach 3) CM Med		
31 1) Class Chair 2) Teach SS 3) Coach 4) CM Extra	41 1) Class Chair 2) Teach ELA 3) Coach			
35 1) Teach Sci 2) Coach 3) CM Extra	45 1) Teach Sci 2) Coach 3) CM House	46 1) Teach SS 2) Coach 3) CM House	47 1) Teach Math 2) Coach 3) CM House	48 1) Teach ELA 2) Coach 3) CM Extra

B.4: Faculty Recruitment and Training

Initial Recruitment—Application Process
Retention—Training and Evaluation

The chart below displays Kairos' hiring schedule as a function of our student enrollment. Although faculty members are identified by their leadership role, the faculty as a whole spends about 60% of its time teaching and coaching students. The majority of that responsibility falls to those with the smallest leadership roles (i.e., Club Sponsors); and by inverse, faculty with the largest leadership roles (i.e., Executive Director and Chief Academic Officer) spend the smallest percentage of their time (19%) teaching and coaching. To see how each faculty member's leadership, teaching, and coaching roles evolve year-over-year, please consult the *Staffing Evolution Plan* in *B.3*. Kairos needs to enroll 58% of our Year 1 recruitment goal to afford hiring the *minimum* number of faculty required to open. In Years 2-5, Kairos will be able to afford its *full* faculty after enrolling only 73%, 55%, 56%, and 34% of *that year's* recruitment goal. New staff are recruited throughout the year but only hired when student enrollment meets the percentage to "Recruitment Goal" outlined below.

B.4.i Hiring Schedule by Student Enrollment

				Year 1	Year 2	Year 3	Year 4	Year 5
Target | Minimum Enrollment				115 ⋮ 115	200 ⋮ 172	300 ⋮ 242	400 ⋮ 337	485 ⋮ 390
Less: Persisting Students				0	98	170	225	340
Equals: Target | Min. New Enrollment				115 ⋮ 115	102 ⋮ 74	130 ⋮ 72	145 ⋮ 82	145 ⋮ 50
Empl. #		*Leadership Role*[1]	*Recruit. Goal*	*Minimum Enrollment Per Staff Member*[2]				
YEAR 1	1	Executive Director	8%	10	9	9	8	8
	2	Chief Academic Officer	17%	19	17	17	17	16
	3	SPED Dept Chair	25%	29	26	26	25	24
	4	Math Dept Chair	33%	38	34	35	34	33
	5	ELA Dept Chair	42%	48	43	43	42	41
	6	Science Dept Chair	50%	58	52	52	51	49
	7	SS Dept Chair	58%	67	60	60	59	57
	8	Chief Operating Officer	67%	77	69	69	67	65
	9	Class Chair	75%	86	77	78	76	73
	10	Mediation Comm Chair	83%	96	86	86	84	81
	11	House Comm Chair	92%	106	95	95	93	89
	12	Extra Comm Chair	100%	115	***103***[3]	104	101	98
	13	Class Chair	14%		***112***	112	109	106
	14	SPED; Med Comm Mem	22%		***121***	121	118	114

[1] Employees also coach and teach (divided across Houses and departments).
[2] Avg staff salary ÷ ((staff salaries as % of total expenditure) × revenue per student)
[3] ***Bold italics*** reflect new students recruited *that year*. Funding increases per pupil in Year 2 with the addition of Prop C and Classroom Trust Fund.

YEAR 2	15	SPED; Med Comm Mem	31%		***129***	129	126	122
	16	Mediation Comm Chair	39%		***138***	138	135	130
	17	House Comm Mem	48%		***146***	147	143	138
	18	House Comm Mem	56%		***155***	155	152	146
	19	House Comm Mem	64%		***164***	164	160	154
	20	Extra Comm Mem	73%		***172***	***173***	168	163
YEAR 3	21	Class Chair	9%			***181***	177	171
	22	House Comm Mem	15%			***190***	185	179
	23	Med Comm Mem	22%			***198***	194	187
	24	Med Comm Mem	29%			***207***	202	195
	25	Extra Comm Mem	35%			***216***	210	203
	26	Extra Comm Mem	42%			***224***	219	211
	27	Extra Comm Mem	48%			***233***	227	219
	28	Extra Comm Mem	55%			***242***	236	228
YEAR 4	29	SPED Dept Chair (HS)	-7%				244	236
	30	Chief Operating Officer (HS)	-2%				253	244
	31	Class Chair (HS)	4%				***261***	252
	32	House Comm Chair (HS)	10%				***269***	260
	33	Mediation Comm Chair (HS)	16%				***278***	268
	34	Extra Comm Chair (HS)	22%				***286***	276
	35	Extra Comm Mem (HS)	27%				***295***	284
	36	House Comm Mem	33%				***303***	293
	37	House Comm Mem	39%				***312***	301
	38	House Comm Mem	45%				***320***	309
	39	Extra Comm Mem	51%				***328***	317
	40	Extra Comm Mem	56%				***337***	325
YEAR 5	41	Class Chair (HS)	-5%					333
	42	SPED; Med Comm Mem (HS)	1%					341
	43	SPED; Med Comm Mem (HS)	6%					349
	44	Med Committee Chair (HS)	12%					358
	45	House Comm Mem (HS)	18%					***366***
	46	House Comm Mem (HS)	23%					***374***
	47	House Comm Mem (HS)	29%					***382***
	48	Extra Comm Mem (HS)	34%					***390***

Initial Recruitment

Founders

Kairos' co-founders, Gavin Schiffres and Jack Krewson, conceived of the Kairos' educational model in 2015 and have managed the project to date. Like other teachers in St. Louis, they saw students being robbed of their futures by our city's pedagogical problems. Our approach is unique because it was designed in response to the particular needs of the St. Louis students they served. The transformative results our co-founders saw when they implemented this model in their classrooms inspired them to personalize learning on a larger scale. In 2017, with no funding in sight, they left their teaching positions to work full time on Kairos. Their financial sacrifices were motivated by students they saw graduate, struggle to self-direct, and drop out of college. Our co-founders knew firsthand the executive function required for a blended college environment and the "gig economy," and they saw the MESH skill gap schools St. Louis schools were bequeathing to their students. They are committed to closing that gap for students in Dutchtown, and, if sponsored, both will move to the community they hope to serve.

Gavin Schiffres (prospective Executive Director) came to St. Louis as a 2015 Teach For America (TFA) St. Louis Corps Member. He taught English at Jennings Senior High, where he piloted an internship with Regions Bank/Operation HOPE, taught Saturdays, and sponsored several clubs. Gavin has also taught in New Haven and Israel. Since Teach For America, he recruited and evaluated teacher candidates as a Manager of Talent Recruitment for the St. Louis Teacher Residency and coached student executive functioning with Special Solutions St. Louis. Previously, he worked for the Charter School Strategy team at the Louisiana Recovery School District and the Legislative Affairs team at StudentsFirst. Gavin is on the board of the Yale Club of St. Louis and manages Next Dor, a Jewish non-profit based in the Central West End. He holds a Master's in Secondary Education from the University of Missouri-St. Louis (UMSL) and a B.A. *magna cum laude* from Yale University, with distinction in Ethics, Politics, and Economics and a certificate in Education Studies. Gavin is currently a Teach For America Aspiring School Leaders Fellow—professional development that includes studying school leadership manuals, interviewing current school leaders, and visiting excellent schools throughout the country.

Jack Krewson (prospective Chief Academic Officer) is a St. Louis native and 2015 TFA St. Louis Corps Member. Jack served as Department Chair at Normandy High School and sponsored the math club through UMSL's Bridge Program. He also taught middle school math to at-risk youth through Aim High St. Louis. Since Teach For America, he recruited and evaluated teacher candidates as a Manager of Talent Recruitment for the St. Louis Teacher Residency and coached student executive functioning with Special Solutions St. Louis. He also worked for Senator Claire McCaskill and in the Mobile Business Development office of Oracle Data Cloud. Jack holds a Master's in Secondary Education from UMSL and a B.A. in Political Science and Accounting from Washington University in St. Louis. He is currently a Teach For America Aspiring School Leaders Fellow—professional development that includes studying school leadership manuals, interviewing current school leaders, and visiting excellent schools throughout the country.

The Board has entrusted Kairos' co-founders with all projects detailed in this application, including:

- establishing and maintaining 501(c)(3) status;
- raising over $50,000 in pre-operating donations and cultivating relationships with prospective post-sponsorship funders (e.g., Charter School Growth Fund);
- engaging the Dutchtown community through a door-to-door canvass, attendance at local events and community meetings (e.g., Dutchtown West Neighborhood Association), and individual or small group meetings with parents and area leaders;
- partnering with local (e.g., Aim High St. Louis) and national educational organization (e.g., Summit Learning Program) to promote shared initiatives;
- consulting with professional pro bono advisers (e.g., Missouri Charter Public School Association), supporters (e.g., Children's Educational Alliance of Missouri), and potential contractors (e.g., EdOps);
- designing and overseeing the Kairos Summer Pilot with multiple partners, 60 students, and one prospective faculty member;
- organizing and managing the Kairos Internship with four interns from the Yale Education Studies Program;
- engaging numerous volunteers and mentors who, although unnamed in this application, contributed time and expertise to refine and advance Kairos;
- drafting a comprehensive plan for school instruction, operations, and finances in this charter school application.

The Board is intentionally preparing our co-founders with the competencies and experiences they need to open and operate an excellent school. Beyond their professional experiences (e.g., St. Louis Teacher Residency, TFA Aspiring School Leaders Fellowship), our co-founders have toured 30+ exemplar schools nationally, including most charter schools in St. Louis and many personalized learning charter schools across the country (e.g., Summit Public Schools in Seattle, Intrinsic Schools in Chicago, etc.). They have interviewed 45+ Executive Directors and Principals about best practices regarding (i) financial planning and management, (ii) school operations, (iii) facilities maintenance, (iv) governance and board oversight, and (v) accountability and compliance. They have also pursued professional development at six statewide and national conferences, including conferences focused on (i) cutting-edge personalized learning research and (ii) Missouri charter school law and compliance.

Since 2017, our founders have been working through a leadership development program with Kyle Shaffer, Head of Schools at KIPP St. Louis. Before his current role training KIPP Principals, Kyle opened and ran multiple KIPP schools around the country, including one with a strong emphasis on executive function and restorative practices. Kairos has worked with Kyle and Eric Scroggins,

Executive Director of The Opportunity Trust, to design a school leadership training program modeled after KIPP's Fisher Fellowship and based on research by the KIPP Foundation. Upon submitting our charter application, this plan will transition from its initial capacity-building phase to a series of learning experiences and residencies designed to prepare co-founders with the specific knowledge and competencies to open and lead a charter school. The program includes a detailed, month-by-month pre-operational strategic plan to ensure Kairos launches successfully. Kairos has received offers from over 15 Principals and Executive Directors in St. Louis for shadowing and residency opportunities. Other coaching or learning experiences may be organized in conjunction with national experts school leadership development, such as Transcend Education, Relay Graduate School of Education, New Schools Venture Fund, and Building Excellent Schools.

Core Team

The core Kairos team has worked with our co-founders to design the school vision and program. Members of this team plan to continue working on Kairos post-sponsorship and have expressed strong interest in assuming Executive Team roles on our founding faculty team.

Brittany Kelleher (prospective Chief Operating Officer) came to St. Louis as a 2012 TFA St. Louis Corps Member to teach English at Normandy High School. Brittany is currently a Senior Consultant and Office Lead for Wellspring Consulting's Midwest Office. There, she works with nonprofits across the country in strategic planning, program design, financial forecasting, and qualitative research. Her clients have included KIPP NYC, The New Teacher Center, Chicago Scholars, and Bottom Line, among others. Prior to her work at Wellspring, Brittany served as an Education Pioneer fellow and supported the equity, diversity, and inclusion training for the Boston Teacher Residency. She graduated *magna cum laude* from Princeton University with a B.A. in African American Studies and was awarded the Ruth J. Simmons Thesis Prize for her research on Black identity. Brittany is a proud board member of The Monsanto YMCA in North City and an Academic Affairs Committee member for Fenwick College Preparatory High School in Oak Park, Illinois.

Max Smith (prospective Department Chair or Dean of Instruction) currently lives in Boston, where he has served as a Principal Intern and Director of Mainland Development at two Boston charter schools. He previously worked two years for TFA Atlanta as a Manager of Program Continuum, where he coached, managed, and led PD/certification credit for secondary math, science, and special education teachers. During that time, he both founded computer science programs in three different Metro Atlanta high schools and designed the geometry summer school curricula used by Tulsa Public Schools. Max started his career in teaching as a 2012 TFA Atlanta Corps Member, where he taught high school economics for three years. He holds a Master's in School Leadership with a specialty in School Development from the Harvard Graduate School of Education and a B.A. *summa cum laude* from the University of Missouri with a double major in Economics and Linguistics and a minor in Mathematics. Max believes deeply in personalized learning and focused his studies on that field at Harvard. He is excited to apply that expertise to St. Louis, where he is moving in Fall 2018 to be closer to his family.

Given Max's extensive experience, we are considering three potential arrangements:

1. Max joins as Department Chair with a principal development plan in place that prepares him to open our high school in Year 4.

2. Max joins as Chief Academic Officer (CAO), and Jack Krewson joins as Department Chair with a principal development plan in place that prepares him to open our high school in Year 4.

3. The CAO role is divided into two smaller Executive Team roles, a Dean of Instruction and Dean of Students. Max would join as the Dean of Instruction, responsible for Growth Goals, Summit curricula, tutoring praxis, etc. Jack Krewson would join as Dean of Students, responsible for executive scaffolds, family engagement, student recruitment, etc. Each dean would manage different teams and earn a portion of the erstwhile CAO's leadership role stipend. Since each holds approximately half the CAO's leadership role responsibilities, both deans would spend more time teaching than a single CAO, maintaining Kairos' focus on individualized student attention.

Prospective Faculty

The individuals listed below have expressed a strong interest in joining Kairos as founding faculty. All prospective faculty live in St. Louis or have plans to return. Kairos' co-founders, core team, and prospective faculty would constitute ¾ of our founding school team. Almost all are alumni of Teach For America.

Carolyn Widman came to St. Louis as a 2006 TFA St. Louis Corps Member and has taught between St. Louis Public Schools and Jennings School District for twelve years. At Jennings Senior High, Carolyn is the Chair of the English Department, serves as Academic Instructional Coach, and teaches EOC-tested English courses. She is certified to teach SPED students, has a Master's in Curriculum and Instruction from UMSL, and graduated *magna cum laude* from Albion College with a B.A. in English. She lives in Kairos' enrollment zone and hopes to one day send her two young boys there.

Genevieve Alander began her career by founding The Educated Baker, a socially-driven bakery that mentored at-risk youth by teaching business and baking. She transitioned to teaching professionally in 2013 as a TFA New Orleans Corps Member. Genevieve taught 5th Grade English for three years at a traditional public school before helping found KIPP East as a second grade teacher. In New Orleans, Genevieve helped launch Live Oak Wilderness Camp, a summer camp focused on developing leadership with a diverse community of New Orleans students. Genevieve came to St. Louis as a founding middle school science teacher at Lafayette Preparatory Academy in St. Louis. She holds a Master's in Education from Johns Hopkins University and a B.A. in Social Entrepreneurship and Marketing from Creighton University, where she was a varsity athlete and honoree of two leadership programs.

Nilesh Patel began teaching as a 2015 TFA Chicago Corps Member at Noble Charter Schools' Gary Comer Middle School, where he has taught physics for three years. Due to outstanding performance, Nilesh was promoted to 8th Grade Level Chair, where he coaches other teachers to maintain consistent academic and cultural standards across the grade. Nilesh grew up in St. Louis and graduated from Washington University in St. Louis with a B.A. in Global Health and a minor in Biology. He also holds a Masters of Arts in Teaching from Relay Graduate School of Education.

Kelsey Wanack teaches at Jennings Senior High, where she is responsible for EOC-tested English courses. She previously taught at Clyde C. Miller Career Academy in St. Louis Public Schools. Before teaching, Kelsey worked in logistics and sales in Chicago and tutored students of all ages in Rome, Italy. She is working toward her Master's in Administration from Lindenwood University and holds a B.A. in English Education from Southern Illinois University of Carbondale.

Samantha Kinnear: Samantha Kinnear came to St. Louis as a 2016 TFA St. Louis Corps Member. She has taught high school English at Normandy Senior High for two years and was chosen to sponsor Normandy's Spectrum Alliance Club. Samantha is working with Kairos co-founder Jack Krewson to run the Kairos Summer Pilot. She will implement our model in a 6th-grade English class with a flexible schedule between her class and Jack's 6th-grade math class. She holds a B.A. from Southern Illinois University Edwardsville with a degree in Secondary English Education and an endorsement in Drama Arts. She is pursuing her Master's in Curriculum and Instruction through Missouri Baptist University. She is excited about working with Kairos this summer because she is frustrated by working in schools whose structures and policies were not designed to serve student interests.

Pre-Operational Volunteers

Kairos' innovative school vision has already attracted unpaid volunteers excited to help during our pre-operational year.

Andres Avalle will work unpaid to support Kairos during Summer and Fall 2018. Andres will graduate from Washington University in St. Louis in 2017 with a B.S. double major in Systems Engineering and Economics. Andres has served on the University Board of Trustees' Educational Policy Committee and the Alumni Board of the Governor's Civic Engagement Committee. After graduation, Andres will work at Bain & Co., where he also worked last summer advising nonprofit university clients on their operational effectiveness. He feels passionately that technology can increase access to knowledge and equity in education for the most disadvantaged.

Four Yale Education Studies Scholars (Anna Kane, Emma Ruohoniemi, Jack Lattimore, and Sara Harris) will intern with Kairos Academies for Summer 2018. Through the Domestic Summer Award, Yale will pay $4,000 to any student on financial aid, and the Yale Club of St. Louis will coordinate housing at Washington University (q.v. *Appendix L)*. From May 29th to August 3rd, Kairos interns will support the founding management team by collecting qualitative and quantitative data during the Summer Pilot, launching our social media presence, engaging

parents in Dutchtown, researching grant opportunities, and advancing other pre-sponsorship initiatives. The experience our interns bring to Kairos includes attending a personalized learning charter school, mentoring at-risk youth through the college application process, teaching in Southern India, researching racial disparities in education, and designing and analyzing statistically rigorous experiments. The founding management team will use the Summer Internship, along with other pre-sponsorship initiatives such as the Summer Pilot, to practice competencies identified in the leadership development plan they designed with Kyle Shaffer and Eric Scroggins.

Carly Heminway has been involved with Kairos since its earliest conceptual phase. Beyond helping to envision the model, Carly canvassed Dutchtown in Summer 2018 with Kairos and CEAM (and consistently brought 1-2 volunteers with her). She has committed to volunteering 15 hours per week for Kairos during our pre-operational year.

Carly is the Quality Assurance Manager at Queen of Peace Center in St. Louis, where she acts as the compliance officer and works on process improvement. She has previously worked as a Literacy Fellow with St. Louis Public Schools, where she implemented Fountas and Pinnell Leveled Literacy Intervention. She holds a Master's in Social Work from Washington University in St. Louis' Brown School, where she completed practicums with the North Side Community School and Helping Hand-Me-Downs. She also holds a B.A. in English Literature from Baylor University's interdisciplinary core honors program. In Texas, Carly served as both a peer instructor and a dedicated volunteer at a local after-school program, where she piloted out-of-school activities for at-risk youth. She is excited to bring her time, energy, and grant writing skills to the Kairos team next year.

Strategy & Pipelines

Kairos' founding management team, prospective staff, and two board members are all TFA alumni. Kairos will actively recruit through the TFA alumni network to find mission-aligned faculty. TFA St. Louis endorsed Kairos (q.v. *Appendix L*) and indicated that, once sponsored, their staff will help connect us to alumni candidates interested in our model (e.g., through the St. Louis recruitment page). Kairos will also recruit Aim High faculty, who taught either within or adjacent to our Summer Pilot. These two talent pools are full of potential faculty who have taught in low-income communities and share our culturally responsive orientation. To increase the yield of teacher recruits, Kairos connects prospective faculty with early hires who are excited about building an intentional faculty community.

Kairos also plans to recruit teachers online through our website (www.kairosacademies.org) and others such as the National Association of Public Charter Schools (NAPCS) Job Board, myEdMatch, Teacher-Teachers, and MOREAP. While we need experienced teachers, our unusual model also calls for tech-savvy faculty not yet entrenched in the "cultural script" of traditional schooling. To recruit them, Kairos will visit education studies classes at area universities and advertise in their education departments. We will also post on career center websites, attend university education career fairs, and interview promising candidates on campus. Once open, Kairos will work with university

education departments to host student teachers, creating an internal pipeline for soon-to-be teachers. We will also explore partnering with alternative placement programs to find and prepare high-quality teachers for our school. As necessary, Kairos will work with the Miriam School to recruit SPED-certified educators.

Volunteers

Kairos will explore all avenues to recruit volunteers for teaching assistants and other support positions. In our model, teaching assistants hold biweekly office hours to tutor objective questions in core Focus Areas. We aim to recruit 8 volunteer teaching assistants each year. Inspired by a similar tutoring arrangement at Baltimore's Liberty Elementary School, Kairos will work with St. Louis Oasis to recruit retirees "looking for ways to get involved in the community." We have also met with representatives from Washington University's Gephardt Institute to explore recruiting student volunteers. Upon sponsorship, Kairos will begin reaching out to the Campus YMCA and its programs, such as America Reads, Science Olympiad, Catalyst, Gateway. Kairos will also engage student tutoring groups such as Books and Basketball, Teaching Engineering to St. Louis Adolescents (TESLA), STEMs for Youth (SFY), Out of the Blue, Girls Who Code WashU, and MoneyThink. Interested students would be supported by Gephardt Institute programs, such as free carpooling (CarShare), service grants (Civic Engagement Fund), and sustained project funding (St. Louis Project Grant). Like other St. Louis LEAs, Kairos will work with Washington University's Office of Student Success upon sponsorship to design an undergraduate externship at Kairos that either pays students through federal work study or satisfies a community service requirement of their scholarship. Beyond pursuing every opportunity to recruit volunteers from Washington University, Kairos will explore partnering with student groups at St. Louis University, Harris-Stowe, University of Missouri-St. Louis, Fontbonne University, Webster University, Lindenwood University, Missouri Baptist University, and Maryville University.

Kairos will work with graduate school social work programs at Washington University and St. Louis University to become a practicum placement site for their students. MSW students would help with our social-emotional learning and could be candidates for full-time employment through one of the state's alternative teacher-certification routes. Based on success at The Biome School, Kairos will seek to partner with AmeriCorps and the Coro Fellowship in Public Affairs to become a placement site for their nonprofit work. These staff would be paid or reimbursed 100% by their respective fellowships.

Career Transfers

Since our model de-prioritizes traditional classroom management skills, Kairos is open to content experts transitioning from careers or graduate programs. Kairos will also advertise positions in relevant Master's and PhD programs throughout Missouri, especially at Washington University in St. Louis and St. Louis University, and in professional communities, such as Cortex. We will also encourage long-term volunteers to apply. Kairos will certify these career transfers through Missouri's alternative certification routes.

Residents

Kairos also plans to recruit two residents per class (one artist and one athlete). In our model, these part-time staff contract for the middle three hours of each day to teach art and gym courses. These courses could also be taught by full-time faculty or volunteers with appropriate expertise. In middle school, residents would work on rotation so that students could sample different artistic and athletic domains from experts. COCA and Intersect Arts have both offered to provide trained freelance artists in this arrangement to teach disciplines like dance, music, visual art, theater, video, photography, woodworking, digital media, papermaking, painting, drawing, sculpture, and glassworking (q.v. *Appendix L*). The Marquette Recreation Center has similarly offered to connect us with their volunteer coaches and athletic instructors, many of whom have already expressed interest in working part-time as rotational resident athletes. Upon sponsorship, Kairos will also reach out to WUSTL Institute for School Partnerships, Yoga for Youth, City Faces, and Koaches 4 Kids to identify possible residents or discuss contracted residency arrangements. Depending on resident supply, Kairos may advertise positions to graduate art students at area universities, freelance artists in St. Louis, and local student/professional athletic trainers or yoga instructors. If necessary, Kairos will forgo our rotational program to hold onto instructional talent, especially for resident athletes.

Mid-Year Faculty Hires

Kairos will maintain a waitlist of qualified job applicants who are not hired. If an apprentice is fired in their first cycle, waitlist applicants will be offered the position. Since apprentices begin in Cycle 7, the waitlist applicant will still be on summer break from their traditional school. Barring extreme circumstances, Kairos will avoid firing apprentices *after* the first cycle unless a highly-qualified replacement is available. If an employee breaks their contract, a salary penalty will be taken and used as an incentive to recruit a mid-year hire (potentially a career transfer, recent graduate, or retired teacher from the substitute pool).

Our low student-faculty ratio and flexible schedule also gives us the option to redistribute the exiting teacher-coach's responsibilities among remaining faculty. In this scenario, Kairos would finish the year *without* replacing the employee. If a team manager leaves, the ED will promote someone else on the team to the manager's position. Committees can remain operational without any particular team member. While a Class Team would struggle—students in that faculty member's pod would be disrupted—the Class Chair can distribute those students to other coaches (growing those pods by three students each). Department Chairs can likewise redistribute curricular responsibilities around the department. In fact, faculty departures would only affect students *academically* for a few weeks—the period a child might be paired with a teacher for a particular module. This is one significant advantage over the traditional staffing structure, where the abrupt departure of an algebra teacher could disturb an *entire year* of algebra coursework for the 100+ students assigned to their class.

Application Process

Kairos aims to hire curious, civic, and independent employees who can serve as role models for students learning to self-direct. Curiosity predicts an employee's creativity when designing curricula,

clubs, and experiential field trips; civic-mindedness, their potential qua coach to mentor students; and independence, their comfort taking initiative in our distributed leadership model. Kairos screens for:

Mindsets
faculty who believe that...

- educational inequity is *the* civil rights issue of our time.
- educational quality should be measured by life outcomes, not merely test scores.
- *every* student is capable of completing rigorous, meaningful work and making upright, mission-aligned choices regardless of environmental factors.
- students must learn to manage their own behavior and direct their own lives.
- students should be treated as equal and worthy of respect, not subordinates blindly following instructions.[4]
- deep learning is enhanced by blended content delivery.

Dispositions
faculty who...

- adapt and change as part of rapid, incremental improvement cycles.
- regularly identify areas of weakness, reflect on actions, and iterate strategies to improve.
- enjoy autonomy and owning projects: set ambitious goals independently, take initiative to achieve them, and problem solve around setbacks.
- prioritize team success over individual success; recognize that team success is each team member's responsibility.[5]
- relentlessly persevere in the face of adversity.
- seek to understand others' viewpoints from a perspective of charity and humility.
- model kindness, citizenship, and productive habits for students.

[4] "Regard for student perspective" is one of the key indicators of long-term teacher success in a validated observation system, the Classroom Assessment Scoring System, developed by the University of Virginia Curry School of Education.

[5] Based on the successful "Blue Bus vs. Red Bus" hiring criteria at Baltimore's Commodore John Rodgers School.

Logistics

The three steps of Kairos' application process—(i) written application, (ii) screening interview, and (iii) an in-person selection day—are based on these research-backed evaluation metrics. Applicants are evaluated against a rubric aligned to selection criteria, with particular attention paid to mindset and dispositional "red flags." A meta-analysis of 85 years of hiring practice research shows that general mental ability tests (GMAs) are the single most predictive factor for job performance (.51 validity), with predictivity correlated directly to job complexity.[6] Validity increases to .63 when combined with other evaluative methods Kairos plans to employ, such as structured interviews, work samples, and conscientousness assessments. Notably, age and years of job experience are minimally predictive of job performance (.00 and .03 respectively).

(i) Kairos' written faculty application includes:

- Official academic transcript(s) and resume, including test scores for at least one General Mental Ability test (i.e., SAT, ACT, GRE, GMAT or the free online General Aptitude Test);
- Results for one of two personality tests recommended by the National Center for Teacher Residencies (NCTR), EQ-i 2.0 or the Big Five Project;
- Work sample:
    - Minor revision to Summit curricula in response to Department Chair feedback, highlighting the applicant's content expertise and familiarity with project-based learning;[7]
    - List of ideas for experiential field trips, positive House incentives, and clubs they could sponsor;
- Short answers:
    - open ended dilemma with no "right answer" that shows the applicant's writing ability and conscientiousness (i.e., values, thoughtfulness, and reasoning process);
    - summary of an ambitious project that required collaboration; shows project management experience and how the applicant uses data to evaluate success;
    - questions about American educational inequity designed to elicit mindsets;
- Preference for leadership role and department placement.

[6] Schmidt, F. L., & Hunter, J. E. (1998). The Validity and Utility of Selection Methods in Personnel Psychology—Practical and Theoretical Implications of 85 Years of Research Findings. Psychological Bulletin, 124(2), p. 262.

[7] Applicants may also be asked to complete subject-specific content assessments, e.g. math teachers may be asked to take the Mathematical Knowledge for Teaching (MKT) Measures.

(ii) The Executive Director screens applicants' written application and conducts a phone interview to ensure basic qualifications and mission alignment. Questions during this interview reveal preliminary information about a candidate's mindsets and dispositions as they enter the final application phase.

(iii) Applicants who pass these steps are invited to an in-person selection day with the Chief Academic Officer and their prospective Department Chair. Based on NCTR best practice protocol, this interview will include:

- A panel interview, including follow-up questions about their written application;
- "Small talk" (hobbies, pets, family, etc.) designed to elicit an applicant's joy, enthusiasm, and "life satisfaction;"[8]
- A tutoring and coaching role play, followed by opportunities for applicant reflection;
- A re-teach and re-coach role play, where the applicant aims to incorporate feedback from Kairos staff;
- An open-ended problem-solving activity, designed to show how an applicant uses data and responds to obstacles.

Legal Compliance

Kairos complies with state and federal laws regarding employment, hiring, and staff grievances. Upon sponsorship, Kairos will adopt the exemplar policies outlined in the Missouri Charter Public School Association's Human Resources Policies. Per RSMo 160.420.2, all lead instructors (i.e., teachers of record) will be certified, although Kairos may employ up to 20% full-time non-certified instructional staff. This is consistent with Title I guidelines, which mandates that schools receiving federal funding meet applicable teacher certification and licensure requirements.[9]

When interviewing non-certified teachers, Kairos considers relevant experience, training, and skills, including but not limited to:

- Undergraduate and Master's degrees in applicable fields;
- Evidence of technical training and career experience;
- Teaching certificates issued by other states or prior teaching experience;
- Certification by the National Standards Board.

All Kairos staff are at-will employees. Kairos will not employ teachers whose teaching license has been suspended or revoked by the Missouri State Board of Education in accordance with RSMo

[8] Life satisfaction and grit, evaluated during the open-ended problem solving activity, are two predictive measures of teacher effectiveness. (Duckworth, A. L., Quinn, P. D., & Seligman, M. E. (2009). Positive Predictors of Teacher Effectiveness. The Journal of Positive Psychology, 4(6), pp. 540-547. Chicago)

[9] DESE interprets this as following the 80/20 for teacher certification outlined in RSMo 160.420.2.

168.071. No candidate will be hired that does not pass a fingerprint/criminal background check as screened by the Missouri Automated Criminal History Site (MACHS) and the Family Care Safety Registry (FCSR).[10] Normally, accepted applicants begin as apprentices in Cycle 7 (after their traditional school goes on summer break). For logistical reasons, there are two exceptions to this rule during our startup years: (i) founding faculty undergo a month of training before opening instead of apprenticeship, and (ii) our first apprentices begin in Cycle 1 of Year 2 instead of Cycle 7 of Year 1.

Kairos' Chief Operating Officer will work with EdOps to manage payroll and HR logistics. Per RSMo 160.420.3, personnel will be enrolled in the Public School Retirement System of the City of St. Louis. The Kairos Board will ensure a staff handbook is researched and developed by April 2019.

Retention

Student Interactions

Kairos' unique model establishes student-faculty relationship that, we believe, minimizes the adversarial and bureaucratic grievances which often lead to burnout in low-income schools. According to a McKinsey analysis, positive working environment conditions like those listed below have the most impact when recruiting and retaining quality teachers in "high needs schools."[11]

> ***Student Buy-in:*** Differentiated instruction increases student buy-in and, in turn, predicts teacher satisfaction.[12] When curricula is leveled to student mastery, students are more likely to feel (i) challenged by the material and (ii) able to accomplish it. This sense of purpose naturally leads to more focused students and a more enjoyable teaching experience.
>
> ***Allies, Not Adversaries:*** Just like adults, children are naturally antagonistic toward anyone trying to "control" them. Traditional teachers exert this kind of control to "manage behavior" and preempt unproductive student choices. At Kairos, we ask faculty to relinquish this control and let students see the natural consequences of those actions. Unproductive executive choices → missed Growth Goals → reduced autonomy on the ownership continuum. In our paradigm, students can only get more control of their lives by confronting Growth Goal material, not by confronting teachers. Even visually, traditional classrooms are set up with students facing teachers. Our learning spaces move teachers to the side and set students against material directly. In this framework, students *use* teachers as tools to help them achieve *their* goals. Since faculty share these goals, the upshot of student-driven instruction is collaboration around a shared purpose.

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[10] Nominees convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a Board review and are evaluated case by case.

[11] Auguste, B. G., Kihn, P., & Miller, M. (2010). Closing The Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching: An International and Market Research-Based Perspective, p. 33. McKinsey.

[12] Johnsen, S. (2003). Adapting Instruction With Heterogeneous Groups. Gifted Child Today, 26(3), pp. 5-6.

No Busywork: Technology at Kairos automates the busywork of teaching: grading questions with right-or-wrong answers, repeating the same lecture multiple times per day, entering data, and filling out paperwork. Removing our teachers' drudgery frees up their time for the more rewarding, impactful aspects of the profession. Kairos faculty spend their days mentoring students one-on-one, designing innovative Projects, and facilitating deep learning in small groups. Without draining, repetitive busywork, our faculty can focus on kids and content (the reason they *became* educators) during regular work hours, instead of the (often superhuman) effort traditional teachers make to tutor after school, grade at home, and plan on the weekends.

Faculty Interactions

A study of 90,000 teachers by The New Teacher Project reports that "irreplaceable teachers"—the top 20% in their district—stay at their school nearly twice as long if managers execute on two or more of the following retention strategies.[13] Kairos advances all four:

Feedback and Development: Through our iterative cycles and team structure, Kairos delivers targeted feedback and continuous development to faculty in their various roles. Faculty are evaluated by team managers familiar with their contributions, not by distant administrators swooping in biannually for high-stakes, snapshot observations.[14]

Recognition: In rapid build-measure-learn PD feedback loops, Kairos faculty take ownership of short-term, mission-critical work (either aligned to team structures or individual praxis). These incremental assignments give team managers frequent opportunities to publicly recognize meaningful contributions. Since faculty are promoted within a team, recognition comes with not just higher salaries, but also increased prestige and expanded influence over school functions relevant to their expertise.

Responsibility and Advancement: Traditionally, teachers and administrative staff compose two distinct layers of a school's organizational structure. To be promoted, the best teachers must forgo their instructional skill set for a new, often unrelated set of administrative skills. Our distributed leadership model is designed to let faculty advance professionally without "leaving the classroom" (according to McKinsey, the second most attractive feature when recruiting top teachers).[15] Through Kairos' committee structure, the *same* adults who teach and coach students also make the administrative and operational decisions that affect those students. Teacher-coaches are responsible for everything from student discipline and curricular scope to field trips and uniform policy—decisions made in various faculty leadership roles. Kairos incents those leadership roles with salary bonuses commensurate to the role's additional responsibilities.

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[13] Jacob, A., Vidyarthi, E., & Carroll, K. (2012). The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools. The New Teacher Project.

[14] Clark, R. E. (2003). Fostering The Work Motivation of Individuals and Teams. Performance Improvement, 42(3), pp. 21-29.

[15] Auguste, et al., *op. cit.*, p. 33.

Resources: Managers are empowered to allocate budgets for their teams, prioritizing resources important to their team's mission. That means faculty closest to students decide how to use funds so they *most* impact student success. Our Executive Team works to maximize those funds by minimizing operational costs—reducing administrative overhead through distributed leadership, replacing low-skill labor (e.g., rote grading) with technology, and leveraging part-time staff for tutoring and specials (e.g., art and gym).

Kairos' median starting salary is $55,000 per year, and no new faculty member earns less than $45,000 per year. Salaries scale by 5-10% per annum (depending on position), so that in Year 5, the median faculty salary is $60,168. Faculty can earn additional salary by taking on larger leadership roles. Unlike many high-performing charter schools, though, our faculty will never be asked to "take work home." These after-hours responsibilities, such as parent communication and student mentorship, are built into the school day through our coaching framework.

Training

Although traditional professional development costs districts an average of $18,000 per teacher, a report by The New Teacher Project shows that it has no "substantial impact" on teacher efficacy.[16] Traditional development, according to the report, is unaccountable and untargeted. Faculty sit through "one-off PDs" which were planned with no meaningful deliverables and months before the targeted areas for faculty improvement could even have been identified. By contrast, teachers find PD *most* effective when it is (i) ongoing and intensive, (ii) focused on academic subject matter, (iii) integrated into the daily life of the school, (iv) responsive to actual teacher performance, and (v) designed to facilitate collective participation.[17]

As described in *A.2*, Kairos' PD is designed around these evidence-based development practices. Our iterative cycle-by-cycle approach is grounded in collaboration and responsive to student data.[18] Formal, organized professional learning comprises half of each inservice week (20 hours) and 11 hours per cycle (divided across a faculty member's academic, coaching, and leadership roles). These 197 hours of PD per year (2-4 times that of a typical school) focus on improving targeted weaknesses

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[16] Jacob, A., McGovern, K. (2015). The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. The New Teacher Project.

[17] Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. American Educational Research Journal, 38(4), pp. 915-945.

[18] Bolam, et. al. (2005). Creating and Sustaining Effective Professional Learning Communities. Universities of Bristol, Bath, and London, Institute of Education.
Lieberman, et. al. (2011). Learning Communities: The Starting Point for Professional Learning Is In Schools and Classrooms. Learning Forward, Vol. 32 No. 4.
McLaughlin, M. & Talbert, J. (2002). Professional Communities and the Artisan Model of Teaching. Teachers and Teaching: Theory and Practice, Vol. 8 No. 3/4.
Saunders, et. al. (2009). Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools. American Educational Research Journal.

in a team's (i) structures (e.g., Summit modules, MESH Handbook, mediation discussion prompts, etc.) and (ii) praxis (e.g., seminar facilitation, trauma-informed coaching check-ins, mediating with restorative justice language, etc.).[19]

Development begins during a new faculty member's apprenticeship. Apprentices start at Kairos with limited duties and reduced pay during Cycle 7 (traditional summer break) *before* new students arrive.[20] Without their own students to teach and coach that cycle (student-faculty ratio of 7.14:1), apprentices can primarily shadow faculty currently in their prospective roles. Each cycle thereafter, apprentices are either terminated or given more salary and responsibility (following a 33% → 66% → 100% progression).[21] Under the guidance of their team manager, apprentices practice coaching, solo tutoring, leading discussion sections, etc. They are also introduced to universal elements of Kairos' unique model in orientation training with the CAO.

As mentioned, apprentices join Kairos in Cycle 7 during traditional schools' summer break. This allows apprentices who would otherwise work in their district summer school to continue being paid. It also lets Kairos begin training new faculty, and if necessary remove bad hires, before beginning the traditional school year. We do our best to terminate bad faculty *before* placing new students in their pods. Firing before the start of the traditional school year also makes it easier for Kairos to recruit replacement teachers and for the apprentice to find other work.

[19] Valor Collegiate Academies. (2018). The Best Teachers.

[20] In lieu of apprenticeship, founding faculty train during an intensive month-long onboarding before opening, which includes free professional development from Summit Learning Program.

[21] The stipend in the first cycle reflects the minimum responsibilities of shadowing. In the second cycle, apprentices earn the base salary of a teacher-coach. Then in the third cycle, when apprentices assume leadership role responsibilities , they are paid full salary.

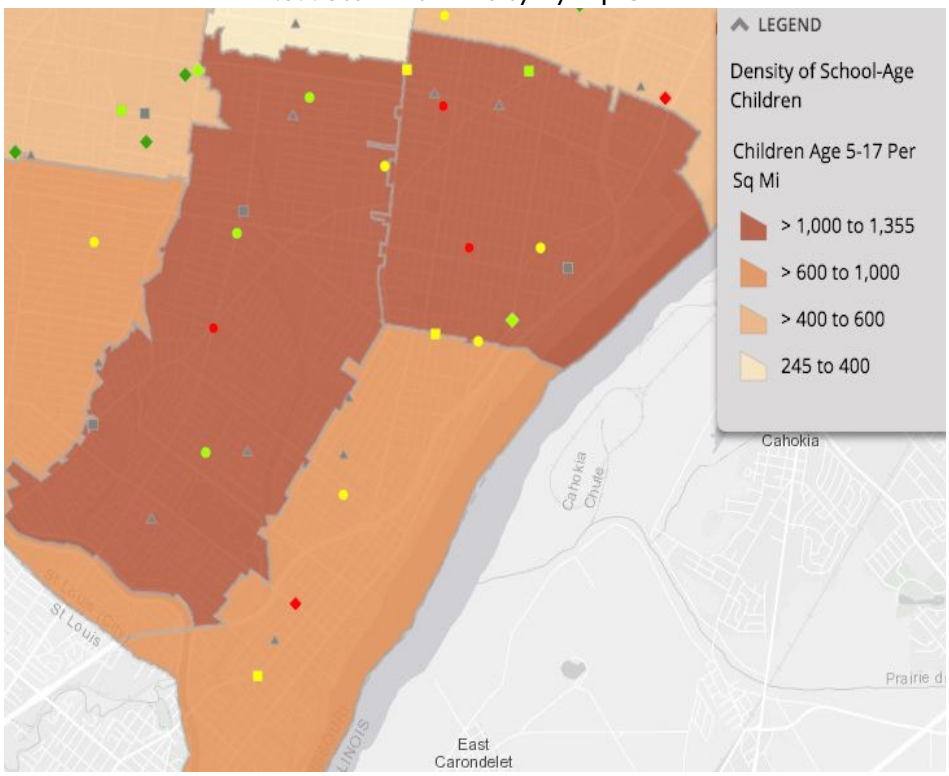
B.5: Student Recruitment and Enrollment

Enrollment Projection—Expanding Educational Options
Recruitment Strategy—Enrollment & Lottery Policy

Enrollment Projection

As mentioned in *A.5*, Kairos plans to open in 2019 with a racially and economically diverse student body. Based on our enrollment zone, we aim to recruit 65% students eligible for free-or-reduced-priced lunch—slightly higher than our overall enrollment zone estimate (58%) and slightly lower than the FRPL estimate of our immediate neighborhood, Dutchtown (69.2%).

B.5.i: Student Density by Zip Code



(IFF, "St. Louis Schools Needs Assessment", 2014-2015)

In Year 1, Kairos will recruit 115 incoming 6th-grade students (approximately 11 years old per RSMo 160.053). For each class thereafter, Kairos will enroll 100 students.[1] Based on the high transience of our enrollment zone (q.v. *Appx.D.xix*), Kairos projects 20% student attrition annually (i.e., Cycle 1-Cycle 7). For 6th-9th grade, Kairos backfills during Cycle 1 (September) in order to serve as many students as possible. After 9th grade, Kairos no longer backfills because students inured to highly structured schools will not be set up for success in our self-directed high school.

The table below (*B.5.i*) enumerates *recruitment* targets, not student enrollment. For 2019, Kairos will recruit 115 students for its first class. If we lose 20% of that first class to attrition (23 students), Kairos will need to recruit 8 rising 7th graders to backfill for our enrollment goal of 100 students. Subsequently, we will need to recruit 20 students to backfill in 7th, 8th, and 9th grades. Sums in the bottom row reflect our total recruitment targets each year.

[1] Kairos will recruit additional students in Year 1, at our lowest student-faculty ratio and highest student-space ratio.

B.5.i: Recruitment Targets By Grade for Years 1-7

	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
6th	115		100		100		100		100		100		100	
	FRPL: 75	*40*	*FRPL: 65*	*35*	*FRPL: 65*	*35*	*FRPL: 65*	*35*	*FRPL: 65*	*35*	*FRPL: 65*	*35*	*FRPL: 65*	*35*
7th			8		20		20		20		20		20	
			FRPL: 5	*3*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*
8th					20		20		20		20		20	
					FRPL: 13	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*
9th							20		20		20		20	
							FRPL: 13	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*	*FRPL: 13*	*7*
10th									0		0		0	
									FRPL: 0	*0*	*FRPL: 0*	*0*	*FRPL: 0*	*0*
11th											0		0	
											FRPL: 0	*0*	*FRPL: 0*	*0*
12th													0	
													FRPL: 0	*0*
Total	115		108		140		160		160		160		160	
	FRPL: 75	*40*	*FRPL: 70*	*38*	*FRPL: 91*	*49*	*FRPL: 104*	*56*	*FRPL: 104*	*56*	*FRPL: 104*	*56*	*FRPL: 104*	*56*

For reasons discussed in *A.1*, Kairos believes that integrated schools benefit all students and society writ large. Integrating St. Louis schools empowers our city's future leaders to bridge lines of difference. In pursuit of integration, Kairos has adopted a number of federally suggested strategies, such as locating in a relatively diverse enrollment zone (q.v. *A.5*).[2] This sections details integrative student recruitment strategies that have been effective in similar areas nationwide.[3]

In Dutchtown, rising 6th graders far outnumber Kairos' proposed capacity. We can meet our recruitment goals *just* by enrolling students from this neighborhood. In Year 1, for instance, Kairos aims to enroll:

- 75 FRPL students; 425 live in Dutchtown
- 40 non-FRPL students; 190 live in Dutchtown
- 50-60 Black students; 304 live in Dutchtown
- 50-60 White students; 239 live in Dutchtown

[2] H. K. Gerken. (2007). The Supreme Court, 2006 Term: Comment: Justice Kennedy and the Domains of Equal Protection. Harvard Law Review, 121, pp. 104-30.

[3] Bhargava, A., Frankenberg, E., & Le, C. (2008). Still Looking to the Future: Voluntary K-12 School Integration. New York.: NAACP Legal Defense and Education Fund: pp. 36-37.

There are so few schools within our enrollment zone that if *every* public middle and high school in 63111, 63116, and 63118 were filled *only* with Dutchtown students, Kairos would still have 155 Dutchtown 6th graders to recruit from—135% of our inaugural class.

B.5.ii: Number of Rising 6th-Grade Students in Dutchtown by Demographic

	Rising 6th	*White*	*Black*	*Asian*	*FRPL*	*SNAP*	*> $75K*
1153	83	41	30	11	45	19	32
1154	48	29	12	1	28	16	16
1155	76	29	44	1	56	32	14
1156	52	23	24	0	40	21	9
1157	97	43	44	7	70	34	19
1161	18	10	5	2	10	3	6
1163.02	36	8	13	14	27	13	5
1164	55	15	34	3	44	25	6
1241	151	42	98	1	103	76	34
Total	615	239	304	39	424	239	142

(U.S. Census Bureau, "2016 Community Survey 5-Year Estimates: Race, Age, and Selected Economic Characteristics)

Kairos' broader enrollment zone houses even greater educational need: of the total 1,445 rising 6th graders, 654 (45%) leave the three zip codes to attend middle school. Recruiting just 7-8% and 9-10% of the zone's White and Black 6th graders respectively would allow us to build one of St. Louis' most racially integrated schools. Likewise, Kairos only needs to recruit 9% of FRPL 6th graders and 7% of non-FRPL 6th graders in the zone to meet our goal for socioeconomic diversity. Given our location, a Kairos student from Census Tract 1023 (median family income of $54,583) might learn alongside her counterpart from Census Tract 1246 (median family income of $15,667), each representing the 74th and 24th income percentile of the other's zip code.[4]

B.5.iii: Number of Rising 6th-Grade Students in Enrollment Zone by Demographic

	Rising 6th	*White*	*Black*	*Asian*	*FRPL*	*SNAP*	*> $75K*
Dutchtown	615	239	304	39	424	239	142
SE Zone	182	102	69	2	108	65	61
NE Zone	302	133	147	7	157	78	124
SW Zone	345	263	54	11	162	62	158
Enrollment Zone	1,445	737	575	59	851	444	485

[4] Census Reporter. (Retrieved 2018, May 1). Tract 1023 and Tract 1246.

Expanding Educational Options

Kairos' approach to personalized learning was born in our co-founders' low-income classrooms as a way to meet diverse student needs. Positive student and parent feedback, along with significant improvements in performance and behavior data (21% increase in EOC scores, +4 points in section-specific ACT scores, fewer disciplinary referrals, etc.), encouraged our co-founders to continue developing the model. In June 2017, Kairos partnered with the Children's Education Alliance of Missouri (CEAM) to gauge broader support for our educational approach in one of St. Louis' most underserved neighborhoods.

Kairos received 388 signatures of support, including 76 signatories who said they had or knew age-appropriate children for whom they wanted enrollment information. Each signatory was told about our model's core elements: differentiated curricula, flexible schedules, and 1:1 laptops. Families also shared *their* desires for and frustrations with area schools, such as the challenge of maintaining relationships with multiple teachers every year. Feedback like that shaped dozens of model components, including Kairos' individualized coaching paradigm. Kairos will conduct a second Dutchtown canvass in June-August, 2018 with the support of CEAM and four interns from Yale University.

Above all else, Dutchtown residents were dismayed by the lack of nearby schools. Many cited poor performance and limited options as a motivating factor to leave the neighborhood. Although St. Louis Public Schools (SLPS), now fully accredited, has improved under the leadership of Superintendent Dr. Kelvin Adams, many expressed disappointment with performance gains in and around the Dutchtown area.

B.5.iv: Enrollment Zone Proficient & Advanced 2016 MAP, EOC, and ACT

1m Within *1 mile* of Meramec and South Grand intersection

1.5m Within *1.5 miles* of Meramec and South Grand intersection

MAG Magnet schools' admission criteria include a 2.5+ GPA, 92+% attendance, and no disciplinary incidents.[5]

	Grades	Enrolls	ELA	Math	Sci.	Soc. St.	ACT
KIPP: Wisdom Academy	K-2	207					
EAGLE: Tower Grove East	K-3	140					
Meramec Elementary School 1m	PK-5	197	10.3%	8.8%			
Froebel Elementary 1m	PK-5	254	26.5%	23.5%			
Woodward Elementary 1.5m	PK-5	319	30.5%	10.5%	13.5%		
Woerner Elementary 1.5m	PK-5	384	44.7%	24.8%	30.2%		
Oak Hill Elementary 1.5m	PK-5	268	34.7%	20.4%			
SLLIS: Chinese School 1.5m	K-5	168	40.4%	53.1%			

[5] St. Louis Public Schools. (Retrieved 2018, May 1). Carnahan High School of the Future Admissions Overview.

SLLIS: French School [1.5m]	K-5	224	51.9%	30.9%	13.9%		
Gateway Science: South Elem.	K-5	364	59.3%	44.9%	41.9%		
Monroe Elementary	PK-6	292	18.7%	12.7%	5.4%		
Mann Elementary [1.5m]	PK-6	242	37.0%	28.3%			
EAGLE: Tower Grove South [1.5m]	K-6	186	40.7%	30.9%			
Lyon at Blow Elementary	K-8	380	15.3%	7.9%	10.8%		
Carondelet Leadership Academy	K-8	438	34.8%	14.3%	14.1%		
SLLIS: International School	6-8	54	33.3%	11.1%			
Confluence: South City [1m]	PK-8	839	32.2%	17.1%	6.2%		
Fanning Middle Community Ed. [1m]	6-8	356	18.7%	11.6%	9.2%		
Long Middle Comm. Ed. Cent. [1.5m]	6-8	210	30.4%	19.2%	17.6%		
Carnahan School of the Future [MAG]	9-12	383	73.2%	48.8%		52.8%	16.9
Roosevelt High [1.5m]	9-12	518	44.3%	40.3%	19.5%	15.6%	14.3

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

To learn more about community needs beyond our initial canvass, Kairos attended repeated meetings, events, and social gatherings at local organizations, including the Dutchtown South Community Corporation, Dutchtown West Neighborhood Association, Dutchtown Community Improvement District, Downtown Dutchtown, Thomas Dunn Learning Center, and town halls by community aldermen. We also hosted small coffee klatches at UrbanEats (a Dutchtown cafe) with groups of 5-6 concerned community members and parents. Following advice from the Dutchtown South Community Corporation, Kairos did not solicit formal support during these engagements.[6] Instead, we sought to introduce ourselves to the community and share information about our project.

Many of these Dutchtown stakeholders agreed to host information sessions for Kairos upon sponsorship, including the Thomas Dunn Learning Center (where many neighborhood students receive after-school enrichment) Alderman Shane Cohn (whose ward houses many of our prospective families), and many others. Kairos has also received letters of support from a wide cross section of St. Louis representatives and community-based organizations, including neighborhood associations that engage with parents, educational institutions that serve students directly or indirectly, political representatives, and potential Kairos partners (q.v. *Appendix L)*.

17 months prior to opening, Kairos already has a wide base of community support and interest. Continuing into 2018, Gavin Schiffres and Jack Krewson will be on the ground to lead our efforts and garner further support to reach enrollment. Kairos is already working with Seth Andrew, founder of Democracy Builders, who is advising *pro bono* on best practices in parent engagement, community organizing, and school design. Democracy Builders is a nationwide organization with over a decade of

[6] The exception to this was a presentation to the Dutchtown West Neighborhood Association (DWNA). Kairos co-founders have attended DWNA meetings informally for the past two years to learn more about the neighborhood. After talking one-on-one with community members about Kairos, they were invited to formally present a school proposal on March 13, 2018. After the presentation and questions, DWNA members expressed support for Kairos and our proposed launch in 2019.

experience organizing tens of thousands of low-income parents to advocate for better educational options that expand their choice and voice.

Recruitment Strategy

To design an inclusive recruitment strategy, Kairos is following best practices outlined by Education Elements, experts in communication strategy for personalized learning schools. Namely, our strategy accounts for each demographic by crafting the appropriate message for each audience, sending the right messenger, and using the best medium.

Message: Since different parents have different concerns, we expect they will find different elements of Kairos attractive. During our initial canvass and focus groups, the following three points came up most often:

- **Academic performance:** Parents upset about their child's latest proficiency responded to the idea of personalized learning. In particular, they liked that an individualized coach would conform curricula and instruction to *their* child's unique needs (e.g., reading books at reading-level).
- **Soft skills:** Parents upset that "schools felt like prisons" appreciated how Kairos shirked the factory model in order to cultivate "soft skills" like time management. In particular, they liked our restorative justice approach to discipline (as opposed to just sending students to in-school suspension).
- **Parochial or private school alternatives:** Some parents were interested that our self-directed learning model and 1:1 Chromebooks mirrored expensive private schools in New York City (e.g., AltSchools) and San Francisco (e.g., Khan Lab School).

To explain our curricular structure, Kairos will utilize the Summit Learning Program's marketing materials. Summit gives partner schools personalized learning brochures, student-produced videos about curricula, a parent presentation, a slide deck for parent night, research-based evidence for the model, a parent "quick reference guide", multiple videos and documents introducing parents to personalized learning, and a parent onboarding plan. Kairos will also deploy other resources, such as the Buck Institute's Building Parent Support for Project Based Learning, to communicate about project-based learning to parents.

A key goal in our messaging is to explain that at Kairos, technology does not replace teaching. 87% of parents believe technology can benefit learning, but only 33% believe schools use it to its potential.[7] Our messengers will emphasize that Kairos uses technology to *free up* teacher time for more meaningful pedagogical interactions. Messengers receive training and talking points on how model elements, such as teaching students to navigate autodidactically through curricula, support Kairos' mission, "empowering students to direct their own lives and learning."

[7] The Learning Assembly. (2016). EdTech & Learning: A Parent's Perspective.

Messenger: The proper messenger is as important as the proper message. The Executive Director is Kairos' official face, but in dozens of informational interviews, school leaders suggested that teachers, parents, and students are often more trusted emissaries. During our pre-operational year, Kairos will also work with community members (such as leaders of some of the community organizations we've engaged with) to increase our outreach capacity. Once we start building parent recruitment teams (eventually our Family Council), Kairos will ask "early adopter" parents to share our message. Every prospective parent will receive a phone call from a Kairos messenger. Whenever possible, Kairos will market the student experience—video vignettes on Facebook, personal statements, etc.

Medium: Different audiences respond to different outreach methods: town halls, community newsletters, Twitter blasts, Facebook videos, research base, flyers. Kairos will engage parents on all these fronts. When possible, Kairos will *show* our educational experience. Kairos will share videos of actual students learning in our summer pilot; we will host interactive recruitment events for parents and students to interact firsthand with the Summit Platform; and we will show exemplars of real student Projects. Kairos will also attract parents through parent workshops that align to our values, such as "promoting healthy eating" or "planning for college." While Kairos already has the community partners to organize these experiences, we will apply to 4.0 Schools' Tiny Fellowship for funding and design support with these "pop-up" engagements.

According to the Dutchtown South Community Corporation, engaging only with traditionally organized groups might limit exposure to low-income families. To ensure equal educational access, Kairos will use a host of research-based strategies to engage low-income families.[8] We are planning to partner with the Children's Education Alliance of Missouri upon sponsorship for another door-to-door campaign. We will also partner with community centers and mentoring programs (e.g., Gene Slay Girls and Boys Club) to raise awareness about Kairos as a new high-quality educational option. Finally, Kairos will recruit at elementary schools in our enrollment zone and from charters around the city that share tenets of our model. The Biome, a K-5 charter school that focuses heavily on project-based learning, has already agreed to host an information session for Kairos.

Engagement Plan

Kairos will employ a number of strategies aligned to the above principles to recruit students from a broad cross section of our enrollment zone. We have budgeted $87,000 for initial recruitment, which includes $30,000 for marketing materials and $57,000 for two full-time staff to implement the plan. Recruitment efforts will unfold over three successive phases: pre-submission, pre-sponsorship, and post-sponsorship. Each phase builds on progress and resources from the last. Specific community organizations, social-service/youth-service agencies, churches, and stakeholders are listed below. Kairos will work diligently to ensure that individuals conduct these efforts with appropriate language fluency and that translators will be available as needed.

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[8] Smrekar, C. E., & Goldring, E. B. (2009). From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138. Ch. 3

Pre-Submission (June 2017-May 2018)

To ensure that our school model responds to authentic community need, Kairos' first phase focused on soliciting parent and community input, building a network of supporters, and connecting to key community resources.

Classroom Testing
Goals: 2-4

- Initial 2015-2016 pilot in TFA classrooms →20% increase in EOC scores
- Positive parent and student feedback
- Iterate model elements (e.g., executive scaffolds)

Institutional Contact
Goals: 2, 3, 5

- First engagement with community organizations
- Explore partnership agreements

Lessons: parents prefer experiential recruitment activities; align year-round calendar to SLPS; unlikely to enroll refugee students

Canvass #1
Goals: 1-5

- 388 signatures, 76 interested in enrolling a rising 6th-grader; names, addresses, phone numbers, emails
- Evidence of demand beyond census data
- Media coverage: NPR article

Focus Groups
Goals: 2, 4, 5

- Prospects for parent recruitment teams
- Feedback on messaging (e.g., "personalized learning" not "differentiated learning")

Lessons: start school at 9 a.m.; centralize parent contact; small groups better invest parents

Results

1. Identify neighborhoods for parent constituencies
2. Determine demand and build an email list of 80+ parent contacts
3. Adjust model based on parent and community feedback
4. Test ways to message Kairos and personalized learning to families
5. Build legitimacy and presence in the community

Pre-Sponsorship (May 2018-August 2018)

Our second phase will focus on forming neighborhood parent outreach teams, creating messaging and marketing materials, launching social media, and continuing to build support within the community. Kairos will use our summer pilot to secure data and videos for future marketing as well as make inroads with an initial parent base.

Summer Pilot
Goals: 1,2,4,5,6

- 10 parent interest forms
- Data, videos, and testimonials for marketing materials
- Parent and student feedback to improve model
- 10 commitments to attend public forum

Institutional Contacts
Goals: 1, 3, 7

- 1 info sessions with community partner
- Commitments for info sessions/teach outs from at least 2 feeder school and 2 more community institutions

Brand Building
Goals: 1, 4, 7

- Launch Facebook and Twitter pages
- Begin bi-weekly newsletter with news, updates, and student vignettes
- Attract 200+ "followers" on social media

Follow-Up Meetings, Canvass #2
Goal Alignment: 1, 2, 7

- 400 signatures of support; 60 parent interest forms
- 40 commitments to attend public forum; 100 interested in future info sessions
- Reconnect with with 60% of supporters from Canvass #1

Goals

1. 60 parent interest forms
2. Maintain existing institutional partners; identify 3 feeder schools
3. 3 social media messages on each platform, targeted at different constituencies
4. Summer pilot achievement data
5. Summer pilot MESH survey data evincing executive function growth
6. 40 attendees at public forum in July/August

Post-Sponsorship (September 2018-September 2019)

Our third phase carries the resources and strategies from the first two phases towards actual recruiting with a target goal of enrolling 115 students. Kairos will present information sessions and experiential model simulations at feeder elementary schools, community organizations, local churches, etc. To leverage our supporters' social networks, Kairos will gamify student referrals by rewarding the highest recruiting teams. For each referral, parents and community members will earn points toward free Kairos "swag" (paraphernalia) and recognition in our newsletter.

Experiential Engagement
Goals: 1, 4

- 12 small, experiential info sessions in neighborhoods throughout enrollment zone
- 80% of sample lesson parents sign interest forms
- Robust digital branding materials that showcase Summit Platform

Institutional Contact
Goals: 1, 2, 4

- Kairos representative at 1 event per month for each institutional partner
- 1 large info session with civic group or feeder school per month

Parent Recruitment/Referrals
Goals: 1, 4

- Neighborhood teams hold 5 small group meetings with prospective parents
- ED and CAO attend 20 small group meetings/coffee klatches; receive 200 parent interets forms

Brand Dissemination
Goals: 1, 2, 3

- Weekly email blast to all supporters
- Bi-weekly posts on all social media
- Flyers, pamphlets, and marketing materials displayed at partner orgs
- *Optional:* take out radio ads on select stations

Goals

1. Receive 115 student applications.
   a. ~52 (45%) from middle to upper income families
   b. ~75 (65%) from low income families
2. Deliver 1 information session with >15 parents per month
3. Build a newsletter/social media following of 1000+ people
4. Recruit 4-person parent teams for target neighborhoods: Dutchtown, Tower Grove South, Southwest Dutchtown

Ongoing Recruitment Efforts

Assuming 20% attrition, Kairos must recruit 108 students for Year 2, 140 students for Year 3, and 160 students every subsequent year. Recruitment efforts going forward will mirror those from Year 3 but begin capitalizing on the power of our enrolled families and students. According to Show Me KC Schools, the most impactful way to spur parent recruitment is an in-person school visit. Visiting families will be shown around `by student volunteers from the Student Tour Guide Club.[9] These tours will be open to families at regular times during the week, and every tour will have an opportunity to speak to either the CAO or the ED. Tour guides may also join Kairos for information sessions held at their elementary alma mater. Finally, prospective families may join Kairos for Portfolio Nights or experiential Saturday field trips.

Our recruitment plan relies on resources detailed below, each of which we have already begun communicating and, to varying degrees, partnering with. These organizations will help us recruit and attract new students. Many of the same organizations are discussed in *B.6* regarding their capacity to enrich the education of already enrolled students.

[9] Show Me KC Schools. (2017). A Mixed Method Approach to Study The Parental School Choice Process in Kansas City.

Community Based Organizations and Leaders
Pre-Submission
Organizations: Thomas Dunn Learning Center (and teenagers from its Southside Youth Council), Marquette Community Center, Dutchtown South Community Corporation, Downtown Dutchtown Business District, Dutchtown Community Improvement District, Dutchtown West Neighborhood Association, Little Bit Foundation, Teach for America St. Louis, International Institute St. Louis, Gene Slay Boys and Girls Club, Children's Educational Alliance of Missouri, Saint Cecilia's and Saint Padua (through Javier Orozco), Lutheran Development Group, InspireSTL **Aldermen:** Shane Cohn, Cara Spencer, Sarah Martin, Larry Arnowitz, Beth Murphy, Megan E. Green, Dan Guenther
Pre-Sponsorship
+ Tower Grove South Neighborhood Association, Tower Grove Neighborhoods Community Development Corporation, Gravois Park Neighborhood Association, Benton Park West Neighborhood Association
Educational Supports
Pre-Submission
Northside Community School, The Biome, Lift for Life, Lafayette Preparatory, Clay Elementary, EAGLE College Preparatory, Grand Center Arts Academy, Premier Charter School, St. Louis College Prep, Hawthorn Leadership School, KIPP St. Louis, Crossroads College Prep St. Louis, New City School
Pre-Sponsorship
+ Aim High St. Louis, John Burroughs campus, Summit Learning Program, Transforming Education
Branding Materials
Pre-Submission
Zest Education, Roberto Temin (pro bono design work), Strikingly, pitch decks, printed materials, media coverage (e.g., NPR story)
Pre-Sponsorship
+ Aim High photo release forms, previous grant application language, media coverage, social media accounts, bi-weekly newsletter
Post-Sponsorship

+ Kairos Compact, media coverage, targeted advertising on social media
Outreach Resources
Pre-Submission
Contracted founding management team, Children's Education Alliance of Missouri, community volunteers, Missouri Charter Public School Association, Education Elements, Democracy Builders, Show Me KC Schools
Pre-Sponsorship
+ 4 Yale Education Studies Interns, Aim High program staff
Pre-Sponsorship
+ Family Council neighborhood parent recruitment teams

Enrollment and Lottery Policy

B.5.v: Pre-Operational Enrollment Timeline

Timeline	***Total Enrollment***	***Applications***	***Contracts offered to first...***
November, 2018	25%	29 applicants	3 employees
December 21, 2018 (first lottery)	33%	38 enrolled	4 employees
February, 2019	67%	39 applicants	8 employees (minimum required faculty)
March 6, 2019 (second lottery)	100%	77 enrolled	12 employees (full faculty)
August, 2018	Family Orientation Barbecue		

Kairos aims to bring an institutional asset to the Dutchtown community, so our lottery policy gives preference to students in our enrollment zone. Seats remaining after the lotteries are open to students in St. Louis City on a first-come, first-serve basis. Pursuant to RSMo 160.0410, Kairos will be open to enrollment for:

- all students residing in the Saint Louis Public Schools district
- non-resident students who transfer from an unaccredited district
- those eligible under the terms of judicial settlements or through urban voluntary transfer programs as defined by RSMo 167.131

Kairos will accept applicants through the Missouri Charter Public School Association's Central Application, on which families can sign up to receive updates via mobile phone or computer. Parents can access this application portal through MCPSA's website, Kairos' website, the school's front office, or their computers/phones. Upon receiving an application, Kairos will follow up to explain our enrollment process and timeline. Applications must be complete and include release records and required supporting documentation (e.g., proof of residency, immunizations). Applications received on time but incomplete due to circumstances beyond the applicant's control may be included in the lottery at the discretion of the Executive Director. Applicants may always appeal the ED's decision to the Kairos Board.

Kairos will hold two lotteries to enroll students, one on the last day of Cycle 3 inservice (the third Friday of December) and one on the first Friday of March. If the number of applicants for either lottery exceeds capacity, Kairos will enroll students randomly, with preference for eligible new students given in the following order:

1. children of faculty, staff, and Board members
2. siblings of students currently enrolled as of the lottery date
3. students from the enrollment zone, and
4. other student applicants

Kairos has established a geographic enrollment preference to increase the chances of enrolling a diverse student population reflective of demographic data outlined in *Appendix D*. If applicants exceed seat capacity, a lottery will be held. Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached. Lotteries will be randomized by computer and certified by a third-party public official or outside firm to attest to the lottery's fairness.

Additional applicants after the lottery will be added to a "waiting list," which will rank applications that were submitted during the enrollment period. Applications received after the enrollment period will be added to the bottom of the waiting list. These applicants will be identified by number and by grade.

Additional seat capacity after the second lottery will be offered on a first-come, first-serve basis to eligible students. Kairos will not discriminate—for admission or otherwise—on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, proficiency in the English language, or athletic ability. Kairos may limit admission to students within a given age group or grade level. Students will not be required to complete any test or measure for admission to Kairos.

To begin planning for our special education needs immediately, Kairos will request information about special education services on the enrollment form (*not* on the application). Within two business days of enrollment, Kairos will request academic, special needs, and discipline records (as required by RSMo 160.261) from all schools the student has attended in the last twelve months. To determine the number of at-risk students in each enrolling class, Kairos will download direct certification forms

and distribute applications for free-or-reduced-priced lunch. Enrolled families are invited to a Family Orientation Barbecue, which will include opportunities to learn more about Kairos, meet staff, and begin coordinating transportation (carpooling, walking groups, etc.). Kairos faculty will visit each admitted student's home to review our school model and sign the Kairos Compact, a parent-student-coach commitment form. If students refuse their admission, families on the waitlist will be notified and the above process repeated. It is the responsibility of waitlist parents to maintain updated contact information and emergency contacts. Contact will be attempted by phone and, if available, email; if it is not possible to reach a waitlist family directly, a message will be left on the phone and/or email. Families offered a spot off the waitlist will have 72 hours to complete the enrollment process before the opening is offered to the next student on the waitlist.

B.6: Family, Community, & Educator Involvement

Parent Engagement—Community & Higher Education Engagement
Educator and Board Member Engagement

Kairos has a rare opportunity to unite a diverse group of families and civic institutions around a common mission: empowering students to direct their own lives and learning. Kairos has built meaningful vehicles for engagement so that organizations and institutions can rally around our students. From Kairos' coaching structure to our Family Council, from Portfolio Nights to Board Advisory Committees, we facilitate participation and high-touch, two-way conversations between various stakeholders in our community. We know that strong family engagement is a powerful lever for student achievement and the key to drawing outside resources into Kairos.

Parent Engagement

Kairos believes that parents are our greatest ally in helping students achieve their educational goals. We strive to create a community in which parents are inspired and equipped to support their children and our school. Through the Family Council, parent-coach relationship, and regular communication, parents learn about and participate in their child's school experience. Kairos also provides opportunities for parents to share feedback and help improve our school. Every element of our parent engagement empowers parents to help direct their child's life and learning.

Family Council

The Family Council, comprising families of Kairos students, is led by two elected co-chairs who form volunteer committees based on parent skills and school need. Committees organize parent volunteers to rotate as teaching assistants, cultivate the Kairos school garden during a weekend cleanup drive, and help chaperone Saturday experiential field trips, etc. Volunteering helps families become more involved and connected to their child's learning and empowered to effectively shape school programs and operations.

Family Council leadership also solicits feedback from the parent community and reports concerns and ideas to the Executive Director, Chief Academic Officer, or Board of Directors in quarterly meetings.[1] Meetings of the Family Council and its committees are held at times and places that maximize parent participation. If necessary, the Family Council provides language translation and, whenever possible, coordinated child care. Using their unique insight into our parent community, the Family Council's elected co-chairs offer input each year as Kairos revises our Parent Handbook, school calendar and events, discipline policy, and Kairos Compact (a non-binding agreement that outlines shared student, parent, and faculty responsibilities for developing student academic and executive functions).

Even before applying, prospective parents are welcomed into the community by a call from a current Kairos parent in the Family Council. The Family Council calls again once parents are admitted, and then again once they enroll. New parents are invited to attend the Family Council's spring open houses, which give enrolled families an opportunity to meet each other, Kairos faculty, and current parents. Like information sessions during recruitment, these open houses have workshop

[1] The Family Council satisfies Title I, Part A requirements for parental involvement.

components to share enriching knowledge and skills (e.g., interactive presentations on back-to-school resources, the Kairos Compact, child nutrition, subject-specific curricular theory, and other topics identified by parent interest). Spring open houses lead to our August orientation barbecue, where new families are walked through minute details of our model and schedule an in-person meeting or home visit with their child's coach.

Parents and Coaches

Between the orientation barbecue and Cycle 1, coaches visit incoming families to sign the Kairos Compact. The Compact details expectations for all parties, including parents. Important parent expectations include:

- reviewing weekly updates on data and mediations; confirming review with a digital signature
- communicating cyclically with coaches and attending bicyclical meetings
- ensuring students are on-time and prepared for school each day, in appropriate uniform and with school materials (viz. Chromebook)
- sharing feedback with Kairos through parent surveys
- participating in biannual Portfolio Nights

If families miss the orientation barbecue, coaches relay any important information covered (e.g., the coach's role as the family's point-of-contact). Coaches also show parents how to access their Summit Platform account and explain the regular student data updates parents will begin receiving. This initial visits opens a coach-family dialogue that continues throughout a student's entire career at Kairos.

Once students begin attending Kairos, coaches email or text parents weekly "report cards" detailing progress along the curricular continuum (i.e., Growth Goals, Cyclical Goals, and Graduation Goals) and ownership continuum (i.e., executive scaffolds, MESH assessments, etc.) Report cards also include qualitative behavioral or mediation updates and a reminder to check student resources and assignments on their parent Platform accounts. Kairos may send students home with assignments that require them involving their parents in their education (e.g., a "parent task card" that enlists children to walk their parents through the Platform). While family contact is crucial to make parents feel like they belong in the Kairos community, our family engagement plan is also meant to ennoble parent purpose. Practical tools and actionable information empower families to actively support their child's education, aligning incentives, consequences, expectations, mindsets, and motivational messaging between school and home.

In addition to weekly data updates, coaches call parents at least once per cycle and meet in-person at least once every other cycle. Home-school connections like these position a student's family culture and perspective as an integral asset in Kairos' community. They also help children grow by engaging

families in collaborative goal setting.[2] Working with families helps coaches design executive scaffolds that respond to each student's culture and context. Parents can also share relevant information about students that impact their behavior and performance in school. Rather than informing every teacher of issues affecting their child, parents just need to tell the coach. Coaches then disseminate the information to other faculty members for whom it would be useful.

In the same way that coaches connect parents and teachers, they also connect families to services and opportunities. Coaches function as the hub between families and school, city, state, and national resources. Lists of these resources (wraparound services, scholarships, community institutions, etc.) are maintained by the MESH Team as one of the shared structures between Class Teams. We expect our coaches to work closely with social services such as Washington University's SPOT Clinic, the University of Missouri-St. Louis' Children's Advocacy Center, and Kids in the Middle. Although coaches are our primary channel of information, it is important that parents feel engaged by multiple Kairos representatives. As such, we also communicate with parents in the following ways:

Table B.6.i: Parent Communication Channels

Summit Platform Parent Portal	
(a) Student courses and course materials	All families receive a parent login at the beginning of the year.
(b) Student grades and progress	
(c) Student goals and tasks	
(d) Student reflections	
Cyclical email newsletter	
(a) Kairos updates and upcoming activities	All parent email addresses are automatically subscribed and receive this newsletter at least every other week
(b) Updates on student schedule and school experience	
(c) Student, faculty, and parent news and celebrations	
(d) Academic model and student experience	
(e) Tips and resources for parents and students	
Website (www.kairosacademies.org)	
(a) Our faculty	Accessible to the public
(b) Kairos calendar	
(c) Athletics and clubs	

[2] Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis.

(d) Parent volunteering	
(e) Parent resources	
Automated calls or texts	
(a) Unexcused absences	All parent phone numbers are automatically subscribed
(b) Unexcused tardies	
Regular automated phone calls or texts	
(a) Upcoming deadlines	All parent phone numbers automatically subscribed (opt out of non-emergencies optional)
(b) Key announcements	
(c) Academic updates	
Ad hoc postal mailings and emails	
(a) Academic performance updates (MAP scores, progress reports, etc.)	All families receive these mailings and emails
(b) Important forms to complete	
(c) Copy of Kairos Compact and upcoming school year information and required forms	
Digital climate surveys	
(a) Parent feedback is solicited each cycle	All families

Policies

Grievances: Students and parents have the right and responsibility to express school-related concerns to the faculty and school leadership. Kairos assures students and parents the opportunity for an orderly presentation and timely review of these concerns. Our faculty make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority. Levels of authority vary by type of grievance:

- Coaches: curricular Growth Goal, executive scaffold, and IEPs
- Mediation Committee: disciplinary adjudication and penalties
- Chief Academic Officer or Executive Director: policies, procedures, administration, and other unresolved school-related concerns
- Kairos Board Appeals Committee: appeals

If a parent feels a complaint was not appropriately addressed at the school level, he or she may provide a letter to the Kairos Board President via the front office manager or direct mail

to the school's address. This letter should include the complainant's and his or her student's name, the complainant's contact information (address and phone number), a description of the complaint, and a description of the school's actions upon initially raising the complaint. The Family Council helps parents lodge formal grievances, and if desired, can deliver the grievance letter.

Appeals are heard by the Kairos Board Appeals Committee, which makes a recommendation on the complaint to the full Kairos Board. The Board renders all final decisions regarding complaints. Any faculty or staff member shall have the authority to table meetings considered unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

Public Inspection: Parents of students who attend or have attended Kairos have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to errors or omissions. Kairos will adopt procedures for the granting these parental requests within a reasonable period, but in no case more than forty five days after the request is made. For a request by military recruiters or an institution of higher learning, Kairos provides students' names, addresses, and telephone listings. Parents are notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters are provided the same access to students as Kairos gives to institutions of higher learning.

As required by Missouri statutes, Kairos makes available for public inspection and provides upon request to parents of any school-age pupil in St. Louis City the following information:

1) Kairos' charter
2) Kairos' most recent annual report card published according to section 160.522
3) The results of background checks on Kairos board members
4) Kairos' most recent annual audit

Parent Rights: Kairos provides annual notice to parents and students of the rights enumerated in the Family Educational Rights and Privacy Act (FERPA). FERPA gives parents and students over eighteen years of age ("eligible students") certain rights with respect to the student's information and education records. Student directory information is restricted, in accordance with FERPA, to name, address, date and place of birth, photograph, telephone number, email, sports and activities, field of study, honors and awards received, height and weight, enrollment, dates of attendance, most recent school attended, and grade level. This information is considered public unless a parent or student over the age of 18 declines to have the information listed in a directory and released by the school district. Additional parent and eligible student rights include:

1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents of eligible students should

submit a written request that identifies the record(s) they wish to inspect to their child's coach or, if no longer on staff, the Chief Academic Officer. Kairos school officials arrange for access to the record(s) and notify the parent or eligible student of the time and place where they may be inspected.

2) The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Requests for amendments should be written to the previously contacted school official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school notifies the parent or eligible student of the decision and advises them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures are provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to individuals with a legitimate need to review an education record in order to fulfill their professional responsibility, including disclosure to: a school official (including employees and medical staff or law enforcement personnel); a person serving on the Kairos Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student on an official committee, such as a disciplinary or appeals committee, or assisting a school official performing their tasks; or an attorney from the Department of Law with a legitimate educational interest. Upon request, the school can also disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. Since Kairos shares in our annual notification that we forward records upon authorized request, we are exempted from the FERPA requirement to contact parents and eligible students each time we receive a records request.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Supervision: Kairos encourages parents and community members to attend school events (e.g., Portfolio Nights) and help chaperone Saturday experiential field trips. However, no child is ever left unsupervised with an adult not employed by Kairos *unless* that adult has completed an application for the position and been cleared by a satisfactory check for criminal and child-abuse/child-neglect records.

Community & Higher Education Engagement

Kairos has established city, state, and national partnerships to connect our families and students to world-class educational resources (q.v. *Appendix L*). We will continue developing, expanding, and leveraging these institutional assets going forward. All relationships were initiated by Kairos' co-founders, and our co-founders will continue managing those relationships under Board oversight during pre-operation. Once open, relationships will be managed by Kairos' Executive Director and Chief Operating Officer with the input of other faculty as expedient.

Model Development and Iteration

Aim High: Aim High is an academic summer school for low-income students in St. Louis. Kairos is partnering with Aim High to pilot our Summer Pilot in 2018. While we have already tested elements of our model in our founders' classrooms, the Summer Pilot will be our first data from the holistic Kairos model (e.g., Summit curricula, ownership continuum, etc.) Kairos will adjust our model based on results from the pilot. Aim High has agreed to provide space, students, and salaries for the pilot. Since Aim High also recruits from the 63111, 63116, and 63118 zip codes, the Summer Pilot is one part of our pre-sponsorship student recruitment plan.

Summit Learning Program: Kairos' design team has consulted with the CEO and Founder of Summit Public Schools (Diane Tavenner) and is working with a Summit Learning Program mentor (Patricia Suquilanda) to pilot a new year zero pre-adoption partnership model. The founding management team will oversee implementation of Summit's curricula in consultation with the Summit Learning Program.

Curricula & Instructor Suppliers

Summit Learning Platform: Summit is providing our learning management system, personalized learning curriculum, and assessments. Summit assessments incorporate both online resources and in-house tests/rubrics for content knowledge (aligned to MLS and NGSS), cognitive skills (validated by Stanford's SCALE lab), and contextual application projects (in collaboration with the Buck Institute). Kairos has been in communication with Ross Lipstein, Summit Learning's Senior Director of Research, to support our experimental design of the Summit curricula during the Kairos Summer Pilot.

The Gephardt Institute: The Gephardt Institute has agreed to work with Kairos upon sponsorship to connect us with Washington University student groups interested in educational equity. Many of these groups already provide the kind of tutoring and programming that Kairos plans to build into our teaching assistant and extracurricular club programs. Kairos has met with Cara Johnson, the Gephardt Institute's Assistant Director for Student Engagement & Service, who advised we initiate conversations with Washington University clubs next year after they have selected their 2018-2019 leaders. While Kairos' COO maintains relationships with volunteer groups (e.g., Washington University clubs), Department Chairs coordinate training for teaching assistants and the Extracurricular Committee coordinates groups that work with students in extracurricular capacities.

MySci: MySci, pat of Washington University's Institute for School Partnerships, has a free STEM lending library. MySci also provides curricula and PD for robotics and computer science coursework. Kairos has met with Rachel Ruggirello, Associate Director of MySci, and will continue exploring free and purchased options once sponsored.

Intersect Arts and COCA: Both of these organizations can provide trained, freelance artists for Kairos' rotational resident artist model. They have also offered to host Saturday experiential learning trips. Kairos has relationships with Abby Crawford, COCA's Director of Education and School Partnerships, and Sarah Bernhardt, Intersect Arts' Founder and Program Manager.

Student Recruitment

CEAM: The Children's Educational Alliance of Missouri specializes in parent outreach and choice advocacy. Kairos has already partnered with their "CEAM Team" for our first neighborhood canvass (q.v. *B.5*). We are in the process of planning a second parent outreach and canvass campaign for Summer 2019.

DSCC: The Dutchtown South Community Corporation has and will continue to advise Kairos on community organizing and outreach in the Dutchtown neighborhood. Kairos has worked with two consecutive DSCC Executive Directors at the organization, Alex Ihnen and Amanda Colon-Smith. Kairos has been invited to present at DSCC's Community Empowerment Committee meetings this summer.

Thomas Dunn Learning Center: The Thomas Dunn Learning Center (TDLC) is an educational community and afterschool center in Dutchtown that holds GED, parent education, financial literacy, and arts classes. Kairos has attended events at TDLC for the past year to gauge family support and meet the community. We have also met with Executive Director Paula Gaertner, who connected Kairos to TDLC's Southside Youth Council. As part of our pre-sponsorship community engagement plan, Kairos will meet with the Youth Council and attend other summer camp events at TDLC to share information with prospective families. TDLC has also offered to host Kairos for information sessions and experiential recruitment workshops in Fall 2019 (q.v. *Appendix L*).

Marquette Recreation Center: Many Dutchtown parents and families frequent the Marquette Recreation Center pool in the summer. Marquette's Supervisor, Willie Ash, has offered to host Kairos at their summer parties and other events so that we can share our school vision with prospective families. Kairos has also been invited to present at Marquette community meetings this summer. We plan to build on successful parent contacts during this phase of our engagement plan to use Marquette facilities for recruitment activities next fall.

The Biome: The Biome is a St. Louis charter elementary school that focuses on project-based learning. Bill Kent, Executive Director of The Biome, has offered to let Kairos host info sessions to recruit graduates of The Biome into a philosophically-aligned middle school.

Yale University: Through the Yale Education Studies program, Kairos has recruited four Yale-funded interns for Summer 2018 (May 29-Aug 3). During the Kairos Summer Fellowship, interns will launch our social media platform and newsletter, create videos and marketing materials from our summer pilot, and coordinate with CEAM to execute a second neighborhood canvass. In the future, we expect to continue recruiting funded interns from Yale and potentially Washington University to assist with other efforts.

Facilities

Fox Architects: Fox Architects, a St. Louis firm with education design expertise, has helped Kairos assess facility options and craft a space vision. Kairos will continue to collaborate with Adnan Omeragic (who grew up in our enrollment zone)and Elise Novak at Fox Architects to evaluate final facilities options and renovation plans in alignment with our untraditional coworking design.

Enrichment Programming

Gene Slay's Girls and Boys Club: For almost a century, the Gene Slay's Girls and Boys Club has been working to "empower boys and girls… especially those who need us most, to realize their physical, intellectual, and emotional potential." Kairos has met with Prescott Benson and Bob Puricelli, the organization's Executive Director and Director of Development. Both support

Kairos moving into the Dutchtown neighborhood and have offered to coordinate enrichment programming during intersession breaks.

Marquette Recreation Center: The Marquette Recreation Center is St. Louis Parks Division facility that provides inclusive educational enrichment to children and adults in Dutchtown. They offer basketball, swimming, youth football, dance, boxing, cooking classes, arts and crafts, and other educational activities for free to city residents. Marquette has offered to support Kairos gym courses and extracurriculars by sharing facilities, collaborating for activities, and connecting us to resident athletes—programming and volunteer infrastructure already developed in their organization. Furthermore, Marquette has agreed to offer free enrichment camps and childcare supervision for Kairos students during their two-week intersession breaks.

St. Louis College Prep: SCP is a St. Louis charter school with a similar year-round calendar. SCP's Executive Director, Mike Malone, has expressed interest in coordinating enrichment programming during overlapping intersession breaks.

High Mountain Institute: Kairos has been in discussion with Ray McGaughey, Director of Admissions at High Mountain Institute, regarding student scholarships for their academic and wilderness study-away program for high-school juniors and seniors. The High Mountain Institute is a fully-accredited independent school that offers a single semester of place-based academics and wilderness expeditions in Leadville, Colorado. Ray has suggested capacity to fund one Kairos high school student per term for their program.

Kairos works with community organizations to secure externships and enrichment programming during our students' two-week breaks. Faculty likewise collaborate with local proprietors and organizations to align Projects with community needs. In this role, our community partners act as both clients and mentors for student work. While Projects are standard coursework, we expect some extracurricular clubs to serve community needs as well (e.g., charity runs, clothing drives, etc.). Given the deep and sustained interaction between community partners and Kairos students (especially high school students), all of our partners and community affiliates are invited to Portfolio Nights. From Board members to community members, Portfolio Nights allows everyone who supports Kairos' mission to celebrate the learning and work from our students' Projects, externships, and extracurriculars.

Educator and Board Member Engagement

In our distributed leadership model, faculty serve as teachers, coaches, and in a third leadership role. Often, that leadership role means working as part of an administrative or operational management committee. There are two types of Committee Teams: standing committees and *ad hoc* committees. Standing committees fulfill perpetual community functions. The Mediation Committee, for instance, coordinates student-teacher mediation teams; the Extracurricular Committee administers room reservations, approves funding requests, and oversees other aspects of extracurricular life; and the

House Committee arranges experiential learning trips, house symposia, and positive incentives. As needed, the CAO or ED can also form special *ad hoc* committees to execute or advise on school initiatives. Committee Chairs often invite other stakeholders—Family Council members, community partners, students, etc.—to advise on their decision process, especially when decisions affect these constituents. Faculty who do not serve on committees function as team managers (e.g., Department Chairs, Class Chairs, etc.). These educators take ownership for staffing and programmatic decisions within core school domains (e.g., development and growth of an entire subject area or age cohort). This involvement connects faculty to the school's broader community—faculty collaborate with partners on committees, meet with parents as coaches, and see the results on academic performance firsthand as they teach students.

Similarly, the Kairos Board is embedded with our stakeholders. Four Board members currently live in our enrollment zone, and one grew up in the Dutchtown neighborhood. To maintain our close contact with the community, the Kairos Board hears from Presidents of the Family Council, High School Student Council, and Middle Student Council every quarter. Board members also enter school forums directly, attending Portfolio Nights and, when invited, Family Council meetings. Finally, Board members visit Kairos during regular operating hours at least once per year to speak with faculty and parents.

Board Advisory Committees institutionalize this contact, culling members from key community organizations, the Family Council, and faculty to advise the Board on key decisions. As a Board, we expect each other to go beyond duties of mere oversight—disciplinary hearings, formal complaints, parent appeals, etc.—to engage directly with parents, families, and community partners. Working with the Executive Director, the Board solicits input through annual climate surveys from every group of Kairos stakeholders (faculty, parents, etc.) Furthermore, we expect each Board member to enhance our institutional standing in the broader educational sphere by attending community functions and events held by our organizational partners.

C.1: Budget

Budget Model—Contingency Plans—Pre-Operational Finances

Kairos' financial strategy is driven by our academic priorities: personalized and project-based learning, individualized coaching, and student autonomy. The projected five-year budget and statements of cash flow in *Appendix M* demonstrate Kairos' ability to achieve these priorities while growing. As represented in the first-year cash flow, Kairos' fiscal year begins July 1st and ends June 30th. Kairos has compared our budgets to the median and quartile ranges of every St. Louis charter school on a per ADA basis (q.v. *Appendix O*).[1] Comparisons below reference that data.

In addition to resources provided by the Missouri Department of Elementary and Secondary Education (DESE), Kairos developed our budget in consultation with Doug Thaman at the Missouri Charter Public School Association, Paul Greenwood at EdOps, and Ryan Brennan at Citizens of the World—Kansas City. The resulting analyses are a good-faith estimate of the startup revenues and expenses necessary to realize our educational and organizational plans. Our analysis and budget assumptions are further detailed in *Appendix N*.

Budget Model

Kairos' budget shows our capacity to scale instructional and support staff, building and executive administration, and facilities and service costs for Years 1-5. Kairos spends more proportionately on our academic program than many St. Louis peer schools, putting money directly behind our mission of empowering students. We relied on conservative budgetary estimates to ensure continued financial solvency. In addition, although we expect to receive grants and donations, our budget *does not* include them during operational years. Nor do we assume any increases in per-ADA federal, state, or local revenue. The budget does, however, include fundraising assumptions to cover pre-operational expenses.

Kairos' annual enrollment totals drive both revenues and costs. As discussed in *B.5*, Kairos will enroll 115 students in Year 1 and 100 students for each class thereafter.[2] Based on the high transience of our enrollment zone (q.v. *Appx.D.xix*), Kairos projects 20% student attrition annually (i.e., Cycle 1-Cycle 7). To compensate for this attrition, Kairos backfills to full capacity from 6th-9th grade. The budget maintains an average reserve fund of 13.77% per annum (minimum 5% in Year 2, maximum 19% in Years 3 and 5).

Revenues

To safeguard organizational continuity, we have conservatively projected revenues using a foundation formula funding of $8,250 per WADA (including Classroom Trust Fund dollars for Years 2-5 and before our 1.5% sponsor fee per 160.400.11), which is lower than the $8,346.98 afforded to

[1] Department of Elementary and Secondary Education (DESE). (2017). FY17 Annual Secretary of the Board Reports (ASBR).

[2] Kairos recruits additional students in Year 1, when we have the lowest student-faculty ratio, the highest student-space ratio, and the tightest budget.

St. Louis charter schools in FY18.[3] After Year 1, the budget includes revenues from Proposition C funding at $975 per prior-year WADA—$10 less per WADA than DESE's 2017-2018 funding.

Based on nearby Dutchtown schools and demographic data, Kairos projects a Limited English Proficiency (LEP) population of 10%, a special education population (IEP) population of 15%, and a Free-and-Reduced-Price Lunch (FRPL) population of 65%.[4] Federal funding for the IDEA Part B, Title I, and Title II were calculated using a weighted average of peer- and near-school per-pupil funding. The National School Lunch Program, School Breakfast Program, and After School Snack Program were all calculated based on the most recent reimbursement rates, and food service was expensed at 5% above projected revenues.[5]

Kairos' total revenue (Federal, State, and Local) per ADA in Year 1 ($11,019) puts us in the bottom quartile of St. Louis charter schools—17.9% lower than the median revenue per ADA ($13,428).[6] Likewise, our 5-year-average revenue per ADA ($11,587) is 13.7% lower than the city median, and state and federal revenues fall 2.3% and 17.8% below the city median respectively.

Expenses

Kairos' administrative and technological efficiencies allow us to prioritize funding for student-facing instruction. Increasing technology expenses, for example, allows us to decrease the variable costs of supplies and services. Students take notes and share work digitally instead of using expensive physical materials (e.g., printing). Similarly, the Summit Learning Platform and online services incorporated therein (q.v. *Appendix A*) replace physical textbooks with high-quality free digital curricula. With English coursework specifically, e-books can save 60% or more over physical counterparts; they also facilitate learning, enabling students to carry infinite libraries in their backpacks and immediately retrieve unknown words or background information.

Delivering portions of direct instruction through technology gives faculty time to focus on other responsibilities. In our distributed leadership model, faculty do not just teach and coach; they also lead in one or more operational and administrative capacities (q.v. *B.3*). Distributing leadership roles significantly reduces administrative overhead. Our 5-year-average administrative expense (Executive and Building) is 16.4% lower than the city median.

To recruit exceptional faculty for these positions, Kairos offers leading opportunities for autonomy, professional growth, and compensation. Our median starting salary is $55,000, and no new faculty member earns less than $45,000 per year. Salaries scale by 5-10% per annum (depending on

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[3] DESE. (2017). February, 2017 Payment Transmittal Calculations.

[4] The "WADA" Sheet in Appendix M details weighted average daily attendance (WADA) projections according to the most recent DESE weighting guidelines (36.12% for FRPL, 12.16% for IEP, and 1.94% LEP). (DESE. (2017). April 2017 School Finance Newsletter.)

[5] DESE. (Retrieved 2018, May 1). Reimbursement Rates for Food & Nutrition Services.

[6] As discussed in *A.4*, Kairos offers 1092 hours (147 days) of regular school, 288 hours of before and after school remediation, and 280 hours (35 days) of Extended Term. Before/after school- and Extended Term-ADA only include only those students who qualify for remediation or participate in enrichment programming per RSMo 167.645.4.

position). By Year 5, our median staff salary is $60,168 (q.v. *Appendix M*). At St. Louis Public Schools, by comparison, the base starting salary is $39,015 and the median faculty salary is $43,152.[7, 8] Our compensation is competitive even among other St. Louis charter schools, where the median staff salary is $41,878.[9] To accommodate the financial realities of a startup, Kairos asks its founding faculty to accept reduced leadership role stipends in Year 1. Even so, no faculty member earns less than $42,500 in Year 1—$3,485 *more* than SLPS' starting salary and $622 more than the *median* St. Louis charter school salary. To justly compensate those founding faculty, Kairos returns the reduction as a bonus (median $7,500) to staff who return in Year 2.

C.1.i 2017 Median Salary by LEA

LEA	***Median Salary***
Kairos (Year 5)	$60,168
Kairos (Year 1)	$55,000
The Biome	$50,000
North Side Comm.	$45,000
Hawthorn	$44,500
Grand Center Arts	$43,138
Carondelet	$42,844
Lafayette	$42,642
KIPP STL	$42,500
SLPS	$41,878
SLLIS	$40,974
Premier	$40,343
City Garden	$38,530
Eagle	$38,250
Gateway Arts	$38,197

(DESE Missouri Comprehensive Data System, 2017 District Faculty Information)

Kairos' staffing schedule secures students a student-faculty ratio of 9.58:1 in Year 1, which stabilizes at 9.3:1 at full staff in Year 7. This uncommonly low ratio makes possible individualized coaching—a core model component—and as such, Kairos spends an average of 12.8% more than the city median on instruction. To ensure this investment reaches all students, we budget 40.4% more than the median St. Louis charter school for special education expenses.

[7] St. Louis Public Schools. (2017). 2016-2017 Teacher Salary Scale.
[8] St. Louis Post-Dispatch. (Retrieved 2018, May 1). St. Louis City Schools Pay By Job Category.
[9] Ibid.

Kairos plans to incubate in a rental space for Years 1-3, with Operation of Plant costs scaling over time as student population grows. We project these costs will never exceed 12% of total expenditures (5.4% less than the city median because we plan to rent in Years 1-3). To purchase and renovate a permanent building in Year 3, Kairos has assumed a standard loan from the Illinois Facilities Fund (IFF): $2,000,000 at an interest rate of 6%, amortized at $205,926 per year over 15 years (q.v. *Appendix L*).

Contingency Plans

To prevent against a financial shortfall, the Board and school management work diligently to stay abreast of state and national policies, enrollment fluctuations, and special education revenues and costs. Each month, the Executive Director prepares a financial report in consultation with EdOps. First and foremost, Kairos prioritizes fidelity to mission. As such, all contingencies scale our spending to maintain approximately the same ratio of spending in instruction and technology.

To guard against serious shifts in anticipated revenues or expenditures, the Chief Operating Officer monitors the budget daily and, if necessary, advises the ED on swift corrective actions. These actions may include:

- Renegotiating contracted services or seeking new providers;
- Modifying our facilities plans to save on long term-costs;
- Adjusting school staffing in accordance with the below; and
- Seeking a line of credit with our banking institution (currently PNC) to cover temporary cash-flow shortfalls.

Kairos has provided a hiring schedule contingent on student enrollment for each year (qv *B.4*). Kairos will only hire new faculty once the requisite number of students enroll. Approximately 10 additional students are necessary to hire each additional faculty member. In Year 1, Kairos must enroll 67 students (58% of projected enrollment) in order to function as a school: the ED, CAO, and all 5 Department Chairs. This worst-case scenario enrollment still maintains a student-staff ratio of 8.3 and accounts for one SPED-certified faculty member.

To remain conservative, we have excluded fundraising from our five-year budgets. However, Kairos has begun and will continue seeking support from current and prospective funders to safeguard our LEA's long-term financial health. Kairos' fundraising plan will be developed and tailored by the ED to enrich the academic and operational foundation of the school. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation.

Pre-Operational Finances

Kairos has spent the past 12 months laying the foundation for a pre-operational fundraising campaign. To assure investors, Kairos innovates strategically on a foundation of proven best practices. Our model is based on high-performing schools throughout the country, and we rely on curricular and operational services from partners with proven track records (e.g., Summit Learning Program, EdOps, etc.). With the support and reputation of these partners, Kairos has secured $50,724 in donations from The William T. Kemper Foundation, The Opportunity Trust (launched recently by Eric Scroggins), and individual donors, which we've used to demonstrate fundraising capacity to other national and local funders. Kairos has used these funds to secure proofs of concept requested by national donors: a sponsored charter application and qualitative/quantitative evidence for the model from a pilot. Kairos will use vignettes, videos, photos, written statements, and parent testimony from our Summer Pilot to pitch these investors and fuel our social media campaign.[10]

Local Fundraising

The Opportunity Trust ($100,000): The Opportunity Trust is a local educational advocacy, research, and school support organization with the mission of incubating diverse, high-quality school models that prepare students for choice-filled lives in the 21st-century economy. During our design phase, Kairos has worked closely with Eric Scroggins, The Opportunity Trust's Executive Director and Teach For America's former Executive Vice President of Growth, Development, and Partnership. The Opportunity Trust has already contributed $25,000 to support Kairos' charter application and has committed another $100,000 to Kairos upon sponsorship as a planning grant. The Opportunity Trust also proposed supporting Kairos through a launch grant of $500,000 over its first three years of operation.

Kemper Foundation ($100,000 matching campaign, $200,000 total): The William T. Kemper Foundation has already given $25,000 to support Kairos' Summer Pilot and charter application. During meetings with John Kemper and Jenny Hoelzer, Kairos discussed a potential $100,000 matching campaign pending successful authorization and Summer Pilot data. Per Eric Scroggins, a challenge grant like that would mobilize other local donors. Maxine Clark, a well-known educational philanthropist in St. Louis, donated funds to support the very first iteration of Kairos' model in our founders' Teach For America classrooms. Kairos plans to approach her and other local donors to pursue this matching campaign.

World Wide Technologies ($54,500 in-kind donation): Aaron Jackson, a founding board member and technology management consultant at World Wide Technologies, is working with World Wide Technology's corporate foundation to fund our Chromebooks, projectors, and charging carts for Year 1. World Wide Technologies cannot commit before we receive our state authorized charter, but Kairos will continue engaging them with updates regarding our Summer Pilot and sponsorship.

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[10] Color Arts, our space design consultant, has agreed to design fundraising materials for Kairos *pro bono* (q.v. *Appendix L*).

National Fundraising

Teach For America Social Innovation Award ($100,000): The Social Innovation Award is an annual competition that grants seed funding and professional coaching for budding alumni entrepreneurs. The grant focuses on organizations who are expanding opportunities for students in low-income communities and addressing the root causes of educational inequity. Kairos made it to Round 2 of the application this year and plans to apply next January. Most eventual grantees do not win their first year applying.

NewSchools Venture Fund ($250,000): NewSchools Invent is a planning grant to support teams of educators who want to launch new, innovative schools "that prepare young people to achieve their most ambitious dreams and plans."[11] Although NewSchools primarily funds charter schools before they apply for sponsorship, they also support sponsored charter schools during pre-operation. Derrick Johnson, an Associate Partner on NewSchool's Innovative Schools Team, encouraged Kairos to solicit this post-sponsorship support. After reviewing our model and speaking with our co-founders several times, Derrick is "excited" about Kairos' vision for an intentionally diverse, personalized learning charter school in St. Louis.

Charter School Growth Fund ($250,000): The Charter School Growth Fund (CSGF) invests in new, innovative personalized learning schools as part of its Next Generation Schools Portfolio. CSGF chooses schools to award and is not open to applications. Kairos has spoken with Ian Connell, CSGF's Next Gen Portfolio Lead, Eric Chan, a CSGF Partner, and their team several times by phone and in-person. After meeting in person, Eric indicated that Kairos would be a strong candidate for funding once we receive sponsorship and demonstrate proof of concept with the Kairos Summer Pilot.

4.0 Schools Tiny Fellowship ($10,000): 4.0 Schools offers financial and design support for parent and student engagement pop-ups. Kairos was waitlisted after applying this year and encouraged to re-apply for our proper pre-operational year. We have applied to join next fall's cohort, and our application is currently under review. Kairos has spoken with Matt Candler, 4.0 Schools' Founder and CEO, who indicated that Kairos' parent outreach and student recruitment plans were strong candidates for the Tiny Fellowship.

Walton Foundation Innovative Schools Grant ($325,000): The Walton Foundation is piloting an Innovative School Startup Grant to provide funding for education entrepreneurs seeking to open innovative schools to serve high-needs populations. This RFP is open to all schools—district, charter, and private—across all geographies outside of WFF's 13 focus cities. Kairos has passed Round 2 of the grant review process and completed our Round 3 interview.

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[11] NewSchools Venture Fund. (Retrieved 2018, May 1). NewSchools Invent.

Federal Charter School Program Grant ($350,000): Although Kairos has not included Federal Charter School Program Grants in our budget, we have registered with the USDOE's SAM and been granted a DUNS (080902277). Kairos will apply for any available CSP grants during pre-operation. On April 30th, Kairos applied to the 2019 CSP "Grants to Charter School Developers for the Opening of New Charter Schools" (CFDA numbers 84.282B). The maximum single allotment for that grant is $1,250,000. Kairos requested $350,000.

In addition to institutional funding, Kairos has prepared to receive passive and active crowd-sourced funding. Kairos has already received hundreds of dollars in donations through accounts with AmazonSmile, the PayPal Giving Fund, and Ebay for Charity, and small donations through our website. Kairos' 2018 summer interns (funded by Yale University) will use our Google Analytics account to maximize SEO presence and broaden the reach of our marketing. Interns will also help us launch social media pages, further increase web exposure and engaging potential supporters. Kairos plans to capitalize on its grassroots story by founding a Young Friends Board of committed educators and community members. Once sponsored, Kairos will mine our co-founders' networks within Teach For America St. Louis, the Yale Alumni Club of St. Louis, and the Washington University Young Alumni for support. Beyond monetary donations, our Young Friends Board will organize high-energy 20- and 30-year-olds to canvass Dutchtown for students, volunteer as teaching assistants, and spread word of Kairos around the St. Louis community. Kairos has already received an offer from a key supporter to host a post-sponsorship fundraiser. If Kairos chooses to host a more formal gala during our pre-operational year, we will rely on the professional fundraising and event coordinating experience of our Board Treasurer, Erin Urban.

Pre-Operational Expenses

Financial statements for Kairos' pre-operational period, listed as Year 0 on Kairos' 5-Year Budget Sheet and detailed in the Pre-Operating Cash Flow sheet (q.v. *Appendix M*), represent a good-faith estimate of the $354,530 in expenses and $398,950 in revenues expected during our pre-operational year (budgeting for a 12.5% cushion). Pre-operating expenditures include facility, operations, and technology ($266,890), human resources ($57,640), and recruitment ($30,000). For a complete breakdown of expenses, see *Appendix N*. After surplus fundraising from the past year ($15,694) and in-kind donations, Kairos plans to raise $344,450 during our pre-operational year.

Kairos has spent the past year building relationships with many prospective funders and in-kind donors, both local and national, in order to maximize our ability to cover these costs on grants alone. Kairos' founding management team has also offered to forgo salary during pre-operations, if necessary, as they did for the first half of this past year. Kairos would also consider taking a loan to cover additional costs, if circumstances make such a liability prudent.

C.2: Financial Management

Budget—Policies, Systems, and Procedures—Insurance

Kairos Academies (Kairos) is registered as a Missouri nonprofit, operating within regulations outlined in RSMo 355.001. To abide by fiscal best practices, Kairos will adopt the Missouri Charter Public School Association's financial management policies, which align to state and federal requirements (including ESSA). These policies provide procedures and guidelines for:

- Board Resolution Adoption
- Bank Procedures
- Designation of Financial Institution
- Cash Management
- School Accounting System
- Audit and Financial Statements
- Conflict of Interest Questionnaire
- Payroll Policy
- Federal Fiscal Compliance
- Capital Assets Accounting
- State Tax Sources
- State and Federal Projects
- Borrowed Funds
- Bonded Indebtedness

If necessary, the Board will review and modify said policies to ensure fiscal practices accord with Kairos' mission while staying within the law. Kairos intends to contract with a financial services provider as needed. This provider will review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the school's administrative staff. As noted in *B.3* and referenced below, Kairos will contract with a financial services provider once operational. That provider will support the ED and COO's financial management, as well as help develop and review Kairos' financial policies manual and employee handbook. Kairos has consulted Paul Greenwood at EdOps for the past year to design a sound budget and financial management plan. The Board is considering retaining EdOps' services once operational and would only choose another financial services provider who can offer support of similar quality at a better value for the school. While that determination is still pending until sponsorship, we refer to EdOps as our service provider for convenience in the application.

Finalized financial policies will be presented by the Board Finance Committee at least 9 months before opening and adopted by the full Board at least 6 months before opening. These policies will be consistent with Kairos' fiduciary responsibility for public funds and include necessary fiscal controls, cash management, purchasing plans, and investment standards for political subdivisions. Although not comprehensive, the following details highlight important features of Kairos' financial management plan.

Budget

Kairos will operate as an independent LEA with a fiscal year ending on August 31st (after the conclusion of Cycle 6). The ED is responsible for overseeing, managing, and developing school budgets. Throughout that process, the ED solicits input and support from the Executive Team (COO and CAO), EdOps, and, as appropriate, other faculty, stakeholders, and advisors. At least two months prior to the close of the fiscal year, the ED submits a draft annual budget and statement of cash flows to the Board Finance Committee for consideration. The Board Finance Committee works with the ED to finalize a detailed budget and statement of cash flows for presentation to the full Board. One

month prior to the close of the fiscal year, the Board meets to review and approve the proposed budget and statement of cash flows. The Board Secretary records this approval for review during the annual audit process.

During our pre-operational year, the ED begins drafting a prospective budget for approval by February 1. This relatively early date, recommended by EdOps, enables the school to begin considering key hires for Year 1 early in the recruiting season. EdOps then helps the school revise its initial budget based on actual funding levels once confirmed by DESE. The ED, in consultation with the COO and EdOps, ensures that Kairos follows a budgeting process consistent with Federal and Missouri statutes, State Board of Education Rules and Regulations, and State Accounting Codes as outlined by the Missouri Financial Accounting Manual. Each month, the ED presents the Board Finance Committee with balance sheets and statements of activity; the Treasurer then presents a summary financial report to the full Board.

The Board will adopt a procurement policy that complies with federal guidelines relating to public schools. No purchase shall be made unless the goods or services purchased are reflected in the Kairos budget. If unexpected costs do arise beyond budgeted categories, the ED and the COO review the budget and make a recommendation to the Board Finance Committee regarding how best to address the expense. After committee review and approval, the budget modification must then be approved by the full Board of Directors. The Board Finance Committee will develop a policy for handling emergency situations, and a small emergency fund will be included in the budget.

Policies, Systems, and Procedures

Consistent with our fiduciary responsibility for public funds, Kairos is operated according to a system of internal controls, developed in conjunction with EdOps, which includes the segregation of appropriate financial duties.

Internal Controls

Restricted access: Only authorized personnel have access to valuable and moveable assets.

Financial data security: Accounting software is accessible only to the ED and EdOps (or another contracted financial services provider). Individual usernames and passwords are issued for each user, and users' functionality and access is limited according to their role within Kairos.

Document control: Accounting system documents are initialed and dated upon recording.

Records retention: Records are maintained as long as required by IRS regulations, federal grant requirements, audit requirements, and, if applicable, other legal needs.

Processing controls: These controls identify errors *before* they are posted to the general ledger. Common processing controls include (i) source document matching, (ii) clerical accuracy of documents, and (iii) general ledger account code checking.

Reconciliation controls: These controls identify errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

Cash Flow

Petty Cash: Petty cash is maintained in a locked box in the COO's office in an amount not to exceed $500. All disbursements from petty cash are documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash are remitted to the COO's office as soon as practicable. Petty cash funds is not used to cash checks.

Deposits: All cash transactions are recorded in writing, signed, and dated by the ED or their designee who has the authority to receive cash on behalf of Kairos. Distinct from cash receipt, the COO is responsible for depositing cash in Kairos' bank account. Deposits are made within a week of cash receipt. Undeposited cash are kept on school premises in a secure location with limited access. A copy of the validated deposit slip is returned to Kairos within one business day of the deposit. Checks received are endorsed "for deposit only," and deposits are made weekly by someone other than the person who prepared the deposit. Like cash, undeposited checks are kept on school premises in a secure location with limited access.

Expenditures: As a general rule, cash is not used to make purchases except for small outlays from petty cash. School checks are not made payable to "Cash". Only the Board President, Board Treasurer, ED, CAO, and COO are authorized to sign checks or credit card receipts on behalf of Kairos. Online invoice processing, payment, and payroll with EdOps minimizes check and credit card expenses. All expenditures are documented and accounted for by daily receipts. Any authorized check or credit card receipt for over $5,000 drafted on Kairos' designated bank account must be signed by both the ED and the Board Chair. Each check must be completed in its entirety before being signed by either party. EdOps will set up the school's online accounts payable platform designed to maximize efficiency around invoice processing and archiving. EdOps will lead setup and implementation of the financial system, provide training to staff, and update the system with new vendors as they are chosen.

External Checks

Conflict of interest: The COO, ED, CAO and Board of Directors complete a conflict-of-interest questionnaire annually to determine any conflicts of interest as defined by Missouri law. The Board will also adopt a conflict of interest policy, as outlined in *B.1*. No transaction which constitutes a legal conflict of interest is completed. EdOps provides procurement support

and manages all requests for proposal when contracting with external vendors, including food service, transportation, insurance, janitorial services, technology, and student information systems.

Audit: Kairos' books and accounts are audited annually by an independent certified public accountant in conformance with the Generally Accepted Accounting Principles (GAAP). The Board, with input from the Executive Director, selects the auditing firm, which in turn reports directly to the Board. The audit is made public pursuant to RSMo 165.121 and included in the Annual Secretary of the Board Report (ASBR), as required by RSMo 162.821. The ASBR is submitted to the Sponsor, the State Board of Education, and parents of students attending Kairos. Kairos files all necessary federal and state tax returns.

Designation of financial institution: Kairos may use a request for proposals or otherwise seek competitive bids for banking services. The Board will adopt a resolution in accordance with its bylaws to designate the financial institution(s) that Kairos will use for banking transactions. The Board will only consider banking institutions insured by the FDIC and otherwise secured as required for public funds. The Board will authorize the ED to open a business checking account and a business operating account on behalf of Kairos to hold its assets.

Record Keeping

School accounting: Kairos will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education. In conjunction with EdOps, which provides accounting functions, Kairos will maintain records that adequately identify the source and application of funds. These records must contain information pertaining to grant or subgrant awards, income, outlays or expenditures, assets, liabilities, off balance sheet obligations, and any other obligations or authorizations. Grants, awards, donations, and program funding will be administered according to federal and state guidelines, including the Code of Federal Regulations, Uniform Grant Guidance (OMNI), and Education Department General Administrative Regulations (EDGAR). EdOps provides support including tracking accounts payable and receivables, closing monthly accounts, filing Form 990, analysis of monthly financial statements, preparation of finance presentations, attendance at monthly Board or Finance Committee meetings, management of federal or state grants, and assisting with the budgeting and audit process.

***Payroll*:** The COO will work with EdOps to ensure that school employees are paid accurately and on time in accordance with the Fair Labor and Standards Act and other applicable laws or rules. The COO will maintain employee files in a confidential manner on school premises and, in conjunction with EdOps, administer related payroll activities,

Student Information System: The COO will be responsible for managing Lumen Touch's Bright Student, a Missouri-based electronic student information system (SIS) that tracks student enrollment, registration, attendance, scheduling, discipline, assessments, achievement,

transcripts, transportation, food service, free and reduced lunch eligibility, special education status, and English proficiency. The SPED Department Chair will be responsible for Lumen Touch's Bright SPED, an integrated special education compliance and management system that tracks student's eligibility, IEPs, evaluations, data, and progress. Both student information tracking systems are digital, align to state and federal reporting requirements, and accommodate the financial coding system prescribed by the Missouri Financial Manual. Information in both systems will be kept confidential per mandates in the Family Educational Rights and Privacy Act and the Safe Schools Act. The COO will be responsible for reporting data from both systems to required state and federal authorities. The systems will track information over multiple years in compliance with laws pertaining to public school information retention.

Insurance

The Board of Directors will acquire and maintain comprehensive insurance coverage for Kairos to indemnify the school, its Board, staff, and faculty against tort claims. Liability coverage will be secured from an A+ rated insurance provider. The Board annually reviews, updates, and, when prudent, improves insurance coverage. Coverage will include:

- Directors' and Officers' Liability
- Commercial General for Outsourcing Major Operational Tasks
- Comprehensive Liability that expressly covers corporal punishment and athletic participation
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (either a separate policy or a separate part of general comprehensive insurance with independent limits)
- Workers Compensation Liability
- Excess or Umbrella Liability (i.e., a bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- A surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance
- Include evidence to support the budget expense assumptions related to insuring the schools such as copies of broker or agency estimates

C.3: Facilities

Space Vision—Facility Options

American public schools are designed around an "egg-crate model [of isolated classrooms]...efficient for managing 'factory schools'."[1] To control activity and movement, students and faculty are siloed, essentially, in large cubicles. Like much of the traditional model, few schools have seriously rethought this layout in the last century. At Kairos, we believe students deserve the same diverse learning spaces that college students and young professionals enjoy—libraries, cafes, co-working environments, etc. Those spaces need to be dynamic so teachers can continually adapt instruction to meet student needs. That's why we plan to *actually* knock down the walls dividing students, teachers, and different learning resources. Pioneers of personalized learning like Intrinsic Schools and Roots Elementary have shown that such designs can accommodate various work styles and functionality requirements. Like Intrinsic, our furniture (whiteboards, tables, yoga balls, etc.) will be mobile and adjustable so that faculty and students can reorganize spaces to meet their needs in the moment.[2] That furniture will be periodically updated by the *ad hoc* Facilities Committee, ensuring a fun, interactive environment embedded with learning experiences (e.g., Albert Clocks and aeroponic gardens). Kairos' flexible floor layout complements our flexible schedules, facilitating collaboration, community, and creativity.

Research shows that flexible layouts lead to dramatic gains for low-income students.[3] For academic function, flexible spaces allow children and adults to work fluidly across subjects, spaces, and learning modalities. For executive function, versatile spaces give students *actual* executive choices about where and how to study. Coaches help students maximize both academic and executive gains by establishing routines and heuristics for utilizing the facility and optimizing their own schedules. Moreover, Kairos 'open layout—enabled by our new approach to time, talent, and technology—creates efficiencies that halve space requirements.[4] Some popular coworking companies, for instance, lease as few as 64 sq. ft. per person.[5] Our planned 80 sq. ft. per person aligns to the National Resource Center on Charter School Finance & Governance's recommendations of 70-100 sq. ft. per student.[6] By minimizing hallways and eliminating empty rooms (e.g., during plan periods), Kairos can dramatically undercut the 173.4 sq. ft. per student used by traditional egg-crate school *without* uncomfortable crowding.[7] We are working to secure a lease-to-own agreement for a permanent middle school of 35,000 sq. ft., with 27,200 sq. ft. of instructional space for 328 students and faculty plus 7,800 sq. ft. for less space efficient rooms (e.g., a gym).

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[1] Albert Shanker Institute. (2015, June 25). Will Value-Added Reinforce The Walls Of The Egg-Crate School?.
[2] Arch Daily. (Retrieved 2018, May 1). Intrinsic School / Wheeler Kearns Architects (pictures, floor plans).
[3] Prain, V., et. al. (2015). Personalizing Learning in Open-Plan Schools. Springer.
[4] "In a corporate environment, a worker gets about 150 square feet per person. But in a coworking environment, they get about 75 to 80 square feet." (Silicon Hills. (2012, March 9). Coworking Is Changing The Way People Work.)
[5] Forbes. (2014, Nov. 24). Inside The Phenomenal Rise Of WeWork.
[6] Hayes, C. D., & Keller, E. (2009). A Cost Estimation Tool for Charter Schools. Finance Project.
[7] School Planning & Management. (2015, July 15). School Costs: Did You Know... from 20th Annual School Construction Report.

Space Vision

To craft our space vision, Kairos consulted with four St. Louis companies: Fox Architects, an award-winning architecture firm experienced with collegiate co-working spaces; Color Art Integrated Interior, an office furniture & workspace solutions company with extensive experience designing and outfitting educational facilities to maximize their multi-use functionality; the Illinois Facilities Fund, a lender and developer that supports school purchases and renovations in St. Louis; and Kadeon Construction Co., a general contractor which helped us evaluate building specifications and rehabilitation costs.

Working with estimates from both these firms and potential landlords, Kairos has budgeted $4/sq. ft. to lease a permanent middle school (i.e., $140,000 for our Year 3 space needs); $123,500 to prepare our facility during pre-operation; and $350/student for furniture costs (i.e., $40,250 during pre-operation, $105,000 total by Year 3).[8] To accommodate growing enrollment, all facilities costs scale through Year 3. The Illinois Facilities Fund has expressed interest in supplying $2,000,000 loan capital with 6% interest to support the purchase and renovation of our high school. To repay that loan, we have budgeted $205,926 amortized debt service from Year 3 onwards. At full scale, Kairos will be able to afford $809,676 in annual facilities costs without exceeding 12% of our operating expenses.

Rooms

Library (5,000 sq. ft.): The library facilitates quiet study, both for individuals and small groups. Glass modules segment the space to promote peer collaboration and individual carrels allow isolation from distraction. Movable chairs, bean bags, tables, standing desks, and whiteboards accommodate spontaneous study setups. For performances, the library can be converted into an auditorium with a raised platform and amphitheater or stadium-style seating suitable for performances.

Conference Rooms (6,000 sq. ft. over 10-12 rooms): Conference rooms are available to faculty and students for study groups, discussion sections, club meetings, committee meetings, etc. Larger conference rooms have projectors; smaller conference rooms have whiteboards. Other conference conference rooms are uniquely outfitted, e.g., a conference room with wall-to-wall whiteboards for tutoring multi-step 360 Degree Math. We anticipate dividing reservable conference space into various-sized rooms throughout the building.

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[8] To finalize our furniture needs, Kairos will work with Color Arts, which loans full sets of furniture for up to three months so that schools can experiment with various space configurations. Based on guidance from other St. Louis charter schools, Kairos will seek to minimize furniture costs by buying items secondhand (e.g., Warehouse of Stuff, Washington University Free & For Sale Facebook page, etc.).

Our $4/sq. ft. rental estimate is based on quotes from prospective landlords such as the International Institute and Gene Slay's Girls & Boy's Club (q.v. *Appendix L*).

Cafeteria (3,000 sq. ft.): The cafeteria serves as both a dining hall and study space, offering long room-length tables, small private tables, and couches. Meals are offered on a preset schedule, and the cafeteria is open during the rest of the day for independent or group work. Depending on our facility and food service provider, Kairos meals and snacks may be prepared off-site by our food vendor.

Lounge (3,000 sq. ft.): Inspired by City Neighbors Charter School in Baltimore, Kairos' lounge serves as a space for students and staff to socialize or meet in a less formal setting. The lounge has couches, chairs, bean bags, tables, a billiards table, ping pong table, chess set, and piano. Faculty at City Neighbors said their space design "made teaching feel like a real career." Students also said that being able to eat, chat, study, and play in the lounge with teachers made them "feel valued as individuals."

Cafe (2,000 sq. ft.): The cafe is outfitted with bistro-style tables and booths for independent and small-group work. Kairos anticipates board games will float between the adjacent cafe, lounge, and cafeteria. Parents are welcome in the cafe to meet with teachers, grab a cup of coffee in the morning, and socialize during pickup.

Multipurpose Practice Rooms (2,000 sq. ft. over 2 rooms): Multipurpose practice rooms with pianos and hard floors will be reservable for art courses (theater, dance, etc.) or extracurricular club practice (comedy, acapella, etc.). When not reserved, practice rooms are available for student use.

Labs (2,000 sq. ft. over 2 rooms): Labs are outfitted with safety features necessary for science experiments. One lab will have a makerspace area for creative, hands-on projects.

Gym (3,700 sq. ft.): The gym is available for gym courses (yoga, karate, dance, etc.); extracurricular club practice (athletic teams); and, other times, *ad hoc* student play. Kairos encourages students and faculty to exercise as both a healthy study break and a productive way to channel emotions or restless energy. We anticipate our gym will be approximately the same size as the 3,686 sq. ft. gym at New City School, which at 322 students, is slightly larger than Kairos' middle school.[9] In high school, student will be able to use a fitness center with weight and cardio exercise machines.

Testing Center (600 sq. ft.): Students reserve slots for the testing center online to take their subject-specific diagnostics, Content Assessments, NWEA MAP, and Missouri state assessments (as permitted by regulation). Kairos takes multiple precautions to prevent cheating (e.g., the room is monitored at multiple angles by cameras monitored by a rotating test proctor). Students may bring water and laptops into the room, and Kairos provides paper, pencils, and noise-cancelling headphones. GoGuardian prevents testing students from accessing anything *other* than their assessment. Content Assessments draw randomly from a question bank, with variables

[9] Intrinsic combines their gym and cafeteria spaces—an option available to Kairos if our facility is smaller than expected. In that case, we would redesign our student daily schedule to avoid overlap between gym and lunch.

randomized when possible. Since students work through units at their own pace, we expect the Testing Center will be in almost continuous use.

Front Desk (400 sq. ft.): Staffed by our office manager, the front desk greets students, parents, and community members visiting Kairos. The office manager, and at times the security guard, monitors student location and takes attendance from the front desk. Underneath or adjacent to the front desk are locked student and faculty files.

Cool Down Room (300 sq. ft.): Students go to the cool down room when they need to reset their emotions. Faculty may also refer them there as the last step of our building-wide graduate discipline system. Referral to the cool down room removes disruptive students from their peers without removing them from the learning environment. Students continue to have access to curricula through their Chromebooks, and the cool down room itself is full of mindfulness materials, de-stressing activities, and guided meditation recordings. They are supervised by rotating faculty members completing differentiated independent work. Referrals to the cool down room are always followed by restorative justice mediation to address the root cause of the disruption.

Garden (if available): The garden is an outdoor area adjacent to the playground with tables and chairs for students to work or relax. Students maintain the garden through horticultural components of our science curricula and the gardening club, which promotes neighborhood beautification through urban gardening. Produce becomes snacks for students, and surplus vegetables go to Kairos families through the Family Council.

Roof (if available): The roof serves as another potential outdoor area with similar amenities. Adult supervision, guard rails, and other precautions are taken to ensure student safety. Patterson Public Charter in Baltimore, which boasts a similar rooftop environment for students, was able to secure reasonable insurance costs after installing a grey stone "barrier" which school rules prohibit students from crossing.

Study carrels, conference rooms, science labs, the gym, etc. are reservable online, so that students and faculty can see availabilities and plan their days accordingly.[10] Online room reservations help Kairos monitor student location. The office manager and, when appropriate, coaches also monitor student activity using GoGuardian (Chromebook software), cameras, and adults stationed throughout the building.

Rooms are governed by norms—i.e., food acceptability, voice level, etc.—which are established through community compact and enforced by mediation. Like all school rules, norms are initially set by faculty but open to amendment. Anyone, including students, may propose amendments to room norms, but ratification requires supermajority support from the student-faculty Mediation Committee and majority support from the faculty.

[10] Room reservations are managed by the Extracurricular Committee.

Facility Options

Kairos intends to locate its facility in central Dutchtown. We are seeking lease-to-own options that allow us to scale rental space and cost with student enrollment. If not already ADA compliant, facilities will be renovated to allow access for disabled students. We have met with real estate brokers, architectural firms, contractors, loan agencies, and nonprofit organizations specializing in facility acquisition, as well as staff at local churches and other buildings that are considering leasing space. Upon sponsorship, Kairos will begin in-depth negotiations to finalize a facility that minimizes the fixed costs of our startup. We will also continue discussions with national donors, such as the Charter School Growth Fund, who have expressed interest in funding facility acquisition once Kairos demonstrates academic results. The following are promising lease-to-own options for a permanent middle school and permanent high school, as well as short-term rental options for Years 1-2.

Building rental and later acquisition will be overseen by the Board's Facilities Committee, which includes Amanda Sullivan (a practicing architect) and Brooks Goedeker (a community developer). Inspired by the need for Kairos in the community, local realtor Spencer Toder has offered to help our founding management team continue searching for new options and, upon purchase, donate half his commission back to Kairos Academies (q.v. *Appendix L*). Our timeline for renting or acquiring a space depends on facility availability and DESE approval. The Kairos Board will submit a final plan to the sponsor by February, 2019 detailing building rental or purchase and rehabilitation costs.

Permanent Middle School Sites

The Former International Institute: 3654 S Grand Blvd is one of our most attractive options. The building is within walking distance (.7 miles) of our enrollment zone's center, Meramec and Grand, and minutes away from four different MetroBus lines. Kairos has been in conversations with the International Institute about both lease-to-own (at $4/sq. ft.) and purchase (for $1,350,000) options (q.v. *Appendix L*). Although deals are not yet finalized, Kairos is aware that other parties are looking to purchase the location. If the facility changes ownership, Kairos will seek a similar lease-to-own agreement or, potentially, a temporary rental arrangement from its new proprietor.

The property is a 43,134 sq. ft. lot with parking areas (97 spots) and a two-story, 30,000 sq. ft. building that has light on four sides. The building's first floor contains nine classrooms, a cafeteria, and a lounge for kitchen staff. As shown in the mocked-up floor plan (q.v. *Appendix P*), this space could accommodate Kairos' cafeteria, lounge, cafe, library, individual music practice rooms, larger practice rooms with moveable partitions, and four larger "classrooms" for orientation (also separated by moveable partitions). The second floor consists mostly of smaller offices, which would be ideal for reservable conference rooms. The roof is accessible and offers an *additional* 15,000 sq. ft. of usable space that could accommodate a garden.

Kairos could also use the adjacent Gravois Park for a playground, modeling a community involvement strategy that has proven successful at schools like Lafayette Prep.

The building appears to be in good condition. A 1999 renovation added higher ceilings and parabolic lighting. In 2013, the exterior was upgraded with EIFS construction and a new roof was installed with a 13-year warranty. The building comes equipped with a passenger elevator and has wheelchair access from the parking lot, making it ADA-compliant. The main parking has 57 secured spots with automatic gates off Grand Blvd. By opening the parking lot into the adjacent alley, Kairos would be able to create a drive-thru drop off for students. In addition, the smaller parking lot could be transformed into a 6,000+ sq. ft. gymnasium—large enough for a middle school basketball court, a stage, and additional storage.

While renovation costs for the Grand Blvd location are yet to be determined, Fox Architects, our *pro bono* consultants, suggests it would be lower than average due to the building's condition and extant instructional setup. Kairos could develop the building in phases to meet student needs and capital availability.

St. Thomas of Aquin School: 4021 Iowa Ave is a former school building less than a mile from the center of our enrollment zone and just two blocks north of Meramec Elementary, one of our prospective feeder schools. The property is a 15,625 sq. ft. lot with a three-story, 26,500 sq. ft. building that has 8 classrooms on the first floor. It also offers 1,000 sq. ft. of available parking space for faculty and families. The building is adjacent to Laclede Park, which would allow for outdoor activity and play. The seller purchased the property for $150,000 in 2014 and is currently seeking $500,000.[11] Kairos anticipates the property would require $1 million in renovation completed in stages over three years. This is a prospective site for purchase after incubation and, depending on negotiations post-sponsorship, also a possible lease-to-own arrangement during Years 1-2.

Permanent Middle and High School Sites

4501 Gustine Ave: The facility, located .8 miles from the center of our enrollment zone, has an office and warehouse space that could serve as a permanent location for Kairos' middle school *and* high school. The 105,000 sq. ft. building sits on 5.79 acres with a parking lot. The location is currently listed for $1,650,000, but discussions regarding potential or lease-to-own rate will only begin upon sponsorship.

While this facility is in fine condition, it would need to be renovated by Kairos for school use. With mobile, sliding dividers, Kairos could create an almost endlessly transformable space in the facility's open concrete floors. However, due to the 26-foot ceilings, more enclosed spaces would have to be created for silent study. Some of these could be in the building's extant rear offices. During fair weather, Kairos could open the eight high doors at the freight

[11] https://www.realtytrac.com/property/mo/saint-louis/63118/4021-iowa-ave/194205463

docking area to create a unique indoor-outdoor learning environment. If this location were selected, Kairos would plan to build out the facility gradually over a 7-year period.

Short Term Rental Sites

3216 Pulaski St: The former St. Hedwig's is an 11,000 sq. ft. property located a half mile from the center of our enrollment zone. This site is a prime opportunity for co-location in Year 1. Gene Slay's Girls & Boy's Club (GSGBC) has secured the location to open a second facility in Dutchtown. Kairos has spoken with Prescott Benson and Bob Puricelli, GSGBC's Executive Director and Director of Development, about sharing the space with Kairos during the school day, when it would be unused by their programs (q.v. *Appendix L*). The facility houses a recreation center and cafeteria on the lower level; 6-8 classrooms on the main level; and a gym and theater on the top floor. The facility will be ADA compliant by the time Kairos opens in Summer 2019.

The Marquette Recreation Center: The Marquette Recreation Center is a city-owned facility that is operated through the St. Louis Parks Division. Floor plans of the facility are unavailable, but best estimates put it at ~20,000 sq. ft., with three floors of multi-purpose rooms (currently used for the Recreation Center's student programming) and a ~4,000 square foot gym. The building is already ADA-compliant, sports an adjacent swimming pool and playground, and is located in the middle of beautiful Marquette Park just .4 miles from the center of our enrollment zone. Given our shared mission to empower Dutchtown youth, the Marquette Recreation Center has already indicated willingness to sharing space during our incubation period. In this scenario, Kairos would also approach the Thomas Dunn Learning Center—an adjacent, mission-aligned organization with a ~5,000 sq. ft. ADA-compliant facility—about sharing or renting their space as well. Both organizations have written in support of Kairos opening in Dutchtown, and Kairos will continue meeting with both as part of our pre-sponsorship community engagement plan (q.v. *Appendix L* & *B.5*).

6805-6831 S Broadway: This facility could serve as a possible rental for Years 1-2, if Kairos cannot find a more permanent lease-to-own location during pre-operation. The building is 24,012 sq. ft. on a 1.12-acre lot, and Kairos could lease any portion from 3,000 sq. ft. to the full space for $3 per sq. ft. NNN. The location is 2.6 miles (a 16 min drive) from the center of our enrollment zone. It was renovated in 1997 and comes with a variety of rooms that could temporarily meet our space vision.

Giao Xu Chua Phuc Sinh: 3900 Meramec (formerly "The Resurrection of Our Lord Church") is an underutilized Vietnamese Catholic church located .4 miles from the center of our enrollment zone. The church sits on 1.429 acres of land (with adjacent parking lot) and has enough interior space to serve student needs in Year 1. While this co-location is not Kairos' first choice, the parish remains an option for our Year 1 incubation if more promising prospects fall through.

St. Luke's Parish: 3415 Taft Ave is a Lutheran church .7 miles from the center of our enrollment zone. The location is large enough to serve as a permanent middle school for Kairos or a viable rental for Years 1-3. Kairos has a connection to church leadership through the Lutheran Development Group (q.v. *Appendix L*), who indicated St. Luke's might be interested in co-locating. Once sponsored, Kairos will reach out to St. Luke's to explore a possible rental agreement.

St. John The Baptist Church: 4200 Delor is a Catholic church 1.5 miles from the center of our enrollment zone. Friends of the church and local real estate agents have suggested the organization would lease the unused former elementary school on their site. Once sponsored, Kairos will approach church leadership about co-locating.

C.4: Contracted Services

Instructional & Student Support—Business & Operations
Administrative & Board

Kairos has worked with a variety of service providers during the past year to secure good-faith estimates for anticipated expenses. A detailed breakdown of estimated costs by service can be found in the "Contract Service" sheet of our 5-Year Budget (*Appendix M*) and the Budget Narrative (*Appendix N*). Kairos has not yet contracted with any service providers; all services provided to date have been rendered *pro bono* and will not bear on future contract decisions. The Kairos Board and our Executive Director (ED) will evaluate contracts on a best-value basis, where value means directly or indirectly empowering students to direct their own lives and learning. The Chief Operating Officer (COO) manages ongoing contracts and oversees contracted staff and services, with the exception of academic staff (e.g., residents) who also report to the Chief Academic Officer (CAO). To support the broader Missouri charter movement, Kairos always gives consideration to the Missouri Charter Public School Association's preferred business and cooperative purchasing partners.

Procurement Policy

The ED may procure goods and services which are identified in Kairos' budget and cost less than $50,000. Goods or services costing $50,000 or more require a request for proposal (RFP) and Board approval. All purchases are made in the best interest of Kairos after considering surrounding circumstances such as price, quality, availability, timelines, reputation, and prior dealings. Kairos does not purchase goods or services from Board members, their immediate relatives, nor entities which benefit them, unless authorized by the Board after a full disclosure of the conflict of interest. When applicable, the Board will also adhere to procurement requirements for government funds.

Instructional & Student Support

Instruction

Summit: Kairos is piloting a new year-zero partnership with the Summit Learning Program to incorporate Summit's curriculum and Learning Platform into our design (q.v. *A.2* & *A.3*). Kairos has worked with Summit Mentors for the past year and will test our model with Summit curricula during the Kairos Summer Pilot. Participation in the Summit Learning Program is free, funded by Summit donors such as the Chan Zuckerberg Initiative. To ensure ethical collection of student data, Summit works with leading privacy experts to establish systems that comply with The Family Educational Rights and Privacy Act (FERPA). Summit also relies on G Suite for Education, which provides students and faculty a free set of Google cloud tools (e.g., Gmail, Google Docs, etc.). Kairos will transition from G Suite for Nonprofits to G Suite for Education upon sponsorship.

Art and Gym Residents: For each class of students, Kairos contracts an artist and athlete resident to teach art and gym coursework 3 hours per day, 3 days per week (q.v. *A.4* & *B.3*). Kairos has been in contact with COCA and Intersect Arts, potential partners, about expenses for a rotational residency, which included some services we have since chosen to forgo. Based on their quotes, Kairos has budgeted $20,000 per resident each year (q.v. *Appendix L*).

Special Education Services: In addition to our SPED-certified faculty members (9:1 SPED student/SPED teacher ratio), Kairos has budgeted $2,000 per anticipated IEP student for additional contracted services. Funds are not dedicated to specific students but instead allocated according to need. The COO uses SPED funds to contract out speech or language therapy, occupational therapy, physical therapy, assistive technology, orientation and mobility training, sign language interpreting, and special transportation. Kairos also contracts with a school psychologist for IEP evaluations and reevaluations. For IEP students who require transportation, the COO arranges an appropriate taxi service (i.e., one with certified bus drivers, per RSMo 302.010). Kairos' SPED faculty and contractors maintain compliant student records using Lumen Touch's Bright SPED.

Substitute Teachers: Kairos does not expect to contract substitute teachers because we (i) have an unusually low student-faculty ratio and (ii) supervise students in shared open spaces rather than siloed classrooms. However, Kairos has budgeted expenses for substitute teachers at 10% the annual salary of a regular instructor. To prepare a backup, Kairos will seek bids from Parallel Education Division and other substitute providers before opening.

Student Support

Expedition Partners: In the final five days of Cycle 1, students attend the Kairos Expedition: a self-contained enrichment course that includes a two-day excursion. For Fall 2019, Kairos has received an offer to use Wyman St. Louis' campsite and leadership training program in Eureka, MO. Budget expenditures for Year 1 and future Expeditions are based on per-pupil estimates provided by Wyman (q.v. *Appendix L*). Kairos faculty begin planning Expeditions at least 8 months in advance.

Digital Subscriptions: Students take the NWEA MAP Growth (Math, Reading, Language usage, and Science) during orientation to identify baseline proficiency (q.v. *A.3*). NWEA is an adaptive benchmark assessment (~45 minutes per subject) that predicts performance on state test and measures mastery against national norms (through RIT scores and their grade level equivalent). NWEA MAP also serves as a universal screener to identify undiagnosed disabilities in our Response to Intervention and Instruction framework (q.v. *A.6*). During all testing, including NWEA MAP, Kairos prevents student cheating by locking down browsers with GoGuardian. GoGuardian also allows Kairos to track student geolocation within the building, filter Internet access per the Children's Internet Protection Act, and monitor web history. Based on published rates, Kairos has budgeted a one-time setup fee of $4,500 plus $12/student for NWEA and an annual fee of $2,595 for GoGuardian.

Nursing: In Year 1, Kairos will follow a community health program similar to that of Citizens of the World-Kansas City, whereby faculty will be trained to deliver CPR and Kairos' office manager will be trained to manage student medications and deliver minor first aid. In Year 2, Kairos will contract a nurse three days per week ($30,000) and in Year 3, four days per week

($40,000). Kairos has budgeted $100,000 for Year 5 to contract two nurses five days per week (one each at our middle and high school campuses). To ensure services align with state regulation and best practice, Kairos will seek guidance from the Missouri Department of Health and Senior Services' School Nurse Consultant when seeking bids for nursing services. Records containing student health information are stored separately from other student records using Lumen Touch's Bright Care, pursuant to the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504).

Business & Operations

Services

Financial Management, Accounting, and Human Resources: Kairos contracts for back office operational support with accounting, finances, federal grants management, board meeting support, bookkeeping services, accounts payable, Medicaid administration, operations, and human resources. Our day-to-day relationship with the back office provider is managed by our COO, who updates and consults with the ED when appropriate.

EdOps has bid to provide the above services for $36,000, with future costs scaling according to Kairos' enrollment. EdOps has also offered to provide Kairos the below services *on accrual* until we open at either an hourly rate or $2,000/mo:

- Accounting software procurement and setup (through Software Unlimited)
- Accounts alignment with the Missouri accounting manual
- Payroll/accounts payable implementation
- Budget development and revision
- E-Rate application support
- Facilities search
- Employee recruitment and onboarding support
- Financial health reports to the board
- Procurement support/RFP management
- Financial Policies Manual/Employee Handbook Development
- Board training for financial management
- Ongoing accounting & finance support

EdOps has extensively advised Kairos on its budget *pro bono* and met several times with our co-founders. Upon sponsorship, Kairos will put out an RFP to match EdOps' core service package.

Office Manager: Kairos will contract an office manager to coordinate routine clerical support (q.v. *B.3* & *C.1*). The office manager assists the COO with record keeping and other administrative tasks. Specifically, the office manager staffs the front desk, marks student attendance (including late arrivals and early departures), oversees entry to and exit from the building, delivers minor first aid during Year 1, answers school phone lines, communicates with parents, distributes/collects a variety of forms and reports. The office manager is Kairos' only full-time staff member who does not teach and coach students.

Kairos has identified Kelly Educational Staffing as a potential contract provider, but we will also seek out other competitive bids when requesting proposals. We have budgeted $30,000 per year for one office manager in Years 1-3 and $60,000 for two office managers (one per campus) from Year 4 onwards. If we cannot find a suitable contract provider, Kairos will hire a salaried staff member for the role instead.

Transportation: To maximize enrollment from our target neighborhood (q.v. *A.5*), Kairos does not offer general transportation. This decision hues to a successful recruitment strategy employed by other diverse St. Louis charter schools (e.g., City Garden Montessori, Lafayette Prep, Premier Charter School, etc.). We hope the majority of our students hail from Dutchtown and nearby neighborhoods in the 63111, 63116, and 63118 zip codes. Our prospective location, the old International Institute building at 3654 S Grand Blvd, is .7 miles from the heart of Dutchtown (2 minute drive, 13 minute walk). It is also within walking distance (under a mile) from three MetroBus stops servicing four lines: Gravois Ave @ S Grand WB (route numbers 10 and 70); Cherokee @ Nebraska EB (route number 73); and Chippewa St @ Grand WB (route numbers 11, 70, and 73). For safety and convenience, Kairos will help the Family Council organize carpool, public transportation, and walking groups for students.

Kairos does provide transportation for McKinney-Vento eligible students or when transportation is deemed necessary by an IEP. In those cases, personalized transportation plans will be developed in conjunction with families by the COO, coach, and, when appropriate, SPED Department Chair. Kairos only accepts bids from providers with existing infrastructure to serve these students (e.g., driver background checks). Options include Metro Call-A-Ride, RideFinders, and select taxi services with appropriate licensing. Expenditures are paid from the $2,000 per SPED student reserved for contracted SPED services, and when appropriate, Kairos will apply for reimbursement from DESE. If the Board decides to request state funding for general student transportation in the future, a Board policy will be developed in compliance with RSMo 167.231.1.

Based on bussing rates from First Student, Kairos has budgeted $50/student annually for transportation to and from our three Saturday experiential learning trips and yearly Expeditions.

Food Service: Kairos will contract for food services. We have been in communication with American Dining Creations (ADC), an MCPSA preferred partner. Depending on our facility needs, ADC can provide either on-site or off-site food preparation, meal service, refreshment options (micro market, automated snack and beverage, coffee, tea, etc.), and "individualized cafe programs." Importantly, ADC prioritizes nutrition and has been recognized for their healthy options by the US Surgeon General. ADC's Amerifit website and apps—designed to empower students to make healthy choices—synergize with our technology-centered school. Kairos plans to supplement ADC's offerings with fruits and vegetables grown in the Kairos garden.

ADC prices their services to match National School Lunch, Breakfast, and After School Snack reimbursement rates. To account for slight discrepancies, Kairos has budgeted expenses at 105% of revenues from these programs. ADC coordinates all necessary record keeping and reporting to comply with relevant state and federal regulations.

Trash, Cleaning, and Maintenance: Kairos has budgeted approximately $2,000/class/year for trash and recycling based on a digital quote from Waste Management. Kairos will work with our back office provider to identify quality cleaning and maintenance contractors. We have budgeted $20,000 for maintenance and cleaning in Year 1. That outlay scales to $100,000 by Year 4—conservative estimates based on industry averages, our expanding space requirements, and the experience of other St. Louis charter schools.

Products

Facilities: Kairos intends to incubate in a rental space for Years 1-2 (and possibly Year 3), preferably with a lease-to-own agreement (q.v. *C.3*). Terms for such a lease are outlined in a letter of support from the International Institute (q.v. *Appendix L*). Fox Architects has worked with Kairos *pro bono* to design our co-working space vision and project renovation costs for the International Institute.

In Year 3, Kairos plans to purchase and renovate a high school facility with financing through a $2 million loan from the Illinois Facilities Fund (q.v. *Appendix L*). Expenditures in subsequent years include $205,926 for annual debt service on that loan. As discussed in *C.3*, local realtor Spencer Toder has agreed to donate 50% of his commission back to Kairos Academies (q.v. *Appendix L*).

Student Information System: Kairos has budgeted $10,000 to setup a SIS during pre-operation and $1,500 plus $20/student in each subsequent year to purchase Lumen Touch's Bright Student (SIS), Bright Care (health records), and Bright SPED (IEP records). Lumen Touch is

based in Kansas City and comes recommended by EdOps. Their suite complies with state and federal regulations for records regarding:

Bright Student

- scheduling
- registration
- discipline
- assessments
- attendance
- state reporting
- transcripts
- food services
- transportation
- locker assignments
- report cards

Bright Care

- nurse office visits
- immunization tracking and expiration
- medication inventory tracking and expiration
- medical condition tracking with health alerts
- medical insurance
- emergency contacts
- automated Medicaid billing

Bright SPED

- IEP and 504 requirements
- service provisions
- government form reporting
- audit support

Technology: Kairos will consult with an IT firm for technology infrastructure, procurement, support, and replacement. GadellNet, an IT consultancy based in St. Louis, provided guidance on IT expenses in our budget, including pre-operational planning, IT infrastructure installation (net of E-Rate contribution), and Year 1 equipment purchases. GadellNet also estimated annual IT costs that include monthly networking, network troubleshooting, equipment insurance, equipment repair, closed-circuit TV monitoring, internet filtering software, and laptop purchases for each class. GadellNet is interested supporting Kairos during pre-opening (q.v. *Appendix L*). For best value procurement, Kairos will also solicit bids from other providers, including CDW-G (another MCPSA cooperative purchasing partner) and K12 ITC. We plan to release an RFP for the outlays listed in the "Contracted Services" sheet of our 5-Year Budget (*Appendix M*):

- Student and staff Chromebooks
- Projectors
- Laptop carts
- Charging carts
- Monthly networking costs
- Camera system

- Camera monitoring
- Copier

Security: Kairos will purchase a security system for all exterior doors and windows, including keypad lock and 24/7 monitoring. We have budgeted $10,000 for installation and $1,000/year for monitoring based on similar projects at other area charter schools. Kairos will hire a security guard in Year 4, when we open our high school.

Supplies: Kairos will seek bids for safety, lighting, HVAC, cleaning, hardware, and tool supplies from Grainger (MCPSA cooperative partner) and other providers. For school supplies, we will seek bids from S&S Worldwide and Staples Charter School Program (both MCPSA cooperative partners).

Administrative & Board

Legal and Audit: Kairos has not yet identified firms to provide legal counsel or audits. To date, Kairos has used *pro bono* legal advice from Washington University's law clinic and MCPSA's retained counsel. Upon sponsorship, Kairos intends to retain professional legal services from a respected provider with experience in hiring, employment practices, and, ideally, special education. Kairos will work with our back-office operations provider to secure an annual audit compliant with RSMo 165.121. Kairos has already received interest for audit and accounting support from Justin Krachmalnick at Massie, Fudemberg, Goldberg LLC, who supported Kairos *pro bono* during our nonprofit's founding year. Based on the experience of other Missouri charter schools, Kairos has budgeted $10,000 for annual audits and $15,000 for legal counsel (including a 5% increase per annum as we grow in Years 1-7).

Marketing and Student Recruitment: Kairos will hire professional branding services from a local marketing agency during pre-operation. Kristen Littrell Consulting has provided budgetary guidance for requisite services. Kairos has budgeted $30,000 for web development, brand assessment and vision, physical branding, template library, and marketing materials (q.v. Student Recruitment on the "Function Expense" sheet in our 5-Year Budget). Kairos prioritizes budgeting for these services because of the considerable effort required to market an innovative model like ours to prospective families and students.

Kairos is also seeking branding services *pro bono* from designer David Rygiol, who donates his time and expertise to nonprofits and startups. Given our professional connections to David, Kairos anticipates his support will reduce our pre-operational branding expense. As discussed in *B.5*, Kairos plans to minimize marketing costs by using founding faculty, volunteers, and parent teams for grassroots, door-to-door recruitment.

Liability Insurance: Based on a quote from Daniel & Henry (q.v. *Appendix Q*), Kairos has budgeted $15,000 in Year 1 and an additional $5,000 each subsequent year to indemnify our facilities,

property, and persons. Upon sponsorship, Kairos will solicit bids from other St. Louis providers such as Arthur J. Gallagher Risk Management Services (an MCPSA preferred partner which offers charter schools discounted rates through their Charter First coverage package), Bowersox, Nonprofits Insurance Alliance Group, and American Fidelity (which Kairos has already been in contact with). Any insurance Kairos purchases will be at minimum an AM Best rating of "A" (Excellent) and include:

- General Liability (including corporal)
- Educators Legal Liability/School Board E&O
- Sexual Abuse or Misconduct Liability
- Employee Benefits Liability
- Automobile Liability including Hired/Non-Owned
- Excess/Umbrella Liability
- Workers Compensation
- Employment Practices Liability
- Crime/Employee Dishonesty
- Property
- Student Accident
- Surety bond for the school's chief financial officer and/or employee theft insurance

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

FMT = founding management team | Bd = Board | Spr = Sponsor | ED = Executive Director | CAO = Chief Academic Officer | Back = Contracted backoffice support (likely EdOps) | Intern = Kairos Summer Internship | Staff = founding faculty team

ENTITY, GOVERNANCE, & ACCOUNTABILITY

	Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
Entity																								
1 Draft, revise, and submit charter application	FMT																							
2 File for and receive 501(c)(3) designation	FMT																							
3 File for and receive Missouri nonprofit designation	FMT																							
4 File for and receive state and city tax exemption	FMT																							
5 Participate in a mock interviews and prepare for public hearing	Bd/FMT																							
6 Participate in MCPSC interview and public hearing	Bd/FMT																							
7 Source and approve back office and financial support for pre-opening year	Bd/FMT																							
8 Submit application to state Board of Education; charter approved	Spr/FMT																							
9 File trademark and copyright applications (working with corporate counsel)	ED																							
9 A Supplement initial filing with new school logos, etc. (working with corporate counsel)	ED																							
10 Receive final authorization to open from sponsor	Spr/Bd																							
Policies/Handbooks																								
11 Revise and adopt MCPSA model policies in consulation with EdOps	ED/Bd																							
11 A Governance policies	ED/Bd																							
11 B Enrollment policy	ED/Bd																							
11 C Financial management/internal control policies/procedures	ED/Bd																							
11 D Administrative policies	ED/Bd																							
11 E Operations policies	ED/Bd																							
11 F Human resources/personnel policies	ED/Bd																							
11 H Retention of records policy	ED/Bd																							
12 Develop or adapt and adopt Staff Handbook	ED/CAO																							
13 Develop Student/Family Handbook: Kairos Compact	CAO/ED																							
13 A ESL Handbook procedures	CAO/ED																							
13 B SPED Handbook procedures	CAO/ED																							
14 Legally vet all policies and handbook items	ED																							
Organizational Planning																								
15 Schedule strategic planning activities	FMT																							
16 Clarify roles & responsibilities, meeting protocols, key data, goals, learning plans	FMT																							
16 A Executive Team	FMT																							
16 B Instructional Team	FMT																							
16 C MESH Team	FMT																							
16 D Committee Teams	FMT																							
17 Create communication plans	FMT																							
17 A Internal - Board of Directors, leadership, staff	FMT																							
17 B External - students & parents, institutional partners, community stakeholders, contractors	FMT																							
18 Create master meeting matrix (i.e., who meets when)	ED/CAO																							
19 Draft priorities overview	ED/CAO																							
20 Create subgroup plans	CAO																							
20 A Finalize ELL Student Services Plan	CAO																							
20 B Finalize Special Education Compliance Plan	CAO																							
20 C Create Title 1 Plan	CAO																							
21 Create student orientation academic & culture vision	CAO																							
Governance																								
22 Finalize founding Board members, officers, and committees and affirm eligibility to serve	FMT/Bd																							
23 Adopt Board Bylaws	Bd																							
24 Acquire D&O insurance for the Board	FMT/Bd																							
25 Schedule and attend MCPSA Board trainings from MCPSA sponsored entities	FMT/Bd																							
26 Schedule Board meetings for the year	FMT/Bd																							
27 Review and adopt any revisions to Board bylaws	FMT/Bd																							
28 Review and adopt Board policies in compliance with Missouri Sunshine Law	ED/Bd																							

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

		Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
Public Accountability																									
29	Develop clear oversight and accountability plan with sponsor	Bd/ED																							
30	Submit requisite documentation to school sponsor	Bd/ED																							
30 A	Submit emergency contact info for Executive Director	Bd/ED																							
30 B	Submit final enrollment policy to sponsor	Bd/ED																							
30 C	Submit final school calendar	Bd/ED																							
30 D	Submit Board-approved student code of conduct	Bd/ED																							
30 E	Submit evidence of secured lease	Bd/ED																							
30 F	Submit information to Missouri charter school offices (MOSIS & Dept of Data Management)	Bd/ED																							
30 G	Submit final Board-approved budget, including cash flow for Year 1 and five-year plan	Bd/ED																							
30 H	Submit Electronic Fund Transfer (EFT) enrollment forms	Bd/ED																							
30 I	Submit Board-approved management contract	Bd/ED																							
30 J	Submit evidence of ADA compliance	Bd/ED																							
30 K	Submit food service plan and related health/safety certificates	Bd/ED																							
30 L	Submit valid certificate of occupancy	Bd/ED																							
30 M	Submit safety and emergency plan	Bd/ED																							
30 N	Submit evidence of insurance coverage	Bd/ED																							
30 O	Submit background/health/safety checks for volunteers/staff	Bd/ED																							
30 P	Submit roster of enrolled students	Bd/ED																							
			HUMAN CAPITAL																						
Staff Recruitment/Onboarding																									
1	Engage founding management team	Bd																							
2	Revise and implement teacher recruitment strategy (incl. teacher certification reqs, pipelines, etc.)	FMT/ED																							
3	Build recr. pool via inst. contact & participating in recr. events (TFA alumni, MCPSA job fair, etc.)	FMT/ED																							
4	Hire ED and CAO full-time	Bd																							
5	Bring COO on part-full time according to available funds	ED																							
6	Finalize organizational structure	ED/Bd																							
7	Hire remaining staff	ED																							
7 A	Publish available positions	ED																							
7 B	Review written applications	ED																							
7 C	Phone-screen potential staff	ED																							
7 D	Hold final, in-person interviews	ED																							
7 E	Select staff and assign to positions	ED																							
8	Develop substitute teacher pools and plans for class coverage	CAO																							
Human Resources Processing																									
9	Purchase and set up human resources information system	Back/ED																							
10	Compile staff registration packet (all non-instructional requirements, forms, policies/handbooks)	Back/ED																							
11	Onboard staff (benefits, personnel files, payroll, laptop)	Back/ED																							
12	Ensure compliance with finger printing and background check procedures/protocols	Back/ED																							
13	Order labor laws posters	Back/ED																							
14	Conduct teacher certification audit; define certification plan for all uncertified instructional staff	Back/ED																							
15	Arrange meet-and-greet with school leaders, Board, other staff to collect any missing paperwork	CAO																							
16	Finalize weekly staff memo format & process	ED																							
17	Submit applications for necessary variances, provisional certifications, etc.	Back/ED																							
Employee Payment & Benefits																									
18	Finalize compensation scales for teachers/administrators	ED																							
19	Finalize benefit provider agreements (health, vision, etc.)	Back/ED																							
20	Register staff for pensions (PSRSSTL)	Back/ED																							
Professional Development																									
21	Finalize school leader development plan	FMT																							
22	Founding management team engages in ongoing development	FMT																							
23	Conduct School Operations Team Training with EdOps (or other back office contractor)	ED																							
24	Design development aspects of Apprenticeship Program	CAO																							
25	Develop, or adapt Praxis PD observation tools and schedules for department and class chairs	CAO																							
26	Develop/finalize Structure PD expectations & feedback process for coaching and teaching	CAO																							
27	Notify staff of summer training orientation	ED																							
28	Completed orientation guide for incoming staff to Kairos' model	ED																							

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

		Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
29	Finalize summer staff training plan	ED/CAO																							
29 A	Develop staff training for instructional philosophy	ED/CAO																							
29 B	Develop staff training curriculum content	ED/CAO																							
29 C	Develop Training on Personnel Handbook	ED/CAO																							
30	Conduct new staff summer training and orientation including, but not limited to:	ED/CAO																							
30 A	Implementation of restorative justice discipline practices and code of conduct	ED/CAO																							
30 B	SPED enrollment procedures, services, and legal requirements	ED/CAO																							
Evaluation																									
31	Develop/adapt Executive Team evaluation template and process	FMT/Bd																							
32	Develop/adapt teacher-coach evaluation template and process	CAO																							
33	Design evaluation components of apprentice program	CAO																							
34	Develop succession plan	ED/Bd																							
			FINANCE																						
Fundraising																									
1	Raise $50,00 to finance application writing and Summer Pilot	FMT																							
2	Raise $409,050 to support pre-operational year via national and local sources	ED																							
3	Identify local & national funders	FMT/ED																							
4	Apply to 4.0 Tiny Fellowship	FMT																							
5	Apply to and Interview For Walton Foundation's Innovative Schools Grant (ongoing)	FMT																							
6	Launch crowdsourced fundraising campaign through social media and fundraisers	FMT																							
7	Hold first fundraiser upon sponsorship	FMT																							
8	Upon sponsorship, re-engage New Schools Venture Fund regarding Innovative Schools portfolio	FMT																							
9	Upon sponsorship, re-engage Charter School Growth Fund regarding emerging schools funding	FMT																							
10	Secure start-up funding from the Kemper Foundation	FMT																							
11	Secure start-up funding from The Opportunity Trust	FMT																							
12	Secure technology grant from World Wide Technologies	ED																							
13	Re-apply for TFA Social Innovation Award	ED																							
14	Apply for USDOE Non-SEA Grant	ED																							
Accounting																									
15	Implement financial management procedures; determine workflow between backoffice & COO	Back/ED																							
16	Develop accounting policies and procedures (including petty cash, reimbursements, etc.)	Back																							
17	Select and set up financial accounting software	Back																							
18	Set up account code structure and modify reports	Back																							
19	Develop of system for managing hiring process, payroll, and benefits	Back																							
20	Select area accounting firm and independent auditor for approval by Board of Directors	Back																							
21	Schedule and complete audit of FY 19 (start-up year) and plan for audit of FY 20	Back																							
Banking																									
22	Establish checking account	FMT																							
23	Apply for line of credit	Back																							
24	Secure corporate credit cards for school leadership	Back																							
25	Set up school's account at PSRS	Back																							
Budget																									
26	Finalize pre-operational year budget for approval by Board of Directors	FMT/Bd																							
27	Research and confirm revenue projections (public funding)	ED/Back																							
28	Document billing/invoicing/reporting schedule for per pupil and other public revenues	ED/Back																							
29	Finalize Year 1 school budget for approval by Board of Directors	ED/Back																							
30	Finalize contingency and risk management plans	ED/Back																							
31	Set up Inventory control management systems	Back																							
32	Refine monthly cashfolow projections for FY 20	Back																							
						EDUCATIONAL MODEL & STUDENT LEARNING																			
Summer Pilot																									
1	Secure students, space, and staff	FMT																							
2	Identify partners for experimental data analysis	FMT																							
3	Finalize Summit curricular units for use in pilot	FMT																							
4	Determine experimental metrics and analysis	FMT																							
5	Place order laptop rental order	FMT																							
6	Run Summer Pilot	FMT																							

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

		Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
7	Analyze data to inform executive scaffolds, coaching procedures, and ability grouping	FMT																							
Teaching & Learning																									
7	Finalize Summit partnership for Year 1 and plan staff development	ED																							
8	Augment Summit history curricula to meet specific requirements in Missouri Learning Standards	CAO																							
9	Build reading-level track for ELA (internal canon, online grammar coursework, etc.)	CAO																							
10	Plan intensive intervention process and procedures for each subject	CAO																							
11	Draft planning, execution, and redo expectations for Project facilitations	CAO																							
11 A	ELA	CAO																							
11 B	Math	CAO																							
11 C	History	CAO																							
11 D	Science	CAO																							
11 E	Specials	CAO																							
Coaching																									
11	Draft coaching program overview	CAO																							
12	Ouline coach roles & responsibilities, check-in protocols, data analysis, and setting Growth Goals	CAO																							
13	Select/build MESH surveys	CAO																							
14	Design quantitative and qualitative rubric for degrees of autonomy	CAO																							
15	Build Graduation Goal templates based on entering proficiency levels	CAO																							
Assessment																									
16	Purchase academic program assessment materials and services (NWEA, etc.)	CAO																							
17	Administer baseline assessments	CAO																							
Calendar and Schedule																									
18	Finalize and receive Board approval for school calendar (2019-2020 school year)	CAO/Bd																							
18 A	Schedule release of report cards and progress reports	CAO																							
18 B	Schedule Portfolio Nights & Experiential Learning Trips	CAO																							
19	Finalize daily schedule (start-time, end-time, after school, etc.) and changes by level of choice	CAO																							
19 A	Create student lunch schedules by pod	CAO																							
19 B	Schedule before- and after-school remediation time, activities, and staff	CAO																							
20	Develop master schedule for staffing teams: class, coaching, and committee	CAO																							
Special Education																									
21	Research SPED & related services providers/recruitment channels for SPED-certified educators	CAO																							
22	Finalize SPED services plan for school based on incoming student needs	CAO																							
23	Finalize contracts with providers/secure appropriate staff for SPED services	CAO																							
24	Finalize IEP (individualized program plan) protocol/process	CAO																							
Student Success & Culture																									
25	Finalize school culture, vision, and values	ED/CAO																							
26	Determine strategies for college readiness integration in holistic coursework	CAO																							
27	Determine strategies for career awareness and readiness integration in holistic coursework	CAO																							
28	Develop/finalize student systems:	CAO																							
28 A	Laptop charging and take-home	CAO																							
28 B	Take-home reading	CAO																							
28 C	Attendance	CAO																							
28 D	Mediations	CAO																							
28 E	Incentives	CAO																							
29	Prioritize and calendar House Committee initiatives for Year 1	CAO																							
30	Plan repeated rituals & traditions (daily, weekly, monthly)	CAO																							
STAKEHOLDER ENGAGEMENT, STUDENT RECRUITMENT, & ENROLLMENT																									
Summer Pilot																									
1	Draft community engagement plan for Summer Pilot	ED																							
2	Secure four early adopting families from pilot program	ED																							
3	Gather survey data from pilot families to inform future recruitment	CAO																							
Direct Contact																									
4	Conduct second neighborhood canvas	ED																							

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

		Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
5	Secure 600 signatures of support	ED																							
6	Secure 200 parent-interest forms	ED																							
7	Recruit 10 early adopters for neighborhood parent recruitment teams	ED																							
8	Each neighborhood team holds 5 small group meetings with perspective parents	ED																							
9	Attend 20 small group meetings	ED/CAO																							
Institutional Contact																									
10	Research and calendar community events for school promotion	ED																							
11	Develop plan/format/presentation for Kairos open houses/institutional partner events	ED																							
12	Attend one event per month for each institutional partner	ED																							
13	Conduct one large information session with civic group or feeder school per month	ED																							
14	Host 12 small experiential information sessions in neighborhoods throughout enrollment zone	ED/CAO																							
15	Develop volunteer tutor program with local community groups and university student groups	CAO																							
Lotteries & Enrollment																									
16	Finalize lottery and waiting list protocols	ED																							
17	Plan lotteries (location, equipment/supplies, refreshments, and third-party monitor)	ED																							
18	Applications reach 25% of enrollment target	ED																							
19	Conduct 1st lottery; enroll 33% of target	ED																							
20	Applications reach 67% of enrollment target	ED																							
21	Conduct 2nd lottery; enroll 100% of target; finalize roster	ED																							
22	Secure student enrollment data from previous district and create SIS profiles	Back																							
23	Students assigned to coaches (coaches provided with pod rosters)	CAO																							
Logistics and Continued Engagement																									
24	Draft weekly parent memo format & process	ED																							
25	Stay in contact with enrolled/waitlisted families via newsletter and email blasts	ED																							
26	Send language survey to enrolled students	CAO																							
27	Hold inter-family meet and greet events	ED																							
28	Begin direct certification process; ensure families complete free/reduced price lunch forms	CAO																							
29	Notify parents of immunization requirements and options for compliance	CAO																							
30	Assess McKinney-Vento and IEP student transportation needs	CAO																							
31	Submit walking, bus, and drop off plan to Family Council for approval	CAO																							
32	Visit homes of enrolled students; sign Kairos Compact	Staff																							
33	Prepare for and hold orientation barbecue	ED/CAO																							
34	Share information about family opportunities: Portfolio Nights, experiential learning trips, etc.	CAO																							
Brand Building & Dissemination																									
35	File trademark and copyright applications (working with corporate counsel)	ED																							
35 A	Supplement initial filing with new school logos, etc. (working with corporate counsel)	ED																							
36	Finalize website (including Parent & Student Summit Platform Portals)	FMT																							
37	Establish social media presence	FMT/Intern																							
38	Send weekly email blasts to supporters	FMT/Intern																							
39	Bi-weekly posts on social media	FMT/ED																							
40	Contract final designs for student recruitment materials	ED																							
41	Revise school letterhead, etc.	ED																							
42	Produce business cards for school staff	ED																							
43	Press release about authorization and intention to open	ED																							
44	School grounds opening ceremony	ED																							
45	Finalize logo designs for school apparel and uniforms	ED																							
46	Request mailing labels from district for recruitment mailing	ED																							
47	Deploy recruitment mailing & conduct follow-up	ED																							
48	Circulate/post recruitment posters	ED																							
Facility Acquisition/Renovation (March—July)																									
1	Sign lease on office space for pre-operational year	FMT																							
2	Finalize site criteria and space vision	FMT																							

FACILITY AND OPERATIONS

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

		Assignment	November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
3	Identify target facilities based on availability and criteria	FMT																							
4	Conduct site visits	FMT/ED																							
5	Sign lease; finalize site & occupation schedule	ED/Bd																							
6	Develop and layout classroom map	ED																							
7	Develop plan for storage and non-instructional rooms	ED																							
8	Student storage (backpacks, etc.)	ED																							
9	Teachers' areas and storage (workroom, supplies storage)	ED																							
10	Develop construction schedule and budget	Back																							
11	Seek regulatory approvals (zoning, site plan)	Back																							
12	Bid and select design and construction contractors	Back																							
13	School input on major design decisions (layout/usage, location plumbing/ outlets, look and feel)	ED/CAO																							
14	Establish building utility accounts	ED																							
15	Oversee construction and budget	ED																							
15 A	Stage I renovation (minor restructuring)	ED																							
15 B	Stage II renovation (cosmetic & tech infrastructure)	ED																							
16	Oversee construction closeout and punch list	ED																							
17	Secure certificate of occupancy	ED																							
Post Renovation																									
18	Identify furniture & building equipment/technology needs based on design	ED																							
19	Purchase furniture & building equipment/technology	ED																							
20	Health inspection (if non-DOE site)	ED																							
21	Fire inspection (if non-DOE site)	ED																							
22	Confirm ADA compliance	ED																							
23	Oversee furniture delivery and installation	ED																							
24	Establish building service accounts	ED																							
25	Develop traffic flow plans	ED																							
26	Develop drop off/pick up plan	ED																							
27	Develop plan for storage and non-instructional rooms	ED																							
27 A	Student storage (backpacks, etc.)	ED																							
27 B	Teachers' areas and storage (workroom, supplies storage)	ED																							
28	Coordinate construction punch list and warranty work (August—December)	ED																							
29	Procure and activate commercial insurance (liability/property/directors' coverage)	ED																							
30	Obtain surety bond	ED																							
31	Activate student accident & medical policy & non-owned auto coverage	ED																							
Vendors & Accounts																									
32	Submit credit applications with key vendors upon chartering	Back																							
33	Request proposals and sign contracts for operational services	Back																							
33 A	IT consulting	Back																							
33 B	Office manager	Back																							
33 C	Food services	Back																							
33 D	Cleaning and maintenance	Back																							
33 E	Classroom and office supplies	Back																							
34	Develop work schedules for contracted services	ED																							
Health																									
35	Research and schedule CPR training for staff and first aid training for office manager	ED																							
36	Document immunization requirements and train COO in requirements	ED																							
37	Research free medical clinics in school community	ED																							
38	Notify parents of immunization requirements and options for compliance	ED																							
Student Information System																									
39	Purchase student information system	ED																							
40	Secure student enrollment data from previous district and create SIS profiles and informational fold	ED																							
Purchase Orders																									
41	Generate comprehensive list(s) of school start-up supply needs	CAO																							
42	Create all purchase orders for school (textbooks, software, supplies)	CAO																							

D.1: Pre-Opening Plan

Entity, Governance, & Accountability—Human Capital—Finance
Educational Model—Engagement & Enrollment—Facility & Operations

	Assignment		November (2017)	December (2017)	January (2018)	February (2018)	March (2018)	April (2018)	May (2018)	June (2018)	July (2018)	August (2018)	September (2018)	October (2018)	November (2018)	December (2018)	January (2019)	February (2019)	March (2019)	April (2019)	May (2019)	June (2019)	July (2019)	August 2019	September 2019
School Safety																									
43	Develop concise disaster/emergency plan for use by school leadership in the event of catastrophe	ED																							
44	Train school leaders in safety/emergency plans	ED																							
45	Establish visitor policy	ED																							
46	Create and plan for placement of signage—internal and external	ED																							
47	Prepare phone, email, security, notification systems	ED																							
School Reporting Requirements																									
48	Document all school reporting requirements	Back																							
49	Train Chief Operations Officer (as point person)	Back																							
50	Gain Access to DESE Web Portal	Back																							
51	Request county-district, building codes, and vendor paperwork	Back																							
Technology																									
52	Consult with IT contractor to create comprehensive technology needs document	ED																							
53	Oversee installation of technology infrastructure and documentation for E-Rate program	ED																							
54	Oversee draft of purchase orders for systems hardware	ED																							
54 A	Purchase faculty laptops	ED																							
54 B	Purchase student laptops & insurance	ED																							
54 C	Purchase classroom and large-space projectors	ED																							
55	Finalize remaining digital subscriptions	ED																							

D.2: Closure Plan

Immediate Tasks—Ongoing Tasks—Pre-Closure Tasks—Post Closure Tasks

Immediate Tasks

Action	*Responsibility*	*Deadline*
Establish Transition Team and Assign Roles A team to close down the school's business and smoothly transition students and staff. Team to include (at a minimum): 1. The Kairos Board President 2. The Kairos Executive Director 3. The Kairos Chief Academic Officer (CAO) 4. The Kairos Chief Operations Officer (COO) 5. Lead officer at sponsor	Board President	Within 1 week of decision to close
Assign Transition Team Action Item Responsibilities Share contact information between members of Transition Team, set calendar for meetings, and assign dates for completion of each charter school closure action item. The Transition Team will then: • Establish a plan to enroll students in a high-performing school of their choice. The plan will solicit student/family input, establish clear deadlines for key activities, and continue until every student has been enrolled in a new school. • Designate a School Closure Coordinator to give families, staff, and other stakeholders access to a direct line of support throughout the transition.	Board President	Within 1 week of decision to close
Press Release Draft and distribute a press release which includes the following: • History of school • Cause(s) for school closure • Expression of support for students, parents and staff • Contact information for the School Closure Coordinator	COO	Within 1 week of decision to close
Notification Letter: School Community	COO	Within 1 week

Distribute letter to faculty, staff and parents outlining: 1. Reason(s) for school closure 2. Initial timeline for transition 3. Contact information for the School Closure Coordinator		of decision to close
Notification Letter: State & Local Agencies Send a letter to local LEAs (informing them for purpose of enrolling Kairos students) and to the State Board of Education which includes: 1. Notification materials distributed to faculty, staff and parents 2. Reason(s) for school closure 3. Copy of any termination agreement(s) (if applicable)	COO	Within 1 week of decision to close

Ongoing Tasks

Action	***Responsibility***	***Deadline***
Instruction Continue current educational program per Kairos' charter contract until the end of the regular school year.	Executive Director	Ongoing
MAP and EOC Tests Administer all necessary MAP tests and EOC tests scheduled for that year in accordance with regulations and policies.	Executive Director	Ongoing
Board Communications Make conspicuously and publicly available all copies of Board meeting agendas, minutes (including supporting attachments), financials, and other documents outlined in this checklist.	Kairos Board President	Ongoing
Maintain Insurance for Kairos' Assets and Personnel Ensure that any assets in the care of the school are protected against theft, misappropriation, and deterioration by: • Maintaining existing insurance coverage for the	COO	Ongoing

facility and other assets until disposal, sale, transfer, or termination of lease. • Ensuring that entities which take possession of the school facility (lenders, mortgagors; bond holders, etc.) continue to ensure school assets. • Maintaining existing directors and officers liability (D&O) insurance until final dissolution of the school.		
Financial Condition Report(s) From the month of the closure decision until the final closure, Kairos will prepare the following financial documents for the previous month by the close of the current month: • A current month end balance sheet • A current monthly income statement • A cash flow statement projecting the necessary in and outflows to operate the school through the closure date and accounting for the full disposition of assets	COO	Ongoing

Pre-Closure Tasks

Action	***Responsibility***	***Deadline***
Establish Reserve Funds Reserve and define the acceptable use of funds to support orderly closure of the school. These funds may be used to pay the following entities: • Teachers and staff • Employment taxes and federal taxes • Audit preparation • Private creditors • Overpayments from DESE	Kairos Board President	Within 30 days of decision to close
Transition Letter: Parents/Guardians Kairos will follow the initial notification with a letter detailing the transition plan. Notification will include but not be limited to: • Date of the last day of regular instruction • Cancellation of any planned summer school • Date(s) of any planned events or experiential learning	CAO	Within 30 days of decision to close

trips • Contact and enrollment information for charter, parochial, public, and private schools in the area • Information on obtaining student records before closure • Date for upcoming parent/guardian closure meeting • Contact information for the School Closure Coordinator		
Parent/Guardian Closure Meeting Kairos will convene a closure meeting with parents/guardians to provide: • An overview of the closure decision • A calendar of important dates for parents, including remaining school vacation days and the last day of classes • A timeline for transitioning students and school closure operations • Contact information for the School Closure Coordinator	CAO and Executive Director	Within 30 days of decision to close
Employees and Benefit Providers Kairos will enclose information regarding termination of employment and/or contracts, including an official termination date, in the Transition Letter for faculty and staff. Kairos will also: • Notify benefit providers of the pending termination of all employees • Notify payroll processor of the school's pending closure • Notify employees and providers of the termination date for all benefit program contracts • Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations	COO	Within 30 days of decision to close
Transition Letter: Staff/Faculty Kairos will outline transition plans and timelines for staff in a letter including information about: • The Board's commitment to transition staff • The Board's commitment to transition all children into positive new educational settings • Any anticipated new employment assistance provided by the Board • Timelines for compensation and benefits • Timelines for outstanding professional development issues	Board President	Within 30 days of decision to close

• COBRA • Processing of year-end tax documents (W-2s, 1099s, etc.) • Pertinent licensure information • Date for upcoming staff/faculty closure meeting • Contact information for the School Closure Coordinator		
Faculty/Staff Meeting Kairos will convene an all-staff meeting to discuss the following: • Commitment to continuing school operations during closure transition • Plan to assist students and staff during the transition • Reasons for closure • Timeline for transition details • Compensation and benefits timeline • Contact information for the School Closure Coordinator	Board President	Within 30 days of decision to close
Institutional Partners Kairos will notify the following institutional partners of closure: • Public School Retirement System • All other Organizations and/or institutions with which the school has partnered	COO	Within 30 days of decision to close
Contractors/Vendors Kairos will notify all active contractors and vendors about school closure, cessation of operations, and: • Instruct contractors and vendors to remove any property from the school (copying machines, water coolers, and other rented property). • Retain records of past contracts as proof of full payment. • Maintain telephone, gas, electric, water, insurance, and Directors and Officers liability insurance long enough to complete all closure procedures.	COO	Within 30 days of decision to close
Creditors and Debtors Kairos will notify all creditors and debtors and calculate the totals accrued and unpaid for each. Kairos will also: • Solicit a final accounting of the school's accrued and unpaid debt from each creditor; compare the figures	COO	Within 30 days of decision to close

provided with the school's calculation of the debt and reconcile; and, where possible, negotiate a settlement of debts consummated with a settlement agreement reflecting satisfaction and release of the existing obligations. • Contact all debtors to demand payment, and if collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. Records regarding such collection or disputes by debtors will be retained.		
Engage Final Audit The Board of Directors will choose an independent auditor (subject to DESE approval) to conduct a final audit of school operations. Kairos will submit a signed and dated copy of the engagement letter to DESE along with an estimated timeline for the start and completion of the audit.	Board President	Within 30 days of decision to close

Post-Closure Tasks

Action	***Responsibility***	***Deadline***
Final Report Cards Kairos will send parents/guardians copies of final report cards, notice of where else student records were sent, and contact information for that institution.	Executive Director	Within one week after the last day of instruction
Archival and Transfer of Student Records Kairos will ensure that complete student records (academic, health, special education, etc.) are archived and transferred to each student's new school. Record will include: • Final grades • Materials associated with Individual Education Plans • Immunization records • Parent/guardian information	Executive Director	Within one week after the last day of instruction
Payroll and Employment Verification Reports Kairos will provide a list of all payroll reports (including taxes, retirement, and contract adjustments) and an employment verification report to each employee, including:	COO	Within one week after the last day of instruction

• A signed and dated letter from the payroll provider assuring timely and complete processing of payroll documentation (W-2s, 1099s, etc.) • An employment verification report including dates of employment, position(s) held, and salary history		
Itemized Financial Reports Kairos will review, prepare and, make available: • Fiscal year-end financial statements • Cash analysis • List of compiled bank statements for the year • List of investments • List of payables (and determinations of when a check used to pay the liability will clear the bank) • List of petty cash • List of all payroll reports including taxes, retirement or adjustments on employee contracts • List of all accounts, which will be closed once transactions have cleared • List of all unused checks, which will be voided	COO	Within one week after the last day of instruction
Final Reports Kairos will submit all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	Executive Director	Within one week after the last day of instruction
Inventory and Plan for Disposition of Assets Kairos will plan for the disposition of all assets, property, and inventory, segregating assets purchased with Missouri State and Federal Dollars. Within 60 days of the last day of instruction Kairos will: • Note source codes for funds and price for each purchase • Establish fair market value, initial and amortized for all fixed assets • Ensure that all Kairos liabilities and obligations are paid and discharged to the extent possible by the school's assets • Return unobligated Missouri State dollars to DESE • Donate all other assets to the St. Louis Public Library Foundation, pursuant to Kairos' incorporating documents.	COO	Within one week after the last day of instruction

Archiving Corporate Records and Operations The Kairos Board will maintain all corporate records related to: • Employees (background checks, personnel files) • Loans, bonds, mortgages and other financing • Contracts • Leases • Assets and asset sales • Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042) • Governance (minutes, by-laws, policies) • Accounting/audit, taxes and tax status • Employee benefit programs and benefits • Any items provided for in the closure action plan	Board President	Within one week after the last day of instruction
Submit Final Audit Kairos will submit a final closeout audit (by an independent CPA firm or Missouri State auditor, as determined by statute), which documents disposition of all liabilities.	COO	Within one week after the last day of instruction

Appendix A: Summit Learning Program & Curricula

Summit Features—Platform Pages—Grading Breakdown—Cognitive Skills Rubric
Sample Scope & Sequence, Unit of Study, and Instructional Materials

Summit Platform Features

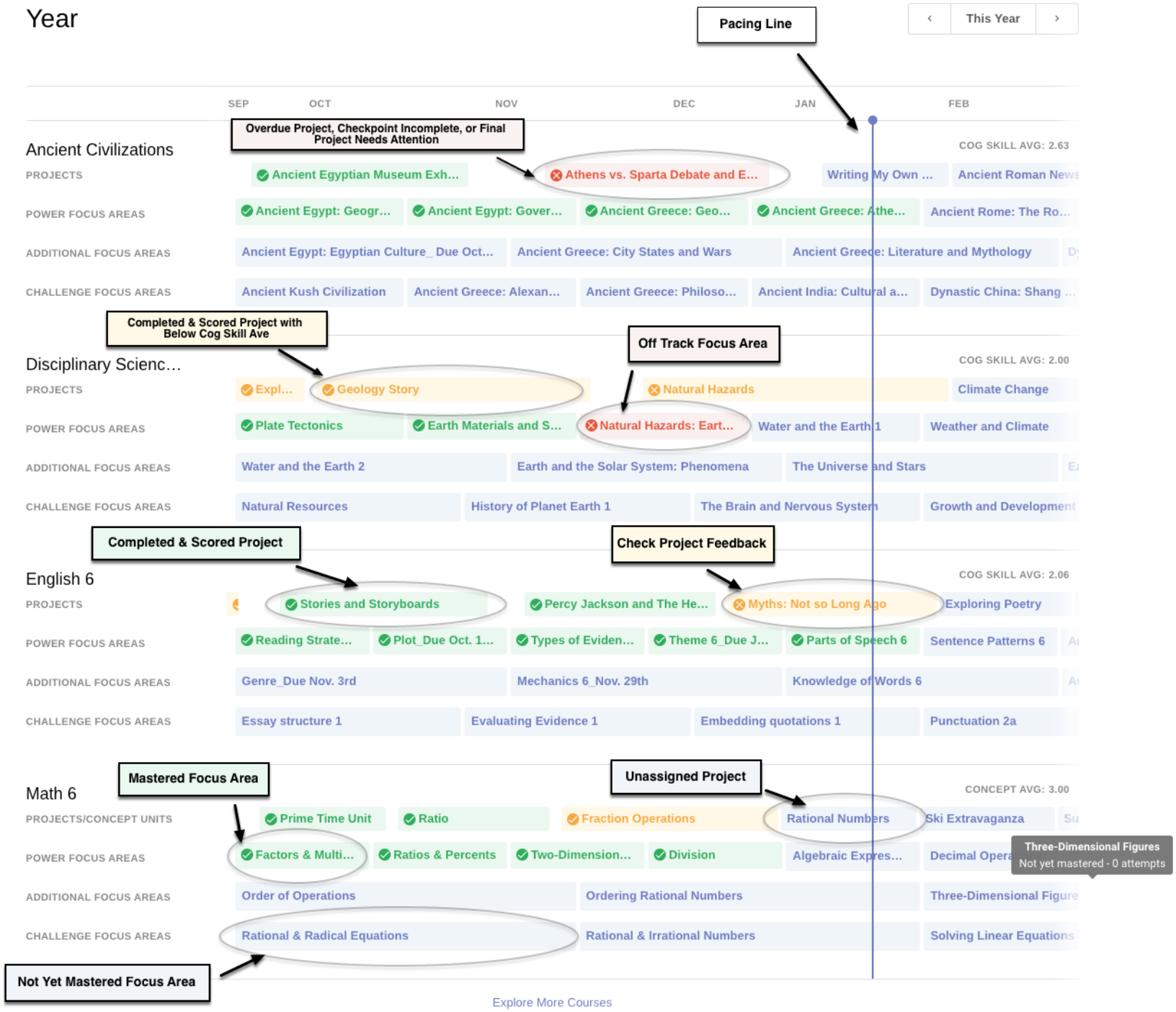
The Summit Learning Platform is an online tool that helps students set and track goals, learn content at their own pace, and complete deeper learning projects. Beyond nonpareil curricula and assessments, the following functionality distinguished Summit during Kairos' review of learning management systems:

- Data that allows Kairos to:
    - manipulate and analyze skill-aligned data on practice problems, rubrics, assessments, goal attainment, resource interactions, assignment attempts, and student progress.
    - monitor student behavior and evaluate Growth Goals, both individually and globally.
    - sort school-wide data sets according to myriad variables and dimensions, including by subgroups corresponding to faculty teams (e.g., classes, SPED, etc.).
    - distinguish student, teacher, and parent profiles; group users by house, class, etc.
    - create custom student groupings (with access to data) for coaches, club sponsors, etc.
- Tools that let students:
    - access differentiated curricula.
    - display curriculum as a continuum along a year-long calendar.
    - work through practice problems independently.
    - review productivity and mastery data in order to reflect on actions and inform decisions.
    - host bulletins for announcements and forums for discussions.
    - view house and school announcements.
    - communicate with other students and teachers.
- Tools that let parents:
    - see student productivity data, including mastery data, through a parent account.
    - access their child's curricula and assignments.

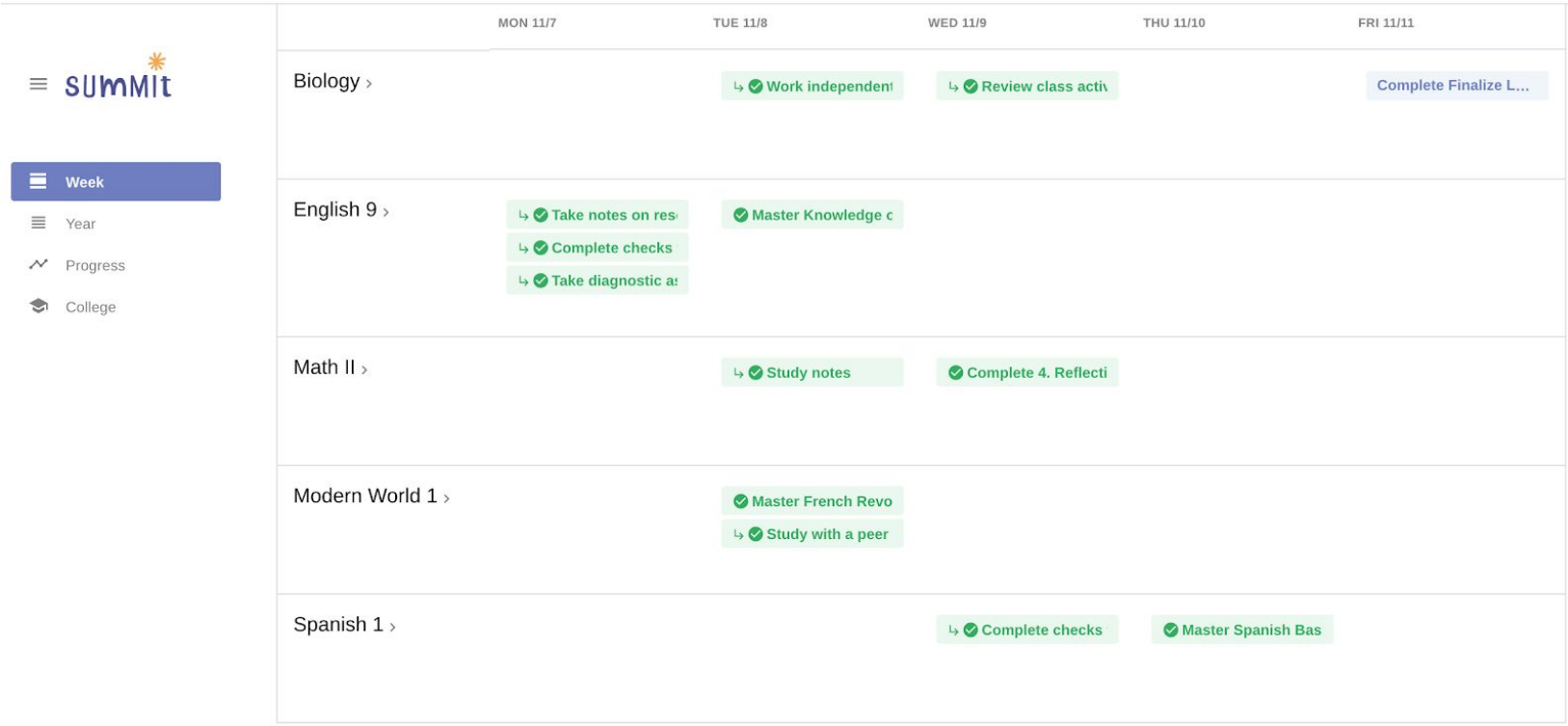
    - communicate easily and quickly with coaches.
    - Review student Growth Goals, Cyclical Goals, and Graduation Goals.
- Feedback mechanisms for:
    - immediately autograding objective practice problems (freeing teacher time for subjective feedback, curriculum design, and student meetings).
    - inline subjective feedback on creative work in real time, including commenting, highlighting, underlining, drawing, circling, voice recordings (online subjective feedback allows students to keep working, even before in-person meetings with coaches, and reduces printing, a boon for both the environment and our budget).
- Platform flexibility to:
    - integrate external ed-tech resources, allowing Kairos to complement Summit's curricula and organizational tools with other web-based application (e.g., Evernote, ToDoist, etc.)
    - incorporate G Suite for Education, which lets students schedule appointments on teachers' Google Calendars, collaborate on Google Docs, and communicate in a closed network through Gmail and Google Hangouts.
    - store curricular and PD libraries online by department.
    - deliver and store PD digitally for teams.
    - share collaborative resource libraries with other Summit partner schools, allowing teachers at Kairos to search partner schools' curricula and lessons by grade level, subject, cognitive skill, and keyword.
- Goal-setting features to:
    - mark both academic goals (automatically populated based on current modules) and custom, non-academic goals.
    - visualize goals in a timeline that extends to college, with a particular focus on goals for executive functioning competencies (which Summit calls "Habits of Success" based on Turnaround for Children's "Building Blocks for Learning").
- Ongoing technical support for:
    - mentorship and PD around platform implementation and data use.
    - customization of the Platform to Kairos' particular needs.

Platform Pages

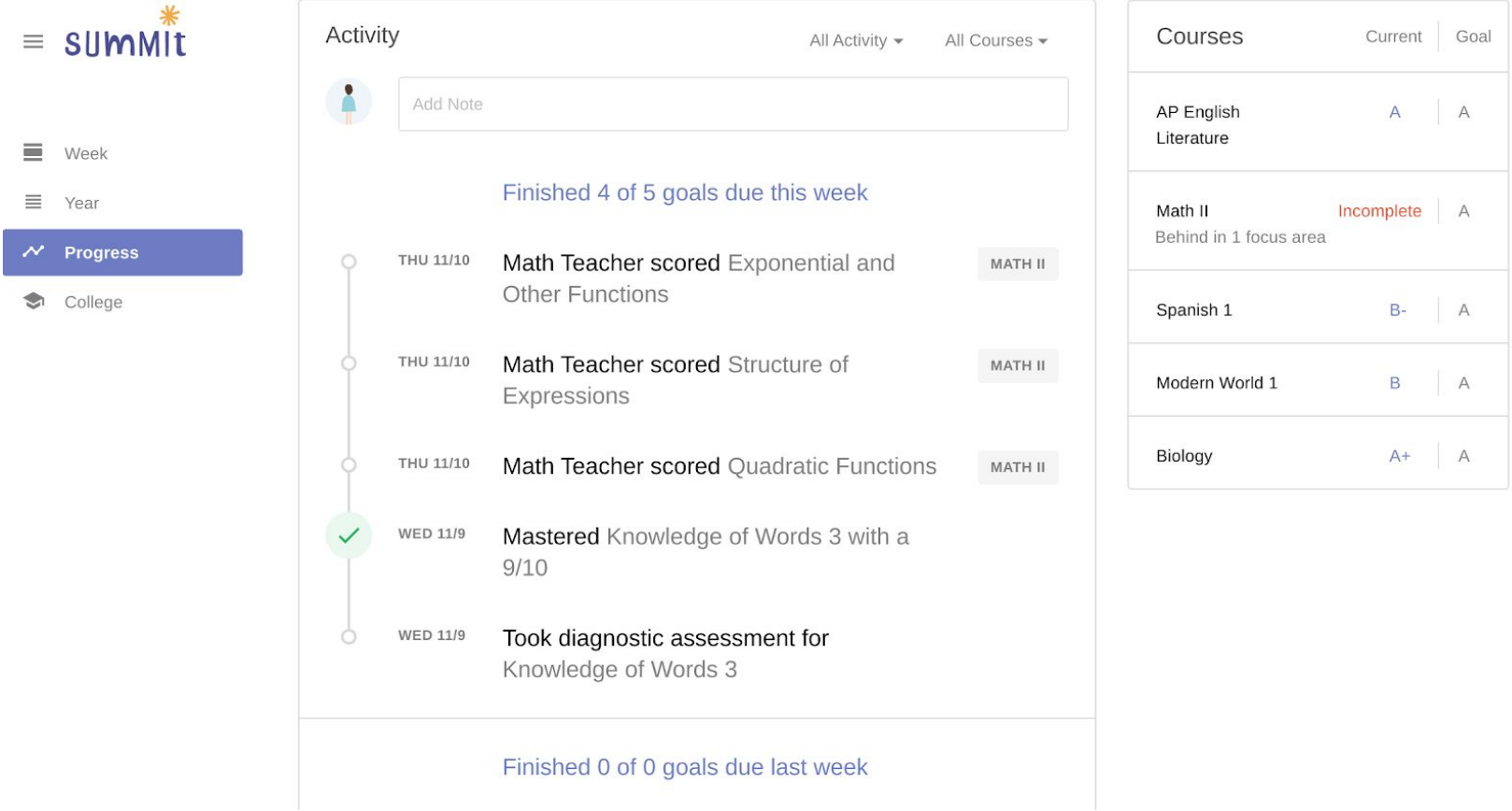
Appx.A.i: Year Tab



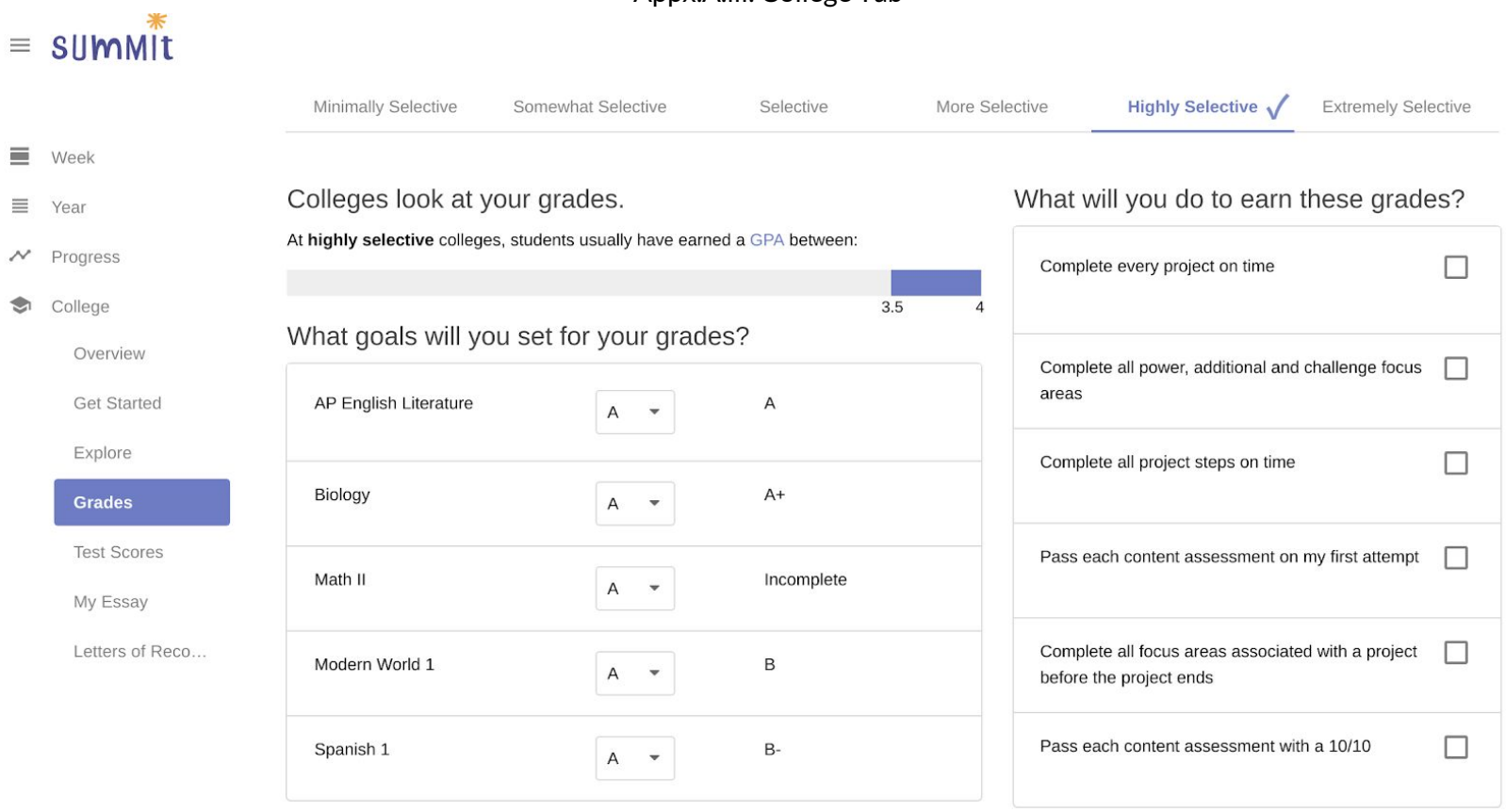
Appx.A.ii: Week Tab



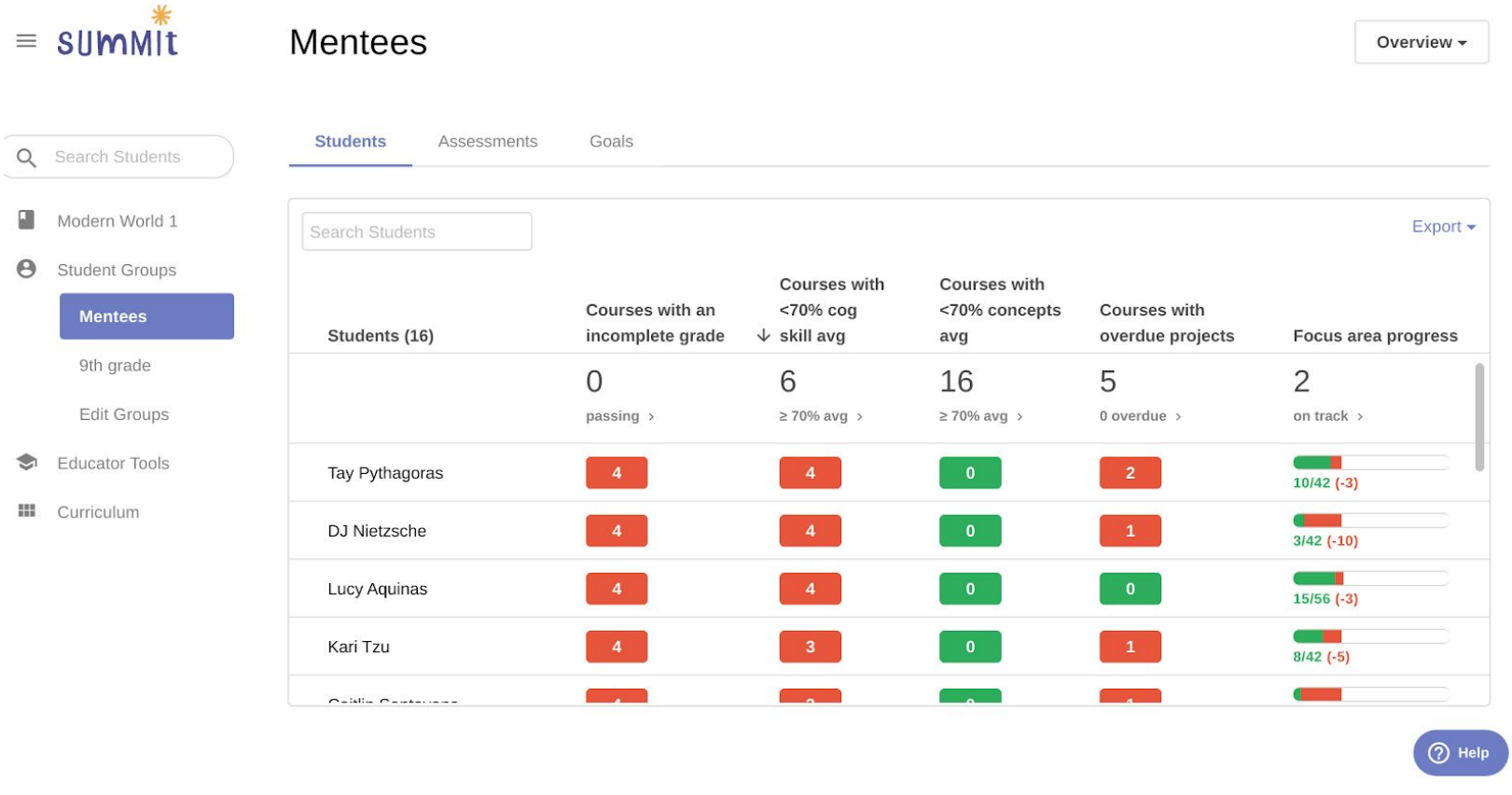
Appx.A.iii: Progress Tab



Appx.A.iii: College Tab



Appx.A.iv: Teacher-Coach Data (Partial Set)



Figurative Language 6

Objectives

Introductory Materials

RESOURCES

- Figurative Language Notes

OBJECTIVE 1

Define and identify personification. Review and identify the difference between literal and figurative language. Review and identify similes and metaphors.

QUESTIONS

- Giving human traits to objects or ideas is an example of — Diagnostic Question
- Which of the following is *not* an example of a metaphor? — Diagnostic Question

Show Answers

RESOURCES

- Video: Figures of Speech
- Video: Figurative Language Definitions
- Explanations and practice with figurative language
- Check for Understanding: Definitions of figurative language
- Practice: Similes vs. Metaphors
- Check for Understanding: Identify figurative language

OBJECTIVE 2

Use context to interpret the meaning of literal and figurative language, as well as similes, metaphors, and personification.

QUESTIONS

- Use the following sentence to answer the question.

  Jenna's eyes twinkled like stars as she squealed with delight when father surprised us with a trip to Disneyland.

  Which of the following explains how the authors uses figurative language?

  Diagnostic Question

Show Answers

RESOURCES

- Video: Figurative Language and Its Meaning
- Reading: Effects of Figurative Language
- Practice: Effects of figurative language
- Metaphors and Similes
- Personification in literature

Focus Area Details

OVERVIEW

By the end of this playlist you will be able to define, identify, and use context to explain the meanings of figurative language, literal language, simile, metaphor, personification, and figures of speech.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

Simile Metaphor Personification Figures of Speech Figurative Language Literal Language

COURSES

English 6

Teacher Tools

2 OBJECTIVES

2-5 Objectives is recommended

OBJECTIVE 1 HAS FEWER ASSESSMENT QUESTIONS AVAILABLE THAN CONFIGURED.

Assessments must have exactly 10 questions.
5 - from Define and identify
5 - from Use context to interpret the

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

0/3 questions translated.

Standards

Other Standards (2)

French Revolution Causes

You've mastered this focus area with a 8/10. Your hard work is paying off!

3/3 Diagnostic — Review | Retake

INTRODUCTORY MATERIALS

Introductory Materials

OBJECTIVE 1

2/2 1) Describe the 3 estates of France's Old Regime and their power and relationship to one another.

OBJECTIVE 2

4/4 2) Describe France's economic, social, and political issues that led to the revolution, including the impact of the Enlightenment.

OBJECTIVE 3

2/4 3) List and describe key historical events that led to the start of the French Revolution. (The Estates General, National Assembly, Tennis Court Oath, Storming of the Bastille)

Slideshow: Events Leading up to French Revolution
This slideshow discusses events that took place in France just before the Revolution began. Take notes along the way and answer the questions in the slide show to deepen your understanding.

Video: Beginnings of the French Revolution
This video looks at the events that lead up to the French Revolution. It defines the 3 estates, describes the main events, and describes the financial and social structure and status of France just before the start of the revolution. Watch: 5:25 min – 8:20 min to learn about: - Convocation of Estates General. Watch: 8:20-15:45 to learn about: - National Assembly of France - Tennis Court Oath - The Storming of the Bastille Watch 15:45 min —17:05min to learn about: - The Declaration of Rights of Man

Reading: French Revolution Begins
This is a textbook reading on the beginning of the French Revolution. It provides a broad overview of causes and early events.

Check for Understanding - Early Events of French Revolution
This link will take you to an online Quiz that will test your understanding of the causes and early events of the French Revolution.

Check for Understanding - Early Events of French Revolution
This link will take you to an online Quiz that will test your understanding of the causes and early events of the French Revolution.

8/10 Content Assessment — See All Takes | Request

Focus Area Info

DESCRIPTION

By the time you finish this playlist, you should be able to:

1) Describe the 3 estates of France's Old Regime and their power and relationship to one another.
2) Describe France's economic, social, and political issues that led to the revolution, including impact of the Enlightenment.
3) List and describe key historical events leading up to The French Revolution. (The Estates General, National Assembly, Tennis Court Oath, Storming of the Bastille)

KEY TERMS

Terms: By the time you finish this playlist, you should be able to define and give an example of the following terms:

-estate,
-clergy,
-peasants,
-nobles,
-Bourgeoisie,
-King Louis XVI,
-Queen Marie Antoinette,
-Clergy, Bourgeoisie, Controller General, Old Regime, Estates General, National Assembly, Tennis Court Oath, Storming of the Bastille)

SCORE NEEDED TO PASS

8 out of 10 correct.

PROJECTS

Reporting Live from the Revolution

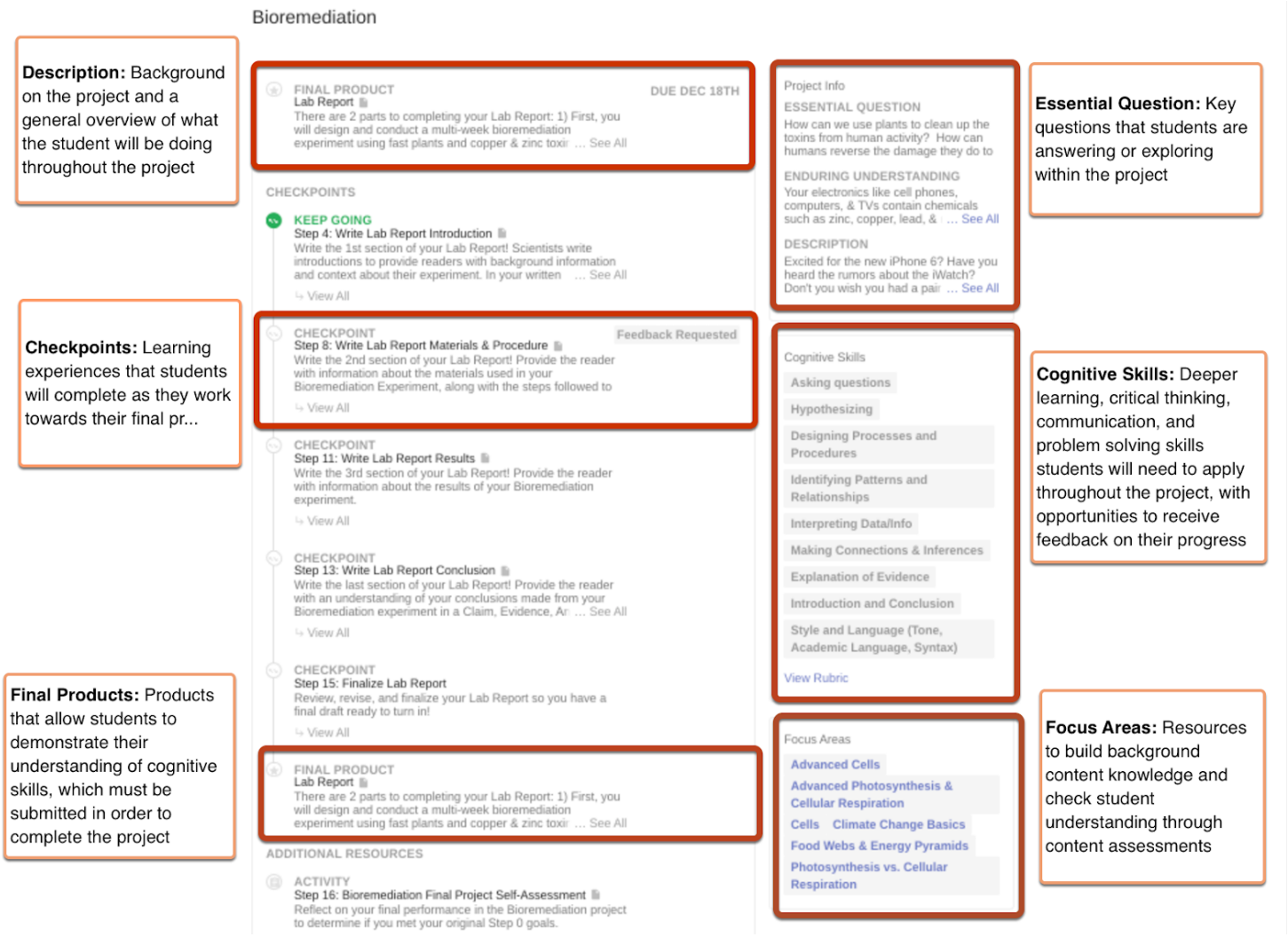
Students Able to Help

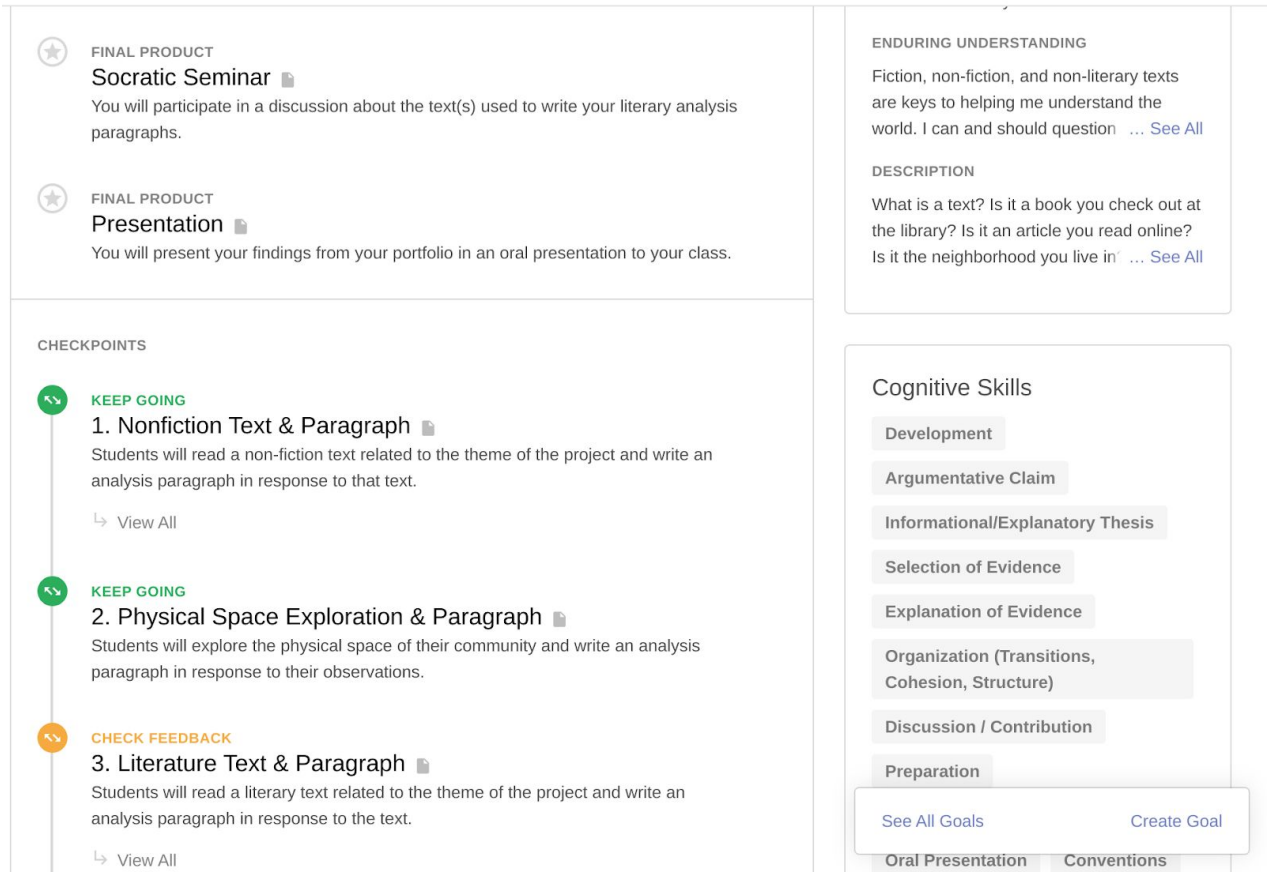
None available yet

Tracy O — How can I offer help?

See All Goals — Create Goal

Appx.A.vii: Project (Student View)





Appx.A.viii: Course Editing (Teacher View)

You are currently editing this course

Finish Editing

2017 / 9TH GRADE, MATH

Math I

Settings

Projects

Add

- Equations & Inequalities
  1 FOCUS AREA (CHANGE)
- Patterns & Sequences
  2 FOCUS AREAS (CHANGE)
- Features of Functions
  2 FOCUS AREAS (CHANGE)
- Event Planning
  4 FOCUS AREAS (CHANGE)
- Linear & Exponential Functions
  6 FOCUS AREAS (CHANGE)
- Geometry
  2 FOCUS AREAS (CHANGE)

Focus Areas

Add

POWER

- One-variable Equations & Inequalities
- Arithmetic & Geometric Sequences [Calc…
- Functions 2
- Domain & Range
- Linear Equations in Two Variables
- Exponential Functions [Calculator OK]
- Systems of Equations [Calculator OK]
- Transformations & Congruence
- Univariate Data

ADDITIONAL

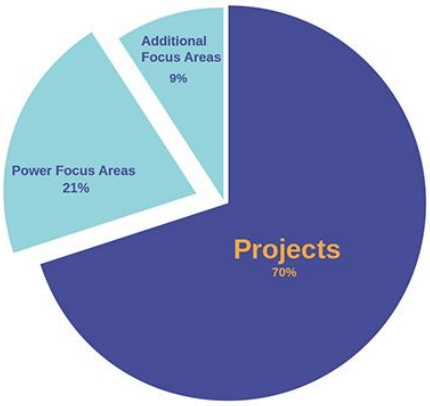
- Recursive & Explicit Formulas [Calculator…
- Exponential Functions 2 [Calculator OK]
- Linear Equations in Two Variables 2
- Linear Inequalities in Two Variables
- Coordinate Geometry [Calculator OK]

Help

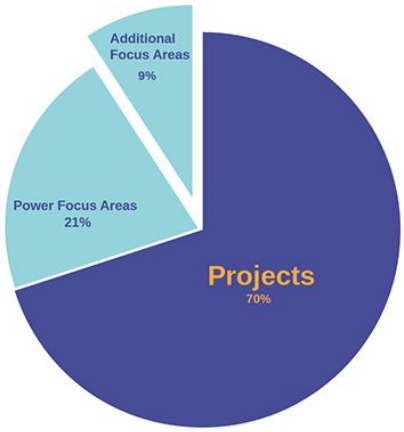
Grading Breakdown

Appx.A.ix: Example Course Grades by Subject

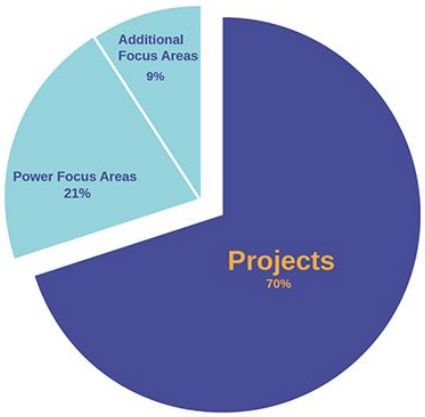
Modern World 1		83%	B
You have **0 projects** overdue			My Goal: **A**
For your **power** focus areas, you are on pace to complete	9/9	100%	
For your **additional** focus areas, you are on pace to complete	0/7	0%	
For your **cognitive skills** you have an average of	4.75	89%	



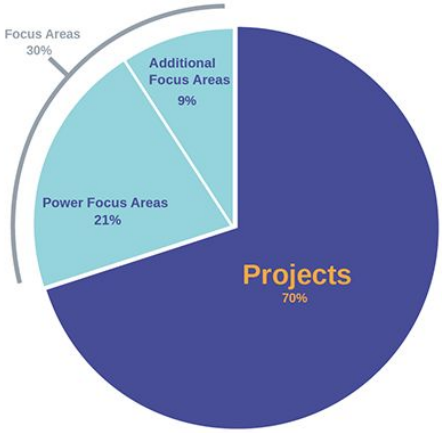
Power Focus Areas - This student is on pace to complete all of their Power Focus Areas. Their percentage in this category is: 1.00 * 21% = 21%



Additional Focus Areas - This student has not completed any of their Additional Focus Areas. Their percentage in this category is: 0.00 * 9% = 0%

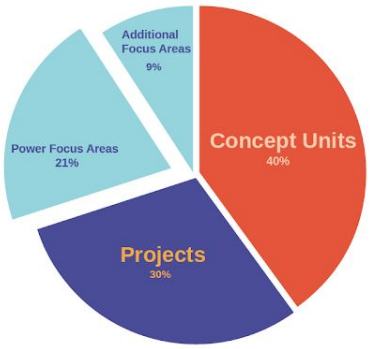


Projects - This student has a cognitive skill average of 4.75, which translates to an an 89% for 9th graders. Their percentage in this category is: 0.89 * 70% = 62%

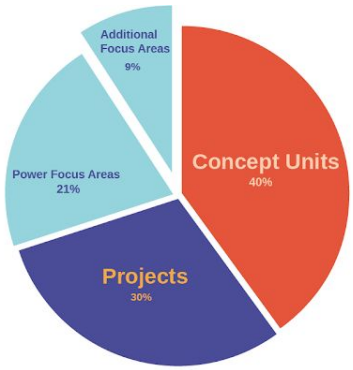


Overall Grade - Adding up their percentage breakdown gives us: 21% + 0% + 62% = 83%

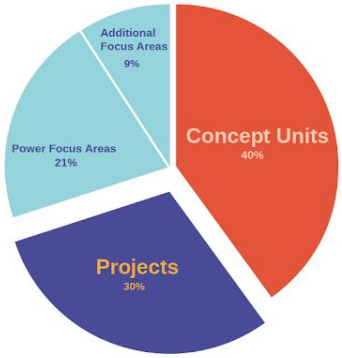
Math 1		90%	A-
You have **0 projects** overdue			No grade goal set yet.
For your **power** focus areas, you are on pace to complete	14/14	100%	
For your **additional** focus areas, you are on pace to complete	10/14	73%	
For your **math concepts** you have an average of	4.00	85%	
For your **cognitive skills** you have an average of	5.17	95%	



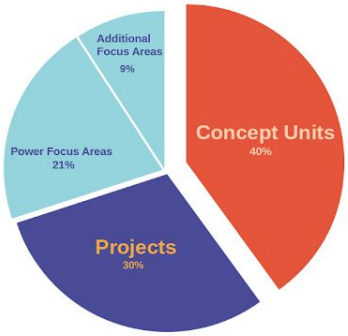
Power Focus Areas - This student is on pace to complete all of their Power Focus Areas. Their percentage in this category is: 1.00 * 21% = 21%



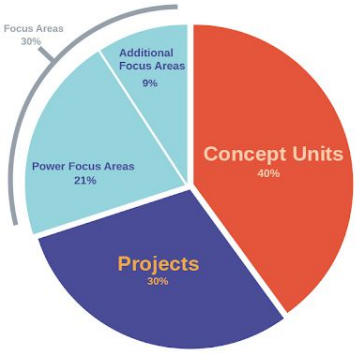
Additional Focus Areas - This student is on pace to complete 10 out of 14 Additional Focus Areas. Their percentage in this category is: 0.73 * 9% = 6.6%



Projects - This student has a cognitive skill average of 5.17, which translates to a 95% for 9th graders. Their percentage in this category is: 0.95 * 30% = 28.5%



Concept Units - This student has a math concept average of 4.00, which translates to an 85%. Their percentage in this category is: 0.85 * 40% = 34%



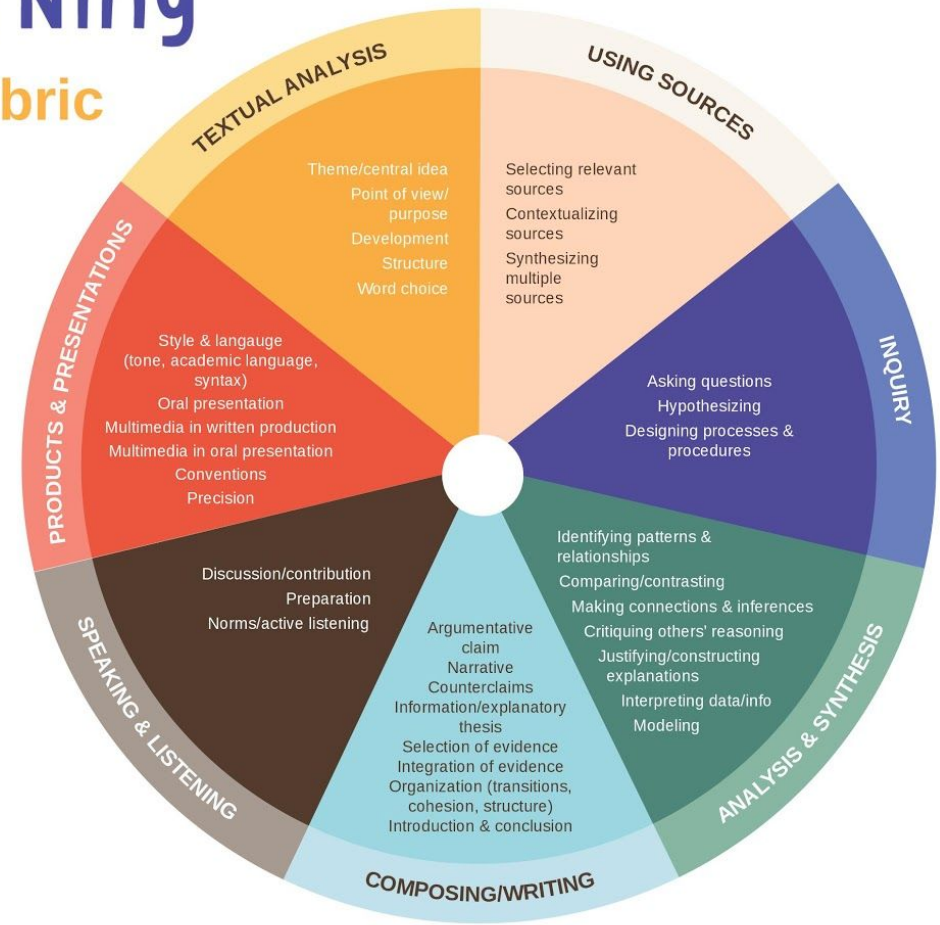
Overall Grade - Adding up their percentage breakdown gives us: 21% + 6.6% + 28.5% + 34% = 90%

SUMMIT LEARNING™

Cognitive Skills Rubric

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness.

Through Summit Learning, students practice and develop cognitive skills in every subject and in every grade level. For each cognitive skill, students must score a six on a 0-8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth. We prioritize the development of cognitive skills; a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.



SCALE
Stanford Center for Assessment, Learning, & Equity

Developed in collaboration with the Stanford Center for Assessment, Learning & Equity. May, 2017.

Domain: Textual Analysis (Close Reading)								
Dimension: Theme/Central Idea								
High-Level Description: Determining theme(s)/central idea(s) with details that convey the central idea(s)								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of identifying a theme/main idea in a text. OR Identifies a topic and details loosely related to a theme/main idea.	Identifies a theme/main idea in a text and provides a few key details.	Identifies a theme/main idea in a text and uses key details to explain the theme/main idea.	Identifies a theme/main idea in a text using key details and Elaborates on how key details support the main idea OR Uses key details to describe how characters/ speakers view events/topics.	Identifies a theme/central idea in a text and provides a limited explanation of how that theme/ central idea is developed through specific details.	Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/ central idea is developed through specific details. Provides some explanation of how the theme/ central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).	Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).	Identifies multiple themes/central ideas in a text and provides a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character). Where applicable, interprets theme/central idea through a critical lens or framework.	Identifies multiple themes/central ideas in a text and provides a sophisticated analysis of their development and interaction with each other and with supporting ideas or other elements in the text, including an evaluation of which theme/ central idea is the most significant and why. Where applicable, persuasively interprets theme/central idea through a critical lens or framework.

Domain: Textual Analysis (Close Reading)								
Dimension: Point of View/Purpose								
High-Level Description: Analyzing the point of view or purpose of a character, narrator, and/or author/speaker and how that point of view influences the message or meaning of the text								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of identifying the point of view of an author/narrator/ speaker.	Identifies the author/narrator/ speaker's point of view, and distinguishes it from own point of view.	Describes author/narrator/ speaker's points of view. Compares and contrasts firsthand and secondhand accounts of the same event or topic OR Compares and contrasts the perspectives in first and third person narratives.	Describes how an author/ narrator/ speaker's point of view influences how events are described. Compares and contrasts the points of view represented in multiple accounts of the same event or topic.	Describes author's/ speaker's point of view or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.	Accurately describes author's/ speaker's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/ speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzes author's/ speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.	Analyzes author's/ speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Analyzes author's/ speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/ speaker's point of view.	All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.

Domain: Textual Analysis (Close Reading)								
Dimension: Development								
High-Level Description: Explaining the connection between events, ideas or concepts in a text using specific details.								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of describing how individual actions, events, ideas/concepts, or steps in a procedure are connected to a sequence of events.	Describes characters in a story and explains how their actions contribute to the sequence of events. OR Describes the relationship between a series of events, ideas/ concepts, or steps in a procedure using language that pertains to time sequence or cause/effect.	Uses specific details in a text to... Describe in depth a character, setting, or event in a story. OR Explain events, ideas/concepts, or steps in a procedure in informational text, including what happened and why.	Uses specific details in a text to explain the relationship or interactions between two or more... Characters, settings, or events in a story. OR Events, ideas/ concepts, or steps in a procedure in informational text.	Explains how events, individuals, and/or ideas/ concepts interact within a text and contribute to the development of the storyline or theme/ central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/ concepts.	Analyzes clearly and accurately the development of a complex event, individual (e.g., someone with conflicting motivations) and/or idea/ concept within a text. Analysis includes how the complex event, individual, and/ or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.	Analyzes clearly and accurately how a series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/ among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes clearly and accurately how a complex series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/ among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes clearly and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/ concept or a series of complex events and/or ideas/concepts within a text. Analysis includes an evaluation of the effectiveness of the development.

Domain: Textual Analysis (Close Reading)								
Dimension: Structure								
High-Level Description: Analyzing an author's structural writing choices how they (3-5): contribute to the overall structure of the text; (6-12): affect the clarity and effectiveness of arguments, explanations, or narratives								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of structural analysis.	Identifies the key organizing features of a text. Describes how parts of text relate to or build on earlier sections of the text.	Describes the key organizing features in a text and the overall structure of the text.	Describes the key organizing features and sections in a text. Explains how those organizing features contribute to the overall structure of the text.	Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/ theme of a text.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/ theme.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of particular sections in developing the central idea/ theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.

Domain: Textual Analysis (Close Reading)								
Dimension: Word Choice								
High-Level Description: Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium.or narratives								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of analysis of author's word choice.	Identifies and defines academic, domain-specific words and phrases in the text relevant to understanding the topic or meaning of the text. (e.g., literal or nonliteral language).	Identifies and explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text.	Identifies and accurately explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text (e.g., figurative language such as metaphors and similes).	Identifies words and phrases that impact the meaning and/ or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/ or tone of the entire text. Clearly explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium. Where applicable, generally explains how an author uses or refines the meaning of a key term/ concept over the course of a text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium. Where applicable, clearly analyzes how an author uses or refines the meaning of a key term/ concept over the course of a text.

Domain: Using Sources								
Dimension: Selecting Relevant Sources								
High-Level Description: Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Selects information from provided sources with little to no relevance to a research question or understanding of the text(s).	Selects information from provided sources, including illustrations (e.g., maps, photographs) and the words in a text that are relevant to an understanding of the text (e.g., where, when, why, and how key events occur), but may not be relevant to a research question.	Selects information relevant to the research question from provided sources of varied format (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	Selects multiple sources that provide key evidence relevant to the research question. Where applicable, sources vary in format.	Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, credible information relevant to the research question. Where applicable, sources vary in perspective and/ or format.	Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide nuanced, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted.	Selects sourc-es that provide nuanced, comprehen-sive, credible information relevant to the research question at a level of detail and complexity appropriate to the audience and purpose of the research. Where appli-cable, sources vary in per-spective and/ or format. Any gaps or limita-tions in sourc-es are noted and the impact of those gaps and limitations is discussed.

Domain: Using Sources								
Dimension: Contextualizing Sources								
High-Level Description: Identifying how a source is situated within the world of its origin (time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of contextualizing sources.	Identifies a source's time and place of origin.	Provides information about a source's time or place of origin. Includes basic information about the maker.	Provides information about a source's time and place of origin. Includes information about the maker, the maker's perspective, and intended audience or purpose.	Provides accurate information about a source's time and place of origin. Includes some information about the historical, scientific, political, economic, social, and/ or cultural conditions of the source's origin.	Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/ or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/ or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Clearly explains how these conditions shape the meaning or significance of the source.	Provides thorough, relevant information about the historical, scientific, political, economic, social, and/ or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Uses analysis of these conditions to strengthen and refine an argument or explanation.

Domain: Using Sources								
Dimension: Synthesizing Multiple Sources								
High-Level Description: Integrating information across multiple sources to support an argument or explanation								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of synthesizing information from multiple sources. One source dominates the work.	Makes note of key points or details from two sources on the same topic.	Integrates information from two sources on the same topic by comparing information.	Integrates information from several sources on the same topic by sorting and comparing information.	Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).	Connections among sources are made by grouping similar information/ positions from multiple sources or identifying significant differences between sources (in content and/ or type).	Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.	Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.	Significant and nuanced connections are made among the sources and synthesized with the student's own claims or ideas to form a cohesive, supported, compelling argument or explanation.

Domain: Inquiry								
Dimension: Asking Questions								
High-Level Description: Developing focused, answerable inquiry and research questions								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Questions do not support understanding of a given topic.	Questions are relevant to a specific topic.	Questions are relevant to a specific topic and are based on the described problem or situation.	Questions are relevant to a specific topic, are testable or researchable, and build on prior knowledge about the topic.	Questions are relevant to a specific topic, are testable or researchable, and build on existing disciplinary knowledge about the topic.	Questions are valid, testable or researchable, and based on patterns or observations.	Questions are valid, focused, testable or researchable, based on patterns/ observations, current research, and/ or a specific model or theory.	Questions are valid, precise, testable or researchable, and based on patterns/ observations, specific evidence from current research, and/ or a specific model or theory.	Questions are valid, precise, testable or researchable, based on patterns/ observations, specific evidence from current research and/ or a specific model or theory, and push standard thinking on a given topic or in a particular discipline.

Domain: Inquiry								
Dimension: Predicting/Hypothesizing								
High-Level Description: Developing hypotheses and predictions								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of hypothesis or prediction.	Makes a prediction that is partially relevant to the inquiry question with little or no reasoning.	Makes a prediction related to the inquiry question. Supports reasoning for prediction with prior observations or experiences.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Begins to explain reasoning for prediction by relating it to prior knowledge such as cause and effect relationships.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Hypothesis relates to prior research about the topic.	Constructs a testable hypothesis about the investigated question, with a basic description of the variables ("if... then…"). Hypothesis relates to observation, research, or scientific principle.	Constructs a clear, testable hypothesis about the investigated question, with an accurate description of the variables ("if... then..."). Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise, testable hypothesis about the investigated question, with an accurate explanation of the relationship between variables ("if... then... because...)". Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise, testable, and insightful hypothesis about the investigated question, with accurate and thorough explanation of the relationship between variables ("if... then... because"). Hypothesis is based on observation, research, scientific principle, model, or theory.

Domain: Inquiry								
Dimension: Designing Processes & Procedures								
High-Level Description: Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of an action plan to address the problem/ prompt.	Identifies a general approach to investigate a question or solve a problem. OR Follows a recommended set of procedures for investigating a question or solving a problem.	Identifies the first few steps in a specific approach to investigate a question or solve a problem. Identifies specific tools or methods.	Creates a step-by-step plan to investigate a question or solve a problem. Identifies appropriate methods, tools, and/or approaches.	Creates an orderly action plan and addresses most aspects of the problem/ prompt. Includes a description of appropriate methods, tools, and/or approaches.	Creates an orderly action plan that addresses all aspects of a problem/prompt with some inefficiencies.	Creates a clear and orderly action plan that is mostly replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for some steps or aspects of the plan.	Creates a clear, detailed action plan that is fully replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for several steps or aspects of the plan. Where applicable, includes some alternate or contingency plans.	Creates a clear, detailed, fully replicable action plan to address a problem/ prompt as efficiently as possible. Includes a rationale for the complete plan. Where applicable, acknowledges potential weaknesses or limitations of the plan and includes thorough alternate or contingency plans.

Domain: Analysis & Synthesis								
Dimension: Identifying Patterns & Relationships								
High-Level Description: Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of organizing information or identifying patterns.	Makes note of simple connections or patterns from information displayed in structures.	Organizes information into mostly useful structures (tables, concept maps, or other graphical displays), and identifies patterns with some inaccuracies.	Organizes information into useful structures (tables, concept maps, or other graphical displays), and accurately identifies patterns.	Organizes information into useful structures. Accurately identifies patterns and a general relationship among patterns.	Organizes information into useful structures. Accurately identifies patterns and some relationships among patterns.	Organizes information into useful structures. Accurately identifies significant/ relevant patterns and relationships among patterns.	Organizes information into useful structures. Identifies and explains significant/ relevant patterns and the relationships among patterns. Makes note of examples and data that do not fit the pattern(s) or relationship(s).	Organizes information into useful structures. Identifies and explains significant/ relevant patterns and relationships among patterns. Identifies and explains examples and data that do not fit the pattern(s) or relationship(s).

Domain: Analysis & Synthesis								
Dimension: Comparing/Contrasting								
High-Level Description: Identifying and describing similarities and differences and use them to support an argument or explanation								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of comparing/ contrasting.	Identifies a similarity or difference relevant to a claim/main idea.	Identifies similarities and differences relevant to a specific claim/ main idea.	Identifies significant similarities and differences relevant to a specific claim/ main idea.	Describes significant similarities and differences relevant to a specific claim/ main idea/ thesis.	Identifies significant similarities and differences relevant to a specific claim/ main idea/thesis. Explains in a limited way why the similarities/ differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/ differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/ main idea/ thesis, including an explanation of how the similarities/ differences support a specific claim/ main idea/ thesis. Organizes points of comparison in a way that supports understanding and analysis.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/ differences refine or sharpen a specific claim/ main idea/ thesis. Organizes points of comparison in a way that best highlights and frames similarities and differences for analysis and understanding.

Domain: Analysis & Synthesis								
Dimension: Modeling								
High-Level Description: Representing concepts** with models, visual representations or symbols. AND/OR: Using appropriate tools to understand and analyze situations. **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of using models, visuals, or symbols to represent concepts.	Begins to identify general components of a concept and develops an oversimplified and/or incomplete physical, visual and/or abstract model.	Identifies specific components of a concept and develops a simple and partially accurate physical, visual and/or abstract model to represent key features.	Identifies specific components of a concept and develops a simple but accurate physical, visual and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate physical, visual, and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the relationship of the components to the whole.	Identifies significant components of a concept and develops accurate visual(s) and/ or model(s) to represent key features. Visual(s) or model(s) highlight the relationship of the components to the whole and makes visible the relationships among components.	Identifies significant components of a complex concept and develops accurate visual(s) and/ or model(s) to represent key features. Visual(s) or model(s) highlight the relationships of the components to the whole and the relationships among components. Model allows for manipulation and/or testing of a proposed idea, process, or system.	Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts. Visuals or models highlight the relationships of the components to the whole and the relationships among the components. Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.

Domain: Analysis & Synthesis								
Dimension: Interpreting Data/Information								
High-Level Description: Interpret data and/or information from sources and draw justifiable conclusions from data								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of interpreting data/ information.	Description or summary of data/information is incomplete or unsupported.	Provides a reasonable interpretation of data/ information. Uses a relevant analytic strategy (e.g., sorting, compare/ contrast) to characterize the data/information in a general way.	Provides a reasonable interpretation of data/ information. Uses a relevant analytic strategy (e.g., sorting, compare/ contrast) or concept (e.g., mean, mode) to characterize the data/ information.	Provides an accurate interpretation of data/ information. Uses a relevant analytic strategy (e.g., sorting, compare/ contrast) or concept (e.g., mean, mode) to characterize the data/ information.	Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/ contrast) or concepts (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/ information. Applies appropriate analytic strategies or concepts to characterize the data/ information. Considers the context from which the data/ information arose.	Provides a thorough, accurate interpretation of data/ information. Applies multiple analytic strategies or concepts to characterize the data/ information. Considers the context from which the data/ information arose. Recognizes gaps or outliers in the data/ information.	Provides a thorough, accurate interpretation of data/ information. Applies multiple analytic strategies/ concepts and determines which strategy/ concept is best for the purpose of the analysis. Considers the context from which the data/ information arose. Explains gaps or outliers in the data/ information.

Domain: Analysis & Synthesis								
Dimension: Making Connections & Inferences								
High-Level Description: Connecting ideas and making inferences based on evidence or reasoning								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Reasoning is not evident. Focuses on explicit details, with no reference to implicit or inferred meanings.	Demonstrates a basic understanding of a text based on explicit details in the text. Refers to a specific example relevant to that understanding.	Makes an inference based on evidence. Refers to a specific example relevant the inference.	Makes relevant inferences based on evidence. Makes clear connections between two or more specific examples relevant to the inferences.	Makes relevant inferences based on evidence and identifies the larger significance of the inference. Connections between a specific example and the larger idea are clear and appropriate.	Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference. Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.	Makes clear, relevant, thoughtful inferences and explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Connections to the larger idea are clearly made through multiple examples.	Makes clear, highly relevant and thoughtful inferences and thoroughly explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including attempts at non- or counter-examples.	Makes clear, highly relevant, insightful inferences and thoroughly explains their larger significance with sophisticated insight or originality of interpretation. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.

Domain: Analysis & Synthesis								
Dimension: Critiquing the Reasoning of Others								
High-Level Description: Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Accepts or rejects argument/ explanation with no evaluation of reasons or evidence.	Restates the argument/ explanation. Provides an opinion about the argument/ explanation, referring to at least one reason or piece of evidence.	Summarizes the argument/ explanation or specific claim, and determines whether the reasons/ evidence are relevant.	Accurately summarizes the argument/ explanation or specific claims, and determines whether the reasoning is logical and evidence is relevant.	Traces and evaluates the argument/ explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.	Delineates and evaluates the argument/ explanation and specific claims, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies some false statements and fallacious reasoning (logical fallacies).	Clearly delineates and evaluates the argument/ explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and considers alternate claims or evidence that would improve the logic of the argument/ explanation.	Clearly delineates and evaluates the argument/ explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient. Identifies false statements and fallacious reasoning and thoroughly explains alternate claims or evidence to improve the logic of the argument/ explanation.	All of Level 7 PLUS Identfies and evaluates the appro-priateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s).

Domain: Analysis & Synthesis								
Dimension: Justifying/Constructing an Explanation								
High-Level Description: Using logic and reasoning to justify a response or explain a phenomenon								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of justifying or explaining.	Provides a brief description of steps, procedures, or a phenomenon. Explanation or justification is missing or very limited. Explanation of reasoning is limited or incomplete.	Provides some detail in explaining steps, procedures, or a phenomenon. Uses concrete details/ examples to explain reasoning.	Provides a logical chain of reasoning to justify steps or procedures, or to explain a phenomenon. Uses concrete details/ examples and/ or disciplinary ideas to justify reasoning.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/ justification with some detail/ examples.	Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena in support of an overall solution strategy/ procedure or a holistic explanation of the phenomenon. Develops explanation/ justification with relevant detail/ examples.	Applies a specific premise (such as a disciplinary principle, axiom, or theory) to explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/ justification through relevant detail and examples. Acknowledges limitations, tradeoffs, and/ or alternate explanations/ approaches.	Applies one or more specific premises (such as disciplinary principles, axioms, or theories) to insightfully explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/ justification through detail and examples. Responds to limitations, tradeoffs, and/ or alternate explanations/ approaches.	Uses a variety of logical strategies and relevant, sufficient detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/ or alternate explanations/ approaches.

Domain: Composing/Writing								
Dimension: Argumentative Claim								
High-Level Description: Developing a strong opinion/ argument through clear, well-sequenced claims								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Opinion/claim is missing or unclear.	Introduces an opinion/claim and provides reasons that support student's point of view.	Introduces a clear opinion/ claim and provides reasons that support student's point of view.	Introduces a clear opinion/ claim and provides logically ordered reasons that support student's point of view.	Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.	Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims and subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims.	Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing. The significance of the claims is clearly established.	Claims and subclaims are clear, precise, and consistent throughout the writing with some nuance; the sequencing of the claims and subclaims creates a coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clearly established and developed.	Claims and subclaims are clear, precise, and nuanced throughout the writing; the sequencing of the claims and subclaims creates a complex and coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clear and persuasive.

Domain: Composing/Writing								
Dimension: Informational/Explanatory Thesis								
High-Level Description: Constructing explanations or conveying ideas and information through clear, well-organized, relevant ideas								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Topic or main idea is unclear.	Topic is evident with an unclear main idea.	Main idea is clear, on-topic, and focused. Some supporting ideas are provided.	Main idea is clear, on-topic, and focused; supporting ideas are relevant to main idea.	Main idea/ thesis is clear and focused; supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.	Main idea/thesis is clear, focused, and consistent throughout the writing; supporting ideas are relevant, organized in a way that makes relationships among ideas clear and that supports the reader's understanding.	Main idea/ thesis is clear and complex; relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.	Main idea/thesis is complex, focused, and consistent; highly relevant supporting ideas are tightly connected to the main idea and with each other to create a complex and coherent structure that builds the reader's understanding throughout the writing.	Main idea/ thesis is complex, precise, and consistent; significant, highly relevant supporting ideas build on the main idea and on one another in an elegant progression to create a complex and coherent structure that builds the reader's understanding throughout the writing.

Domain: Composing/Writing								
Dimension: Narrative								
High-Level Description: Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Describes loosely related events. Does not introduce narrator or characters. Does not provide a sense of closure. Does not include details or does not use narrative technique to develop characters and plot.	Establishes a situation and organizes a sequence of events using temporal words and phrases. Introduces a narrator and/ or characters and provides a sense of closure. Uses limited details and a narrow set of narrative techniques such as description of actions, thoughts, and feelings or dialogue to develop characters and plot, but they are unevenly developed.	Establishes a situation and organizes a sequence of events using some transitional words and phrases. Introduces a narrator and/ or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and some narrative techniques, such as description of actions, thoughts, and feelings and dialogue, to develop characters and plot.	Establishes a situation and organizes a sequence of events using a variety of transitional words, phrases, and clauses. Introduces a narrator and/ or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and the full range of narrative technique, such as description of actions, thoughts, and feelings, dialogue, and pacing, to develop characters and plot.	Orientation (including point of view), storyline, and/ or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/ or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/ events/steps.	Orientation (including point of view), storyline, and/ or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/ events/steps.	All of Level 5, PLUS: Uses a variety of techniques to sequence experiences/ events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/ or a specific outcome.	All of Level 6, PLUS: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.	All of Level 7, PLUS: Manipulates pace and other narrative elements to highlight the significance of experience/ events/steps or create specific effects.

Domain: Composing/Writing								
Dimension: Counterclaims								
High-Level Description: Acknowledging and developing alternate or opposing positions								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Counterclaims are not acknowledged.	Acknowledges that there is disagreement without identifying a specific counterclaim.	Makes note of a specific counterclaim.	Describes a specific counterclaim.	Describes specific counterclaims and clearly distinguishes them from claims.	Develops counterclaims with some evidence or detail and points out their limitations.	Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.	Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.	Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.

Domain: Composing/Writing								
Dimension: Selection of Evidence								
High-Level Description: Using relevant and sufficient evidence to support claims								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence or evidence is completely unrelated to statements.	Selects evidence with minimal relevance to main claim(s).	Selects evidence relevant to main claim(s).	Selects relevant evidence that supports main claim(s). Evidence for subclaims is limited or weakly related.	Selects relevant evidence that supports both main claim(s) and subclaims.	Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.	Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.	Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims.	Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim(s) and subclaims.

Domain: Composing/Writing								
Dimension: Explanation of Evidence								
High-Level Description: Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas)								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Includes unrelated facts, definitions, and details.	Includes relevant facts, definitions, and/or details (and relevant illustrations when appropriate).	Includes relevant facts, definitions, concrete details, and quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the main idea.	Explains relevant facts, definitions, concrete details, and/or quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the opinion/main idea.	Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.	Provides clear analysis that accurately explains how the selected evidence supports claims or statements.	Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.	Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis addresses weakness(es) or gaps the evidence.	Provides insightful, compelling analysis that thoroughly, accurately, and concisely explains how the evidence supports claims or statements; where applicable, analysis clearly addresses weakness(es) or gaps in the evidence; analysis is elegant in its precision and/or sophistication and originality.

Domain: Composing/Writing								
Dimension: Integration of Evidence								
High-Level Description: Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of including evidence from sources, or evidence is presented inaccurately.	Presents information from experiences or sources in brief notes taken in a provided organizer.	Presents relevant evidence from experiences or sources in notes organized by categories OR at appropriate places in the text.	Presents relevant evidence from experiences or sources through accurate summary or paraphrase at appropriate places within the text.	Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis.	Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements.	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.	Evidence is presented objectively and accurately and integrated seamlessly and strategically into the text in a variety of ways that support the argument, explanation, or analysis and develop a consistent and sophisticated tone appropriate to the purpose.

Domain: Composing/Writing								
Dimension: Organization (Transitions, Cohesion, Structure)								
High-Level Description: Using text structure and transitions to communicate with clarity and coherence								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Lists information about claim or main idea. Uses no linking words.	Groups related information together related to claim/main idea. Uses linking words to connect ideas/ claims.	Organizes paragraphs or sections around claim/ideas. Uses words and phrases to link ideas within categories of information/ claims	Organizes paragraphs or sections logically to support the main idea or claim. Uses words, phrases, and clauses to link ideas within and across categories/ claims.	Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.	Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.	Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion.	Sequencing of paragraphs and/or sections creates a coherent whole that deepens understanding of the content and builds toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location.	Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and clearly guides the reader toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location. Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing.

Domain: Composing/Writing								
Dimension: Introduction & Conclusion								
High-Level Description: Framing a composition with a relevant introduction and conclusion								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Includes introduction but main idea or claim is unclear or missing. Provides no concluding statement or conclusion.	Introduces the topic and includes main idea or claim. Provides a concluding statement or section.	Introduces the topic and a clear main idea or claim; focus on the main idea or claim is mostly maintained. Provides a concluding statement or conclusion that relates to the main idea or claim.	Introduces the topic and a clear main idea or claim; maintains a consistent focus on the main idea or claim. Provides a concluding statement or conclusion that relates to the main idea or claim.	Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea(s) or claim(s).	Introduction includes relevant background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing. Conclusion summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s).	Introduction includes relevant and sufficient background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; introduction is engaging. Conclusion summarizes, pulls ideas together, and highlights important points of the content presented; when appropriate, conclusion considers some implication(s) of the content presented.	Introduction clearly contextualizes the topic, and clearly establishes the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, and/or extends ideas as appropriate; when appropriate, conclusion addresses implications or significance of the content presented.	Introduction clearly and concisely contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and outlines the structure of the content that follows; introduction is engaging and inviting. Conclusion strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate; when appropriate, conclusion clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented.

Domain: Speaking & Listening								
Dimension: Discussion/Contribution								
High-Level Description: Communicating ideas and contributing to discussion through questioning, connecting, and probing								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Does not participate in discussions. Asks questions or provides comments unrelated to discussion or text.	Provides comments that connect to the ideas of others and stay on topic. Asks questions for clarification.	Provides original comments that contribute to the discussion and connect to the ideas of others. Asks and responds to specific questions for clarification.	Provides original comments and/or draw conclusions that contribute to the discussion and elaborate on the ideas of others. Asks and responds to specific questions for clarification.	Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.	Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes, probing reasoning and evidence and/or promoting divergent and creative perspectives.

Domain: Speaking & Listening								
Dimension: Preparation								
High-Level Description: Entering a discussion or presentation with appropriate evidence and relevant details								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of preparation for discussion.	Comes to discussions prepared with ideas related to assigned reading.	Comes to discussions prepared and explicitly draws on ideas from assigned reading and other relevant information.	Comes to discussions prepared and explicitly draws on highly relevant ideas or details from the assigned reading and other relevant information.	Comes to discussions prepared and draws on specific evidence from the assigned reading and other relevant information.	Comes to discussions having read and researched material for teacher-provided questions; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with self-generated questions from studying, research, and/ or inquiry. Attempts to move discussion along by using those questions at appropriate moments.	Comes to dis-cussions with self-generated, sequenced, specific questions and evidence to move the dis-cussion along purposefully (i.e., toward an intended outcome or desired under-standing).

Domain: Speaking & Listening								
Dimension: Norms/Active Listening								
High-Level Description: Using roles and norms to support collegial discussions and completion of group work								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Participates in discussions by disrupting others and speaking out of turn or off-topic.	Participates in discussions and follows agreed-upon norms.	Participates in discussions and follows agreed-upon rules. Carries out assigned roles.	Participates in discussions and follows agreed-upon rules and deadlines. Carries out assigned roles.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals and deadlines. Enacts individual roles independently.	Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals and deadlines. Attempts to establish individual roles within the group as needed.	Adheres to teacher- and group-enforced collegial discussion norms. Effectively facilitates progress toward specific goals and deadlines. Establishes appropriate individual roles within the group as needed.	Adheres to and helps enforce collegial discussion norms. Sets clear goals and deadline and facilitates conversation and interaction to meet them. Manages individual roles within the group as needed.	Applies collegial discussion norms to promote civil, democratic discussions and decision-making. Sets clear and detailed goals and deadlines and effectively facilitates conversation/ interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.

Domain: Products & Presentations								
Dimension: Style & Language (Tone, Academic Language, Syntax)								
High-Level Description: Using appropriate style in a written product, including academic language, tone, and syntax								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Uses general academic or specialized language incorrectly; frequently uses language that is informal or unsuitable for purpose.	Uses general academic or specialized language with minor inaccuracies and recognizes differences between written (formal) and spoken language. Word choice supports purpose.	Uses general academic or specialized language appropriately, and uses formal language when appropriate to purpose. Word choice is precise and supports the purpose.	Uses general academic or specialized language precisely and uses formal language when appropriate to the purpose. Sentences vary in structure; word choice is precise and supports the purpose and reader/listener interest.	Consistently uses a formal style with some academic or specialized language. Sentence structure is functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.	Consistently uses a formal style with consistently appropriate academic or specialized language. Sentence patterns are somewhat varied, with strong control over basic sentence structures and variable control over more complex structures.	Consistently uses a formal style and academic/ specialized language when most appropriate but also varies style and language effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and effective.	Consistently uses a formal style and academic/ specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.	Style, language, tone, and voice build ethos and high reader engagement. The style, language, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose. Sentence structures are varied, used strategically to enhance meaning, and are often powerful or beautiful.

Domain: Products & Presentations								
Dimension: Oral Presentation								
High-Level Description: Using appropriate public speaking strategies, including interaction with presentation mediums, to engage the audience and communicate points								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Makes no eye contact. Speaks in low volume or at a pace that makes the content of the presentation difficult to discern.	Makes irregular eye contact with audience. Speaks in a low volume and/ or at a pace that makes the presentation difficult to understand.	Makes eye contact with audience. Shows variable body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation	Makes regular eye contact with audience. Shows appropriate body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation.	Makes regular eye contact with audience. Shows confident body posture and speaks at an adequate volume and pace with clear pronunciation.	Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.

Domain: Products & Presentations								
Dimension: Multimedia in Written Production								
High-Level Description: Integrating technology to create high-quality written products								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of integrating technology into writing products.	Uses technology, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others effectively.	Uses technology, including the internet, to produce/publish writing, link/ cite sources, and interact/ collaborate with others effectively and efficiently. Uses technology/ media tools to illustrate ideas or show relationships between information/ ideas.	Uses technology, including the internet, to effectively and efficiently produce, publish, and update individual or shared writing products. Uses appropriate technology/ media tools to illustrate ideas or show relationships among information/ideas effectively.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses appropriate technology/ media tools to illustrate ideas or show relationships among information/ ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses carefully selected technology/ media tools creatively to illustrate ideas or show relationships among information/ ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.

Domain: Products & Presentations								
Dimension: Multimedia in Oral Presentation								
High-Level Description: Integrating multiple mediums, including technology, to create high-quality spoken presentations								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.	Multimedia components and/or visual displays emphasize or enhance facts and details relevant to the focus of the presentation.	Multimedia components and/or visual displays illustrate ideas relevant to the focus of the presentation.	Multimedia components and visual displays illustrate relevant information and develop ideas	Multimedia components and visual displays clarify and illustrate information and ideas.	Most multimedia components and visual displays clarify or illustrate information and ideas and strengthen arguments, explanations, and/or narratives by highlighting significant points.	All multimedia components and visual displays are purposeful and effective (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and add interest to the presentation.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/ efficiently used to enhance understanding of arguments, explanations, and narratives.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/ efficiently used to enhance understanding of arguments, explanations, and narratives. Integration of multimedia into presentation is seamless, engaging, and sophisticated.

Domain: Products & Presentations								
Dimension: Conventions								
High-Level Description: Using discipline-appropriate conventions to support clear expression of ideas and information								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding.	Generally uses the conventions of the discipline. Minor errors sometimes impede understanding.	Uses the conventions of the discipline. Errors are few/ minor, and do not impede understanding.	Uses the conventions of the discipline with some consistency. Minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline with consistency. Minor errors do not impede understanding.	Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline appropriately with almost no noticeable errors.	Applies the conventions of the discipline consistently to support clear expression of ideas and information. Errors are so few and so minor that the reader would be unlikely to notice them unless specifically looking for them.	Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.

Domain: Products & Presentations								
Dimension: Precision								
High-Level Description: Expressing ideas and information with exactness, specificity, correct use of terminology, and refinement								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of precision.	Expresses ideas in broad or general terms. Uses relevant terms, symbols, etc. with minor errors or misconceptions. OR Does not use relevant terms, symbols.	Expresses some ideas with specificity appropriate for the given purpose. Correctly uses relevant terms, symbols, etc.	Expresses ideas with specificity appropriate for the given purpose. Defines key terms, symbols, etc.	Consistently expresses ideas with adequate specificity for the given purpose. Defines terms, symbols, etc.	Consistently expresses ideas with clarity and specificity. Consistently defines terms, symbols, etc.	Consistently expresses ideas with clarity and specific, highly relevant detail. Consistently defines terms, symbols, etc.	Expresses ideas with clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc.	Expresses ideas and information with near-perfect clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. Expression is refined and sophisticated.

Sample Scope & Sequence, Unit of Study, and Instructional Materials

Appx.A.xi: Scope and Sequence for Integrated Science 6

Projects	Cognitive Skills						
Explaining a Science Mystery	Justifying / Constructing an Explanation	Explanation of Evidence	Modeling				
Seed Science	Asking questions	Explanation of Evidence	Identifying Patterns and Relationships	Interpreting Data/Info	Making Connections & Inferences		
Human Body Project							
Human Impact	Interpreting Data/Info	Introduction and Conclusion	Selecting Relevant Sources	Selection of Evidence	Synthesizing Multiple Sources		
Climate Change	Justifying / Constructing an Explanation	Making Connections & Inferences	Oral Presentation	Selection of Evidence	Style and Language (Tone, Academic Language, Syntax)		
(Don't) Feel the Heat	Argumentative Claim	Identifying Patterns and Relationships	Justifying / Constructing an Explanation	Modeling	Norms / Active Listening	Precision	Selection of Evidence

Focus Area	Objective	Objective	Objective	Objective	Objective	Current Course	Component(s) of NGSS aligned to this Objective			
The Brain and Nervous System	The nervous system and its parts share a basic organization.	Each sensory receptor responds to different inputs in order to gather information about the world.	The brain processes signals transmitted from the sensory receptors in order to generate a behavioral response or to store memories.			Integrated Science 6	NONE			
Human Impacts on the Earth	Human activities significantly impact other living things on Earth.	Human activities significantly impact natural habitats.	Human population growth generally increases negative human impacts on the Earth, unless we develop ways of meeting our needs.			Integrated Science 6	ESS3.C.1			
Global Climate Change	Increasing greenhouse gases in the atomosphere leads to global warming and global climate change.	Human activities are a big cause of current greenhouse gase increases.	Understanding climate science, engineering, and human behavior can help us make good decisions about how to deal with climate change.			Integrated Science 6	ESS3.D.1			
Conservation of Energy 6	When the motion energy of an object changes, there is always some other change in energy at the same time.	The amount of energy need to change the temperature of a material depends on several factors.	Energy will automatically move from hotter areas to colder areas.			Integrated Science 6	PS3.B.1	MS-PS3-5		
Energy 6	Motion energy is kinetic energy, and this energy is dependent on mass and speed of an object.	Potential energy is the stored energy dependent on the position of objects.	Thermal energy is the motion of atoms or molecules in a substance. The movement of thermal energy from one object to another is called heat.	Temperature is a measure of the average movement of particles in a substance. Temperature depends on the types, states, and amounts of matter present.		Integrated Science 6	PS3.A.1	MS-PS3-1		
The Structure of Life	All living things are made of cells.	Cells are made of special structures that each have a specific role.	In multicellular organisms, the body is a system organized into many interacting smaller systems.	In multicellular organisms, the body is a system organized into many interacting smaller systems.		Integrated Science 6	LS1.A.1	MS-LS1-1		
Growth and Development of Org	All living things reproduce, either sexually or asexually, and transfer their genetic information to their offspring.	Animals engage in behavior that increases their chances of reproduction and the survival of their offspring.	Plants reproduce in many ways, sometimes relying on specialized structures and animal behaviors.	Both genes and the evironment can affect the growth of organisms.		Integrated Science 6	LS1.B.2	MS-LS1-4		
Water and the Earth 6	Water continually cycles on Earth's surface.	The change and movement of water influences weather patterns.	The water cycle is driven by sunlight and gravity.	Global ocean currents are driven by variations in density and salinity.	Water's movements change the land's surface and underground features.	Integrated Science 6	ESS2.C.1	MS-ESS2-4		
Weather and Climate	Weather patterns are influenced by many factors. These patterns are so complex that weather can only be predicted using probability.	Climate patterns are influenced by many factors. These long term patterns are generally stable over time.	The ocean strongly influences both weather and climate.	Weather and climate share similarities and differences.		Integrated Science 6	ESS2.D.1	ESS2.D.2	MS-ESS2-5	MS-ESS2-6
Reproduction 6	Genetic information is organized into specific structures in a cell.	Genes control the production of specific proteins that affect the traits of an individual.	In sexual selection, offspring and parents often have different traits because the offspring inherit only a subset of each parent's genes.			Integrated Science 6	LS3.A.1	MS-LS3-1		

Audience
Purpose
Specs
Template

Seed Science

Project Info *[Bookmark]*
Materials Needed *[Bookmark]*
Scope and Sequence *[Bookmark]*
Cognitive Skills *[Bookmark]*
Knowledge and Understandings *[Bookmark]*
Standards Alignment *[Bookmark]*
Focus Area Alignment *[Bookmark]*
Sample Calendar *[Bookmark]*
Project Structure *[Bookmark]*

Project Info

[T- and S- facing]

- **Essential question(s):** What affects how living things grow and develop? How do scientists examine and make sense of the natural world?

- **Enduring Understanding(s):** Genes and environment together affect how a living thing grows and develops. Science is a process for testing our understandings of how the world works. Scientific research involves designing plans and collecting evidence to see what explanations best fit the patterns we see in the world. Often, scientific research reveals new questions to explore!

- **Description:** For this project, you will use the tools of scientific research to explore your own question about how living organisms grow and develop. You will design plans to collect your data, and you will use your data as evidence to support your conclusions. This project has one final product: a formal lab report describing your study.

Materials Needed

Item	# of Item per	Students per	Activity	Source

	group	Group		[optional]
Graduated cylinder	1	4	Entry Event	
Beaker (or clear plastic cup)	1	4	Entry Event	
White vinegar	100 mL	4	Entry Event	
Baking Soda	30 g (about 1 Tbs)	4	Entry Event	
Tray (or newspaper, to control mess)	1	4	Entry Event	
Lab Goggles (*optional)*	4	4	Entry Event	
Bean seeds, soaked 72 hours	1-2 per student	N/A	Entry Event	
Hand lenses *(optional)*	1 per student	N/A	Entry Event	
Mixed seeds of different shapes and sizes (ex. Coconut, poppy seed, wild burr seed, maple seed, avocado pit, acorn, corn, etc). *(optional)*	1 set per class	N/A	Entry Event	
3 types of flowers Flowers with big, easy-to-ID, not-too-delicate parts work best: lilies, daffodils, and tulips work well. Some (like daisies or roses)	1 of each flower	4	Parts of a Flower Lab	

have structures that are harder to identify. You may choose to include one hard-to-ID one, to highlight limitations of the "generic flower" model and show diversity among plants.				
Hand lenses *(optional)*	2-4	4	Parts of a Flower Lab	
Trays *(optional)*	1	4	Parts of a Flower Lab	
3 petri dishes (or clear plastic cups)	1 set per class	N/A	Seed Germination	
3 large seeds (like beans, pumpkin, or sunflower - something easily visible in a large group)	1 set per class	N/A	Seed Germination	
3 paper towels	1 set per class	N/A	Seed Germination	
Water	Small amount per class	N/A	Seed Germination	
Paper bag to cover one condition	1 per class	N/A	Seed Germination	
Bread	2 slices per student, plus extra for demonstration	N/A	Making a PBJ Sandwich	

Jam	1 jar for every 10 students	N/A	Making a PBJ Sandwich	
Peanut Butter	1 jar for every 10 students	N/A	Making a PBJ Sandwich	
Plastic Butter Knives	1 per student	N/A	Making a PBJ Sandwich	
Paper Towels	2 rolls per class	N/A	Making a PBJ Sandwich	
The below materials are suggestions for what you might make available to students as they design their procedures. This list is a starting point that can be modified to the needs and resources in your context. You can communicate to students the resources you will provide in the Resource: Available Materials.				
Different types of seeds students can choose from when designing their experiments. *Example:* *Multiple types of beans* *Watercress* *Pumpkin seeds* *Radishes* *Grass* *Mustard* *Sunflowers*	Several packets per class	N/A	Checkpoint 2: Planning an Experiment	
Planting cups	3 to 9 per group	4	Checkpoint 2: Planning an Experiment	
Potting Soil	1 - 2 bags per class	N/A	Checkpoint 2: Planning an	

			Experiment	
Sand	1 bag per class	N/A	Checkpoint 2: Planning an Experiment	
Compost	1 bag per class	N/A	Checkpoint 2: Planning an Experiment	
Grow Lamps	1 set per class, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Box	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Vinegar	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Watering can	2–4 per class	N/A	Checkpoint 2: Planning an Experiment	
Baking Soda	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Ruler	1 per group	4	Checkpoint 2: Planning an Experiment	
String	2 rolls per class	N/A	Checkpoint 2: Planning an Experiment	
Paper Towels	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	

Thermometers	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Heat mat	varies, depending on students' experiments	N/A	Checkpoint 2: Planning an Experiment	
Graduated cylinders or measuring cups	1-2 per group	4	Checkpoint 2: Planning an Experiment	
Plastic spoons	1-2 per group	4	Checkpoint 2: Planning an Experiment	

Scope and Sequence

During this 4 to 5 week project (8–10 90 min blocks), students will:

- **Ask** a testable question
- **Develop** a hypothesis
- **Plan** an experiment
- **Collect and Interpret** data
- **Draw conclusions** from their experiment
- **Consider** new questions that build from their experiment

Cognitive Skills

Cognitive Skill	Where Skill is Assessed	How is this skill applied in the final product?
Asking Questions	Introduction and Conclusion of Lab Report	Students collaboratively develop a single group research question to frame their shared experiment. Students describe the group research question in the introduction. Students individually develop a follow up question that builds from their group's experiment. Students describe their follow up question in their conclusion.
Hypothesizing	Introduction of Lab Report	Students describe the hypotheses being

		tested by their group's experiment.
Designing Processes and Procedures	Methods of Lab Report	Students describe the design of their group's study and the process they used to collect data.
Identifying Patterns and Relationships	Results of Lab Report	Students organize their data into useful tables and representations. Students describe patterns in their data.
Interpreting Data and Information	Results of Lab Report	Students analyze and interpret their data.
Explanation of Evidence	Conclusion of Lab Report	Students explain which hypotheses are best supported by their evidence.

Focus Areas Alignment

Focus Area	How does the FA content integrate with the project?
The Structure of Life	Students will monitor and measure different plant structures to examine the effect their manipulated variable has on the growth and development of their plant.
Growth and Development of Organisms	Students explore how genetic factors as well as local conditions affect the growth of the adult plant.
Reproduction 1	Students consider how genes and/or environment can affect the growth and development of plants. This FA provides a basic orientation to the idea of genes and how they can affect traits.

Knowledge and Understandings

Prior Knowledge for Project	Deeper Understanding Through Project	Key Misconceptions To Anticipate
Optimal prior knowledge students would have to access the project: ● Recognize the terms cell, genes, and structures. ● Know that multicellular organisms have specialized structures. ● Know that organisms grow	Students will be able to apply their general understanding of the structure and function of living things to the specific plants in their study. Students will be able to describe and explain how an inherited or environmental factor influences the	A common misconception students have are that plants "get food" from the soil. This misconception might manifest in students' questions and consideration of light or soil as factors for plant growth. A common misconception students

and develop over their lifespan.	growth of their plants. Students will understand how scientists use experiments to explore testable questions about the natural world. Students will understand how scientists use evidence to support their claims and reasoning. Students will understand how questions both instigate and emerge from scientific research.	have about science is that scientists' observations directly tell them how things work (i.e., knowledge is "read off" nature, not built). Instead, scientists rely on inference and interpretation of evidence to construct explanations, and those explanations may be revised with further study. Another common misconception students have about science is that the job of the scientist is to find support for their hypotheses, rather than to see what hypotheses is best supported by evidence. Another common misconception students have about science is that scientists work alone, when in actuality science is a highly social enterprise.

Standards Alignment

Standard	Key Facets of Standard	Manifestation in Project
Performance Expectations (PEs)	MS-LS1-4. Use argument supported by empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	Flower Lab Activity in CP3 (Interpreting Data practice)
	MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Checkpoint #5 Conclusion of Final product
Disciplinary Core Ideas (DCIs)	LS1.B Genetic factors as well as local conditions affect the growth of the adult plant.	Final Product (Lab Report) engages students in a scientific inquiry into factors that affect plant growth.
	LS3.A In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues	Students monitor and measure the growth and development of different specialized plant structures during their

For standards alignment, please see DESE's Crosswalk between Missouri Learning Standards and Next Generation Science Standards.

	and organs that are specialized for particular body functions.	experiment.
Science and Engineering Practices (SEPs)	1. Asking questions and defining problems	Asking Questions
	3. Planning and carrying out investigations	Hypothesizing Designing Processes and Procedures
	4. Analyzing and interpreting data	Identifying Patterns & Relationships Interpreting Data/Information
	6. Constructing explanations and designing solutions	Explanation of Evidence
Cross Cutting Concepts	Structure and Function	Students consider how the structure and function of plants supports the organism's growth and development.
	Patterns	Students look for patterns in empirical data into order to draw conclusions about how different factors affect plant growth and development. Students consider how scientists use patterns in nature and from observations in order to generate new questions.

Sample Calendar

Week	Block 1	Block 2
1	Objectives: ● SWBAT give a high level description of the purpose and expectations of the project ● SWBAT make observations and form testable questions Key Outcomes: ● Introduce project - what it is, why it is important ● Students form research groups ● Students complete most to all of CP1, ending with a group research question Agenda: 1. Entry Event	Objectives: ● SWBAT describe the features of a strong procedure ● SWBAT describe the components of a scientific hypothesis Key Outcomes: ● Students refine their research question with feedback ● Students develop their research hypothesis ● Students develop their procedure ● Students begin setting up their data tables in preparation for data collection Agenda:

	2. Brief overview of project 3. Students begin CP1 (workshops and 1:1 support as needed)	1. Whole class interruption: PBJ Procedure 2. Students refine CP1 from feedback (if needed) 3. Whole class interruption: Seed Germination 4. Students work on CP2 (workshops and 1:1 support as needed) 5. Students begin CP3 (if CP2 complete)
2	Objectives: ● SWBAT organize their data into useful structures Key Outcomes: ● Students refine their procedure ● Students develop data tables ● Students begin data collection (first data point) Agenda: 1. Students refine CP2 from feedback (if needed) 2. Students begin CP3 3. Students may begin drafting Introduction and Methods sections (when data collection for the day is complete)	Objectives: ● SWBAT organize their data into useful structures Key Outcomes: ● Students refine their data tables ● Students collect second data point ● Students organize data into useful structures in order to identify patterns of similarity and difference Agenda: 1. Whole class interruption: Flower Parts Lab 2. Students continue CP3 (workshops and 1:1 support as needed) 3. Students may begin drafting Introduction and Methods sections (when data collection for the day is complete)
3	Objectives: ● SWBAT organize their data into useful structures ● SWBAT consider patterns and relationships in their data Key Outcomes: ● Students collect third data point ● Students begin considering patterns they notice in their data Agenda: 1. Students continue CP3 (workshops and 1:1 support as needed) 2. Students may begin drafting Introduction and Methods sections	Objectives: ● SWBAT organize their data into useful structures ● SWBAT identify simple patterns and relationships in their data ● SWBAT consider what their data mean Key Outcomes: ● Students collect final data point ● Students record patterns and relationships they notice in their data ● Students begin interpreting their data Agenda: 1. Students complete CP3 2. Students finish drafting Introduction and Methods sections

	(when data collection for the day is complete) 3. Students may receive peer/teacher feedback on Introduction and Methods section drafts 4. Students may begin exploring resources from CP4 in preparation for data analysis	3. Students may receive peer/teacher feedback on Introduction and Methods section drafts 4. Students begin CP4
4	Objectives: ● SWBAT describe what they believe their data mean Key Outcomes: ● Students complete CP4 Agenda: 1. Students continue CP4 (workshops and 1:1 support as needed) 2. Students receive peer/teacher feedback on CP4 3. Students may begin drafting their Results sections	Objectives: ● SWBAT describe the purpose of a conclusion in a Lab Report ● SWBAT describe whether their hypothesis was supported by their data ● SWBAT describe a follow up question that builds on their study Key Outcomes: ● Students have most sections of their final product drafted ● Students have most to all of CP5 complete Agenda: 1. Whole class interruption: brief overview of how whole Lab Report comes together, and the role of the Conclusion 2. Students work on CP5 (workshops and 1:1 support as needed) Pacing suggestion: CP5, writing conclusion
5	Objectives: ● SWBAT describe their experiment through a formal Lab Report ● SWBAT refine their Lab Report with self, peer, and teacher feedback Key Outcomes: ● Students complete CP5 ● Students assemble complete FP draft ● Students receive at least one form of feedback Agenda: 1. Students assemble FP (workshops and 1:1 support as needed)	Objectives: ● SWBAT describe their experiment through a refined formal Lab Report ● SWBAT explain and answer questions about their experiment with peers ● SWBAT reflect on their learning and growth in this project Key Outcomes: ● Students submit refined Lab Report ● Students engage in small group sharing of work ● Students reflect on and celebrate their learning Agenda: 1. Students make final revisions to Lab

	2. Students engage in peer feedback pairs 3. Students refine and self-assess their Lab Report	Report (1:1 support as needed) 2. Students briefly prepare for a low stakes small group share out of their work 3. Science Conference: Students take turns sharing and listening to descriptions of experiments 4. Shout Outs: Students reflect on and celebrate their collective learning and growth

Opportunities for Project Extension

If more curricular time is available for project, consider extending project with following optional activities:

- Closing Event: Science Conference

Project Structure

Final Products

FP #	Title & Description	Associated Cognitive Skills	Teacher Resources Button
1	Lab Report **Description:** Students work in groups to design an experiment on what affects plant growth. Each group member individually summarizes the experiment in a formal lab report.	Asking Questions Hypothesizing Designing Processes/Procedures Identifying Patterns & Relationships Interpreting Data/Information Explanation of Evidence	Teacher Notes: Since this project involves sprouting and/or growing plants, ideally allow 5 weeks for the project to allot at least 2 weeks of data collection. However, if you only have 4 weeks, you might limit students to projects on germination, or provide sprouted plants for students to begin data collection at the start of week 2.

Entry Event

Seed Observations and Wonderings	**Teacher Resources Button**

Description: The purpose of the entry event is to stimulate curiosity about seeds and plants, and to frame the project around scientific inquiry. **Associated Skill(s):** Asking Questions	Links: (teacher notes) (project kick off slides)

Checkpoints

Checkpoint #1: Asking a Testable Question		**Teacher Resources Button**
Description: The purpose of the checkpoint itself is for students to develop a testable question for their research project. Students will also begin thinking about experimental design. **Associated Skill(s):** Asking Questions		
Relevant Activities & Resources		
Type (activity or resource), Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
RESOURCE: Plant Factors Starter Ideas **Description:** Defines genetic and environmental factors and gives examples. Describes where students can find relevant information in focus areas.	Students who have not yet mastered the associated focus areas, or who are struggling to transfer their knowledge from focus areas to the project.	
RESOURCE: What is a Scientific Question? **Description:** Describes the meaning of testable question in science.	For all students to deepen their understanding of how testable questions relate to the nature of science.	
RESOURCE: Scientific Question and Experiment Checklists **Description:** Checklist of key components of a	Students below grade level for the skill of Asking Questions, to help them self-assess the quality of their work. Or, for students who need further scaffolding in breaking down tasks.	

research question and experiment.		
RESOURCE: Available Materials **Description:** List of materials available for use in this project.	All students. This list of available materials will help groups narrow their questions to ones that can practically be examined in this project.	Teachers must edit this list to reflect the available materials in their classroom. The list is pre-populated by commonly used resources. Due to the open-ended nature of the project, it is possible to bound student experiments to the materials available in your classroom.
RESOURCE: Instructions for Introduction **Description:** Expectations and requirements for Introduction section of Lab Report.	All students. This checkpoint sets students up to begin drafting the Introduction section of their Lab Report in the final product.	
ACTIVITY: Asking Questions Card Sort **Description:** Card sort task to practice identifying strong questions.	Students who are at or below grade level for Asking Questions, to build their capacity to evaluate the quality of questions.	
ACTIVITY: Research Group Brainstorm **Description:** Group brainstorming activity to narrow and choose a group research question.	All students. This is a task card to facilitate a group choice.	
ACTIVITY: Constructing Testable Questions **Description:** Task card to guide students through constructing testable questions.	Students who are at or below grade level for Asking Questions, to build their capacity to construct testable questions.	

Checkpoint #2: Planning an Experiment	**Teacher Resources Button**
Description:	Teacher Notes:

The purpose of the checkpoint itself is for students to develop the hypothesis and procedure for their experiment. **Associated Skill(s):** Hypothesizing, Designing Processes and Procedures		Links:
Type (activity or resource), Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
RESOURCE: Understanding Controlled Experiments **Description:** Describes key terms relevant to controlled experiments.	All students. Introduces vocabulary relevant to scientific procedures. We do not yet have a focus area on scientific inquiry, so these ideas are introduced through this project. Supports construction of strong hypotheses and procedures. Connects to nature of science enduring understandings.	Teacher Notes: Links:
RESOURCE: What is a Hypothesis? **Description:** Describes scientific hypotheses and gives examples.	All students. Introduces vocabulary relevant to scientific procedures. We do not yet have a focus area on scientific inquiry, so these ideas are introduced through this project. Supports construction of strong hypotheses and procedures. Connects to nature of science enduring understandings.	
RESOURCE: Hypothesis Sentence Starters **Description:** Sentence starters to scaffold construction of hypotheses.	Students at or below grade level for Hypothesizing, to support the construction of strong hypotheses.	
RESOURCE: Instructions for Methods **Description:** Expectations and requirements for Methods section of Lab Report.	All students. This checkpoint sets students up to begin drafting the Introduction and Methods sections of their Lab Report in the final product.	

ACTIVITY: Procedure Checklist **Description:** Checklist for components of a strong procedure.	Students at or below grade level for Designing Processes and Procedures,or who need further scaffolding in breaking down tasks. Supports student self-assessment of completion and quality of procedure.	
ACTIVITY: Seed Germination **Description:** Kick off student thinking about the design of a scientific experiment with a whole class activity.	All students. This is a short, whole class activity to engage students and launch their group work on developing procedures.	(teacher notes)
ACTIVITY: Hypothesis Card Sort **Description:** Card sort activity to scaffold understanding and construction of hypotheses.	Students at or below grade level in Hypothesizing, to strengthen their understanding of this skill.	
ACTIVITY: Making a PBJ Sandwich **Description:** Students deepen understanding of why clarity and detail matter in a strong procedure.	All students. This is a whole class activity, given that this project is likely the first formal procedure students will have written in a science class.	(teacher notes)
ACTIVITY: Growing Plants Video Experiment - Procedure **Description:** Students watch a video setup of a plant experiment and analyze the strengths/weaknesses of the procedure.	Students at or above grade level for Designing Processes and Procedures, to practice applying their understanding of procedures to a video case study.	

Checkpoint #3: Collecting Data		**Teacher Resources Button**
Description: The purpose of the checkpoint itself is for students to collect their experimental data and begin organizing their data into useful structures. **Associated Skill(s):** Identifying Patterns & Relationships		Teacher Notes: Collecting data will take several class blocks. Students who are working on Checkpoint #3 can also be drafting and revising their Introduction and Methods sections after collecting data each day. During the last 1-2 days of data collection during Checkpoint #4, students could begin exploring resources for Checkpoint #4 in order to prepare themselves to interpret their complete data set.
Type (activity or resource), Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
RESOURCE: Dissecting a Flower **Description:** Instructions for dissecting flowers as set up for the Flower Lab.	All students, if the teacher has chosen for students to dissect the flowers themselves as part of the Flower Lab activity.	Teacher Notes: You may choose to dissect the flowers yourself in advance to focus students on observing and identifying patterns among the different flowers. If time and resources allow, you could assign this resource to students to have them dissect the flowers before engaging in the patterns activity.
RESOURCE: Parts of a Flower **Description:** Generic model of flower structures.	All students, if the teacher has decided to include this resource as part of the Flower Lab.	Teacher Notes: You may choose to provide this resource as a reference to students as they notice patterns between flowers in the Flower Lab. However, you might also choose for students to make their observations without referring to this model, so that their ideas derive from their direct observations. After the Flower Lab, you could use this resource to ground a discussion around whether this generic model matches the patterns they observed in the Flower Lab.
RESOURCE: How to Measure in	Students whose projects involve measuring length, as some middle school students will not have much	

Centimeters or Millimeters **Description:** Video demonstrating how to measure to the nearest centimeter or millimeter.	practice making precise measurements in these units.	
RESOURCE: Instructions for Results **Description:** Expectations and requirements for the Results section of Lab Report.	All students. This checkpoint sets students up to begin drafting the Results of their Lab Report in the final product.	
ACTIVITY: How to Create Data Tables **Description:** Instructions for setting up basic data tables.	Students at or below grade level for Identifying Patterns & Relationships, in order to practice setting up data tables that will organize their data.	Teacher Notes: Links:
ACTIVITY: Parts of a Flower Lab **Description:** This lab asks students to observe different flower specimens. Students organize their observations into useful structures and identify patterns of similarity and difference between the specimens.	All students. This is an opportunity for students of all skill levels to practice Identifying Patterns & Relationships through an engaging hands-on inquiry. This activity also directly relates to NGSS Performance Expectation MS-LS1-4.	(teacher notes)

Checkpoint #4: Identifying Patterns & Interpreting Data	**Teacher Resources Button**
Description: The purpose of the checkpoint itself is to support students in identifying patterns and constructing interpretations of their data. **Associated Skill(s):** Identifying Patterns & Relationships,	Teacher Notes: Links:

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Template

Interpreting Data/Info		
Type (activity or resource), Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
RESOURCE: How to Create a Graph **Description:** Step by step instructions for creating a graph in GoogleSheets.	Students who are advanced in Identifying Patterns and Relationships who are ready to push towards more sophisticated ways of organizing their data.	
ACTIVITY: Interpreting Data Workshop **Description:**Slides that break down the skill of Interpreting Data for this project.	Students at or below grade level in this skill who could use support understanding how the skill manifests in the project.	
ACTIVITY: Identifying Patterns Workshop **Description:** Slides that break down the skill of Identifying Patterns for this project.	Students at or below grade level in this skill who could use support understanding how the skill manifests in the project.	Teacher Notes: Links:
ACTIVITY: Identifying Patterns & Interpreting Data Practice **Description:** A practice case study that requires students to organize and interpret data.	Students at grade level for either Identifying Patterns or Interpreting Data, to apply their understanding of these skills to a sample data set.	Teacher Notes: Links:
ACTIVITY: Identifying Patterns and Relationships Practice **Description:** A practice case study that requires students to look for patterns and relationships in data.	Students at grade level for Identifying Patterns, to apply their understanding of these skills to a sample data set.	

Checkpoint #5: Conclusions and Next Steps		**Teacher Resources Button**
Description: The purpose of the checkpoint itself is to support students in making claims from their data and drawing conclusions from their experiment as a whole. **Associated Skill(s):** Explanation of Evidence, Asking Questions		Teacher Notes: Students will have brainstormed individual questions and then selected a group question in Checkpoint 1. This checkpoint provides opportunities for each individual student to generate an independent follow up research question to show their individual skill. Additionally, this checkpoint emphasizes that, in science, the examination of one question often leads to many new questions.
Type (activity or resource), Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
RESOURCE: Instructions for Conclusion **Description:** Expectations and requirements for the Conclusion section of Lab Report.	All students. This checkpoint sets students up to begin drafting the Conclusion section of their Lab Report in the final product.	
ACTIVITY: Conclusion Checklist **Description:** Scaffold to guide students towards completion and quality on their Conclusion section.	Students who are below grade level in Explanation of Evidence, or who need further scaffolding in breaking down tasks.	
ACTIVITY: Explanation of Evidence Workshop **Description:** Slides that break down the skill of Explanation of Evidence for this project.	Students at or below grade level in this skill who could use support understanding how the skill manifests in the project.	Teacher Notes: Links:

ACTIVITY: Growing Plants Video Experiment - Conclusion **Description:** Students watch a video follow-up of a plant experiment and analyze the strengths/weaknesses of the conclusion.	Students at or above grade level for the skill Explanation of Evidence. This activity reinforces the components of a strong conclusion by asking students to notice them in the video, and asks students to apply their understanding of Explanation of Evidence to make suggestions to the video research group.	

Additional Resources

Relevant Activities & Resources		
Type, Title & Description	**Who Gets It and Why**	**Teacher Resources Button**
ACTIVITY: Lab Report Checklist **Description:** Checklist to support completion and quality of final lab report.	Students who benefit from additional scaffolding breaking down complex tasks.	Teacher Notes: Links:
ACTIVITY: Lab Report Peer Review **Description:** Peer review task for feedback on complete final product drafts.	Students who are at or above grade level in most to all of the skills who are ready to apply their understanding to give and receive feedback with peers.	Teacher Notes: Links:
ACTIVITY: Lab Report Self Assessment **Description:** Self assessment task card for final product.	All students, to support metacognition and self-assessment of skills in the project.	Teacher Notes: This can be used to assess student understanding of the skill; if their self-assessments are not calibrated with a teacher-assessment, this can provide a starting point for a coaching conversation on their skills and opportunities for growth. Links:

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ACTIVITY: Closing Event: Science Conference **Description:** A simple protocol for students to share their experiments with one another and to celebrate each other's work.	All students, if time allows. This is a low stakes opportunity for students to practice communicating their results through presenting to their peers as fellow scientists. This is also an opportunity to build community around public celebration of learning.	Teacher Notes: If additional curricular time is available, this activity could be expanded for students to spend time preparing a simple poster explaining their group experiment to share at the Science Conference. This "poster session" closely mirrors that way that professional scientists also share their work.

Appx.A.xiii: Sample Screenshots of Focus Areas for Seed Science (Integrated Science 6)

The Structure of Life

Objectives

Introductory Materials

RESOURCES

- Vocabulary - Structure of Life
- Introduction to Cells
- STUDY GUIDE - The Structure of Life

OBJECTIVE 1

Describe what cells are and how they relate to all living things.

QUESTIONS

- A common characteristic of all living things is that they — Diagnostic Question

Show Answers

RESOURCES

- Video: Introduction to Cells
- Video: Eukaryotic vs. Prokaryotic Cells
- Reading: Life's Building Blocks
- Check for Understanding: What are Cells

OBJECTIVE 2

Describe the special structures that make up cells, and explain the special roles of each structure.

QUESTIONS

- A cell from a turtle, a cell from a tree and a cell from a human all contain — Diagnostic Question
- Which characteristic of a cell membrane allows it to control materials entering and leaving a cell? — Diagnostic Question

Show Answers

RESOURCES

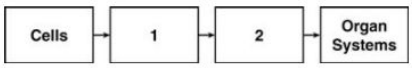
- Reading: Cell Structures
- Interactive: Inside a Cell
- Video: Parts of a Cell Rap
- Presentation: Cell Structures
- Interactive: Plant vs. Animal Cells
- Check for Understanding: Function and Structure of Cells

OBJECTIVE 3

Describe how the body is a system organized into many interacting smaller systems.

QUESTIONS

- Which terms will correctly complete the diagram? — Diagnostic Question



Show Answers

RESOURCES

- Reading: What is a Body System?
- Reading: Organization of Cells
- Video: Human Body Systems
- Video: How Your Digestive System Works (TED-Ed)
- Website: Explore the Human Body
- Check for Understanding: Body Systems

Focus Area Details

OVERVIEW

By the time you finish this playlist, you will be able to: 1. Describe what cells are and how they relate to all living things. 2. Describe the special structures that make up cells, and explain the special roles of each structure. 3. Describe how the body is a system organized into many interacting smaller systems.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

Define the following terms: Cell, organism, bacteria, prokaryotic cell, eukaryotic cell, unicellular, multicellular, organelle, nucleus, chloroplast, mitochondria, cell wall, cell membrane, specialized, tissue, organ, body systems (circulatory, digestive, respiratory, muscular, nervous).

COURSES

- Disciplinary Science 7 (Life Science Focus)
- Integrated Science 6

Teacher Tools

3 OBJECTIVES

2-5 Objectives is recommended

OBJECTIVE 1 HAS FEWER ASSESSMENT QUESTIONS AVAILABLE THAN CONFIGURED.

Assessments must have exactly 10 questions.
3 - from Describe what cells are and
4 - from Describe the special
3 - from Describe how the body is a

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

0/4 questions translated.

Standards

Other Standards (3)

The Structure of Life

This focus area belongs to the base curriculum. Make a copy to add it to your curriculum.

Copy Focus area

Objectives

Introductory Materials

RESOURCES

- Vocabulary - Structure of Life (http://quizlet.com/68264950/flashcards)
- Introduction to Cells (http://sciencenetlinks.com/student-teacher-sheets/cells-your-body/)
- STUDY GUIDE - The Structure of Life (/d/CurriculumDoc/9160)

OBJECTIVE 1

Describe what cells are and how they relate to all living things.

QUESTIONS

What is a difference between a multicellular organism and a unicellular organism?

Correct Answer:

Only multicellular organisms have multiple subsystems.

Which of the following is a multicellular organism?

Correct Answer:

An alligator

Which of the following best defines the term “multicellular organism”?

Correct Answer:

An organism composed of several or many cells.

Which of the following describes an organism with many different types and numbers of cells?

Correct Answer:

multicellular

Which of the following is an example of a unicellular organism?

Correct Answer:

amoeba

Which of the following is the smallest unit of all life on Earth?

Correct Answer:

cells

The bacteria in a human's intestines are examples of _____.

Correct Answer:

cells

Which of the following is true of cells?

Correct Answer:

All living things are made up of cells.

Classify the following cells as unicellular or multicellular: plants, amoeba, paramecium, animals, and bacteria.

Correct Answer:

unicellular (amoeba, bacteria, and paramecium) and multicellular (plants and animals)

A common characteristic of all living things is that they Diagnostic Question

Correct Answer:

are made of cells.

Which statement about all living organisms is true?

Correct Answer:

They have at least one cell.

Charisma has a goldfish she keeps in a tank. She planted several underwater plants in the bottom of the tank. How are the goldfish and the plants in the tank similar?

Correct Answer:

Both are made up of cells.

Which is a basic structure found in all living organisms?

Correct Answer:

cell

Which of these is found in all organisms?

Correct Answer:

a cell

Collapse Hide Answers

RESOURCES

Video: Introduction to Cells (https://www.youtube.com/embed/8IlzKri08kk)

Video: Eukaryotic vs. Prokaryotic Cells (https://www.youtube.com/embed/WRO-DPyB9Bk)

Reading: Life's Building Blocks (https://www.ck12.org/book/CK-12-Life-Science-For-Middle-School/section/3.1/)

Check for Understanding: What are Cells (https://quizlet.com/100155230/flashcards)

OBJECTIVE 2

Describe the special structures that make up cells, and explain the special roles of each structure.

QUESTIONS

Animal cells contain all of the following except:

Correct Answer:

Chloroplasts

In which habitat would you find an organism that has and uses chloroplasts?

Correct Answer:

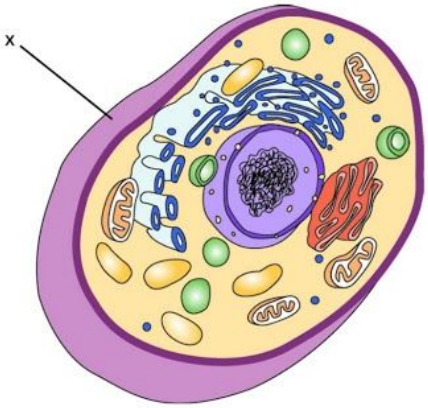
in a cool, sunny field

What is the advantage of plant cells having cell walls?

Correct Answer:

Cell walls enable the organism to grow upright to the sun.

What is the main function of the structure labeled “X” in the picture?



Correct Answer:

Regulate what enters and exits the cell.

What is the main component of a plant cell wall?

Correct Answer:

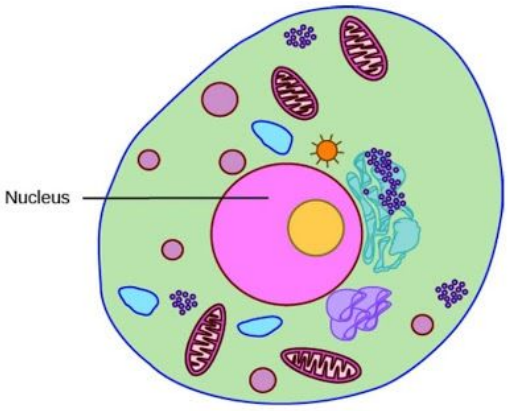
cellulose

What is the function of mitochondria in a cell?

Correct Answer:

Mitochondria produce energy for the organism.

What is the primary function of the cell part labeled in the picture?



Correct Answer:

Control all of the cell's functions.

What is a possible outcome if plant cells failed to produce chloroplasts?

Correct Answer:

Plant cells would not make energy for themselves.

Which of the following statements notes one difference among plant, animal, and bacteria cells?

Correct Answer:

Plant cells and some bacteria make their own food, but animal cells do not make their own food.

The function of the mitochondria in cells is to.....

Correct Answer:

turn food into an energy the cell can use

A cell from a turtle, a cell from a tree and a cell from a human all contain Diagnostic Question

Correct Answer:

DNA

Which characteristic of a cell membrane allows it to control materials entering and leaving a cell?
Diagnostic Question

Correct Answer:

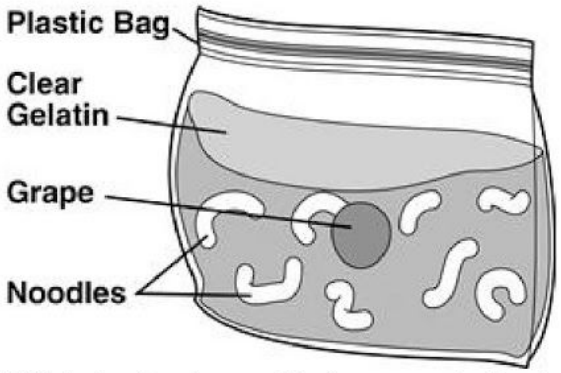
A cell membrane is semipermeable.

Which cellular structure allows nutrients to pass into cells?

Correct Answer:

membrane

A teacher demonstrates the structure of a cell using the model shown below.



Which structure is most likely represented by the grape?

Correct Answer:

nucleus

How are plant cells and human cells the same?

Correct Answer:

They use mitochondria to release energy from sugars.

Collapse Hide Answers

RESOURCES

Reading: Cell Structures (https://www.ck12.org/book/CK-12-Life-Science-For-Middle-School/section/3.2/)

Interactive: Inside a Cell (http://www.sheppardsoftware.com/health/anatomy/cell/cell_tutorial.htm)

Video: Parts of a Cell Rap (https://www.youtube.com/embed/-zafJKbMPA8)

Presentation: Cell Structures (https://opt-storage-prod.s3.amazonaws.com/shrine/store/ae3d659f2e3f4e5c8d924ad0e088ecf1412814f6367c179b437fe386bb4c40d5.

Interactive: Plant vs. Animal Cells (http://www.cellsalive.com/cells/cell_model.htm)

Check for Understanding: Function and Structure of Cells (http://testmoz.com/576398)

OBJECTIVE 3

Describe how the body is a system organized into many interacting smaller systems.

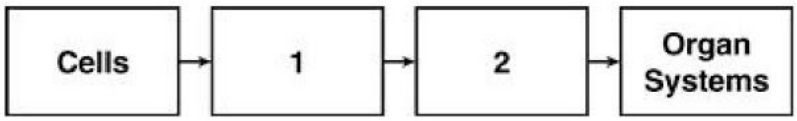
QUESTIONS

Which of these are a function of the intestinal cells that digest food? Select all that apply.

Correct Answer:

Absorb nutrients from food moving through the digestive tract
Secrete enzymes that break down food molecules

Which terms will correctly complete the diagram? Diagnostic Question



Correct Answer:

1 tissues; 2 organs

Which tissue cushions and supports internal organs and is essential for joining different tissues?

Correct Answer:

Connective tissue

Which tissue forms the lining for internal organs and is essential for protecting the inside of the body from the outside world?

Correct Answer:

Epithelial tissue

Which organs are found in the respiratory system?

Correct Answer:

the lungs, nose, and trachea

Which organs are a part of the digestive system?

Correct Answer:

the stomach, intestines, and liver

To which system do the brain, spinal column, and axons belong?

Correct Answer:

the nervous system

To which body system do the heart, veins, and capillaries belong?

Correct Answer:

the circulatory system

What is the primary function of the respiratory system in the human body?

Correct Answer:

Exchange gases with the external environment.

Which order of organization is arranged from largest to smallest?

Correct Answer:

organ system, organ, tissue, cell

Which of the following is an example of an organ?

Correct Answer:

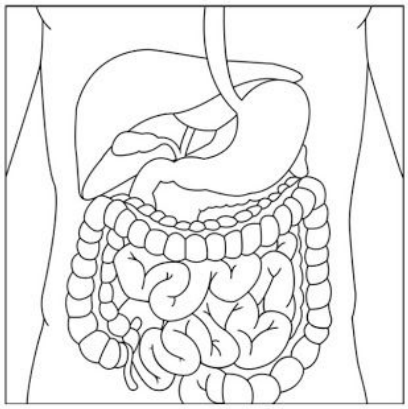
Brain

Which of the following systems brings oxygen into the body and lets out carbon dioxide?

Correct Answer:

respiratory system

Look at the diagram.



Which body system is modeled in the diagram?

Correct Answer:

the digestive system

If a cell, tissue, or organ is specialized, it means:

Correct Answer:

It has a specific function, such as carrying oxygen

What is the relationship between cells, tissues, and organs?

Correct Answer:

Cells are organized into tissues, which are organized into organs

Select the TRUE statements about how organ systems in the body interact with each other (choose all that apply):

Correct Answer:

The digestive system breaks down food into nutrients which are brought to the rest of the body through the circulatory system

The digestive system includes muscles to help move food through the esophagus, stomach, and intestine

The nervous system directs and controls how the muscular system moves the body

Which of the following systems moves blood throughout the body?

Correct Answer:

circulatory system

The table below shows the level of structural organization in some living organisms.

Structural Organization
of Some Living Organisms
1 Cells
2 Tissues
3 Organs
4 Organ Systems

At what level would a human heart be classified in the structural organization chart?

Correct Answer:

3

Collapse Hide Answers

RESOURCES

Reading: What is a Body System? (http://www.biology4kids.com/files/systems_main.html)

Reading: Organization of Cells (https://www.ck12.org/biology/Organization-of-Cells/lesson/Organization-of-Cells-BIO/?referrer=concept_details)

Video: Human Body Systems (https://www.youtube.com/embed/gEUu-A2wfSE)

Video: How Your Digestive System Works (TED-Ed) (https://www.youtube.com/embed/Og5xAdC8EUI)

Website: Explore the Human Body (http://science.nationalgeographic.com/science/health-and-human-body/human-body/)

Check for Understanding: Body Systems (http://www.proprofs.com/quiz-school/quizshow.php?title=organ-systems&q=1)

Focus Area Details

OVERVIEW

By the time you finish this playlist, you will be able to: 1. Describe what cells are and how they relate to all living things. 2. Describe the special structures that make up cells, and explain the special roles of each structure. 3. Describe how the body is a system organized into many interacting smaller systems.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

Define the following terms: Cell, organism, bacteria, prokaryotic cell, eukaryotic cell, unicellular, multicellular, organelle, nucleus, chloroplast, mitochondria, cell wall, cell membrane, specialized, tissue, organ, body systems (circulatory, digestive, respiratory, muscular, nervous).

COURSES

(2019) Disciplinary Science 7 (Life Science Focus) (/v2/teacher/courses/83779)

(2019) Integrated Science 6 (/v2/teacher/courses/83771) **Disciplinary Science 7 (Life Science Focus)**

(/v2/teacher/courses/76105) **Integrated Science 6** (/v2/teacher/courses/53536)

Teacher Tools

3 OBJECTIVES

2-5 Objectives is recommended

10 QUESTIONS IN ASSESSMENT.

Assessments must have exactly 10 questions.
3 - from Describe what cells are and
4 - from Describe the special
3 - from Describe how the body is a

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

20/47 questions translated.

Standards

Other Standards (3)

Growth and Development of Organisms

Objectives

Introductory Materials

RESOURCES

- Study Guide: Growth and Development of Qrganisms
- Vocabulary: Growth and Development of Organisms

OBJECTIVE 1

Describe how different living things reproduce.

QUESTIONS

A plant that has traits identical to the parent plant provides evidence that the plant — Diagnostic Question

Show Answers

RESOURCES

- Slideshow: Sexual vs Asexual Reproduction
- Video: Sexual Reproduction
- Video: Sexual vs. Asexual Reproduction
- Video: What is Inheritance?
- Interactive: Sexual vs. Asexual Reproduction
- Check for Understanding: Sexual vs. Asexual Reproduction

OBJECTIVE 2

Identify how different animal behaviors increase their chance of reproduction and the survival of their offspring.

QUESTIONS

Which of these is an example of courtship behavior? — Diagnostic Question

Show Answers

RESOURCES

- Video: Animal Courtship
- Reading: Courtship Behavior
- Reading: Raising Offspring and Animal Behavior
- Check for Understanding: Animal Reproduction

OBJECTIVE 3

Describe how plants reproduce.

QUESTIONS

Which animal behavior would help a plant to reproduce? — Diagnostic Question

Show Answers

RESOURCES

- Reading: Plant Reproduction
- Video: Seed Dispersal
- Reading: Asexual Reproduction in Plants
- Video: Growth of a Plant
- Video: Flower into Fruit
- Check for Understanding: Plant Reproduction
- Check for Understanding: Plant Reproduction

OBJECTIVE 4

Describe how both genes and the environment can affect the growth of organisms.

QUESTIONS

A corn plant and a pumpkin plant were planted next to one another in the same garden. The corn plant grew much taller than the pumpkin plant. Which is likely the best explanation for this difference? — Diagnostic Question

Show Answers

RESOURCES

- Video: Why Is Your Grandma So Short? (MinuteEarth)
- Reading: How Tall Will I Be?
- Reading: Genes
- Reading: Plant Responses and Special Adaptations
- Check for Understanding: Factors Affecting Growth and Survival

Focus Area Details

OVERVIEW

By the time you finish this playlist you should be able to: 1. Describe how different living things reproduce. 2. Identify how different animal behaviors increase their chance of reproduction and the survival of their offspring. 3. Describe how plants reproduce. 4. Describe how both genes and the environment can affect the growth of organisms.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

You should also be able to define the following terms: pollen, ovule, nectar, flower, fertilization, pistil, filament, pollination, anther, disperse, tropism, mate, behavior, courtship, fruit, gene, offspring, asexual reproduction, sexual reproduction

COURSES

- Disciplinary Science 7 (Life Science Focus)
- Integrated Science 6

Teacher Tools

4 OBJECTIVES

2-5 Objectives is recommended

OBJECTIVE 1 HAS FEWER ASSESSMENT QUESTIONS AVAILABLE THAN CONFIGURED.

Assessments must have exactly 10 questions.
2 - from Describe how different living
3 - from Identify how different animal
3 - from Describe how plants reproduce.
2 - from Describe how both genes and

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

0/4 questions translated.

Standards

Other Standards (2)

Growth and Development of Organisms

This focus area belongs to the base curriculum. Make a copy to add it to your curriculum.

Copy Focus area

Objectives

Introductory Materials

RESOURCES

- Study Guide: Growth and Development of Qrganisms (/d/CurriculumDoc/11350)
- Vocabulary: Growth and Development of Organisms (http://quizlet.com/45927135/flashcards)

OBJECTIVE 1

Describe how different living things reproduce.

QUESTIONS

A particular bacteria cell has 2 chromosomes. Bacteria reproduce **asexually**. When this bacteria cell reproduces, what is **TRUE** about its offspring?

Correct Answer:

The offspring have 2 chromosomes and are identical to the parent

Fish are animals that reproduce sexually. What is true about fish offspring?

Correct Answer:

The fish offspring will have genes that are a mix of the two parents' genes.

When living things reproduce sexually, what is true about their offspring?

Correct Answer:

The offspring will get half (50%) their genes from the mother and half (50%) from the father

Which is a characteristic of asexual reproduction?

Correct Answer:

All of the inherited traits are the same as the parents.

Dogs have 48 chromosomes in their cells, and reproduce sexually. Where do a baby dog's chromosomes come from?

Correct Answer:

24 chromosomes come from the mother and 24 chromosomes come from the father

A plant that has traits identical to the parent plant provides evidence that the plant Diagnostic Question

Correct Answer:

resulted from asexual reproduction.

A hydra is an animal that reproduces asexually. What will the traits of a hydra offspring be like?

Correct Answer:

The hydra offspring will have traits identical to the one parent

Which of the following statements is TRUE about both asexual reproduction and sexual reproduction?

Correct Answer:

Both produce new living things

When living things reproduce asexually, what is true about their offspring?

Correct Answer:

The offspring will get all of their genes from only one parent

Which of the following statements about asexual reproduction is TRUE?

Correct Answer:

Asexual reproduction makes offspring that are identical to their one parent

Which of the following statements about sexual reproduction is TRUE?

Correct Answer:

Sexual reproduction makes offspring that are different from their parents

Collapse Hide Answers

RESOURCES

Slideshow: Sexual vs Asexual Reproduction (https://view.officeapps.live.com/op/embed.aspx?src=https://opt-storage-prod.s3.amazonaws.com/shrine/store/c916b36836131c86eff377e44ca37eb592b64c4b07b1e0699e80dcf0f152d8c3.

Video: Sexual Reproduction (https://www.youtube.com/embed/tFZeyFbBLXE)

Video: Sexual vs. Asexual Reproduction (https://www.youtube.com/embed/FjZ6IVP07Z8)

Video: What is Inheritance? (http://learn.genetics.utah.edu/content/basics/inheritance/)

Interactive: Sexual vs. Asexual Reproduction (http://learn.genetics.utah.edu/content/basics/reproduction/)

Check for Understanding: Sexual vs. Asexual Reproduction (http://quizlet.com/46766706/flashcards)

OBJECTIVE 2

Identify how different animal behaviors increase their chance of reproduction and the survival of their offspring.

QUESTIONS

How does a male starfish increase its chances of reproducing?

Correct Answer:

By releasing its sperm and eggs at the same time

Which penguin behavior is a part of mating?

Correct Answer:

The male bringing small stones to the female

What is the advantage of certain male frogs making loud noises while the females listen during the springtime?

Correct Answer:

The loud noises help increase the frog's chances of mating.

How do animals produce offspring?

Correct Answer:

Through mating

What is the purpose of animals mating?

Correct Answer:

Production of offspring

How could a robin increase its chances of successful reproduction in a cold climate?

Correct Answer:

Build a more sizeable nest in order to protect young from the cold temperatures.

Which elephant behavior may increase the chances of successful reproduction?

Correct Answer:

Traveling in herds

Which behavior do many aquatic organisms use to ensure survival of their offspring?

Correct Answer:

Millions of eggs are produced at the same time.

Which behavior increases a bird's chances of reproducing?

Correct Answer:

Performing a mating dance

Which of these is an example of parental care?

Correct Answer:

Meerkats show their young how to safely remove a scorpion stinger

Closely related species often look similar but have courtship behaviors that are slightly different. One function of courtship in such species would be to

Correct Answer:

ensure that mating occurs between members of the same species.

Which of these is an example of courtship behavior? Diagnostic Question

Correct Answer:

All of these are correct.

Collapse Hide Answers

RESOURCES

Video: Animal Courtship (https://www.youtube.com/embed/W7QZnwKqopo)

Reading: Courtship Behavior (http://www.ck12.org/embed/#module=modality&handle=Reproductive-Behavior-of-Animals-Basic&mtype=lesson&context=Reproductive-Behavior-of-Animals-in-Life-Science&branch=life-science&filters=all%2Ctext%2Cmultimedia%2Cactivities%2Cstudy_resource%2Cteaching_resource%2Creference%

Reading: Raising Offspring and Animal Behavior (http://www.shmoop.com/animal-behavior/raising-offspring.html)

Check for Understanding: Animal Reproduction (https://view.officeapps.live.com/op/embed.aspx?src=https://opt-storage-prod.s3.amazonaws.com/shrine/store/86f607c189452c824f5b6c000a5a2b580304d7231044e31659e366d29e15db2

OBJECTIVE 3

Describe how plants reproduce.

QUESTIONS

Which animal behavior would help a plant to reproduce? Diagnostic Question

Correct Answer:

eating the seeds

What is the purpose of a plant developing a fruit?

Correct Answer:

Fruit protects the developing seeds from harm.

What happens during vegetative reproduction in plants?

Correct Answer:

New individuals grow without fertilization happening.

Which specialized part of a plant would be considered a female part?

Correct Answer:

the ovary

Flowering plants have many structures for reproduction. Which structure would be considered a male part of the plant?

Correct Answer:

the anther

Seeds from the mainland of the United States have been found thousands of miles away, on islands. What trait should a seed have to allow this to happen?

Correct Answer:

A seed should be less dense than water.

How does the wind relate to plant reproduction?

Correct Answer:

The wind carries seeds from one location to another.

Which animal is responsible for most of the flower pollination?

Correct Answer:

Bumble bee

What animal behavior helps spread seeds to different environments?

Correct Answer:

dispersal

What is a relationship between birds and fruit tree reproduction?

Correct Answer:

The birds eat the fruit with seeds and disperse them in other locations.

Pollination happens in a flower when

Correct Answer:

pollen is caught on the pistil

Plants help bees by providing nectar that the bees use for food. Bees help plants by

Correct Answer:

pollinating the flowers of plants while looking for nectar

Which of the following is a step in the life cycle of an apple tree?

Correct Answer:

Fertilized flowers turn into fruit

Many plants have seeds inside of sweet smelling and tasting fruits (like apples and oranges). How does this help plants reproduce?

Correct Answer:

The sweet smell and taste get animals to eat the fruit, which spreads the seeds to new places to grow

Flowers have a part called a *pollen tube.* This is what the pollen travels down to fertilize the flower.

Pollen tubes are found in the

Correct Answer:

pistil

The parts of a plant that make seeds and fruit are found in the

Correct Answer:

flower

Which of these statements about seeds is TRUE?

Correct Answer:

Seeds store the food that allows a new plant to start growing

Which is made by plants to attract pollinators to flowers?

Correct Answer:

nectar

Collapse Hide Answers

RESOURCES

- Reading: Plant Reproduction (http://www.biology4kids.com/files/plants_reproduction.html)
- Video: Seed Dispersal (https://www.youtube.com/embed/xY4JFOSuqvY)
- Reading: Asexual Reproduction in Plants (https://www.boundless.com/biology/textbooks/boundless-biology-textbook/plant-reproduction-32/asexual-reproduction-191/asexual-reproduction-in-plants-728-11957/)
- Video: Growth of a Plant (https://player.vimeo.com/video/69225705)
- Video: Flower into Fruit (https://www.youtube.com/embed/4ttRgMj7PdQ)
- Check for Understanding: Plant Reproduction (http://www.bbc.co.uk/education/guides/zs7thyc/test)
- Check for Understanding: Plant Reproduction (/d/CurriculumDoc/6157)

OBJECTIVE 4

Describe how both genes and the environment can affect the growth of organisms.

QUESTIONS

A corn plant and a pumpkin plant were planted next to one another in the same garden. The corn plant grew much taller than the pumpkin plant. Which is likely the best explanation for this difference?

Diagnostic Question

Correct Answer:

The corn plant genes code for taller stems than the pumpkin plant genes.

Two wheat seeds from the same plant were planted at the same time, in the same place. One grew quickly while the other grew very slowly. What is the best likely explanation for this difference?

Correct Answer:

The genes each seed had were different from one another.

Two lion cubs are identical twins. One lion cub does not eat sufficiently and remains quite small. The other grows quickly and becomes large fast. Which influences affect the cubs' growth?

Correct Answer:

Both environmental and genetic influences affect their growth.

Which genetic factor can affect the growth of an adult carrot plant?

Correct Answer:

Resistance to cold

Which genetic factor might decrease the growth of an adult plant?

Correct Answer:

Selecting seeds based on the smaller size of the adult plant

Which environmental issue might affect the growth of the organisms in the picture?

Correct Answer:

The amount of space each plant has to grow

Which environmental issue might affect the growth of flowers planted near a house?

Correct Answer:

Quality of the soil

Which local issue might affect the growth of a crop of wheat?

Correct Answer:

Lack of rainfall

A group of mice live in a cool, wet forest. Then, the climate changes and the weather becomes hot and dry.

Which mice are most likely to survive and pass on their genes to their offspring after the climate becomes hot and dry?

Correct Answer:

The mice who can live on less water are most likely to survive

Collapse Hide Answers

RESOURCES

Video: Why Is Your Grandma So Short? (MinuteEarth) (https://www.youtube.com/embed/VQTyRVBkeIw)

Reading: How Tall Will I Be? (http://teens.webmd.com/features/how-tall-will-i-be#1)

- Reading: Genes (http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel_pre_2011/genes/genesrev1.shtml)
- Reading: Plant Responses and Special Adaptations (https://www.ck12.org/book/CK-12-Life-Science-For-Middle-School/section/10.3/)
- Check for Understanding: Factors Affecting Growth and Survival (https://quizlet.com/83611127/flashcards)

Focus Area Details

OVERVIEW

By the time you finish this playlist you should be able to: 1. Describe how different living things reproduce. 2. Identify how different animal behaviors increase their chance of reproduction and the survival of their offspring. 3. Describe how plants reproduce. 4. Describe how both genes and the environment can affect the growth of organisms.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

You should also be able to define the following terms: pollen, ovule, nectar, flower, fertilization, pistil, filament, pollination, anther, disperse, tropism, mate, behavior, courtship, fruit, gene, offspring, asexual reproduction, sexual reproduction

COURSES

(2019) Disciplinary Science 7 (Life Science Focus) (/v2/teacher/courses/83779)

(2019) Integrated Science 6 (/v2/teacher/courses/83771) **Disciplinary Science 7 (Life Science Focus)** (/v2/teacher/courses/76105) **Integrated Science 6** (/v2/teacher/courses/53536)

Teacher Tools

4 OBJECTIVES

2-5 Objectives is recommended

10 QUESTIONS IN ASSESSMENT.

Assessments must have exactly 10 questions.
2 - from Describe how different living
3 - from Identify how different animal
3 - from Describe how plants reproduce.
2 - from Describe how both genes and

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

21/50 questions translated.

Standards

Other Standards (2)

Reproduction 1

Objectives

Introductory Materials

RESOURCES

- Study Guide: Reproduction 1
- Vocabulary: Reproduction 1

OBJECTIVE 1

Describe how genetic information is organized in a cell.

QUESTIONS

- What would need to be changed in order to alter the genetic material found within a cell? — Diagnostic Question

Show Answers

RESOURCES

- Reading: Introduction to Genetics
- Video: What are DNA and Genes
- Video: What Are Traits?
- Video: What is a chromosome?
- Video: Genes, DNA and Chromosomes
- Video: DNA: The Book of You
- Video: Genes and Alleles
- Video: Things You May Not Know About DNA
- Check for Understanding: Genes, Alleles, Chromosomes, and Traits

OBJECTIVE 2

Describe how genes control the production of specific proteins that affect the traits of an individual.

QUESTIONS

- How are RNA and the traits expressed by an organism related? — Diagnostic Question

Show Answers

RESOURCES

- Reading: Protein Synthesis and Gene Expression
- Video: What is a Gene?
- Video: What are Proteins?
- Interactive: Types of Proteins

OBJECTIVE 3

Describe why offspring and parents often have different traits.

QUESTIONS

- Of the following, which represents a homozygous recessive genotype? — Diagnostic Question
- A girl inherited the dominant trait of dimples but her sister did not because both parents had different — Diagnostic Question

Show Answers

RESOURCES

- Reading: What are Dominant and Recessive?
- Reading: Punnett Squares
- Video: What is Inheritance?
- Video: Guinea Pigs, Punnett Squares and Probability
- Video: How to Draw a Punnett Square
- Video: Mendel's Inheritance Experiments
- Video: Inheritance of Traits
- Check for Understanding: Genetics
- Check for Understanding: Genetics

Focus Area Details

OVERVIEW

By the time you finish this playlist, you should be able to: 1. Describe how genetic information is organized in a cell. 2. Describe how genes control the production of specific proteins that affect the traits of an individual. 3. Describe why offspring and parents often have different traits.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

You should also be able to define the following terms: gene, chromosome, allele, trait, protein, DNA, parent, offspring, dominant, recessive, Punnett Squares

COURSES

- Disciplinary Science 7 (Life Science Focus)
- Integrated Science 6

Teacher Tools

3 OBJECTIVES

2-5 Objectives is recommended

OBJECTIVE 1 HAS FEWER ASSESSMENT QUESTIONS AVAILABLE THAN CONFIGURED.

Assessments must have exactly 10 questions.
3 - from Describe how genetic
4 - from Describe how genes control
3 - from Describe why offspring and

DIAGNOSTIC QUESTIONS

RESOURCES

Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

0/4 questions translated.

Standards

Other Standards (2)

Reproduction 1

This focus area belongs to the base curriculum. Make a copy to add it to your curriculum.

Copy Focus area

Objectives

Introductory Materials

RESOURCES

- Study Guide: Reproduction 1 (/d/CurriculumDoc/8399)
- Vocabulary: Reproduction 1 (http://quizlet.com/77680076/flashcards)

OBJECTIVE 1

Describe how genetic information is organized in a cell.

QUESTIONS

Which shows the correct organization of genetic information in a cell?

Correct Answer:

DNA → chromosomes → nucleus

Which shows the correct organization of genetic information in a cell?

Correct Answer:

DNA → chromosomes → nucleus

What would need to be changed in order to alter the genetic material found within a cell? Diagnostic Question

Correct Answer:

chromosomes

Where are genes located within an organism?

Correct Answer:

Genes are located on each of the chromosomes.

Which structure codes for particular traits?

Correct Answer:

genes

What is the number and arrangement of each distinct gene in a human liver cell?

Correct Answer:

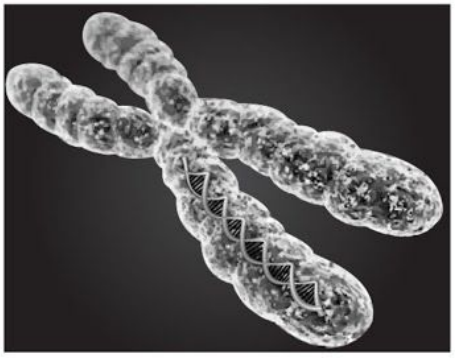
There are two copies of each gene. Each gene is located on separate chromosomes within a chromosome pair.

How many genetic variants are contained within three chromosome pairs?

Correct Answer:

6

The structure shown in the picture carries genetic information in a cell. What is this structure called?



Correct Answer:

a chromosome

Which structure determines the traits that will be passed to offspring?

Correct Answer:

chromosome

Where in an animal cell are chromosomes found?

Correct Answer:

In the nucleus

Which of these shows things correctly going from *smallest* (on the left) to *biggest* (on the right)?

Correct Answer:

Gene→Chromosome→Nucleus→Cell

What is a chromosome?

Correct Answer:

The things made of genes that are found in the nucleus of a cell

What part of a cell is made of genes, and passes traits from parents to their offspring (children)?

Correct Answer:

Chromosomes

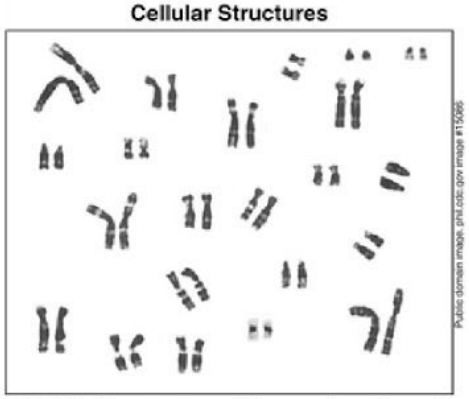
What are alleles?

Correct Answer:

Different versions of a gene

The genetic information of an organism is stored inside the cell structures shown.

Cellular Structures



What is the name of these structures?

Correct Answer:

chromosomes

Collapse Hide Answers

RESOURCES

- Reading: Introduction to Genetics (https://www.ck12.org/book/CK-12-Life-Science-For-Middle-School/section/6.2/)
- Video: What are DNA and Genes (http://learn.genetics.utah.edu/content/basics/dna)
- Video: What Are Traits? (http://learn.genetics.utah.edu/content/basics/traits/)
- Video: What is a chromosome? (https://www.youtube.com/embed/xUrlreMaUrs)
- Video: Genes, DNA and Chromosomes (https://www.youtube.com/embed/C8OL1MTbGpU)
- Video: DNA: The Book of You (https://www.youtube.com/embed/aeAL6xThfL8)
- Video: Genes and Alleles (https://www.youtube.com/embed/udyat7YFdFc)
- Video: Things You May Not Know About DNA (http://learn.genetics.utah.edu/content/basics/dnathings)
- Check for Understanding: Genes, Alleles, Chromosomes, and Traits (https://testmoz.com/480016)

OBJECTIVE 2

Describe how genes control the production of specific proteins that affect the traits of an individual.

QUESTIONS

Lupita cannot drink milk because she has a genetic trait called lactose intolerance. What is the best description for why she is unable to drink milk?

Correct Answer:

Lupita's genes do not instruct her cells to make the protein she needs to digest milk.

Which shows the relationship between genes and traits in an organism?

Correct Answer:

DNA → RNA → proteins → traits

Progeria is a rare genetic mutation that causes premature aging in approximately one out of every 4 million people. What is the likely sequence of events that causes progeria?

Correct Answer:

A change within a gene results in variation within a protein.

Which is the best description for how DNA, RNA, and protein are related?

Correct Answer:

DNA makes RNA, RNA makes proteins.

How are RNA and the traits expressed by an organism related? Diagnostic Question

Correct Answer:

RNA codes for the proteins that express the traits.

Sickle-cell anemia is a genetic disease that causes red blood cells to have an odd shape. The odd shape prevents the blood cells from carrying as much oxygen as they should. What is the most likely cause for this disease?

Correct Answer:

A change in the proteins that express the normal trait

What could a biotechnologist do if she wanted to change the expression of a trait of an organism at its root cause?

Correct Answer:

She should change the sequence of DNA in each cell.

If DNA → RNA → protein → trait, what would happen if a mutation were to occur in the DNA?

Correct Answer:

New traits would be formed as a result of different RNA and proteins.

Where do living things get the specific instructions for the proteins they make?

Correct Answer:

The instructions come from the cell's DNA.

If the structure of a specific digestive system protein temporarily changes because of the chemistry of the protein's local environment, what else may be temporarily influenced?

Correct Answer:

The function of the protein

What type of molecule in muscle cells carries out specific cellular functions to give the cells their observable traits?

Correct Answer:

protein

Black widow spiders make their webs out of a protein called MaSp. Which "messenger" is translated into MaSp?

Correct Answer:

RNA

Which is likely to cause a change in the heritable traits expressed by a plant?

Correct Answer:

Mutations in the plant's DNA

Collapse Hide Answers

RESOURCES

Reading: Protein Synthesis and Gene Expression (https://www.ck12.org/book/CK-12-Life-Science-Concepts-For-Middle-School/section/3.3/)

Video: What is a Gene? (https://www.youtube.com/embed/5MQdXjRPHmQ)

Video: What are Proteins? (http://learn.genetics.utah.edu/content/basics/proteins/)

Interactive: Types of Proteins (http://learn.genetics.utah.edu/content/basics/proteintypes/)

OBJECTIVE 3

Describe why offspring and parents often have different traits.

QUESTIONS

How do offspring inherit traits from their parents during sexual reproduction?

Correct Answer:

Traits are passed on through the genes in sperm and egg.

During which part of sexual reproduction are the inherited genetic traits of an organism determined?

Correct Answer:

When fertilization occurs

What needs to occur for offspring to inherit traits from each parent?

Correct Answer:

sexual reproduction

What carries the traits that are inherited by offspring?

Correct Answer:

chromosomes

Parents and offspring often have different traits. This is because not all of the parent's traits get inherited. Which process allows for this to happen?

Correct Answer:

sexual reproduction

How does sexual reproduction contribute to the physical appearance of offspring?

Correct Answer:

Offspring have a different physical appearance from parents because they inherit only a part of each parent's genes.

In humans, brown eyes are dominant (B) and blue eyes are recessive (b).

If a brown eyed mother (BB) reproduces with a blue eyed father (bb), what is the probability their child will have blue eyes?

Correct Answer:

There is a 0% (0 out of 4) chance their child will have blue eyes

Rose plants reproduce sexually.

In roses, the color red is dominant (R) and the color white is recessive (r).

If an Rr rose reproduces with another Rr rose, what is the probability their offspring will be the color red?

	R	r
R		
r		

Correct Answer:

There is a 75% (3 out of 4) chance their offspring will be red

Of the following, which represents a homozygous recessive genotype? Diagnostic Question

Correct Answer:

tt

In some plants, red flowers are dominant (R) and white flowers are recessive (r). Two plants are crossed and the offspring have a possibility of

$\frac{3}{4}$

red flowers and

$\frac{1}{4}$

white flowers. Which Punnett square shows the cross and its offspring?

Correct Answer:

	R	r
R	RR	Rr
r	Rr	rr

In butterflies, the allele for yellow wings is dominant (B) and the allele for white wings is recessive (b).

If a BB butterfly reproduces sexually with a Bb butterfly, **why do none of their offspring have white wings?**

Correct Answer:

Because **none** of the offspring will have the alleles bb

Brown eyes is a dominant trait (B). Blue eyes is recessive (b).

A man and a woman both have brown eyes. They have a child with blue eyes. What alleles must the parents have to make this possible?

Correct Answer:

The father must have Bb and the mother must have Bb

In humans, Cystic Fibrosis is a disease caused by a recessive allele (c).

The dominant allele is NOT having Cystic Fibrosis (C).

If a person has Cystic Fibrosis, what pair of alleles would they have?

Correct Answer:

cc

A girl inherited the dominant trait of dimples but her sister did not because both parents had different

Diagnostic Question

Correct Answer:

alleles for dimples.

In humans, free earlobes is dominant (F), and fixed earlobes is recessive (f).

Which of thes choices is a combination of alleles you could have that would give you free earlobes? Choose any that would do this.

Correct Answer:

FF

Ff

A student is predicting whether the seeds of pea plants produced by the cross shown in the Punnett square will be wrinkled or round. Round (R) seeds are dominant, and wrinkled (r) seeds are recessive.

Punnett Square

	R	r
R	RR	Rr
R	RR	Rr

This cross will produce what percentage of offspring?

Correct Answer:

100% round, 0% wrinkled

Collapse Hide Answers

RESOURCES

Reading: What are Dominant and Recessive? (http://learn.genetics.utah.edu/content/basics/patterns/)

Reading: Punnett Squares (https://www.ck12.org/life-science/Punnett-Squares-in-life-science/lesson/Punnett-Squares-MS-LS/)

Video: What is Inheritance? (http://learn.genetics.utah.edu/content/basics/inheritance/)

Video: Guinea Pigs, Punnett Squares and Probability (https://www.youtube.com/embed/i-0rSv6oxSY)

Video: How to Draw a Punnett Square (https://www.youtube.com/embed/prkHKjfUmMs)

Video: Mendel's Inheritance Experiments (https://www.youtube.com/embed/Mehz7tCxjSE)

Video: Inheritance of Traits (https://www.youtube.com/embed/bGiKRD5QHkI)

Check for Understanding: Genetics (https://testmoz.com/480030)

Check for Understanding: Genetics (https://www.proprofs.com/quiz-school/story.php?title=mtc5mji5mq4n35)

Focus Area Details

OVERVIEW

By the time you finish this playlist, you should be able to: 1. Describe how genetic information is organized in a cell. 2. Describe how genes control the production of specific proteins that affect the traits of an individual. 3. Describe why offspring and parents often have different traits.

SCORE NEEDED TO PASS

8 out of 10 correct.

KEY TERMS

You should also be able to define the following terms: gene, chromosome, allele, trait, protein, DNA, parent, offspring, dominant, recessive, Punnett Squares

COURSES

(2019) Disciplinary Science 7 (Life Science Focus) (/v2/teacher/courses/83779)

(2019) Integrated Science 6 (/v2/teacher/courses/83771) **Disciplinary Science 7 (Life Science Focus)** (/v2/teacher/courses/76105) **Integrated Science 6** (/v2/teacher/courses/53536)

Teacher Tools

3 OBJECTIVES

2-5 Objectives is recommended

10 QUESTIONS IN ASSESSMENT.

Assessments must have exactly 10 questions.
3 - from Describe how genetic
4 - from Describe how genes control
3 - from Describe why offspring and

DIAGNOSTIC QUESTIONS

Each objective has at least one diagnostic question.

RESOURCES

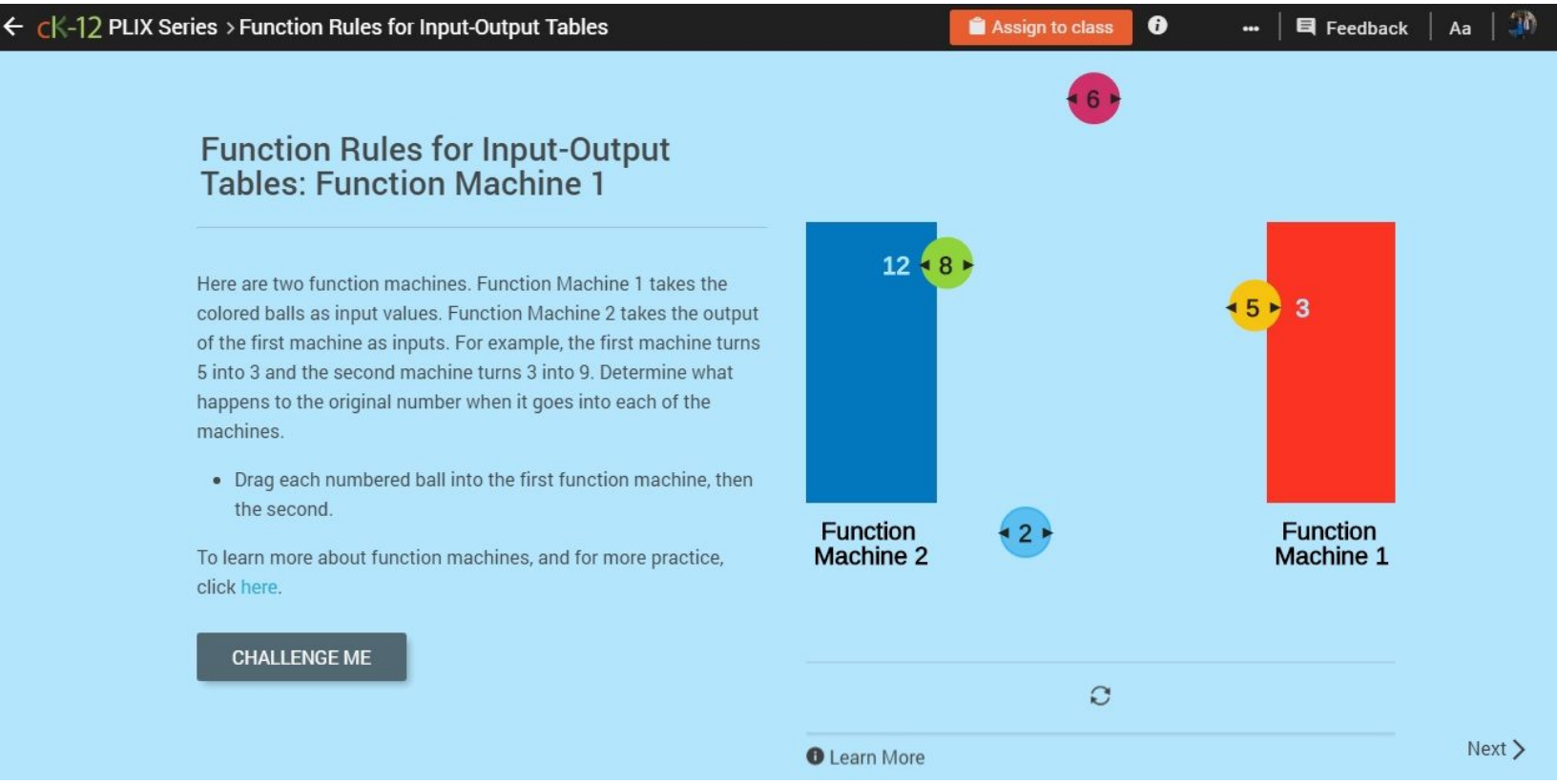
Each objective has at least two resources.

TRANSLATIONS (OPTIONAL)

SPANISH

17/44 questions translated.

Back
6th Grade Math › Graphs
Interpreting a graph [2]
This graph shows the number of tourists in a city. What is (by approximation) the difference between the slowest and busiest months?
60000
50000
40000
30000
20000
10000
0
j f m a m j j a s o n d
34,700
37,200
40,600
30,000


CK-12 PLIX Series › Function Rules for Input-Output Tables
Assign to class
Feedback
Aa
Function Rules for Input-Output Tables: Function Machine 1
Here are two function machines. Function Machine 1 takes the colored balls as input values. Function Machine 2 takes the output of the first machine as inputs. For example, the first machine turns 5 into 3 and the second machine turns 3 into 9. Determine what happens to the original number when it goes into each of the machines.
Drag each numbered ball into the first function machine, then the second.
To learn more about function machines, and for more practice, click here.
CHALLENGE ME
6
12
8
5
3
2
Function Machine 2
Function Machine 1
Learn More
Next

[Figure1]

Alfred is getting ready to decorate the yard for Halloween. He always lights both sides of the driveway with carved jack-o-lanterns. Alfred knows that Jacob, a local farmer sells his smaller pumpkins for $2.75 each. He needs to write some type of a **function rule** to determine the cost of 25, 35, 45 and 50 pumpkins. How can Alfred use the information he knows to write the **function** rule?

In this concept, you will learn to write function rules.

Function Rule

A **function rule** expresses the **output** value in terms of all operations performed on the **input** value. A function rule can be expressed either using words or symbols. When a function rule is written from the information given in an input/output table, the pattern represented in the table must be represented by the function rule.

Let's write a function rule for each of the following input/output tables:

Input (x)	Output (y)
2	7
3	10
4	13
5	16

First, look for a pattern between the input numbers and the output numbers.

The values of the output numbers are very close to the input number times three.

SHARE ME

Nice Job!

Currency is the paper and coin money that a country uses to conduct business. The United States uses a *currency* that's made up of dollars, quarters, nickels, dimes, and pennies.

Just about every country has its own *currency* — the money its people use to pay for their groceries, clothes, and other goods. Paper currency in the United States is all green and can confuse people who use bills with different colors for different denominations. In addition to describing a country's monetary system, *currency* means something that is accepted or used. The slang word "daddy-o" was the currency in the 1950s, but people who say it today can expect to receive strange looks.

GET A HINT

We have 3 hints to help you!

The total number of cookies Claire can bake, y, is a function of the number of batches of cookie dough she makes, x. This table shows the total number of cookies Claire will bake if she makes 1, 2 or 3 batches of cookie dough. What is the total number of cookies that Claire will bake if she makes 5 batches of batter?

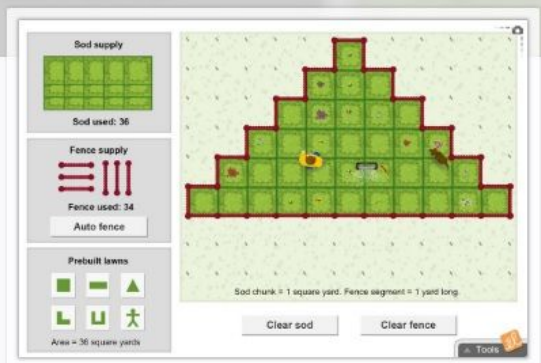
X	Y
1	12
2	24
3	36

a 48

b 72

c 60

Launch Gizmo



Fido's Flower Bed (Perimeter and Area)

Construct models of gardens on a grid using squares of sod. Fence the gardens to find and compare perimeters. Work with pre-built gardens made of 36 squares each to compare perimeters of shapes with equal areas.

Assessment Questions | Contribute Lessons | Recommend Gizmo | Share Gizmo

LEARNING OBJECTIVES:

- Understand that perimeter is a measure of the distance around a shape.
- Find the perimeter of different right-angle polygons.
- Answer questions involving perimeter using appropriate units of length.
- Generate shapes with equal areas that have different perimeters.
- Develop efficient strategies for calculating the perimeter of a rectangle.

VOCABULARY:

- area, perimeter, square yard, yard

LESSON MATERIALS:

Student Exploration Sheet
Customize

Exploration Sheet Answer Key
Subscribers Only

Teacher Guide
Instructor only

Vocabulary Sheet
Customize

PROBE | TABLE

Output = 0.5 • Input + 0.5

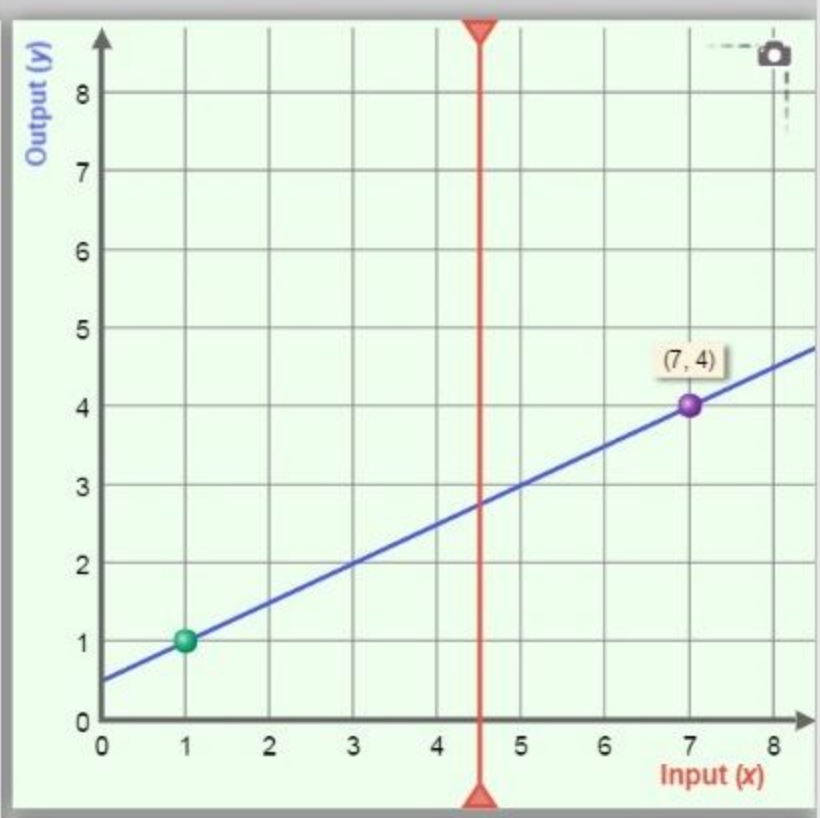
$y = 0.5x + 0.5$

☑ Show probe

Input (x) = 4.5 Output (y) = 2.75

☑ Show y-value calculation

$y = 0.5x + 0.5$
$y = 0.5(4.5) + 0.5$
$y = 2.25 + 0.5$
$y = 2.75$



(1, 1) (7, 4)

Tools

Contribute Lessons | Recommend Gizmo | Gizmo Feedback | Share Gizmo | Presentation Mode

6TH GRADE > GEOMETRY

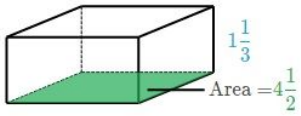
Volume with fractions

- Practice: Volume with cubes with fraction lengths
- Volume of a rectangular prism: fractional dimensions
- Practice: Volume by multiplying area of base times height
- Practice: Volume with fractions
- Volume of a rectangular prism: word problem
- Practice: Volume word problems: fractions & decimals

Next tutorial
Surface area

Volume by multiplying area of base times height

What is the volume of the following rectangular prism?



Volume = _____ units^3

Stuck? Watch a video or use a hint.

Report a problem

Check

Find the area of a right triangle

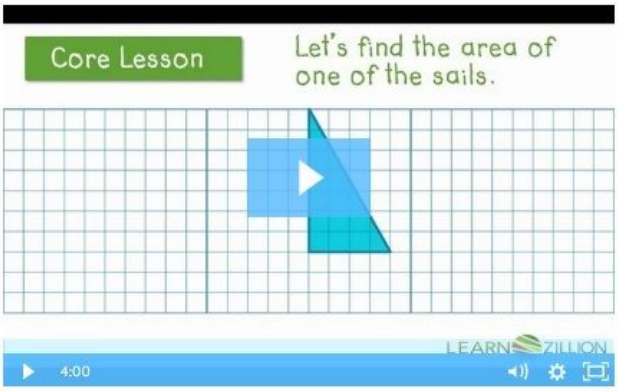
Created by: Shawn Avery
Standards: 6.G.A.1
Tags: Area

Quick Assign
Preview assignment »
Save to list

Lesson plan | Additional materials | About this lesson

Direct Instruction

Full screen



Teaching notes Print all

Play this video during the lesson or have students watch it before class.

Area, surface area, volume, and angle measure

- **Find the area of a right triangle** — Standards: 6.G.A.1 — Tags: Area
- **Find the area of a parallelogram by decomposing** — Standards: 6.G.A.1 — Tags: Area
- **Find the area of a trapezoid by composing a parallelogram** — Standards: 6.G.A.1 — Tags: Area
- **Find the area of polygons by decomposing into triangles, rectangles, parallelograms, and trapezoids** — Standards: 6.G.A.1 — Tags: Area
- **Find the volume of a rectangular prism by filling it with unit cubes** — Standards: 6.G.A.2 — Tags: Area

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Library

Does this look like the real CIA? analyze the crest/URL/Etc.

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- Freedom of Information Act Electronic Reading Room
- Kent Center Occasional Papers
- Intelligence Literature
- Reports
- Related Links
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Does referencing National Law make it more reputable?

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THE WORLD FACTBOOK

Please select a country to view

ABOUT | REFERENCES | APPENDICES | FAQs | CONTACT

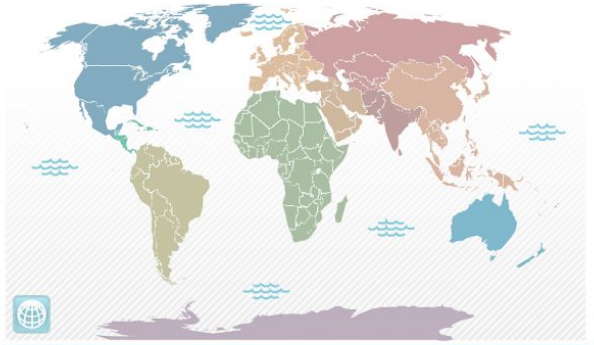
VIEW TEXT/LOW BANDWIDTH VERSION
DOWNLOAD PUBLICATION

WELCOME TO THE WORLD FACTBOOK

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. Our Reference tab includes: maps of the major world regions, as well as Flags of the World, a Physical Map of the World, a Political Map of the World, a World Oceans map, and a Standard Time Zones of the World map.

Is this factual information or opinion?

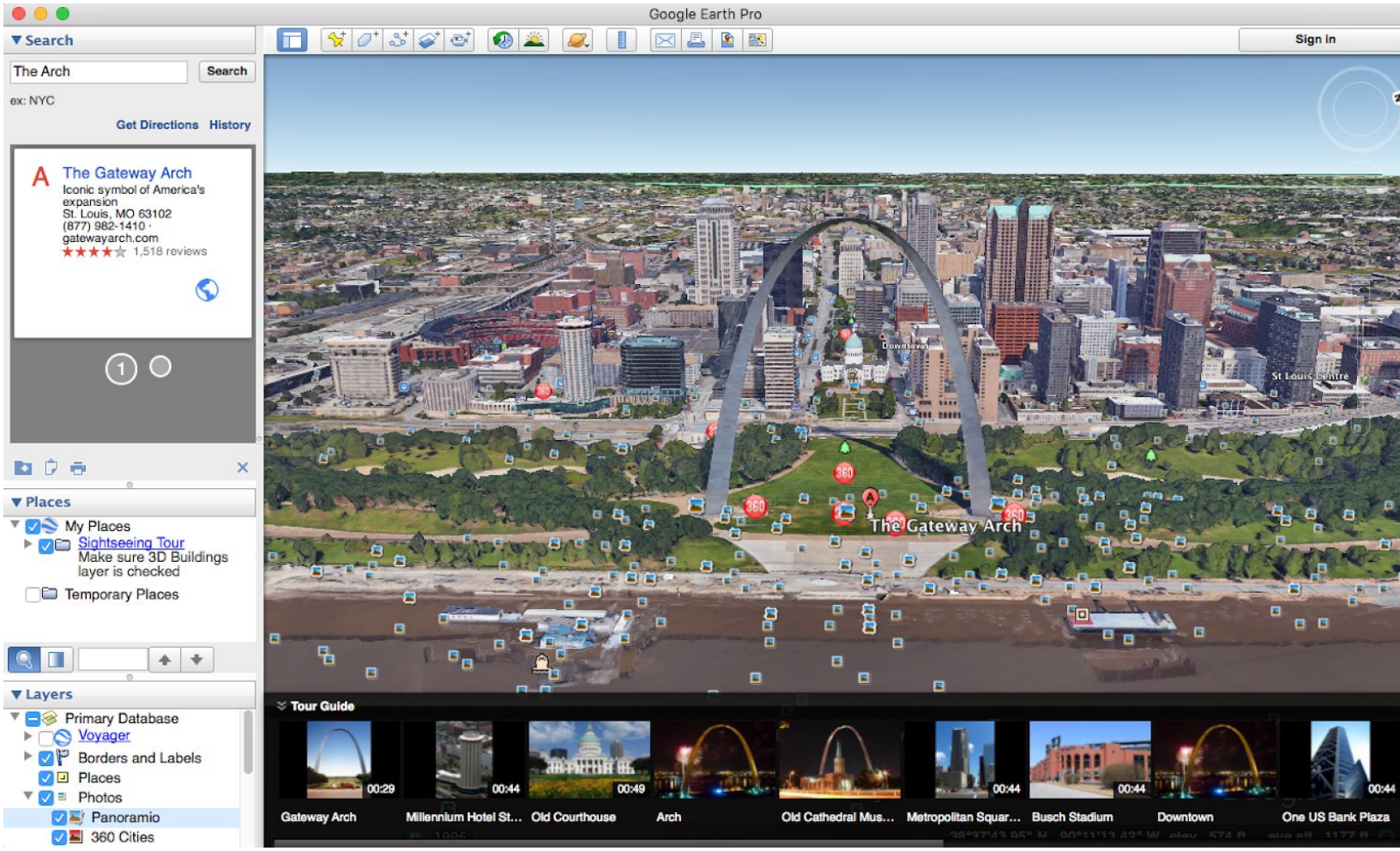
SELECT A REGION OR CONTINENT



REGIONAL AND WORLD MAPS
FLAGS OF THE WORLD

WHAT'S NEW :: Today is: Saturday, April 15

April 12, 2017
The island of Borneo - the third-largest island in the world - lies in the far western part of the Pacific Ocean and is politically divided among three countries. Can you name them? Find the answer by consulting any one of a number of maps under the References tab, including maps of Asia, Southeast



Sixth grade › BB.7 Identify the graph of an equation

This equation describes a relationship between x and y.

$$y = x + 4$$

Complete the table and select the graph that shows this relationship.

x	y
2	6
3	
4	
5	9

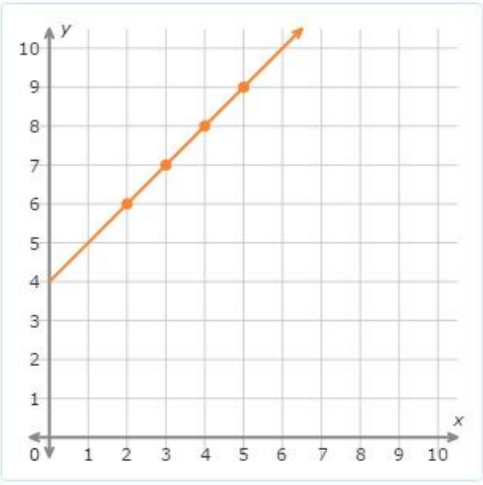
Questions answered

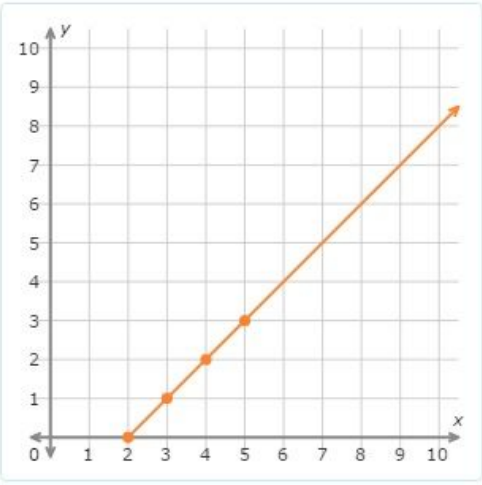
0

SmartScore out of 100

0

Teacher results not recorded





Submit

No Armies
00:00:48
0 economic resources
3 espionage resources
6 military resources
1 policy resources
I'M FINISHED!
FINISHED
11
Resources
Imposition
Impositions against you
YOU SOLVE IT!
7
Resources
Computer 1
Filamentia
4
Computer 3
Civica
14
Resources
Guest#31758
Civica
RESIGN
4
5
3
2
ec
resource
economics
es
resource
espionage
m
resource
military
p
resource
policy
resource goal
Collect
15
espionage points
to win the game!

Appendix B: Curricular Modifications

Augmentation Timeline—Curricular Libraries

Kairos uses Summit's coursework for our base curricula. The team at Summit Public Schools constantly improves that coursework in their effort to always serve students better. We plan to do the same bit-by-bit, using our data to inform Summit Platform edits aimed at (i) addressing the needs and interests of *our* students and (ii) maintaining alignment with Missouri Learning Standards.

Augmentation Timeline

Each cycle, departments use their Structure PDs to refine or expand Summit's modules, units, and courses. Department Chairs analyze data and conference with teachers to identify curricular problem points. Those problems are then assigned to Department teachers to study throughout the following cycle. They review student data, research best practices, and use the Department's curricular library to draft a revision. (Summit's Platform makes it easy to edit coursework and assessments.). Revisions are bite-sized modifications that target a particular resource or assessment. The following inservice, revisions are presented for departmental peer-review.[1] After incorporating feedback, changes go live for students, and impact is monitored. Starting in Year 2, this same data-driven process will apply to Kairos-created modules.

Schedule from Pre-Operation to Year 3

By October, 2018 (Pre-Operation):

- Work with Summit mentor to identify modules that are best suited for teacher facilitation, independent work, and group work.
- Fit longer Summit units into our 5-week cycles by planning around natural breaks in curriculum, removing components, or otherwise truncating material.

By December, 2018 (Pre-Operation):

- Rearrange Summit History modules to comply with MLS and build modules related to (i) the Civil Rights Movement in Missouri and St. Louis and (ii) economics.
- Finalize any other curricular alignments to MLS
- Sequence texts for ELA reading-level coursework, select sections for close reading, generate vocabulary lists, make chapter quizzes, choose grammar program.

By February, 2018 (Pre-Operation):

- Build at least one year of unit modules for holistic coursework.

[1] Japanese National Institute of Educational Policy Research. (2005). Learning Across Boundaries: U.S.-Japan Collaboration in Mathematics, Science and Technology Education.

Beginning in Cycle 4:

- Use Summit Learning Platform's data analytics and the included school data dashboards on Tableau to evaluate subgroup data and revise modules appropriately, adding or replacing instructional resources, practice problems, Checks for Understanding, etc.
- Tweak Projects to (i) refer to Kairos' experiential field trips and (ii) make them more culturally relevant.

Beginning in Cycle 7 (Year 2):

- Add Projects that serve community needs (e.g., sustain a community garden, build websites for local organizations, etc.), following standards outlined in Summit's Project Quality Rubric and the High Quality Project Based Learning Framework

Beginning in Cycle 10:

- Build elective coursework, aligned to revised Missouri Learning Standards, that either (i) extends requisite skills with new complex application challenges or (ii) introduces optional skills catering to students' specialized interests. To maximize curricular flexibility, new courses will vary in length and may be shorter than a full year.

Curricular Libraries

Summit's coursework already includes many of the best digital resources available, and as the Summit team rolls out updates, they are shared immediately with partner schools. Those partner schools also share a library of teacher-created content with each other. To tailor that material to the specific needs of *our* students, Kairos Department Chairs maintain internal libraries of department-specific instructional materials as well as a shared library of general, multi-discipline tools (e.g., Socrative, Quizlet, Kahoot!, etc.). Similarly, managers across all teams at Kairos develop a joint library for PD resources. Expanding the following libraries over time will expedite development cycles for our curriculum and praxis.

Math

Summit's math curriculum already integrates a host of online instructional and curricular resources, including Illustrative Mathematics, Open Up Resources Curriculum, Engage NY, Khan Academy (Math), IXL, Desmos, CK-12, Illuminations (National Council of Teachers of Mathematics), Interactive Mathematics, Geogebra, Discovery Education's Web Math, LearnZillion, Virtual Nerd, Mr. Nussbaum, Math Is Fun, Flocabulary, Purple Math, Math Worksheets 4 Kids, Quizlet, Star Trek, Braining Camp, Interactivate, and various term sheets and video lectures made either by universities or Summit teachers.

To augment Summit's math modules, Kairos will draw on the highly successful math curriculum from Match Public Charter School, as well PBL work/curricular maps from leading math educators, such as

Mathalicious, Coherence Map, the Mathematics Assessment Project, Stanford's Jo Boaler (YouCubed), Robert Kaplinsky, Dan Meyer, Sameer Shah, Geoff Krall, and Andrew Stadel.[2] Teachers may also incorporate games, practice problems, videos, or notes from Zearn, Amplify, Gizmos, BrainPop, Study Jams, Computer Science Unplugged, Wonderopolis, Doctor Genius, Math Reasoning Inventory, iPractice Math, Wolfram Alpha Problem Generator, MobyMax, Code School, Code Academy, Launch Code, Code.org, Google CS Education, Gooru, Boundless, ThinkCERCA, Math Nation, Math Score, Coursera, Digit Whiz, ZapZap Math, Reflex Math, BuzzMath, Alice in Arealand, TinkerPlots, Free Math, ST Math, Expeditionary Learning Math Projects, Buck Institute Math Projects, EduCurious Math Projects, and Carnegie Learning. Since Kairos runs on Chromebooks, teachers also have access to an enormous library of math applications from the Chrome and Android web stores.

English

Summit's English curriculum already integrates a host of online instructional and curricular resources, including Reading Rockets, Quizlet (for vocabulary and affixes), Cambridge English Videos, My English Teacher, Help Teaching, Super Teacher Worksheets, Smart Stories, Varsity Tutors, ABCYA, Mister Sato 411, English Worksheets Land, Karen Baxley YouTube Channel, and various term sheets and video lectures made either by universities or Summit teachers.

To augment Summit's ELA modules, Kairos will draw on English curriculum from Match Charter Schools, EngageNY, Expeditionary Learning, and Great Minds. Teachers may also incorporate games, practice problems, videos, or notes from NoRedInk, Vocabulary.com, Quill, Write Well, Writelike, Boom Writer, ReadWorks, Overdrive, LightSail, Open eBooks, CommonLit, Curriculet, NewsELA, Academic Word Finder, The News Literacy Project (virtual classroom and after school program), BrainPop, IXL, Amplify, Achieve the Core, Khan Academy (Grammar), Listen Wise, ThinkCERCA, CK-12, Reading Bear, Actively Learn, LearnZillion, Discovery Education, Gooru, Boundless, Coursera, Wordly Wise, MobyMax, Buck Institute English Projects, Expeditionary Learning English Projects, EduCurious English & Humanities Projects, Fuel Education, and Wordsmyth. Since Kairos runs on Chromebooks, teachers also have access to an enormous library of English applications from the Chrome and Android web stores.

Science

Summit's science curriculum already integrates a host of online instructional and curricular resources, including:

CK-12, Khan Academy (Science & Engineering), Open Ed, Quizlet, Better Lessons, WOUB Public Media, BBC Education, Crash Course Introduction, Quizziz, PBS Learning Media, Thought Co., Free School, Wisewire, Kinetic City, Minute Earth, National Geographic Education, Science Education for Public Understanding Project (SEPUP), HHMI BioInteractive, TED-Ed, 2 Minute Classroom, Physics Classroom, Don't Memorise, Professor Dave Explains, PHET Interactive Simulations, Learning Junction, DNA From the Beginning, Learn Genetics, Ptable, Chem4Kids Statistics Canada Population

[2] Match Charter School. (2016). 2015–2016 School Results.

Pyramid, Ocean Today (NOAA), National Oceanic Service, NASA eClips, Ducksters Education Site, Crash Course Kids, Bill Nye, Washington Post InfoGraphics, Annenberg Learner, Seismic Monitor, Science Buddies, Imagination Station, Reid Steel, SciShow Kids, American Museum of Natural History, Ricochet Science, Show Me, All About Circuits, and various term sheets and video lectures made either by universities or Summit teachers.

To augment Summit, the Science Department will draw on curriculum from the Core Knowledge Program, cross referencing NGSS grade-level rubrics that explain appropriate assignment types and rigor.[3] Other *free* resources include Washington University coursework on evolution, coursework on engineering and literacy coursework, scientific instructional materials, and gratis free STEM material/equipment loans. Teachers may also incorporate games, practice problems, videos, and notes from Gizmos, Rocket Lit, Google Expeditions, Google Sky, Google Mars, Inner Body, NASA Space Place, Discovery Education, Listen Wise, WolfQuest, Electro City, Labster, LittleBits, Study Jams, Rocket Lit, Amplify, IXL, BrainPop, Gooru, Expeditionary Learning Science & Technology Projects, Buck Institute Engineering & Science Projects, EduCurious Science Projects (Biology & Environmental Science), Fuel Education, MobyMax, Coursera, ThinkCERCA, Boundless, and Actively Learn. If appropriate, teachers will partner with area programs, such as Washington University's Brain Discovery.

Social Studies

Summit's History curriculum already integrates a host of online instructional and curricular resources, including the Library of Congress, Stemfest.us (Maps), Thought Co., Sciencing, Wisewire, Maps ETC, Soft Schools, Mr. Nussbaum, Social Studies For Kids, Small Planet, Digital History, National Park Service, National Humanities Center, Salem Witch Trials Documentary Archive, Virginia Center for Digital History, History Matters, Massachusetts Historical Society, Open Ed, Digital Public Library of America, Jamestown Settlement & American Revolution Museum, Ducksters, Colonial Williamsburg, PBS Parents, The History Channel, Mr. Donn, Discover Peru, Stanford History Education Group, US History, Khan Academy (US History, World History), PBS, Archive, HERB, Civil Rights Digital Library , US News Articles, Learn NC, National Women's History Project, Study, Critical Past, Civil Rights, Milk Foundation, CNN, University of Washington, USC Digital Library, Southeast Asian American Archive, University of California, Duke University Digital Collections, Northeastern University Archives, McMaster University Archives, Cornell University Library, The Guardian, TEDx Talks, Judicial Learning Center, US Courts, Encyclopedia Britannica, Legal Dictionary, Revolutionary War and Beyond, Kids Laws, Shmoop, National Constitution Center, Constitutional Rights Foundation, Genocide Watch, United States Holocaust Memorial Museum, New York Times Topics, The Armenian Genocide Museum Institute, Washington Post, Crash Course, All Histories, The British Library, PBS Learning Media, National Cowboy & Western Heritage Museum, The Smithsonian, Ancient History Encyclopedia, Ancient Egypt, History for Kids, Native Languages , IXL, National Oceanic and Atmospheric Administration, US Census, and various term sheets and video lectures made either by universities or Summit teachers.

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[3] Next Generation Science Standards. (2013). Appendix F: Science Practices and Grade Level Bands.

To augment Summit, the History Department will draw on curriculum from the Core Knowledge Program, Great Minds, Teaching Tolerance, Barnard's award-winning Reacting to the Past, and Stanford's evidence-backed Reading Like A Historian.[4] Teachers may also incorporate games, practice problems, videos, and notes from iCivics, History Animated, Newseum, The News Literacy Project (virtual classroom and after school program), Smart History, TIME For Kids, Google Arts and Culture (including virtual museum tours), LIFE Photo Archive, We Stood Up, Discovery Education, Listen Wise, Rocket Lit, BrainPop, Amplify, MobyMax, Coursera, ThinkCERCA, Boundless, CK-12, Actively Learn, Gooru, Expeditionary Learning Social Studies Projects, Buck Institute Social Studies Projects, EduCurious Social Studies Projects, and Fuel Education. Since Kairos runs on Chromebooks, teachers also have access to an enormous library of social studies applications from the Chrome and Android web stores. Finally, art and music history electives can be imported with minor to no modification from Khan Academy (Art History, Music History).

Art, Physical Education, & Holistic

Kairos faculty and residents will build curricula around Missouri's Music, Theater, and Visual Art standards; Missouri's Health and Physical Education standards; the National Physical Education Standards; National Core Arts Standards; International Arts Education Standards; and other selected state standards. Curricular resources may include:

> ***Art:*** The Arts Education Partnership, Schoolism, The Teaching Channel, ArtsEdge, Common Core and the Arts, Core Knowledge, CG Master Academy, Spark, See Saw, BrainPop, Command Media, and Expeditionary Learning Visual and Performing Arts Projects
>
> ***Music:*** Method Teacher and Orff Schulwerk
>
> ***Physical Education:*** Grow Fit, Yoga Collective, and Carone Learning
>
> ***Personal Finance:*** Wells Fargo Hands-On Banking, Khan Academy (Personal Finance), and EverFi
>
> ***Philosophy:*** Open Culture and Stanford's Philosophy Talk,
>
> ***Health:*** Expeditionary Learning Health and Wellness Projects, BrainPop, and EverFi
>
> ***Foreign Language:*** DuoLingo, FluentU, Expeditionary Learning World Language Projects, and Fuel Education

Professional Development (PD) Self Studies

Team PD libraries will include *free* self studies from, inter alia, Summit Public Schools (MAP, SPED, struggling readers, analyzing student work, understanding the cognitive skills rubric, Learning Space

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[4] Avishag Reisman. (2012). Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools, pp. 86-112. Cognition and Instruction.

resources, etc.); Transforming Education (self-management, self-efficacy, growth mindset, mindfulness, social awareness, interpreting SEL data, etc.); Expeditionary Learning Education (PD packs and PD library); NWEA; Digital Learning; The Learning Commons; Digital Promise (Microcredentials); Digital Promise (Research); Relay Graduate School of Education MOOCs; The Education Transformation Center; Google Tools; MicroMasters; Teaching Channel; Teaching for Robust Understanding of Mathematics (TRU); TeachCycle by BetterLesson; Watson's Teacher Advisor; National Board's Atlas; and BloomBoard. It might also include seminal works in the field (e.g., Burke's English Teacher's Companion) or other relevant videos and exercises.

Appendix C: Technology

Overview—Internet and Device Acceptable Use Policy

Overview

Chromebook Features

Giving each student and faculty member a laptop is one of the paradigm shifts that enables our personalized student experience. After reviewing market options, Kairos has chosen to purchase Google Chromebooks, which, combined with our free G Suite for Education accounts, will provide 200GB of cloud storage per user.[1] With documents and software stored in the cloud, Kairos students will never lose work or time due to hardware failure. Google's G Suite and Digital Tools also provide Kairos thousands of free third-party apps and free institutional-level Google services, such as shared calendars, school email accounts, and document collaboration—all of which integrate seamlessly with the Summit Learning Platform. Chromebooks today start at $149, although we have conservatively budgeted $400 per laptop for each student and faculty member. Kairos more than recoups that cost over the computer's 3-4 year life through reduced printing and textbook expenses.

Technology Usage

Kairos' technology policies are based on successful policies at Summit Public Schools and Intrinsic Schools—both personalized, 1:1 Chromebook schools that serve populations similar to Kairos. The policy governs use of electronics and access to the Internet, including access to e-mail, by all faculty, students, and guests in any Kairos school. Guests include parents, student teachers, temporary employees, parent volunteers, and other school volunteers

Although we do not assign homework, Kairos is committed to giving students every opportunity to meet Growth Goals and advance academically. That is why we allow students to take laptops home if they choose. Every student and their guardian will be required to sign a Technology Acceptance Form, attached below, accepting responsibility by the Kairos Internet and Device Acceptable Use Policy. Operating with a similar policy, Intrinsic Schools has experienced negligible Chromebook damage or theft.

Internet and Device Acceptable Use Policy

Access to Kairos' academic platform, known as the Summit Learning Platform (the Platform), and use of Kairos' equipment, including Kairos Chromebooks, requires written acceptance of the Kairos Internet and Device Acceptable Use Policy. Users of Kairos' technology, physical or digital, indemnify and hold Kairos and its respective schools harmless from any losses sustained by Kairos based on the result of misuse of the system by the user.

Please contact the Chief Operating Officer if you have any questions regarding this policy. The Chief Academic Officer will enforce the policy as written on their site. Kairos reserves the right to revise the policy as deemed necessary. The current policy, as well as notes of revisions, are always available on Kairos' website.

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[1] Kairos' current G Suite for Nonprofits account will automatically transition to a G Suite for Education upon approval from the MIssouri Department of Elementary and Secondary Education.

Limitation of Liability

- Kairos makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the Kairos system will be error-free or without defect. Kairos will not be responsible for any damage students may suffer, including but not limited to, loss of data or interruptions of service. Kairos is not responsible for the accuracy or quality of the information obtained through or stored on the system. Kairos will not be responsible for financial obligations arising from a user's unauthorized use of the system.
- Students and parents will indemnify and hold Kairos and its respective schools harmless from any losses sustained by Kairos as a result of intentional misuse of the system by user.

Content Filtering

Kairos adheres to the US Congress enacted CIPA (Children's Internet Protection Act) guidelines, updated 2011. Per RSMo 182.827, we filter the Internet in a best-effort attempt to block user access to inappropriate and/or harmful content on the Internet. Kairos uses GoGuardian to monitor and analyze data about computer usage (which websites students access) and location (student movement throughout the building). No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and students gain access to inappropriate and/or harmful material, Kairos and individual school sites will not be liable.

The filter is set to restrict access to Internet sites that may contain interactive chat or mail or information regarding:

- Sex acts
- Sex attire
- Sex/nudity
- Sex/personal
- Sexuality
- Gambling
- Pornography
- Hacking
- Proxy avoidance
- Addictions
- Forums
- Social networks
- Violence
- Streaming music
- Illegal drugs
- Weapons
- Criminal activity
- Torrenting
- Hate and intolerance

Regulations of Access

Consequences of Access

- Kairos always cooperates fully with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the Kairos system.

- Although students are generally provided Internet access, such access is a privilege, not a right. All students should be aware that Kairos may revoke Internet access for any reason. If a student's Internet access is revoked, Kairos will provide an explanation for the revocation. The school site will ensure that the student continues to have equal access to participate in the educational program.

- It is very important for students and families to understand that violations of this Internet and Device Acceptable Use Policy *do* count as disciplinary actions. All violations of this policy will be addressed according to the restorative justice discipline plan of the school that the student attends. In such a case, a student and their family will have to meet specific concerns related to the violation and cooperate with Kairos to help the student acquire the specific behaviors necessary to behave appropriately on an electronic network.

Privacy

Users of the Kairos system should understand that there is no expectation of privacy. Kairos reserves the right to examine e-mail or Internet correspondence for security or network management purposes.

- Kairos reserves the right to monitor the use of the Internet through its system, at all times for all users. Kairos will collect and store information about usage which includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online.

- Except as otherwise specified in this Internet and Device Acceptable Use Policy, Kairos will not use cookies to gather personal identifying information about any of its students, including but not limited to names, home addresses, e-mail addresses, and telephone numbers. (Cookies are computer programs that store information about a user on a computer hard drive or disk and allow Kairos, among other things, to verify whether a visitor is an authorized user of the Kairos system.)

- As required by the Children's Internet Protection Act ("CIPA"), Kairos will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating the Kairos Internet and Device Acceptable Use Policy, the student handbook, or the law. Kairos also reserves the right to monitor the online activity of non-students using Kairos' technology.

- Kairos reserves the right to utilize and review the results of software that searches, monitors, and/or identifies potential violations of the Internet and Device Acceptable Use Policy.

- Students and families should be aware that, in accordance with public records laws, personal files on the Kairos system may be discoverable in court and administrative proceedings.

- Kairos does not encourage students to store personal data on the Kairos system. Students should have no privacy expectation regarding either personal files or records of online activity during their use of the Kairos system. Kairos is not responsible for the loss or damage of such data.

Parental Notification and Responsibility

- Kairos' Internet and Device Acceptable Use Policy contains restrictions on accessing inappropriate material. However, there is a wide range of material available on the Internet,

some of which may not fit the values of each student and family. While student use will be supervised and logged, it is not possible for Kairos to monitor and enforce a wide range of social values in student use of the Internet. Further, parents bear primary responsibility for transmitting their particular set of family values to their children. Kairos strongly encourages parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the Kairos system.

Personal Safety for Students

- Kairos strongly recommends that all students follow these two guidelines:
    - do not post or transmit photographs or personal contact information about yourself or others.
    - do not agree to meet with someone you have met online.
- Kairos requires students to promptly disclose to their coach or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable.

Cyberbullying

- Kairos works to ensure all students and faculty are safe online. Reported incidents are thoroughly investigated by the Mediation Committee, and discipline or other consequences are meted as appropriate.
- Students should always use good digital citizenship when posting or replying on the Internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is important and encouraged.
- Bullying through the use of technology or any electronic communication (including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature) transmitted by the use of any electronic device (including, but not limited to, a computer, telephone, cellular telephone, text messaging device, or personal digital assistant) is prohibited.

All cyberbullying is prohibited, including:

- Flaming
- Denigration also known as "dissing"
- Bash boards
- Impersonation
- Outing
- Trickery
- Exclusion
- Harassment
- Happy slapping
- Text wars or attacks
- Negative online polls
- Sending malicious codes
- Griefing

Illegal Activities

All students should be aware that engaging in any of the following illegal activities will result in disciplinary action. Kairos reserves the right to involve legal authorities when necessary for student safety.

- Students may not attempt to gain unauthorized access to the Kairos system or to any other computer system through the Kairos system, or go beyond their authorized access. This prohibition includes intentionally seeking information about passwords belonging to other students, modifying passwords belonging to other students, illegally obtaining wireless passkeys, or attempting to login through another person's account. Further, students may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if done only for the purposes of "browsing."

- Students may not attempt to subvert network security, impair the functionality of the network, or bypass restrictions set by network administrators. Students are also prohibited from destroying data by spreading computer viruses or vandalizing data, software, or equipment.

- Students may not use the Kairos system to engage in any other illegal act, such as arranging for a drug sale, engaging in criminal gang activity, threatening the safety of a person, etc.

- Students may not use the Kairos system to download illegal music, books, video, and software without payment to the originator.

- Users may not use software applications that have a continuous connection to the Internet that is streaming steadily and consuming large amount of Internet bandwidth (e.g. bit-torrent, etc.) for the purpose of obtaining illegal content.

System Security

- Students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should a user provide their password to another person, except for teachers who may require students to provide their passwords.

- Students should immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person), and other users will immediately notify the technology team. Students should not attempt to uncover security problems because this may be construed as an illegal attempt to gain access.

- Kairos will install and maintain anti-virus software on each computer as required. Updates, typically referred to as "virus definitions," will be updated as soon as they are available from the anti-virus software company. However, Kairos does not make any warranties of any kind, either express or implied, regarding this software.

Inappropriate Language

All students should be aware that using inappropriate language electronically can be damaging to others and may lead to disciplinary action

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- Students may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language.
- Students may not post information that they could reasonably infer would interfere with the educational process or disrupt the educational environment.
- Students may not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Students may not knowingly or recklessly post false or defamatory information about a person or organization.
- Students may not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students may not post private information about another person.

Respecting Resource Limits

- Students should only use the system for educational and professional activities.
- Students should refrain from downloading large files unless absolutely necessary. If necessary, students should download the file at a time when the system is not being heavily used.
- Students should not post chain letters or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people. However, an unsolicited message sent by a faculty member relating to work activity does not constitute spamming.
- Students should check their e-mail frequently and delete or archive unnecessary messages. Users should not expect repeated assistance with exporting or importing their email for transference or archival.
- Students should not send e-mail containing commercial links unless the link is predominantly instructional in nature.

Plagiarism and Copyright Infringement

- Students may not plagiarize works, including those found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- Students must respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If a user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Access to Inappropriate Material

- Students may not use the Kairos system to access material that is profane or obscene (e.g., pornography) or that advocates illegal, dangerous, or discriminatory acts (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research and it is pre-approved by a teacher.
- If students inadvertently access such information, they should immediately disclose the inadvertent access to a teacher, coach, or other faculty member. This disclosure will protect students against an allegation that they intentionally violated the Internet and Device Acceptable Use Policy.

Other Restricted Use

- Students should not use the Internet for advertising, promotion, commercial purposes, or similar objectives.
- Students should not use the Internet to conduct for-profit business activities or to engage in religious activities. Students are also prohibited from engaging in any non-governmental-related fundraising or public-relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes. Kairos is not responsible for this or any other commercial activity that students engage in.
- Students should not rebroadcast or piggyback on existing systems to create a personal micro Wi-Fi hotspots at any of the schools.

Email Policy

Email resources are available to all Kairos students and faculty. Every individual assigned a Kairos email address will be responsible for using this resource in an efficient, effective, ethical, and lawful manner. “Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of Kairos and to each user's responsibilities. As a reminder, students have no right to privacy while using Kairos’ Internet or e-mail system. Kairos reserves the right to examine any e-mail or Internet correspondence for security or network management purposes. The following actions are prohibited on Kairos’ system and may result in disciplinary action:

- Opening unknown e-mail attachments or introducing computer worms or viruses.
- Performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).
- Using e-mail services for private commercial or business transactions and conducting any activity meant to foster personal gain.
- Conducting non-Kairos fund raising or public relations activities such as solicitation for religious and political causes or not-for-profit activities.
- Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.
- Attempting to subvert network security, impair functionality of the network, or bypass restrictions set by the network administrators.
- Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.
- Assisting others in violating these rules by sharing information or passwords.

Account Termination

- Upon withdrawing from school, all student accounts will be deactivated, and data retained by Kairos.
- Alumni (graduates) of Kairos Academy retain access to their Kairos email account.

Device Use Policy

Kairos equipment, including Chromebooks, are available to authorized students and parents for educational, research, and administrative purposes. These resources are considered essential for students' continued academic success, therefore guidelines in the Internet and Device Acceptable Use Policy must be adhered to *whether at school, at a home, or in another location*. To maintain safety and compliance with regulations, it is essential that students observe reasonable standards of behavior regarding the use of the Kairos equipment and system. The following actions are prohibited:

- Any attempt to modify or damage devices, the network, or software
- Any attempt to modify the original system configurations
- Improper use of equipment.
- Installation or use of non-academic games on Kairos' systems.
- Recreational game playing.

- Unauthorized use of a Kairos account belonging to another user.
- Unauthorized reading, use of, or deletion of private files or email belonging to another user.
- Sharing username and passwords with other students or any other person.
- Any attempt to circumvent (hacking/bypassing) system protection and security features.
- Knowingly using any system to produce system failure or degrade performance.
- Engaging in unauthorized duplication, alteration or destruction of data, programs or software.
- Transmitting or disclosing data, programs or software belonging to others or duplicating copyrighted materials.
- Use of device resources for private purposes, including, but not limited to, the use of device resources for profit making or illegal purposes.

Kairos reserves the right to investigate any of the above abuses, as well as any other interference with the proper functioning of the Kairos network or infringements upon another user's rights. Any violation will result in disciplinary action, with the Mediation Committee recommending a consequence to the Executive Director. Consequences may include payment for the cost of repairs or replacement or, if payment is limited or not possible, restorative work on behalf of the student. Current replacement costs are listed below but subject to change with market rates. The school's Executive and/or Assistant Director will make the final decision.

Replacement Item	***Cost***	***Repair or replacement needed if....***
Earbuds	$1	Earbuds are lost/broken
Charger	$30	Charger is lost/broken
Display cable	$20	Connection to the screen is damaged/screen is separated from rest of Chromebook
Screen	$70	Screen is cracked
Chromebook	$400	Original Chromebook is not accepted for warranty due to exterior/water damage. Original Chromebook is not able to be repaired and is decommissioned. Original Chromebook is lost.

Chromebook Care Manual

All students must adhere to the Chromebook Care Manual to ensure their device is working properly. This will be provided to address in-school and out-of-school use. The manual is not comprehensive; rather, it focuses on the most common guidelines and practices for taking care of

Chromebooks. An electronic version of the Care Manual will be provided to all families in Cycle 1 of each new academic year.
Kairos also provides students and families with a mini-sheet summary of the Care Manual. Students should not alter, damage, or discard the mini-sheet. It highlights the Care Manual's most important "to dos" to ensure each student's device continues to work properly.

Technology Acceptance Form

You will have the same Chromebook all year. Please take care of it. Place your initial next to each bullet point below to verify that you understand basic Chromebook care:

- ➢ ____ Keep your Chromebook charged by charging it at break and lunch. You cannot use it to learn and grow if it isn't charged.
- ➢ ____ Preserve the battery life of your Chromebook for the long term. MAKE SURE to turn off your Chromebook at the end of the day before you go home. You can easily power it back on if you need it later, but by turning it off often you keep the battery strong—they are VERY expensive to replace.
- ➢ ____ Be careful with your Chromebook. They are fragile, so don't sit on them, knock them against anything, leave them alone, or do anything that might cause them to break.
- ➢ ____ You can put stickers on your Chromebook. Don't mark your Chromebook in any other way.
- ➢ ____ Don't remove or attempt to remove the serial number. Removing the serial number just makes repairs more expensive for our school.
- ➢ ____ Chromebooks may be taken off campus, if you have signed the technology use agreement and have signed this form.
- ➢ ____ Make sure you keep your Chromebook in a safe place at home and charge each night.
- ➢ ____ Pack your Chromebook in your bag for school the next day. If you forget your Chromebook at home, we cannot guarantee that a loaner is available.

Technology Use

- You will have Internet access at school. Please use it responsibly to support your growth and learning.
- Read your email! Your teachers will use it to send you messages.
- Kairos filters Internet access. If you find that something you need to use to learn is blocked, let a teacher know.

- As required by law, Internet access may be monitored. Do not use your Internet connection for anything inappropriate or illegal.
- Use technology responsibly: do not harm, bully, threaten or make fun of other students or anyone else on the computer. This is just as serious as threats or bullying off of the computer.
- Do not use your computer to distract others. Do not send or reply to mass emails.

Student Acceptance Signature

❏ I have read Kairos' Internet and Device Acceptable Use Policy and agree to abide by it.

I have received the following items from Kairos and will be held responsible for them both on and off campus:

❏ 1 Chromebook
❏ 1 set of headphones
❏ 1 charger

I recognize that if any of these devices are lost or damaged, I will be responsible for them and will contribute financially toward a replacement.

Student Name_____ Date_____

Signature_____

Guardian Acceptance Signature
This agreement ensures that the designated borrower named below ("Borrower") accepts responsibility for equipment supplied by Kairos to the student listed below. The Borrower agrees to ensure that equipment will be maintained in its original condition, excepting reasonable wear and tear. The Borrower acknowledges receiving the following equipment on behalf of their student:

❏ 1 Chromebook
❏ 1 set of headphones
❏ 1 charger

By signing this form, Borrower agrees to reasonable care with the respect to the security and physical well-being of the equipment identified below. In the absence of reasonable care or if the equipment is returned in a condition different than the original condition, Borrower will be financially responsible. In addition, in the event Kairos determines in its sole discretion that Borrower did not ensure reasonable care in the use of the equipment, Borrower will be responsible for any damaged, lost, or stolen equipment.

By signing this agreement, Borrower takes responsibility for the equipment and agrees all users of the equipment will:

- Abide by the Kairos Internet and Device Acceptable Use Policy.
- Use the equipment primarily for educational use.
- Report any problems or damages immediately to their coach.
- Return equipment before Borrower's last day of school if transferring out of Kairos.

The Borrower also acknowledges and agrees that:

- All Internet use through the equipment will be filtered and logged.
- The equipment is the property of Kairos Academies.
- If the equipment is not returned to Kairos in its original condition, reasonable wear and tear excepted, or if the equipment is lost or stolen, Borrower agrees to be financially responsible for the replacement value of the equipment as determined by Kairos.
- If stolen, a police report will be filed immediately and a copy submitted to the school.
- All damage to the Chromebook will incur a fee of $50 per incident. This fee must be paid prior to graduation or to put the student's account in good standing prior to transfer if the student is transferring out of Kairos.
- Lost or stolen equipment will be replaced immediately and the appropriate fee will be incurred.

The legal guardian signing below agrees to be bound by these stipulations and financially responsible for the equipment received by the student named below.

Student Name: _____

Borrower: Guardian Name _____ Date _____

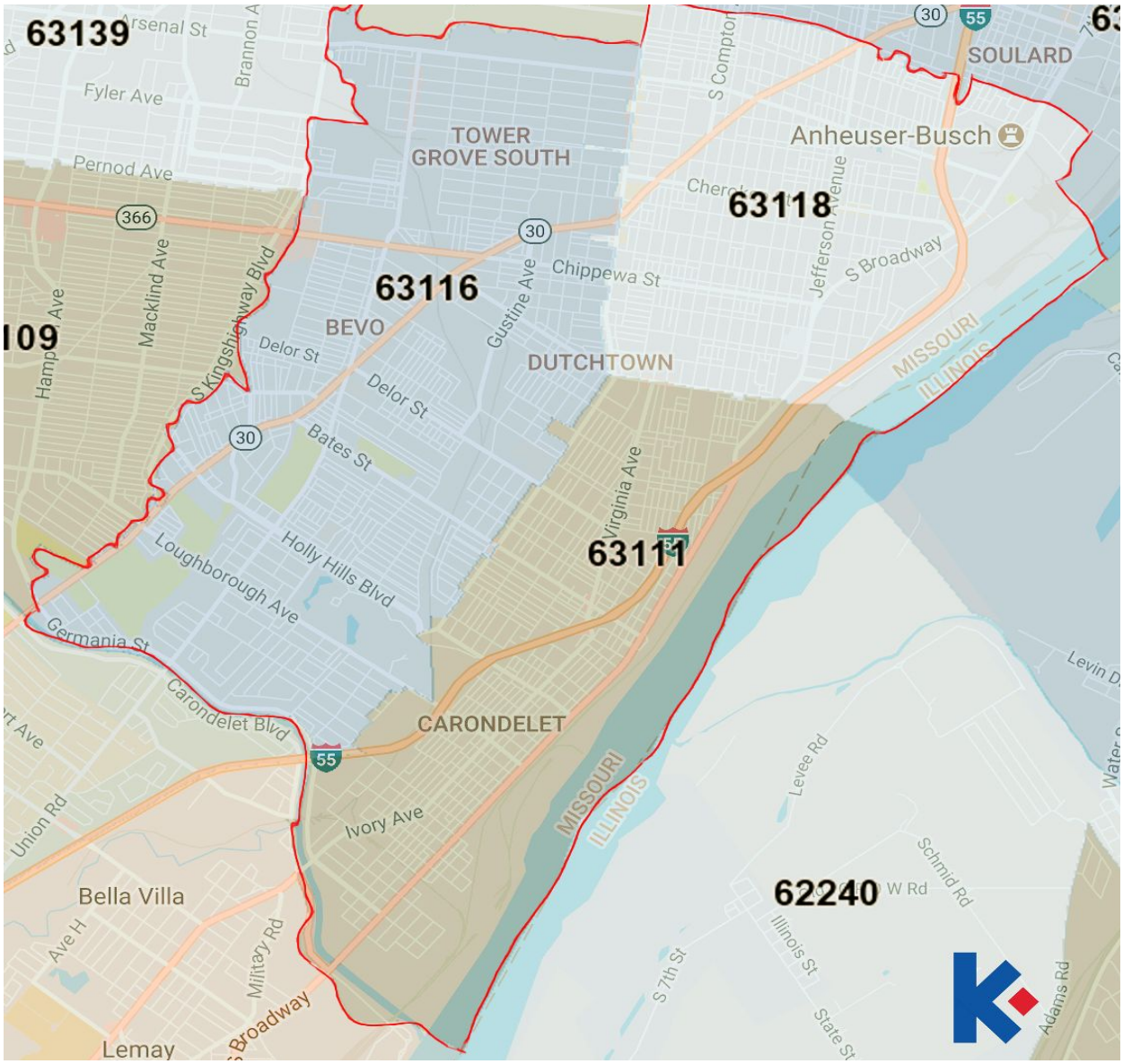
Signature _____

Appendix D: Enrollment Zone Data

Service Gap—School Performance—Diversity—2019 6th Graders By Count

Service Gap

Appx.D.i: Enrollment Zone (Zip Codes 63118, 63116, 63111)

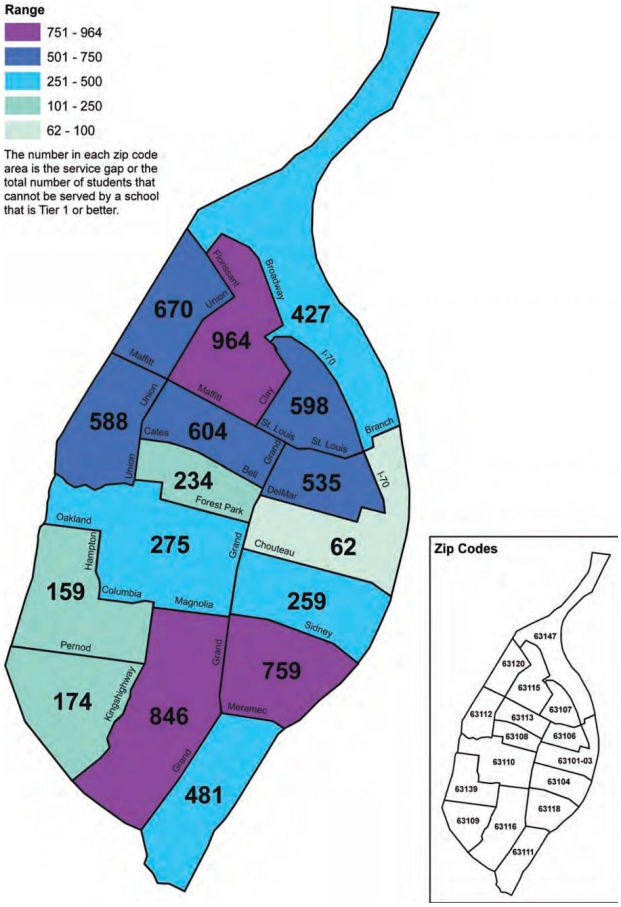


Appx.D.ii: Enrollment Zone Service Gap

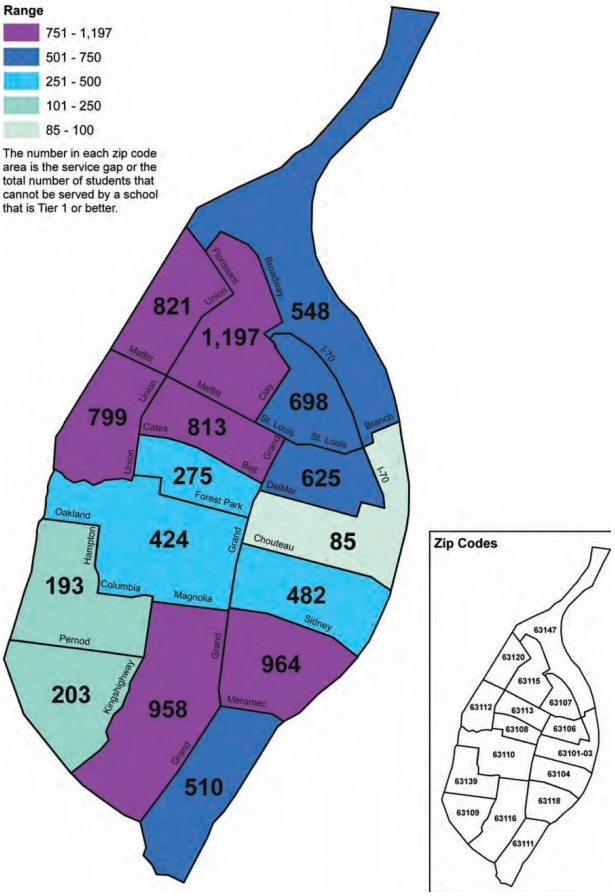
	Zone School Enroll.	*Dutchtown Pop*	*Dutchtown Gap*	*Zone Pop*	*Zone Gap*
6th Grade	413	568	155	1,066	654
Middle School	1,238	1,703	466	3,199	1,962
High School	901	1,841	940	3,759	2,858
Total	**2,139**	**3,544**	**1,405**	**6,958**	**4,819**

(US Census Bureau, "2016 American Community Survey 5-Year Estimates"; DESE Missouri Comprehensive Data)

Appx.D.iii: City Middle School Service Gap

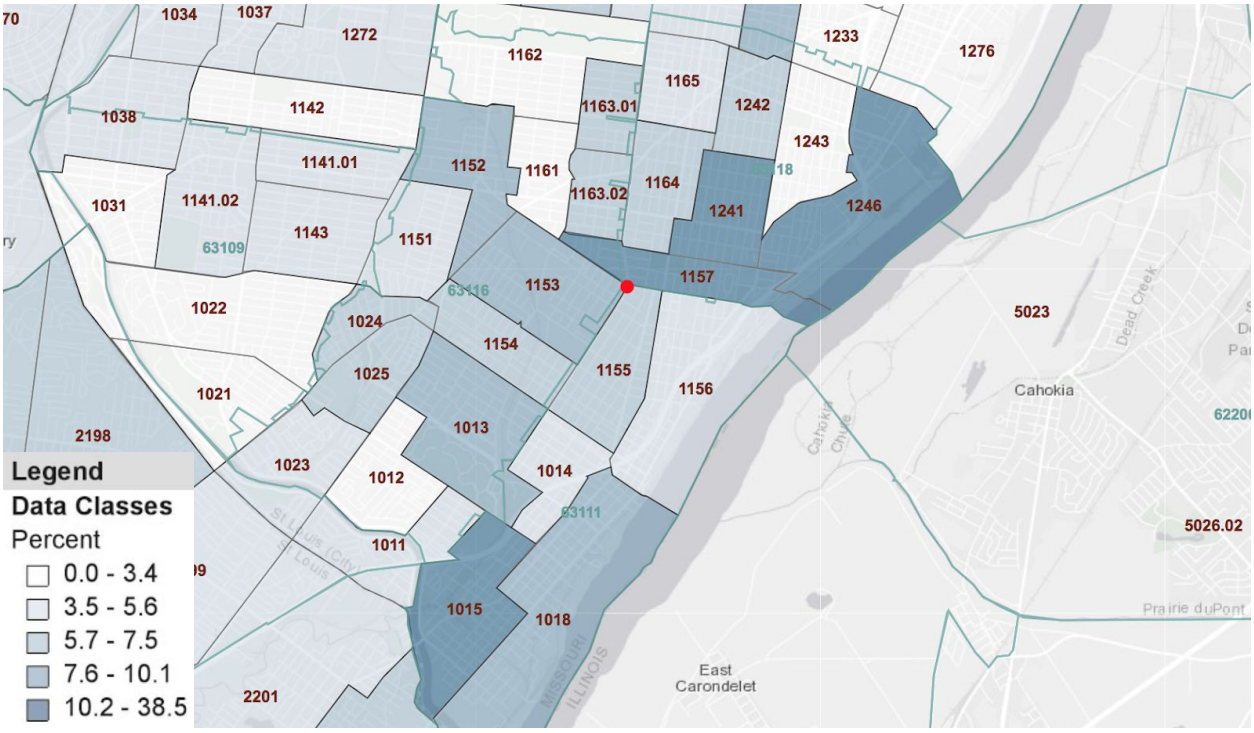


Appx.D.iv: City High School Service Gap



(IFF," Public School in St. Louis: Place, Performance, and Promise", 2008)

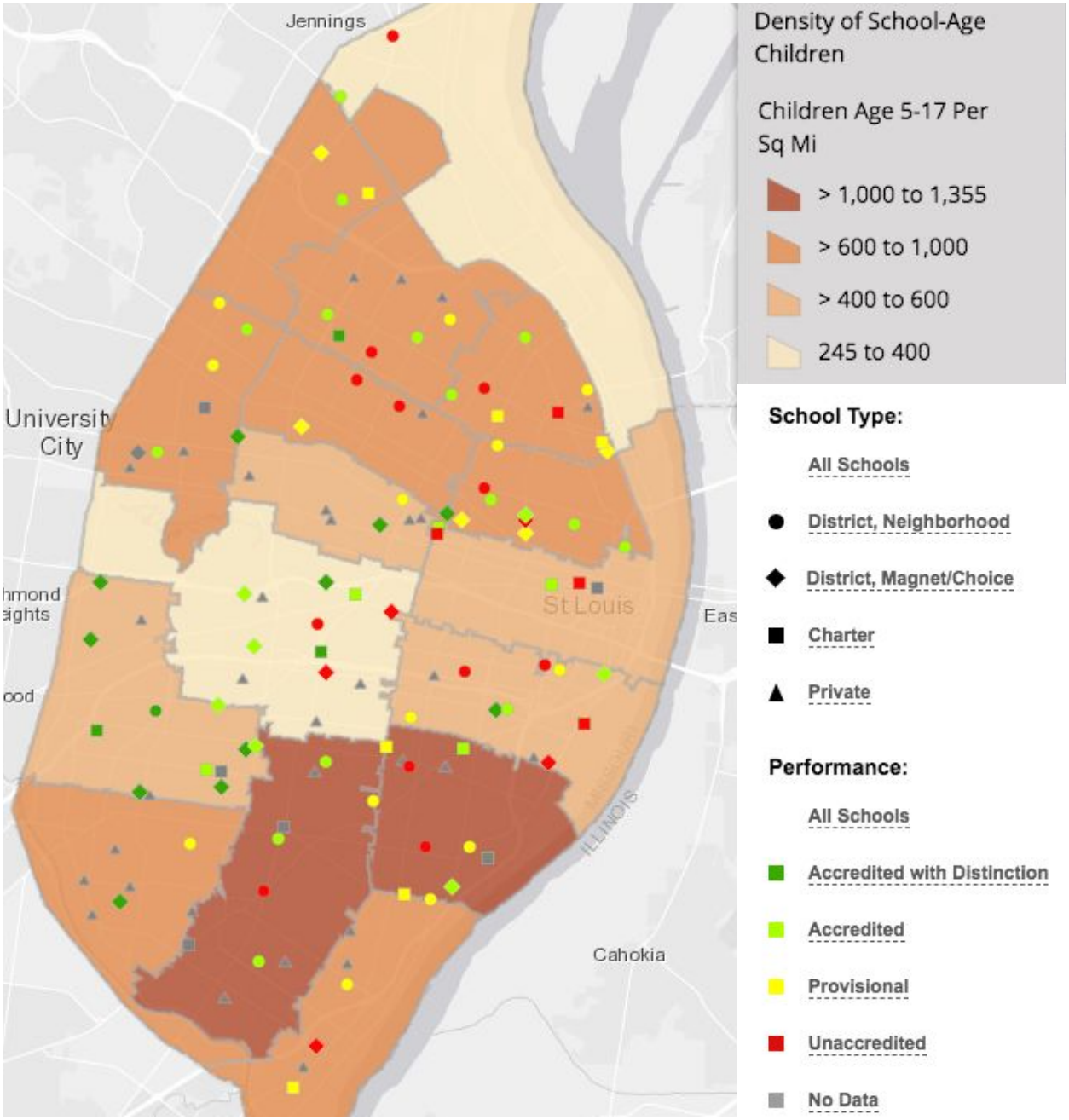
Appx.D.v: Density Age 5-9 (Rising 6th Grade) by Enrollment Zone Census Tract



(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

School Performance

Appx.D.vi: School Performance and Student Density by Zip Code



(IFF, "St. Louis Schools Needs Assessment", 2014-2015)

Appx.D.vii: Enrollment Zone Proficient & Advanced 2016 MAP, EOC, ACT

	Grades	Enrolls	ELA	Math	Sci.	Soc. St.	ACT
KIPP: Wisdom Academy	K-2	207					
EAGLE: Tower Grove East	K-3	140					
Meramec Elementary School [1m]	PK-5	197	10.3%	8.8%			
Froebel Elementary [1m]	PK-5	254	26.5%	23.5%			
Woodward Elementary [1.5m]	PK-5	319	30.5%	10.5%	13.5%		
Woerner Elementary [1.5m]	PK-5	384	44.7%	24.8%	30.2%		
Oak Hill Elementary [1.5m]	PK-5	268	34.7%	20.4%			
SLLIS: Chinese School [1.5m]	K-5	168	40.4%	53.1%			
SLLIS: French School [1.5m]	K-5	224	51.9%	30.9%	13.9%		
Gateway Science: South Elem.	K-5	364	59.3%	44.9%	41.9%		
Monroe Elementary	PK-6	292	18.7%	12.7%	5.4%		
Mann Elementary [1.5m]	PK-6	242	37.0%	28.3%			
EAGLE: Tower Grove South [1.5m]	K-6	186	40.7%	30.9%			
Lyon at Blow Elementary	K-8	380	15.3%	7.9%	10.8%		
Carondelet Leadership Academy	K-8	438	34.8%	14.3%	14.1%		
SLIS: International School	6-8	54	33.3%	11.1%			
Confluence: South City [1m]	PK-8	839	32.2%	17.1%	6.2%		
Fanning Middle Community Ed. [1m]	6-8	356	18.7%	11.6%	9.2%		
Long Middle Comm. Ed. Cent. [1.5m]	6-8	210	30.4%	19.2%	17.6%		
Carnahan School of the Future [MAG]	9-12	383	73.2%	48.8%		52.8%	16.9
Roosevelt High [1.5m]	9-12	518	44.3%	40.3%	19.5%	15.6%	14.3

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

[1m] Within *1 mile* of Meramec and South Grand intersection

[1.5m] Within *1.5 miles* of Meramec and South Grand intersection

[MAG] Magnet schools with admission criteria include a 2.5+ GPA, 92+% attendance, and no disciplinary incidents.[1]

Appx.D.viii: Anticipated Kairos Enrollment Years 1-7

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
6th	115	100	100	100	100	100	100
7th		100	100	100	100	100	100
8th			100	100	100	100	100
9th				100	100	100	100
10th					80	80	80
11th						64	64
12th							51
Enrollment	115	200	300	400	480	544	595

[1] St. Louis Public Schools. (Retrieved on 2018, May 1). Carnahan High School of the Future.

Diversity

Appx.D.ix: Enrollment Zone Zip Code Demographic Data

	63111	63116	63118	Total
Rising 6th	316	512	461	1,290
Middle School (11-13)	988	1,140	1,072	3,199
High School (14-18)	958	1,626	1,175	3,759
Population	21,380	44,175	28,810	94,365
White	48.9%	67.3%	39.7%	54.7%
Black	44.7%	20.4%	51.2%	35.3%
AIAN	0.3%	0.6%	0.1%	0.4%
Asian	1.1%	7.1%	3.3%	4.6%
NHPI	0.4%	0.0%	0.0%	0.1%
Other	1.2%	1.5%	2.6%	1.8%
2+	3.3%	3.1%	3.2%	3.2%
FRPL Estimate	66.8%	51.2%	62.0%	58.0%
Median Income	$26,435	$41,273	$29,880	$34,433
Unemployed	6.6%	5.6%	8.9%	6.8%
SNAP	37.3%	20.2%	32.8%	27.9%
Income < $35K	59.4%	43.8%	54.6%	50.6%
Income < $50K	74.2%	58.5%	69.4%	65.4%
Income > $75K	12.5%	22.8%	17.3%	18.8%

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.x: Enrollment Zone Census Tract Summary Demographic Data

	Dutchtown	SE Zone	NE Zone	SW Zone	Enrollment Zone
Rising 6th	615	182	302	345	1,445
Population	39,510	9,750	27,461	31,873	108,594
White	40.1%	57.1%	51.3%	78.2%	53.7%
Black	47.4%	36.2%	41.3%	13.7%	36.7%
AIAN	0.2%	0.5%	0.3%	0.8%	0.4%
Asian	7.0%	1.5%	2.4%	3.0%	4.4%
NHPI	0.1%	0.9%	0.0%	0.0%	0.1%
Other	0.1%	0.9%	0.0%	0.0%	0.1%
2+	2.1%	0.5%	1.9%	1.3%	1.6%
FRPL Estimate	69.2%	57.9%	48.5%	45.6%	57.8%
Median Income	$27,205	$34,811	$43,353	$47,297	$36,347
Unemployed	6.8%	9.2%	6.0%	5.3%	6.6%
SNAP	37.2%	33.2%	21.1%	16.4%	28.3%
Income < $35K	61.5%	49.7%	41.3%	38.6%	50.3%
Income < $50K	77.0%	66.0%	55.7%	52.7%	65.4%
Income > $75K	22.9%	34.0%	44.3%	47.2%	34.6%

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xi: Dutchtown Census Tract Demographic Data

	1153	1154	1155	1156	1157	1161	1163.02	1164	1241	Total
Rising 6th	83	48	76	52	97	18	36	55	151	615
Population	5,167	3,312	6,446	4,813	3,658	2,973	2,783	4,852	5,506	39,510
White	49.0%	60.0%	37.5%	45.0%	44.6%	55.0%	21.7%	27.6%	27.7%	40.1%
Black	36.3%	25.6%	58.1%	46.5%	45.8%	27.9%	36.3%	60.6%	64.7%	47.4%
AIAN	0.0%	0.0%	0.0%	0.5%	0.0%	1.9%	0.0%	0.0%	0.0%	0.2%
Asian	13.1%	3.1%	0.8%	0.9%	7.1%	9.4%	39.3%	4.7%	0.4%	7.0%
NHPI	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Other	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
2+	0.0%	4.2%	0.6%	3.8%	1.2%	0.0%	1.9%	3.1%	3.7%	2.1%
FRPL Estimate	54.6%	58.2%	73.9%	76.2%	72.8%	58.1%	77.1%	79.8%	68.5%	69.2%
Median Income	$40,041	$33,942	$22,319	$20,020	$25,988	$38,125	$25,445	$22,472	$23,077	$27,205
Unemployed	4.9%	6.5%	4.3%	4.6%	8.1%	7.1%	5.7%	16.1%	5.3%	6.8%
SNAP	23.1%	34.0%	41.7%	39.7%	34.8%	16.7%	37.5%	45.1%	50.4%	37.2%
Income < $35K	47.8%	50.9%	66.8%	69.4%	65.4%	47.7%	68.7%	71.3%	60.0%	61.5%
Income < $50K	61.4%	65.5%	81.0%	83.0%	80.2%	68.4%	85.4%	88.2%	77.0%	77.0%
Income > $75K	38.6%	34.5%	19.0%	16.9%	19.8%	31.5%	14.5%	11.7%	22.8%	22.9%

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xii: Southeast Enrollment Zone Census Tract Demographic Data

	1018	1015	1014	Total
Rising 6th	61	93	29	182
Population	3,102	3,937	2,711	9,750
White	63.0%	50.0%	60.8%	57.1%
Black	32.6%	44.1%	28.7%	36.2%
AIAN	0.4%	0.6%	0.4%	0.5%
Asian	0.0%	0.8%	4.2%	1.5%
NHPI	0.0%	0.0%	3.2%	0.9%
Other	0.0%	0.0%	3.2%	0.9%
2+	0.0%	0.8%	0.5%	0.5%
FRPL Estimate	52.4%	65.1%	53.6%	57.0%
Median Income	$38,333	$28,689	$39,671	$35,564
Unemployed	13.3%	7.5%	6.9%	9.2%
SNAP	36.8%	40.0%	19.2%	32.0%
Income < $35K	46.7%	57.0%	42.5%	48.7%
Income < $50K	58.1%	73.2%	64.7%	65.3%
Income > $75K	41.9%	26.8%	35.3%	34.7%

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xiii: Northeast Enrollment Zone Census Tract Demographic Data

	1246	1243	1165	1242	1276	1233	1231	1174	Total
Rising 6th	45	19	49	43	14	18	68	48	302
Population	1,780	3,117	4,723	3,551	2,957	3,029	3,669	4,635	27,461
White	29.7%	72.3%	43.8%	26.7%	75.9%	66.3%	30.4%	63.0%	51.3%
Black	66.4%	23.2%	40.9%	60.6%	20.0%	31.6%	67.0%	29.0%	41.3%
AIAN	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	1.3%	0.3%	0.3%
Asian	0.3%	0.2%	9.5%	0.8%	1.4%	0.0%	0.4%	2.3%	2.4%
NHPI	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2+	0.0%	1.9%	2.6%	6.0%	1.2%	0.4%	0.4%	1.2%	1.9%
FRPL Estimate	75.9%	42.5%	49.3%	65.8%	41.1%	37.8%	44.7%	43.0%	48.5%
Median Income	$15,667	$53,464	$39,299	$26,838	$51,195	$54,766	$46,883	$48,715	$43,353
Unemployed	13.7%	5.4%	8.8%	7.8%	3.4%	4.6%	4.7%	3.1%	6.0%
SNAP	52.6%	12.0%	19.1%	42.0%	9.3%	11.9%	23.3%	12.8%	21.1%
Income < $35K	71.9%	36.5%	43.1%	56.4%	35.0%	29.5%	36.8%	34.9%	41.3%
Income < $50K	79.8%	48.4%	55.5%	75.1%	47.2%	46.1%	52.5%	51.0%	55.7%
Income > $75K	20.3%	51.6%	44.4%	24.9%	52.8%	53.9%	47.5%	49.1%	44.3%

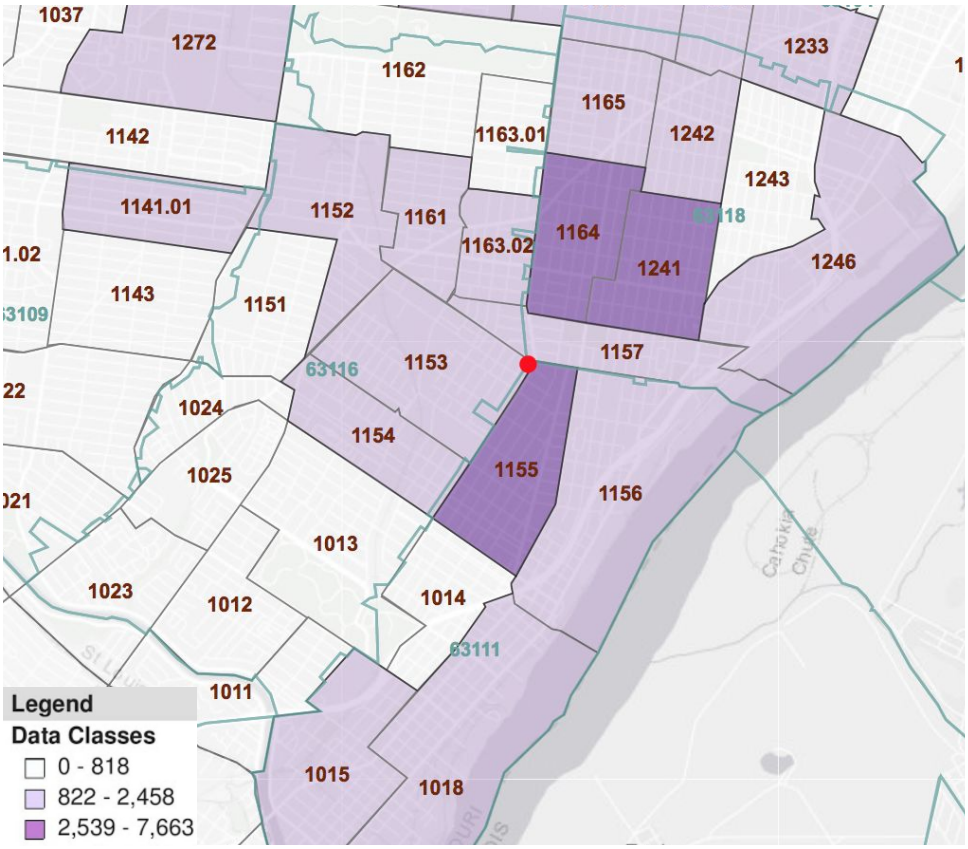
(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xiv: Southwest Enrollment Zone Census Tract Demographic Data

	1011	1012	1023	1025	1024	1013	1151	1152	1163.01	1162	Total
Rising 6th	24	22	16	31	32	66	34	57	46	18	345
Population	2,514	3,376	2,027	2,092	2,579	3,972	4,177	3,370	3,634	4,132	31,873
White	79.0%	87.1%	87.1%	84.8%	92.4%	83.9%	81.3%	45.9%	71.3%	77.4%	78.2%
Black	5.3%	6.9%	2.2%	4.4%	6.3%	13.6%	11.4%	41.3%	19.3%	14.2%	13.7%
AIAN	1.2%	4.7%	0.0%	1.1%	0.0%	0.0%	0.5%	0.0%	0.3%	0.4%	0.8%
Asian	2.9%	0.9%	8.5%	0.0%	0.0%	0.8%	1.8%	8.8%	3.6%	3.8%	3.0%
NHPI	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2+	5.8%	0.0%	0.9%	2.8%	0.0%	0.0%	0.9%	2.1%	2.4%	0.2%	1.3%
FRPL Estimate	34.8%	40.2%	37.9%	45.7%	53.9%	36.2%	61.5%	70.3%	34.2%	38.4%	45.6%
Median Income	$56,506	$54,828	$54,583	$45,862	$38,676	$54,775	$29,215	$28,322	$60,938	$52,642	$47,297
Unemployed	2.2%	6.1%	4.7%	5.8%	8.5%	6.3%	4.7%	4.0%	5.0%	5.3%	5.3%
SNAP	11.5%	9.7%	8.3%	15.4%	24.4%	10.1%	25.8%	35.3%	12.4%	9.1%	16.4%
Income < $35K	26.9%	33.2%	30.6%	36.1%	42.4%	29.3%	55.2%	63.3%	29.7%	32.5%	38.6%
Income < $50K	42.6%	47.1%	45.2%	55.2%	65.4%	43.1%	67.8%	77.3%	38.6%	44.3%	52.7%
Income > $75K	57.3%	52.9%	54.8%	44.7%	34.5%	56.8%	32.1%	22.7%	61.4%	55.7%	47.2%

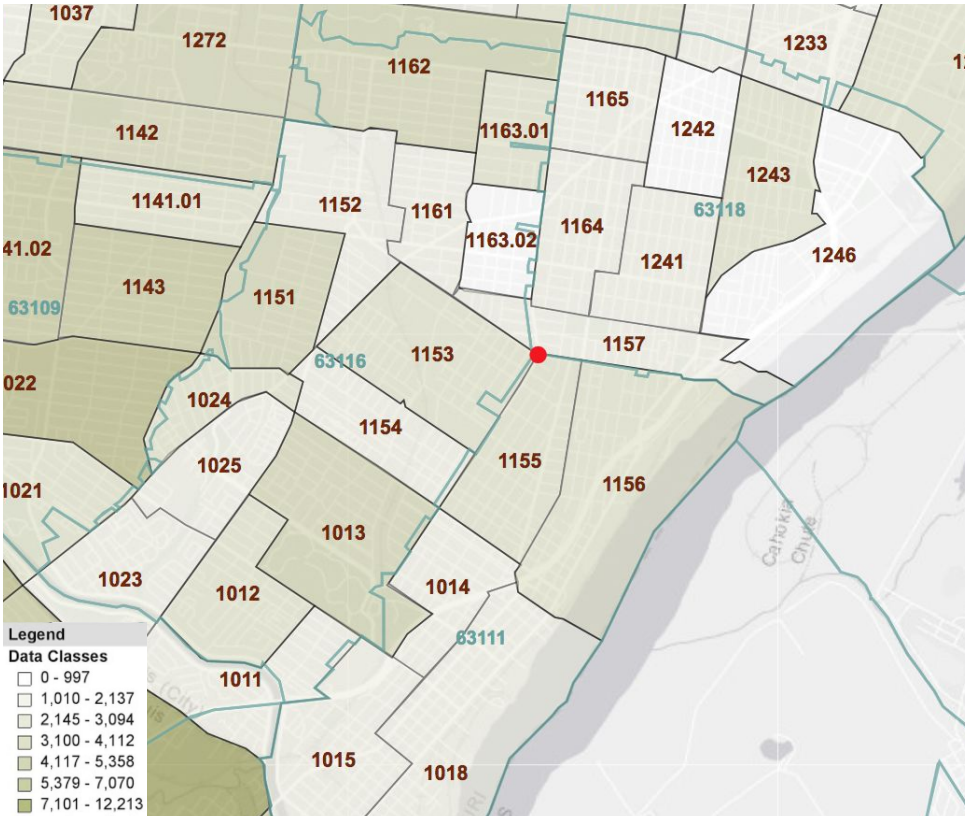
(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xv: Black American Density by Enrollment Zone Census Tract



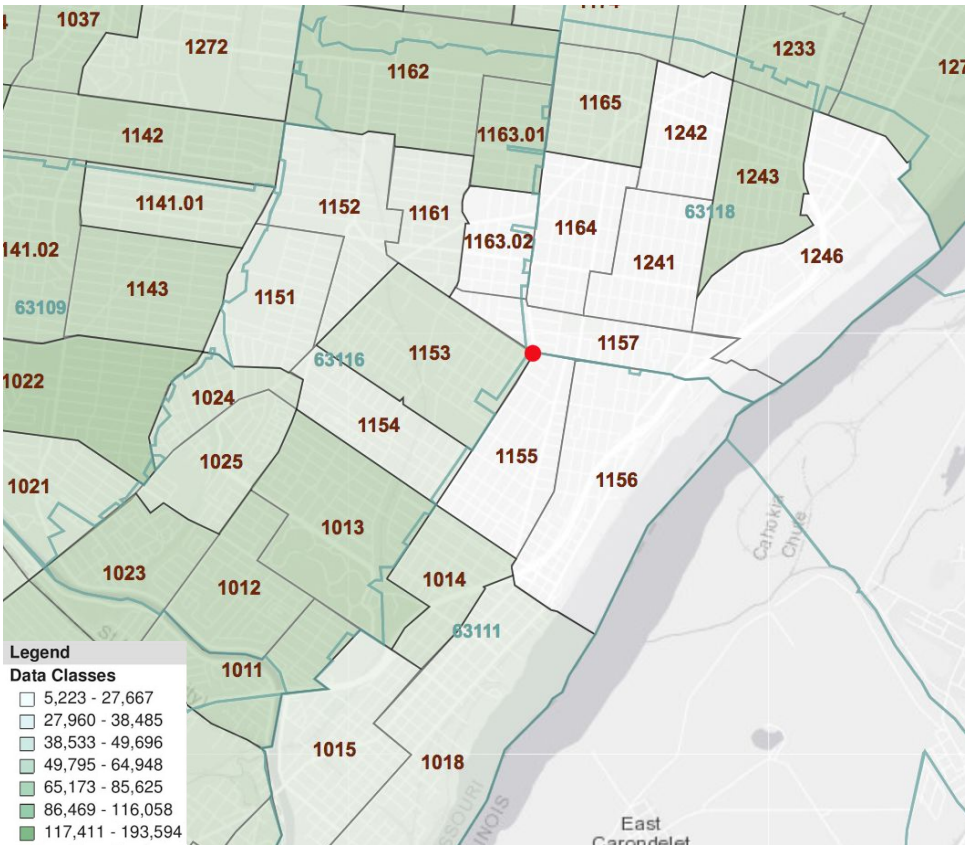
(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xvi: White American Density by Enrollment Zone Census Tract



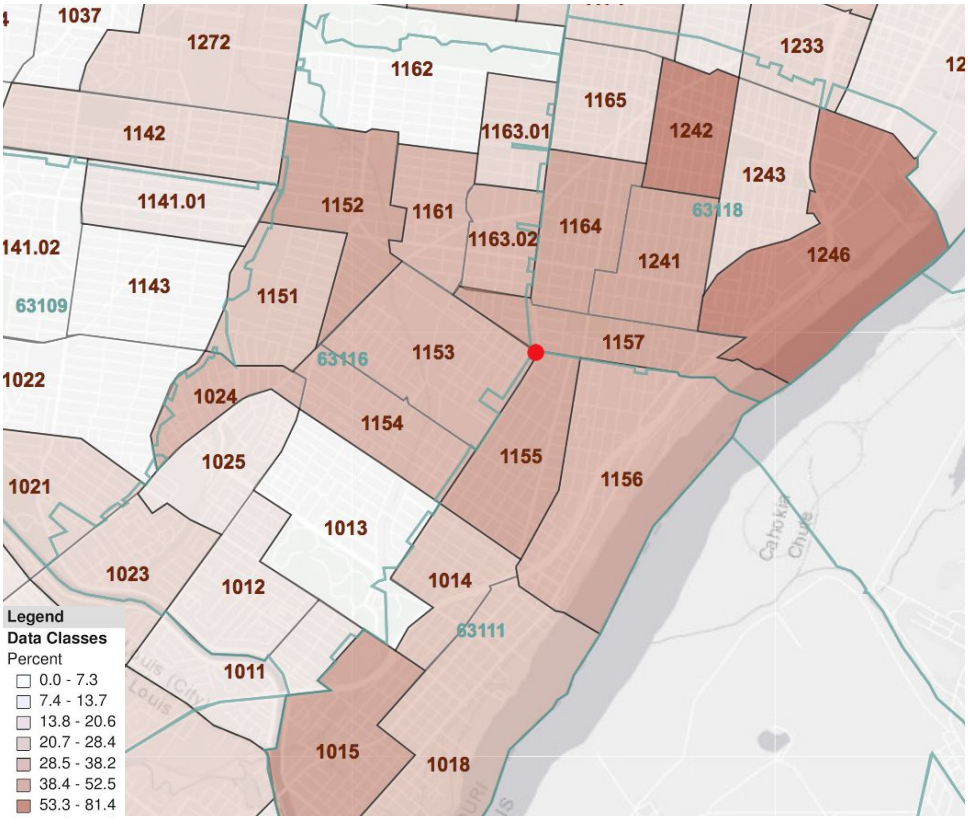
(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xvii: Median Household Income by Enrollment Zone Census Tract



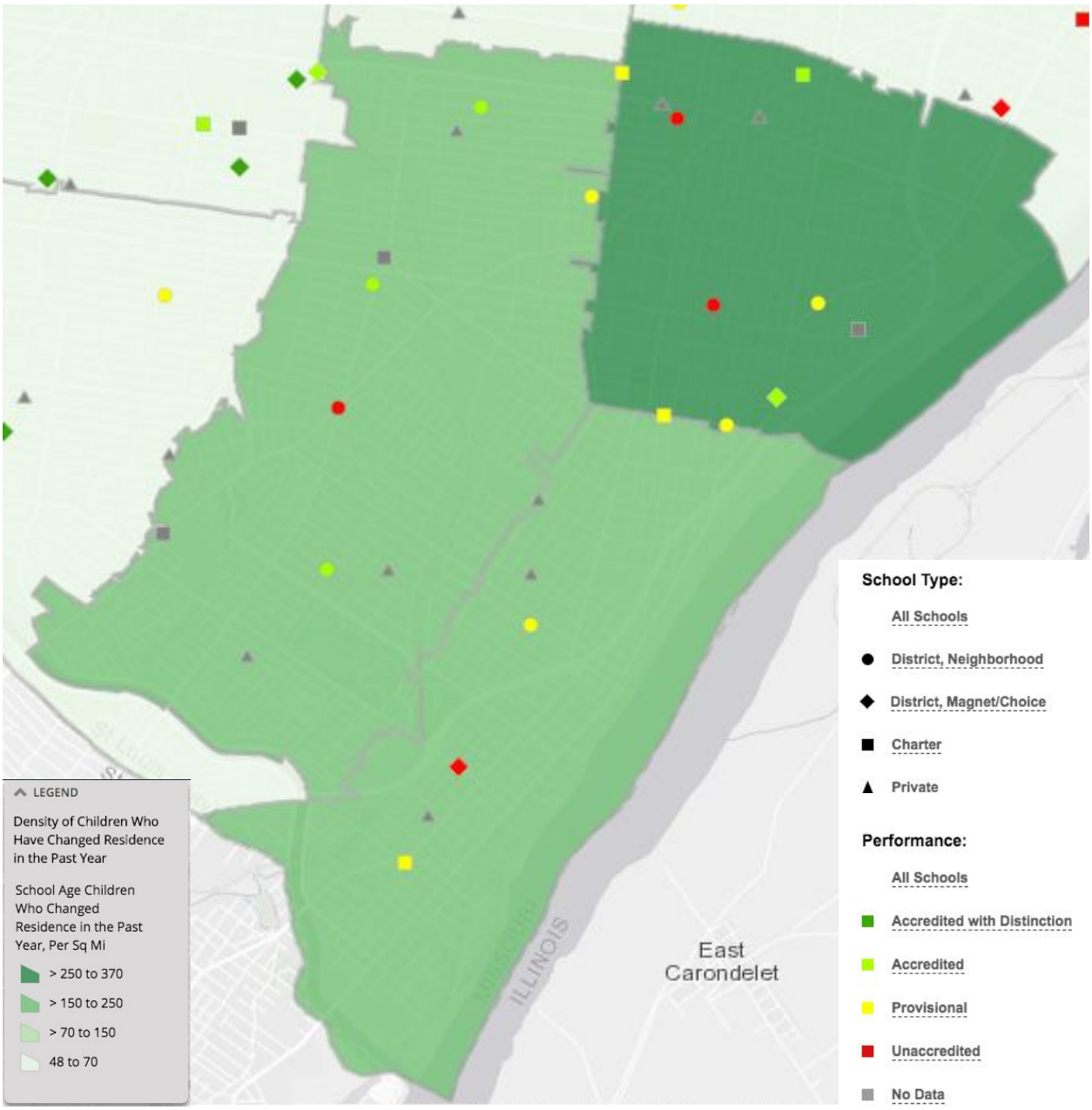
(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xviii: Percent Poverty by Enrollment Zone Census Tract



(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xix: Transience by Enrollment Zone Zip Code



(IFF," Public School in St. Louis: Place, Performance, and Promise", 2008)

2019 6th Graders By Count

Appx.D.xx: Enrollment Zone Rising 6th Grader Demographic Data

	Dutchtown	SE Zone	NE Zone	SW Zone	Enrollment Zone
Rising 6th	615	182	302	345	1,445
White	239	102	133	263	737
Black	304	69	147	54	575
AIAN	1	1	1	2	5
Asian	39	2	7	11	59
NHPI	0	1	0	0	1
Other	0	1	0	0	1
2+	14	1	5	5	25
FRPL Estimate	424	108	157	162	851
Median Income	$27,205	$34,811	$43,353	$47,297	$37,868
Unemployed	6.8%	9.2%	6.0%	5.3%	6.4%
SNAP	239	65	78	62	444
Income < $35K	377	94	136	137	743
Income < $50K	472	122	179	187	959
Income > $75K	142	61	124	158	485

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xxi: Dutchtown Census Tract Rising 6th Grader Demographic Data

	1153	1154	1155	1156	1157	1161	1163.02	1164	1241	Total
Rising 6th	83	48	76	52	97	18	36	55	151	615
White	41	29	29	23	43	10	8	15	42	239
Black	30	12	44	24	44	5	13	34	98	304
AIAN	0	0	0	0	0	0	0	0	0	1
Asian	11	1	1	0	7	2	14	3	1	39
NHPI	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
2+	0	2	0	2	1	0	1	2	6	14
FRPL Estimate	45	28	56	40	70	10	27	44	103	424
Median Income	$40,041	$33,942	$22,319	$20,020	$25,988	$38,125	$25,445	$22,472	$23,077	$27,205
Unemployed	4.9%	6.5%	4.3%	4.6%	8.1%	7.1%	5.7%	16.1%	5.3%	6.8%
SNAP	19	16	32	21	34	3	13	25	76	239
Income < $35K	40	24	51	36	63	9	24	39	91	377
Income < $50K	51	31	62	43	77	12	30	49	116	472
Income > $75K	32	16	14	9	19	6	5	6	34	142

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xxii: Southeast Zone Census Tract Rising 6th Grader Demographic Data

	1018	1015	1014	Total
Rising 6th	61	93	29	182
White	38	46	17	102
Black	20	41	8	69
AIAN	0	1	0	1
Asian	0	1	1	2
NHPI	0	0	1	1
Other	0	0	1	1
2+	0	1	0	1
FRPL Estimate	32	60	15	108
Median Income	$38,333	$28,689	$39,671	$34,811
Unemployed	13.3%	7.5%	6.9%	9.2%
SNAP	22	37	6	65
Income < $35K	28.39	52.96	12.21	93.57
Income < $50K	35	68	19	122
Income > $75K	25	25	10	61

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xxiii: Northeast Zone Census Tract Rising 6th Grader Demographic Data

	1246	1243	1165	1242	1276	1233	1231	1174	Total
Rising 6th	45	19	49	43	14	18	68	48	302
White	13	14	21	11	10	12	21	30	133
Black	30	4	20	26	3	6	45	14	147
AIAN	0	0	0	0	0	0	1	0	1
Asian	0	0	5	0	0	0	0	1	7
NHPI	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
2+	0	0	1	3	0	0	0	1	5
FRPL Estimate	34	8	24	28	6	7	30	21	157
Median Income	$15,667	$53,464	$39,299	$26,838	$51,195	$54,766	$46,883	$48,715	$43,353
Unemployed	13.7%	5.4%	8.8%	7.8%	3.4%	4.6%	4.7%	3.1%	6.0%
SNAP	23	2	9	18	1	2	16	6	78
Income < $35K	32	7	21	24	5	5	25	17	136
Income < $50K	36	9	27	32	6	8	35	25	179
Income > $75K	9	10	22	11	7	10	32	24	124

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appx.D.xxiv: Southwest Zone Census Tract Rising 6th Grader Demographic Data

	1011	***1012***	***1023***	***1025***	***1024***	***1013***	***1151***	***1152***	***1163.01***	***1162***	***Total***
Rising 6th	24	22	16	31	32	66	34	57	46	18	345
White	19	19	14	26	30	55	28	26	33	14	263
Black	1	1	0	1	2	9	4	23	9	3	54
AIAN	0	1	0	0	0	0	0	0	0	0	2
Asian	1	0	1	0	0	1	1	5	2	1	11
NHPI	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
2+	1	0	0	1	0	0	0	1	1	0	5
FRPL Estimate	8	9	6	14	18	24	21	40	16	7	162
Median Income	$56,506	$54,828	$54,583	$45,862	$38,676	$54,775	$29,215	$28,322	$60,938	$52,642	$47,297
Unemployed	2.2%	6.1%	4.7%	5.8%	8.5%	6.3%	4.7%	4.0%	5.0%	5.3%	5.3%
SNAP	3	2	1	5	8	7	9	20	6	2	62
Income < $35K	6	7	5	11	14	19	19	36	14	6	137
Income < $50K	10	10	7	17	21	28	23	44	18	8	187
Income > $75K	14	11	9	14	11	37	11	13	28	10	158

(US Census Bureau, "2016 American Community Survey 5-Year Estimates")

Appendix E: Kairos Signatures of Support

2017 Dutchtown Canvass with CEAM

"I Support Kairos Middle and High School"							interested in...		learning more for...	
#	first name	last name	email	phone	address	zip code	receiving a newsletter	attending an open house	a child	who will be enrollment age
1	Linda	[redacted]				63118	✓		✓	
2	Stacie	[redacted]				63118	✓	✓		
3	Kaneisha	[redacted]				63116	✓	✓	✓	✓
4	Emmanuel	[redacted]				63118				
5	Tamara	[redacted]				63118	✓		✓	
6	Kristi	[redacted]				63118	✓			
7	Vanessa	[redacted]				63118	✓		✓	
8	Eleana	[redacted]				63118	✓	✓		
9	Rene	[redacted]				63118	✓	✓		
10	Jessica	[redacted]				63118	✓	✓		
11	Bianca	[redacted]				63118	✓	✓		
12	Rita	[redacted]				63116	✓	✓	✓	✓
13	Cortez	[redacted]				63118	✓	✓		
14	Marcus	[redacted]				63118	✓	✓		
15	Kristina	[redacted]				63125	✓			
16	Shamika	[redacted]				63118	✓	✓	✓	✓
17	Eddie	[redacted]				63118	✓	✓		
18	Linda	[redacted]				63118	✓	✓		
19	Nola	[redacted]				63118	✓	✓		
20	Toni	[redacted]				63118	✓	✓	✓	
21	Christy	[redacted]				63118				
22	Angel	[redacted]				63118	✓	✓	✓	
23	Cloteria	[redacted]				63118		✓		
24	Arondo	[redacted]				63118		✓		
25	Patricia	[redacted]				63118		✓		
26	Chrishuana	[redacted]				63118	✓		✓	
27	Darroll	[redacted]				63118	✓	✓		
28	Jessica	[redacted]				63118	✓	✓		
29	Christie	[redacted]				63118	✓	✓	✓	

30	Erica	[redacted]	63118	✓	✓		
31	Shanta	[redacted]	63118	✓		✓	
32	Nicole	[redacted]	63135	✓			
33	Tommy	[redacted]	63118	✓	✓		
34	Randy	[redacted]	63118	✓	✓		
35	Barbara	[redacted]	63118	✓	✓		
36	Sophia	[redacted]	63118	✓	✓	✓	
37	Lataisha	[redacted]	63118	✓	✓		
38	Keisha	[redacted]	63118	✓	✓		
39	Rebecca	[redacted]	63118	✓	✓		
40	Markese	[redacted]	63118	✓	✓		
41	Thomas	[redacted]	63118	✓			
42	Cindy	[redacted]	63116	✓	✓	✓	✓
43	Chavell	[redacted]	63118	✓			
44	Priscilla	[redacted]	63118	✓			
45	Melissa	[redacted]	63118	✓	✓		
46	Jodie	[redacted]	63118	✓	✓	✓	✓
47	Mark	[redacted]	63118	✓	✓		
48	Verlin	[redacted]	63118	✓	✓		
49	Marilyn	[redacted]	63118	✓	✓		
50	Chris	[redacted]	63118	✓	✓	✓	
51	Gerald	[redacted]	63118	✓		✓	
52	David	[redacted]	63118	✓		✓	
53	Lars	[redacted]	63118	✓			
54	Damien	[redacted]	63118	✓	✓	✓	✓
55	Angela	[redacted]	63118	✓		✓	
56	Demetrioas	[redacted]	63118	✓			
57	Carnail	[redacted]	63118	✓			
58	Ami	[redacted]	63118	✓	✓	✓	✓
59	Jay	[redacted]	63118	✓			
60	Ashley	[redacted]	63116	✓	✓		
61	Niko	[redacted]	63118	✓		✓	
62	Hannah	[redacted]	63116	✓			
63	Mark	[redacted]	63118	✓			
64	Michal	[redacted]	63118	✓		✓	

65	Wendy	[redacted]	63118	✓	✓	✓	✓
66	Beth	[redacted]	63118	✓	✓	✓	
67	LaTunya	[redacted]	63118	✓		✓	
68	Quartez	[redacted]	63118	✓			
69	Lorraine	[redacted]	63118	✓			
70	Ebone	[redacted]	63118	✓	✓		
71	Debra	[redacted]	63118	✓		✓	
72	Debbie	[redacted]	63118	✓		✓	
73	David	[redacted]	63118	✓			
74	Dana	[redacted]	63118	✓		✓	
75	Eutishia	[redacted]	63118	✓		✓	
76	Nicole	[redacted]	63118	✓		✓	
77	Sharon	[redacted]	63118	✓			
78	Alexandria	[redacted]	63118	✓		✓	
79	Terrell	[redacted]	63118	✓			
80	Brittanie	[redacted]	63118	✓	✓	✓	✓
81	Pauline	[redacted]	63116	✓	✓		
82	Stephanie	[redacted]	63118	✓	✓	✓	✓
83	Charles	[redacted]	63118	✓	✓	✓	✓
84	Edna	[redacted]	63118	✓			
85	Kimberly	[redacted]	63118	✓			
86	Ben	[redacted]	63118	✓			
87	Eddie	[redacted]	63118	✓			
88	Marie	[redacted]	63118	✓			
89	Adrianna	[redacted]	63118	✓	✓	✓	✓
90	Jereline	[redacted]	63118	✓	✓	✓	✓
91	Tonya	[redacted]	63118	✓			
92	Kenley	[redacted]	63118	✓	✓	✓	✓
93	LaRissa	[redacted]	63118	✓			
94	Eva	[redacted]	63118	✓			
95	J.	[redacted]	63118	✓			
96	Jesse	[redacted]	63118	✓			
97	Efrain	[redacted]	63118	✓	✓	✓	✓
98	Tiara	[redacted]	63118	✓			
99	Kalise	[redacted]	63118	✓			

100	Gabriel	[redacted]	63118	✓			
101	Renalda	[redacted]	63118	✓			
102	Marty	[redacted]	63118	✓	✓	✓	✓
103	Anthony	[redacted]	63034	✓			
104	Charles	[redacted]	63118	✓		✓	
105	Josephine	[redacted]	63118	✓			
106	Euell	[redacted]	63118	✓			
107	Aminah	[redacted]	63111	✓		✓	✓
108	Daquiri	[redacted]	63118	✓			
109	Jordin	[redacted]	63118	✓			
110	Kenneth	[redacted]	63118	✓			
111	Kyle	[redacted]	63118	✓			
112	Jame	[redacted]	63118	✓		✓	✓
113	James	[redacted]	63118	✓			
114	Monica	[redacted]	63118	✓		✓	✓
115	Jorge	[redacted]	63118	✓			
116	Nancy	[redacted]	63118	✓			
117	Shena	[redacted]	63118	✓			
118	Jason	[redacted]	63118	✓			
119	Cynthia	[redacted]	63118	✓		✓	
120	Jacinta	[redacted]	63118	✓			
121	Lajual	[redacted]	63118	✓			
122	Jose	[redacted]	63118	✓		✓	
123	Mike	[redacted]	63118	✓			
124	Antonio	[redacted]	63118	✓			
125	Kaneisha	[redacted]	63118	✓		✓	
126	Jennifer	[redacted]	63118	✓			
127	Corzell	[redacted]	63118	✓			
128	Roy	[redacted]	63118	✓	✓	✓	✓
129	Karron	[redacted]	63118	✓			
130	Angel	[redacted]	63118	✓			
131	Robert	[redacted]	63117	✓			
132	Lauren	[redacted]	63116	✓	✓		
133	Calvin	[redacted]	63116	✓	✓	✓	✓
134	Ron	[redacted]	63116	✓			

135	Corey	[redacted]	63116	✓			
136	Rick	[redacted]	63116	✓			
137	Shontavia	[redacted]	63111	✓		✓	✓
138	Alison	[redacted]	63118	✓			
139	Jessica	[redacted]	63116	✓			
140	Erica	[redacted]	63116	✓			
141	Pamela	[redacted]	63116				
142	Leond	[redacted]	63116	✓	✓		
143	Roberta	[redacted]	63116	✓			
144	Haines	[redacted]	63111	✓		✓	✓
145	R	[redacted]	63116	✓			
146	Charles	[redacted]	63116	✓			
147	Rayno	[redacted]	63116	✓			
148	Jason	[redacted]	63116	✓			
149	Made	[redacted]	63116	✓	✓		
150	Herman	[redacted]	63116	✓			
151	Shanell	[redacted]	63116	✓			
152	Asia	[redacted]	63116	✓	✓		
153	Orville	[redacted]	63116	✓	✓		
154	Sabargal	[redacted]	63111	✓		✓	✓
155	J.	[redacted]	63116	✓	✓		
156	W.	[redacted]	63116	✓			
157	Eugene	[redacted]	63116	✓	✓	✓	✓
158	David	[redacted]	63116	✓	✓		
159	Richard	[redacted]	63116	✓	✓		
160	Lenardo	[redacted]	63111	✓		✓	✓
161	Day	[redacted]	63116	✓			
162	John	[redacted]	63116	✓			
163	Magoaleno	[redacted]	63116	✓	✓		
164	Carla	[redacted]	63116	✓	✓		
165	Leslie	[redacted]	63116	✓	✓		
166	Jose	[redacted]	63116	✓	✓	✓	✓
167	Ashkeba	[redacted]	63116	✓	✓		
168	Jimati	[redacted]	63116	✓	✓		
169	Tamara	[redacted]	63116	✓	✓		

170	Marcus	[redacted]	63116	✓	✓		
171	Teonna	[redacted]	63118	✓	✓	✓	✓
172	O.B.	[redacted]	63116	✓	✓		
173	J.	[redacted]	63116	✓	✓		
174	Geg	[redacted]	63116	✓	✓		
175	Darlene	[redacted]	63116	✓			
176	Dorothy	[redacted]	63111	✓		✓	
177	Amanda	[redacted]	63116	✓	✓		
178	Kiana	[redacted]	63116	✓	✓		
179	Oshariee	[redacted]	63116	✓	✓		
180	Latonya	[redacted]	63116	✓	✓		
181	Pat	[redacted]	63116	✓	✓		
182	Munagm	[redacted]	63116	✓			
183	Froduald	[redacted]	63116	✓	✓		
184	Diana	[redacted]	63116	✓		✓	
185	Robert	[redacted]	63116	✓			
186	Candy	[redacted]	63116	✓			
187	Martina	[redacted]	63116	✓		✓	
188	Robert	[redacted]	63116	✓	✓	✓	
189	Greg	[redacted]	63116	✓			
190	Jordon	[redacted]	63116	✓			
191	Tial	[redacted]	63116	✓	✓	✓	✓
192	Beverly	[redacted]	63118	✓			
193	David	[redacted]	63137	✓		✓	
194	Moheumd	[redacted]	63116	✓	✓	✓	✓
195	Matt	[redacted]	63347	✓			
196	Olga	[redacted]	63316	✓			
197	Josie	[redacted]	63116	✓			
198	Towy	[redacted]	63116	✓	✓	✓	✓
199	Michael	[redacted]	63116	✓	✓		
200	Rene	[redacted]	63118	✓			
201	Ronald	[redacted]	63116	✓		✓	
202	Hem	[redacted]	63116	✓		✓	✓
203	Lametreh	[redacted]	63116	✓			
204	David	[redacted]	63116	✓			

205	Ronald	[redacted]	63116	✓			
206	Wilton	[redacted]	63111	✓		✓	✓
207	Kesauna	[redacted]	63116	✓			
208	Johnathan	[redacted]	63116	✓			
209	Vikki	[redacted]	63116	✓			
210	Patrice	[redacted]	63116	✓		✓	✓
211	Andrea	[redacted]	63116	✓			
212	John	[redacted]	63116	✓			
213	Dwayne	[redacted]	63116	✓	✓	✓	✓
214	Daniel	[redacted]	63116	✓			
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225	Maureen	[redacted]	63116	✓		✓	✓
226	Cinton	[redacted]	63116	✓			
227	Donald	[redacted]	63116	✓			
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230	Deborah	[redacted]	63116	✓			
231	Renee	[redacted]	63116	✓			
232	Linda	[redacted]	63116	✓			
233	LaVinia	[redacted]	63118	✓	✓	✓	✓
234	Dawn	[redacted]	63116	✓			
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236	Angela	[redacted]	63116	✓			
237	Mike	[redacted]	63116	✓			
238	Virginia	[redacted]	63116	✓		✓	
239	Amanda	[redacted]	63116	✓		✓	✓

240	Sara	[redacted]	63116	✓			
241	Mojeeb	[redacted]	63116	✓		✓	✓
242	Julie	[redacted]	63116	✓		✓	✓
243	Thedore	[redacted]	63116	✓	✓		
244	Carl	[redacted]	63116	✓		✓	✓
245	Hem	[redacted]	63116	✓		✓	
246	Sharon	[redacted]	63116	✓		✓	
247	Timothy	[redacted]	63116	✓		✓	✓
248	Tony	[redacted]	63116	✓			
249	Nora	[redacted]	63116	✓		✓	✓
250	Sarah	[redacted]	63116	✓			
251	Martin	[redacted]	63116	✓			
252	Shontey	[redacted]	63116	✓			
253	Cornell	[redacted]	63115	✓	✓		
254	Betty	[redacted]	63113	✓			
255	Henry	[redacted]	63113	✓		✓	
256	Anton	[redacted]	63113	✓			
257	Amelia	[redacted]	63113				
258	Mike	[redacted]	63113	✓			
259	Jack	[redacted]	63113	✓			
260	Teiona	[redacted]	63111	✓		✓	✓
261	Antonio	[redacted]	63111	✓			
262	Bobbie	[redacted]	63111	✓		✓	✓
263	Terri	[redacted]	63111	✓			
264	DeAdrinne	[redacted]	63111	✓		✓	✓
265	Melisa	[redacted]	63111	✓	✓	✓	✓
266	Nancy	[redacted]	63116	✓			
267	Calvin	[redacted]	63111	✓		✓	✓
268	Trenise	[redacted]	63111	✓			
269	Tristan	[redacted]	63111	✓			
270	Darian	[redacted]	63111	✓			
271	Ranecia	[redacted]	63111	✓		✓	✓
272	Joel	[redacted]	63111	✓			
273	Thomas	[redacted]	63111	✓			
274	Michael	[redacted]	63111	✓			

275	Generose	[redacted]	63111	✓			
276	Veronia	[redacted]	63111	✓			
277	Khiet	[redacted]	63111	✓		✓	✓
278	Michelle	[redacted]	63111	✓			
279	Karla	[redacted]	63111	✓		✓	✓
280	Debra	[redacted]	63111	✓		✓	✓
281	Ra-Ahmun	[redacted]	63118	✓			
282	Dominic	[redacted]	63116	✓	✓		
283	Maria	[redacted]	63111	✓		✓	✓
284	Alisa	[redacted]	63111	✓		✓	✓
285	Antonio	[redacted]	63111	✓			
286	Raye	[redacted]	63111	✓			
287	Stephen	[redacted]	63111	✓			
288	Veronica	[redacted]	63111	✓		✓	✓
289	James	[redacted]	63111	✓			
290	Raven	[redacted]	63111	✓			
291	Alejandro	[redacted]	63111	✓		✓	✓
292	Evelyn	[redacted]	63116	✓	✓		
293	Lelas	[redacted]	63111	✓		✓	✓
294	Mykana	[redacted]	63111	✓			
295	Deborah	[redacted]	63116	✓			
296	Shyiona	[redacted]	63111	✓			
297	Ari	[redacted]	63111	✓		✓	✓
298	Mark	[redacted]	63111	✓			
299	Mellisa	[redacted]	63111	✓		✓	
300	Arnold	[redacted]	63111	✓			
301	Vanessa	[redacted]	63111	✓		✓	✓
302	Josh	[redacted]	63116	✓			
303	Shepen	[redacted]	63111	✓		✓	✓
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305	Barbara	[redacted]	63111	✓			
306	Lisa	[redacted]	63111	✓			
307	Courdney	[redacted]	63111	✓			
308	Michelle	[redacted]	63111	✓			
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310	Annie	[redacted]	63111	✓			
311	Diana	[redacted]	63111	✓		✓	✓
312	Daron	[redacted]	63111	✓			
313	Keenan	[redacted]	63111	✓			
314	Brandon	[redacted]	63111	✓		✓	✓
315	Paula	[redacted]	63111	✓			
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317	Ronald	[redacted]	63111	✓			
318	Marmeena	[redacted]	63111	✓		✓	✓
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322	Michelle	[redacted]	63111	✓			
323	Alison	[redacted]	63111	✓			
324	Angelina	[redacted]	63111	✓		✓	✓
325	Jessica	[redacted]	63111	✓			
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328	Kaneshisa	[redacted]	63111	✓			
329	Dorothy	[redacted]	63111	✓			
330	Barbara	[redacted]	63111	✓			
331	Tracy	[redacted]	63111	✓			
332	Mike	[redacted]	63111	✓			
333	Sabrina	[redacted]	63111	✓		✓	✓
334	Connie	[redacted]	63111	✓			
335	Caleb	[redacted]	63111	✓			
336	Mary	[redacted]	63111	✓			
337	Matt	[redacted]	63111	✓			
338	Pamela	[redacted]	63111	✓			
339	Danielle	[redacted]	63111	✓			
340	Guadalupe	[redacted]	63111	✓			
341	Susan	[redacted]	63111	✓		✓	✓
342	Randy	[redacted]	63111	✓			
343	Bethany	[redacted]	63111	✓		✓	✓
344	Denetra	[redacted]	63111	✓			

345	Juan	[redacted]	63111	✓			
346	Joyce	[redacted]	63111	✓			
347	Johana	[redacted]	63111	✓			
348	Jake	[redacted]	63111	✓			
349	Alvery	[redacted]	63111	✓		✓	✓
350	Mario	[redacted]	63111	✓			
351	Kenny	[redacted]	63111	✓			
352	Richard	[redacted]	63111	✓			
353	Laquan	[redacted]	63111	✓			
354	Larry	[redacted]	63111				
355	Christina	[redacted]	63111	✓			
356	Valentine	[redacted]	63111	✓		✓	✓
357	Jerrell	[redacted]	63111	✓			
358	Chris	[redacted]	63111	✓			
359	Evelyn	[redacted]	63111	✓			
360	Nick	[redacted]	63111	✓			
361	Darell	[redacted]	63111	✓			
362	Jason	[redacted]	63111	✓			
363	Arthur	[redacted]	63111	✓			
364	Maak	[redacted]	63111	✓			
365	Jennifer	[redacted]	63111	✓			
366	Jennifer	[redacted]	63111	✓			
367	Kevin	[redacted]	63111	✓			
368	Danny	[redacted]	63116	✓			
369	Melissa	[redacted]	63109	✓		✓	
370	Jake	[redacted]	63109	✓			
371	Matt	[redacted]	63109	✓			
372	Jessica	[redacted]	63108	✓			
373	Betty	[redacted]	63106	✓	✓		
374	Devin	[redacted]	63104	✓			
375	Jeremy	[redacted]	63104	✓		✓	✓
376	Denise	[redacted]	63104	✓			
377	Nathaniel	[redacted]	63104	✓		✓	
378	Brianna	[redacted]	63104	✓			
379	Jack	[redacted]	63101	✓			

380	Grant	[redacted]	63074	✓			
381	Tiffany	[redacted]	63116	✓		✓	✓
382	Ana	[redacted]	63033	✓			
383	James	[redacted]	63028	✓			
384	Katy	[redacted]	63780		✓		
385	James	[redacted]	63111	✓			

Appendix F: Peer Schools & Other Comparisons

Peer Schools—Comparative Academic Data

Peer Schools

Kairos aims to enrich the St. Louis charter market by offering parents a categorically *new* type of school. While we share best practices with other St. Louis schools—most notably, a year-round calendar akin to that of St. Louis College Prep—the city has no true model peers for our proposed school. Peers identified below are our closest match based on grade configuration, target population, academic achievement, and model elements. City Garden Montessori explicitly nurtures student agency, and Premier Charter School shares our emphasis on character development and social-emotional learning. Both serve intentionally diverse student populations.

Appx.F.i: Peer School Matrix

	Kairos	***Premier Charter***	***City Garden Mont.***
Socioeconomically integrated	✓	✓	✓
Racially integrated	✓	✓	✓
Enrollment zone overlap	✓	✓	x
Character/SEL focus	✓	✓	✓
Self-directed learning	✓	x	✓
> 60% MAP performance	✓	✓	✓
6th-8th Grade	✓	✓	✓

Premier Charter School (K-8)

Character Education Partnership and Character Plus have recognized Premier as St. Louis' only State *and* National School of Character.[1] Like Kairos, Premier individualizes character education to cultivate the mindsets, essential skills, and habits that underlie self-management. Whereas Kairos has houses and pods, Premier has student-faculty "families." Each "family" comprises two "parents"—adults in the building, such as administrators, teachers, secretaries, etc.—and about 8 students, 2-3 from each class. Families meet regularly to work through lessons on an assigned "character topic," much like Kairos pods meet weekly during Pod Time to practice interpersonal MESH behaviors. Lesson materials for those "character topics" are organized by Premier's "character committee;" Pod Time materials are organized by our MESH Team. Premier uses the first weeks of school exclusively to develop character and build relationships. Likewise, Kairos uses our orientation and 6th-grade Expedition to develop cornerstone MESH competencies and establish pod, house, and school culture.

Premier even has an analogue for house symposia: their "daily class meetings" bring students and faculty together to discuss current events (often centered around an informative video or article). Premier students also choose weekly in-school "advisories" that, like Kairos clubs, focus on

[1] Premier Charter School, "Character Education"

extracurricular activities (e.g., knitting, film appreciation, acting, board games, etc.). One of Premier's advisories, the "Tight 20," gives presentations, school tours, and organizes community service events (akin to Kairos' Student Council). Finally, faculty committees organize experiential learning events, such as a Multicultural Fair, Field Day (with "families" competing as teams), and a Peace Rally.

Located just three blocks west of our enrollment zone, Premier has recruited the same diversity of students that Kairos strives to enroll. In 2017, 68.2% of Premier students qualified for FRPL; 44.1% were White, 26.1% Black, 16.7% Hispanic, 6.8% Asian, and 6% multiracial. Premier middle schoolers were 49.4%, 32.7%, and 16.3% proficient or advanced in ELA, math, and science respectively.[2] Although Premier outperforms nearby district schools, many students in the area remain tragically underserved.

City Garden Montessori (K-8)

City Garden Montessori shares our belief that students learn best "autodidactically" through open-ended creative endeavors.[3] Like Kairos, City Garden personalizes its curricula because "each child is an individual, with individual needs."[4] This project-based orientation, with students "discovering" knowledge, mirrors Summit Learning's philosophy of self-direction.[5] Given our shared values of student autonomy and exploratory learning, City Garden is Kairos' closest regional match. Repeated studies show that the Montessori Method leads to strong buy-in and academic gains with middle school students.[6] Moreover, middle school students who develop within the Montessori framework manifest greater social-emotional wellbeing than their traditional counterparts.[7]

City Garden demonstrates that a niche, personalized learning model can attract St. Louis families who might otherwise send their children to private school. In 2017, 42.2% of City Garden students qualified for FRPL; 42% were Black and 49.4% were White. Moreover, City Garden middle schoolers were 84%, 41.2%, and 68.8% proficient or advanced in ELA, math, and science respectively.[8] Kairos aims to match these impressive results by Year 5, albeit with a 65% FRPL student population.

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[2] DESE District Report Card, Premier Charter School
[3] City Garden School, "Montessori Theory of Development"
[4] Ibid.
[5] City Garden School, "K-8th Elementary Program"
[6] Donabella, M. A., & Rule, A. C. (2008). Four Seventh Grade Students Who Qualify for Academic Intervention Services in Mathematics Learning Multi-Digit Multiplication with the Montessori Checkerboard. Teaching Exceptional Children Plus, 4(3), n3.
[7] Rathunde, K. (2003). A Comparison of Montessori and Traditional Middle Schools: Motivation, Quality of Experience, and Social Context. NAMTA JOURNAL, 28(3), 12-53.
[8] DESE District Report Card, City Garden Montessori

Comparative Academic Data

St. Louis City Data

Appx.F.ii: St. Louis Public Schools MAP and EOC Proficiency

	6th	7th	8th	Alg 1	Bio	Eng 2	Gov
ELA	30.9%	29.1%	31.3%	N/A	N/A	57.2%	N/A
Mathematics	17.0%	14.3%	8.9%	49.5%	N/A	N/A	N/A
Science	N/A	N/A	17.2%	N/A	40.5%	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	37.9%

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Appx.F.iii: St. Louis Charter School ELA Proficiency Quintiles

	Min	20%	40%	Median	60%	80%	Max
6th	0.0%	12.2%	24.4%	30.5%	39.4%	57.2%	75.0%
7th	8.3%	18.9%	29.4%	34.7%	44.9%	65.3%	85.7%
8th	18.2%	23.7%	29.2%	31.9%	41.8%	61.5%	81.3%
Eng 2	37.9%	49.2%	60.5%	66.1%	70.8%	80.3%	89.7%

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Appx.F.iv: St. Louis Charter School Math Proficiency Quintiles

	Min	20%	40%	Median	60%	80%	Max
6th	0.0%	8.5%	17.0%	21.3%	25.4%	33.5%	41.7%
7th	0.0%	4.2%	8.4%	10.5%	16.9%	29.8%	42.7%
8th	0.0%	1.8%	3.7%	4.6%	12.9%	29.6%	46.3%
Alg 1	0.0%	18.7%	37.4%	46.7%	54.0%	68.7%	83.3%

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Appx.F.v: St. Louis Charter School Science and Social Studies Proficiency Quintiles

	Min	20%	40%	Median	60%	80%	Max
8th Sci	0.0%	5.0%	9.9%	12.4%	23.7%	46.2%	68.8%
Bio	0.0%	23.3%	46.6%	58.3%	61.7%	68.4%	75.1%
Gov	29.6%	40.0%	50.4%	55.7%	57.3%	60.6%	63.9%

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Kairos Projection vs. Missouri Data

Appx.F.vi: Kairos Projection vs. Missouri 2017, ELA Proficiency

	MO ELA	***Kairos ELA***	***Multiplier***
6th	59.5%	50.0%	0.83
7th	59.2%	60.0%	1.02
8th	60.2%	65.0%	1.08
Eng 2	70.6%	85.0%	1.20
Average	**6.24%**	**65.0%**	**1.03**

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Appx.F.vii: Kairos Projection vs. Missouri 2017, Math Proficiency

	MO Math	***Kairos Math***	***Multiplier***
6th	43.4%	40.0%	0.93
7th	43.4%	50.0%	1.16
8th	31.5%	60.0%	1.94
Alg 1	59.8%	70.0%	1.17
Average	**44.3%**	**55.0%**	**1.30**

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Appx.F.viii: Kairos Projection vs. Missouri 2017, Science & Social Studies Proficiency

	State Sci & Soc. St.	***Kairos Sci & Soc. St.***	***Multiplier***
8th Science	49.0%	70.0%	1.53
Bio EOC	65.3%	75.0%	1.23
Gov EOC	65.0%	80.0%	1.23

(DESE Missouri Comprehensive Data System, Achievement Level 4 Reports)

Summit Public Schools vs. California Data

Appx.F.ix: Summit Public Schools 2017 vs. California 2017, ELA Proficiency

	CA ELA	Summit ELA	Multiplier
6th	47.0%	76.1%	1.62
7th	49.4%	61.7%	1.25
8th	48.6%	66.6%	1.37
11th	59.8%	81.2%	1.36
Average	**48.6%**	**71.4%**	**1.47**

(CDE California Assessment of Student Performance and Progress, Research Files)

Appx.F.x: Summit Public Schools 2017 vs. California 2017, Math Proficiency

	CA Math	Summit Math	Multiplier
6th	36.5%	71.2%	1.95
7th	36.9%	49.0%	1.33
8th	36.3%	49.0%	1.35
11th	32.1%	44.8%	1.40
Average	**37.6%**	**53.5%**	**1.42**

(CDE California Assessment of Student Performance and Progress, Research Files)

6-12th Grade Missouri Comparisons

Appx.F.xii: Grand Center Arts Academy Data 2017 (Similar Student Population)

	6th	7th	8th	Alg 2	Bio	Eng 2	Gov
ELA	52.7%	45.7%	50.8%	N/A	N/A	N/A	N/A
Mathematics	26.1%	22.9%	13.7%	44.1%	N/A	N/A	N/A
Science	N/A	N/A	39%	N/A	43.4%	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	52.4%

(DESE Missouri Comprehensive Data System, School Report Card)

Appx.F.xi: Ewing Marion Kauffman Data 2017 (Missouri Exemplar)

	6th	*7th*	*8th*	*Alg 1*	*Bio*	*Eng 2*	*Gov*
ELA	61.9%	54.4%	77.2%	N/A	N/A	N/A	N/A
Mathematics	56.3%	53.3%	75%	96%[9]	N/A	N/A	N/A
Science	N/A	N/A	82.4%	N/A	88.1%	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A

(DESE Missouri Comprehensive Data System, School Report Card)

NWEA MAP

Appx.F.xii: RIT Score and College & Career Readiness Correlation

MATHEMATICS

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				**52-72**
CCR (ACT ≥ 22)	Spring						226	232	238	243	246	249*		**61-78**
CCR (ACT ≥ 24)	Spring						230	237	243	248	252	255*		**70-86**
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	**95**
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	**84**
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	**69**
NWEA Median	**Fall**	**140**	**162**	**177**	**190**	**202**	**211**	**218**	**223**	**226**	**230**	**230**	**233**	**50**
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	**31**
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	**16**
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	**7**

Higher Achievement

Lower Achievement

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry
* CCR benchmarks are projections in growth from grade 9.

READING

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				**56-62**
CCR (ACT ≥ 22)	Spring						215	220	224	227	230	232*		**59-73**
CCR (ACT ≥ 24)	Spring						218	223	227	230	233	236*		**66-80**
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	**95**
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	**84**
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	**69**
NWEA Median	**Fall**	**141**	**161**	**175**	**188**	**198**	**206**	**211**	**214**	**217**	**220**	**220**	**223**	**50**
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	**31**
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	**16**
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	**7**

Higher Achievement

Lower Achievement

(NWEA Research, Comparative Data to Inform Instructional Decisions)

[9] Data only available from 2016

Appendix G: Discipline Policy

Graduated Discipline Approach—Suspension and Expulsion
Discipline Adjacent Guidelines

Kairos' discipline policy derives from successful policies at Summit Public Schools, Raisin City Schools, and Citizens of the World—Kansas City. Like these organizations, Kairos believes that when schools purposefully build and maintain peace in the community, we minimize how much time stakeholders spend reestablishing peace after norms have been violated. All members of the Kairos community are responsible for acting in ways that sustain peace, even during unstructured time or before and after school. Kairos works every day to help all students develop healthy relationships, identify common values and guidelines, develop social-emotional understanding and skills, and develop a sense of agency through belonging and purpose.

In cases where our community peace has been harmed, Kairos turns to the Mediation Committee's Graduated Discipline Plan. This policy is rooted in both our restorative justice values and what we know about human development. We believe that:

- Physical and emotional safety are prerequisites for building secure attachment.
- Feedback is essential for growth and college readiness.
- When actions are guided by principles instead of rules, students can generalize for the future.
- All students are capable of being college ready.
- Students can only prepare for the independence of adulthood in high-trust organizations.

When students take action that violates the expectations articulated above, the faculty responds using the Graduated Discipline Plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. If students continue struggling to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

Kairos uses restorative justice to guide teacher responses to student behavior. Restorative justice is a way of approaching behavior support from a framework of relationship maintenance and reconciliation. This approach uses language that seeks to reverse the oppressive nature of top-down classrooms and schools. Each restorative practice aims to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our policies also provide a way to assign logical consequences to inappropriate behavior. We have specific policies in place, for instance, for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying). Discipline issues involving students with an IEP or disability are handled in the most appropriate method as it relates to the IEP. Kairos provides services as required when a child with an IEP has been suspended for more than ten days in a school year.

The final Kairos student discipline policy will be developed by the Executive Director and approved by the Kairos Board by the April before our opening 2019-20 school year. In drafting and approving the final discipline policy, Kairos will work to ensure that the policy is compliant with the following RSMo:

- 160.261 (reporting requirements for weapons offenses and mandatory suspension or expulsion)
- 167.161 (suspension or expulsion notice and requirements for a hearing)
- 167.164 (suspension or expulsion does not relieve school's duty to educate)
- 167.171 (suspension appeals procedures)
- 167.115 (law enforcement reporting requirements)
- 167.117 (school leader and employees reporting requirements)

Graduated Discipline Approach

Kairos prides itself on a discipline plan that is fair, restorative, and consistent. We realize that there will be times when students forget their responsibility or are temporarily unwilling to be cooperative. For this reason, our discipline policy is aimed at both (i) restoring a safe, stimulating learning environment for those who are negatively impacted by misbehavior and (ii) restoring the transgressor to good standing within the Kairos community.

When a student is involved in a conflict (with other students, teacher, or school rules), we view it as a teachable moment. Therefore, teachers first invite a cooperative resolution unless (i) the student is uncooperative or (ii) an unsafe situation calls for immediate action. In those cases, faculty remove a student to the silent Cool Down Room for structured reflection and independent work.

Kairos' primary disciplinary body is the Mediation Committee, a 6-person Committee Team composed of three faculty members and three elected students. Students are trained so that 2-person student-faculty mediation teams can lead other students through a mediation process. Mediations resolve student-student and student-teacher conflicts cooperatively through a guided discussion of school norms, actions, intentions, and effects. This approach, inspired by *Love and Logic*, leads students through a process of structured empathy. Students use logical consequences to articulate the (sometimes unintentional) effects of their actions. Faculty and student mediators are trained to contextualize the action, assess harm done to the community, and assign a condign penalty. Restorative justice penalties repair harm and reintegrate the student into the community. As part of its Structure PD, the Mediation Committee will develop a full set of possible penalties for different infractions. Below are examples of potential penalties[1]:

[1] Holtham, J. (2009). Taking Restorative Justice to Schools: A Doorway to Discipline. Del Hayes Press.

Infraction	***Penalty***
Graffiti or property damage	Help clean, repair, or repaint damages to school property.
Putdowns or gossip	Write a letter of apology to individual(s) harmed by bullying or gossip; write a reflection paper on how it feels to be put down.
Disrupt the learning environment	Verbally apologize to peers and faculty whose learning was disrupted. Promise to contribute more positively in the future. Request that peers hold him/her accountable.
Bullying younger students	Volunteer weekly as a Teaching Assistant helping tutor those particular younger students through challenging Focus Areas.
Ridicule or racial slurs of another individual or group	Write a 2-page research paper on hate crimes and the history of the racial slur. Make school posters to raise awareness about bigotry. Write a letter of apology to the person harmed and his or her family.
Fighting	Prepare and deliver a speech during Pod Time about how to negotiate with words rather than fists. Work with their coach to teach their pod SEL curricula on anger management and self-control.
Internet harassment	Write a research paper on how recent Internet harassment incidents that have resulted in emotional depression or suicide of the person who was harmed. Write 1-page apology to the student bullied.
Truancy	Write a research paper on the effects of truancy on academic achievement and life outcomes. Interview a recent graduate about challenges and benefits of attending school. Work with coach to address underlying problem causing truancy.

Kairos categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different community response. Level-1 transgressions are addressed by the faculty member in the moment. Level-2 transgressions are addressed in the moment and later adjudicated by a student-faculty mediation team. Level-3 transgressions move a student immediately to the Cool Down Room and are adjudicated by a student-faculty mediation team. Level-4 transgressions, which can result in suspension or expulsion, are further heard by the entire Mediation Committee and, depending on their recommendation, the Chief Academic Officer (CAO), the Executive Director (ED), or the Kairos Board.

A summary of the behavior levels and the appropriate teacher responses are outlined below:

Level	***Purpose***	***Description of Behavior and Faculty Response***
Level 1	Redirect	• A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	• A student causes a significant disruption to the learning environment or repeats Level 1 behaviors after redirection. • The teacher reestablishes focus of the supervised area and assigns the student a mediation with the Mediation Committee (which includes a written summary of the transgression).
Level 3	Reach out	• A student causes a disruption to the learning environment that breaches safety or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the Cool Down Room and reestablishes the safety and focus of the supervised area. The structured reflection in the Cool Down Room is appended to the student's Mediation Committee report. • The teacher assigns a mediation with the Mediation Committee and includes a written summary of the transgression.
Level 4	Reset	• A student causes a significant breach in safety or repeats Level 3 behaviors after interventions. • The teacher refers the student to the Cool Down Room and reestablishes the safety and focus of the supervised area. The structured reflection in the Cool Down Room is appended to the student's Mediation Committee report. • The teacher assigns a mediation with the Mediation Committee and includes a written summary of the transgression. • The Mediation Committee considers a recommendation for suspension or expulsion and plans next steps.
Disciplinary action may not always follow the Level 1-4 trajectory. There are times, detailed below, when behaviors call for swifter action by faculty.		

Level 1 Behaviors—Redirect

Student Behaviors: Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class.

Desired Outcomes:

- Disruptive behavior is stopped.
- All students remain actively engaged in learning during instructional time.
- All students understand consistent expectations and consequences.

Teacher Actions:

- Restate the expectations.
- Redirect the student behavior clearly and concisely.
- Resume focus on instructional plans or refocus supervised area.

Level 2 Behaviors—Reflect

Student Behaviors: A student has been defiant or disrespectful (this is the first offense or the behavior is new) or Level 1 behaviors have continued despite interventions.

Desired Outcomes:

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of their behavior.
- All students remain actively engaged in learning.
- All students understand consistent expectations and consequences.

Teacher Actions:

- Clearly state to the student how and why their behavior violated expectations.
- Give the student space to cool down and consider their action.
- Engage the student in a reflective conversation to understand their impact on others.

- Write up details of the transgression for the Mediation Committee. Assign a mediation using the Mediation Committee's online system.
- Give a clear warning that continuation of the behavior will result in a referral to the Cool Down Room.

Level 3 Behaviors—Reach Out

Student Behaviors:

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is a major disruption, dangerous to others, or illegal.
- A student engages in plagiarism or another act of academic dishonesty.
- A student skips class or leaves school without appropriate adult permission.
- A student video tapes another student or incident or post pictures of another student without permission from the student.
- A student distributed, arranged to sell, or sold non-prescription drugs or uncontrolled substances.
- A student uses discriminatory or hateful language that may not rise to the level of Bullying, Discrimination, Harassment or Hate violence as defined below.

Desired Outcomes:

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

Teacher Actions:

- Clearly state how and why the behavior violated expectations.
- Instruct the student to leave the classroom and go directly to the Cool Down Room. If necessary, call the Office Manager to escort the student.

- Write up details of the incident in the Mediation Committee's discipline tracker. Assign a mediation using the Mediation Committee's online system.

Mediation Committee Actions:

- Read the incident report and runs a restorative conference with the student to reflect on their actions and determine next steps to repair the harm done to the community.
- Document the conversation, next steps, penalties, and restorative justice reparations in the discipline tracker.
- If appropriate, facilitate a face-to-face reconciliation between student and peer or student and faculty member.
- The student's coach communicates information about the incident, mediation proceedings, and penalties to the student's family.
- The coach ensures that all next steps are completed and documents this fact in the discipline tracker.

Level 4 Behaviors—Reset

Student Behaviors:

- A student continues to engage in Level 3 behaviors even after interventions.
- A student engages in one of the enumerated offenses summarized below. For more details, please see the "Suspension and Expulsion" section.[2]

  Non-discretionary offenses for which students must be suspended and recommended for expulsion:

  a. Possessed, sold, or otherwise furnished a firearm, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with concurrence from the Executive Director or a designee.

  Discretionary offenses for which students may be suspended (short-term or long-term) or expelled:

[2] When a student's presence poses an immediate and continuing danger or threat of substantial disruption, a certificated teacher or Kairos administrator may bypass the Cool Down Room and send the student directly to the CAO's office. For more information on this rare emergency action, see "Emergency Removal from an Area, Subject, or Activity" under "Emergency Actions" below.

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force or violence upon the person of another, except self-defense.

c. Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with concurrence from the Executive Director or a designee.

d. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

e. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, *even if* the liquid substance or material *actually* sold, delivered, or otherwise furnished was not illegal but only represented as a controlled substance, alcoholic beverage, or intoxicant.

f. Committed or attempted to commit robbery or extortion.

g. Caused or attempted to cause damage to school property or private property.

h. Stole or attempted to steal school property or private property.

i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vape pens and betel. This does not prohibit the use of his or her own prescription products by a pupil.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

k. Possessed an imitation firearm (e.g., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm).

l. Committed or attempted to commit a sexual assault or sexual battery.

m. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

n. Made terroristic threats against school officials and/or school property.

o. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Other discretionary offenses for which students may be suspended (short-term):

a. Committed an obscene act or engaged in habitual profanity or vulgarity.

b. Knowingly received stolen school property or private property.

c. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

d. Engaged in or attempted to engage in hazing.

e. Committed sexual harassment.

f. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual or reasonably expected effect of materially disrupting coursework, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

g. Aided or abetted the infliction or attempted infliction of physical injury to another person.

h. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined below).

Desired Outcomes:

- The school and its community remain physically and emotionally safe.
- The student and their support network identify root causes of the unacceptable behavior.
- The student understands the impact of their behavior on the community.
- The student plans how to restore the harm they have caused.
- The student executes the plan and is reintegrated into the community.

Mediation Committee Actions:
The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion may be considered for Level 4 behaviors, sometimes they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the Mediation Committee may supplement their normal restorative procedures with a family conference or another plan for the student to

understand and restore their impact on the community. The school expects all parties to fully participate in Mediation Committee proceedings. Students who refuse to engage in the restorative process are subject to further disciplinary action.

If the student opts out of restorative processes, or when the CAO determines it is appropriate to move forward with the long-term suspension or expulsion process, the student is entitled to a hearing by the Mediation Committee. Any of the student behaviors listed under Level 4 behaviors above could lead to a recommendation for expulsion. Students with special education needs must have a manifestation hearing before being expelled. Kairos' Suspension and Expulsion Policy is included below, including "Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities."

Harassment, Intimidation, Discrimination, and Bullying

Kairos believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Kairos prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This includes instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this section. All members of the Kairos community are required to be familiar with these definitions and report any infraction or suspicion of infraction to the school director. To the extent possible, Kairos will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, or bullied, and will take action to investigate, respond to, and address any reports of such behaviors in a timely manner. Kairos staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Legal Definitions: "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, which expresses hate, violence, harassment, threats, or intimidation that can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student in fear of harm to that student's person or property (including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs).

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Kairos.

Bullying may occur face-to-face or online and can include but is not limited to:

- physical (e.g., hitting, kicking, spitting, or pushing)
- verbal (e.g., taunting, malicious teasing, name calling, or threatening)
- emotional (e.g., spreading rumors, manipulating social relationships, extorting, or intimidating)
- An "electronic act" (see below)

II. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet website including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet website created to bully (defined as having one or more of the effects of bullying listed above).

(b) Creating a credible impersonation of another actual pupil in order to bully. "Credible impersonation" means to knowingly and without consent impersonate a pupil in a manner that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

(c) Creating a false profile in order to bully. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Reporting: All faculty and staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to report and investigate alleged acts of bullying.

All other members of the school community, including students, guardian(s), volunteers, and visitors, are encouraged to report any act that may constitute discrimination, intimidation, harassment, or bullying. While submission of a written report is not required, the reporting party is encouraged to use a report form, which can be requested from the Office Manager. Oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that they can get assistance in resolving the issue.

Kairos acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

Kairos prohibits any form of retaliation against any reporter in the reporting process. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation: Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, guardian, volunteer, visitor, or affiliate of Kairos, the Chief Academic Officer or designee will promptly initiate an investigation. At the conclusion of the investigation, the CAO or designee will notify the complainant of the outcome of the investigation. However, in no case may the CAO or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location under the purview of Kairos' Office Manager.

Appeal: Should the Complainant find the CAO or designee's resolution unsatisfactory, they may file an appeal with the Kairos Board Appeals Committee within five (5) school days of the date of resolution. In such cases, at least three (3) certificated employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be

assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences: Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension or expulsion.

Suspension and Expulsion

Overview

After hearing a case, the Mediation Committee may recommend (i) no disciplinary penalty, (ii) an in-school disciplinary penalty, (iii) a short-term suspension (10 days or fewer), (iv) a long-term suspension, or (v) expulsion. Short-term suspensions require concurrence from the CAO. Long-term suspensions require concurrence from the ED. Expulsions require concurrence from the Kairos Board.

Student Rights:

- Students may not be denied equal educational opportunity or discriminated against because of national origin, race, religion, economic status, sex, pregnancy, marital status, previous arrest, previous incarceration, or a physical, mental or sensory handicap.
- The constitutional rights to freedom of speech and press, to peaceably assemble, to petition the government and its representatives, to the free exercise of religion, and to have their school free from sectarian control or influence, with reasonable limitations on the time, place and manner of exercising these rights.
- The constitutional right to be secure from unreasonable searches and seizures of their person, papers, and belongings.
- The right to be free from unlawful interference while attending the school.
- Students may not be deprived of the right to an equal educational opportunity without due process of law.

Conditions and Limitations:

Students may be disciplined for violating the lawful rules of the school. Students have the right to utilize the grievance (appeal) procedure. The limitations under which Kairos may discipline a student are:

- A student may not be prevented from meeting specific academic grade, subject, or graduation requirements.
- A student's academic grade may only be negatively impacted by his or her tardies or absences if:

    - The student's attendance and/or participation is related to the objectives or goals of that particular subject or course, and
    - The teacher has indicated that the student's attendance or participation is a basis for at least some part of the student's grade.
- Kairos employees may not willfully inflict or willfully cause the infliction of physical pain on a student. This does not include:
    - The use of reasonable physical force by an employee or volunteer that is necessary to maintain order or to prevent a student from harming him/herself, other students, staff, or property;
    - Physical pain or discomfort involved in the student's voluntary participation in athletic competition or recreational activity;
    - Physical exertion in a teacher directed activity, such as physical education exercises, field trips, or vocational education projects; or
    - Physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the guardian and is carried out in compliance with the law.

Grounds for Suspension and Expulsion of Students: A student may be suspended or expelled for prohibited misconduct if the act is related to the school community, a school activity, school attendance, or at any other school or school sponsored event, occurring at anytime including but not limited to:

- While on school grounds;
- While going to or coming from the school;
- During the lunch period, whether on or off school campus;
- During, going to, or coming from a school sponsored activity.

Students may be suspended or expelled for the following types of enumerated offenses:

I. Non-discretionary offenses (for which students must be suspended and recommended for expulsion) include:
    a. Possessing, selling, or otherwise furnishing a firearm, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Executive Director or a designee's written concurrence.[3]

The term "firearm" means:

(A) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

(B) The frame or receiver of any such weapon;

(C) Any firearm muffler or firearm silencer; or

(D) Any destructive device. Such term does not include non-firing antique firearms used for instructional purposes.

The term "dangerous object" means:

(A) Any explosive, incendiary, or poison gas, including but not limited to:

(i) Bomb,

(ii) Grenade,

(iii) Rocket having a propellant charge of more than four ounces,

(iv) Missile having an explosive or incendiary charge of more than one quarter ounce,

(v) Mine, or

(vi) Device similar to any of the devices described in the preceding clauses.

II. Discretionary offenses (for which students may be suspended, short-term or long-term, or expelled) include:

a. Causing, attempted to cause, or threatening to cause physical injury to another person;

b. Willfully using force of violence upon another person, except in self defense;

c. Possessing, selling, or otherwise furnishing any knife unless, in the case of possession of any object of this type, the student had obtained written

[3] If it is determined that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or has possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

permission to possess the item from a Kairos employee with written concurrence of the Executive Director or a designee;

d. Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind;

e. Unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then selling, delivering, or otherwise furnishing to any person another liquid substance or material and representing the same as a controlled substance, alcoholic beverage or intoxicant;

f. Committing or attempting to commit robbery or extortion;

g. Causing or attempting to cause damage to school property or private property;

h. Stealing or attempting to steal school property or private property;

i. Possessing or using tobacco or products that contain tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, or betel;[4]

j. Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell or buy any drug paraphernalia;

k. Possessing an imitation firearm, (e.g., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm);

l. Committing or attempting to commit a sexual assault or sexual battery;

m. Unlawfully offering, arranging, negotiating, or in fact selling or buying a prescription drug;

n. Making terrorist threats against school officials or school property;[5]

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[4] This section does not prohibit the use of his or her own prescription products by a student.

[5] For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety, immediate family's safety, personal property's safety, or school property's safety.)

o. Causing, attempted to cause, or threatening to cause or participated in an act of hate violence.

III. Other discretionary offenses (for which students may be suspended short-term) include:

a. Committing an obscene act or engaged in habitual profanity or vulgarity;

b. Knowingly receiving stolen school property or private property;

c. Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness or retaliating against that student for being a witness;

d. Committing sexual harassment;

e. Intentionally harassing, threatening, or intimidating a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting coursework, creating substantial disorder, and invading student rights by creating an intimidating or hostile environment.

f. Engaging in or attempting to engage in hazing;[6]

g. Aiding or abetting the infliction or attempted infliction of physical injury to another person; or

h. Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Suspension and Expulsion Policy and Procedure: Kairos believes that due process means that students must be treated fairly and with regard for their rights under the law. Any discipline or corrective action of a student who has violated rules must be administered fairly and for good and just cause. Students have the right to tell their side of the incident and receive a fair punishment for their behavior. Kairos officials will take corrective action only after a thorough examination of the facts. Students have the right to appeal corrective action that they feel is unjust or unjustly administered. Kairos guarantees its students substantive and procedural due process rights.

Kairos always considers the nature and circumstances of a student's act when determining type and length of suspension or expulsion. However, Kairos may designate certain offenses

[6] For the definition herein, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school sanctioned events.

so severe that suspension or expulsion must be imposed as a consequence. The Executive Director can grant exceptions to a punishment for extenuating circumstances.

As a general rule, Kairos may not suspend or expel impose a suspension or expulsion unless another appropriate form of corrective action has already been imposed. Additionally, a student may not be subject to a suspension or expulsion for one or more unexcused absences unless:

- Kairos first attempted another form of appropriate corrective action;
- Kairos notified the student's guardian(s) in writing, in the primary language of the guardian, of the student's unexcused absences;
- Kairos scheduled conference(s) with the guardian(s) and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and
- Kairos has taken steps to reduce the student's absences, including discussions with the guardian(s), adjusting the student's schedule, or assisting the guardian(s) in securing assistive services for the student.

Mediation Committee mediators hearing a case shall not be a witness in the case for either Kairos or the student and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record. The hearing officer must present the student, or his or her attorney or guardian(s), with written findings of fact, conclusions, and the nature and duration of the punishment imposed.

Short-term Suspension

Conditions and Limitations of Short-term Suspensions: Students may not receive short-term suspensions which total more than ten (10) school days during any period of three successive cycles. Any student given a short-term suspension must be allowed to make up assignments and tests missed during the suspension if:

- The assignments or tests have a substantial effect on the student's grade; or
- The student would fail to receive credit in the course if he did not make up the assignment.

Notice to Guardian(s) and Students of Short-term Suspensions: A student is entitled to a conference before receiving a short-term suspension. Prior to the conference, the student must be given verbally or in writing:

- Notice of the alleged misconduct and the allegedly violated Kairos rule(s);

- An explanation of the evidence that supports the allegations;
- An explanation of the corrective action that will occur; and
- An opportunity to explain him or herself.

If the suspension is to exceed one calendar day, Kairos must inform the guardian(s) of the reason for the student's suspension and the duration of the suspension verbally and/or by letter as soon as reasonably possible. This notice shall also inform the guardian(s) of (i) their right to an informal conference and (ii) that such a conference may reduce the length of the suspension.

All short-term suspensions, and the reasons for the suspensions, must be reported to the Executive Director or their designee within twenty-four (24) hours after the suspension is imposed.

Grievance Procedure for Short-term Suspensions: If the student or guardian disagrees with a proposed short-term suspension, they have the right to an informal conference with the Chief Academic Officer to resolve the grievance. During the conference, the CAO may question any person involved, and the student or guardian may question the employee who imposed the discipline.

If the grievance is not resolved, a written or verbal appeal may be made to the Executive Director within two (2) school business days. If the grievance is not resolved by the Executive Director, a written or verbal appeal may be made to the Kairos Board Appeals Committee. The Board Appeals Committee must notify the student and guardian(s) of its response within ten (10) school business days after receiving the appeal. Unless the Executive Director decides to delay the suspension, it may be imposed during the appeal process.

Long-term Suspensions

Conditions and Limitations of Long-term Suspensions: Students may not receive long-term suspensions which cause the student to lose academic grades or credit in excess of one semester or trimester during the same school year. All long-term suspensions, and the reasons for the suspensions, must be reported to the Chief of Schools or their designee within twenty-four (24) hours after the imposition of the suspension.

Notice of Hearing and Waiver of Hearing Rights for Long-term Suspensions: Before a student can be suspended long-term, the student and his or her guardian(s) must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the primary language of the guardian(s), to the extent feasible;

- Explain the alleged misconduct, the Kairos rule(s) alleged to have been violated, and the corrective action or discipline being proposed;
- Explain the rights of the student and his or her guardian(s) to a hearing to contest the allegation(s); and
- Explain that guardian(s) have three (3) school business days after receipt of the notice to request a hearing in writing or verbally;
- State that if the request is not received within three (3) school business days, then the right to a hearing may be deemed to have been waived, and Kairos' proposed long-term suspension may be imposed without any further opportunity for the student and guardian(s) to contest it;
- Include a schedule of "school business days" potentially applicable to the hearing date.

Prehearing and Hearing Process for Long-term Suspensions: If Kairos receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing within the subsequent three (3) school business days. In the hearing process, the student and guardian(s) have certain rights, including the right to:

- Inspect any evidence *before* the hearing that Kairos plans to introduce *at* the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer because (i) Kairos' inability to produce the witness despite reasonable effort or (ii) the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. Kairos has the right to inspect any evidence the student plans to introduce before the hearing.

Expulsion

Conditions and Limitations of Expulsion: Before a student may be expelled, they must receive a written notice and an opportunity for a hearing. A student may not be expelled unless the nature of his or her misconduct warrants the harshness of an expulsion. Kairos may not expel a student unless another appropriate form of corrective action has already been imposed, or if Kairos reasonably believes other forms of corrective action would fail if employed.

Once a student is expelled from Kairos, the school must notify the appropriate local and state authorities, including but not limited to juvenile authorities, so the authorities may address the student's educational needs. All long-term expulsions, and the reasons for the expulsions, must be reported within twenty-four (24) hours after the imposition of the expulsion.

Notice of Hearing and Waiver of Request for Hearing Rights for Expulsions: Before a student can be expelled, the student and his or her guardian(s) must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the primary language of the guardian(s), to the extent feasible;
- Explain the alleged misconduct and the Kairos rule(s) alleged to have been violated;
- Identify the corrective action or discipline being proposed;
- Explain the rights of the student and his or her guardian(s) to a hearing to contest the allegation(s);
- Explain that guardian(s) have three (3) school business days after receipt of the notice to request a hearing in writing or verbally;
- State that if the request is not received within three (3) school business days, then the right to a hearing may be deemed to have been waived, and Kairos' proposed long-term suspension may be imposed without any further opportunity for the student and guardian(s) to contest it; and
- Include a schedule of "school business days" potentially applicable to the hearing date.

Prehearing and Hearing Process for Expulsions: If Kairos receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing. This hearing must commence within three (3) school business days from when Kairos received the request. In the hearing process, the student and guardian(s) have certain rights, including the right to:

- Inspect any evidence *before* the hearing that Kairos plans to introduce *at* the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer because (i) Kairos' inability to produce the witness despite reasonable effort or (ii) the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. Kairos has the right to inspect any evidence the student plans to introduce before the hearing.

Emergency Actions

Emergency Removal from an Area, Subject, or Activity: A student may be immediately removed from a class or activity by a certificated teacher or Kairos administrator and sent to the CAO's office when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger or threat of substantial disruption. This is a short-term action that may continue only until the danger or threat ceases, or the CAO imposes discipline, such as a short-term suspension, long-term suspension, or expulsion.

The CAO must meet with the student as soon as possible after the student's removal to take the appropriate corrective action or punishment. The removal cannot normally exceed one day. Before the student can be returned to the area or activity he was removed from, the CAO must inform the teacher or administrator who initiated the removal.

Limitations on Emergency Expulsions: A student may be expelled immediately by the Executive Director in emergency situations if the Executive Director has good and sufficient cause to believe the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption. An emergency expulsion continues until Kairos rescinds or reverses it through the hearing or appeals process.

Notice of Hearing and Waiver of Hearing Rights for Emergency Expulsions: Kairos must notify the student's guardian(s) of the emergency expulsion, and their right for a hearing, within twenty-four (24) hours of the expulsion.[7] The notice must be delivered either in person, with Kairos documenting delivery of the notice by obtaining a guardian's signature, or by certified mail. Reasonable attempts to contact a guardian must be made by phone if the notice is mailed. The notice must:

- Be in the primary language of the guardian(s), to the extent feasible;
- Specify the alleged reasons for the emergency expulsion;
- Identify the corrective action or punishment taken and proposed;
- Explain the rights of the student and his or her guardian(s) to a hearing to contest the allegation(s) as soon as reasonably possible;
- Explain that guardian(s) have ten (10) school business days after receipt of the notice to request a hearing;
- State that if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the emergency expulsion may be continued as deemed necessary by Kairos without any further opportunity for the student and guardian(s) to contest it; and

[7] If the expulsion is based on failure to comply with state immunization law, the notice must be made before the expulsion is imposed.

- Include a schedule of "school business days" potentially applicable to the hearing date.

Students and their guardian(s) have ten (10) school business days to request the hearing after they receive the notice. A guardian's request for a hearing may be made either in writing or verbally, if accepted by Kairos. If Kairos does not receive the request for the hearing within ten (10) school business days, it may determine that the right has been waived, and Kairos may continue the emergency expulsion as deemed necessary.

Prehearing and Hearing Process for Emergency Expulsions: If Kairos receives the request for hearing within the designated time frame (ten (10) school business days), it must immediately schedule a hearing, and give notice of the hearing, as soon as reasonably possible. This hearing must occur no later than three (3) school business days from when Kairos received the request. In the hearing process, the student and guardian(s) have certain rights, including the right to:

- Inspect any evidence *before* the hearing that Kairos plans to introduce *at* the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer because (i) Kairos' inability to produce the witness despite reasonable effort or (ii) the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. Kairos has the right to inspect any evidence the student plans to introduce before the hearing.

The Mediation Committee must decide whether or not to continue the emergency expulsion within one Kairos business day after the hearing concludes. The coach must inform the student, or his or her attorney or guardian(s), of the findings of fact, conclusions (including whether or not the emergency situation giving rise to the emergency expulsion continues), and whether the emergency expulsion will be continued or a lesser punishment imposed. The Mediation Committee's decision must be sent to the student, or his or her attorney or guardian(s), via certified mail.

An emergency expulsion may be continued following the hearing if the emergency basis continues or as a corrective action or punishment for the actions giving rise to the emergency expulsion in the first place.

Appeal Process

Long-term Suspensions and Expulsion Appeals: The student may appeal the Mediation Committee's decision regarding his or her long-term suspension, expulsion, or emergency expulsion. The Board Appeals Committee will hear such appeals. The student or a guardian

must notify the Executive Director of the student's desire to appeal within three (3) school business days after receiving the Mediation Committee's written decision.

If the student or guardian does not appeal within that timeframe (three (3) school business days), his or her suspension or expulsion may begin on the first calendar day following the expiration of that three (3) school business day period. If the student does appeal, the suspension or expulsion may be imposed during the appeal, subject to the following conditions:

- The long-term suspension or non-emergency expulsion may be imposed during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is shorter;
- An emergency expulsion may be continued during the appeal period as long as the student continues to pose an immediate and continuing danger or continuing threat of substantial disruption;
- If the student serves any days of the suspension or expulsion before the appeal is decided, those days will be credited toward the overall duration of the suspension or expulsion and will not limit or extend the duration of that suspension or expulsion; and
- If a student subject to a temporary suspension returns to Kairos before the appeal is decided, he must be allowed to make up assignments and tests missed during his or her suspension if the missed assignments or tests have a substantial effect on the student's grade, or failure to complete the assignments would prevent the student from receiving credit for the course(s).

The student must appeal the Board Appeals Committee's decision directly to Missouri courts. Kairos has the discretion to postpone its decision pending the student's appeal to the court, except if ordered otherwise by the court.

Procedures for Appeals Hearings before the Board Appeals Committee: If the Board Appeals Committee receives the notice of appeal within the designated timeframe (three (3) school business days), they must schedule and hold an informal conference to review the matter. This informal conference must occur within ten (10) school business days after Kairos receives the notice of appeal. The purpose is to meet with both the student, guardian(s), and a Mediation Committee representative to decide the most appropriate way to handle the appeal. At that time, the student, or his or her attorney or guardian(s), may present witnesses and evidence as the Appeals Committee deems reasonable. The Appeals Committee will decide on one of the following procedures before the conclusion of the conference:

- Review the hearing record or other submitted materials, and make its decision within ten (10) school business days after the date of the conference; or

- Hear further arguments based on the hearing record and make its decision within fifteen (15) school business days after the date of the conference; or
- Hear new evidence and arguments, not based on the hearing record, within ten (10) school business days after the date of the conference.

If the Appeals Committee decides to hear new evidence and arguments, the hearing will either be tape recorded or transcribed verbatim in a written record. The student has certain rights, including the right to:

- Inspect any evidence *before* the hearing that Kairos plans to introduce *at* the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer because (i) Kairos' inability to produce the witness despite reasonable effort or (ii) the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses they desire. Kairos has the right to inspect any evidence the student plans to introduce before the hearing.

Board Appeals Committee Decisions: The Appeals Committee may decide to impose, affirm, reverse, or modify a student's discipline, suspension, or expulsion after the appeal hearing. This decision may only be made:

- By the board members who heard or read the evidence;
- By the board members who were not witnesses in the case; and
- At a meeting at which a quorum of the board members is present, and by majority vote.

Students With Disabilities: A pupil identified as an individual with disabilities, for whom there is reason to suspect a disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA"), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal or state law mandates additional or different procedures. Kairos will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom there is reason to suspect a disability or who is otherwise qualified for such services or protections in according due process to such pupils.

The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Kairos, the guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the guardian(s) to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Kairos, the guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Kairos, the guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or functional analysis assessment, and implement a behavioral intervention plan for such child, unless Kairos has conducted such an assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child previously has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the guardian and Kairos agree to a change of placement as part of the modification of the behavioral intervention plan.

If Kairos, the guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Kairos may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the State of Missouri's Administrative Hearing Commission or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the guardian or Kairos, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the guardian and Kairos agree otherwise.

Special Circumstances

Kairos personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Kairos' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Kairos had knowledge that the student was disabled before the behavior occurred.

Kairos shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The guardian has expressed concern in writing, or orally if the guardian does not know how to write or has a disability that prevents a written statement, to Kairos personnel or to one of the child's teachers that the student needs special education or related services;

2. The guardian has requested an evaluation of the child; or

3. The child's teacher, or other Kairos personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to Kairos supervisory personnel.

If Kairos knew or should have known the student had a disability under any of the three (3) circumstances described above, the student or student's guardian may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If Kairos had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Kairos shall conduct an expedited evaluation if requested by the guardians; however the student shall remain in the education placement determined by Kairos pending the results of the evaluation.

Kairos shall not be deemed to have knowledge that the student had a disability if the guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Re-engagement Plan

Kairos should make efforts to have suspended or expelled students return to an educational setting as soon as possible. Kairos must convene a meeting with the student and the student's guardian(s)

within twenty days of the student's long-term suspension or expulsion, but no later than five days before the student's enrollment, to discuss a plan to re-engage the student in a school program at Kairos or any other school at which the student seeks enrollment. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive re-engagement plan.

Discipline Adjacent Guidelines

Discipline at Kairos is focused on maintaining a positive, safe learning environment for all students. We expect most mediations will be triggered by minor misconduct which undermines that environment (e.g., cursing). The Mediation Committee will promulgate other rules, however, that fall outside the scope of interpersonal interactions. Those rules include but are not limited to the following:

Attendance and Tardies

The path to becoming a self-directed learner ready for college and career begins with daily participation in school. Kairos families play a critical role in ensuring students come prepared and ready to engage. Guardian(s) are responsible for ensuring their child arrives on time to school every day either by drop off, carpool, or other safe transit. Students should also have a safe way to get home after school or when they are done with their school or afterschool activities.

Students are expected to arrive on time every day school is in session and attend the full and complete school day, from 9:00 a.m. to 5:00 p.m. Students may arrive as early as 8:00 a.m. and stay as late as 6:00 p.m. for optional remediation. Students and guardians are also responsible for working with teachers and coaches to stay on track any time they are absent from school.

Kairos believes our attendance expectations are crucial for students to develop into self-directing adults. For students who struggle to meet our attendance expectations, Kairos has developed logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

> ***Guardian Expectations:*** Where notice prior to day of absence is possible, a student's guardian must call to speak with the Office Manager regarding the date(s) and time(s) their child will not attend class. Alternatively, the guardian may leave a message with this information. Where advanced notice is not possible, guardian(s) should call before school begins on the day the student will be absent for all or part of the school day.
>
> To ensure the wellbeing of our students, Kairos has closed campuses. Once students arrive, they are expected to stay on school grounds until the end of the regularly scheduled school day. Students can be excused during the day before dismissal if a guardian picks them up from school directly. Guardian(s) can also give written or verbal permission for someone else to pick them up or for the student to be released on their own. Anyone who is not a guardian picking up a student must be listed on file at the school as an emergency contact or

pre-authorized by the guardian for pick-up. Written permission may be a text or email from a phone number or email address, respectively, from someone authorized for pick-up. Verbal permission may be a call or voicemail from a verified phone number.

Whoever picks up the students is expected to check in at the front desk and sign the student out. Students may be released by phone by a guardian or designee from a verified phone number. Guardian(s) picking up students at the end of the regularly scheduled school day do not need to sign their students out. When appropriate, Kairos informs a guardian when a student who is 18 or older signs in and/or out during the day.

Kairos values creating a safe, positive, and participatory environment for all students. Consistent student attendance is essential for this goal, and absences for any reason should be minimized or avoided when possible. Students will be considered to have an "excused" absence or tardy if they provide a written note signed by a guardian that indicates they were absent because of illness, medical appointments, bereavement/death in the family, or appearance in court. Students or families are expected to provide this note to the front desk upon the student returning to school. This note can be an email from the email account on file for the guardian. Students who are absent or tardy for other reasons and/or do not have a note signed by a guardian will be marked as unexcused.

Guardian(s) can also excuse an absence or tardy by calling the school's office number from a verified phone number and talking with the Office Manager or leaving a voicemail with a valid excuse.

Student Expectations: Students at Kairos are expected to arrive on time to every meeting with their teachers and coaches, every day. This means being present for each period, facilitation, check-in, or other activity at the appropriate start time.

Students who are late, arriving to school after 9:15, are expected to sign in at the front desk and receive a tardy pass. If students have a meeting scheduled, they will provide the teacher or coach with the tardy pass and join school activities with minimal disruption to teaching and learning. Students who are more than 30 minutes late or absent for more than 30 minutes without a valid excuse will be considered truant

When a student is absent, it is their responsibility to make a plan that compensates for the time missed. A student who is absent is expected to email (i) their coach and (ii) any teachers whose meetings they missed communicating the date, time, and reason for their absence. When possible, this email should be sent well ahead of the absence. The student should communicate their plan to make up the missing work or activities and ask for feedback from the teacher or coach. When necessary, the student may ask the teacher for input or may ask their coach for support in making or managing such a plan.

Coaching check-ins are incredibly important. Students are building relationships with their coach, who is the student's mentor, advocate, and college counselor. Coaches are critical to supporting students in becoming self-directed learners and building skills which will support them in college and throughout their careers. Students must contact their coach in person or via email to arrange another time to meet when they will be absent during their regularly scheduled check-in. Where advanced notice is not possible, students must contact their coach in person or via email as soon as they are able to arrange another time to check-in.

Excusing Absences or Tardies: Absences and tardies from school shall be excused only for health reasons, family emergencies and justifiable personal reasons. A student's absence and tardy shall be excused for the following reasons:[8]

1. Personal illness;
2. Quarantine under the direction of a city health officer;
3. Medical, dental, optometric, chiropractic or psychiatric/counseling appointments;
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one day if the service is conducted in Missouri or three days if the service is conducted out of state;
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Justifiable personal reasons, when accompanied by a written request by the guardian and approved by the school's leader or their designee, including, but not limited to:
    a. Appearance in court;
    b. Attendance at a funeral service;
    c. Observance of a holiday or ceremony of their religion;
    d. Attendance at religious retreats;
    e. Attendance at an employment conference;
    f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

[8] Nota bene: The school has the discretion to include other reasons that are considered valid excuses.

7. Spending time with an immediate family member who is on active military duty and has been called to duty for, is on leave from, or has just returned from, deployment to a combat zone or combat support position;[9]

8. If a student is the custodial guardian of a child, their absence shall be excused when the child is ill or has a medical appointment during school hours; or

9. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written or email note from a guardian to the Office Manager or the student's coach;

2. Conversation, in person or by telephone, between the Office Manager or coach verifying the student's guardian. The employee shall subsequently record the following:

    a. Name of student;

    b. Name of guardian;

    c. Name of verifying employee;

    d. Date or dates of absence; and

    e. Reason for absence.

3. Written record by the verifying employee of a visit to the student's home or any other reasonable method which establishes the fact that the student was absent for the reasons stated;

4. Physician's verification, provided that:

[9] Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Executive Director.

a. When excusing students for confidential medical services or verifying such appointments, Kairos staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment; and

b. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Satisfactory explanation must be provided within 5 school days of return to school in order for the absence to be excused. Insofar as class participation is an integral part of students' learning experiences, guardian(s) and students shall be encouraged to schedule medical appointments during non-school hours. Students should not be absent from school without the knowledge or consent of their guardian(s) except in cases of medical emergency or confidential medical appointments. All excused tardies require appropriate verification and documentation.

Excessive Absences or Tardies: The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our Graduated Discipline Plan, we have increasing levels of interventions to support students and families in meeting this objective. Note that in the table below, all counts of absences and tardies are for a single school year.

Trigger	***Concern***	***School actions***
1 unexcused full day absence	Student is at risk for truant behavior	• Make phone call home to inform guardian about unexcused absence.
2 unexcused full day absences	First notification of truancy	• Send Truancy Letter #1. • Schedule a meeting with the guardian and student to discuss the causes of the unexcused absences and find solutions to prevent further absences.
5 unexcused full day absences within 30 days	Second notification of truancy	• Send Truancy Letter #2 • Enter into a written truancy agreement with the family, where the guardian, student, and school agree on the necessary steps to resolve the student's attendance problem.
7 unexcused full day absences during a month or 10	Third notification of truancy	• File a petition in juvenile court to order the student to attend school. ○ If this court order is violated, the court will call for a Contempt Hearing and the student

full day unexcused absence		could be ordered to do community service or spend time in juvenile detention. ○ The guardian may be fined up to $25.00 for each day of unexcused absence. ● School must send the student a notice of the truancy court petition by certified mail with return receipt or by in-person delivery. The petition includes many important dates and deadlines that must not be missed by the student and the family. A student and/or guardians can be represented by a lawyer in truancy court.

Technology

Technology at Kairos is a key tool for learning. Students use technology in the form of a school-issued Chromebook and charger; school wireless network; and school printers. This section summarizes key components of the Kairos Technology Policy.

Chromebooks and Appropriate Chromebook Use: Students are issued a Chromebook that they have use of for three years. Chromebooks are used in class and educationally at home. We expect students to follow the expectations included in the technology policy at all times. These include the ways in which the Chromebook is carried, used, and maintained. Students are expected to bring their Chromebooks in working condition, fully charged to school each day. Students who need a loaner should check with the Office Manager at the front desk.

Internet and Email Use: Internet access (including email use) is a privilege and all students should be aware that Kairos may revoke Internet access for any reason. If a student's access is revoked, Kairos will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the Graduated Discipline Plan. Kairos requires that students promptly disclose to their coach or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. Kairos has installed Internet filtering software in an attempt to block user access to inappropriate and harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and children gain access to inappropriate or harmful material, Kairos and individual school sites will not be liable. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Guardians are strongly encouraged to discuss and monitor their child's school Internet

use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

Cyberbullying: Bullying through the use of technology—whether or not that technology is the school's property or network—or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant is prohibited. When communicating online, students should use appropriate language, have common courtesy, and be considerate to others. Displaying online social behaviors that model good digital citizenship is emphasized and encouraged.

Take Home Policy: The Internet and Device Acceptable Use Policy continues to be applied to all students and all devices, regardless of the location where the device is being used. The technology resources provided are intended for student learning, therefore the policies must be adhered to for both safety and compliance. Families should note: while there is some content filtering that is part of the individual Chromebooks, content filtering capabilities will vary and may be reduced depending on the non-Kairos network(s) that Chromebooks may connect to.

Norms	• Students use technology and internet only to support learning during class. • Students are responsible for their technology. ○ Broken technology will result in logical consequences, which may include paying replacement costs. • Students help each other with technology. • Students exhibit respect while using technology.
General Procedures	• Every student must have a working pair of headphones for use at school. (Headphones will be available at school for families for whom this will be a hardship). • Chromebooks are to be charged overnight and during lunch. • Keep food and drink separate from Chromebooks at all times. • Students will keep their Chromebook at hand for use throughout school day.
Chromebooks Off Campus	• If a Chromebook is taken home, students will:

	○ Charge the computer overnight. ○ Follow all tech norms while at home. ● If a Chromebook is forgotten at home: ○ A loaner will be issued and the incident recorded. ■ If a Chromebook is forgotten multiple times, guardian(s) will be called in and may students face additional consequences.
Personal Electronics Policy	● Personal electronics may only be used if permitted by a student's executive scaffolds. ● Kairos will not be liable for any damage, loss, or theft of personal electronics

Personal Electronic Confiscation: Coaches set executive scaffolds that prohibit, limit, or direct use of personal electronics. Students who use personal electronics outside their allowance on Kairos' ownership continuum do so at their own risk. A device used outside of a coach's permission will be confiscated. Any confiscated devices are sent to the Office Manager and may only be retrieved by a guardian from office administration during designated school hours. A student in possession of personal technology in violation of this policy may be subject to the any of the following consequences:

- Mediation Committee mediation
- Coach-guardian conference to retrieve the device
- After-school detention (during instructional remediation hours)
- Additional disciplinary consequences at discretion of the Mediation Committee

Dress Philosophy

Kairos is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress uniform reinforces and supports a professional school environment. We believe there is a difference between personalizing education to meet student needs and unlimited self-expression, especially when that expression violates the norms of professionalism (i.e. the norms of opportunity) we seek to inculcate. Most importantly, clothes should never get in the way of learning. Students should come to school prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for a school environment.

The Kairos uniform guidelines exist to foster a sense of school identity and to help promote a positive learning environment. Adherence to the Kairos uniform guidelines is ultimately the student's responsibility. The uniform should be worn properly at all times students are on school property and

when attending or participating in school sponsored events during the school day. Violations of the uniform policy are a Level 2 misbehavior.

Shirts and Outerwear:

a. All outerwear (coats, jackets, scarves, gloves, hats, sweatshirts, etc.) is not permitted to be worn once the student has entered the school. These must be removed upon entry.

b. Students may wear one clean unaltered Kairos logo polo shirt each school day. When properly worn, the Kairos polo shirt fits loosely (neither too tight nor too loose) with the collar down. One button must be buttoned and the shirt must be tucked in at all times. Students may also wear a white collared shirt with an optional tie.

c. Students may wear one plain white short-sleeve T-shirt underneath their school shirt. Students may also choose to wear solid white long-sleeve undershirts or a solid white turtleneck underneath their school shirt. These items must also be tucked in at all times.

d. Students may wear a Kairos crewneck sweatshirt or sweatshirt over their school shirt during the school day. When worn properly, the sweatshirt must be worn over the top of a Kairos school shirt with the collar completely visible. In addition, students may choose to wear a cardigan, sweater, or sweater-vest that does not include the Kairos logo. These items may not have any logo other than the Kairos logo.

Pants and Skirts:

a. All students must wear khaki dress pants or knee-length (must touch the knee) khaki skirts, skorts, or shorts.

b. All pants must have belt loops allowing for the use of a belt.

c. All pants must neither be too baggy, too tight, torn or frayed. Pants must be worn at waist level with a black or brown belt.

d. Students may not wear khaki pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, wide-legged, “skinny”, or made of denim or corduroy.

e. Designs, jewels, or glitter on the pockets of the pants are not permitted.

f. No elastic bottoms or rubber bands are permitted around pant waists or bottoms.

Belts:

a. Solid black or brown dress belts with a reasonably sized professional buckle must be worn correctly at all times.

b. Belts may not hang down.

c. Woven/braided or other non-professional belts are not allowed.

Athletic Uniform:

a. Students must dress appropriately for gym courses or athletic events. Students must wear unaltered, Kairos gym t-shirts and unaltered, Kairos shorts or athletic pants.

b. Students may wear Kairos logoed sweatshirts or school-approved outerwear.

c. Students must wear athletic shoes for participation in gym. Footwear must be approved by the gym instructor.

Jewelry and Accessories:

a. Students may wear earrings only in the lower ear lobes. Earrings must be professional and smaller than the size of a US quarter.

b. Visible body piercings and Band-Aids covering piercings are not permitted.

c. All necklaces must be tucked inside the shirt. No "choker" necklaces are permitted with the school uniform.

d. No heavy makeup is permitted. Make-up, perfume, lotion, lip gloss, deodorants or any other cosmetics may only be applied in restrooms and may be confiscated if determined to be a distraction.

e. Students are allowed to wear one professional watch on their wrists. Wristbands, bracelets, or distracting wristwear are prohibited.

f. Fingernails should be cut neatly and kept clean. Students may choose to paint or decorate their fingernails, but distracting nails are not allowed.

Head Coverings and Accessories:

a. No hats, head coverings, or clothing accessories are permitted with the traditional school uniform while inside the school building. This includes scarves, hairnets, athletic sweatbands, and bandanas except when mandated by legitimate religious requirements.

b. Students may wear headbands no thicker than 1-½ inches on the hair or at the hairline. Headbands worn over the forehead are prohibited.

Hair:

a. Hair must be worn in a neat and professional style at all times.

b. Hair should not block or cover any student's field of vision.

c. Hair can be colored or highlighted only in a natural human hair color.

d. No designs of any kind are permitted to be in the hair or on the face (including in the eyebrows).

e. Distracting hairstyles – as determined by the sole discretion of the school – are not permitted. Examples of prohibited/distracting hairstyles include: Mohawks or excessive bangs hanging in a student's field of vision.

Tattoos:

a. No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.

Distracting Clothing:

a. No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.

Dress-Down Policies:
These policies relate specifically to school days officially recognized as "dress down" days. Usually, these days are reserved as house incentives for houses that win intramural competitions. Applicable families will always be notified about dress-down days in their coach's weekly update. Students who fail to follow these policies will be subject to consequences consistent with our standard dress code policy.

- Only applicable students may participate in any dress down activity. Students may disqualify for dress down days given their house affiliation, recent mediations, missed Growth Goals, or other considerations at the discretion of coaches or school administration.
- Any alteration of student dress must align with the specific guidelines detailed by the dress down day.
- Students not participating in the specified dress down activity must wear their Kairos issued school uniform.
- Unless sponsored school-wide, students participating in any dress down activity must present a pass upon request from Kairos staff.

In addition to the above uniform rules, the following guidelines govern accessories and school supplies:

- Students' clothing, school supplies, or accessories cannot signify any distraction from learning. This decision is at the discretion of the teachers and administrators.
- Clothing, school supplies, or accessories may not depict or bear logos depicting violence, guns, knives, nudity, drugs or drug use, paraphernalia, cigarettes, vaporizers, tobacco, marijuana leaves, alcohol, or any reference to gangs.
- Clothing, school supplies, or accessories may not depict or bear logos depicting lewd/vulgar content, lewd gestures, or services illegal to minors (even if the student is 18+).
- No part of a student's undergarments may be visible, including when wearing attire intended for physical education.

Accessories or school supplies which violate these norms may be confiscated by faculty. The student's teacher, coach, or another faculty member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing. When students do not have a secondary article of clothing, one may be provided from Kairos collection of Kairos apparel. Where additional interventions are needed, Kairos will follow the "Graduated Discipline Plan".

Freedom of Expression

Kairos believes that free inquiry and exchange of ideas are essential components of education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such expression is controversial or unpopular. Students have a legal right to exercise freedom of speech, expression, and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities.

At the same time, the law is clear that a student's right of free expression is not unfettered and that the Freedom of Speech, Expression, and the Press protections do not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech or expression that may be considered disruptive to the community, in violation of school policies and/or considered harassment, bullying, threats and/or intimidation. Kairos reserves the right to place reasonable time, place and manner restrictions on any expression if the faculty determine that such a restriction is appropriate.

Additionally, some forms of student expression may be restricted, including:

- Expression that creates or threatens danger, and/or unlawful acts;
- Expression that threatens or presents a violation of Kairos' Policy on Harassment, Intimidation, Discrimination and Bullying. Expression that creates or threatens a substantial disruption of the orderly operation of the school;

- Expression that impinges on the rights of others;
- Vulgar, lewd, obscene, or plainly offensive speech or conduct; and
- Expression that is libelous or slanderous.

Enrollment Policy

Kairos values the contributions to community by each family and student. We would like all students to remain enrolled to receive the full benefit of the Kairos program. We are committed to addressing any concerns a student or family may have. If guardian(s) are considering unenrolling their student, we ask that they reach out to both their child's coach as well as the Chief Academic Officer or Executive Director.

If guardian(s) have decided that unenrolling their student is the best option, Kairos' Chief Operating Officer will facilitate this process. Kairos requires that all students, regardless of age, receive and demonstrate permission from guardian(s) to withdraw from school. To complete this process, guardian(s) must unenroll their student in person at the school site. Guardian(s) are responsible to enroll their student in another age appropriate educational program, and Kairos can help supply the necessary records. Kairos also requests an exit interview so that we can document and respond to concerns that led the family to unenroll.

Appendix H: Non-Profit Documentation

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 29 2017

KAIROS ACADEMIES
C/O GAVIN SCHIFFRES
5062 WATERMAN BLVD
ST LOUIS, MO 63108

Employer Identification Number:
81-5408421
DLN:
17053118326017
Contact Person:
SHEILA M ROBINSON ID# 31220
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
November 14, 2016
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Articles of incorporation

JAMES C. KIRKPATRICK
STATE INFORMATION CENTER
(573) 751-4936

JASON KANDER
SECRETARY OF STATE
STATE OF MISSOURI

CORPORATIONS
(573) 751-4153

Dear Non-Profit Corporation:

Congratulations! We wish you every success in your new business enterprise. The following information will assist you in maintaining your corporation's good standing status in Missouri.

Your first Registration Report is due by August 31 of the year following the calendar year of incorporation. A reminder notice will be mailed to your corporation's registered agent approximately June 1 of next year. As required by law, all annual report information is mailed to your registered agent's physical address. Any change in registered agent or registered agent address must be filed immediately with our office. Please be sure to file your report on time; **failure to file this report will result in administrative dissolution of your corporation.**

You may file your Registration Report online 24 hours a day on our website at: www.sos.mo.gov. If online filing is not an option, you may print your Registration Report from our website at www.sos.mo.gov or you may call toll free (866) 223-6535 and request a form be sent to you.

Annually:	**Online Filing Fee**	**Filing Fee By Mail Or In Person**
On or Before August 31, 2017	$10	$15
After August 31, 2017	$15	$20
Biennially (every two years):		
On or Before August 31, 2017	$20	$30
After August 31, 2017	$30	$40

Questions regarding any corporate information should be directed to (866) 223-6535. Best wishes on your new business venture!

Sincerely,

Secretary of State
Business Services Division
P. O. Box 778
Jefferson City, MO 65102
(866) 223-6535
www.sos.mo.gov

JAMES C. KIRKPATRICK STATE INFORMATION CENTER
600 W. MAIN STREET • JEFFERSON CITY 65101
ADMINISTRATIVE RULES • BUSINESS SERVICES • ELECTIONS • PUBLICATIONS • SECURITIES • STATE ARCHIVES • STATE LIBRARY • WOLFNER LIBRARY

State of Missouri

Jason Kander, Secretary of State

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

N000703493
Date Filed: 11/14/2016
Jason Kander
Missouri Secretary of State

Articles of Incorporation of a Nonprofit Corporation

(Submit 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 Kairos Academies
2. This corporation is a Public Benefit Corporation.
   Public or Mutual
3. The period of duration of the corporation is Perpetual
   "Perpetual" unless stated otherwise
4. The name and street address of the Registered Agent and Registered Office in Missouri is:

Name	Address	City/State/Zip
Jack Krewson	502 Lake Avenue	St. Louis, MO 63108

5. The name(s) and address(es) of each incorporator:

Gavin Schiffres	5062 Waterman Boulevard	St. Louis, MO 63108

6. Will the corporation have members? _____ YES ___X___ NO
7. The assets of the corporation will be distributed on dissolution as follows: Assets shall be distributed to the St. Louis Public Library Foundation provided that, at the time of dissolution, it is exempt under section 501(c)(3) of the IRC.
8. The corporation is formed for the following purpose(s): Overseeing one or more primary or secondary charter schools dedicated to instructing and training children for the purpose of improving and developing their capabilities.
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 not be more than 90 days after the filing date in this Office)

(Please see next page)

Name and address to return filed document:
Name: Jack Krewson
Address: 502 Lake Avenue
City, State, and Zip Code: St. Louis, MO 63108

ORI-11162016-1391 State of Missouri
No of Pages 2 Pages
Creation - Non-Profit

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)

Must be signed by all Incorporator(s):

	Gavin Schiffres	11 / 6 / 2016
	Jack Krewson	11/6/2016
Signature	*Printed Name*	*Date Signed*

Corp. 52 (01/2012)

STATE OF MISSOURI

SEAL OF THE SECRETARY OF STATE
MISSOURI

Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

Kairos Academies
N000703493

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

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

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 14th day of November, 2016.

Jason Kander
Secretary of State

THE GREAT SEAL OF THE STATE OF MISSOURI
UNITED WE STAND DIVIDED WE FALL
SALUS POPULI SUPREMA LEX ESTO
MDCCCXX

Kairos Academies Bylaws

Corporation—Purposes—Directors
Meetings of the Board of Directors—Officers—Executive Director
General Provisions—Notice—Fiscal Year—Amendments
Open Meetings & Records—Nondiscrimination Policy

Article I

Corporations, Offices, Records, Seal

Section 1.1. The Corporation. Kairos Academies is a corporation that is organized under the Missouri Nonprofit Corporation Act. Pursuant to its articles of incorporation.

Section 1.2. Offices. The principal office and location of this corporation shall be at such place in or outside the State of Missouri as may be designated from time to time by the Board of Directors. Other branches or offices may be established at any time by the Board at any place or places.

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

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

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

Article II

Type of Corporation; Purposes

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

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

Article III

Directors

Section 3.1. Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the Board of Directors of this corporation. The Board of Directors shall have and is vested with all and

unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that (a) the Board of Directors shall not authorize or permit this corporation to engage in any activity not permitted to be transacted by the articles of incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act, (b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and (c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

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

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

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 3.1.

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

- Create and support a clear mission, vision, and performance objectives;
- Review and maintain bylaws;
- Establish, interpret and enforce policies consistent with the mission;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Adopt the annual financial budget;
- Approve quarterly General Fund and other reports and approve expenditures as required by Board policy;
- Hire, support, manage, and assess the Executive Director;

- Review reports from the Executive Director concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the Board and school comply with the provisions of the Sunshine law, Ch. 610, RSMo;
- Ensure all directors are actively involved in the work of the Board and committees;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in developing plans, specifications, and financing deals for school facilities;
- Act as a final appeals Board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as advocates for Kairos Academies and liaisons between the community and school;
- Meeting the terms, goals, and objectives set forth in the charter agreement; and
- Meeting the legislative intent of raising student achievement and shall ensure the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.2. Number and Qualifications. The directors of this corporation shall be no less than three in number. All directors must be natural persons. As specified by state law (160.400.15 RSMO), no director of the Board shall hold any other office or employment from the Board while serving as a director of the Board; no director of the Board shall have any substantial interest (see section 105.450 RSMo for a definition) in any entity employed by or contracting with the Board; no director of the Board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.3. Election and Terms of Office. At the time of the first meeting, half of the directors shall be elected to a term ending at the third annual meeting, half to a term ending at the fourth annual meeting. Subsequently, directors shall be elected to terms of three years unless removed from the Board by a vote of the directors or due to resignation of a director. A person so elected as a director shall serve until the term of director's succe

ssor (which may be the selfsame director) commences, or until such director's earlier death, incapacity, disqualification, resignation or removal. At every following annual meeting of the directors thereafter, as the first order of business of the meeting, new directors shall be elected by the Board to succeed those directors whose terms expire with such annual meeting. Directors may also be elected at any special meeting of the Board held for that purpose. Directors may be elected for successive terms, but no director shall serve for more than thirty full years. New directors may be nominated by any director and must receive an affirmative vote from a simple-majority of the Board in attendance. To install the nominee to the Board, directors in attendance must vote a simple majority in the affirmative to approve.

Section 3.4. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance or by participating in the affairs of this corporation at a meeting of the Board of Directors or otherwise.

Section 3.5. Vacancies. Vacancies on the Board of Directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the Board of Directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

Section 3.6. Compensation. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs. All requests of expense reimbursement shall be subject to approval by the Chair of the Finance Committee, provided however that expense reimbursements for the Chair of the Finance Committee will be approved by the President of the Board. All reimbursements will be appropriately recorded and logged in the books of the Corporation.

Section 3.7. Committees. The Board of Directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the Board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the Board of Directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the Board of Directors.

Committees of the Board of Directors and members of such committees are governed by Article VI of these bylaws with respect to meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the

number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

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

A committee of the Board may not:

(a) *authorize distributions to directors, officers, agents or employees except in exchange for value received;*

(b) *approve or recommend to the Board dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;*

(c) *unless otherwise stated in these bylaws or the articles of incorporation, elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or*

(d) *adopt, amend or repeal the articles of incorporation or these bylaws.*

Section 3.8. Resignation. Any director may resign from the Board of Directors by delivering a written notice thereof to the Board of Directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 3.9. Removal. The Board may, without cause, remove one or more directors. A director may only be removed if the number of votes cast to remove the director would be sufficient to elect the director at an appropriate meeting. A director may be removed only at a meeting called for the purpose of such removal. The meeting notice must state that the purpose, or one of the purposes, of the meeting is removal of the director.

Section 3.10 Finance Committee. The Board shall appoint a finance committee that will oversee and will report to the Board: (i) the Corporation's selection, contract negotiation, and proposed retention of an appropriate third party auditing firm to work with the Corporation; (ii) the Corporation's preparation of annual financial statements using generally accepted accounting principles; (iii) the annual audit of the Corporation in accordance with Section 160.405.4(4) of the Revised Statutes of Missouri and Government Auditing Standards issued by the Comptroller General of the United States; (iv) the Corporation's development of appropriate financial control and risk systems for non-profit organizations of its size and purpose; and (v) the Corporation's monitoring of its financial and risks procedures.

Section 3.11 Executive Committee. By a vote of the majority of the directors in the affirmative, the Board of Directors may create an executive committee comprised of at least one-fourth of the total number of directors. This committee shall have and exercise the authority of the Board of Directors between official meetings, except that the executive committee shall not take such actions that will affect general policy of administration or education of Kairos; nor shall it have the authority to approve the budget or finances beyond ten percent of the total expenditure budget; nor shall it have the authority to elect, rehire, or remove a director or officer. Minutes of the executive committee meetings shall be distributed to each member of the Board prior to a full Board meeting, and all resolutions of the executive committee must be approved and adopted by a simple-majority vote in the affirmative of all directors at the following meeting of the Board.

Article IV

Meetings of the Board of Directors

Section 4.1. Annual Meeting. An annual meeting of the Board of Directors shall be held on the second Thursday in June of each year, commencing in 2018, if not a legal holiday, and if a legal holiday, then on the next business day following or on such other date as the Board of Directors may specify.

Section 4.2. Regular Meetings. In addition to the annual meeting, the Board of Directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the Board. Notice of a regular meeting will be given in accordance with the Missouri Sunshine Law. Any business may be transacted at a regular meeting.

Section 4.3. Special Meetings. Special meetings of the Board of Directors may be called by the chairman of the Board, by the president or by at least 20 percent of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within or without the State of Missouri, as the Board of Directors shall have determined.

Section 4.4. Notice of Meetings

(a) *Written notice of each special meeting of the Board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least 48 hours before the day on which the meeting is to be held. When it is necessary to hold a meeting on less than 48 hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.*

(b) *Whenever notice is required to be given to a director, such notice shall be mailed, sent by facsimile, emailed, posted on an electronic message Board or network designated for such communications, or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article X of these bylaws.*

(c) Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

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

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

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

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

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

Article V

Officers

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

The officers shall be first elected by the Board of Directors named in the articles of incorporation at the first meeting of the Board, to serve at the pleasure of the Board until the first annual meeting of the Board of Directors or until their earlier death, incapacity,

disqualification, resignation or removal. At the first and each subsequent annual meeting of the Board of Directors, the newly elected Board shall elect officers to serve at the pleasure of the Board until the next annual meeting of the Board or until their earlier death, incapacity, disqualification, resignation or removal.

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

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

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

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

Section 5.4. Vacancies. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the Board of Directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the Board until the next annual meeting of the Board or until such person's earlier death, incapacity, disqualification, resignation or removal.

Section 5.5. Delegation of Authority. The Board of Directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.6. The President. Unless the Board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the Board. The president shall preside at all meetings of the Board of Directors at which the president may be present. If the Board of Directors does not appoint an Executive Director pursuant to Article VIII of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

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

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

At each annual meeting of the directors, the president (together with the treasurer) shall report on the activities and financial condition of this corporation.

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

Section 5.7. Vice Presidents. Any vice president, if elected, shall work in cooperation with the president and shall perform such duties as the Board of Directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the Board otherwise provides. In the instance that no vice president exists, and in the absence of the president, the secretary shall assume duties of the president until the Board otherwise provides.

Section 5.8. The Secretary. The secretary shall attend the meetings of the Board of Directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of this corporation to be kept for that purpose. The secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

(a) *act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;*

(b) *furnish the Board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;*

(c) *act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;*

(d) *give or cause to be given notice of the meetings of the Board of Directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;*

(e) *exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation; and*

(f) exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the Board of Directors.

Section 5.9. The Treasurer. The treasurer shall have supervision and custody of all moneys, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the Board of Directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the Board of Directors. The treasurer shall be relieved of all responsibility for any moneys or other valuable property or the disbursement thereof committed by the Board of Directors to the custody of any other person or corporation, or the supervision of which is delegated by the Board to any other officer, agent or employee. The treasurer shall administer or cause to be administered Kairos funds in accordance with federal and state guidelines, including the Code of Federal Regulations, Uniform Grant Guidance (OMNI), and Education Department General Administrative Regulations (EDGAR).

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

At each annual meeting of the directors, the treasurer (together with the president) shall report on the activities and financial condition of this corporation.

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

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

Section 5.10. Assistant Secretary and Assistant Treasurer. Each assistant secretary or assistant treasurer, if any, in order of their seniority, in the event of the death or during the absence, incapacity, inability or refusal to act of the secretary or treasurer, respectively, shall perform the duties and exercise the powers of said respective officers until the Board provides otherwise and shall perform such other duties as the directors may from time to time prescribe.

Article VI

Executive Director

The Board of Directors may appoint a person or persons to exercise all of the powers and perform all of the duties set forth in this Article VIII and shall designate such person(s) so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a

corporation, and such person shall carry into effect all directions and resolutions of the Board. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the Board of Directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the Board of Directors and reporting thereon whenever so requested by the Board of Directors. The Executive Director shall be directly responsible to the Board and shall report directly to the Board.

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

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

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

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

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

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the Board of Directors or president shall designate some other person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

Article VII

General Provisions

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

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

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

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

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

Section 7.6. Indemnification of Directors and Officers.

(a) Indemnification in Actions by Third Parties. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (other than an action by or in the right of this corporation) by reason of the fact that such person is or was serving in an Indemnifiable Capacity (as hereinafter defined) against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 7.6, which approval shall not be unreasonably withheld), attorneys' fees, ERISA excise taxes or penalties, fines and other expenses actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe such person's conduct was unlawful; provided, however, that this corporation shall not be required to indemnify or advance expenses to any such person seeking indemnification or advancement of expenses in connection with an action, suit or proceeding initiated by such person unless the initiation of such action, suit or proceeding was authorized by the Board of Directors of this corporation. The termination of any such action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, that such person had reasonable cause to believe that such person's conduct was unlawful.

(b) Indemnification in Derivative Action. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding by or in the right of this corporation to procure a judgment in its favor by reason of the fact that such person is or was serving in an Indemnifiable Capacity against amounts paid in settlement thereof (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 7.6, which approval shall not be unreasonably withheld) and all expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation, except that no indemnification under this paragraph (b) shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to this corporation unless and only to the extent that the court in which the action, suit or proceeding was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper. Any indemnification under paragraph (b) or advancement of expenses in connection with an action by or in the right of this corporation shall be reported to the directors to the extent and in the manner required by the Missouri Nonprofit Corporation Act.

(c) Indemnification for Success on the Merits or Otherwise. Notwithstanding the other provisions of this Section 7.6, to the extent that a person who is or was serving in an Indemnifiable Capacity has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (a) or (b) of this Section 7.6 (including without limitation the dismissal of any such action, suit or proceeding without prejudice or the settlement of such action, suit or proceeding without admission of fault or liability), or in defense of any claim, issue or matter therein, such person shall be indemnified against amounts approved by this corporation to be paid in settlement of any such action, suit or proceeding and against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith. For purposes of this paragraph (c) of this Section 7.6, references to "this corporation" shall include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same

position under the provisions of this paragraph (c) of this Section 7.6 with respect to the resulting or surviving corporation as such person would have if such person had served the resulting or surviving corporation in the same capacity.

(d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of paragraphs (a) or (b) of this Section 7.6, unless ordered by a court and except as otherwise provided by paragraph (c) of this Section 7.6, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth under paragraphs (a) or (b) of this Section 7.6. Any determination that a person shall or shall not be indemnified under the provisions of paragraphs (a) or (b) of this Section 7.6 shall be made (i) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is determined to be entitled to such indemnification, such person shall be reimbursed by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

(e) Advancement of Expenses. Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion or (iii) by the directors of this corporation, that, based

upon the facts known to the Board, counsel or directors of this corporation at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the Board or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by this Section 7.6 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under Mo. Rev. Stat. Section 537.117, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, or disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to, this Section 7.6 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall inure to the benefit of the heirs, executors, administrators and estate of such a person.

(g) Insurance. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 7.6.

(h) Vesting of Rights. The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual condition of such person's serving or having served in an Indemnifiable Capacity and while this Section 7.6 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under this Section 7.6 with respect to any act taken or the failure to take any act by such person prior to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

(i) Definition of "this corporation". For purposes of this Section 7.6, other than paragraph (c) of this Section 7.6, references to "this corporation" shall, if and only if the Board of Directors shall determine, include, in addition to the resulting or

surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this Section 7.6 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions. For purposes of this Section 7.6:

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

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

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

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

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

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

(vii) Unless the Board of Directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this

corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and

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

(k) Severability. If any provision of this Section 7.6 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of this Section 7.6 and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality and enforceability. Without limiting the generality of the foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of this Section 7.6 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

Section 7.7. Purpose and Dissolution. Kairos Academies is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of Kairos Academies, school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt. Any remaining, un-obligated, state-funded assets shall be returned to the Department of Elementary and Secondary Education for their disposition. Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining other assets, including those acquired through documented donations, gifts or grants or other sources, shall be disposed of upon dissolution of Kairos

Academies in accordance with the articles of incorporation of Kairos Academies and the Missouri Nonprofit Corporation Act.

Article VIII

Notice

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

(a) *when received by the director being notified;*

(b) *five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed;*

(c) *on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and*

(d) *30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed.*

(e) *at the timestamp on email or otherwise in an electronic exchange on a forum designated for that purpose*

Written notice is correctly addressed to a director if addressed to the director's address, email address, or other contact information shown on this corporation's current records.

Article IX

Fiscal Year

The Board of Directors shall have the power to fix and from time to time change the fiscal year of this corporation. In the absence of action by the Board of Directors, however, the fiscal year of this corporation shall begin on the first day of each July and end on the last of day of June of the following year.

Article X

Amendments

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted by a majority of the voting power (as defined in Section 355.066 of the Missouri Nonprofit Corporation Act). For any bylaw amendment that does not relate to the number of directors, the composition of the Board, the term of office of the directors or the method or way in which directors are elected or selected, such bylaw amendment shall also be approved by the Board of Directors. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any Board member at all reasonable times during office hours.

Article XI

Open Meetings and Records

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

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

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

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

Article XII

Nondiscrimination Policy

No person affiliated with the Corporation in any capacity shall be discriminated against on the basis of race, color, sex, gender, gender identity, national or ethnic origin, sexual orientation, handicap, disability, or any other category of person protected by state and/or federal law. Kairos will welcome and admit all students of any race, color, or national or ethnic origin and all students are provided all rights, privileges, programs, and activities generally accorded or made available to any other student at the school. Kairos Academies does not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic or other school-administered program.

CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of Kairos Academies by the board of directors of this corporation.

President

Signature

HUGH EASTWOOD

Printed Name

1-22-2018

Date

Treasurer

Signature

Erin S Urban

Printed Name

1/22/18

Date

Secretary

Signature

AMANDA JO SULLIVAN

Printed Name

01/22/2018

Date

Appendix J: Annual Conflict of Interest Statement

1. As a Director of Kairos Academies (the "Organization"), I acknowledge that I:

    a. received a copy of the Organization's Conflict of Interest Policy;

    b. read and understood the policy;

    c. agree to comply with the spirit and intent of the policy and will disclose any potential conflicts, other than those stated below, as they may arise before completion of my next conflict of interest statement; and

    d. understand that the Organization is a charitable organization and, in order to maintain its federal tax exemption, must engage primarily in activities which accomplish one or more of its tax-exempt purposes

2. Based on a review of the Organization's Conflict of Interest Policy, are you aware of any interest that you or a related person may have that could give rise to a conflict of interest? If yes, please complete Attachment A to this form.

❏ Yes ❏ No

My answers above are accurately stated to my knowledge and belief.

Dated:_____

_____
Signature

_____
Printed Name

Conflict of Interest Statement: Attachment A

Please list all relationships (if any) between you or a "related party" (as defined below) with the Organization that involve an actual or potential financial benefit to you or the related party or that otherwise may represent a conflict of interest within the spirit and intent of the policy. Include an estimate of the related actual or potential financial benefit.

_____

_____

_____

Please list any business dealings during the past year (or, if applicable, since your last submission of this Conflict of Interest Statement) of which you are aware in which you or a "related party" (as defined below) have received any salary, gifts, or loans from any source from which the Organization obtains goods or services or otherwise has business dealings:

_____

_____

_____

Please list any potential or pending transaction to which the Organization is a party in which you or a "related party" (as defined below) has a direct or indirect interest:

_____

_____

_____

Note: A "related party" (as defined in the policy) is (i) a family member, or (ii) a business or organization of which the person signing this statement or a family member (x) owns or expects to own, directly or indirectly, more than 5% interest (whether as a stockholder, partner, trustee, or other owner), (y) has a beneficial interest in a trust that owns directly or indirectly more than a 5% interest, or (z) is a director, officer, or employee. A "family member" is a parent (or more remote ancestor), spouse, brother, sister, spouse of a brother or sister, child, step-child, grandchild, great-grandchild or a spouse of a child, stepchild, grandchild or great-grandchild of the person signing this statement.

Appendix K: Board Member Information

Aaron Jackson, MBA

aejacksn@gmail.com | 314-632-6556
https://www.linkedin.com/in/aejacksn

SUMMARY

My philosophy is every child deserves the chance to pursue their dreams. Kids need access to great educators, current-day technology, and involvement in the arts. My mission aims to build kids' self-esteem, self-worth, self-motivation, and self-discipline in order to drive their creativity, good character, and passion for learning.

SERVICE

Kairos Academies in St. Louis, MO **January 2018 – Present**

Board Member

I provide my expertise in technology to drive the success of Kairos and strategically implement a one-to-one laptop to student approach, allowing students access to material at their level and pace, receive immediate feedback on objective work, and leverage multimedia instructional resources

Jazz St. Louis in St. Louis, MO **September 2017 – Present**

Young Friends Board Member

Ambassador for education programs, community engagement opportunities, and the Jazz St. Louis concert series through social, cultural, and fundraising events

Children's Education Alliance of Missouri in St. Louis, MO **November 2011 – Present**

Young Friends Network

A group of young professionals organized to help drive the mission of CEAM, which is committed to educating the community about the need for improvements to our educational systems and the importance of providing each child with access to a high quality education

Lupus Foundation of America (LFA) in St. Louis, MO **June 2013 – September 2017**

Event Chair for the WolfRide GranFondo

Recruit sponsorship, cyclists, and volunteers, coordinate route logistics, and serve as the event spokesman to raise money for and bring awareness to the debilitating, incurable disease of Lupus

ByteWorks in St. Louis, MO **January 2010 – October 2015**

Instructor, Earn-a-Computer Program

Taught computer literacy courses to vulnerable, at-risk children between the ages of 8 and 17 years old, which upon completion of the course, the kids earn a free computer system to take home

RECENT EXPERIENCE

World Wide Technology in St. Louis, MO **June 2017 – Present**

Analytics, AI, & Management Consulting Practice

Hired to work with customers to solve diverse and complicated problems. I take problems and gaps in people, process, and technology, and I deliver strategy that improves business operations and outcomes.

- Deliver strategy on big data infrastructure, data management and governance, artificial intelligence and advanced analytics, internet of things, and enterprise architecture
- Manage delivery of sold Analytics, AI, and Management Consulting solutions
- Conduct client meetings with business and technology stakeholders to present WWT's points of view and capabilities around digital transformation initiatives
- Proactively maintain a considerable technical and functional knowledge of evolving market solutions and offerings
- Coach and mentor field and delivery teams to drive understanding of solutions, best practices, and consulting methodologies
- Drive development of client solutions with WWT engineering and consulting teams

Keystone Technologies in St. Louis, MO **June 2011 – June 2017**

VP of Solutions Architecture *January 2016 – June 2017*

Promoted to lead the organization in exploiting technology to drive organizational change and business process design both internally and externally.

- Developed company-wide initiatives and goals to fuel business growth as part of the leadership team
- Drove team to design products and solutions considering functionality, security, and performance

– Maintained an awareness of new, trending products, particularly in the area of healthcare and education
– Managed the lifecycle of the company's current products and solutions portfolio
– Utilized agile development processes to build and enhance products and solutions
– Managed the shift to Amazon AWS from on-premise and Keystone's data center hosted environment
– Led AWS team through lean design strategies to create clean, clear, and functional AWS environments
– Drove the company's goals and success in the AWS Partner Network
– Partnered with key functional areas to ensure products and solutions are fully supported and successful
– Provided Sales and Marketing team with detailed product and solution pre-sale and post-sale content

Director of Consulting *May 2014 – December 2015*

Promoted to guide all account management and business development by overseeing the team of consultants and marketing staff.
– Guided internal change and process improvement as part of the leadership team
– Grew company to be named (3rd place) to the St. Louis Business Journal's "Fastest Growing Companies"
– Drove the business development and sales strategy focusing on acquisition, retention, and expansion
– Lead the consulting department to provide cross-functional strategic planning and IT consulting for clients
– Provided strategic consulting and implementation paths for clients to migrate data to the cloud
– Participated in roughly 15 speaking engagements as a HIPAA and technology subject matter expert
– Consulted for Keystone's largest, key accounts, advising on best practices, policies, and procedures

Healthcare IT Consultant *June 2011 – April 2014*

Hired to provide technical and leadership expertise to assist a small business that was positioned for fast growth in the healthcare vertical.
– Contributed to the formulation of company standard operating procedures and service level agreements
– Helped drive the company to see a more than 400% growth in revenue and 1100% growth in staff
– Provided clients strategic expertise on technical, functional, and business topics
– Studied clients' system specifications to understand work practices and business operations
– Managed the execution of client projects and change management activities
– Participated in over 30 speaking engagements as a HIPAA and technology subject matter expert
– Integrated HIPAA / HITECH privacy and security best practices into client environments
– Performed HIPAA Security Risk Assessments for clients and delivered detailed remediation plans
– Helped clients establish a HIPAA focused culture to maximize compliance with government regulations

EDUCATION & TRAINING

Webster University in St. Louis, MO
Master of Business Administration – 2014

University of Illinois in Urbana-Champaign, IL
Bachelor of Arts – Speech Communication – 2007

Amazon Web Services (AWS)
AWS Certified Solutions Architect Associate – 2017 Certification
AWS Business Professional – 2016 Accreditation
AWS Technical Professional – 2016 Accreditation
AWS TCO and Cloud Economics – 2016 Accreditation

Google University
G Suite Deployment Services Specialist – 2016 Certified
G Suite Sales Representative Credential – 2016 Certified
G Suite Sales Engineer Credential – 2016 Certified

AWARDS & ACHIEVEMENTS

St. Louis Business Journal
30 Under 30 - 2015 Award

Small Business Monthly
Leader in Technology - 2015 Award

Missouri Department of Social Services
Children's Division
PO Box 88
Jefferson City, MO 65103
CD.REQUESTFORFINGERPRINTBASEDBACKGROUNDCHECKS@DSS.MO.GOV

REQUEST FOR FINGERPRINT BASED BACKGROUND CHECK RESULTS

The purpose of this form is to request fingerprint results for an individual who was fingerprinted for the purpose of Foster Care Screening. This form is to be completed **by the individual who was fingerprinted. Only the individual who was fingerprinted** may obtain the fingerprint results. The individual who was fingerprinted may obtain the results, with a valid photo ID, at the Children's Division county office where the requestor resides.

FIRST NAME	MI	LAST NAME
Aaron	E	Jackson

SSN	DOB
[redacted]	[redacted]-1985

TCN	DATE PRINTED
MH757350	12-16-2017

TELEPHONE NUMBER	EMAIL ADDRESS (REQUIRED)
314-632-6556	aejacksn@gmail.com

STREET ADDRESS
2607 Arkansas Ave

CITY	STATE	ZIP
St. Louis	MO	63118

CHILDREN'S DIVISION COUNTY OFFICE WHERE REQUESTOR RESIDES AND RESULTS WILL BE PICKED UP
9900 Page Ave, St Louis, MO 63132

SIGNATURE OF REQUESTOR	DATE
Aaron Jackson	02-13-2018

For Office Use Only

STAFF SIGNATURE	DATE REQUEST SENT TO COUNTY

RECEIVED
FEB 23 2018
CHILDREN'S DIVISION

CD-244 (01/17)

Missouri State Highway Patrol
Applicant Fingerprint Response

Last Name	First Name	Middle Name	SID
JACKSON	AARON	EDWARD	MO85[redacted]

Aliases	AKA	ORI	Date of Birth
		MO920360Z BACKGROUND SCREENING INVES UNIT P.O. BOX 88 JEFFERSON CITY MO 65103	1985[redacted]

Citizenship	Sex	Race	HGT	WGT	Eye	Hair	POB
Y	M	B	600	200	BRO	BLK	IL

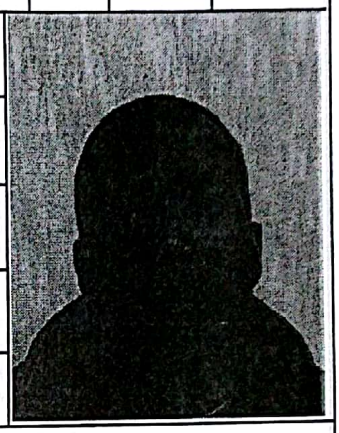
Residence of Person Fingerprinted
2607 ARKANSAS AVE
SAINT LOUIS, MO 63118

Date	Fingerprinted by
20171216	LSMO0045

Employer and Address
ADOPT KIDS INCORPORATED
PO BOX 88
JEFFERSON CITY, MO 65103

Reason Fingerprinted 43.540

OCA	423PAA	TCN	MH757350
FBI NO.		Record Type	X
MNU		Notarized	
SSN	332788297	Electronic Response	Y
Case#		Date Completed	20171216



The Missouri State Highway Patrol, Criminal Justice Information Services Division, which serves as the Central Repository for criminal history record information for the State of Missouri, has processed your record search request.

No criminal or sex offender information was found.

Fingerprints were provided and thus the result of the search is assured.

Federal Bureau of Investigation

Applicant Fingerprint Response

TCN: MH757350	**Name:** JACKSON,AARON EDWARD
ORI: MO920360Z	**OCA:** 423PAA
Residence: 2607 ARKANSAS AVE SAINT LOUIS, MO 63118	**Employer:**
Purpose Code: X	**Date Completed:** 20171216

Search Result:

CIVIL APPLICANT RESPONSE

NCN E2017350000000065858 CIDN OCA 423PAA
JACKSON,AARON EDWARD DOB 1985/0[redacted]
MNU SOC 332 78 8297 SEX M RAC B HGT 600
MO920360Z DSS/BSIU/CD
JEFFERSON CITY MO 2017/12/16
A SEARCH OF THE FINGERPRINTS ON THE ABOVE
INDIVIDUAL HAS REVEALED NO PRIOR ARREST
DATA. CJIS DIVISION
2017/12/16 FEDERAL BUREAU OF INVESTIGATION

MO920360Z
BCKGRD SCREEN INVEST UNIT
DSS/BSIU/CD
CHILDREN'S DIVISION
PO BOX 88
JEFFERSON CITY,MO 65103

DHSS Home | State Home | Forms

Log In

State of Missouri Department of Health and Senior Services

Family Care Safety Registry

April 17, 2018

FCSR-BSEES Home | Registration | Good Cause Waiver

For Your Information

Refer to Social Security card to ensure the number is entered correctly.

Questions? Call the FCSR toll-free at (866) 422-6872.

SEARCH BY REGISTRATION RESULTS

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Social Security Number: [redacted]-8297 was found in the database.

This individual is registered with the Family Care Safety Registry (FCSR) or has submitted a registration pending processing by the FCSR. Individuals need to register only one time. **This is not a background screening.**

Eligible employers may obtain current background screening results on registered individuals, at no charge, via the Internet. To learn about requesting background screenings via the Internet, click **here**. Employers may also request background screening results by calling the FCSR toll-free access line at (866) 422-6872 or by completing and submitting an **Employer Background Screening Request Form**.

To search for another Social Security Number: Search

Aaron E. Jackson

*Indicates a Required Field

Messages

Social Security Number Found

Site Information | FAQs | Related Links

Information From Prospective Charter School Board Members

Kairos Board Member: Aaron Jackson

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm that I am at least 18.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: I was connected to Gavin and Jack via a personal and professional connection. After hearing about the Kairos approach to a better one-to-one technology strategy, I knew this was an organization I needed to join.

4. Explain why you would live to serve on the board.

Response: My philosophy is every child deserves the chance to pursue their dreams. Kids need access to great educators, current-day technology, and involvement in the arts. My mission aims to build kids' self-esteem, self-worth, self-motivation, and self-discipline in order to drive their creativity, good character, and passion for learning. The vision of Kairos aligns with what I believe is the right educational structure for children.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I currently serve on the Young Friends boards for Jazz St. Louis and the Children's Education Alliance of Missouri (CEAM). For Jazz St. Louis, I am an ambassador for the Jazz education programs. For CEAM, I participate in activities that help educate the community on the need to improve our educational systems.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: Oversight and accountability; the role of a board member is to provide oversight and accountability to uphold the mission and vision of the charter school organization. In this role, a board member is an ambassador and advocate for the organization.

7. What relevant knowledge and experience will you bring to the board?

Response: I have extensive knowledge and experience in technology. I have worked my entire life in technology. This expertise will help in making sure Kairos is in the best place to deploy, support, and maintain the necessary technology strategy. Also, with my Masters in Business Administration, I bring an understanding of business operations, finance, and accounting to help run an organization.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: I imagine a school that has completed its first year in operations that has penetrated awareness and support in the area. I imagine a school whose student base is diverse and represents the community in which it serves. After four years, I imagine a school that's graduated our first middle school class and opened a high school.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The school's mission is to teach and empower students to manage themselves and be in control of their learning with the right tools and support around them. Through a strategically different approach, Kairos is designed to give students the college/career style environment but with teachers there as bumpers to help kids down the lane.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: With year round schooling, flexible schedules, and 1:1 technology, students have an environment with the freedom and tools to take control of their learning and go at their pace. This is supported by teachers working with students like coaches work with their individual players.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: Characteristics of a successful school include a school that empowers and drives the children attending. Successful schools have educators and leadership that are there to

serve the children. The school needs to make sure the students and their parents agree with, support, and be able to connect with the school and its philosophies. The school's board needs to hold the Executive Director accountable for the academic results of the school. The school board also must oversee the school as it looks to rent or buy a building and support and be involved in community awareness, engagement, and adoption.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would follow the guidelines of the Conflicts of Interest Policy and Whistleblower Policy by alerting the school President, which would result in an investigation of the board members potential self-dealing.

ADAM LEONARD LAYNE
LayneAdam@gmail.com C: (617) 272-5028 LinkedIn.com/in/adam-layne

MISSION

Through non profit and systems leadership, uplift and empower future generations from underserved communities by connecting those communities to equitable enrichment opportunities, opening access to quality education, and overhauling systems to fortify urban communities, enabling them to be self-sustaining.

PROFESSIONAL EXPERIENCE

Wyman Center — St. Louis, MO
Director, InspireSTL — Aug. 2017 - Present

- Ensure the success and promote the vision for an education access and support program serving over 200 high school scholars attending rigorous college-prep high schools in the St. Louis region, and colleges nationwide
- Hire and train a team of academic coaches, mentors, instructors, practicum students, and program coordinators
- Manage and support 12 team members through mentorship, education, and engagement with program participants
- Track and analyze data to provide regular program evaluation and data-driven improvement
- Develop and cultivate relationships with community leaders, business leaders, and donors as well as national non-profits, college prep programs, and colleges and universities nationwide
- Build and manage a $750,000 operational budget

InspireSTL powered by Wyman — St. Louis, MO
Scholar Support & College Access Director — Aug. 2014 – Aug. 2017

- Created and directed the Scholar Support Program, College Access Program, and College Support Program
- Conducted research for the design and execution of monthly training sessions for InspireSTL coaches and staff
- Designed web-based applications for the purpose of tracking data, analyzing data, and improving organization-wide efficiency and accountability
- Worked with team to ensure 100% high school graduation, with a collective GPA greater than 3.0, and 100% matriculation to 4-year colleges and universities while supporting scholars in securing over $9.7 million in scholarships and aid over the last three years

Clyde C. Miller Career Academy — St. Louis, MO
Certified Secondary Mathematics Teacher — Aug. 2011 – May 2014

- Educated juniors and seniors in Advanced Algebra, Trigonometry, and Pre-Calculus with over 80% mastery
- Provided individual instruction and support, increasing students' ACT math scores by an average of 6 points
- Developed web-based ACT analysis and improvement tool for ACT prep instructors in the school
- Coordinated and led Professional Learning Communities for the Math Department and cross-functional PLC
- Mentored college students and student teachers preparing to receive their education certification
- Completed over 300 hours of professional development with and independent of the district
- Coached the Varsity Girl's Basketball Team (2013 PHL Champions & 2013 District Finalists)

Capitol Partners, LLC — Washington, DC
Analyst Intern — Sept. 2010 – Dec. 2010

- Performed valuations for the Managing Partner and the Senior Vice President of one of the mid-Atlantic's premier private equity firms, which manages over $200 million in assets
- Conducted financial, demographic and other necessary in-depth analytical research on an active $3.5 million deal involving the acquisition and restructuring of a distressed health care firm
- Led several analytical presentations on my research on growth potential and the financial state of a health care firm to the Managing Partner, Senior Vice President and other analysts

MEMBERSHIPS & ORGANIZATIONS

Facilitator & Curriculum Lead, Diversity & Inclusion Initiative — Jan. 2017 - Present

- Develop curriculum and facilitate dialogue driven training sessions on the topics of diversity and inclusion for faculty and staff at predominantly white high schools in the St. Louis region

Board Member, Kairos Academies — May 2017 - Present

- Serve on the board for Kairos Academies, a new charter school that aims to adapt the Summit Learning Platform (engineered by Facebook, validated by Stanford) to offer personalized/blended learning to students in St. Louis
- Provide advice and inform strategy around coaching models developed for and used in Kairos Academies

Member, Urban League Young Professionals (ULYP) — Aug. 2013 - Present

- Attend regular meetings for the St. Louis region and lead and participate in service initiatives established by ULYP

2011 Corps Member & Alumni, Teach For America — May 2011 - Present

- Selected from over 46,000 applicants nationwide to join the national teacher corps of recent college graduates who commit two years to teach in under-resourced public schools
- Lead and engaged in professional development seminars, discussion groups, workshops, individual and group reflections, readings, and learning teams specific to teaching secondary mathematics
- Alumni Advisor to the STAI group, a TFA initiative to promote Diversity and Inclusion within the region.
- Team Lead for the Corps Member Buddy initiative through the Alumni Engagement arm of TFA

EDUCATION

University of Missouri – St. Louis — St. Louis, MO
Master of Education, focus in Secondary Education & Mathematics — Dec. 2013

The George Washington University — Washington, DC
Bachelor of Business Administration, concentration in Finance — May 2011

SPECIAL SKILLS & AWARDS

Technical: Python, Java, HTML, SQL, SAS, QuickBooks, MS Excel, Power Point, Word, Google Docs **Languages:** Fluent in French **Recipient:** 2011 Dr. Martin Luther King, Jr. Service Award **Tutor:** Math, ACT Prep

PROFESSIONAL REFRENCES

Dr. Ian Buchanan
Assistant Superintendent – The School District of University City
(314) 302-6028
ibuchanan@ucityschools.org

Charli Cooksey
Executive Director – Forward Through Ferguson
(314) 348-0392
Charli.Cooksey@gmail.com

Chanel Hampton
Founder and President – Hampton Consulting
(734) 250-3112
Chanel.Hampton@hamptonconsultingdetroit.org

Background Report

Confidential

ADAM LAYNE
034-70-5757
CID - 109756054

THE WYMAN CENTER, INC
Attn: SARAH SMITH
600 KIWANIS DR.
EUREKA, MO 63025

Account No: 040571ABO

Caution to Customer: Under the terms of the service agreement, this report is delivered with the understanding that the recipient client will hold the same in strict confidence and not disclose it to third parties and furthermore is to be used only for the purpose indicated in the Client's agreement for service, i.e. employment/volunteer/or resident/tenant screening purposes. This report and information provided therein is strictly confidential as it contains personal and sensitive information of the consumer/applicant /candidate/employee and must be utilized solely for the business purposes consistent with the declared purpose in the service agreement and is not to be used by the client or third parties for any other purposes. Client agrees to abide and comply with all applicable laws in connection with this report including data privacy, data protection laws and other similar applicable regulations.

First Advantage is not the source of the data provided in this report in that the data is collected by First Advantage from third party data sources such as public records held in governmental databases or courthouses, schools, colleges, universities, company officials, or third party proprietary databases etc. Accordingly First Advantage does not warrant the accuracy of the information provided by those third parties and expressly disclaims any and all liability for any and all claimed losses, damages, expenses including attorney fees and costs incurred as a result of reliance upon the content of this report.

For US-based Clients or Clients obtaining reports on US residents: Client certifies that it has complied with the Fair Credit Reporting Act (FCRA) and that it has provided a clear disclosure in compliance with the FCRA to the consumer/applicant/candidate/employee and obtained consent and authorization from the consumer/applicant/candidate employee in order to receive this report. If the client intends to take adverse action based in whole or in part on the contents of this report, the client must provide the consumer with a copy of the report, a summary of consumers rights as prescribed by FCRA section 1681g(c)(3) and a copy of any applicable state law rights before taking any action, wait a reasonable period of time for the consumer to dispute any inaccurate information and then can take adverse action. First Advantage has provided your company with copies of the CFPB Summary of Rights for this purpose.

For California based Clients or Clients obtaining reports on California residents: In California an investigative consumer reporting agency shall provide a consumer seeking to obtain a copy of a report or making a request to review a file, a written notice in simple, plain English and Spanish setting forth the terms and conditions of his or her right to receive all disclosures.

If you are a First Advantage Consumer	Please contact the First Advantage Consumer Center at: **1-800-845-6004** Toll Free (within the U.S.) **+1 678-694-2530** Toll Number (outside the U.S.) Or visit http://fadv.com/our-company/contact-support.aspx for local contact details
First Advantage Customers	Please contact the CHICAGO EMPLOYMENT SERVICE CENTER at: **(800)888-5773** (outside North America +1-770-569-3001)

First Advantage
A Symphony Technology Group Company

Enterprise Advantage

General Consumer Information

Consumer's Name ADAM LAYNE NONE

Client Name THE WYMAN CENTER, INC

Client ID 040571ABO **Client Representative** SARAH SMITH

The following consumer information was used in the production of this report:
Last Name, First Name, Middle Name, SSN, Date of Birth, Address

SSN 0[redacted]-5757 **Address** 2017 S 8TH STREET
ST. LOUIS, MO 63104

Date of Birth 18/Jan/XXXX

Other Names

Not Provided

Information Regarding this Order:

Position Applied For **Date Ordered** 21/Jul/2017 11:20:45 AM

Background Check Completion Date 21/Jul/2017 04:07:00 PM **Report Last Updated on** 21/Jul/2017 04:07:00 PM

Date Report Printed 10/Aug/2017 11:20:53 AM

All timestamps represent US Eastern Time

* Candidate doesn't have Middle Name

First Advantage Background Report Summary

Consumer's Name: ADAM LAYNE **Date Ordered:** 21/Jul/2017 11:20:45 AM

Background Check Completion Date: 21/Jul/2017 04:07:00 PM

Score Result BASED ON YOUR CRITERIA, THE OVERALL CASE SCORE IS

Package Name: CRIMINAL PACKAGE - UP TO 10 COUNTIES

Package Searches Ordered	Status	Review	Score
Social Security Verification	Complete	No	
Social Security Verification	Complete	No	
First Advantage National Criminal File	Complete	No	
First Advantage National Criminal File ST. LOUIS, ST. LOUIS CITY, MO	Complete	No	
County Seat Felony & Misdemeanor	Complete	No	
County Seat Felony & Misdemeanor ST. LOUIS, ST. LOUIS CITY, MO	Complete	No	

Additional Searches Ordered

NONE

* Further review is required by the client to determine the consumer's eligibility based on background check results. Please refer to the corresponding detailed component report section for additional information.

** Further review is required by the client to determine the consumer's eligibility based on background check results. Please refer to the corresponding detailed component report section for additional information.

*** This product has been blocked from delivery due to compliance related restrictions.

Social Security Number Validation

Note

The Social Security Number Validation is a process where the SSN is confirmed as being issued by the Social Security Administration. The Social Security Number Validation also confirms that the SSN does not belong to a deceased individual.

Valid SSN? Yes
State Issued MASSACHUSETTS
Date Issued BETWEEN 1989-1990
Reported Deceased? No

Disclaimer

The results of the Social Security Number Validation do not provide a verification that the Social Security Number belongs to the Consumer of this report.

Social Security Verification — Status: Complete

The Social Security Number Verification (SSNV) matches the given SSN against consumer credit files contained in the databases of nationwide credit reporting agencies. The credit bureaus' consumer credit files contain information provided by companies with which the consumer has had financial dealings and/or public record information collected by the bureaus from the courts. The SSNV does not verify that the Social Security Administration issued a specific SSN to a consumer.

Remark

07/21/17: SUBJECT NAME RETURNED MATCHED WITH A DEVELOPED NAME.

07/21/17: NO ALERTS RETURNED FROM SEARCH.

Order Process History

Date	Description
21/Jul/2017 11:20:45 AM	Search In Progress.
21/Jul/2017 11:20:45 AM	Record Judged.

First Advantage National Criminal File ST. LOUIS, ST. LOUIS CITY, MO — Status: Complete

Record Source	DATABASE SEARCH
Search Results	No Record Found
Search Type	First Advantage National Criminal File Search
Date of Search	21/Jul/2017
Address Covered	2017 S 8TH STREET
Address City Covered	ST. LOUIS
Address County Covered	ST. LOUIS CITY
Address State Covered	MO
Address Zip	63104
Given Name Searched	ADAM LAYNE

Order Process History

Date	Description
21/Jul/2017 11:20:45 AM	Record Ordered.
21/Jul/2017 11:24:24 AM	Search In Progress.
21/Jul/2017 11:24:24 AM	Record Judged.

County Seat Felony & Misdemeanor ST. LOUIS, ST. LOUIS CITY, MO — Status: Complete

Record Source	ST. LOUIS CITY CIRCUIT COURT - CRIMINAL
Search Results	No Record Found
Search Type	FELONY AND MISDEMEANOR RECORD SEARCH - SINGLE LOCATION DUAL INDEX
Date of Search	21/Jul/2017

Search Period	07/07/2010 - 07/07/2017
Address Covered	2017 S 8TH STREET
Address City Covered	ST. LOUIS
Address County Covered	ST. LOUIS CITY
Address State Covered	MO
Address Zip	63104
Location	1114 MARKET STREET SECOND FLOOR ST LOUIS ST. LOUIS CITY COUNTY
Given Name Searched	ADAM LAYNE
Developed Name Searched	ADAM LAYNE

Source Status History

Status Date	Description
21/Jul/2017 11:21:02 AM	Search in progress. Estimated completion by 07/25/2017

Order Process History

Date	Description
21/Jul/2017 11:20:45 AM	Search In Progress.
21/Jul/2017 11:20:48 AM	Search In Progress.
21/Jul/2017 04:07:00 PM	Record Judged.

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Social Security Number: [redacted] was found in the database.

This individual is registered with the Family Care Safety Registry (FCSR) or has submitted a registration pending processing by the FCSR. Individuals need to register only one time. **This is not a background screening.**

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To search for another Social Security Number: Search

FCSR search for Adam Layne

Information From Prospective Charter School Board Members

Kairos Board Member: Adam Leonard Layne

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Resume attached

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I attest that I am over the age of 18.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: I was made aware of Kairos through my attending a session where I spoke with current Teach For America Corps Members about life beyond the two year commitment. We dialogued about the intentions of the school, talked about the vision and long-term goals. I was extremely impressed and offered some advice from my standpoint as an educator and someone who is working toward equitable educational opportunities for all. I then was approached via email by Jack and Gavin about learning more about the charter and potentially serving on the board. We later met to discuss details, answer questions, and then discuss an official offer. After some thought, I knew I needed to help ensure Kairos' success because it aligns so well with my vision for transformational educational change from a school system level.

4. Explain why you would like to serve on the board.

Response: I would like to serve on the board because of my belief in what Kairos seeks to accomplish and my passion and dedication to the work of education. I believe the approach is unique, thoughtful, and sets expectations high for the students of St. Louis. I truly believe that students rise to the expectations we have for them. Additionally, I believe that creating an environment that mimics college and adult life will prepare students holistically, rather than assuming standardized tests accomplish this task. I would like to serve on the board so that I, along with my fellow members, can ensure the success of Kairos, which means the ensured success of future generations of St. Louisans.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served on any other boards before. I have been asked a twice, but I turned down the offers for two different reasons. The first offer came when I was in my second year of teaching. I turned down the offer because, although I had the same passion about education and social justice then as I do today, I felt that there were more qualified, more established individuals to successfully dedicate their time, expertise, and knowledge to that cause. Having added another year of teaching experience and 4 years of non-profit leadership, I feel like I am in a completely different space. The second offer I turned down because I didn't the organizations mission didn't inspire me. I didn't believe the idea was well thought out, and the planning as well as the organization appeared lacking. I couldn't commit to the lack of structure.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: My understanding of the appropriate role of a public charter school board member starts providing an area of expertise. With my expertise in research-based, culturally competent, 1-to- 1 coaching, I hope to serve as resource for Kairos management as as they cultivate an environment that allows for meaningful and consistent coaching. I also believe the role calls for advising and input for collective decision-making, which at times could be tough decisions and tough conversations. I believe the role calls for embracing tough dialogue in the relentless and intentional support of the students, the families, and the community Kairos will serve. In addition to these duties, I expect to make sure the Executive Director role is operating will full faith and credit. This means ensuring best management practices, financial practices, and sound decision-making.

7. What relevant knowledge and experience will you bring to the board?

Response: The first piece of relevant experience I bring is my experience as a high school math teacher. Teaching in the St. Louis Public Schools system, especially at the high school level, exposed me to the challenges that face students and helped me analyze their origins. I was also able to observe how years of low expectations and a lack of meaningful intervention has severely limited the potential of many students. My second piece of valuable experience is my work as the Co-Director of InspireSTL. As the leader of the program, I work to recruit high-potential students in the city of St Louis and prepare them for success in the best college prep high schools in the city. I work to build curriculum and train mentors and coaches to sufficiently and holistically support students with high potential, rooted in the understanding of the backgrounds, experiences, and societal pressures they face on a daily basis. Our goal is

to inspire transformative change in the region by cultivating the next generation of leaders, which is exactly what I believe Kairos will do.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: I envision the as tiring, full of questions, full of reflection, and most of all, full of excitement. I believe that it will be a year of ups and down, learning and growth, successes and struggles, and much more. I believe the challenges and successes after the first year will lead to the excitement that eventually puts better practices and data-driven improvements into the system. After four years, I see Kairos being a staple of the community. I believe it will be a beacon as a rigorous, high achieving educational environment that community members are raving about. When I say community members, I mean more than just the same group of professionals that serve on the same boards and talk about advancing change in the city. I'm talking about the mothers and fathers, cousins, aunts and uncles in the community that have interacted with Kairos and the scholars at the school. I believe this early success will fuel a successful opening of the high school that will continue to serve Kairos students and the community.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The fundamental mission of Kairos is the same for most educational entities that serve young people: to provide a quality education that will set them up for future success and as valuable contributors in our society. The way kairos accomplishes this mission, however, is unique. Kairos believes that we shouldn't educate individuals for jobs that ask them to repeat tasks given a set of instructions.. Kairos believes that If we want to prepare students to lead in the world, we need to let them know what the world is like for those who lead and create change. Those who lead and create change have a certain level of autonomy. They have freedom to create and make decisions. They are allowed to make mistakes, while having the chance to reflect and redirect their actions toward better outcomes. Kairos will move away from our directing every action a student takes, then sending them out into the world claiming "you're ready to be on your own." This practice sets up the majority of our youth, especially underserved youth, for failure.

Kairos also proposes a mastery-based progression and personalized learning. This means that all students at all levels can and will be served. Students that are excelling and ready to move on will have that opportunity and their progress will not be stunted. Those who need extra time to develop skills will also have their needs met. All students will progress. The last facet I'll touch on is the minimized administration approach taken by Kairos. By decentralizing power,

kairos puts more power in the hands of the students staff. Because every adult teaches and coaches, faculty can be more involved in student progression. That way students will begin to see faculty as assets along their learning journey (similar to contacts/connections for adults) as opposed to figures of absolute authority and consequence enforcers.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: I am very familiar with the school's educational program. I would describe it as a progressive learning environment at a complete school level. The school boasts the ability to create an autonomous environment with minimal administration, influential coaching, and individualized instruction. All this sounds great, but what makes it better is that the curriculum and structure of the curriculum provides for these points of focus. Student schedules allow for time to process, reflect, study, make decisions, change decisions, and use faculty as a resource. Faculty schedules and requirements allow for them to have time to fully support students and differentiate learning. The use of technology allows students to progress at their own pace, not be slowed down or sped up according to a standardized scope and sequence. Lastly, because assessment is essential, student are assessed in a variety of progressive ways, reflecting the ways they've learned or experienced their education.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: Personally, I believe it takes many things coming together to have a successful school. First and foremost, you have to have a strong vision. Vision directs actions and accomplished goals. Second, you need the right people on the bus. This means having the right people on your team, people that are passionate about the vision and—no matter the detours— are capable of taking corrective action to get back on track. High expectations are next. Setting high expectations for administrators, faculty, students, and the community will lead to greater impact in the end. If you are going to aim high, you also need the proper support and resources for students and staff. To tie together all the aforementioned aspects, consistency, belief, and alignment are what I consider to be the final three ingredients. Consistency allows for productive autonomy by reducing ambiguity. The alignment that results leads to a stronger belief in, and the inevitable realization of, a transformational vision.

As for the board, I think they should do what they do best. They should use their knowledge and experience to ask the crucial questions whenever they arise. More importantly, I think the board should treat this as a learning experience themselves. This is a unique vision and a design that they have never seen before. I believe they need to be open and trust the process. Lastly, it should be their duty to help the community understand the power and opportunity for promise that Kairos presents, and share that will the greater St. Louis community.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: No.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: No.

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would deal with this following a few steps. I'd first directly address the board member to ensure this is not accidental. If so, advise them immediately to discontinue the action. Otherwise, I would bring it up to the entire board and proceed in alignment with the relevant board policy, which may include voting to remove the Board member.

Amanda Jo Sullivan

Education

Kansas State University, Manhattan, KS (2002-2007)
College of Architecture, Planning and Design | Bachelor of Architecture

Czech Technical University Study Abroad Program, Prague, Czech Republic (Spring 2006)

Three Rivers Community College, Poplar Bluff, MO (2001-2002)
College of Arts and Sciences

Skills

Design: BIM, Revit, Navisworks, AutoCAD, SketchUp
Documents: PDF, Bluebeam, Word, Excel
Presentation: Powerpoint, InDesign, Illustrator, Photoshop
Arts: Sketching, Photography
Research: Codes, Cost Estimates, Products, Detailing
Technical: Trouble Shooting, Installation of Software, Setting Up New Computers
Personal: Organization, Communication, Self-Motivation, Interpersonal

Passed AREs

Construction Documents & Services 4.0
Programming, Planning & Practice 4.0

Certifications

Revit Architecture Fundamentals, Mid-West CAD, Inc. (December 2007)
Custom Revit Architecture Intermediate, Mid-West CAD, Inc. (August 2009)

Experience

Amanda's professional goal is presenting the client with a final design that fulfills their needs on a project, no matter how big the challenge. She considers herself to have all basic skills necessary to be a successful Architecture employee with an aptitude to learn quickly and adapt to all new opportunities. She has over ten years of experience from mid-size to small-size Architectural firms.

Fox Architects | Saint Louis, Mo (2014-Present)
IT/BIM Manager | Project Manager | Architect Intern

> Amanda joined Fox in 2014 bringing with her seven years of experience in the architectural field with an emphasis in Building Information Modeling (BIM). In 2016 Amanda took over the role of IT Manager handling the technology budget, researching new technologies for office use, troubleshooting issues, developing BIM Standards, and assisting coworkers with increasing their BIM knowledge.

Hospitals Designer's Inc. | Creve Coeur, Mo (2010-2014)
Architectural Production Architect Intern (Approved IDP Hours: 310)

> Amanda has over three years of experience working in a Design Build Firm working on Healthcare projects. She assisted in creating and completing Construction Documents and assisting in Construction Administration under a Project Architect. She assisted moving the company into BIM and played a major role in helping set standards for the company and acted as a Revit resource for other coworkers. She also developed a presentation for the owner of the company on the resources and tools the firm could use in marketing that are technological based.

amanda.jo.sullivan@gmail.com
314.642.0268

Eco Abet | Kansas City, Mo (2010)
Pro-Bono Freelance Designer

Amanda worked pro-bono for the non-profit Architecture Firm, Eco Abet, designing a logo for the company.

HTK Architects, PA | Overland Park, Ks (2007-2010)
Job Captain/Project Manager (Approved IDP Hours: 5290)

Amanda has nearly three years of experience working in an Architectural office working on both public and private projects. Much of her experience has been in the educational, religious, and civic as well as some health care type facilities. Her major role at the company was as Job Captain under a Project Manager, but also has experience as a Project Manager under supervision on small-scale projects and assisted in helping move the company into BIM. She has experience in all phases of design including: interviewing for a job, pre-design meetings, schematic presentations, cost analysis, code analysis, constructing design development documents, researching details for construction documents, red-lining construction documents, coordinating all disciplines, coordinating other team members, product/shop submittals, site visits, and punch lists.

Activities/Associations/Groups

St. Louis Revit User Group (2014-Present)
The Quarterly Newsmagazine, Editorial Team (2013-2014)
Saint Louis Cardinals Green Team, Volunteer (2012-Present)
South City Girls MeetUp Group, Organizer (2011-Present)
YAFSTL, Member (2011-Present)
Women in Design Kansas City, Gala Committee (2010-2011)
U.S. Green Building Council, Member of Central Plains Chapter (2009-2010)
U.S. Green Building Council, National Corporate Membership (2007-2010)
The National Council of Architectural Registration Boards (NCARB) (2007-Present)
American Institute of Architects, Associate Member (2007-2010)

Interests

Photography, Sketching, Writing, Researching, Reading, Cooking, Traveling, Running, Hiking, Green/Sustainable Design, Healing Environmental Design, Learning New Things

amanda.jo.sullivan@gmail.com
314.642.0268

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 04/20/2018

Name (1): AMANDA SULLIVAN

Name (2): MANDY SULLIVAN

Name (3):

Date Of Birth: [redacted]/1983

SSN: xxx-xx-6913

Control Number: 4193860

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

Missouri Department of Health and Senior Services
P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Randall W. Williams, MD, FACOG
Director

Eric R. Greitens
Governor

05/15/2017

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65384587

AMANDA JO SULLIVAN
3726 DUNNICA AVE UNIT 1F
ST LOUIS, MO 63116

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) processed your registration on 05/15/2017. 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/.

Information From Prospective Charter School Board Members

Kairos Board Member: Amanda Sullivan

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm that this is true.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: Gavin worked at a school through Teach for America where a good friend of mine works. We met at her son's first birthday party. I've lived in Dutchtown for over seven years, so so they thought this project might be of interest to me—they were right.

4. Explain why you would live to serve on the board.

Response: As previously stated, I live in one of the South St. Louis neighborhoods that they wish to open in. I believe that the opening of this school in Saint Louis South City will help revitalize the neighborhood. It will also give students an opportunity to be successful past their education as a young person as they enter higher education, trade school, and/or the workforce.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served on a board, but as I mentioned above, I have lived in the Dutchtown for seven years and know a lot about the community. I have attended many neighborhood meetings over the years, and I know the Alderman of our ward: Shane Cohn. I also helped start a neighborhood newsmagazine, the Quarterly, with my neighbor who worked for the the Dutchtown South Community Corporation (DSCC). This helped me learn a lot about the neighborhood and businesses and community in general. I also have leadership

experience and organizational skills from running a women's social meetup group since 2011. I believe those experiences and skills will be useful in fulfilling my duties as secretary and being an ambassador for the school within the community.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: Board members support the mission of the Charter School and oversee that the school is living up to that mission by working with the executive director and families being served. They also are advocators and ambassadors for the school and its place within the community. They hold the school management accountable to make sure the Charter School is financially healthy and reaches their goals outlined in the charter.

7. What relevant knowledge and experience will you bring to the board?

Response: I am an architect, project manager, and technology manager at Fox Architects. I have experience in education design and innovative coworking environments which reflect the innovative way which Kairos will operate. My knowledge of both renovation or new construction will help when it comes time to hire an architect and contractor to design/build/renovate the school in which the charter school will reside. I also have experience working with facility management for a major corporation, which will be important guidance for management in the maintenance of school facilities. As I previously stated, I have lived in the neighborhood for over seven years, so I know the community and have a direct connection with where the school will be located. I have the leadership and organizational skills that will be useful as a member of the board, in my role as secretary, and in advocating for the charter school within the community.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: At the end of the first year, Kairos will have students engaged in their learning and future, looking forward to continuing their education at Kairos for a second year. In four years I see Kairos matriculating their first class into high school. I also see that families in the neighborhood will want their children to attend Kairos after the positive impact it has had on the community.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: Our mission is to "empower students to direct their own lives and learning." I have always been a type A person and very organized in my life even as a child, but that is a skill that needs to be taught to some. The earlier it is taught, the better able they are to succeed in both

their education as a younger person and in pursuing higher education, trade school, and/or as they enter the workforce.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Students will go beyond being able to regurgitate facts and concepts, as they will be directing their own learning through a personalized project-based curriculum in study groups. With the help and oversight of a coach they will set their own schedules and will have more autonomy as they succeed. If not, the coaches will limit their choices, guiding the student into better habits.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school needs to be successful academically and support community engagement. Board members will initially be involved with the renting a facility and hiring of an architect/contractor to build out the space to meet the needs of Kairos. Board members will have to work closely with the executive director and hold them accountable of hitting both their goals academically and budget each year.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: I have been friends with Erin Urban for many years. I meet her through the women's social group, South City Girls, which I organize.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.)

Response: I would inform the other members of the board, so there could be an investigation of the actions as required by the conflict of interest policy.

BROOKS GOEDEKER BROOKS.GOEDEKER@SLU.EDU • (314) 800-4851
6128 LEONA • ST. LOUIS, MO 63116

Specialist in attracting investment to St. Louis communities

EDUCATION

Washington University, Saint Louis, MO
Masters of Non Profit Management, May 2010

Saint Louis University, Saint Louis, MO
Masters of Social Work
Community Development Concentration, May 2004

Knox College, Galesburg, IL
Bachelor of Science, May 2002
Major: Psychology Second Major: Sociology/Anthropology

EXPERIENCE

Executive Director, Saint Louis Midtown Redevelopment Corporation - Saint Louis, MO, April 2017 – Present

- Director of the Chapter 353 St. Louis Midtown Redevelopment Corporation whose shareholders are Saint Louis University and SSM Health

Executive Director, Park Central Development - Saint Louis, MO**,** 2013 – March, 2017

- Developed long term goals and initiatives for the central corridor of the City of St. Louis
- Oversaw 50% ($2.2 Billion) of the construction in the City of St. Louis in years 2013 through 2017
- Grew the organization staff from 2 to 10 staff members from 2013 – 2017
- Grew the organizational budget by over 400% from 2013 – 2017
- Oversaw the creation and enforcement of the only two Form Based Zoning Codes in the City of St. Louis
- Expanded services to 3 additional communities from 2013 - 2017
- Oversaw the creation of 5 special taxing districts that generate over $1.5 million annually
- Led the administration of 7 special taxing districts that generate over $2.5 million annually
- Directed community initiatives, which include residential and economic development, beautification and public infrastructure, parking, safety and security, social and human services, and public art
- Leveraged significant funding for programs, events, and projects
- Served as liaison to the City of St. Louis' various government officials, departments, and planning commissions
- Directed, created, and attracted 5 annual special events
- Oversaw the enhancement and maintenance of the public infrastructure environment in the central corridor in the City of St. Louis
- Established sustainable safety and security models and strategies
- Led a unique LED "light art" installation in the Grove entertainment district

Adjunct Professor, Saint Louis University School of Social Work - Saint Louis, MO, August 2011 –May, 2013

- Instructor of Bachelors and Masters level courses on the subjects of leadership, community development, and non-profit management
- The semester long courses were titled, "Organizational Theory and Leadership" and "Organizations and Communities." Class sizes ranged from 18-25 students.

Community Development Manager, Washington University Medical Center - Saint Louis, MO**,** 2005 – 2013

- Developed long term goals and initiatives for the self- sustainability of neighborhoods surrounding the Washington University Medical Center campus

- Directed community initiatives, which included marketing, special events, beautification and public infrastructure, safety and security, social and human services, and economic development
- Leveraged significant funding for programs, events, and projects
- Served as liaison to the City of St. Louis' various government officials and departments
- Directed, created, and attracted annual special events
- Oversaw the enhancement and maintenance of the public infrastructure environment in the Grove and Forest Park Southeast
- Managed social and human service programs including job readiness and home repair assistance
- Established sustainable safety and security models and strategies that have driven down crime by more than 60% in two St. Louis City neighborhoods
- Assisted in managing the Grove Community Improvement District and its $350,000 annual budget
- Managed the funding, design, and installation of two landmark signs in the Grove entertainment district
- Led the installation of more than 25 pieces of public art in the Grove
- Supervised all interns and practicum students
- Reinvented the Forest Park South Business Association with a strategic plan and mission

Project Manager, Urban Strategies, Inc. - Saint Louis, MO, 2003 - 2005

- Worked with partner, McCormack Baron Salazar to develop long-term sustainability plans that coordinate physical, social service, and economic development components to communities throughout the United States
- Worked in communities across the United States including: Valley View Estates in Cleveland, Ohio, Dixie Homes in Memphis, Tennessee, Lamar Terrace in Memphis Tennessee, Heritage Park in Minneapolis, Minnesota, New Courtland in Philadelphia, Pennsylvania, Murphy Park in Saint Louis, Missouri, and Forest Park Southeast in Saint Louis, Missouri
- Established numerous resident and stakeholder led committees and councils
- Worked with various foundations and government officials to create a specific and individualized sustainable model for each community
- Assisted in the master planning process for 5 unique communities
- Directed all grant writing activities
- Supervised all interns and practicum students
- Specialized in the creation of self-sufficient programs and services

Coordinator/Intern, Forest Park Southeast Development Corporation Saint Louis, MO, 2002 – 2003

- Liaison between organization and community
- Introduced a community newspaper, neighborhood bulletin board, and other communication tools
- Conducted a complete commercial evaluation of Manchester Avenue
- Directed the coordination of Forest Park Southeast Businesses Association and business directory
- Led several neighborhood clean-up projects and volunteer efforts

LEADERSHIP AND HONORS

Smart Growth's Conference: "Rebound Neighborhoods in St. Louis" Saint Louis, MO
Presenter February, 2017

Washington University School of Architecture: "Urban Professional Practice" Saint Louis, MO
Presenter February, 2017

Regional Arts Commission Saint Louis, MO
Grant Panelist 2017

Urban Land Institute: "How to Create a 18 Hour Vibrant Community" Saint Louis, MO

Presenter	October, 2016
Urban Land Institute: "Attracting Investment in Communities" *Presenter*	Saint Louis, MO February, 2016
City Garden Montessori School *Community Advisory Board*	SAINT LOUIS, MO 2016-2018
RISE Capacity Building and Collaborative Grant *Award Winner*	Saint Louis, MO January, 2016
Community Builders Network: "Creating a Special Taxing District" *Presenter*	Saint Louis, MO October, 2015
US Bank CDC: "Holistic Approach to Community Development" *Presenter*	Saint Louis, MO March, 2015
Clayton Chamber of Commerce: "Attracting Investment in St. Louis" *Presenter*	Saint Louis, MO March 2014, 2015, & 2016
Reliance Bank *Board Member*	Saint Louis, MO Oct, 2014 - Present
Midwest and Northeast Anchor District Network *Member*	United States Sept, 2014 – Present
St. Louis Community Builders Network (CBN) *Board Member*	Saint Louis, MO June, 2013 - Present
Missouri Botanical Garden District Commission *Board Member*	Saint Louis, MO June, 2013 – Present
Shakespeare in the Streets *Lead Community Liaison*	Saint Louis, MO July, 2012 – Sept, 2013
IndiHop Festival *Creator and Organizer*	Saint Louis, MO Sept, 2011- May, 2015
Central West End Neighborhood Security Initiative *Board President*	Saint Louis, MO Jan, 2009 – June, 2013
The Grove Community Improvement District *Marketing and Special Events Committee Facilitator*	Saint Louis, MO Jan, 2009 – June, 2013
The Grove Community Improvement District *Public Infrastructure and Beautification Facilitator*	Saint Louis, MO Jan, 2009 – June, 2013
The Grove Community Improvement District *Safety and Security Chair*	Saint Louis, MO Jan, 2009 – June, 2013
Forest Park Southeast Public Infrastructure/Beautification Committee *Chair*	Saint Louis, MO Jan, 2008 – June, 2013
Forest Park South Business Association *Chair, Treasurer, and Secretary*	Saint Louis, MO July, 2006 – June, 2013

Brown School of Social Work Social and Economic Development Panel *Presenter and Panel Member*	Saint Louis, MO February, 2013
Knox College Alumni Service Award *Recipient*	Galesburg, Ill October, 2011
UMSL Community Partnership Seminar Series *Presenter and Panel Member*	St. Louis, MO September, 2011
Central West End Association *Executive Board Member*	Saint Louis, MO Jan, 2009 – Jan, 2011
Forest Park Balloon Glow *Committee Member*	Saint Louis, MO Jan, 2009 – Oct, 2009
Focus St. Louis –Organizations Impacting the Region *Presenter*	Saint Louis, MO September, 2008
Grove Fest *Chair*	Saint Louis, MO Jan, 2008 – Nov, 2013
Artscope *Board President*	Saint Louis, MO Oct, 2006 - Oct 2008
Neighborhood Works America *"Creating a Compelling Revitalization" & "Measuring the Impact of Your Work"* *Graduate*	Washington D.C. August, 2006
Urban Land Institute *Member*	Saint Louis, MO Jan, 2005 - Present
Adams Park Community Center *Advisory Board Member*	Saint Louis, MO Jan, 2006 – Jan, 2007
YMCA Downtown *Board of Directors*	Saint Louis, MO Jan, 2005 – Jan, 2006
Center of Contemporary Arts (COCA) *Advisory Board Member*	Saint Louis, MO Dec, 2004 – Jan, 2006
Cardinals Care Redbird Rookies Program *Commissioner of Murphy Park League*	Saint Louis, MO May, 2004 – Oct, 2005
SLU School of Social Work *Practicum Student of the Year*	Saint Louis, MO May, 2004
Knox College *Class President*	Galesburg, IL June, 2000 – June, 2002
Knox College Conduct Board *Chair*	Galesburg, IL May, 2000 – May, 2002
Tau Kappa Epsilon, Delta Chapter *President*	Galesburg, IL Jan, 2000 – Jan, 2002

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 04/30/2018

Name (1): BROOKS GOEDEKER

Name (2): BROOKS GOEDEKER

Name (3):

Date Of Birth: [redacted]/1979

SSN: xxx-xx-0458

Control Number: 4204515

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

Missouri Department of Health and Senior Services
P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2466 VOICE 1-866-735-2460

Randall W. Williams, MD, FACOG
Director

Eric R. Greitens
Governor

04/30/2018

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Registrant
Registrant Number: 41252735

BROOKS ANTHONY GOEDEKER
6128 LEONA ST
ST LOUIS, MO 63116

Dear FCSR Registrant:

On 04/30/2018, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by BROOKS GOEDEKER, 6128 LEONA ST, ST LOUIS, MO, 63116. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #117211967236, 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 573-522-6981. 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/fcsr/.

If you are receiving this letter via U.S. mail, please consider helping us conserve resources by calling the FCSR toll-free at 866-422-6872 and providing an email address.

Information From Prospective Charter School Board Members

Kairos Board Member: Brooks Goedeker

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Resume attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I will be over the age of 18.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: I was introduced to the leadership team of Kairos School by Chris Shearman, Executive Director at Lutheran Development Group.

4. Explain why you would like to serve on the board.

Response: I am providing my leadership and support to Kairos because it's an opportunity to help embed a significant educational institution within the Dutchtown and Gravois Park neighborhoods of the City of St. Louis.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have had the opportunity to serve on a variety of nonprofit Boards. I have served as Chair of ArtScope, the Central West End Neighborhood Security Initiative, the Forest Park South Business Association, and GroveFest. I have been a board member with of the Downtown St. Louis YMCA and the Missouri Botanical Garden District Commission. I have served as an advisory board member to the Adams Park Community Center and to the City Garden Montessori School.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: As a member of the Board, I believe it's my duty to a) uphold the mission, values and purpose of the school, b) support the executive director, c) hold the executive director accountable for the organization's operations, finances and key metrics, and d) advocate for the school and its students.

7. What relevant knowledge and experience will you bring to the board?

Response: I believe I will bring knowledge and experience in board governance, board leadership, and government relations as a member of the Board. I have over 16 years of experience leading and/or participating on various nonprofit boards. I have a Master's Degree in Social Work and Master's Degree in Non-Profit Management. I have worked for non-profits for over 16 years and have been an Executive Director for over 5 years.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: After one year, I imagine seeing classrooms filled with children who are represent the diversity of South St. Louis City, engaged in their studies, and supported by their parents and community. In four years, I imagine a school with a waitlist of students/families driven by strong educational outcomes, the diversity of the school, and the energy and vibrancy that the school has created.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: I believe Kairos' mission is to prepare kids for college and career by nurturing the habits that kids need to manage themselves. This means that by graduation, Kairos students are both freethinkers, ready to navigate an Information Age economy, and empowered citizens, ready to lead themselves and their communities.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Kairos plans to utilize technology to personalize learning, responding to student variance. Kairos differentiates coursework and faculty support to meet students exactly where they are. Students begin at their baseline competency, then work through material at a pace they set with their coach, using the instructional resources that are right for them in their preferred environment. This kind of autodidactic study is more efficient than traditional teacher-directed learning. With students driving their own learning, teachers can relinquish the kind of totalizing control almost exclusive to low-income, minority schools. At Kairos teachers are resources that students leverage to meet their own academic growth goals.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school is one that not only performs well on paper, but one where students and parents are comfortable and feel connected to the community. The board will work hard to ensure academic achievement goals are met, but also that the community surrounding the school is engaged. Specifically, the board will review and analyze data regarding student performance and will participate in community feedback sessions to understand the concerns of parents and students that it should be addressing. The board will oversee the Executive Director to identify opportunities for improvement in its formative years, ensuring that school culture reflects the community's values.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: No, we do not.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No, we do not.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No, we do not.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: No, we do not.

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: No, we do not.

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No, we do not.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would follow the guidelines of the Conflicts of Interest and Whistleblower Policies by making the President of the board aware of the situation through written letter. This would result in an investigation of the board member's potential self-dealing.

CHISOMAGA ADRIAN UCHE

Current Address:
800 Arlington Ave., Apt. 206
St. Louis, MO 63112
281-961-7116

Chisom.A.Uche@gmail.com

EDUCATION

WASHINGTON UNIVERSITY IN ST. LOUIS **May 2014**
Bachelor of Arts in Psychology; Minor(s) in Commercial Entrepreneurship and Legal Studies

EXPERIENCE

SIXTHIRTY GLOBAL FINTECH VENTURE FUND St. Louis, Missouri **January 2017 - Present**
Associate

- Assist with building and managing start-up relationships and investment pipeline
- Manage two application windows per year and the systems/platforms required to execute
- Assist Principals with setting program schedule and managing relationships with subject matter experts

CULTIVATION CAPITAL St. Louis, Missouri **August 2015 – December 2017**
Due Diligence Analyst

- Performed due diligence on companies seeking investment from a variety of funds
- Facilitated the completion of full investment profiles as a Project Manager
- Attended investment meetings to get a better understand of the General Partners' process for investment

TOPOPPS St. Louis, Missouri **August 2014 – December 2017**
Marketing Specialist

- Developed inbound sales strategies
- Managed and curated SEO and SEM initiatives
- Produced relevant content to drive increased website traffic
- Built and implemented a social media plan
- Created and managed the company's website and web presence

TOPOPPS St. Louis, Missouri **May 2016 - July 2016**
Interim Director of Marketing

- Managed Director responsibilities while also fulfilling my role as Marketing Specialist
- Set quarterly goals for the marketing team and created marketing initiatives to grow company revenue
- Based on company goals, managed marketing budget and ROI metrics which were reported directly to the CFO
- Fostered positive vendor relationships and executed discussions on contracts
- Worked directly with CEO and Director of Customer Success on customer engagement events

HONORS & ACTIVITIES

LYON AT BLOW ACADEMY **August 2015 – August 2017**
Boys' Basketball Coach

- Volunteered as the middle school boys' basketball coach for a local St. Louis Public School where I worked with talented and promising 6th – 8th grade student athletes.

VENTURE FOR AMERICA **June 2016 – July 2017**
Alumni Board Member - Recruitment & Selection Committee Co-Chair

- As a member of the Venture for America (VFA) Alumni Board, I served as a liaison between the alumni of the organization and the operations team. As a member of the Recruitment & Selection committee, I worked to make sure alumni were engaged in ensuring that the future VFA classes are representative of our mission and goals.

VENTURE FOR AMERICA **April 2014 - July 2016**
Fellow

- Venture for America is a fellowship program that selects recent graduates, trains them in the basics of startup operations during a 5-week bootcamp, and then mobilizes them to spend two years in the trenches of an emerging startup ecosystem with the goal that these graduates will be trained and socialized as conscious entrepreneurs as they begin their careers.

MEMBERSHIPS

- Provident St. Louis's Young Professionals Board
- Big Brothers Big Sisters

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 04/16/2018

Name (1): CHISOMAGA UCHE

Name (2): CHISOM UCHE

Name (3):

Date Of Birth: [redacted]/1992

SSN: xxx-xx-9743

Control Number: 4187687

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

State of Missouri Department of Health and Senior Services

Family Care Safety Registry

April 16, 2018 | FCSR-BSEES Home | Registration | Good Cause Waiver

For Your Information

Refer to Social Security card to ensure the number is entered correctly.

Questions? Call the FCSR toll-free at (866) 422-6872.

SEARCH BY REGISTRATION RESULTS

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Social Security Number: [redacted]-9743 was found in the database.

This individual is registered with the Family Care Safety Registry (FCSR) or has submitted a registration pending processing by the FCSR. Individuals need to register only one time. **This is not a background screening.**

Eligible employers may obtain current background screening results on registered individuals, at no charge, via the Internet. To learn about requesting background screenings via the Internet, click **here**. Employers may also request background screening results by calling the FCSR toll-free access line at (866) 422-6872 or by completing and submitting an **Employer Background Screening Request Form**.

To search for another Social Security Number: Search

CHISOMAGA ADRIAN UCHE

*Indicates a Required Field

Messages

Social Security Number Found

Site Information | FAQs | Related Links

Information From Prospective Charter School Board Members

Kairos Board Member: Chisom Uche

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see attached resume

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm that this is true.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: I was recommended by a local community leader in the youth entrepreneurship space to Jack Krewson, who I have known since our time at Washington University in St. Louis's undergraduate school.

4. Explain why you would live to serve on the board.

Response: Spending time working with students in the St. Louis Public School system as a coach, I saw how the standardized system of education leaves many bright minds feeling under-accomplished. Through working with technology, I have come to believe that it's true power is the ability to personalize services. After hearing the Kairos mission of empowering students to take charge of their own learning structure with the aid of technology, I knew that this was a school I needed to be active in supporting and bringing to existence.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: Yes. I am on the Young Professionals Board of a local non-profit called Provident St. Louis. Provident works to promote mental health awareness and crisis services throughout the St. Louis area. While this is not the main board for the organization, the Young Professionals Board is involved in championing the Provident mission and engaging in fundraising activities to support Provident's core operations.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: As a public charter school board member it is my responsibility to champion and promote the mission and values of the organization, hold the executive director accountable for the organization's performance, and to be an advocate for our students and the embetterment of education everywhere.

7. What relevant knowledge and experience will you bring to the board?

Response: I will bring to the board my understanding of scalable and sustainable business models for new enterprises. I will also bring prior experiences from my involvement in a Young Professionals Board to facilitate tangible ways for our board to be hands-on in promoting Kairos' success.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: A successful first year, to me, is having full-enrollment with students of diverse racial and socioeconomic backgrounds that are optimally equipped with proper technology and resources to begin managing their own learning curriculum. In 4 years, I hope that the initial Kairos students are scoring highly on standardized tests and that the school has garnered so much positive attention that we will need to consider expanding and managing a waitlist of students.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The mission of Kairos Academies is to empower students to take leadership in their own learning and enable them to do so with effective technologies. The idea is that by giving students the power to guide their own learning, we can be better understand the nuances of each student's need and be better able to help each student.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: The Kairos educational program consists of project based group-learning, self-directed curriculum planning with the assistance of a mentor, and ample supporting resources to bolster areas that need elevated focus.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school is one where students, parents, teachers, and administrators have an active and consistent investment in the success of each student. That means being engaged in the communities that the students come from, attaining and retaining high quality educators from diverse backgrounds that are representative of the student base, having an executive director that is able to keep the school's finances stable while fulfilling the mission and vision of the organization, and having a board that holds the executive director accountable for the organization's results.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Yes. Ted Stann was my former employer at a previous job. I recommended him for this board because of his vast knowledge in managing finances and operations for new enterprises.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: Jack Krewson is a friend of mine from our time as undergraduate students at Washington University in St. Louis.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No. I do not know anyone that plans to do business with Kairos Academies.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would refer to our Conflict of Interest Policy and bring this to the attention of the board so that there could be a full investigation of the potential self-dealing.

Erin Susanne Urban

6549 Marmaduke Ave., St. Louis, MO 63139
785-806-6935 | erinsurban@gmail.com

COMPUTER SKILLS:

- PC & Mac Systems
- Intermediate to Advanced user of Microsoft Office Suite
- Proficient in Salesforce, Insight Reporting, Adaptive Insights Reporting, ADP, Concur Expense & Travel, Chase Paymentech, Citrix, Drupal and various content management systems, Proprietary CRM software

WORK HISTORY:

Oct. 2015 – Present, *Director of Operations*
Apr. 2012 – Oct. 2015, *Operations Manager*
Leukemia & Lymphoma Society Gateway Chapter, St. Louis, MO

- Prepare budgets totaling $3.5 million across multiple business units and complete accurate forecasts using custom-made Excel spreadsheets
- Complete variance reports; Review general ledger reports and submit journal entries for corrections.
- Prepare and present financial reports for board and committee meetings
- Record and code daily cash receipts and make deposits through proprietary system that feeds directly into NetSuite
- Manage staff expenses and code and record accounts payable
- Assist with month- and year-end closing and support annual audits
- Send donation tax receipts and verification letters
- Train new staff (local and regional) on computer systems and cash handling procedures
- Manage staff and volunteers
- General office management

Accomplishments:

- Regularly negotiate contracts to save on event and operating expenses
- Managed office move in 2012 to save $30,000 in rent in first year
- Assisted in two database migrations

Sept. 2010 – Apr. 2012, *Campaign Coordinator*
Leukemia & Lymphoma Society Gateway Chapter, St. Louis, MO

- Managed $300,000+ fundraising campaign, including securing participants, supporting fundraising, maintaining records, and organizing event logistics in accordance with national policies
- Prepared annual budgets for special events totaling $500,000
- Managed committees and volunteers
- Completed grant applications including budgets
- Performed web edits

Accomplishments:

- Lead website redesign one month after hire
- Staff trainer for new expense report software three months after hire
- Raised $100,000 over revenue budget in 2012

Erin Susanne Urban

785-806-6935 | erinsurban@gmail.com

WORK HISTORY CONTINUED:

Apr. 2009 – Jul. 2010, *Community Coordinator*
March of Dimes, St. Louis, MO

- ► Managed $100,000+ fundraising campaign
- ► Secured new sponsorship and fundraising teams
- ► Organized logistics walk events
- ► Managed committees and volunteers
- ► Created newsletters using Publisher
- ► Organized and attended board meetings
- ► Maintained databases and completed large-scale mailings

Accomplishments:

- ► Only entry-level employee to manage a walk event
- ► Raised $20,000 over revenue budget

Aug. 2008 – Dec. 2009, *Temporary Employee*
Stivers Staffing Services, St. Louis, MO

Mar. 2005 – May 2008, *Skilled Student Worker*
Washburn University Department of Music, Topeka, KS

Aug. 2004 – Nov. 2007, *Festival Coordinator Assistant*
Sunflower Music Festival Inc., Topeka, KS

- ► Received, tracked (using Access), and deposited donations
- ► Generated donor tax letters using Word mail merge
- ► Produced 1099s using tax software
- ► Designed Student Institute ads using Publisher
- ► Managed volunteers and events
- ► Completed large-scale mailings

EDUCATION:

2008, *Bachelor of Arts – Economics*
Washburn University, Topeka, KS
Summa Cum Laude Latin Honors; School of Business Scholar

REFERENCES:

Available on request

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 05/14/2017

Name (1): ERIN URBAN

Name (2):

Name (3):

Date Of Birth: [redacted]/1986

SSN: xxx-xx-0343

Control Number: 3769553

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

Missouri Department of Health and Senior Services
P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Randall W. Williams, MD, FACOG
Director

Eric R. Greitens
Governor

Family Care Safety Registry
Background Screening and Employment Eligibility System

May 15, 2017

Tracking Number: **116989559339**

Purchase Receipt Confirmation: **10563469**

The following information has been submitted to the Family Care Safety Registry (FCSR) - BSEES for processing:

Name:	ERIN SUSANNE URBAN		
Address:	6549 MARMADUKE AVE		
	ST LOUIS	MO	63139
	ST LOUIS CITY		
Email:	erinsurban@gmail.com		
Social Security Number:	XXX-XX-0343		
Date of Birth:	[redacted]7/1986		
Gender:	FEMALE		
Amount Paid:	$13.00		
Processing Fee:	$1.25		
Total Amount Charged:	$14.25		

Print this page and keep a copy for your records. If you are registering for employment purposes, you may take this with you to your interview. Your registration will be processed by the FCSR and a letter will be mailed or emailed to you. Future background screening requests will be processed free of charge. In order for your employer to receive the background screening results, they must request a background screening from FCSR via Internet, telephone or fax. If you have any questions, contact the FCSR toll-free at 1-866-422-6872.

Information From Prospective Charter School Board Members

Kairos Board Member: Erin Urban

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm that I am at least 18 years old.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: Amanda Sullivan, another board member introduced me to Gavin Schiffres. I was interesting in investing in South City, especially schools as many of my friends have moved out of the city for better school districts.

4. Explain why you would live to serve on the board.

Response: As mentioned above, I would like to invest in South City. We need better educational opportunities. The idea of giving students more freedom and teaching them to manage their own time is also very appealing to me. I believe that my experience in fundraising and operations would be helpful to Gavin and Jack.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served on a board, but I have worked for not-for-profits for my entire career. I wish to use my practical fundraising and operations experience to help Kairos succeed.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: Board members support the mission of the charter school, advocating for the school and its students. They work closely with the executive director, holding the school's Executive Director accountable to our goals.

7. What relevant knowledge and experience will you bring to the board?

Response: I have worked for not-for-profits for over 10 years, the last six years in operations specifically. I believe I will be able to help shape organizational policy and ensure its adherence.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: Towards the end of the first year, I envision Kairos having a strong and positive community presence with students who are engaged in their own learning and future. In four years, I see Kairos as a target families want for their children, having proved ourselves academically, and improving the community by helping to retain city families.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: Our mission is to empower students to direct their own lives and learning. In today's world, students need to be proactive to succeed, both in school and when entering the workforce. Teaching these habits early allows students to master them, honing their personal abilities and enabling them to use these skills to succeed in their chosen endeavors.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Students will not just learn to regurgitate facts and broad concepts. They will actually apply these concepts in cross functional projects. Teachers will be there to guide and advise students, but the students will be directing their own learning, working with their peers and completing projects that combine subject material with real world comprehension of ideas. If students are meeting their goals, they will be rewarded with more autonomy. If not, the teachers will limit their choices, guiding the student into better habits.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school needs to be both successful academically and engaged in the community. Board members will need to be highly engaged with the process, working closely

with the executive director and holding him/her accountable for hitting both budgets and academic goals.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: I have been friends with Amanda Sullivan for several years. We met through her Meetup group, South City Girls.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would inform the other board members, so the actions could be fully in accordance with our financial management policies.

Hugh A. Eastwood

7911 Forsyth Blvd., Suite 300
St. Louis, Missouri 63105-3860

(314) 809 2343 Tel.
(314) 863 5335 Fax
hugh@eastwoodlawstl.com

EXPERIENCE

Hugh A. Eastwood, Attorney at Law, St. Louis, MO (2009 – present).
Returned to St. Louis and launched a successful solo practice with particular emphasis on litigation, including civil rights, human rights, employment, and public interest matters, as well as real estate, trusts & estates, and business transactional work. I have won significant verdicts against government entities that have been upheld in the appellate courts. Partner routinely with more senior solo and small firm lawyers on a variety of litigation matters in federal and state courts.

Progressive Future, Denver, CO (2008).
Associate Counsel and Online Campaign Developer
Helped establish a 501(c)(4) created to electioneer in the 2008 presidential campaign. Coordinated with America Votes roundtable. Co-led development of a new media campaign to develop, engage, and activate membership.

O'Melveny & Myers LLP, Century City office, Los Angeles, CA (Summer 2005, 2006 - 2007).
Attorney (Adversarial Associate)
Member of a trial team that won a multimillion dollar judgment plus attorneys' fees in a jury trial in L.A. Superior Court in a contract rights dispute over a major motion picture; reviewed documents in Concordance; drafted motions and writ of mandate to the state Court of Appeal; drafted examinations of witnesses; prepared witnesses for testimony at trial; drafted portions of opening statement and closing argument; developed strategies for enforcing the judgment against assets in multiple states. Advised on the settlement of a defamation / right of publicity claim against two movie studios. In a white-collar criminal trial in Houston federal court, advised senior counsel on motion practice. Recruited summer associates. Diversity and Summer Associate Committees.

Lower Manhattan Development Corporation, New York, NY (2002 – 2003).
Planner and Project Manager for the World Trade Center Site
Managed international design competition for Ground Zero. Supervised Studio Daniel Libeskind during site planning process. Helped formulate World Trade Center Site development program. Prepared portions of the WTC Environmental Impact Statement. Analyzed Lower Manhattan's public infrastructure, and recommended public actions to spur private market reaction.

Yale University Properties, New Haven, CT (2000 – 2002).
Development Associate
Administered multi-million dollar HUD development grant to low-income neighborhood. Managed the planning and design phase of a multimillion dollar commercial development funded by Yale's investment capital. Served on board of community development corporation.

Manhattan District Attorney's Office, New York, NY (Summer 1999).
Legal Intern
Researched New York State criminal law. Second chaired felony murder and assault trials with Assistant District Attorneys.

EDUCATION

Yale Law School, New Haven, CT. J.D. (2006).
Senior Editor, Yale Law & Policy Review (2003-2005).
Adjunct Professor in Yale College, Undergraduate seminar: *Privacy & the Constitution*, Calhoun College, Yale (Spring 2006).
Co-Chair, YLS symposium on evolving marriage law (March 2005).

Yale University, New Haven, CT. B.A. in History with distinction (2000).
Winifred Sturley Prize for senior thesis: '*Struggling for Pre-Eminence': Second Empire Paris in the eyes of Victorian Londoners.*
Teaching Fellow, Yale College course: *Study of the City*, Professor Alexander Garvin (2001-2004).
Teaching Fellow, Yale School of Management course: *Real Estate Development*, Professor Bruce Alexander (2001).

ADDITIONAL INFORMATION

President, Yale Club of St Louis. Past chair, alumni schools interview committee.
President, Trustees of Briarwood, City of Ladue.
President, Kairos Academies Board of Directors.
Proficient in written French and Spanish.

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 04/30/2017

Name (1): HUGH EASTWOOD

Name (2):

Name (3):

Date Of Birth: [redacted]/1977

SSN: xxx-xx-6271

Control Number: 3752024

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

Missouri Department of Health and Senior Services
P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Randall W. Williams, MD, FACOG
Director

Eric R. Greitens
Governor

05/01/2017

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65376992

HUGH ATHELSTAN EASTWOOD
10228 THORNWOOD DR
ST LOUIS, MO 63124

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) processed your registration on 05/01/2017. 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/.

Information From Prospective Charter School Board Members

Kairos Board Member: Hugh A. Eastwood

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: J.D., Yale Law School; B.A., Yale University

I am an accomplished civil rights litigator who tries cases either solo or as a team with other experienced lawyers. I also counsel small businesses, property owners, and trusts and estates.

I have won significant jury verdicts for victims of government misconduct, for whistleblowers, and for those harmed by breach of trust and contract. I have argued before the Missouri Supreme Court, the United States Court of Appeals for the Eighth Circuit, the Missouri Court of Appeals, and state agencies and commissions. I have taught law at Yale's Calhoun College, and lectured at St. Louis University Law School and at professional conferences.

Before law school, I managed the site design competition by the Lower Manhattan Development Corporation for the rebuilding of the World Trade Center at Ground Zero. I also served on the board of the Greater Dwight Development Corporation in New Haven, Connecticut, administering a $2.2 million HUD grant.

I serve as president of the Yale Club of St. Louis and interview St. Louis applicants who are high school seniors. I also serve on the boards of several St. Louis nonprofits, and am president of the trustees of my residential subdivision. I have some French and Spanish.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm I am over 21 years of age.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: Co-founders Gavin Schiffres and Jack Krewson approached me. I was also aware of other schools in New York and California with similar philosophical and curricular approaches. I view this philosophy as a new educational approach in St. Louis and Missouri: freethinking individual students who master content and are empowered as a result. I think it will give

working families in the City of St. Louis an educational choice that is sorely lacking. More broadly, I see charter schools as a critical aspect of improving education in the St. Louis region.

4. Explain why you would live to serve on the board.

Response: Education is probably the most important public good that we provide as a society. Every child deserves a quality education that prepares him or her for the information society jobs of today, not the line worker jobs of yesterday.

I am excited by Kairos because of its educational philosophy; because it is targeting Dutchtown which is an underserved population; and because most charters are in the elementary school market rather than the middle or high school levels.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served on the board of a school district. I have extensive non profit experience, however, both at the board and staff level.

- Co-founder and Board member, New Leaders Council St. Louis, 2011-2014 (c-3)
- Co-founder and Board member, Greater Gateway Alliance and Tomorrow STL (c-3 and c-4 organizations committed to reforming St. Louis regional government), 2012-14
- President of Board of Trustees, Briarwood subdivision, City of Ladue, 2012-present
- Board member, Greater Dwight Development Corporation, New Haven, CT (c-3), 2000-02
- Former employee, Lower Manhattan Development Corporation, New York, NY 2002-03

6. What is your understanding of the appropriate role of a public charter school board member?

Response: To be an independent fiduciary of school funds; to provide oversight and coaching to school leadership and staff; and to ensure that the school's mission and goals are being implemented properly.

7. What relevant knowledge and experience will you bring to the board?

Response: Past board experience with not-for-profits; legal experience including experience with not-for-profits; experience as a trustee and fiduciary.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: After one year, the school will be up and running in a facility within the Dutchtown neighborhood. Middle school classrooms will be fully enrolled, and a diverse population will be

represented. At least four teachers will be under contract. Relations with the community will be growing through targeted use of canvass.

After four years, the school will have a permanent facility within the Dutchtown neighborhood. The charter will have been renewed. The school is meeting its goals for performance and growth. A strong reliable team of teachers/administrators is under contract. Some new board members have cycled on to help sustain and grow the school past its incubation period. The school is a valued part of the community.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: Student-centered learning where the constant is mastery and the variable is time. Students receive one-on-one coaching to meet their goals, and have control and flexibility over their schedule so as to help them meet their goals. Learning is self-directed, and technology is incorporated into the individual learning experience. The classroom is just the starting place for learning, as field trips and internships broaden students' horizons. There is a robust extra-curricular array of activities, led by students and self-disciplined by students. Within the school, students feel a sense of belonging through the House system.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Yes. Montessori with tech. Instruction is student based, and behavioral modification is encouraged through a mixed use of student-imposed discipline and group loyalty fostered through the House system. Students form small groups to direct their educational growth through various projects. Coaches oversee individual student growth, allowing disciplined learners to advance and those who need additional help to take their time to achieve mastery over academic materials. Student feel empowered to take responsibility for themselves and for one another.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: A successful school is financially stable; has strong, engaged leadership; support from the community; and a student body that is prepared and equipped to learn. The board will need to focus closely on financial management; building community trust; and meeting its initial goals for student performance. Particularly the school's leadership will be held to account for both financial management and student achievement.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Not to my knowledge.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: I know Gavin as we both serve on the board of my college alumni club.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No, although at the initial stage I plan to assist the school in obtaining a pro bono legal services provider.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No, except as described above.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: None other than the general potential conflict of any lawyer serving as both a board member and as lawyer to the school itself.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: Ask that person to resign immediately; notify the Board and engage in an internal investigation; and refer to the Attorney General if violation of law was suspected.

Laura H. Vilines

3809 Connecticut Street ▪ St. Louis, Missouri ▪ (270) 791-0234 ▪ lauravilines@gmail.com

EDUCATION

Vanderbilt University Nashville, TN
Doctor of Education in K-12 Educational Leadership and Policy, May 2018

Vanderbilt University Nashville, TN
Masters of Public Policy in Education Policy, May 2011

Washington University in St. Louis St. Louis, MO
Bachelor of Arts, cum laude, May 2006
Majors: Political Science, English Literature Minors: Spanish, Modern Dance

University of Missouri- St. Louis St. Louis, MO
Teacher Certification in Secondary Education, May 2009

EXPERIENCE

St. Louis Teacher Residency St. Louis, MO
Founder/Executive Director March 2017 – Present

- Responsible for the development, design, and implementation of the teacher residency program
- Oversees partnership and collaboration with Washington University in St. Louis, including the shared design of the residency's master's degree program
- Leads and develops partnerships with districts and charter management organizations, including St. Louis Public Schools, KIPP: St. Louis, and Gateway Science Academies
- Prepared and developed strategic plan and vision for the residency and annual operating budget.
- Oversees daily finance and operations of the residency and maintains active communication with the Board of Directors
- Manages and develops residency team, providing feedback regarding resident coaching, curriculum development, and coursework implementation
- Responsible for resident and mentor recruitment and the development of the residency's founding cohort

STEM Preparatory Academy Nashville, TN
Chief Academic Officer May 2014 – December 2016

- Responsible for academic outcomes and program at STEM Preparatory Academy: Middle School, High School, and the Nashville Newcomer Academy
- Managed School Directors to evaluate student performance outcomes, school culture, and teacher development
- Managed and developed Academic Deans, providing professional development and feedback regarding teacher coaching, curriculum development, and academic programming
- Developed and designed the Nashville Newcomer Academy, a first-of-its-kind partnership with Metro Nashville Public Schools, serving newcomer English Language Learners from throughout the district
- Awarded the 2016 Inspiring Innovation Award by the Nashville Public Education Foundation for development of Nashville Newcomer Academy program
- Developed the academic model for STEM Prep High School and collaborated with the High School Director to develop school-wide policies, systems, and procedures
- In first year, led STEM Prep High School to highest overall math performance and second highest overall reading performance in Metro Nashville Public Schools
- Responsible for talent recruitment and the development of the founding teams for STEM Prep High and Nashville Newcomer Academy

Founding Academic Dean March 2011 – May 2014

- Collaborated with Executive Director to found STEM Preparatory Academy, an independent charter school network which consistently performs in the top 5% of schools in the state of Tennessee
- In first year, led school to highest overall math growth and second highest overall reading growth in Metro Nashville Public Schools
- Awarded 2013 Innovative School of the Year by the Tennessee Charter School Association
- Developed STEM's Framework for Effective Instruction and Practice and piloted teacher evaluation program through the Tennessee Department of Education
- Designed curriculum for grades 5-8, incorporating Common Core State Standards and current state standards
- Developed and facilitated professional development for staff, including a month-long teacher orientation program
- Facilitated weekly coaching meetings with all staff members, providing feedback on classroom observations, lesson plans, and teachers' response to data

Vanderbilt University: Study of Middle School Math Teacher Induction Nashville, TN

Project Coordinator May 2010 – May 2011

- Managed data collection process, interviewed study participants and completed classroom observations
- Collaborated with qualitative data sub-team to develop coding scheme and analyze participant interviews

Teach For America – Chicago Institute Chicago, IL

Curriculum Specialist May – July 2010

- Facilitated sessions for corps members in planning, student investment, management, and diversity
- Designed and implemented differentiated sessions based on outcomes at individual school site

Teach For America St. Louis, MO

Corps Member: Imagine College Prep High School June 2006 – June 2009

- Taught 9th and 10th grade English, leading students to achieve over 80% mastery of Missouri state standards
- Designed 9th grade English and World Literature curriculums for all Missouri Imagine Schools

Appalachian Arts Project Harlan, KY

Founder and Camp Director February 2005 – July 2007

- Received social change grant to develop and implement week-long arts day-camps in the Appalachian area
- Developed and implemented week-long arts day-camps for children ages 6-12
- Hired staff and developed curriculum for the program in visual art, dance, drama, and music

HONORS AND ADDITIONAL EXPERIENCE

Sue Lehmann Regional Nominee for Outstanding Classroom Leadership May 2008

- Selected as a nominee for national teaching award, representing the St. Louis Corps of Teach for America

Project Badili Community Service Organization August 2007 – July 2009

- Founded community service organization for students at Imagine College Prep High School, partnering ICPHS students, who served as tutors and mentors, with African immigrant students in the St. Louis community
- Organized community service club travel to Nairobi, Kenya to participate in international service

Freedom Writers Foundation - Freedom Writer Teacher July 2007 – Present

- Selected as one of 150 Freedom Writer Teachers nationwide, receiving ongoing professional development
- Authored selection included in *Teaching Hope: Stories from the Freedom Writer Teachers and Erin Gruwell* published by Random House in August 2009

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 04/30/2018

Name (1): LAURA VILINES

Name (2):

Name (3):

Date Of Birth: [redacted]/1984

SSN: xxx-xx-4429

Control Number: 4203857

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

SEARCH BY REGISTRATION RESULTS

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Social Security Number: [redacted]-4429 was found in the database.

This individual is registered with the Family Care Safety Registry (FCSR) or has submitted a registration pending processing by the FCSR. Individuals need to register only one time. **This is not a background screening.**

Eligible employers may obtain current background screening results on registered individuals, at no charge, via the Internet. To learn about requesting background screenings via the Internet, click **here**. Employers may also request background screening results by calling the FCSR toll-free access line at (866) 422-6872 or by completing and submitting an **Employer Background Screening Request Form**.

To search for another Social Security Number: Search

*Indicates a Required Field

Information From Prospective Charter School Board Members

Kairos Board Member: Laura Vilines

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: Yes, I am over the age of 18 years old.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: Rob Wild, who serves as the Associate Vice Chancellor of Student Affairs at Washington University in St. Louis connected me to the co-founders approximately 1 year ago. I have known Rob since I was an undergraduate student at WUSTL, and Rob was aware of my work as a charter-school leader in Nashville. Rob first connected me to the Kairos team to provide feedback and consultation on their charter application.

4. Explain why you would like to serve on the board.

Response: Before returning to St. Louis in Fall 2017, I worked as the Chief Academic Officer at a high-performing charter school network in Nashville, Tennessee. In that work, I had the opportunity to engage and collaborate in a robust charter school community and saw first-hand, not only the impact of our school, but the impact of the numerous high-performing charters throughout Tennessee. Returning to St. Louis last year, I was struck by the difference in the charter school market and the overall lack of high-performing schools in Missouri. I am interested in working with the co-founders of Kairos to share the expertise and knowledge I acquired in my work in Nashville at STEM Preparatory Academy.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: I have not served as a board member, but as a co-founder of STEM Preparatory Academy, I have extensive experience working with a governing board of a charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: Board members of a public charter school are primarily responsible for providing governance and financial oversight for the school. This includes oversight of the annual budget and strategic planning.

Board members also hire, manage and evaluate the work of the Executive Director, ensuring that the school consistently achieves the goals and objectives outlined in the charter.

The board also serves as an appeals board for personnel, student, and parent grievances.

7. What relevant knowledge and experience will you bring to the board?

Response: As the founding school leader of STEM Preparatory Academy (and later the network's Chief Academic Officer), I have first-hand knowledge of almost all aspects of charter school program and operations. Additionally, I currently serve as the Executive Director of an educational non-profit and have completed a doctoral degree in Educational Leadership and Policy.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response:

At the end of the first year, Kairos Academy should have achieved the following outcomes:

- Kairos has established a strong culture of care and support. Students experience a sense of belonging that is coupled with a culture of accountability and high expectations.
- Almost all students (90% or more) have achieved significant growth in terms of their math and reading proficiency, as measured by the NWEA MAP Assessment.
- On the Missouri state assessment, Kairos outperforms both district and state averages in all subject areas.

At the end of the fourth year, Kairos Academy should have achieved the following outcomes:

- Kairos has effectively retained a majority of students from its initial cohort, with over 75% of its Grade 9 cohort composed of founding students.
- Kairos has maintained a strong culture of care and support. Structures and supports are effectively differentiated to meet the developmental needs of students across grade-levels.

- On the Missouri state assessment, Kairos scores among the highest-performing schools in the state. Overall, Kairos performs in the top 10% of schools in Missouri.
- Students at Kairos routinely complete rigorous and authentic tasks, centered around strong project-based learning and assessment.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: Through their personalized learning model, Kairos will develop students who are intrinsically invested in their academic success and self-directed in their learning.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: Kairos's academic model is centered on the adoption of two core pedagogical approaches: personalized learning and project-based learning and assessment. Through these instructional strategies, Kairos will provide highly-differentiated instruction that also allows all students the opportunity to engage in authentic and rigorous work.

Kairos primarily addresses students' socio-emotional learning and development through their one-on-one coaching model that serves to develop students' executive functioning.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: Multiple practices and supports lead to the creation of an effective school (i.e. curriculum coherence, effective teacher-coaching and professional development, or meaningful parent and family engagement). However, successful schools can be characterized and defined by two foundational pillars: academic press and the development of a culture of care and support.

In the first two years of operation, the board should request frequent and detailed reports from the Executive Director with regard to the school's performance. These reports should not only include academic performance data (such as results from benchmark assessments and diagnostic assessments), but should also detail metrics of school climate and culture, including data on attendance, enrollment, discipline, and family engagement.

The board should frequently visit and observe the school in order to understand the typical experience for a student at Kairos Academy. In the event that Kairos is significantly off-track in pursuit of its annual performance goals, the board should provide assistance in terms of strategic planning.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: I have only met the prospective board members through meetings related to Kairos Academy.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: From January 2018 through April 2018, Gavin Schiffres and Jack Krewson completed part-time contract work for St. Louis Teacher Residency. In this work, Gavin and Jack assisted our team with resident recruitment and selection and were directly supervised by myself.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: No

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: No.

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: The St. Louis Teacher Residency currently partners with both traditional school districts and charter management organizations operating in the St. Louis region. Because Kairos Academy could eventually choose to partner with the teacher residency, I plan to conclude my term on the board prior to the school's opening in summer 2019.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

Response: I would refer to the board's conflict of interest policy to determine next steps. I would also immediately bring this concern to the attention of the board chair (provided that this is not the member engaged in self-dealing).

THEODORE (TED) J. **STANN**

ted@cfos4tec.com · (314) 374.5191

Highly accomplished, results-driven senior financial management executive with more than 20 years of experience in financial operations management with traditional and technology companies. Experience in growing a startup to over 150 FTEs with a value of over $200MM in a 3 year period. Demonstrated the ability to manage accounting, finance, HR and legal operations of several market leading companies. Implemented accounting systems, financial controls and HR systems saving time and money. Possess solid leadership, communication, interpersonal and talent management skills to bring out the best in staff and management.

EXPERIENCE

AUG 2017 – PRESENT

PARTNER, CFOS4TEC LLC

Assist companies on a part-time basis with financial and operational management, board reporting, strategic growth and vision

AUG 2017 – PRESENT

ADJUNCT PROFESSOR, WASHINGTON UNIVERSITY IN ST. LOUIS, OLIN SCHOOL OF BUSINESS

Professor in the Center for Experiential Learning teaching the Metrics Clinic to graduate and MBA students

JAN 2014 – AUG 2017

CFO, TOPOPPS, INC.

Oversee accounting, finance, HR, legal and partner program for 25+ employees and FTEs. Value growth to initial investors 500%+ in first 18 months. Raised capital of over $9MM in 36 months, setup accounting, financial, payroll and HR software systems. Frequent investor and board reports

JAN 2011 – MAY 2014

CFO, GAINSIGHT, INC.

Directed accounting, finance, HR and legal teams for 120+ employees and FTEs. Value of company grew from $2MM to $200MM. Raised capital of over $30MM in 2 year period. Setup accounting, financial, payroll and HR controls and software systems

2000 – 2010

MANAGING PARTNER, STANN FINANCIAL LLC

Consulting focused on fractional CFO work, M&A and valuations

Managing Partner Assisted over 100 companies in the following areas:

- Financial and accounting controls
- Salary studies and compensation recommendations
- Valuation of technology and companies
- Merger and acquisition advice for companies ranging from $50MM to $900MM
- Strategic direction and partnerships
- Financial, accounting, budgeting and HR strategy

EDUCATION

MAY 1997
BA ECONOMICS, BELLARMINE UNIVERSITY

CORE QUALIFICATIONS AND SKILLS

- Financial Planning
- Business Planning
- Resource Management
- Financial Modeling
- Board Reporting
- Growth Strategy
- Investor Relations
- Decision Support
- M&A
- Fundraising

BOARD EXPERIENCE

Gainsight, Inc.
PFITR LLC
SafeTrek, Inc
Juristat, Inc.
PowerPost, Inc.
TopOPPS, Inc.
Textel LLC

No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 03/26/2018

Name (1): THEODORE STANN

Name (2): TED STANN

Name (3):

Date Of Birth: [redacted]/1974

SSN: xxx-xx-4669

Control Number: 4162025

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102

DHSS Home | State Home | Forms

Log In

State of Missouri Department of Health and Senior Services

Family Care Safety Registry

March 26, 2018 FCSR-BSEES Home Registration Good Cause Waiver

For Your Information

Refer to Social Security card to ensure the number is entered correctly.

Questions? Call the FCSR toll-free at (866) 422-6872.

SEARCH BY REGISTRATION RESULTS

Welcome to Registration Information | Is A Person Registered | **Employer Information** | **Register**

Social Security Number: **489-84-[redacted]** was found in the database.

This individual is registered with the Family Care Safety Registry (FCSR) or has submitted a registration pending processing by the FCSR. Individuals need to register only one time. **This is not a background screening.**

Eligible employers may obtain current background screening results on registered individuals, at no charge, via the Internet. To learn about requesting background screenings via the Internet, click **here**. Employers may also request background screening results by calling the FCSR toll-free access line at (866) 422-6872 or by completing and submitting an **Employer Background Screening Request Form**.

To search for another Social Security Number: Search

*Indicates a Required Field

Theodore Stann

Messages

Social Security Number Found

Site Information | FAQs | Related Links

Information From Prospective Charter School Board Members

Kairos Board Member: Theodore J Stann, Sr.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.

Response: I affirm that I am at least 18.

3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Response: I met Gavin and Jack through Chisom Uche, a board member of Kairos and was drawn to the vision of the individual learning style proposed for the student population. Having eight children of my own, I recognize the individual needs and learning requirements of each child. Explain why you would live to serve on the board.

4. Explain why you would live to serve on the board.

Response: I was born near the Dutchtown area and having grown up in St. Louis, I realize the value Kairos can bring to the St. Louis area. With over 20 years of experience as a CFO I believe my background will assist Kairos with continuing to grow in a financially responsible manner and allow Kairos to meet the objectives set forth in its charter application.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: No. However, I have served on the board or and advisor to the board of several technology companies, the most prominent companies being Gainsight and SafeTrek. My role has been related specifically to financial advice and strategic planning relating to continued growth and funding.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: As a board member, I should be responsible in upholding the mission and values of Kairos, and assist the executive director in providing financial oversight of the organization and operational accountability.

7. What relevant knowledge and experience will you bring to the board?

Response: With over 20 years of experience as a CFO, I have seen many successes and failures in the business and non-profit world. It is my believe businesses can avoid many of the pitfalls and enjoy great success by avoiding the mistakes of other businesses and learning from the best practices from its own industry and other industries as well. I have seen over 100 companies, and believe this experience with help Kairos on both the strategic and financial planning side.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Response: After year one, I believe Kairos will have a fully engaged student population that embodies diversity and has begun to prove the Kairos model of personalized learning. I also believe the parent group will become evangelists for the school and its growth. By year 4, I believe Kairos will be recognized as the best charter school in the St. Louis area. The model will begin to be replicated by other local charter schools.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Response: The Kairos mission is to empower students to direct their own lives and learning. This empowerment of the student population will lend itself to promote students to become leaders not only in school but throughout the remainder of their lives.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: The proposed educational program falls into 4 areas: personalized learning, individual coaching, project-based learning and peer communities. This differs from the traditional classroom experience I am familiar with and allows for a personal learning experience. Much like my children, the personalized approach allows for instructors to meet the students where they are at instead of falling behind or becoming bored because the student is ahead of his classmates.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: I believe there are 3 characteristics of a successful school: Strong leadership, a dynamic faculty and financial responsibility. If these three characteristics are met, Kairos should be well on its way to being successful in the first two years by garnering continually increasing enrollment and its ability to attract top talent in its faculty.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

Response: Yes, I have worked with Chisom Uche in the past at TopOPPS. Chisom exemplifies the character and work ethic I would wish to see in all individuals. He has proven his ability as a leader and as someone who wants the very best from those around him.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Response: No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Response: No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: No

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

Response: I would follow the guidelines of the Conflicts of Interest Policy and Whistleblower Policy which would result in an investigation of the board members potential self-dealing.

Appendix L: Letters of Support

ALDERMAN SHANE P. COHN
CITY OF SAINT LOUIS, MISSOURI
TWENTY-FIFTH WARD

COMMITTEES

CONVENTION, TOURISM, ARTS & HUMANITIES

NEIGHBORHOOD DEVELOPMENT

TRANSPORTATION & COMMERCE

INTERGOVERNMENTAL AFFAIRS

PUBLIC UTILITIES

CITY HALL OFFICE
1200 MARKET STREET
ROOM 230
ST. LOUIS, MO 63103
(314) 622-3287

ON THE INTERNET
TWITTER.COM/SHANECOHN
FACEBOOK.COM/SHANECOHN

EMAIL
COHNS@STLOUISCITY.COM

April 20, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Alderman of the 25th Ward, I represent families in each of the zip codes of Kairos' potential enrollment zone. Over the past two years, I have met with Kairos leadership several times and have seen them engage with members of our community in a variety of ways, including attending neighborhood meetings, talking with families one-on-one, and canvassing the area broadly. The more community members learn about Kairos, the more excited they become that the school has chosen to open in the Dutchtown neighborhood.

As a representative of the Dutchtown community, I can attest that our neighborhood has an abundance of students, with roughly 30% of our population being school-aged, and a severe lack of educational opportunities. That's why I support Kairos Academies as they seek sponsorship to open in 2019. I believe their school would serve a critical need in the area. Parents I represent deserve to give their children the kind of individualized faculty attention and hands-on learning experiences that Kairos promises. Given the response I've seen from Kairos' community outreach, I believe the school will have no trouble enrolling its proposed 100 students per grade. If Kairos is sponsored, I will use my position in the community to make parents aware of Kairos as an option for educational opportunities and resources.

Dutchtown is a diverse neighborhood, and Kairos' proposed personalized, student-centered approach responds to those diverse student needs. Parents here want educational opportunities for the betterment and advancement of their children, and many believe that, if sponsored, Kairos will become a valuable community asset. I am especially excited about the specific facilities they are looking to revitalize for their school building. **The young people living in the Dutchtown neighborhood should have all the energy, innovation, and ideas that we can provide.** I believe Kairos offers a viable, innovative school model—one that would empower Dutchtown students through education. I look forward to supporting them in that work.

Sincerely,

Shane Cohn
ALDERMAN

ALDERMAN CARA SPENCER
CITY OF SAINT LOUIS, MISSOURI
WARD 20

April 26, 2018

Dear Members of the Board

As Alderman of the 20th Ward, I would like to offer my support for a diversity in education options within our community. The 20th Ward and surrounding area includes the region's highest density in persons under the age of 18, a high percentage of whom live at or below poverty. High quality education is the first step in a path out of poverty.

While our St. Louis Public Schools have recently been reaccredited and continue to improve, we continue to struggle to provide the education that a wide range of children need to succeed. Thank you for considering alternative education models. Our children are the future of our state and their successes and their failures belong to all of us.

Best Regards,

Cara Spencer

Cara Spencer
Alderwoman, 20th Ward

1200 Market Street - Room 230, St. Louis, MO 63103 • Office: (314) 622-3287
Email: Spencerc@stlouis-mo.gov • Cell: (314) 556-7379

MCPSA
MISSOURI CHARTER PUBLIC SCHOOL ASSN.
Committed to Quality

April 30, 2018

To Whom It May Concern:

The Missouri Charter Public School Association (MCPSA) is pleased to provide this letter confirming the Kairos Academy application is ready for Missouri Sponsor evaluation and consideration.

MCPSA has reviewed the application, offered feedback for revisions and worked with the Founders. Based on our careful evaluation it is our opinion Kairos has carefully crafted a complete charter school application reflecting the characteristics of a quality charter school in accordance with MCPSA's *Quality Standards for Charter Schools*. In addition, MCPSA has found this application to meet and/or exceed the Missouri Model Charter School Application's evaluation criteria and be compliant with State and Federal law. Finally, after extensive engagement and the opportunity to assess the individuals affiliated with Kairos Academy, it is our opinion there is strong capacity for the pre-opening, opening, and ongoing sustainment of a quality charter public school in St. Louis.

It is with confidence we present our MCPSA Letter of Readiness endorsing the Kairos Academy founders and application. If you have any questions please feel free to contact me at dthaman@mocharterschools.org

Sincerely,

Douglas P. Thaman, Ed. D

Missouri Charter Public School Association
1300 Papin Street · St. Louis, MO 63103 · 314.776.3551 · Fax 1.888.877.6890

Downtown Dutchtown
Business Association

April 18, 2018

Letter in Support of Kairos Academies

To Whom It May Concern:

Downtown Dutchtown Business Association supports the charter application of Kairos Academies. We appreciate the engaging work representatives of Kairos have done to not only identify a need in our neighborhood, but also discuss with residents their own vision for education in Dutchtown and the surrounding area. Consequently, we believe Kairos Academies is committed to the developmental and inclusionary ideals of DT2 and the Dutchtown neighborhood.

Both co-founders Jack Krewson and Gavin Schiffres have participated in DT2 events and programming to explain their goals for Kairos Academies and learn more about the neighborhood. They have expressed their committed to continue this engagement in the neighborhood and we look forward to having Kairos as a permanent partner in Dutchtown.

Thank you for your consideration and please contact me with any questions at nate@dt2stl.org.

Best,

Nate Lindsey, DT2 President

CC:
Jack Krewson
Gavin Schiffres

April 27, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Board Chair of The Dutchtown Community Improvement District (DTCID), I am writing to support Kairos Academies as they work to bring a high-quality educational option to our community. The DTCID was established by official ordinance in June, 2017 to improve our Dutchtown community by bettering conditions for existing residents and businesses and attracting new growth.

We recognize that strong neighborhoods need strong educational options. That's why we welcome Kairos as partners in our efforts to strengthen Dutchtown. Given the demand for quality schools in our community, we believe Kairos will have no trouble recruiting students. Their community engagement to date—connecting with organizations like ours and meeting individually with community members and families—has laid a solid foundation for outreach next year.

After meeting with their leadership, DTCID believes Kairos will help advance our shared mission of revitalizing Dutchtown. Families here are looking for the kind of personalized, technology-based school model they propose. We look forward to continuing to support Kairos Academies as they connect with families and secure a building in our community.

Sincerely,

Ashley Raineri
Board Chair
Dutchtown Community Improvement District
ashleyr@dtcid.org
314.335.9956

Lutheran Development Group
love thy neighbor.

4/27/18
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive Director of the Lutheran Development Group (LDG), I am proud to welcome Kairos Academies to Dutchtown. After meeting with Kairos leadership over the past year, I believe their energy and innovation would help revitalize our community. LDG develops facilities in south city so that our neighborhoods have safe housing for all, access to meaningful work, and quality educational options.

We have worked extensively in Dutchtown and the surrounding neighborhoods of Kairos' enrollment zone. After years engaging with this community, I can attest that families here are eager for more educational options. There are also ample facilities available for organizations looking to serve those families. Researching and developing buildings around Dutchtown has given our team a thorough understanding of the area. I have reviewed Kairos' space vision, and I am confident its co-founders will be able to find a suitable facility to meet its needs.

At LDG, we believe that comprehensive revitalization is beyond the ability of any one organization, but not beyond organizations and community working together. That's why we welcome Kairos to Dutchtown. Partnering with organizations like Kairos helps us counteract the years of disinvestment that have left south city without enough high-quality resources and school options. We are proud to support Kairos however we can both now and in the future.

Sincerely,

Chris Shearman
Executive Director of Lutheran Development Group

DEPARTMENT OF PARKS, RECREATION & FORESTRY
CITY OF ST. LOUIS
5600 CLAYTON AVENUE IN FOREST PARK
ST. LOUIS, MO 63110-1310

GREG HAYES
DIRECTOR

(314) 289-5310
FAX (314) 535-3901

LYDA KREWSON
MAYOR

DIVISION OF PARKS
Kimberly Haegele, Commissioner
(314) 289-5300

DIVISION OF RECREATION
Evelyn O. Rice, Commissioner
(314) 289-5320

DIVISION OF FORESTRY
Alan Jankowski, Commissioner
(314) 613-7200

April 27, 2018

Dear Members of the Board:

I write this letter in enthusiastic support of Kairos Academies launching in Dutchtown. As Supervisor of Marquette Recreation Center, a community center in the heart of Dutchtown, I can attest for the need of more schools in our neighborhood. Our community has the fewest high-quality school options in the city, yet the largest population of 11-18 year-olds. To ensure those children and their parents know about Kairos, we are happy to host their team at our events this summer (regularly attended by 100+ families) and at experiential information sessions next fall. We have also invited them to present at our community meetings, which bring together Dutchtown stakeholders and organizations around the common goal of serving children.

We are also pleased to organize free enrichment programming for Kairos during their two-week breaks between cycles. Marquette Recreation Center offers basketball, swimming, youth football, dance, boxing, cooking classes, arts and crafts, and other educational activities. Our dedicated coaches and staff are proud to provide these opportunities to working parents who would benefit from additional childcare and supervision during school vacations.

We are also happy to share our facilities with Kairos during the school day. While details depend on need, we are currently exploring a space-sharing arrangement for their incubation period. Marquette Recreation Center has expansive multi-purpose rooms, gym facilities, and a sizable city park at its disposal. We can more than meet Kairos' space needs, especially if we partner with adjacent and nearby non-profits who share our mission.

Kairos is using technology in creative way to provide students truly personalized attention. As youth mentors, we know the crucial role of that individualized coaching in the lives of children. Many students need one-on-one support to thrive. To best serve those students, and to empower their families with real school choice, Marquette Recreation Center is excited to partner with Kairos upon sponsorship. We look forward to working with Kairos in the future. I can be reached at 314-353-1250

Sincerely,

Willie Ash, Recreation Supervisor 1
Marquette Recreation Center
4025 Minnesota Avenue
St. Louis, MO 63118

THOMAS
DUNN
LEARNING
CENTER

EDUCATION • CULTURE • ENRICHMENT • CIVICS

May 1, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

I am writing on behalf of the Thomas Dunn Learning Center (TDLC) to support the launch of Kairos Academies in Dutchtown. Since 1930, TDLC has been enriching lives by providing engaging learning experiences for our community. We are located in the heart of Dutchtown and partner with organizations that seek to promote individual growth and enhance quality of life in our neighborhood.

Dutchtown families deserve schools as vibrant and diverse as they are. That is why we welcome new, innovative school models like Kairos to the area. Every day, TDLC engages with parents and students looking for educational opportunities in our community. Given the demand, I believe Kairos will be able to easily meet its enrollment goals. TDLC looks forward to supporting that effort by sharing information about Kairos with the families we serve. We are also happy to share our space with Kairos for recruitment events, such as information sessions and personalized learning workshops, so that families can make an informed choice about their child's educational future.

Finally, TDLC is pleased to connect Kairos with our South City Youth Council, a representative body of students in our neighborhood. This relationship allows Kairos to refine and implement their model *with* the community of students they will (hopefully) serve. After reviewing Kairos' proposal, I believe Dutchtown would benefit from the ideas, energy, and resources that they would bring if sponsored. I am excited to collaborate with Kairos in the future as our organizations work to empower students in our community.

Sincerely,

Paula Gaertner

Paula Gaertner
Executive Director, Thomas Dunn Learning Center
314-732-6160

BOARD OF DIRECTORS

Stephen H. Lewis
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Executive Director

MISSION:

We enrich lives through engaging learning experiences. Our partnerships promote individual growth & enhance the community's quality of life.

3113 GASCONADE, ST.LOUIS, MO 63118 • WWW.TDUNN.ORG • 314.353.3050

THE BiOME STEAM SCHOOL

5/1/2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Founding President and CEO of The Biome, I am pleased to write in support of Kairos Academies. The Biome is an elementary charter school in St. Louis that offers customized, project-based, and student-centered learning opportunities with an emphasis on growth mindset and STEAM (Science, Technology, Engineering, Art and Mathematics) education. After meeting with Kairos leaders and reviewing their proposal, I believe their vision and model align closely with our own. We endorse Kairos because our students deserve a middle school that is explicitly focused on rigorous academics, experiential learning, and self-regulation.

The Biome will serve students K-5 in 2019-2020, when Kairos plans to open. We are excited to share information about Kairos with our graduating families so that they can make informed decisions about their child's education. We would also host Kairos for an information session or recruitment workshop so parents can see their innovative personalized learning model in action. Like Kairos, The Biome has an individualized, integrated approach to pedagogy that promotes interdisciplinary, inventive thinking. Our curious, independent, and civic-minded students would be a natural fit for Kairos.

After meeting with Kairos leadership, I believe this school will fill an important and unserved niche in our city's middle and high school educational landscape. We are glad to support them going forward, including letting Kairos' founding faculty observe our operations and project-based learning ecosystem. St. Louis needs more innovative school models that push the boundaries of what school can be. Kairos is answering that call, and we look forward to working with them in the future.

Sincerely,

Bill Kent
President and CEO

ST LOUIS
COLLEGE PREP

March 8, 2018
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive Director of St. Louis College Prep, I am writing to acknowledge a potential partnership with Kairos Academies. Since 2011, St. Louis College Prep has been one of St. Louis' premier public charter schools. We are committed to providing a world-class education to our students—primarily African American, FRPL 6th-12th graders in St. Louis City.

Like Kairos, St. Louis College Prep extends the school day and runs on a year-round academic calendar. As such, we are excited to partner with Kairos around common goals. Specifically, we have discussed coordinating enrichment programming during overlapping breaks (barring those which align to St. Louis Public Schools' calendar). We have also discussed programming joint professional development during overlapping inservice weeks.

St. Louis College Prep families overwhelmingly support our year-round model, and I have shared parent surveys attesting as much with Kairos leadership. Families have not mentioned struggling to find child care/supervision during our intersession breaks. And during summer cycle (technically an optional summer school), students continue attending at the same rate as during the regular academic term. I have read and approved sections of this charter application which reference St. Louis College Prep.

After meeting with Kairos leadership, I believe collaborating could advance our shared goal of ending educational inequity in St. Louis. Long summer breaks have the greatest negative effects ("summer slide") on those with the fewest resources. We are glad Kairos is joining us in our mission to give every student an excellent education, all year round. We look forward to working with them in the future.

Sincerely,

Mike Malone
Executive Director

ST LOUIS COLLEGE PREP
1224 Grattan Street | Saint Louis, Missouri 63104
phone 314.561.3440 | fax 314.667.3477 | email info@stlcollegeprep.org
www.stlcollegeprep.org

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

December 21, 2017

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

I am writing to enthusiastically support the opening of Kairos Academies. As the Executive Director for Teach For America in St. Louis, I am certain opening this quality school choice within our city will make a positive difference in academic outcomes for its students, serve as a strong partner for our mission (striving to end educational inequity), and have a lasting impact on our community.

I strongly believe in Kairos Academies' mission, goal, and academic approach. It aligns with the work and mission we do here at Teach For America- St. Louis. At Teach For America- St. Louis we believe –beyond any doubt –that every child is capable of excellence. Students in St. Louis must be affirmed, valued, and empowered learners and leaders. They must master rigorous content and build on their own critical consciousness. Our role is to support our students by providing them opportunities that will have a profound impact on their academic achievement and personal growth. Together, with students, parents, partners, and community stakeholders, we set ambitious goals for your students' attainment, work urgently toward these goals daily, collaborate to overcome obstacles, and persist in the face of immense challenges.

Like Teach For America, Kairos Academies believes that education is the window to life's opportunities and the failure to provide a quality education can disqualify students from reaching their fullest potential. In order to provide an equitable, rigorous education, Kairos Academies focuses on a differentiated and personalized instructional model. Kairos uses the Summit Learning Platform. Built by Summit teachers, leading researchers, and Facebook engineers, the Platform lets students move at their own pace through a digital, project-based curriculum. The coursework is editable, so Kairos teachers can nuance instruction and make projects more culturally responsive. Parents and community members celebrate student curricular and extracurricular work at bimonthly Portfolio Nights, à la High Tech High. Kairos will use a flexible floor plan that will enable cooperative learning and collaboration. The state of the art, modern floor plan will resemble that of a co-working office-cum-college campus. Kairos will also run on a year-round academic calendar to ensure student learning is continuous, supportive, and accelerative.

Finally, a strong school model must have strong leadership to ensure student achievement occurs. I have complete confidence in the leadership skills of Kairos Academies' co-founders. Both of the leaders are Teach For America alumni and have recently participated in our rigorous school leaders fellowship program. Both leaders have organizational skills that enable them to be strategic and visionary leaders. As school leaders, they are always looking for advice to improve their leadership and practice. They implement feedback from coaching sessions which has allowed their leadership to become sharper and more focused, especially in the areas of building relationships, instructional leadership, and organizational leadership. What impresses me most is their vision for teaching and learning and their ability to organize their work to lead and develop a hard working team into a transformative body with a collective commitment to each other and to the students they serve. They are committed to helping teachers and students alike raise their standards and put processes in place to ensure that students reach those standards.

The community of St. Louis emphasizes relationships, passion, commitment, and diversity – all traits demonstrated by Kairos. I believe this school will be successful in their mission to provide a rigorous education for all students. Our city will benefit from the school's ability to attract talented teachers, and the entire education community will be pushed to new heights by the presence of Kairos. Above all, our students will benefit the most from having a quality public school choice in their community. As such, I strongly support Kairos Academies.

Sincerely,

Dr. Warren G. Morgan II
Executive Director
Teach For America- St. Louis
Warren.Morgan@teachforamerica.org

The Opportunity Trust

April 12, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Founder and Chief Executive Officer of The Opportunity Trust, I write to offer my full support for the launch of Kairos Academies in St. Louis. The Opportunity Trust exists to ensure every child born in St. Louis is prepared to lead a life of choice and dignity as an adult. We examine barriers to economic mobility for children and families in our community, develop evidenced-based theories of systemic change, and build national and local funds dedicated to eliminating these barriers over time. Our first fund, Reimagining School, is focused on dramatically improving the quality of schools in the St. Louis region and supporting new approaches so that children are prepared to thrive in the 21st century. We believe Kairos Academies has an important and promising role to play in bringing this vision to reality.

To support their efforts, The Opportunity Trust has already provided $25,000 to fund their charter proposal and summer pilot. We are especially excited that Kairos is opening in Dutchtown, one of the city's least served neighborhoods, and partnering with Summit Learning, the country's leading personalized learning curriculum and online management system. Should Kairos earn sponsorship, The Opportunity Trust is excited to continue supporting them in the following ways:

- Contributing to pre-operational costs, including facilities acquisition and renovation, human capital, and recruitment.
- Developing the co-founders' capacity to launch and manage Kairos, in collaboration with local educational leaders and national school leadership incubators.
- Connecting Kairos to local and national funders, parent organizers, curricula providers, and research organizations.

We are pleased to offer our support in partnership with the Kemper Foundation, which works to ensure all St. Louis families have access to educational pathways leading to economically sustainable work and choices in life. Together, we look forward to helping bring Kairos Academies to fruition.

Eric Scroggins
Founder & CEO

Commerce Bank™
Member FDIC

8000 Forsyth Boulevard
St. Louis, Missouri 63105-1797
(314) 726-2255
commercebank.com

WILLIAM T. KEMPER FOUNDATION

April 23, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

The William T. Kemper Foundation has a long history of promoting educational quality in the St. Louis region. Through contributions to KIPP St. Louis, North Side Community School, City Garden Montessori and others, we have sought to expand access for St. Louis students to high-quality educational options.

As grants manager of the Kemper Foundation in St. Louis, I write in support of Kairos Academies' sponsorship. Kairos' innovative model helps advance educational opportunities in our region by providing a meaningful school choice for parents in our city. The foundation has contributed $25,000 to Kairos for its charter proposal and summer pilot. Should Kairos achieve sponsorship, we would welcome the opportunity to consider a request for additional financial support during their pre-opening year. We value partnerships like these because of our commitment to revitalizing educational opportunity in St. Louis.

Finally, we are pleased to offer our support in partnership with The Opportunity Trust, which seeks to meet parent demand by catalyzing new, high-performing school models in our community. Together, we look forward to working with Kairos Academies in the future.

Sincerely,

Jenny L. Hoelzer
Grants Manager
Charitable Contributions

Strengthening nonprofits and the communities they serve.

Sharing a mission of change
SINCE 1988 CELEBRATING 30 YEARS

Illinois
333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana
The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan
3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Missouri
911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

3105 Gillham Road
Suite 200
Kansas City, MO 64109
816 335 4200

Ohio
500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin
215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

On behalf of IFF, I am writing this letter to support the sponsorship of Kairos Academies. IFF is a mission-driven lender, real-estate consultant, and developer that helps strengthen the nonprofits that do critical work for people with low incomes and special needs populations. We are the largest Community Development Financial Institution (CDFI) in the Midwest and one of only a few nationally to earn the AERIS five-star, triple-A, policy-plus rating. Since 1988, we have made more than $700 million in loans, leveraged $2.3 billion in community investments, and grown our total managed assets to $606 million.

We have been working deeply in Missouri since opening our office here in 2007, and in that time have lent over $125 million to high quality early education centers, charter schools, youth development agencies, human service nonprofits and affordable housing developers among others.

Like Kairos, IFF cares deeply about expanding access to high quality educational options for families in St. Louis. We believe that Kairos' innovative, personalized learning model can provide a relevant and authentic learning experience for kids. As such, in the early years as the school works on pre-opening and early year's operations we hope to be a valuable support with both facilities advisory and flexible loan capital. As the school establishes a strong academic and operational record, we will look to provide the flexible and affordable loan capital necessary for growth, including for their high school expansion in Year 3.

To date, we have had specific discussions with Kairos on their facilities plan, including providing reasonable budgetary assumptions for the above loan ($2 million over 15 years at 6% interest) and renovations to their initial incubation space (~$100,000). We will also offer facilities consulting services to ensure Kairos finds optimal spaces to incubate and permanently locate.

After meeting with Kairos leadership, I believe collaborating could advance our shared mission of strengthening our community through educational excellence. It is clear that Kairos has been thoughtful and diligent in developing its school model and operational plan and we can envision a future when Kairos is providing a high quality educational experiences for many St. Louis families. We look forward to working with Kairos Academies in the future.

Sincerely,

4-27-18

David Desai-Ramirez
Executive Director of The Southern Region
IFF

iff.org

March 12, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

AIM HIGH

Better Futures Begin in the 6th Grade

Dear Members of the Board:

I am writing to acknowledge a partnership with Kairos Academies. For the last 25 years, Aim High has served motivated middle school students through a 5-week summer academic enrichment program, supporting improved outcomes during their 4 years of middle school. Many of these students live in the enrollment zone that Kairos intends to serve: the 63116, 63118, and 63111 zip codes.

Aim High brings project-based learning and individualized coaching to middle and high-school students who often come from challenging circumstances, as is the intention of Kairos. For the Summer of 2018, Aim High and Kairos will engage in a pilot partnership to trial curricular enhancements of Kairos' design in two of our 6th grade classes, extending the application of technology and hands-on learning within Aim High. Key features of this pilot partnership:

- Kairos co-founders will be hired as Aim High teachers for the Summer 2018 (June 15-July 20),
- Per their normal program, Aim High will recruit students, secure space at John Burroughs, and provide high school teaching assistants,
- Kairos will provide curricula and implement its coaching framework in 6th grade classrooms,
- Kairos will fundraise or otherwise supply any expenses beyond Aim High's usual program,
- Aim High and Kairos will engage in a data sharing exchange to understand any impacts resulting from the curricular and instructional enhancements.

Aim High and Kairos believe that collaboration is essential to the provision of improved services, leading to the greater success of our students. We are hopeful that Kairos' educational philisophy and instructional models meet their intended goals, and look forward to implementing this pilot program together.

Sincerely,

Julie Angelica
Executive Director

Aim High St. Louis
755 South Price Road St. Louis, MO 63124
tel: 314-432-9500 fax: 314-432-9505
http://www.aimhighstl.org

ceam
Reimagining Education.

April 25, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

I am writing to express our support of Kairos Academies.

CEAM engages business and civic leaders to heighten awareness about policies impacting education and trains parent advocates to take action in Jefferson City and across the state. CEAM supports effective schools of all kinds and, like Kairos, CEAM strives to improve St. Louis' education system by promoting a diversity of high-quality school options for parents and their children.

Last summer CEAM partnered with Kairos to engage Dutchtown families through a community canvass. Although Dutchtown is one the most densely populated neighborhoods in St. Louis, there are very few high-performing schools in the area. Parents' response to more school options generally, and to Kairos' innovative model in particular, was overwhelmingly positive. Given the community feedback and signatures collected last summer, we have agreed to partner with the Kairos again this summer for a second campaign. CEAM will train Kairos' summer interns and other volunteers, provide neighborhood walking routes, and support data collection and communication efforts.

After working closely with the Kairos leadership team over the past year, I believe collaborating in the future will advance our shared mission of strengthening school choice. CEAM is excited to continue engaging parents, knocking on doors, and publicizing Kairos while the founding management team works to recruit students next year during pre-opening. Our city would benefit from adding an innovative school like Kairos to our educational landscape.

Sincerely,

Peter A. Franzen
Associate Executive Director

address
1310 Papin Street
Suite 106
St. Louis, MO 63103
phone
314.454.6544
web
www.ceamteam.org

January 22, 2018

Gavin Schiffres
Kairos Academies
4534 Olive St., Room #204
St. Louis, MO 63108

Dear Gavin,

The Yale Office of Career Strategy welcomes the participation of Kairos Academies in Yale's Coordinated Internship program in St. Louis, "Bulldogs by the Big Muddy."

The Yale-coordinated Domestic Internships Program supports Yale undergraduate students in their transition from student to professional, and facilitates career exploration in several U.S. cities, including St. Louis. The program is offered through the Office of Career Strategy, and provides Yale students with substantive internship opportunities for 8-10 weeks over the summer under the management of a supervisor. Each location offers internships in a variety of career fields including the arts, politics, technology, community advocacy, think tanks, finance, journalism, and law. Many opportunities are offered by Yale alumni and friends of Yale. Housing for Yale interns is coordinated in several locations, including St. Louis. In all locations, the local Yale Club organizes mentorship opportunities, events, and activities for the Yale cohort. This support compliments the students' professional experiences, and creates a strong community for Yale students in these cities.

In a Yale-coordinated Internship, students are supported by the Office of Career Strategy in professional development and internship logistics. The Office of Career Strategy assists both students and employers through the application and offer processes, and provides professional support throughout the summer. Opportunities are posted through the online system, Yale Career Link, which is managed by the Office of Career Strategy.

Not all organizations who offer an internship through the program are able to provide funding for their intern. Since Kairos Academies is a registered 501(c)3 organization, Yale students on financial aid may be eligible to apply for and receive funding of $4,000 through Yale's Domestic Summer Award to fund their summer experience at the organization. Additional information regarding this Award is available online at http://ocs.yale.edu/yale-college/domestic-summer-award-dsa.

Thank you for your consideration of the Bulldogs by the Big Muddy program! We look forward to working with you.

Sincerely,
Janelle Lewis

Janelle Lewis
Assistant Director, Yale Office of Career Strategy
203-432-6609
janelle.lewis@yale.edu

Yale Office of Career Strategy

Gmail

Gavin Schiffres <[redacted]>

Summit Learning Invitation

1 message

Summit Learning Program <applications@summitps.org> [redacted]
To: Jack Krewson <jack@kairosacademies.org>, Gavin Schiffres <gavin@kairosacademies.org>
Cc: Patty Suquilanda <psuquilanda@summitps.org>

Hello Jack and Gavin,

The Summit Learning Program hopes to partner with schools all around the United States to meet the needs of every individual student towards a more fulfilled life. Summit Learning partners with every school that can meet the program requirements as outlines here.

Kairos Academies has submitted an application that meets all of the programmatic requirements to be accepted into the Summit Learning Program. Thus, we look forward to partnering with Kairos and we offer an invitation to Summit Learning Fundamentals. Summer Learning Fundamentals will launch in the Fall of 2018. We also look forward to supporting a full implementation at Kairos as part of the Summit Learning Program for the 19-20 school year.

Thanks,
New School Partnerships Team

INTERNATIONAL INSTITUTE
SAINT LOUIS

February 8, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

I am writing to confirm that the International Institute of St. Louis would consider a lease or the sale of our property located at 3654 S. Grand Blvd. in South St. Louis City to Kairos Academies. We welcome the addition of Kairos Academies to the community and hope to find significant avenues for collaboration.

In our conversations with Kairos' representatives, we have discussed lease, lease-to-own, and outright purchase agreements for the property-in-question. The property is listed for purchase at $1,350,000. The triple-net lease cost is likely to be in the range of $4 per square foot for the 30,000 square foot facility. The lease cost quoted is exclusive of any tenant required remodeling and renovation as well as all operating expenses. Over the years, IISTL has invested considerably in updating, renovating, and ensuring ADA compliance of the facility. Structurally, it is sound – for instance, the new roof is less than five years old.

After meeting with Kairos leadership, I believe their innovative model will add an important, new option for St. Louis families. We look forward to working with Kairos Academies to help make their dream a reality.

Sincerely,

Anna E. Crosslin
President and CEO

Officers and Board of Directors

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Anh Pham-Nguyen
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Phillip Klevorn
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Jr. Board President
Maggie Dankert
(ex officio, non-voting member)

Advisory Council
Robin Carnahan
Linda Morice, PhD
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Kiku Obata
William Willert

Proud member of United Way

Immersion
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3401 Arsenal Street • St. Louis, MO 63118 • (314) 773-9090 • (314) 773-6047 fax • www.iistl.org

Gene Slay's Girls & Boys Club of St. Louis Since 1929

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Prescott W. Benson

Director of Development
Robert Puricelli

May 1, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

The Gene Slay's Girls & Boys Club of St. Louis (GSGBC) is excited to partner with Kairos Academy: St. Louis. Kairos lives up to its name in creating new opportunities for area youth in preparation for high school graduation and beyond. By encouraging free thinking and allowing children to practice self-management, Kairos' mission fits with GSGBC's goal of empowering girls and boys in the St. Louis metropolitan area to realize their physical, intellectual, and emotional potential. Upon completion of a $500,000 renovation, our Dutchtown expansion site will begin programming in the summer of 2019; the facility serves as an ideal workspace for Kairos to run its programming alongside GSGBC's 21st century learning environment.

A partnership with Kairos Academy will be dependent on several factors in a lease to be drafted between GSGBC and our Dutchtown location property owner. Located at the corner of Pulaski and Compton, our forthcoming Club is approximately 11,000 sq/ft with ample classroom space, a gymnasium, spacious professional kitchen, and an updated HV/AC unit. In conversation with Kairos' representatives, the lease with Kairos is an agreed upon amount of $4 per square foot with a split utilization cost i.e. gas, electric, sewer, etc.

GSGBC believes its connection to Kairos Academy will be a vital component to enrich area kids with comprehensive youth development programs in a neighborhood that's prone to school dropouts, violence, and increasing poverty rates. We look forward to welcoming Kairos to the community to help achieve its academic and social development goals. GSGBC fully supports Kairos' mission within the community.

Sincerely,

Prescott W. Benson, MAPC, MA
Executive Director

Robert Puricelli
Director of Development

Helping people. United Way of Greater St. Louis

An MO DHSS Licensed Child Care Center
• After School Care

2524 South Eleventh Street • St. Louis, MO 63104 • 314.772.5661 • www.gsbcstl.org

INTERSECT
ARTS CENTER

3636 Texas Ave. St. Louis, MO 63118
314-399-1528 intersectstl.org

To Whom it May Concern:

We are writing to express our support and interest in partnering with Kairos in providing high quality and innovative arts programming to the Duthchtown neighborhood.

The Intersect Arts Center is a non-profit that provides arts resources to the community including artists' studios spaces, in-school and afterschool programing for youth, conflict resolution and violence prevention through the arts curriculum, summer paid arts apprenticeships, exhibitions, concerts, lectures, and community maker spaces. We are excited to partner with great local organizations and creative people to create beautiful and healthy neighborhoods!

Intersect is open to providing an artist residency model that would include 3 month rotations. Students will have the benefit of learning from a wide variety of instructors who are accomplished and active professionals in their various mediums. Students will also be exposed to a wide variety of teaching, learning, and working styles that can help form both their interest and appreciation for the arts and facilitate a deeper range or creative problem solving skills.

Intersect Arts would accommodate a range of on-site instruction, that could include glass working, ceramics, woodworking, papermaking, digital curriculum, video, photography, visual art, music, dance, creative writing, poetry, theater, culinary arts, etc. These classes would occur during the middle of the school day and could include some Saturday experiential learning trips.

Classes cost $60 per hour of instruction, per classroom (20 students) This price includes the instructor, use of Intersect Arts Center facility, all materials, insurance, and a year end exhibition in our gallery (if desired).

In Partnership,

Sarah Bernhardt

Sarah Bernhardt

February 23, 2018

To Whom It May Concern:

On Friday, February 9, 2018, I met with Jack Krewson and Gavin Schiffres of Kairos Academies. Mr. Krewson and Mr. Schiffres are interested in incorporating an artist-in-residence into their overall school design plan. We discussed different ways that this programmatic decision might look in a charter school context.

The Center of Creative Arts (COCA) partners with more than 40 schools, community centers and retirement homes throughout the St. Louis Metro Area. For those organizations, COCAedu provides ongoing arts learning and arts integration residencies throughout the calendar year, totaling more than 270 multi-week engagements annually. Our current residencies vary in scope from 10-week painting classes to STEAM (science, technology, engineering, art and math) residencies that span many months.

As a next step of our conversation on February 9, I agreed to craft a letter outlining the various ways an arts learning partnerships could look between Kairos and COCAedu. Everything in this letter is based on current information about the school and current teaching artists and supply costs for COCA. Should this partnership move forward, a formal proposal will be created with input from both Kairos and COCAedu.

Kairos will hold seven cycles each year, each lasting five weeks. The following outlines two possible options for an artist in residency program for one five-week cycle.

One teaching artist teaches for three hours a day at Kairos, Monday through Thursday (4 days/week)
One COCAedu Program Manager supports planning, execution, on-the-ground coaching of Teaching Artist and all communication between Kairos and COCA
Teaching artist is compensated for 30 minutes of grading each week and 1 hour of planning each week
All supplies for residency are procured and supplied by COCA
Assuming 100 students, cost per student is $45. Total cost per five-week cycle is $4500.
This programming costs COCA $74470 and is subsidized by our internal budget.

One teaching artist teaches for three hours a day at Kairos, Monday / Wednesday / Friday (3 days/week)
One COCAedu Program Manager supports planning, execution, on-the-ground coaching of Teaching Artist and all communication between Kairos and COCA
Teaching artist is compensated for 30 minutes of grading each week and 1 hour of planning each week
All supplies for residency are procured and supplied by COCA
Assuming 100 students, cost per student is $35. Total cost per five-week cycle is $3500.
This programming costs COCA $5927 and is subsidized by our internal budget.

We hope this information is helpful in budget planning, school design and grant proposals. We look forward to a continued conversation about partnership options for Kairos and COCA.

Should you have any additional questions, please do not hesitate to contact me at 314.258.4277 or acrawford@cocastl.org.

Respectfully,

Abby Crawford
COCAedu Director of Education and School Partnerships

ISP
INSTITUTE FOR SCHOOL PARTNERSHIP
Washington University in St. Louis

March 13, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Dear Members of the Board:

As the Associate Director of the Institute for School Partnership (ISP), I am writing to acknowledge a potential partnership with Kairos Academy. The ISP is Washington University in St. Louis' signature effort to strategically improve teaching and learning within the K-12 education community. At ISP, we collaborate with school and district leadership to create strategic partnerships that are focused on improving students' development and success. ISP has a major focus on STEM education, which includes our MySci program, a regional partnership with Code.org, and a technology focused program, called MySci Do. Our work in this area aligns with the work Kairos is doing to bring project-based learning to students and the programs and resources we offer would complement the work Kairos is doing through the Summit Learning program. A partnership between ISP and Kairos would further their mission to prepare students to be problem solvers and innovators.

Specifically, we discussed that ISP could provide Kairos' teachers with access to a free STEM materials and equipment lending service that includes STEM resources, such as microscopes, hominid skull sets, electrophoresis systems, etc. In addition, ISP is a regional partner for Code.org. Through this partnership ISP is able to offer Kairos' teachers professional development and ongoing training to implement rigorous computer science coursework with students. Finally, through our partnership with the Little Bit Foundation, ISP has developed curriculum focused on MakerSpace, engineering, and robotics. As Kairos prepares to open we will partner to discuss opportunities to incorporate these options into the holistic coursework offered through Summit Learning and discuss how these tools can be used to support extracurricular activities, such as FIRST Lego League.

We are encouraged and excited by Kairos' shared focus on applied, project-based STEM learning for all students. We look forward to welcoming them into the St. Louis educational community and building a partnership with Kairos in the future.

Best,

Rachel M Ruggirello

Rachel Ruggirello, Ph.D.
Associate Director
Institute for School Partnership

314.935.6846
1 Brookings Drive, St. Louis MO 63130
schoolpartnership.wustl.edu
schoolpartnership@wustl.edu

W Y M A N
Transforming Teens. Changing Communities.

Wyman Center
600 Kiwanis Drive
Eureka, MO 63025

Experiencewyman.org

February 02, 2018

Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As the Group Events Development Specialist at Wyman St. Louis, I am writing to acknowledge a potential partnership with Kairos Academies. Like Kairos, Wyman strives to empower teens from economically disadvantaged circumstances to lead successful lives and build strong communities. We envision a day when all young people America will thrive in learning, work, and life. We are excited to potentially partner with Kairos around the common goal of empowering student independence through experiential learning.

Specifically, we have discussed contracting for the use of our campsite during October, 2019 for 115 students and staff for 3 to 5 days. During this time we have the capacity to coordinate leadership development activities and enrichment programming (eg. Outdoor education, high ropes course, induction bonfire, and orienteering challenges). Depending on programming needs, costs to Kairos would fall between $45 and $90 per student per night.

After meeting with Kairos leadership, I believe collaborating would advance our shared missions. We look forward to working with Kairos in the future.

Sincerely,

Angela Warren
Events Development
Wyman St. Louis

St. Louis County Children's Service Fund
Keeping Kids First
COA
Proud member of
United Way of Greater St. Louis
United Way

4/5/2018
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Missouri Regional Director of EdOps, I am writing to acknowledge a potential partnership with Kairos Academies. Our mission is to help school leaders focus their finite time on student achievement by alleviating the demands of the financial, operational, and compliance aspects of running a school. We endeavor to share our deep understanding of the business and regulatory challenges that schools face in order to raise the standard of service that schools receive.

Like Kairos, EdOps is deeply committed to educational quality. As such, we have already begun advising Kairos on the operational considerations of their charter application and future school. Should they be approved, we would be excited to work with Kairos during their preoperational year. As of the date of this letter, their budget estimates for back office services during the preoperational year and ongoing are in good faith. Likewise, we intend to provide the scope of services outlined in their application at the identified cost.

After working extensively with Kairos leadership, I believe collaborating could advance our shared mission of supporting the Missouri Charter Market. Our community and students would benefit from having Kairos as an innovative, new school option. We look forward to working with Kairos Academies in the future.

Sincerely,

Paul Greenwood
Regional Director
EdOps

GADELLNET

3/14/2018
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Education Technology Architect of GadellNet Consulting Services, I am writing to acknowledge a potential partnership with Kairos Academies.

GadellNet Consulting Services is committed to supporting school success in the St. Louis and Indianapolis areas, providing technology support and strategic consulting around the intersection of technology, operations, and academics. Our school customers in St. Louis include KIPP: St. Louis, Lafayette Preparatory Academy, Hawthorn Leadership School for Girls, and others. We are especially excited to partner with schools in the incubation stage like Kairos because we know that circumspect technology decisions at the beginning of a school's career allow leaders to avoid IT headaches and focus on the levers that will take them through the long haul (culture, routines, procedures).

Like Kairos, GadellNet seeks to enrich the educational experience through technology. As such, we are excited to potentially partner with Kairos. Specifically, we have discussed

- Strategic discovery process and development of a long-term IT plan with the Kairos leadership team ahead of school construction
- IT infrastructure installation during the last phase of construction
- Cost assumptions on a broad level
    - Preparation
        - Infrastructure net cost, when E-rate reimbursement is factored in: ~$8,500. This assumes a system that costs roughly $23,000without discounts.
        - IT consulting for system selection and coordination of subcontractors: $10,440 (modelled after Lafayette)
    - Opening year
        - Annual support cost of ~$8,000

We look forward to working with Kairos Academies in the future.

Sincerely,

Drew McAllister
Education Technology Architect
GadellNet Consulting Services, LLC

Spencer Toder, MBA
7830 Delmar Blvd.
St. Louis, MO 63130
Spencer.Toder@gmail.com
314-537-1537

To whom it may concern:

Confluence Realty Advisors is pleased to be engaged to represent Kairos Academies' real estate interests. With over $100m in represented transactions in St. Louis alone over the course of the past decade, Confluence Realty Advisors is a regional brokerage firm with a noted track record for providing significant value, seeing a transaction through from property identification to well past completion. In 2014 lead broker Spencer Toder was honored to receive the Economic Impact Award from the Commercial Real Estate Women's group (CREW), for his work in economically challenged areas. Confluence Realty Advisors is a strong supporter of the Kairos mission and as such has is proud to commit no less than 50% of its earned commission to Kairos.

Sincerely,

Spencer Toder
Broker
Confluence Realty Advisors

COLOR ART PALETTE
Color Art | Scott Rice Office Works

04.25.18
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO, 65102

Dear Members of the Board:

As Executive VP of Sales of Color Art, I am writing to acknowledge a potential partnership with Kairos Academies.

- **At Color Art know we that space matters. As St. Louis' largest interior solution provider we have the practical experience and access to research that gives our schools a unique advantage. We are committed to putting our knowledge and research to work and helping schools create the best environments for learning. Color Art is proud to work with the following schools: Christian Brothers College, Visitation Academy, Saint Louis University High School, Cor Jesu Academy, De Smet High School, Saint Louis University, UMSL and MO S&T.**

Like Kairos, Color Art believes that the design of a space should support its mission. As such, we are excited to partner with Kairos to create a flexible environment that better prepares students for the education spaces of the 21st century. Specifically, we have discussed:

- **Furniture needs based on their space vision**
- ***Pro-bono* design work to create fundraising brochures with a visual mockup of their space vision**
- **Scaling costs over their incubation stage to reflect available capital as presented in their budget**
- **Searching for discount or resale furniture through our corporate partners**

After meeting with Kairos leadership, I believe collaborating could advance our shared mission of providing the best places for students to do their best work. The St. Louis Community would benefit from having Kairos as an innovative, new school option. We look forward to working with Kairos Academies in the future.

Sincerely,

Todd Nixon
Executive VP of Sales

1325 N. Warson, St. Louis, MO 63132 • 314 432 3000 • color-art.com

Appendix M: 5-Year Budget and Statements of Cash Flow

KAIROS ACADEMIES
FIVE-YEAR OPERATING BUDGET
budget as of 8/14/18

				Projected			
ENROLLMENT BY GRADE		PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Sixth			115	100	100	100	100
Seventh				100	100	100	100
Eighth					100	100	100
Ninth						100	100
Tenth							80
TOTAL KAIROS STUDENT ENROLLMENT		0	115	200	300	400	480
Year Over Year Growth				74%	50%	33%	20%
REVENUES							
5100	Local Revenues	398,950	-	132,857	253,492	380,934	506,940
5300	State Revenues	-	1,107,314	2,112,757	3,174,941	4,225,152	5,037,058
5400	Federal Revenues	-	207,677	353,786	525,679	697,572	835,086
5899	GRAND TOTAL REVENUES	$ 398,950	$ 1,314,991	$ 2,599,400	$ 3,954,112	$ 5,303,658	$ 6,379,085
EXPENDITURES							
1100	Regular Programs	56,200	654,133	1,102,715	1,778,333	2,512,085	3,150,287
1200	Special Programs	-	136,965	294,000	347,880	517,666	696,528
1999	TOTAL INSTRUCTION (K-12 Only)	$ 56,200	$ 791,098	$ 1,396,715	$ 2,126,213	$ 3,029,751	$ 3,846,815
2100	Support Services - Pupils	-	2,200	32,800	43,400	104,000	104,600
2200	Support Services - Instructional Staff	-	35,100	17,800	28,080	38,947	51,243
2300	Support Services - General Administration	57,640	53,765	200,415	179,932	228,208	251,160
2400	Support Services - School Administration	-	38,350	324,370	266,416	444,568	491,873
2500	Operation, Maintenance and Security	156,750	218,050	300,700	368,700	725,626	731,226
2550	Pupil Transportation	-	5,750	10,000	15,000	20,000	24,000
2560	Food Services	-	109,924	191,172	286,758	382,344	458,813
2642	Recruitment and Placement	30,000	10,000	11,000	12,000	12,000	12,000
2660	Technology (Instr. Tech in Inst. Expense)	53,940	32,000	59,180	108,615	120,556	122,753
2998	TOTAL SUPPORT SERVICES	$ 298,330	$ 505,139	$ 1,147,437	$ 1,308,901	$ 2,076,249	$ 2,247,667
9999	TOTAL EXPENDITURES	$ 354,530	$ 1,296,237	$ 2,544,152	$ 3,435,114	$ 5,106,000	$ 6,094,482
			$ 10,862	$ 11,174	$ 10,039	$ 11,214	$ 11,227
TOTAL REVENUE OVER/(UNDER) EXPENSES		$ 44,420	$ 18,754	$ 55,248	$ 518,997	$ 197,658	$ 284,603
Plus: Prior Year Operating Cash Balance		$ 15,694	$ 60,114	$ 78,868	$ 134,116	$ 653,114	$ 850,772
OPERATING CASH BALANCE as of August 22nd		$ 60,114	$ 78,868	$ 134,116	$ 653,114	$ 850,772	$ 1,135,375
Operating Cash Balance as % of Total Expenditures		17%	6%	5%	19%	17%	19%
		13.77%					

KAIROS ACADEMIES
Original PRE-OPERATING CASH FLOW
budget as of 8/14/18

		7/30/2018	8/30/2018	9/30/2018	10/31/2018	11/30/2018	12/31/2018	1/31/2018	2/29/2019	3/31/2019	4/30/2019	5/31/2019	6/30/2019	12 Months Full Year
BEGINNING BALACE		$15,694	$10,891	$6,087	$193,257	$202,531	$211,806	$207,748	$203,689	$199,631	$155,323	$95,064	$47,506	$15,694
5100	Local Revenues	-	-	200,000	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	398,950
5300	State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
5400	Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
5899	GRAND TOTAL REVENUES	$0	$0	$200,000	$22,106	$22,106	$22,106	$22,106	$22,106	$22,106	$22,106	$22,106	$22,106	$398,950
1100	Regular Programs	-	-	-	-	-	-	-	-	-	56,200	-	-	56,200
1200	Special Programs	-	-	-	-	-	-	-	-	-	-	-	-	-
1999	TOTAL INSTRUCTION	$0	$0	$0	$0	$0	$0	$0	$0	$0	$56,200	$0	$0	$56,200
2100	Support Services - Pupils	-	-	-	-	-	-	-	-	-	-	-	-	-
2200	Support Services - Instructional Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
2300	Support Services - General Administration	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	57,640
2400	Support Services - School Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
														-
2500	Operation, Maintenance, & Security	-	-	3,650	3,650	3,650	16,983	16,983	16,983	57,233	16,983	16,983	3,650	156,750
2550	Pupil Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
2560	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-
2642	Recruitment and Placement	-	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	30,000
2660	Technology	-	-	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	44,544	1,044	53,940
2998	TOTAL SUPPORT SERVICES	$4,803	$4,803	$12,831	$12,831	$12,831	$26,164	$26,164	$26,164	$66,414	$26,164	$69,664	$9,497	$298,330
														-
9999	TOTAL EXPENDITURES	$4,803	$4,803	$12,831	$12,831	$12,831	$26,164	$26,164	$26,164	$66,414	$82,364	$69,664	$9,497	$354,530
TOTAL REVENUE OVER|(UNDER) EXPENSES		($4,803)	($4,803)	$187,169	$9,275	$9,275	($4,058)	($4,058)	($4,058)	($44,308)	($60,258)	($47,558)	$12,608	$44,420
ENDING BALANCE		$10,891	$6,087	$193,257	$202,531	$211,806	$207,748	$203,689	$199,631	$155,323	$95,064	$47,506	$60,114	$60,114

KAIROS ACADEMIES
FIRST-YEAR OPERATING CASH FLOW
budget as of 8/14/18

		PRE-OP	7/31/2019	8/31/2019	9/30/2019	10/31/2019	11/30/2019	12/31/2019	1/31/2019	2/29/2020	3/31/2020	4/30/2020	5/31/2020	6/30/2020	12 Months Full Year
BEGINNING BALACE		$15,694	$60,114	$145,045	$203,476	$178,736	$153,995	$141,759	$142,979	$144,198	$145,417	$145,198	$146,418	$108,837	$60,114
5100	Local Revenues	398,950	-	-	-	-	-	-	-	-	-	-	-	-	
5300	State Revenues	-	92,276	92,276	92,276	92,276	92,276	92,276	92,276	92,276	92,276	92,276	92,276	92,276	1,107,314
5400	Federal Revenues	-	-	-	-	-	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	207,677
5899	GRAND TOTAL REVENUES	398,950	$92,276	$92,276	$92,276	$92,276	$118,236	$118,236	$118,236	$118,236	$118,236	$118,236	$118,236	$118,236	$1,314,991
1100	Regular Programs	56,200	-	-	60,475	60,475	71,055	60,475	60,475	60,475	60,475	60,475	99,275	60,475	654,133
1200	Special Programs	-	-	-	13,697	13,697	13,697	13,697	13,697	13,697	13,697	13,697	13,697	13,697	136,965
1999	TOTAL INSTRUCTION	$56,200	$0	$0	$74,172	$74,172	$84,752	$74,172	$74,172	$74,172	$74,172	$74,172	$112,972	$74,172	$791,098
2100	Support Services - Pupils	-	-	-	220	220	220	220	220	220	220	220	220	220	2,200
2200	Support Services - Instructional Staff	-	-	26,500	860	860	860	860	860	860	860	860	860	860	35,100
2300	Support Services - General Administration	57,640	4,678	4,678	4,441	4,441	4,441	4,441	4,441	4,441	4,441	4,441	4,441	4,441	53,765
2400	Support Services - School Administration	-	-	-	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	3,835	38,350
2500	Operation, Maintenance, & Security	156,750	-	-	18,830	18,830	18,830	18,830	18,830	18,830	18,830	18,830	18,830	48,580	218,050
2550	Pupil Transportation	-	-	-	-	-	2,875	-	-	-	1,438	-	-	1,438	5,750
2560	Food Services	-	-	-	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	10,992	109,924
2642	Recruitment and Placement	30,000	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
2660	Technology	53,940	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000
2998	TOTAL SUPPORT SERVICES	298,330	$7,345	$33,845	$42,845	$42,845	$45,720	$42,845	$42,845	$42,845	$44,282	$42,845	$42,845	$74,032	$505,139
9999	TOTAL EXPENDITURES	354,530	$7,345	$33,845	$117,017	$117,017	$130,472	$117,017	$117,017	$117,017	$118,454	$117,017	$155,817	$148,204	$1,296,237
TOTAL REVENUE OVER|(UNDER) EXPENSES		44,420	$84,931	$58,431	($24,740)	($24,740)	($12,236)	$1,219	$1,219	$1,219	($218)	$1,219	($37,581)	($29,968)	$18,754
ENDING BALANCE		$60,114	$145,045	$203,476	$178,736	$153,995	$141,759	$142,979	$144,198	$145,417	$145,198	$146,418	$108,837	$78,868	$78,868

KAIROS ACADEMIES

LOCAL AND COUNTY REVENUE WORKSHEET

budget as of 8/14/18

				Projected			
			PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT			0	115	200	300	400	480
WADA Calculation				136	260	391	520	620
LOCAL REVENUE DATA								
Code / Detail								
		$ per WADA						
5113	Proposition C Funding: Yr 2 onward (a)	$ 975	-	-	132,857	253,492	380,934	506,940
(a) Per prior year WADA								
5140	Earnings on Investments							
5141	Earnings from Temporary Deposits		-	-	-	-	-	-
5150	Food Service - Pupils							
5151	Sales to Pupils		-	-	-	-	-	-
5160	Food Service - Adults							
5161	Sales to Adults		-	-	-	-	-	-
5165	Food Services - Non-Program		-	-	-	-	-	-
5170	Enterprise Sources							
5171	Admissions		-	-	-	-	-	-
5172	Bookstore Sales		-	-	-	-	-	-
5173	Student Org Membership Dues/Fees		-	-	-	-	-	-
5179	Other Pupil Activity Income		-	-	-	-	-	-
5180	Community Services							
5181	Community Services		-	-	-	-	-	-
5190	Other Revenue from Local Sources							
5191	Rentals		-	-	-	-	-	-
5192	Gifts		-	-	-	-	-	-
5195	Prior Period Adjustment		-	-	-	-	-	-
5196	Net Receipts from Clearing Accounts		-	-	-	-	-	-
5198	Miscellaneous Local Revenue		398,950	-	-	-	-	-
5199	Local Revenue - Subtotal		$ 398,950	$ -	$ 132,857	$ 253,492	$ 380,934	$ 506,940
	Fundraising % of total rev		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
COUNTY REVENUE DATA								
Code / Detail								
5230	Other County Revenue							
5237	Other County Revenue		$0	$0	$0	$0	$0	$0
5299	County Revenue - Subtotal		$0	$0	$0	$0	$0	$0

KAIROS ACADEMIES
STATE REVENUE WORKSHEET
budget as of 8/14/18

					Projected			
			PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT			0	115	200	300	400	480
ADA including summer school			0	119	228	342	455	543
WADA calcuation (a) see attached WADA Calculation Worksh			0	136	260	391	520	620
PER WADA			0	$8,126	$8,126	$8,126	$8,126	$8,126
Code / Detail		$ per WADA						
5310								
5311	Basic Formula - State Monies Based on WADA Funding per Student	$ 8,126	-	1,107,314	2,064,426	3,082,726	4,086,576	4,852,644
5312	Transportation	$ -	-	-	-	-	-	-
5314	Early Childhood (3 & 4 Year Old) Special Education	$ -	-	-	-	-	-	-
5317	Career Ladder/Excellence in Education Act	$ -	-	-	-	-	-	-
5319	Basic Formula - Classroom Trust Fund	$ 405	-	-	48,331	92,215	138,576	184,414
5322	Career Education/ At-Risk - State	$ -	-	-	-	-	-	-
5324	Educational and Screening Program Entitlement / Parents as Teachers	$ -	-	-	-	-	-	-
5330		$ per WADA						
5332	Career Education - State	$ -	-	-	-	-	-	-
5333	Food Service - State	$ -	-	-	-	-	-	-
5337	Adult Education & Literacy (AEL) - State	$ -	-	-	-	-	-	-
5338	Adult Education Special Literacy Grant	$ -	-	-	-	-	-	-
5353	Job Development/ Customized Training	$ -	-	-	-	-	-	-
5358	Safe School Initiative Grant	$ -	-	-	-	-	-	-
5359	Career Education Enhancement Grant	$ -	-	-	-	-	-	-
5362	A+ Schools Grant	$ -	-	-	-	-	-	-
5364	eMINTS/METS Classrooms	$ -	-	-	-	-	-	-
5366	MO Department of Natural Resources (DNR) Energy Loans	$ -	-	-	-	-	-	-
5367	MO School Age Children's Health Services Grant	$ -	-	-	-	-	-	-
5369	Residential Placement/ Excess Cost	$ -	-	-	-	-	-	-
5371	Readers for the Blind	$ -	-	-	-	-	-	-
5372	State Emergency Management Agency (SEMA) Funds	$ -	-	-	-	-	-	-
5376	Select Teachers As Regional Resource	$ -	-	-	-	-	-	-
5377	MO Department of Natural Resources (DNR) Energy Grant	$ -	-	-	-	-	-	-
5381	High Need Fund - Special Education	$ -	-	-	-	-	-	-
5382	Missouri Preschool Project	$ -	-	-	-	-	-	-
5397	Other State Revenue	$ -	-	-	-	-	-	-
5399	State Revenue - Subtotal		$0	$1,107,314	$2,112,757	$3,174,941	$4,225,152	$5,037,058

KAIROS ACADEMIES
FEDERAL REVENUE WORKSHEET
budget as of 8/14/18

			Projected					
			PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT			0	115	200	300	400	480
Code / Detail		$ per Pupil						
5410-19	Grants-in-Aid—Unrestricted, Direct							
5411	Impact Aid	$ -	-	-	-	-	-	-
5412	Medicaid	$ -	-	-	-	-	-	-
5413	Federal Disaster Assistance	$ -	-	-	-	-	-	-
5416	Federal Housing	$ -	-	-	-	-	-	-
5417	Federal Flood Counseling	$ -	-	-	-	-	-	-
5418	Reserve Officer Training Corps (ROTC)	$ -	-	-	-	-	-	-
5420-59	Grants-in-Aid—Restricted, Federal Through State							
5421	Child Development Associate (CDA) Grant	$ -	-	-	-	-	-	-
5427	Perkins Basic Grant, Career Education	$ -	-	-	-	-	-	-
5431	Perkins Tech Prep Grant, Career Education	$ -	-	-	-	-	-	-
5435	Workforce Investment Act (WIA) - Federal	$ -	-	-	-	-	-	-
5436	Adult Education & Literacy (AEL) - Federal	$ -	-	-	-	-	-	-
5441	Individuals with Disabilities Act (IDEA)	$ 199	-	22,841	39,723	59,585	79,447	95,336
5442	Early Childhood Special Education - Federal	$ -	-	-	-	-	-	-
5445	School Lunch Program	$ 582	-	66,901	116,350	174,525	232,700	279,240
5446	School Breakfast Program	$ 374	-	43,023	74,822	112,233	149,644	179,573
5447	Special Milk Program	$ -	-	-	-	-	-	-
5448	After-School Snack Program		-	-	-	-	-	-
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 450	-	51,750	90,000	135,000	180,000	216,000
5452	Title I, Part C - Migrant Education	$ -	-	-	-	-	-	-
5453	Title I, Part B - Student Reading Skills Improvement Grants	$ -	-	-	-	-	-	-
5454	Title I, Part F - Comprehensive School Reform	$ -	-	-	-	-	-	-
5455	Title V, ESEA - Innovative Education Programs	$ -	-	-	-	-	-	-
5456	Title IV, LIFT Grant	$ -	-	-	-	-	-	-
5459	Twenty-First Century Grant	$ -	-	-	-	-	-	-
5460-79	Other Federal Restricted, Through the State							
5461	Title IV, Part A, Student Support and Academic Enrichment (SSAE) Grants	$ -	-	10,000	10,000	10,000	10,000	10,000
5462	Title III, ESEA - English Language Acquisition and Academice Achievement	$ -	-	-	-	-	-	-
5463	Education for Homeless Children and Youth	$ -	-	-	-	-	-	-
5465	Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 114	-	13,162	22,891	34,336	45,781	54,938
5466	Title II, Part D, ESEA - Enhancing Education Through Technology	$ -	-	-	-	-	-	-
5472	Child Care Development Fund Grant	$ -	-	-	-	-	-	-
5473	National and Community Service Trust Act of 1993	$ -	-	-	-	-	-	-
5475	AIDS Education Grant	$ -	-	-	-	-	-	-
5477	Federal Emergency Management Agency (FEMA) Funds	$ -	-	-	-	-	-	-
5478	Vocational Rehabilitation	$ -	-	-	-	-	-	-
5480-89	Other Grants-in-Aid-Restricted, Federal	$ -	-	-	-	-	-	-
5481	Department of Health Food Service Program	$ -	-	-	-	-	-	-
5482	Workforce Investment Act (WIA)	$ -	-	-	-	-	-	-
5483	Head Start	$ -	-	-	-	-	-	-
5484	Pell Grants	$ -	-	-	-	-	-	-
5486	Impact Aid, Restricted Purpose	$ -	-	-	-	-	-	-
5489	Facilities Infrastructure Improvement Grant	$ -	-	-	-	-	-	-
5492	Title I, Part B - Rural Education Initiative	$ -	-	-	-	-	-	-
5497	Other Federal Revenue	$ -	-	-	-	-	-	-
5499	Federal Revenue—Subtotal		$0	$207,677	$353,786	$525,679	$697,572	$835,086

KAIROS ACADEMIES
WADA CALCULATION
budget as of 8/14/18

			Projected				
			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT			115	200	300	400	480
WADA Count (Students Who Qualify)			104	180	270	360	432
WADA			136	260	391	520	620
Foundation Formula Per WADA			$8,250	$8,250	$8,250	$8,250	$8,250
SUBTATOAL BASIC FORMULA			$1,124,177	$2,144,931	$3,223,290	$4,289,494	$5,113,765
(less: 1.5% to sponser)			($16,863)	($32,174)	($48,349)	($64,342)	($76,706)
Total State Aid			$1,107,314	$2,112,757	$3,174,941	$4,225,152	$5,037,058
PER WADA FUNDING			$8,126	$8,126	$8,126	$8,126	$8,126
ADA Regular School year	@	92%	105.80	184.00	276.00	368.00	441.60
ADA B/F & After Remediation	@	Δ%	13.54	21.66	30.38	36.51	38.84
TOTAL Regular School ADA			119.34	205.66	306.38	404.51	480.44
ADA Kairos Expedition	@	92%	0	3.80	6.61	9.91	13.22
ADA Extended Term	@	Δ%	0	3.04	4.86	6.82	8.20
ADA Summer Term	@	Δ%	0	15.19	24.31	34.10	40.98
TOTAL Summer School ADA			0	22.03	35.78	50.83	62.40
ADA	@	92%	119.3	227.7	342.2	455.3	542.8
Free Reduced Lunch (FRL)							
FRL Count	90%	65%	74.8	130.0	195.0	260.0	312.0
FRL Threshold	@	36.12%	43.1	82.2	123.6	164.5	196.1
FRL in Excess of Threshold %			34.5	65.8	98.8	131.5	156.8
FRL Weighted	@	25.0%	8.6	16.4	24.7	32.9	39.2
Individualized Education Plan (IEP)							
IEP Count	@	15.0%	17.3	30.0	45.0	60.0	72.0
IEP Threshold	@	12.16%	14.5	27.7	41.6	55.4	66.0
IEP Threshold Calculation		2.8%	3.4	6.5	9.7	12.9	15.4
IEP Weighted	@	75.0%	2.5	4.8	7.3	9.7	11.6
Limited English Proficency							
LEP Count	@	10%	11.5	20.0	30.0	40.0	48.0
LEP Threshold	@	1.94%	2.3	4.4	6.6	8.8	10.5
LEP Threshold Calculation		8.1%	9.6	18.4	27.6	36.7	43.8
LEP Weighted	@	60%	5.8	11.0	16.5	22.0	26.3

KAIROS ACADEMIES

Remedial/Enrichment ADA Calculation

budget as of 8/14/18

Estimated Before & After School Average Daily Attendance (ADA) Calculation												
Year	Qualifying Students		% of Qualifying Students in AM/PM	Before & After Remediation Enrollment	x	Hours Enrolled		Maximum Hours of Attendance Possible	Attendance %	Total Projected Remedial Hours	Reg. School Hours	Total Before & After School ADA
1	91.95	AM	60.0%	55.2	x	144.00	=	15,888.93	92.0%	14,617.82	÷ 1,080	13.54
		PM	60.0%	55.2		144.00						
2	147.14	AM	60.0%	88.3	x	144.00	=	25,426.46	92.0%	23,392.35	÷ 1,080	21.66
		PM	60.0%	88.3		144.00						
3	206.37	AM	60.0%	123.8	x	144.00	=	35,661.58	92.0%	32,808.65	÷ 1,080	30.38
		PM	60.0%	123.8		144.00						
4	248.03	AM	60.0%	148.8	x	144.00	=	42,860.35	92.0%	39,431.52	÷ 1,080	36.51
		PM	60.0%	148.8		144.00						
5	263.89	AM	60.0%	158.3	x	144.00	=	45,600.64	92.0%	41,952.59	÷ 1,080	38.84
		PM	60.0%	158.3		144.00						

Estimated Expedition Average Daily Attendance (ADA) Calculation									
Year	Qualifying Students	x	Hours Enrolled		Maximum Hours of Attendance Possible	Attendance %	Total Projected Remedial Hours	DESE Req. School Hours	Total Experiential Trip ADA
1	115.00	x	37.50	=	4,312.50	92.0%	3,967.50	÷ 1,044	3.80
2	200.00	x	37.50	=	7,500.00	92.0%	6,900.00	÷ 1,044	6.61
3	300.00	x	37.50	=	11,250.00	92.0%	10,350.00	÷ 1,044	9.91
4	400.00	x	37.50	=	15,000.00	92.0%	13,800.00	÷ 1,044	13.22
5	480.00	x	37.50	=	18,000.00	92.0%	16,560.00	÷ 1,044	15.86

Estimated Extended Term Average Daily Attendance (ADA) Calculation									
Year	Qualifying Students	x	Hours Enrolled		Maximum Hours of Attendance Possible	Attendance %	Total Projected Remedial Hours	DESE Require d School Hours	Total Extended Term ADA
1	91.95	x	37.50	=	3,448.12	0.92	3,172.27	÷ 1,044	3.04
2	147.14	x	37.50	=	5,517.90	0.92	5,076.46	÷ 1,044	4.86
3	206.37	x	37.50	=	7,739.06	0.92	7,119.93	÷ 1,044	6.82
4	248.03	x	37.50	=	9,301.29	0.92	8,557.19	÷ 1,044	8.20
5	263.89	x	37.50	=	9,895.97	0.92	9,104.30	÷ 1,044	8.72

Estimated Summer Term Average Daily Attendance (ADA) Calculation									
Year	Qualifying Students	x	Hours Enrolled		Maximum Hours of Attendance Possible	Attendance %	Total Projected Remedial Hours	DESE Require d School Hours	Total Experiential Trip ADA
1	91.95	x	187.50	=	17,240.59	92.0%	15,861.35	÷ 1,044	15.19
2	147.14	x	187.50	=	27,589.48	92.0%	25,382.32	÷ 1,044	24.31
3	206.37	x	187.50	=	38,695.29	92.0%	35,599.67	÷ 1,044	34.10
4	248.03	x	187.50	=	46,506.45	92.0%	42,785.94	÷ 1,044	40.98
5	263.89	x	187.50	=	49,479.87	92.0%	45,521.48	÷ 1,044	43.60

KAIROS ACADEMIES
Remedial Student Enrollment Projections
budget as of 8/14/18

Total Count of Remedial Students Per Year

Grade	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
	Enrollment	% Remedial	Count	Enrollment	% Remedial	Count	Enrollment	% Remedial	Count	Enrollment	% Remedial	Count	Enrollment	% Remedial	Count
Sixth	115	79.96%	91.9	100	79.96%	80.0	100	79.96%	79.96	100	79.96%	80.0	100	79.96%	80.0
Seventh				100	67.19%	67.2	100	67.19%	67.19	100	67.19%	67.2	100	67.19%	67.2
Eighth							100	59.23%	59.23	100	59.23%	59.2	100	59.23%	59.2
Ninth										100	41.66%	41.7	100	41.66%	41.7
Tenth													80	19.82%	15.9
Total			91.9			147.1			206.37			248.0			263.9

Annual Growth Goals From A.7

	ELA	Math	Science
Year 2 Starting Proficiency	50.0%	40.0%	60.0%
Year 5 Starting Proficiency	75.0%	70.0%	75.0%
Difference	25.0%	30.0%	15.0%
Annual Growth	8.3%	10.0%	5.0%

% Passing Calculation for Years 4 and 5

Subject	Year 4					Year 5				
	% P and A	% B & BB	% B & BB=B	% BB	% B, P & A	P and A	B & BB	% B & BB=B	%BB	% B, P & A
ELA	66.7%	33.3%	56%	19%	81%	85.0%	15.0%	56%	8.4%	91.6%
Math	60.0%	40.0%	47%	19%	81%	85.0%	15.0%	47%	7.1%	92.9%
Science	70.0%	30.0%	39%	12%	88%	85.0%	15.0%	39%	5.9%	94.1%

% of Students Who Qualify For Remediation (Passing all 3 Content Assessments)

Title	Year 1	Year 2	Year 3	Year 4	Year 5
% pass ELA	39.50%	50.00%	58.33%	81.43%	91.64%
% pass Math	35.40%	40.00%	50.00%	81.15%	92.93%
% pass Science	31.10%	60.00%	65.00%	88.28%	94.14%
*P (pass 1)	35.33%	50.00%	57.78%	83.62%	92.91%
**P (pass 2 | 1)	67.67%	75.00%	78.89%	91.81%	96.45%
P (pass 3 | 1&2)	83.83%	87.50%	89.44%	95.91%	98.23%
P (Pass all 3)	20.04%	32.81%	40.77%	73.63%	88.02%
P (~pass all 3)	79.96%	67.19%	59.23%		
P (Pass all 3)				58.34%	80.18%
***P (~pass all 3)				41.66%	19.82%

Notes and definitions:

"Pass" in Years 1, 2, and 3 = proficient or advanced: our internal standard for middle school promotion as set by Board policy.
"Pass" in Years 4 and 5 = basic, proficient, or advanced. Only students scoring basic can be required to remediate according to state statute.
% passing in Year 1 = average student proficiency at middle schools in our enrollment zone; proficiency level we expect for students entering Kairos.
% passing in Year 2 and 5 = internal goals for % of students scoring profiecient or advanced at the end of Year 1 and Year 2, according to A.7. Year 3 and 4 represent an even distribution between Years 2 and 5.

*The probability of passing the 1st test = average proficiency on all 3 tests b/c it's impossible to determine the order.

** The probability of passing the next test was calculated by adding half the distance to 100%. For example, if you p (pass 1) = 50%, p(2 | 1) = 50% + 0.5 (100%-50%).

*** The probablity of not (~) passing all three test = the probability of failing at least one test, which qualifies a student for remediation.

Below Basic Students as a Percentage of Total Basic and Below Basic

District	ELA	Math	Science
ST. LOUIS PUBLIC SCHOOLS	63%	58%	47%
LIFT FOR LIFE ACADEMY	65%	54%	41%
PREMIER CHARTER SCHOOL	49%	50%	32%
CONFLUENCE ACADEMIES	58%	52%	46%
CITY GARDEN MONTESSORI	55%	42%	16%
ST LOUIS LANG IMMERSION SCHOOL	51%	35%	46%
NORTH SIDE COMMUNITY SCHOOL	32%	16%	12%
KIPP ST LOUIS PUBLIC SCHOOLS	57%	39%	37%
CARONDELET LEADERSHIP ACADEMY	65%	46%	40%
GATEWAY SCIENCE ACAD/ST LOUIS	42%	42%	21%
GRAND CENTER ARTS ACADEMY	60%	50%	35%
PRECLARUS MASTERY ACADEMY	68%	62%	56%
ST. LOUIS COLLEGE PREP	66%	52%	63%
EAGLE COLLEGE PREP ENDEAVOR	53%	53%	38%
LAFAYETTE PREPARATORY ACADEMY	54%	44%	38%
HAWTHORN LEADERSHIP SCHL GIRLS	50%	54%	41%
LA SALLE CHARTER SCHOOL	59%	52%	55%
Average	56%	47%	39%

KAIROS ACADEMIES
EXPENDITURE BY FUNCTION
budget as of 8/14/18

					Projected				
				PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Total Kairos Academies Student Enrollment				0	115	200	300	400	480
Regular Program Student					107	186	279	372	446
Special Program Students					17	30	45	60	72
Classroom Instruction		Description							
	benefits				$400 /mnth/staff	$440 /mnth/staff	$484 /mnth/staff	$532 /mnth/staff	$586 /mnth/staff
6100	Salaries	Teacher-Coaches		-	400,000	680,000	1,075,619	1,567,943	1,972,356
6200	26.0% Benefits plus	$400 /mnth/staff	^10%/yr	-	152,000	261,280	420,159	623,667	793,920
6300	Purchased Services	Ed Services lessSPED services and Substitutes		-	59,055	109,195	170,395	231,595	292,555
6400	Supplies & Materials	$40 per student		-	4,278	7,440	11,160	14,880	17,856
6500	Equipment & Computers			56,200	38,800	44,800	101,000	74,000	73,600
1100	Total Classroom Instruction			$56,200	$654,133	$1,102,715	$1,778,333	$2,512,085	$3,150,287
	% of Total			16%	50%	43%	52%	49%	52%
Special Programs					$400 /mnth/staff	$440 /mnth/staff	$484 /mnth/staff	$532 /mnth/staff	$586 /mnth/staff
6100	Salaries	SPED Teacher-Coaches		-	80,000	168,000	184,800	283,280	391,608
6200	26.0% Benefits	$400 /mth per staff		-	30,400	64,800	71,280	111,986	158,040
6300	Purchased Services	SPED Services		-	25,875	60,000	90,000	120,000	144,000
6400	Supplies & Materials	$40 per student		-	690	1,200	1,800	2,400	2,880
6500	Equipment & Computers			-	-	-	-	-	-
1200	Total Special Programs			$0	$136,965	$294,000	$347,880	$517,666	$696,528
	% of Total			0%	11%	12%	10%	10%	11%
Support Services-Pupils									
6100	Salaries			-	-	-	-	-	-
6200	26.0% Benefits			-	-	-	-	-	-
6300	Purchased Services	Nurse				30,000	40,000	100,000	100,000
6400	Supplies & Materials	$550 per house, per class		-	2,200	2,800	3,400	4,000	4,600
6500	Equipment & Computers			-	-	-	-	-	-
2100	Total Support Services-Pupils			$0	$2,200	$32,800	$43,400	$104,000	$104,600
	% of Total			0%	0%	1%	1%	2%	2%
Support Services - Instructional Staff: 2200									
Professional Development									
6100	Salaries			-	-	-	-	-	-
6200	26.0% Benefits			-	-	-	-	-	-
6300	Purchased Services	Substitutes & $50 per instructor		-	35,100	17,800	28,080	38,947	51,243
6400	Supplies & Materials			-	-	-	-	-	-
6500	Equipment & Computers			-	-	-	-	-	-
2200	Total Professional Development			$0	$35,100	$17,800	$28,080	$38,947	$51,243
	% of Total			0%	3%	1%	1%	1%	1%
Support Services - General Administration: 2300									
Executive Administration									
6100	Salaries	ED, COO, CAO, & Appr. CAO		54,240	12,790	122,750	101,900	135,590	149,149
6200	26.0% Benefits				975	31,915	26,494	35,253	38,779
6300	Purchased Services			-	-	-	-	-	-
6400	Supplies & Materials			1,900	-	-	-	-	-
6500	Equipment			-	-	-	-	-	-
2321	Total Exectuive Administration			$56,140	$13,765	$154,665	$128,394	$170,843	$187,928
	% of Total			16%	1%	6%	4%	3%	3%
Board Services									
6100	Salaries			-	-	-	-	-	-
6200	26.0% Benefits			-	-	-	-	-	-
6300	Purchased Services	Audit, Insurance, & Legal		1,500	40,000	45,750	51,538	57,364	63,233
6400	Supplies & Materials			-	-	-	-	-	-
6500	Equipment			-	-	-	-	-	-
2321	Total Board Services			$1,500	$40,000	$45,750	$51,538	$57,364	$63,233
	% of Total			0%	3%	2%	2%	1%	1%
Support Services - School Administration: 2400									
Building Administration									
6100	Salaries	Chairs and Committee Members		-	30,000	257,000	210,350	350,868	388,411
6200	26.0% Benefits			-	7,800	66,820	54,691	91,226	100,987
6300	Purchased Services			-	-	-	-	-	-
6400	Supplies & Materials	$275 per club		-	550	550	1,375	2,475	2,475
6500	Equipment			-	-	-	-	-	-
2411	Total Building Administration			$0	$38,350	$324,370	$266,416	$444,568	$491,873

	% of Total		0%	3%	13%	8%	9%	8%
Support Services - Business: 2500								
Business Support Services								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services	EdOps, Software Unlimited, Lumen, Office Manager	36,500	75,000	85,700	96,700	137,700	147,300
6400	Supplies & Materials	Copier	-	1,000	1,000	1,000	1,000	1,000
6500	Equipment							
2510	Total Business Support Services		$36,500	$76,000	$86,700	$97,700	$138,700	$148,300
	% of Total		10%	6%	3%	3%	3%	2%
Operation and Maintenance of Plant Services								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services	Rent, Utilities, Trash, Maintenance	-	112,300	179,000	236,000	328,000	329,600
6400	Supplies & Materials		-	-	-	-	-	-
6500	Equipment	Furniture, Lease Prop. Renovations	120,250	29,750	35,000	35,000	28,000	22,400
6600	Debt Service		-	-	-	-	205,926	205,926
2541	Total Operation and Maintenance		$120,250	$142,050	$214,000	$271,000	$561,926	$557,926
	% of Total		34%	11%	8%	8%	11%	9%
Security								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services		-	-	-	-	25,000	25,000
6400	Supplies & Materials		-	-	-	-	-	-
6500	Equipment		-	-	-	-	-	-
2540	Total Security		$0	$0	$0	$0	$25,000	$25,000
	% of Total		0%	0%	0%	0%	0%	0%
Transportation								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services		-	5,750	10,000	15,000	20,000	24,000
6400	Supplies & Materials		-	-	-	-	-	-
6500	Equipment		-	-	-	-	-	-
2550	Total Transportation		$0	$5,750	$10,000	$15,000	$20,000	$24,000
	% of Total		0%	0%	0%	0%	0%	0%
Food Services								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services	Food Service	-	109,924	191,172	286,758	382,344	458,813
6400	Supplies & Materials		-	-	-	-	-	-
6500	Equipment		-	-	-	-	-	-
2560	Total Food Services		$0	$109,924	$191,172	$286,758	$382,344	$458,813
	% of Total		0%	8%	8%	8%	7%	8%
Recruitment and Placement								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services	Branding and Canvassing	20,000	-	-	-	-	-
6400	Supplies & Materials	Printing and Materials Costs	10,000	10,000	11,000	12,000	12,000	12,000
6500	Equipment & Computers		-	-	-	-	-	-
2642	Recruitment and Placement		$30,000	$10,000	$11,000	$12,000	$12,000	$12,000
	% of Total		8%	1%	0%	0%	0%	0%
Technology (Instructional Technology = 1100)								
6100	Salaries			-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services	IT Support, Monthly Networking, Security System	20,440	27,000	52,180	57,365	107,556	107,753
6400	Supplies & Materials							
6500	Equipment	Cameras, Network Infrastructure, Misc. Tech Repair	33,500	5,000	7,000	51,250	13,000	15,000
2225	Total Technology		$53,940	$32,000	$59,180	$108,615	$120,556	$122,753
	% of Total		15%	2%	2%	3%	2%	2%
Community Service								
6100	Salaries		-	-	-	-	-	-
6200	26.0% Benefits		-	-	-	-	-	-
6300	Purchased Services		-	-	-	-	-	-
6400	Supplies & Materials		-	-	-	-	-	-
6500	Equipment		-	-	-	-	-	-
2661	Total Community Service		$0	$0	$0	$0	$0	$0
	% of Total		0%	0%	0%	0%	0%	0%
GRAND TOTAL EXPENDITURES			$354,530	$1,296,237	$2,544,152	$3,435,114	$5,106,000	$6,094,482

KAIROS ACADEMIES
CONTRACTUAL SERVICES
budget as of 8/14/18

									Projected			
								PRE-OP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
							Total Enrollment	0	115	200	300	400	480
							Special Program Students	0	17	30	45	60	72
							Staff		12	20	28	40	48
Professional Services													
Code	Details												
2311	Insurance							1,500	15,000	20,000	25,000	30,000	35,000
2510	Backoffice Financial Support/Accounting							24,000	36,000	45,000	54,000	63,000	71,000
2311	Legal	5 % increase/yr						-	15,000	15,750	16,538	17,364	18,233
2311	Auditing							-	10,000	10,000	10,000	10,000	10,000
	Subscriptions												
2510	Lumen Touch (SIS and SPED management)							10,000	3,800	5,500	7,500	9,500	11,100
2510	Software Unlimited (accounting software)							2,500	5,200	5,200	5,200	5,200	5,200
TOTAL PROFESSIONAL SERVICES								$ 38,000	$ 85,000	$ 101,450	$ 118,238	$ 135,064	$ 150,533
Education Services			Contracted Staff/Yr										
Code	People	Annual Pay	Op	1st	2nd	3rd	4th	5th					
1131	Gym Resident	20,000	0	1	2	3	4	5	-	20,000	40,000	60,000	80,000	100,000
1131	Art Resident	20,000	0	1	2	3	4	5	-	20,000	40,000	60,000	80,000	100,000
1221	SPED contracted services		$2,000 /student						-	25,875	60,000	90,000	120,000	144,000
2213	Substitutes		10% of one instructor's salary						-	8,000	16,800	26,670	36,957	48,843
1131	Expeditions		$46 /student/night							10,580	24,200	44,200	64,200	84,200
	Subscriptions													
1131	NWEA MAP		$12.0 /student			$4,500startup			-	5,880	2,400	3,600	4,800	5,760
1131	GoGuardian								-	2,595	2,595	2,595	2,595	2,595
TOTAL EDUCATION SERVICES									$ -	$ 92,930	$ 185,995	$ 287,065	$ 388,552	$ 485,398
Technology Service, & Equipment			% increase network costs								3%	3%	3%	3%
Code	Services													
2225	IT Support								10,440	20,000	45,000	50,000	100,000	100,000
2225	Monthly Networking Costs (Including Phone)									6,000	6,180	6,365	6,556	6,753
2225	Security System and Monitoring								10,000	1,000	1,000	1,000	1,000	1,000
	Equipment													
2225	Networking Infrastructure (After E-Rate)								8,500			17,250		
1131	Student Chromebooks		$ 400 /new student						46,000	34,000	40,000	86,000	66,000	65,600
1131	Staff Chromebooks		$ 400 /new staff						4,800	3,200	3,200	9,600	6,400	6,400
1131	Classroom Projectors		$ 350 /classroom			$ 500 /big space			3,800	0	0	3,800	0	0
1131	Charging Carts		$ 400 / cart						1,600	1,600	1,600	1,600	1,600	1,600
2225	Camera System								25,000			25,000		
2225	Camera Monitoring		$ 300 /year/camera							2,000	2,000	2,000	4,000	4,000
2225	Copier								0	1,000	1,000	1,000	1,000	1,000
TOTAL TECHNOLOGY SERVICES									$ 110,140	$ 68,800	$ 99,980	$ 203,615	$ 186,556	$ 186,353
Operations and Facilities Services			Space Needs (sf)											
2540	Facilities Rent	$4.00/sf	15,000	25,000	35,000				-	60,000	100,000	140,000	140,000	140,000
2540	Debt Service												205,926	205,926
2540	Utilities								-	30,000	40,000	40,000	80,000	80,000
2540	Cleaning & Maintenance								-	20,000	35,000	50,000	100,000	100,000
2540	Trash/Recycling		$20 /student						-	2,300	4,000	6,000	8,000	9,600
TOTAL OPERATIONS AND FACILITIES SERVICES									$ -	$ 112,300	$ 179,000	$ 236,000	$ 533,926	$ 535,526
Code	Services													
2563	Food Service		105% of revenues						-	109,924	191,172	286,758	382,344	458,813
2134	Nurse		$10,000 /day of week						-	-	30,000	40,000	100,000	100,000
2546	Security								-	-	-	-	25,000	25,000
2411	Office Manager									30,000	30,000	30,000	60,000	60,000
2551	Transportation (a)		$50.00 /student						-	5,750	10,000	15,000	20,000	24,000
	Equipment													
2541	Furniture		$350 /new student						40,250	29,750	35,000	35,000	28,000	22,400
TOTAL OTHER SERVICES									$ 40,250	$ 175,424	$ 296,172	$ 406,758	$ 615,344	$ 690,213
				105,000										
TOTAL CONTRACTUAL SERVICES									$ 188,390	$ 534,454	$ 862,597	$ 1,251,676	$ 1,859,442	$ 2,048,022

KAIROS ACADEMIES
STAFF SALARIES WORKSHEET
budget as of 8/14/18

	Pre-Opening	Projected Years 1st	2nd	3rd	4th	5th	Pre-Opening (a)	Projected YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TOTAL ENROLLMENT	0	115	200	300	400	480		115	200	300	400	480
93% of Total in Regular Program		106.95	186	279	372	446.4						
# Staff		12.0	20.0	28.2	39.8	48.0						
Student per Regular Staff		8.9	9.3	9.9	9.3	9.3						
15% of Total in Special Program		17	30	45	60	72						
# Staff		2.0	4.0	4.0	6.0	8.0						
Student per Special Program Staff		8.6	7.5	11.3	10.0	9.0						
Student per Total Instructional Staff		8.2	8.3	9.3	8.7	8.6						

				STAFF MEMBERS PER YEAR						SALARIES PER YEAR					
Regular Program Instructors															
Code	Detail			Opening	1st	2nd	3rd	4th	5th	% increase/yr		10.00%	10.00%	10.00%	10.00%
1131	Teacher (ELA)	Coach	$40,000	0.00	2.00	4.00	6.05	7.95	10.00	-	80,000	168,000	266,705	369,566	488,427
1131	Teacher (Math)	Coach	$40,000	0.00	2.00	4.00	6.05	7.95	10.00	-	80,000	168,000	266,705	369,566	488,427
1131	Teacher (SS)	Coach	$40,000	0.00	3.00	4.00	6.05	8.95	10.00	-	120,000	172,000	271,105	414,406	497,751
1131	Teacher (Sci)	Coach	$40,000	0.00	3.00	4.00	6.05	8.95	10.00	-	120,000	172,000	271,105	414,406	497,751
TOTAL REGULAR PROGRAM INSTRUCTORS				0.0	10.0	16.0	24.19	33.81	40.0	$ -	$ 400,000	$ 680,000	$1,075,619	$1,567,943	$1,972,356
Special Programs Instructors															
Code	Detail			Opening	1st	2nd	3rd	4th	5th	% increase/yr		10.00%	10.00%	10.00%	10.00%
1220	SPED Teacher (ELA)	Coach	$40,000	0	1	2	2	3	4		40,000	84,000	92,400	141,640	195,804
1220	SPED Teacher (Math)	Coach	$40,000	0	1	2	2	3	4		40,000	84,000	92,400	141,640	195,804
TOTAL SPECIAL PROGRAMS STAFF				0	2	4	4	6	8	$ -	$ 80,000	$ 168,000	$ 184,800	$ 283,280	$ 391,608
Leadership Roles										% increase/yr		10.00%	10.00%	10.00%	10.00%
Code	Detail		Add. Salary	Opening	1st	2nd	3rd	4th	5th	% increase/yr		5.00%	5.00%	5.00%	5.00%
2321	Executive Director		$25,000	0	1	1	1	1	1	27,120	4,520	47,500	30,250	33,275	36,603
2321	Chief Academic Officer		$25,000	0	1	1	1	2	2	27,120	4,520	47,500	30,250	58,275	64,103
2321	Chief Operations Officer		$15,000	0	1	1	1	2	2	-	3,750	27,750	26,400	44,040	48,444
2321	Apprentice Chief Academic Officer		$15,000	0	0	0	1	0	0	-	-	-	15,000	-	-
2411	Department Chair		$10,000	0	4	4	4	8	8	-	10,000	72,000	44,100	86,305	90,620
2411	SPED Department Chair		$10,000	0	1	1	1	2	2	0	2,500	18,000	11,025	21,576	22,655
2411	Class Chair		$10,000	0	1	2	3	4	5	-	2,500	38,500	42,550	54,678	67,411
2411	Mediation Comm. Chair		$10,000	0	1	1	1	2	2	-	2,500	18,000	11,025	21,576	22,655
2411	Extracurricular Comm. Chair		$10,000	0	1	1	1	2	2	-	2,500	18,000	11,025	21,576	22,655
2411	House Comm. Chair		$10,000	0	1	1	1	2	2	-	2,500	18,000	11,025	21,576	22,655
2411	House Comm. Member		$5,000	0	3	3	3	6	6	-	3,750	27,000	16,538	32,364	33,983
2411	Mediation Comm. Member		$5,000	0	1	3	5	6	8	-	1,250	29,500	37,038	43,889	56,084
2411	Extracurricular Comm. Member		$5,000	0	2	2	5	9	9	-	2,500	18,000	26,025	47,326	49,693
TOTAL LEADERSHIP ROLES				0	18	21	28	46	49	$ 54,240	$ 42,790	$ 379,750	$ 312,250	$ 486,458	$ 537,560
TOTAL STAFF & SALARIES				0	30	41	56	86	97	$ 54,240	$ 522,790	$1,227,750	$1,572,669	$2,337,680	$2,901,524

Appendix N: Budget Narrative

Pre-Opening—5-Year Budget

Pre-Opening

Revenue

As described in *C.1*, Kairos expects to raise $398,950 to support our pre-opening activities. Anticipated revenue was determined using an expected value calculation for the promising grants and in-kind donations listed below.[1] The probability for each donation was determined using a combination of past interactions with organization, selectivity, and number of opportunities to apply before Year 1. Pre-operating funds also include a $15,694 surplus from Kairos' FY18 budget.

Appx.N.i: Expected Value of Prospective Pre-Opening Donations

	Value	*Prob. of Receipt*	*Expected Value*
World Wide Technologies	$54,500	60%	$32,700
Walton Family Foundation	$325,000	5%	$16,250
Teach For America Social Innovation Award	$100,000	25%	$25,000
4.0 Schools Tiny Fellowship	$10,000	25%	$2,500
Charter School Growth Fund	$250,000	40%	$100,000
NewSchools Venture Fund	$250,000	25%	$62,500
Kemper Foundation	$100,000	65%	$65,000
The Opportunity Trust	$100,000	95%	$95,000
Kairos Surplus FY18	$15,694	100%	$15,694
Total			**$414,644**

Expenditures

We project $354,530 in total pre-operating expenditures (q.v. *Appendix M*). That includes expenses for operations and technology ($266,890), human resources ($57,640), and recruitment ($30,000). Operations and technology costs are driven by cosmetic renovations to the facility and furniture ($120,250), technology infrastructure ($53,440), business support services ($36,500), and instructional technology—127 laptops for students and faculty, projectors, etc. ($56,200)—which we have listed as instructional expenses per DESE guidance. Human resources costs include pre-opening salaries for the founding management team ($54,240 total) and D&O Insurance for the board ($1,500). Student and faculty recruitment expenses ($30,000) are split between canvassing, branding, and printing.

[1] Expected value is calculated as potential total donation value times probability of receipt.

Five-Year Budget

Revenue

To budget conservatively, Kairos has assumed state revenues 2.3% lower than those of the median St. Louis charter schools.

State Revenue Sheet: The budget includes basic formula revenue receipts of $8,250 per WADA (including Classroom Trust Fund after Year 1) and directs 1.5% to our sponsor. This estimate falls well below the $8,346.98 per WADA afforded to St. Louis charter schools in FY18, according to their February 2017 DESE payment transmittal calculations.

WADA Sheet: The WADA Sheet includes the following assumptions and details:

- 10% of our student body will qualify as LEP and 15% will qualify for IEPs, based on data from nearby schools.
- 65% of our students will qualify for FRPL, based on target demographic data and the experience of other intentionally diverse St. Louis charter schools (q.v. *A.5*). This integration goal continues our conservative budgeting practices, since FRPL students are funded at higher rates.
- No per WADA or per ADA increases for state, local, or federal revenue over the five-year period.
- Revenue from Summer School ADA will be amortized over the following year, so Kairos will only receive funding for our Year 1 extended term days in Year 2.
- Before/After School Remediation will be included in ADA (line 19)
- Qualified participation in our three summer school components will be included in ADA (lines 21-23). As discussed in *A.4*, Summer School ADA is comprised of attendance hours from Kairos' Expedition (in Cycle 1) and extended term days (in Cycles 2 and 7) per the Missouri Code of State Regulations, 5 CSR 20-100.160. To calculate ADA for each, we used DESE's Summer School Estimate Revenue Tool on the "Remedial/Enrichment ADA Calculation" Sheet.

Remedial/Enrichment ADA Calculation Sheet: This sheet uses DESE guidelines to calculate ADA from Before/After School, Expedition, Extended Term, and Summer Term in accordance with state law. Because the Expedition portion of summer school qualifies as "Exploratory or Enrichment" programming, Kairos should be allowed to count attendance for all students (course code 991010, according to DESE's 2017 Summer School Handbook). The remaining three calculations depend on the number of students who qualify for remediation each year. The "Remedial Student Enrollment Projection Sheet" explains this projection.

Remedial Student Enrollment Projections Sheet: For Extended Term, Summer Term, and Before/After School ADA, Kairos can only count students who qualify for remediation under the terms of RSMo 167.645.4. A middle school student qualifies if they are "at risk of non-promotion," as identified by Kairos Board policy. Kairos defines this as scoring Basic or Below Basic in any subject on a state MAP test. High school students qualify for remediation only if they score Below Basic on any subject EOC.

The number of students who qualify for remediation each year is determined by proficiency on state tests from the previous year. We based our proficiency data for incoming students in Year 1 on middle schoolers at Premier Charter School: 39.5% proficient in ELA, 32.7% in math, 31.1% in science.[2] Our budget assumes that in Year 2, 40% of students are proficient in math, 50% in ELA, and 60% in science. Proficiency scales linearly until, by the end of Year 5, 85% of students are proficient in all subjects. Underperforming these goals would earn Kairos additional revenue for remedial instruction.

We have budgeted remedial ADA hours based on the inverse of our proficiency estimates (i.e. students who score Basic or Below Basic on state assessments). Students scoring Basic or Below Basic in any *one* subject assessment qualify for remediation. We determined this percentage by calculating the dependent compound probability of scoring Basic or Below Basic on *all three* tests (detailed on the "Remedial Student Enrollment Projections Sheet".) This calculation rests on the assumption that proficiency is not distributed evenly, but rather that students proficient in one subject are more likely to be proficient in a second, and that students who are proficient in two subjects are even more likely to be proficient in a third.

Based on these assumptions, we project that the percentage of students who qualify for remediation in a class will decrease from 80.0% in Year 1 to 19.8% in Year 5. These estimates only include testing data for three subjects; adding more state tests increases the likelihood a student scores Basic or Below Basic on at least one, qualifying them for remediation and increasing remedial ADA hours. Remedial student totals for each year (line 12) feed into the "Remedial ADA sheet," which determines the actual impact of remedial students on our ADA by each category.

Local Revenue Sheet: Starting in Year 2, the budget assumes Proposition C funding at $975 per prior year WADA, *less than* DESE's budgeted amount of $988. The budget does not include Proposition C revenue increases. Kairos anticipates local revenues 58.3% below those of the median St. Louis charter school, which shows that our budget is sustainable without fundraising (q.v. *Appendix O*).

[2] Kairos selected Premier's 2016 Data because they (i) also recruit students from south St. Louis City, (ii) have a similar demographic makeup (68.2% FRPL), and (iii) have higher proficiency rates than surrounding schools. Choosing a school with higher proficiency rates maintains our conservative estimates, since higher proficiency → fewer remedial students → lower ADA → lower revenue.

Federal Revenue Sheet: We calculated our IDEA Part B funding at $198.61 per pupil, Title 1 funding at $536 per pupil, and Title II funding at $114 per pupil by analyzing FY17 Part B, Title I, and Title II for other St. Louis charter schools. Food service revenue has been projected using published NSLP reimbursement rates. Kairos projects federal revenues 26.7% less than those of the median St. Louis charter school (q.v. *Appendix O*).

Although *not* included in our Federal Revenue worksheet, Kairos will apply for other federal funding. Under Title II Part A, the government funds organizational models that "give teachers the opportunity to exercise increased responsibility…while keeping effective teachers in the classroom" since such models support teacher recruitment and retention.[3] Specifically, funding is available to support "career opportunities and advancement initiatives for effective teachers that promote professional growth and emphasize multiple career paths. This includes creating hybrid roles that allow instructional coaching of colleagues while remaining in the classroom, as well as assuming other responsibilities such as collaborating with administrators to develop and implement distributive leadership models and leading decision-making groups (ESEA sections 2101(c)(4)(B)(vii)(I) and 2103(b)(3)(B))."[4] We believe that our distributed leadership model, which empowers all faculty with leadership roles (q.v. *B.3*), fulfills these funding requirements.

Title II, Part A funds are also available to support achievement-based, rigorous, transparent, and fair evaluation and support systems. Such uses "may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations, and (2) provide clear, timely and useful feedback to educators (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A))."[5] Our ongoing team-based evaluations and 7-week data cycle PDs (q.v. *A.2* & *B.4*) are likely to qualify for this funding.

Finally, funding is available under subpart 1 of Title IV, Part A to "promote the supportive school climates [that] reduce the use of exclusionary discipline and promoting supportive school discipline."[6] Such funding could be used by our Mediation Committee for costs associated with our restorative justice practices (q.v. *A.8*). Kairos will also apply for funding to support "school-based mental health services and counseling."[7] That funding would allow Kairos to augment our coaches with additional in-house wraparound services.

School Based Fundraising: Like all charter schools, Kairos will require grants and donations during pre-operation. After that, the Executive Director will develop a fundraising plan to

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[3] U.S. Department of Education. (2016). Non-Regulatory Guidance: Title II, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015 September 27, 2016.

[4] Ibid.

[5] Ibid.

[6] U.S. Department of Education. (2016). Non-Regulatory Guidance: Non-Regulatory Guidance Student Support and Academic Enrichment Grants.

[7] Ibid.

enrich our academic and operational foundation. Based on other St. Louis charter schools (q.v. *Appendix O*), we anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation. To be conservative, this anticipated revenue is *not* included in our budget.

Expenditures Narrative

Staff Salaries Sheet: Every faculty member fulfills both (i) an instructional role as a Regular Program or Special Program teacher-coach and (ii) a leadership role. Hence our budget counts the *same* people in the "Regular/Special Program Instructors" and "Leadership Roles" sections of the sheet. A given faculty member's total salary is the combination of their teacher-coach salary and leadership position(s) salary.

As discussed in *B.3* and *B.4*, new faculty first join Kairos as apprentices (barring founding faculty in Year 1). In Year 2, Kairos brings on apprentices in Cycle 1, paying them 66% of a returning teacher-coach's salary for that cycle and 100% in following cycles; thus new faculty in Year 2 earn 95% of a returning teacher-coach's salary. Beginning in Year 2, Kairos brings on the *following year's* apprentices during Cycle 7 (i.e. during a traditional school's summer school). In their first apprenticeship cycle, which consists mostly of shadowing current faculty, apprentices earn 33% of a returning teacher-coach's salary. In their second apprenticeship cycle (Cycle 1 of the following year) apprentices earn 66% of a returning teacher-coach's salary. Their salary reaches 100% when they become full-fledged faculty members in the third cycle of their apprenticeship. Thus, starting in Year 3, new faculty earn 86% of what returning full faculty earn during the same period (i.e. the 8 cycles from Cycle 7-Cycle 7).

Since new apprentices begin in Cycle 7 with 33% of a teacher-coach's pay, their payroll expense combines with the reduced salary the *previous year's* apprentices received during Cycle 1 (66% pay) to cost Kairos the same as a whole teacher-coach. Thus, despite reduced salaries, we count a whole number of teacher-coaches each year. Although apprentices help faculty during their first apprenticeship cycle (Cycle 7), Kairos does *not* count them in our student-faculty ratio. In Year 1, Kairos pays to onboard new faculty (a substitute for apprenticeship) out of our pre-operational budget.

To open our high school in Year 4, Kairos brings on twelve new faculty as apprentices in Cycle 7 of Year 3. Since we only hire eight new faculty the previous year, apprentice salary reductions do not balance out to a whole number of new faculty. Hence the 24.19 regular instructors in Year 3. The same occurs the following year when we hire eight new faculty (expanding just a grade instead of a whole new building). Thus in Year 4, our budget accounts for 33.81 regular instructors.

To incentivize staff retention, faculty base salaries (i.e. salaries for their roles as teacher and coach) increase 10% each year. Faculty are also paid for their leadership roles, and those

roles increase by 5% each year for all non-Executive Team leadership roles (i.e. Building Administration, code 2411) and 10% for all Executive Team leadership roles (i.e. Executive Administrative, code 2321). Until we reach scale (Year 3 for middle school, Year 6 for high school), a small number of faculty members take on two leadership roles. In these cases, the second leadership role is always a minimal time commitment (e.g., Club Sponsor). Since some faculty take on multiple leadership roles, there are more leadership role salaries than instructional staff.

To assist with cash flow and encourage faculty retention, we reduce leadership role salaries in Year 1. Salaries for Executive Director and Chief Academic Officer are cut entirely (although they still earn $40,000 for their teacher-coach roles). In Year 2, 80% of that leadership role salary ($20,000) is returned as a bonus. Kairos cuts other leadership role salaries by 75% in Year 1 but pays them back fully in Year 2 as bonuses. Other than the ED and CAO, no founding faculty member earns less than $42,500 in Year 1. That is $3,485 more than SLPS starting salary and $622 more than the median salary at St. Louis charter schools. These adjustments do not affect the 5-10% annual salary increases.

Expenditures by Function

Employee Benefits: Kairos budgets 26% of staff salaries for benefits: retirement (17.25%), FICA (7.45%), and unemployment insurance (1.3%). Kairos also budgets $400 per month per employee for health/dental premiums (increasing 10%/yr.).

1131/1151—Classroom Instruction: Salaries in this category include all teacher-coaches. Purchased services include contracted services for gym and art residents ($20,000/yr. each), Expeditions ($46/student/night scaling to $100/student/night), online subscriptions for NWEA MAP ($4,500 fixed plus $12/student), and GoGuardian ($2,595 flat fee up to 2,000 users).[8] To minimize fiscal and environmental impact, Kairos plans to operate almost entirely digitally; nonetheless, $40/student/yr. has been budgeted for extraneous supplies and materials. Equipment and computers include $400/person for Chromebooks and accessories per each new student or faculty member (replaced every four years) and $3,800 for projectors during pre-operation and Year 3, when we open our high school.

1221—Special Education Services: Staff salaries reflect two full time SPED teacher-coaches in Year 1, four in Years 2-3, six in Year 4, and eight in Year 5. Purchased services include additional contracted services for SPED students ($1,500/student in Year 1, $2000/ student in every year after). $40/student/yr. has been budgeted for extraneous supplies and materials.

2114—Support Services—Pupils: Purchased support services include a contracted nurse three days per week in Year 2 and four days per week in Year 3. From Year 4 on, Kairos will have a

[8] See Intersect Arts and Wyman's letters of support in *Appendix L* for details.

full-time nurse for both our middle and high school ($50,000/nurse). Supplies and materials include $550 per house per class for positive incentives (e.g., pizza party, etc.).

2213—Support Services—Staff: As part of the Summit Learning program, Kairos staff receive free professional development on the platform and model. Additional professional development is budgeted at $50/staff member, although we expect most if not all PD will be internal and free (organized by team managers). This outlay also covers any professional development required by Title II funding. Kairos does not expect to need substitute teachers because (i) pupils are not supervised in silos and (ii) we have an unusually low faculty-student ratio. Nonetheless, we have budgeted substitute teachers at 10% of an annual instructor's salary.

2321—Executive Administration: Salaries in this category include the Executive Director, the Chief Academic Officer, the Chief Operations Officer, and, in Year 3, the Apprentice CAO. Benefits for these positions do not include the usual $400 per month because health/dental premiums are already covered for these employees in their roles as instructional staff.

2311—Board Services: Purchased services include audit expenses ($10,000/yr.), legal expenses ($15,000/yr. with a 5% annual increase), and insurance expenses ($15,000 in Year 1, scaling by $5,000/yr. thereafter). Kairos has received a quote from Daniel & Henry Co (q.v. *Appendix Q).*

2411—Building Administration: Salaries in this category include Department Chairs, the Class Chairs, the Committee Chairs, and Committee Members. Supplies and materials include $275 per Club Sponsor for club activities.

2511—Business Support Services: Purchased services include a contracted office manager ($30,000/yr.); back office support from EdOps for finance, accounting, human resource, data and reporting, etc. (scaling from $24,000/yr. to $71,000 in Year 5); a Student Information System ($10,000 for setup, then a base of $1,500/yr. plus $20/student); and accounting software ($2,500 for setup, then $5,200/yr.). Although we intend to eliminate paper copies by operating digitally, Kairos has budgeted a $1,000 outlay in supplies and materials to cover toner and paper.

2541—Operation of Plant Services: Purchased services include estimated lease payments at $4 per square foot of used space (q.v. *Appendix L*) along with the following expenses for plant services. Utility costs scale based on space use and double when we open a high school in Year 4 ($30,000 in Year 1, $40,000 in Year 2, and $80,000 in Year 4).[9] Cleaning and maintenance costs also scale with space use and double when we open the high school ($20,000 in Year 1, $35,000 in Year 2, $50,000 in Year 3, $100,000 thereafter). Trash and recycling are estimated at $20/student/yr., based on a quote from Waste Management.

[9] Dana Brown Building. (2014). 3654 S Grand Utilities Bills.

Equipment expenses are budgeted at $350/new student for furniture, based on estimates from our space consultant, ColorArts (q.v. *Appendix L*). To purchase and renovate a permanent building in Year 3, we include debt service on a standard loan from the the Illinois Facilities Fund: $2,000,000 at an interest rate of 6%, amortized at $205,926/yr. over 15 years (q.v. *Appendix L*). According to the Charter School Growth Fund's Facilities Calculator, Kairos could afford annual operating expenses of $809,676 at full scale (i.e. Year 7 onwards) without exceeding 12% of expenses.[10]

2546—Security: Beginning in Year 4, purchased services will include one high school security guard ($25,000/yr.). Given our low student-faculty ratio, children will always be within close proximity of a supervising adult.

2552—Transportation: Kairos does not provide transportation to and from school. Kairos intentionally located in a dense, walkable area with bus and MetroLink transportation in order to maximize accessibility for students. Purchased services include $50/student to bus students to experiential Saturday field trips and Kairos Expeditions.

2563—Food: Although American Dining Creations (our prospective food service provider) delivers food service at federal NSLP reimbursement rates, Kairos has nonetheless budgeted expenses at 5% over food revenues.

2442—Recruitment and Placement: Purchased services include branding and canvassing during pre-operation ($20,000). Supplies and materials include printing costs, which scale to match increasing student recruitment as we backfill through 9th grade ($10,000 in Year 1, $11,000 in Year 2, $12,000 each year thereafter). The ED and COO coordinate to manage the recruitment process.

2661—Technology: Purchased services include: IT Support from Gaddell Net ($10,440 in pre-opening, $20,000 in Year 1, $45,000 in Year 2, $50,000 in Year 3, and $100,000 in Years 4-5); network costs at $500/month (increasing 3%/yr.); security system installation ($10,000 in Year 1) and security system monitoring ($1,000/yr. after Year 1). Equipment costs include camera system installation during pre-operation ($25,000); camera monitoring in Years 1-5 ($2,000); miscellaneous tech repairs (beginning at $3,000/yr. and scaling $2,000/yr. to a max of $11,000/yr.); and a low-capacity copy service ($1,000/yr.). Although we anticipate corporate technology donations in Years 1-5, we have not included them in the budget.

3311—Community Services: Any funds required for community service projects will be raised through student or Family Council fundraisers.

[10] Charter School Growth Fund. (2016, Jan 5). Can You Afford That New Charter School Facility? (Facility Affordability Tool).

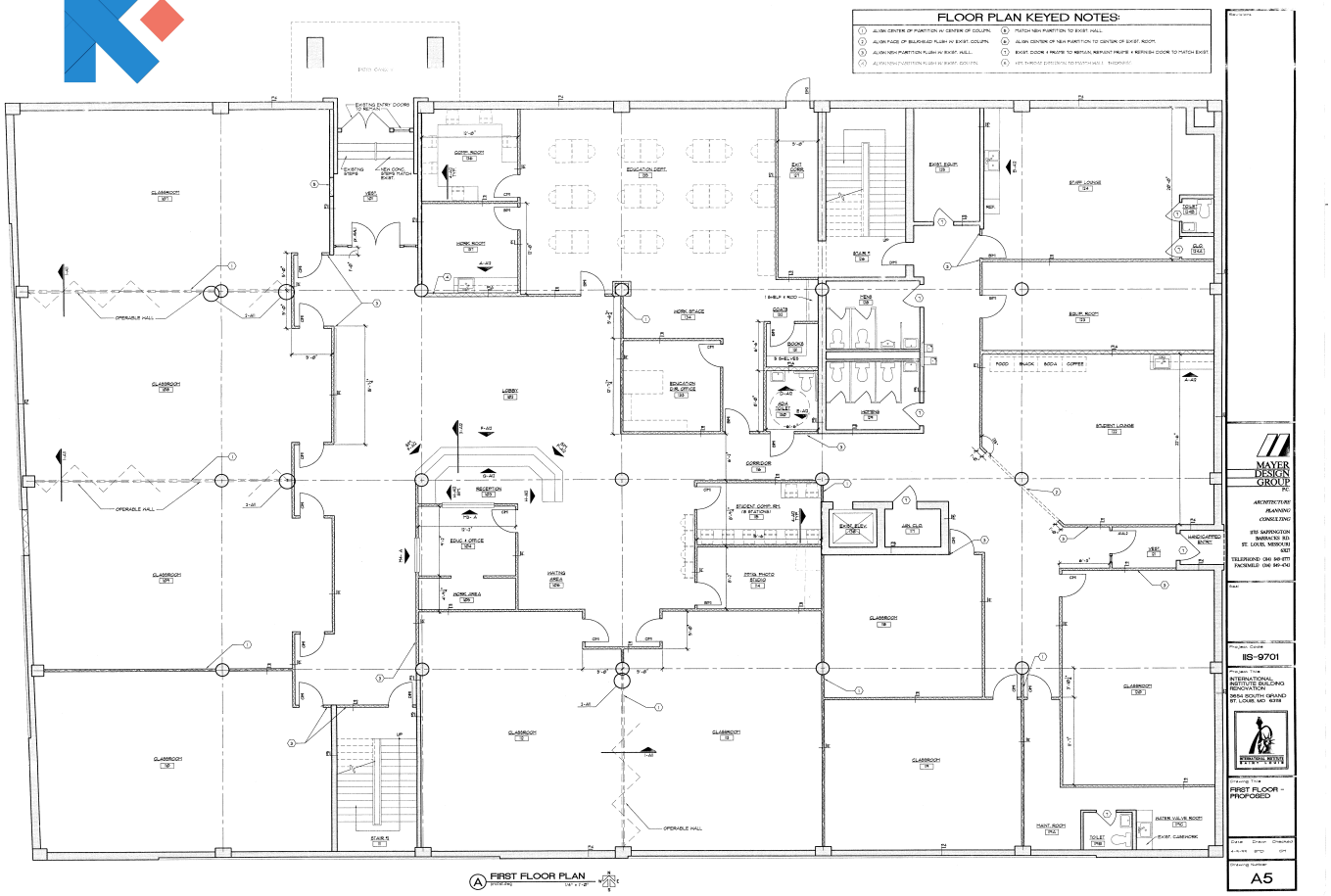
Appendix O: Budget Comparison

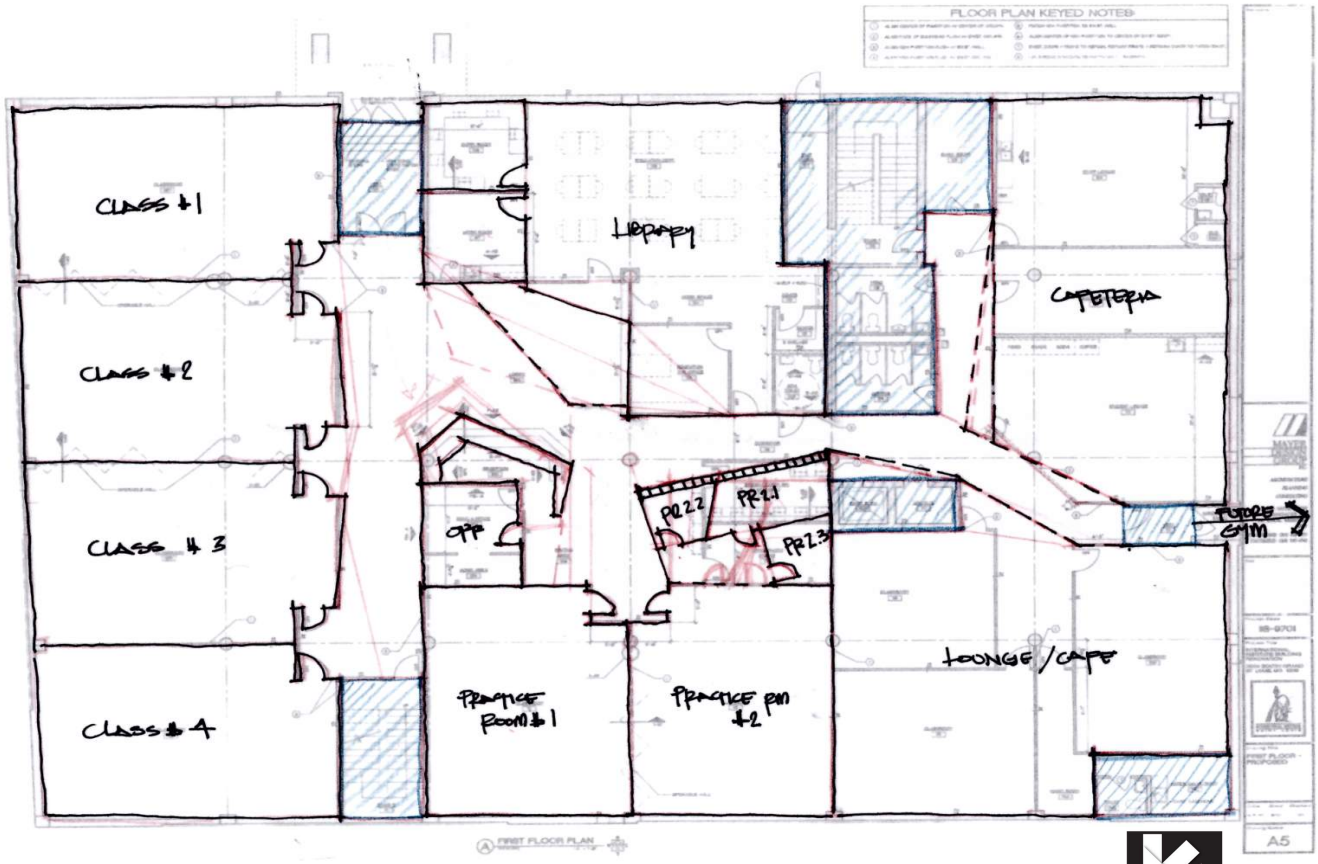
Appx.O.i: Kairos Revenue & Expense Per ADA Comparison to St. Louis Charter Schools

	St. Louis Charter Schools						Kairos					
	Median	Min	Q1	Q2	Q3	Q4	5-Yr Avg	STL Diff	% Diff	Year-1	STL Diff	% Diff
Revenues												
Local Revenue (5100)	$1,809	$808	$1,320	$1,809	$3,005	$24,231	$755	-$1,054	-58.3%	$0	-$1,809	-100.0%
(Local Rev Subset, Fundraising (5190))	($223)	($0)	($20)	($223)	($1,896)	($5,701)	($0)	-($223)	(-100.0%)	($0)	-($223)	(-100.0%)
State Revenue (5300)	$9,502	$8,290	$8,861	$9,502	$9,855	$10,137	$9,279	-$223	-2.3%	$9,279	-$223	-2.3%
Federal Revenue (5400)	$2,117	$217	$1,276	$2,117	$2,315	$3,220	$1,553	-$564	-26.7%	$1,740	-$377	-17.8%
Total Revenues	$13,428	$9,315	$11,457	$13,428	$15,175	$37,588	$11,587	-$1,841	-13.7%	$11,019	-$2,409	-17.9%
Expenditures												
Instruction (1100)	$5,274	$4,207	$4,953	$5,274	$5,838	$12,246	$5,451	$177	3.4%	$5,481	$207	3.9%
Special Education (1200)	$841	$374	$437	$841	$1,097	$2,032	$1,181	$340	40.4%	$1,148	$307	36.5%
Total Instructional Expenditures	$5,936	$5,131	$5,890	$5,936	$7,166	$13,882	$6,696	$760	12.8%	$6,662	$726	12.2%
Board/Exec. Admin. Services (2300)	$793	$0	$39	$793	$985	$1,467	$541	-$252	-31.7%	$451	-$342	-43.2%
School Administration (2400)	$964	$323	$696	$964	$1,724	$2,624	$928	-$36	-3.8%	$321	-$643	-66.7%
Total Administrative Expenditures	$1,757	$323	$735	$1,757	$2,709	$4,091	$1,469	-$288	-16.4%	$772	-$985	-56.1%
Operation of Plant (2540)	$1,131	$454	$980	$1,131	$1,883	$3,947	$1,035	-$96	-8.5%	$1,190	$59	5.2%
Transportation (2551)	$95	$0	$0	$95	$856	$1,311	$44	-$51	-53.4%	$48	-$47	-49.3%
Total Ops. and Transp. Expenditures	$1,226	$454	$980	$1,226	$2,739	$5,258	$1,080	-$146	-61.8%	$1,239	$13	-44.0%
Total Expenditures	$13,553	$7,514	$10,627	$13,553	$15,878	$38,902	$11,349	-$2,204	-16.3%	$10,652	-$2,668	-25.0%

(DESE Missouri Comprehensive Data System, 2017 Annual Secretary of the Board Rep

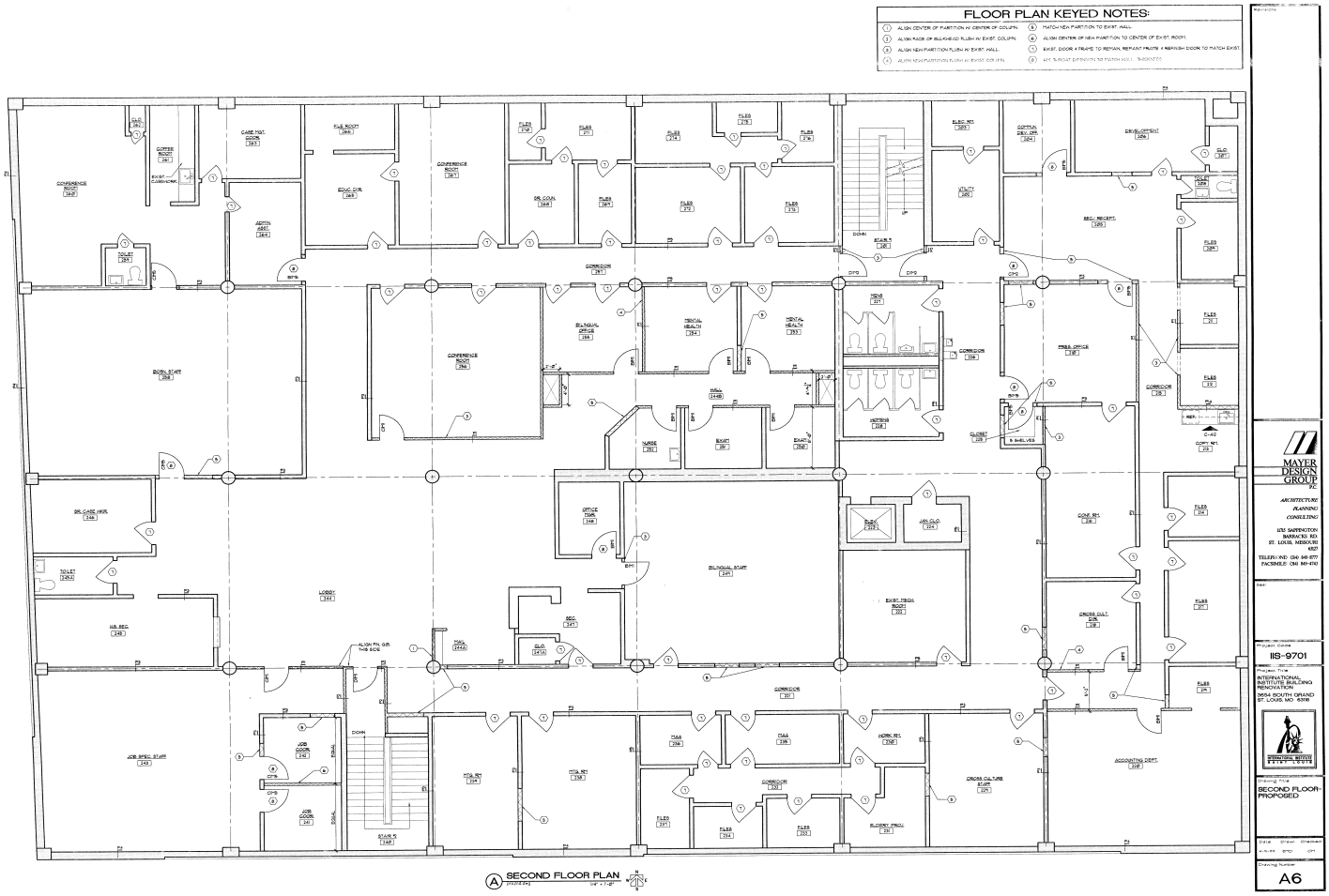
Appendix P: Former International Institute Study

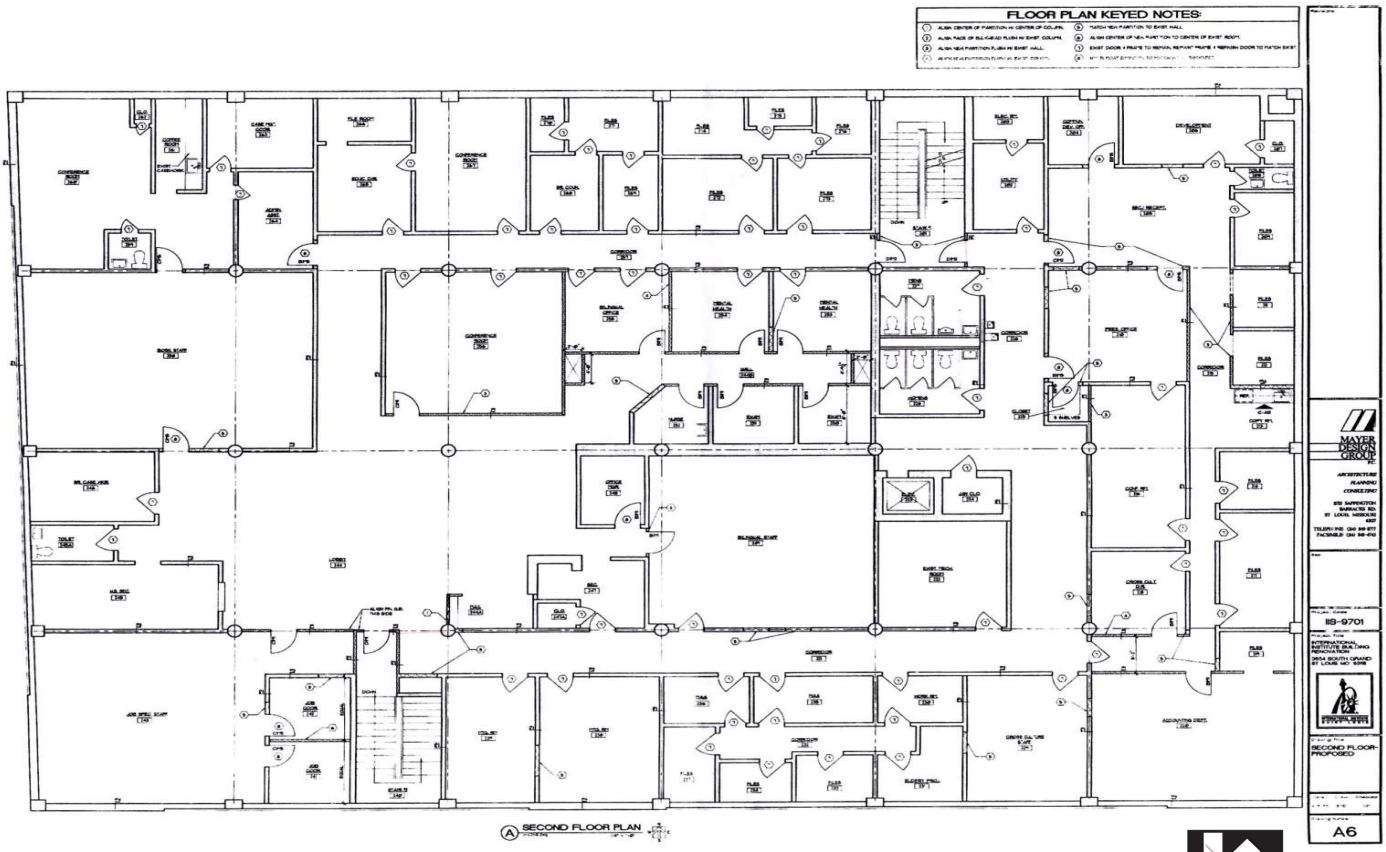




CONCEPTUAL FIRST FLOOR PLAN
SCALE 1/16" = 1'-0"

kairos school
FoxArchitects
fox-arch.com
04/26/2017



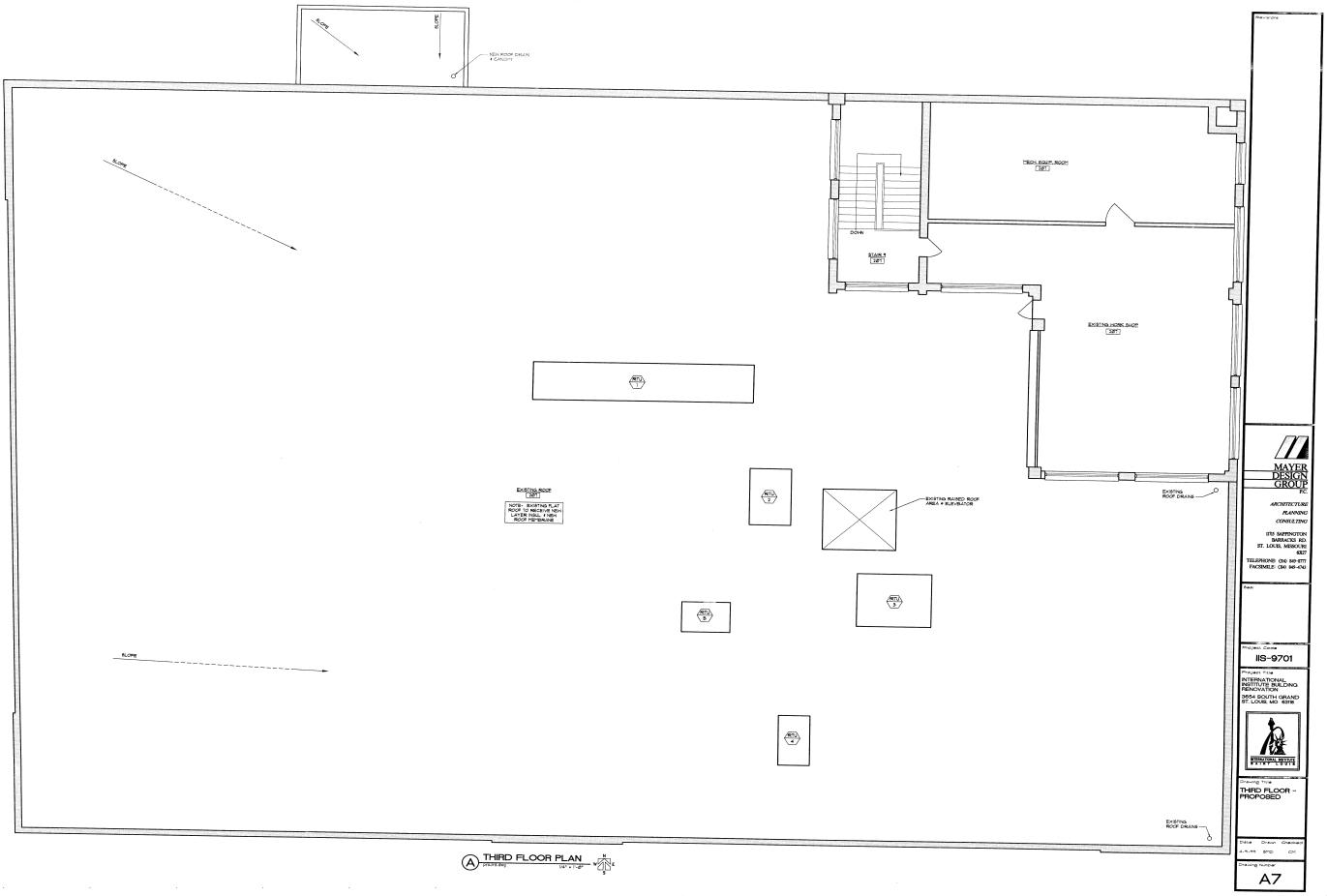


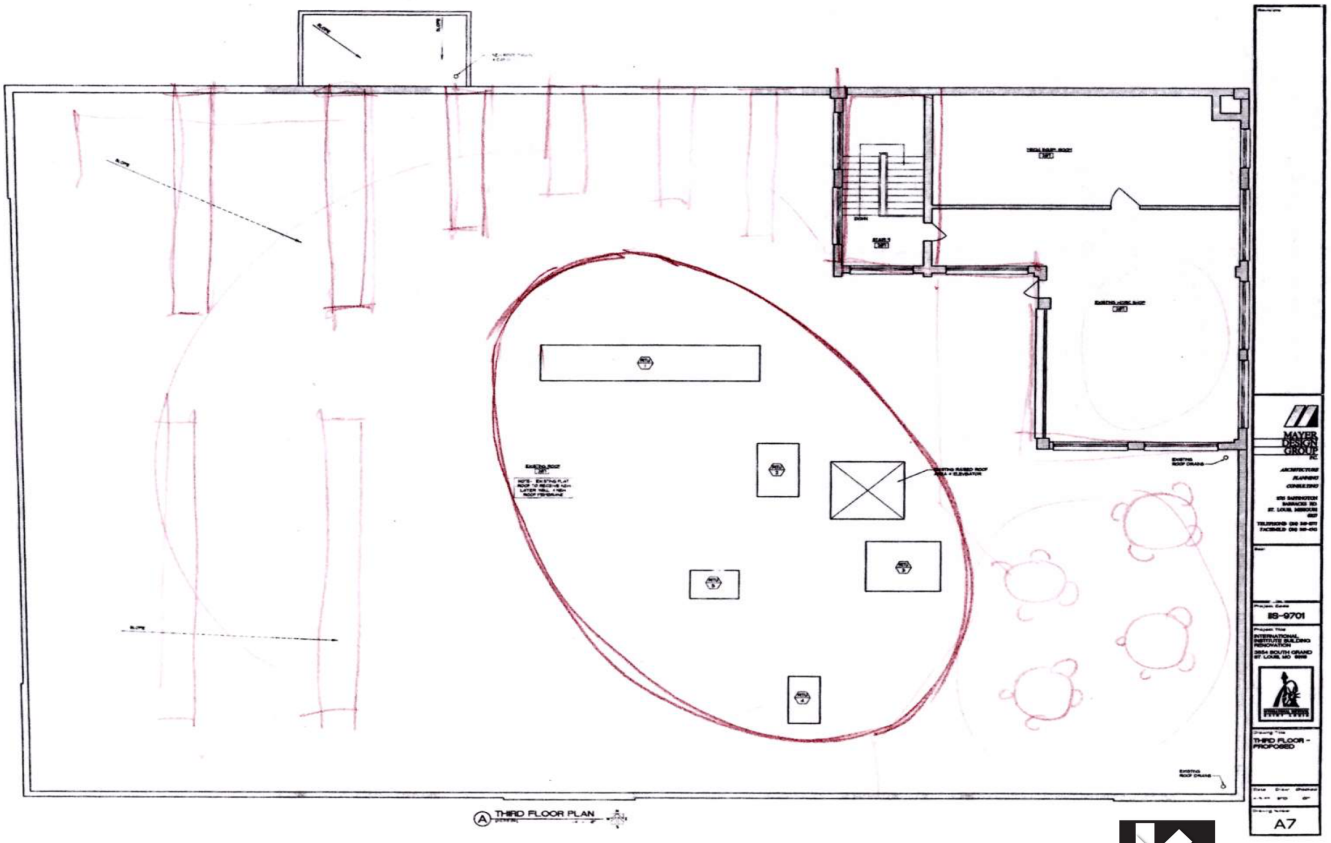
EXISTING SECOND FLOOR PLAN
SCALE 1/16" = 1'-0"

kairos school

FoxArchitects
fox-arch.com

04/26/2017





CONCEPTIAL THIRD FLOOR / ROOF PLAN
SCALE 1/16" = 1'-0"

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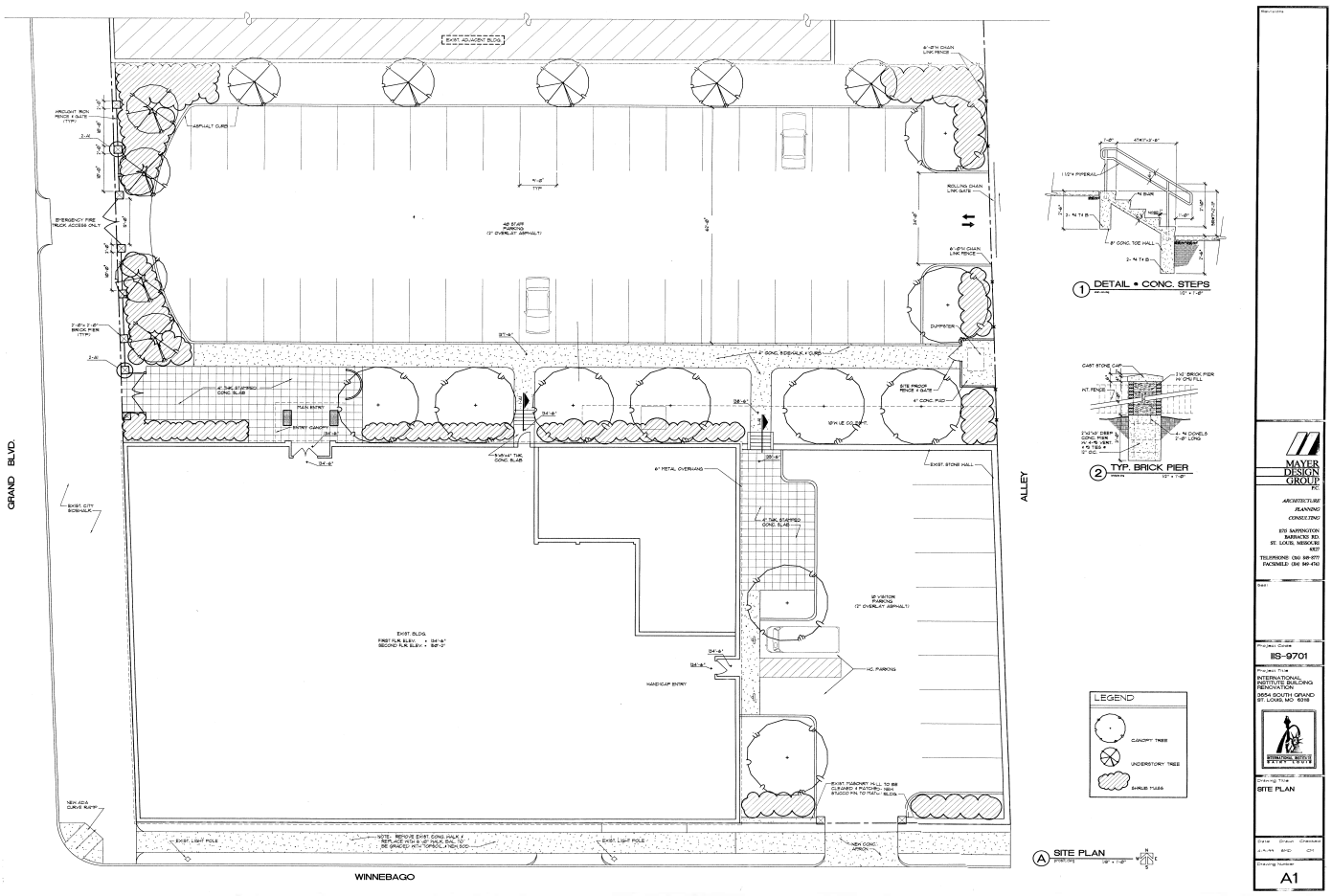
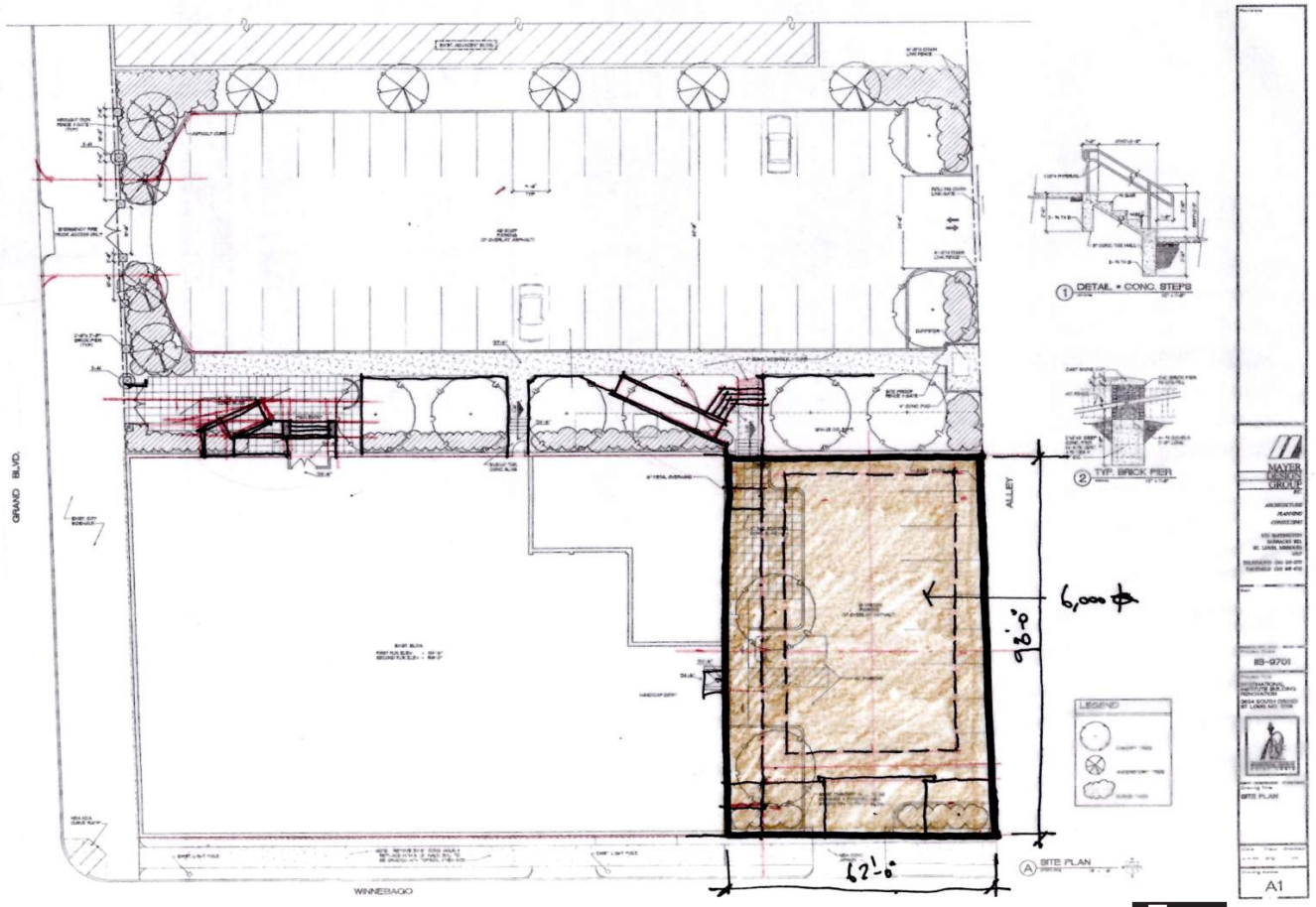
04/26/2017





CONCEPTUAL SITE PLAN
SCALE N.T.S.

kairos school

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04/26/2017

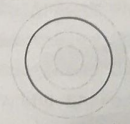
INSTITUTIONAL: EDUCATION

5 minutes

Daycare
K - 12
Technical

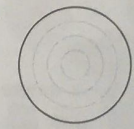
10 minutes

Daycare
K - 12
Technical



15 minutes

Daycare
K - 12
Technical

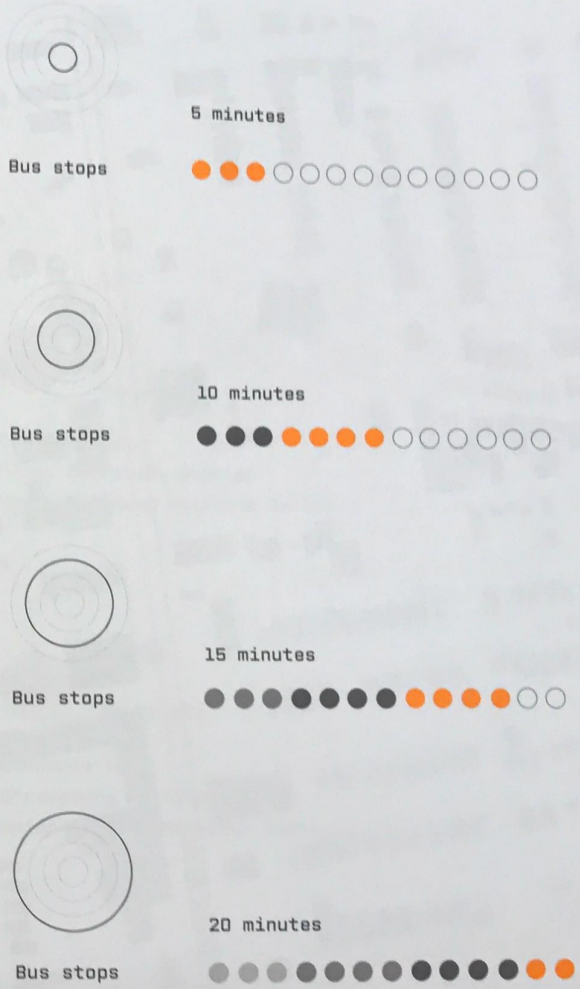


20 minutes

Daycare
K - 12
Technical

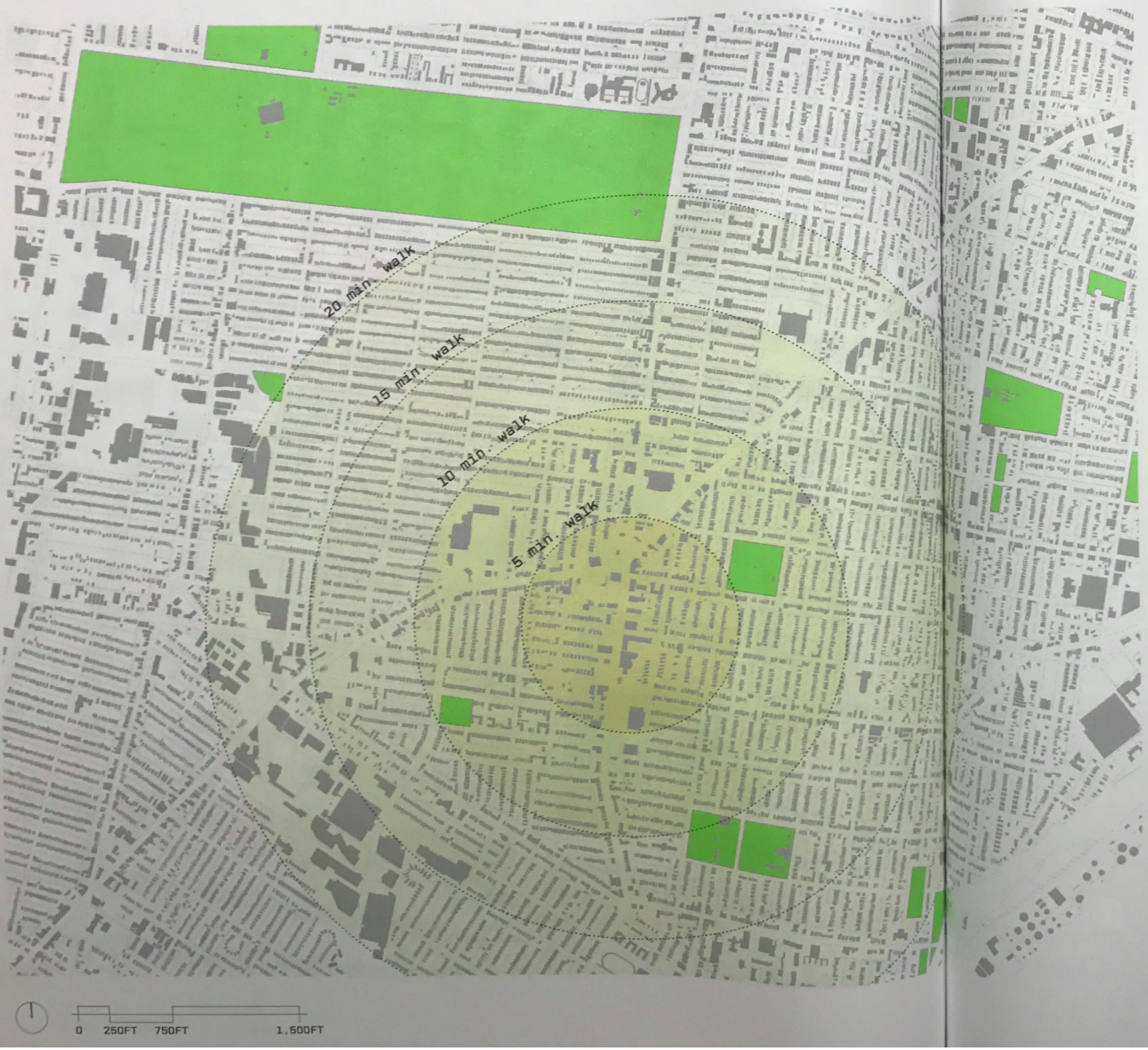
Observations:
This map shows each of the educational facilities within the neighborhood ranging from daycare centers to technical schools. There are 5 high schools that range greatly in their graduation rates; for example, Carnahan High School has a graduation rate of 91% while Roosevelt High School only 46%.

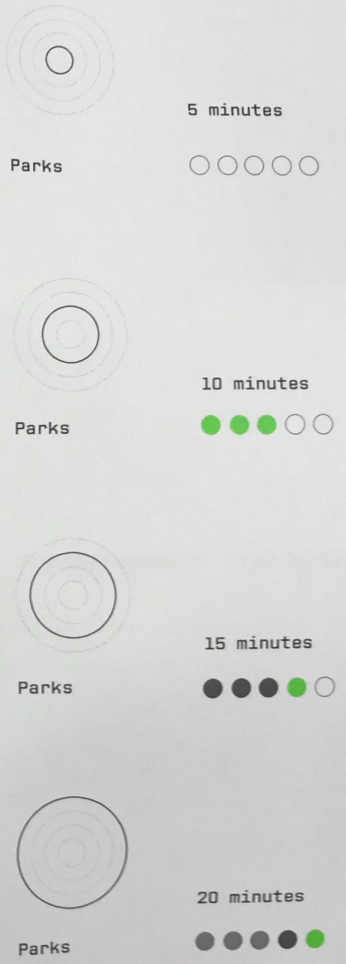
BUS ROUTES



Observation:
There are a number of bus lines that connect the neighborhood with the city along the north/south and east/west axis. In addition, the Grand MetroLink Station is only 2.8 miles north on Grand Blvd. and connects the neighborhood to the broader St. Louis metropolitan area. Additionally, Grand Blvd. connects car users to I-64 and I-44.

OPEN PUBLIC SPACE: PARKS





Observations:
Healthy communities need access to green space and/or open space for leisure and recreational activities. The site shows close proximity to a few large parks, such as Tower Grove Park and Gravois Park, as well as a handful of medium size parks within a descent walking distance.

International Institute - Dana Brown …

Presented by
Commercial Partners

3654 S Grand Blvd, Saint Louis, MO 63118

International Institute - Dana Brown Bldg.

3654 S Grand Blvd, Saint Louis, MO 63118

Property Details

Commercial Partners is pleased to present a free standing 30,000sf office building for sale on the near southwest side of St Louis MO. This would be a great healthcare, urgent care, government, institutional or educational building. South Grand is presently being revitalized and this is your chance to purchase in the line of progress. Zoned H in the city of St Louis and qualifies for an Urban Enterprise Loan Area. Exterior has been upgraded with EIFS construction improving the overall look of the building. In 1999 the International Institute renovated the building with high ceilings, newer parabolic lighting and beautifully crafted classrooms and hallways. Floor plates are flexible and designed for multiple offices with flex walls construction to assist with changes in your business model. Easy access and within 2-3 miles of major hospitals, universities and new street retail situated on a major bus route. Secured parking with automatic gates for added security. New Roof in 2013, CAT5 wiring, Honeywell Notifier System, Fire Suppression/Sprinkler System and DSC 832 Power Security System and 3-Phase Electric are all included.

Price: $1,345,000

- Free standing office building - could be multi-tenant building
- Secure parking lot with automatic gates and 57 spaces
- Sprinkler system installed in 1999
- Newer HVAC systems installed in Dec of 1999
- New Roof installed in 2013 with a 15 year warranty
- Building is elevator served.

View the full listing here: http://www.crelisting.net/KQo6exp7g/?StepID=107

Price:	$1,345,000
Building Size:	30,000 SF
Price/SF:	$44.83
Property Type:	Office
Property Sub-type:	Office Building
Property Use Type:	Vacant/Owner-User
Occupancy:	0%
No. Stories:	2
Building Class:	B
Lot Size:	43,000 SF

International Institute - Dana Brown Bldg.

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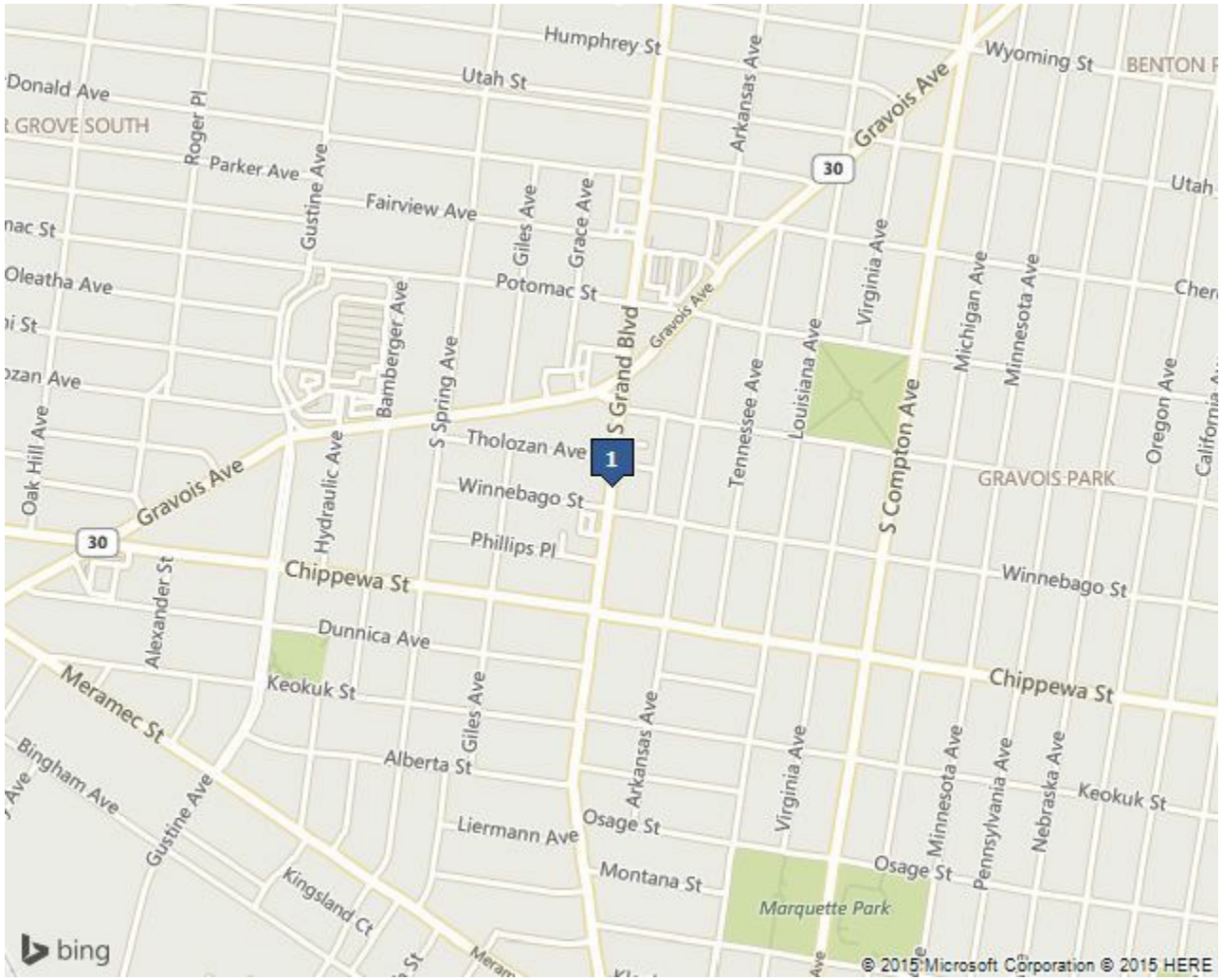
Location



Location Description

Just south of Hwy 44 and Grand Blvd near intersection of Chippewa and Grand. Property is approximately 2.1 miles from Cardinal Glennon Hospital.

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Property Photos

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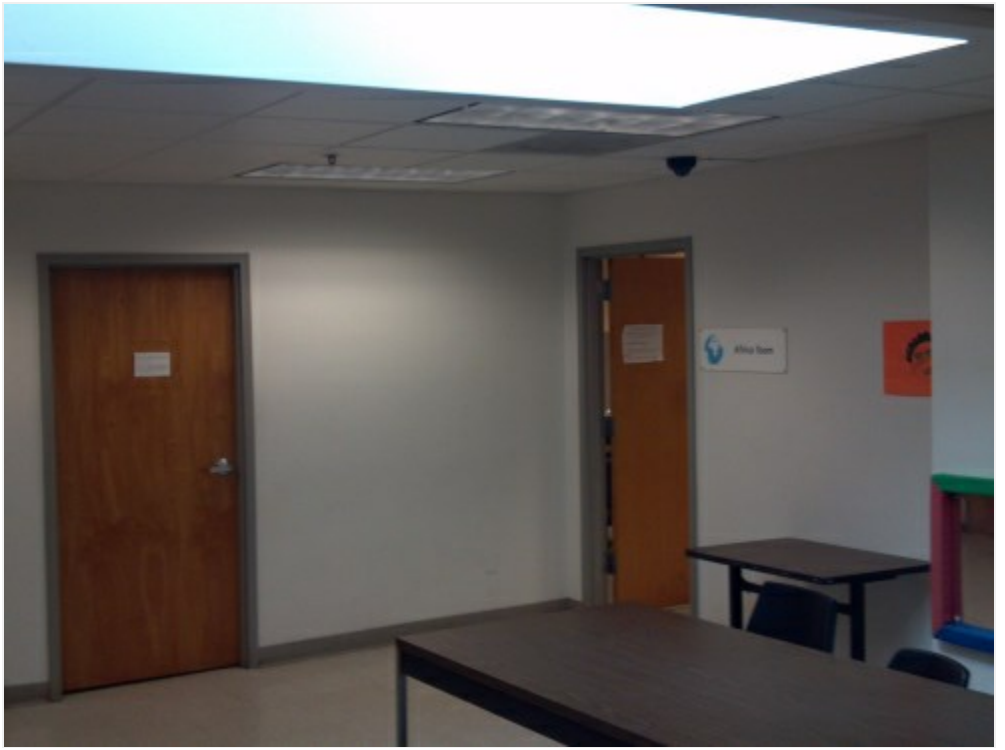

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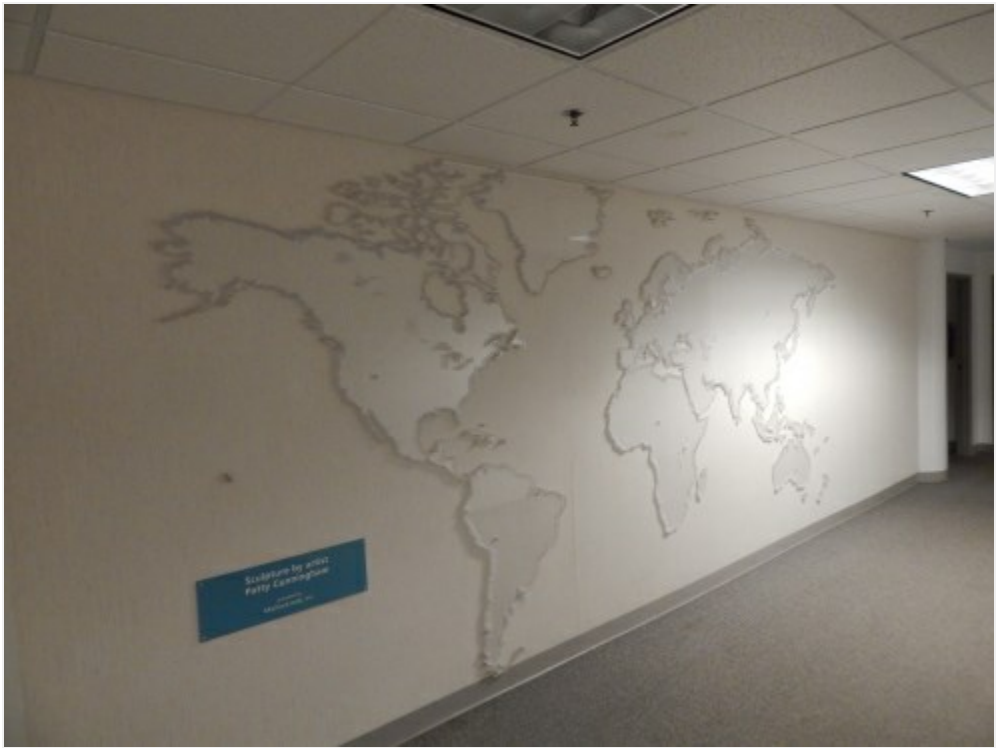

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For more listing information visit:
http://www.crelisting.net/KQo6exp7g/?StepID=107

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Sales Comparables

				Photo Not Provided
Address	501 Olive St, St Louis, MO 63101	3203 Olive Street, Saint Louis, MO 63103	3465-3467 S. Grand Blvd., Saint Louis, MO 63118	3543 S 2nd Street, Saint Louis, MO 63118
Property Type	Office	Office	Office	Office
Property Subtype	Office Building	Office Building	Office Building	Office Building
Zoning	I*	H*	*	J*
Building Size	33,150 SF	14,166 SF	3,400 SF	4,914 SF
Year Built	1907	1930		1993
No. Stories	13			
Lot Size	0.07 AC	0.17 AC		0.44 AC
APN / Parcel ID	0117-00-0070-0	1041-00-0070-0		1780-00-0220-0
Asking Price	$1,550,000		$135,900	
Price Per	$46.76 /SF		$39.97 /SF	
Last Sold	09/24/2015	09/24/2015	08/28/2015	08/21/2015
Sale Price	$1,500,000	$250,000	$135,900	$230,000
Sale Price Per	$45.25 /SF	$17.65 /SF	$39.97 /SF	$46.81 /SF
Notes				

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Map of Comparables

	Property Address	Sale Date	Sale Price	Property Type	Subtype
1	501 Olive St, St Louis, MO 63101	09/24/2015	$1,500,000	Office	Office Building
2	3203 Olive Street, Saint Louis, MO 63103	09/24/2015	$250,000	Office	Office Building
3	3465-3467 S. Grand Blvd., Saint Louis, MO 63118	08/28/2015	$135,900	Office	Office Building
4	3543 S 2nd Street, Saint Louis, MO 63118	08/21/2015	$230,000	Office	Office Building

International Institute - Dana Brown Bldg.

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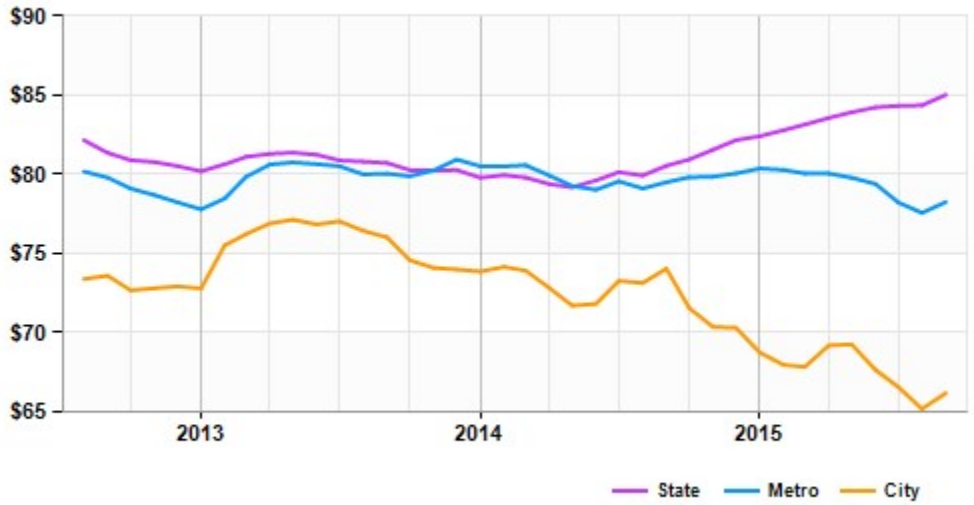
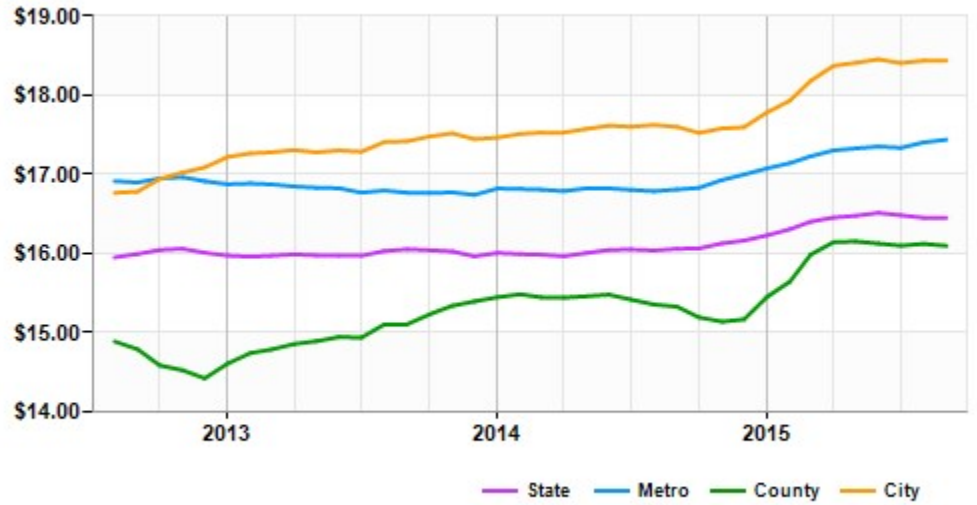
Market Trends

Asking Prices Office for Sale St. Louis, MO ($/SF)



	Sep 15	vs. 3 mo. prior	Y-O-Y
City	$66	-2.2%	-10.6%
State	$85	+0.9%	+5.6%
Metro	$78	-1.4%	-1.6%

Asking Rent Office for Lease St. Louis, MO ($/SF/Year)



	Sep 15	vs. 3 mo. prior	Y-O-Y
City	$18.44	-0.1%	+4.8%
State	$16.45	-0.4%	+2.4%
Metro	$17.44	+0.5%	+3.7%
County	$16.10	-0.2%	+5.0%

International Institute - Dana Brown Bldg.

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Demographics

Population	1-mi.	3-mi.	5-mi.
2015 Male Population	16,305	73,080	153,299
2015 Female Population	16,675	76,247	161,770
% 2015 Male Population	49.44%	48.94%	48.66%
% 2015 Female Population	50.56%	51.06%	51.34%
2015 Total Population: Adult	24,974	118,475	254,078
2015 Total Daytime Population	28,835	165,773	452,233
2015 Total Employees	9,899	88,433	285,821
2015 Total Population: Median Age	33	35	35
2015 Total Population: Adult Median Age	41	42	43
2015 Total population: Under 5 years	2,797	11,464	21,269
2015 Total population: 5 to 9 years	2,329	8,858	17,242
2015 Total population: 10 to 14 years	1,924	7,142	14,752
2015 Total population: 15 to 19 years	1,806	6,727	16,180
2015 Total population: 20 to 24 years	2,359	9,447	24,451
2015 Total population: 25 to 29 years	3,292	16,265	33,431
2015 Total population: 30 to 34 years	3,310	16,009	31,089
2015 Total population: 35 to 39 years	2,547	11,437	21,734
2015 Total population: 40 to 44 years	2,274	9,924	19,477
2015 Total population: 45 to 49 years	2,151	9,453	18,978
2015 Total population: 50 to 54 years	2,157	10,231	21,382
2015 Total population: 55 to 59 years	2,035	10,059	22,086

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Demographics

Population (Cont.)	1-mi.	3-mi.	5-mi.
2015 Total population: 60 to 64 years	1,526	7,842	17,351
2015 Total population: 65 to 69 years	945	4,864	11,168
2015 Total population: 70 to 74 years	586	3,240	7,745
2015 Total population: 75 to 79 years	394	2,261	5,828
2015 Total population: 80 to 84 years	274	1,774	4,868
2015 Total population: 85 years and over	274	2,330	6,038
% 2015 Total population: Under 5 years	8.48%	7.68%	6.75%
% 2015 Total population: 5 to 9 years	7.06%	5.93%	5.47%
% 2015 Total population: 10 to 14 years	5.83%	4.78%	4.68%
% 2015 Total population: 15 to 19 years	5.48%	4.50%	5.14%
% 2015 Total population: 20 to 24 years	7.15%	6.33%	7.76%
% 2015 Total population: 25 to 29 years	9.98%	10.89%	10.61%
% 2015 Total population: 30 to 34 years	10.04%	10.72%	9.87%
% 2015 Total population: 35 to 39 years	7.72%	7.66%	6.90%
% 2015 Total population: 40 to 44 years	6.90%	6.65%	6.18%
% 2015 Total population: 45 to 49 years	6.52%	6.33%	6.02%
% 2015 Total population: 50 to 54 years	6.54%	6.85%	6.79%
% 2015 Total population: 55 to 59 years	6.17%	6.74%	7.01%
% 2015 Total population: 60 to 64 years	4.63%	5.25%	5.51%
% 2015 Total population: 65 to 69 years	2.87%	3.26%	3.54%
% 2015 Total population: 70 to 74 years	1.78%	2.17%	2.46%

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Demographics

Population (Cont.)	1-mi.	3-mi.	5-mi.
% 2015 Total population: 75 to 79 years	1.19%	1.51%	1.85%
% 2015 Total population: 80 to 84 years	0.83%	1.19%	1.55%
% 2015 Total population: 85 years and over	0.83%	1.56%	1.92%
2015 White alone	13,692	91,551	195,111
2015 Black or African American alone	14,299	43,896	95,222
2015 American Indian and Alaska Native alone	113	439	877
2015 Asian alone	2,261	5,369	11,054
2015 Native Hawaiian and OPI alone	7	57	109
2015 Some Other Race alone	1,258	3,261	4,389
2015 Two or More Races alone	1,350	4,754	8,307
2015 Hispanic	2,999	8,482	12,822
2015 Not Hispanic	29,981	140,845	302,247
% 2015 White alone	41.52%	61.31%	61.93%
% 2015 Black or African American alone	43.36%	29.40%	30.22%
% 2015 American Indian and Alaska Native alone	0.34%	0.29%	0.28%
% 2015 Asian alone	6.86%	3.60%	3.51%
% 2015 Native Hawaiian and OPI alone	0.02%	0.04%	0.03%
% 2015 Some Other Race alone	3.81%	2.18%	1.39%
% 2015 Two or More Races alone	4.09%	3.18%	2.64%
% 2015 Hispanic	9.09%	5.68%	4.07%
% 2015 Not Hispanic	90.91%	94.32%	95.93%

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Population (Cont.)	1-mi.	3-mi.	5-mi.
2015 Not Hispanic: White alone	17,018	100,070	206,587
2015 Not Hispanic: Black or African American alone	16,028	51,858	104,394
2015 Not Hispanic: American Indian and Alaska Native alone	124	477	914
2015 Not Hispanic: Asian alone	2,581	4,757	7,671
2015 Not Hispanic: Native Hawaiian and OPI alone	6	53	95
2015 Not Hispanic: Some Other Race alone	110	418	611
2015 Not Hispanic: Two or More Races	1,133	3,940	6,097
% 2015 Not Hispanic: White alone	44.24%	60.06%	61.81%
% 2015 Not Hispanic: Black or African American alone	41.67%	31.12%	31.23%
% 2015 Not Hispanic: American Indian and Alaska Native alone	0.32%	0.29%	0.27%
% 2015 Not Hispanic: Asian alone	6.71%	2.86%	2.30%
% 2015 Not Hispanic: Native Hawaiian and OPI alone	0.02%	0.03%	0.03%
% 2015 Not Hispanic: Some Other Race alone	0.29%	0.25%	0.18%
% 2015 Not Hispanic: Two or More Races	2.95%	2.36%	1.82%

Population Change	1-mi.	3-mi.	5-mi.
Total: Employees (NAICS)	n/a	n/a	n/a
Total: Establishements (NAICS)	n/a	n/a	n/a

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Population Change (Cont.)	1-mi.	3-mi.	5-mi.
2015 Total Population	32,980	149,327	315,069
2015 Households	13,300	67,145	143,312
Population Change 2010-2015	-1,417	-3,720	-2,776
Household Change 2010-2015	-621	-1,944	-1,456
% Population Change 2010-2015	-4.12%	-2.43%	-0.87%
% Household Change 2010-2015	-4.46%	-2.81%	-1.01%
Population Change 2000-2015	-5,485	-17,289	-19,163
Household Change 2000-2015	-1,872	-3,560	-3,014
% Population Change 2000 to 2015	-14.26%	-10.38%	-5.73%
% Household Change 2000 to 2015	-12.34%	-5.04%	-2.06%

Housing	1-mi.	3-mi.	5-mi.
2015 Housing Units	18,740	82,940	169,473
2015 Occupied Housing Units	15,172	70,705	146,326
2015 Owner Occupied Housing Units	6,256	34,701	73,163
2015 Renter Occupied Housing Units	8,916	36,004	73,163
2015 Vacant Housings Units	3,568	12,235	23,147
% 2015 Occupied Housing Units	80.96%	85.25%	86.34%

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Housing (Cont.)	1-mi.	3-mi.	5-mi.
% 2015 Owner occupied housing units	41.23%	49.08%	50.00%
% 2015 Renter occupied housing units	58.77%	50.92%	50.00%
% 2000 Vacant housing units	19.04%	14.75%	13.66%

Income	1-mi.	3-mi.	5-mi.
2015 Household Income: Median	$32,035	$38,597	$38,773
2015 Household Income: Average	$44,827	$53,834	$54,998
2015 Per Capita Income	$18,217	$24,622	$25,890
2015 Household income: Less than $10,000	2,168	9,150	20,149
2015 Household income: $10,000 to $14,999	1,131	5,178	10,512
2015 Household income: $15,000 to $19,999	1,134	4,332	9,327
2015 Household income: $20,000 to $24,999	940	4,026	8,658
2015 Household income: $25,000 to $29,999	891	3,877	8,308
2015 Household income: $30,000 to $34,999	948	4,339	9,103
2015 Household income: $35,000 to $39,999	719	3,711	7,417
2015 Household income: $40,000 to $44,999	732	3,608	7,279
2015 Household income: $45,000 to $49,999	447	2,838	5,845
2015 Household income: $50,000 to $59,999	932	4,992	10,635
2015 Household income: $60,000 to $74,999	1,103	5,778	12,758
2015 Household income: $75,000 to $99,999	936	6,313	13,447
2015 Household income: $100,000 to $124,999	545	3,925	8,140
2015 Household income: $125,000 to $149,999	327	2,136	4,800
2015 Household income: $150,000 to $199,999	227	1,823	4,132

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Income (Cont.)	1-mi.	3-mi.	5-mi.
2015 Household income: $200,000 or more	120	1,119	2,802
% 2015 Household income: Less than $10,000	16.30%	13.63%	14.06%
% 2015 Household income: $10,000 to $14,999	8.50%	7.71%	7.34%
% 2015 Household income: $15,000 to $19,999	8.53%	6.45%	6.51%
% 2015 Household income: $20,000 to $24,999	7.07%	6.00%	6.04%
% 2015 Household income: $25,000 to $29,999	6.70%	5.77%	5.80%
% 2015 Household income: $30,000 to $34,999	7.13%	6.46%	6.35%
% 2015 Household income: $35,000 to $39,999	5.41%	5.53%	5.18%
% 2015 Household income: $40,000 to $44,999	5.50%	5.37%	5.08%
% 2015 Household income: $45,000 to $49,999	3.36%	4.23%	4.08%
% 2015 Household income: $50,000 to $59,999	7.01%	7.43%	7.42%
% 2015 Household income: $60,000 to $74,999	8.29%	8.61%	8.90%
% 2015 Household income: $75,000 to $99,999	7.04%	9.40%	9.38%
% 2015 Household income: $100,000 to $124,999	4.10%	5.85%	5.68%
% 2015 Household income: $125,000 to $149,999	2.46%	3.18%	3.35%
% 2015 Household income: $150,000 to $199,999	1.71%	2.72%	2.88%
% 2015 Household income: $200,000 or more	0.90%	1.67%	1.96%

Retail Sales Volume	1-mi.	3-mi.	5-mi.
2015 Childrens/Infants clothing stores	$3,338,539	$17,151,760	$36,345,171
2015 Jewelry stores	$1,174,066	$6,188,195	$13,289,448
2015 Mens clothing stores	$3,849,440	$20,106,696	$42,911,694
2015 Shoe stores	$3,879,975	$20,189,937	$42,991,670

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Retail Sales Volume (Cont.)	1-mi.	3-mi.	5-mi.
2015 Womens clothing stores	$6,446,246	$34,074,461	$72,949,573
2015 Automobile dealers	$49,430,870	$263,682,952	$563,479,587
2015 Automotive parts and accessories stores	$9,871,162	$52,148,383	$111,521,943
2015 Other motor vehicle dealers	$1,476,374	$7,661,356	$16,386,921
2015 Tire dealers	$4,409,365	$23,308,428	$49,814,798
2015 Hardware stores	$194,660	$1,059,439	$2,274,648
2015 Home centers	$1,916,576	$10,502,982	$22,559,425
2015 Nursery and garden centers	$2,301,459	$12,656,642	$27,321,294
2015 Outdoor power equipment stores	$1,064,622	$5,793,372	$12,428,456
2015 Paint andwallpaper stores	$229,519	$1,239,199	$2,646,577
2015 Appliance, television, and other electronics stores	$6,625,408	$35,389,352	$75,747,316
2015 Camera andphotographic supplies stores	$500,295	$2,704,303	$5,785,324
2015 Computer andsoftware stores	$19,137,820	$99,755,623	$213,045,345
2015 Beer, wine, and liquor stores	$3,254,496	$17,111,170	$36,675,377
2015 Convenience stores	$14,845,267	$76,863,007	$163,827,195
2015 Restaurant Expenditures	$13,181,308	$69,774,543	$149,357,244
2015 Supermarkets and other grocery (except convenience) stores	$54,252,854	$281,252,115	$600,181,564
2015 Furniture stores	$4,693,654	$24,956,015	$53,405,274
2015 Home furnishings stores	$16,551,192	$87,771,108	$187,968,735
2015 General merchandise stores	$85,725,462	$455,969,038	$976,421,066
2015 Gasoline stations with convenience stores	$45,970,443	$239,729,258	$510,862,636

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Retail Sales Volume (Cont.)	1-mi.	3-mi.	5-mi.
2015 Other gasoline stations	$32,902,282	$171,970,159	$366,413,058
2015 Department stores (excl leased depts)	$84,551,396	$449,780,843	$963,131,618
2015 General merchandise stores	$85,725,462	$455,969,038	$976,421,066
2015 Other health and personal care stores	$3,353,930	$17,862,494	$38,288,048
2015 Pharmacies and drug stores	$13,701,702	$72,300,800	$154,911,715
2015 Pet and pet supplies stores	$3,735,774	$19,728,239	$42,135,646
2015 Book, periodical, and music stores	$553,824	$2,978,995	$6,407,505
2015 Hobby, toy, and game stores	$1,626,517	$8,534,059	$18,220,094
2015 Musical instrument and supplies stores	$157,648	$845,952	$1,812,604
2015 Sewing, needlework, and piece goods stores	$296,276	$1,579,347	$3,400,669
2015 Sporting goods stores	$1,510,721	$8,123,441	$17,334,278

Appendix Q: Insurance Quote

THE DANIEL AND HENRY CO.
INSURANCE AND RISK MANAGEMENT

RICHARD HALPERN
Chairman Emeritus

DIRECT DIAL: 314-444-1979
FAX: 314-444-1990
E-MAIL: halpernr@danielandhenry.com

Re: Kairos Academies

Dear Mr. Jack Krewson,

We welcome the opportunity to provide insurance and risk management services for you proposed Charter School. Our team members bring decades of experience in insurance with focus on nonprofits.

The Daniel and Henry Co. has been based in the City of St. Louis for 97 years. We have over 200 employees. We work with many carriers that are able to provide the coverage that you need with competitive pricing. That list would include (but not limited to) Hanover, Travelers, Great American and Philadelphia. All carriers would carry and AM Best rating of "A" (Excellent).

Based upon the information you provided, we feel that coverage can be secured in the area of $20-$25,000. There are several other factors that will be considered upon full underwriting, but for the purpose of budget projections, this estimated premium should be fairly accurate for the first year.

The following is a brief snapshot of coverage and limits that should be considered:

Coverage	Limits
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	$5,000,000
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

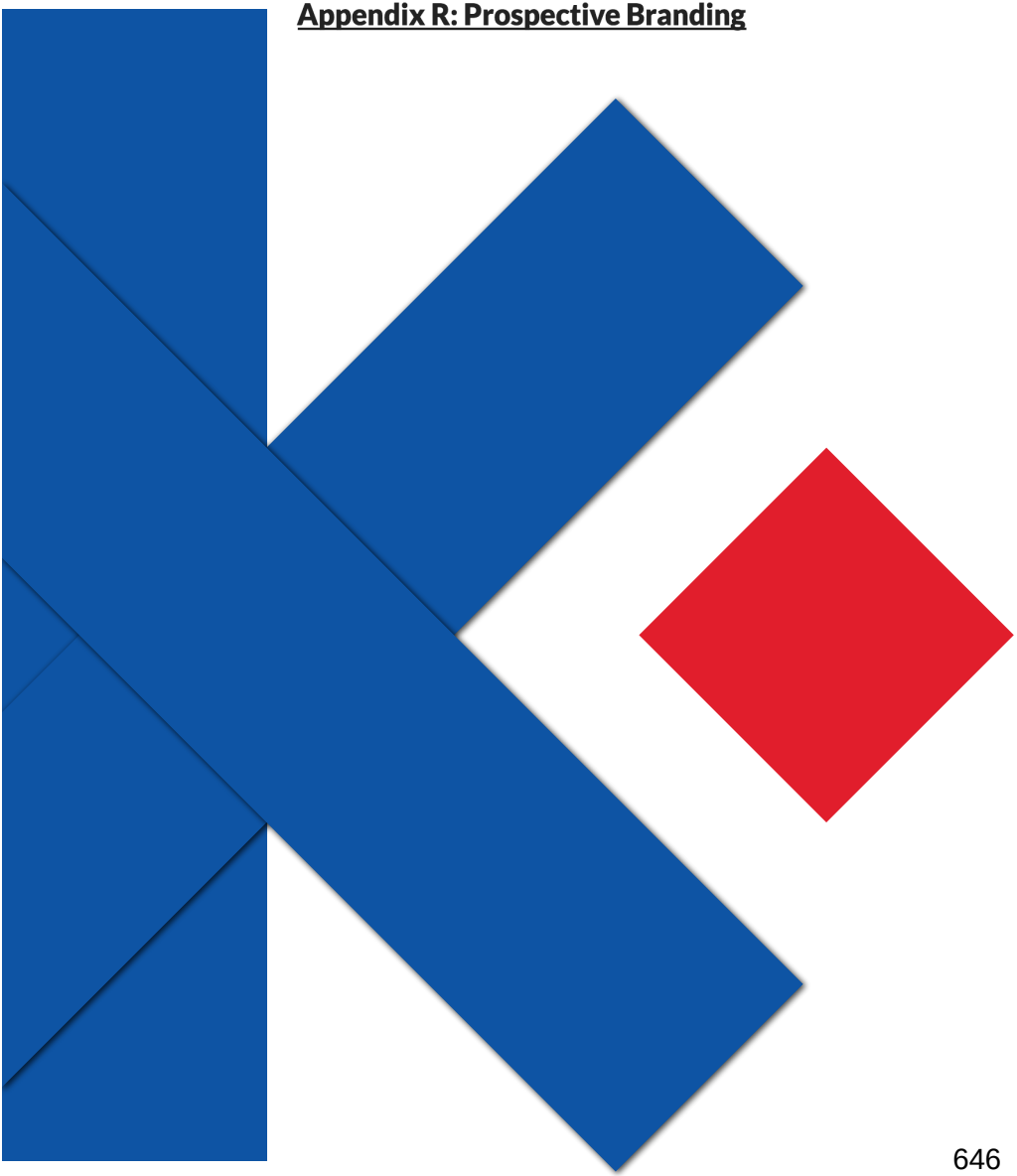
Please do not hesitate to call if you have any questions.

Sincerely,

Rick Halpern
Chairman Emeritus

1001 HIGHLANDS PLAZA DRIVE WEST • SUITE 500 • SAINT LOUIS, MISSOURI 63110 • 314-421-1525
150 SOUTH WACKER DRIVE • SUITE 1625 • CHICAGO, ILLINOIS 60606 • 312-332-1904
1435 NORTH MOUNT AUBURN ROAD • SUITE 100 • CAPE GIRARDEAU, MISSOURI 63701 • 573-335-7956
www.danielandhenry.com

Appendix R: Prospective Branding



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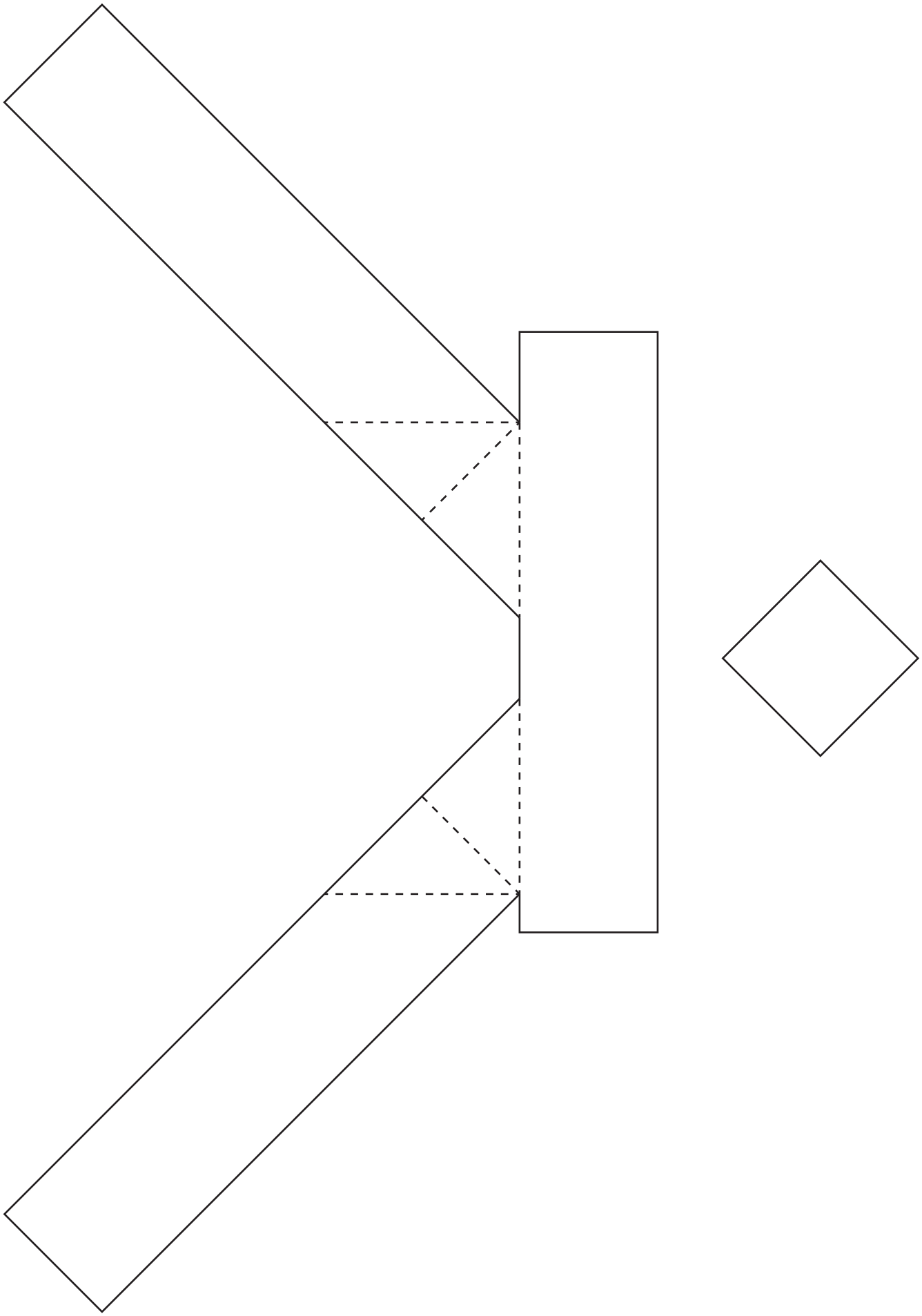
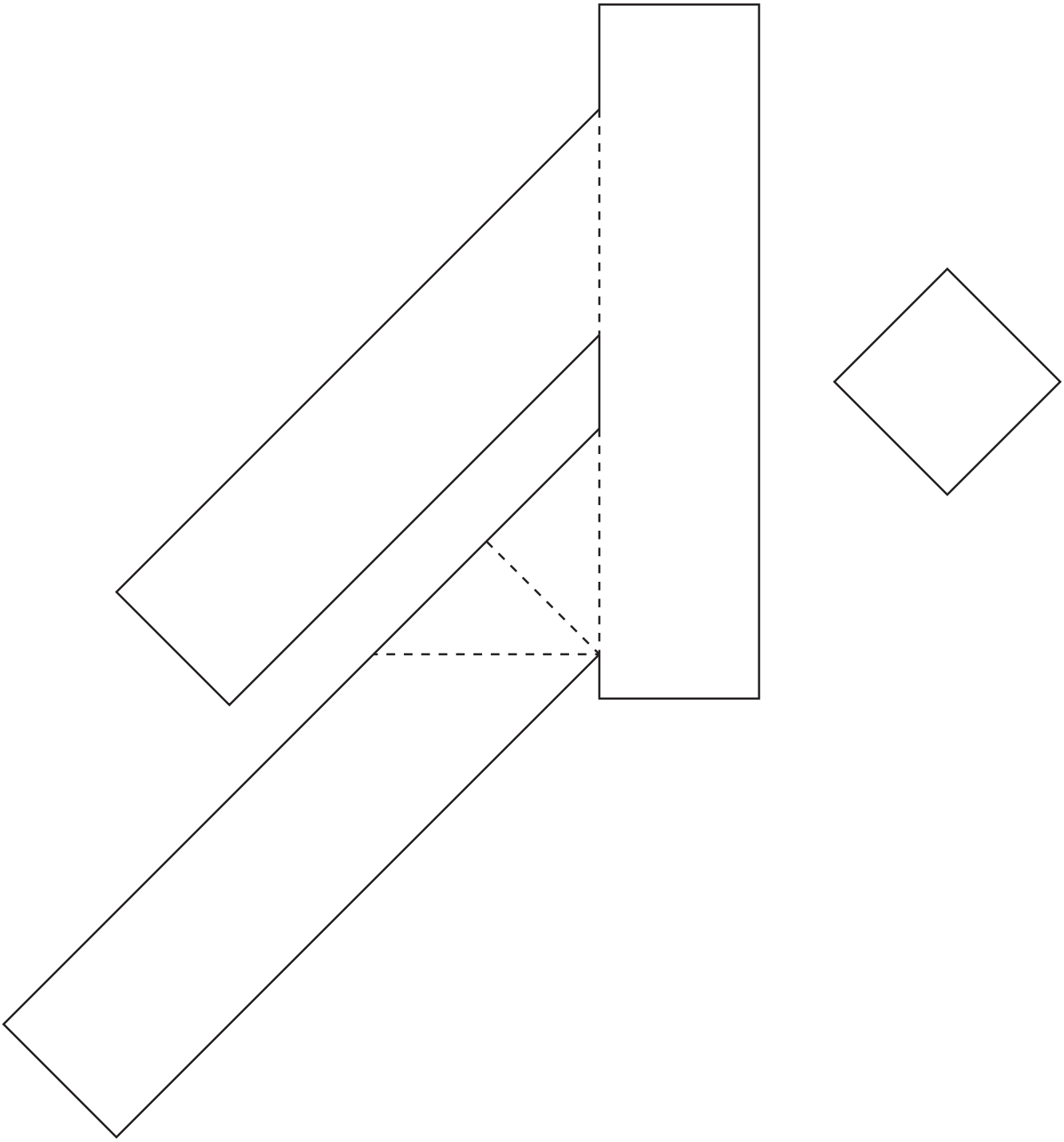
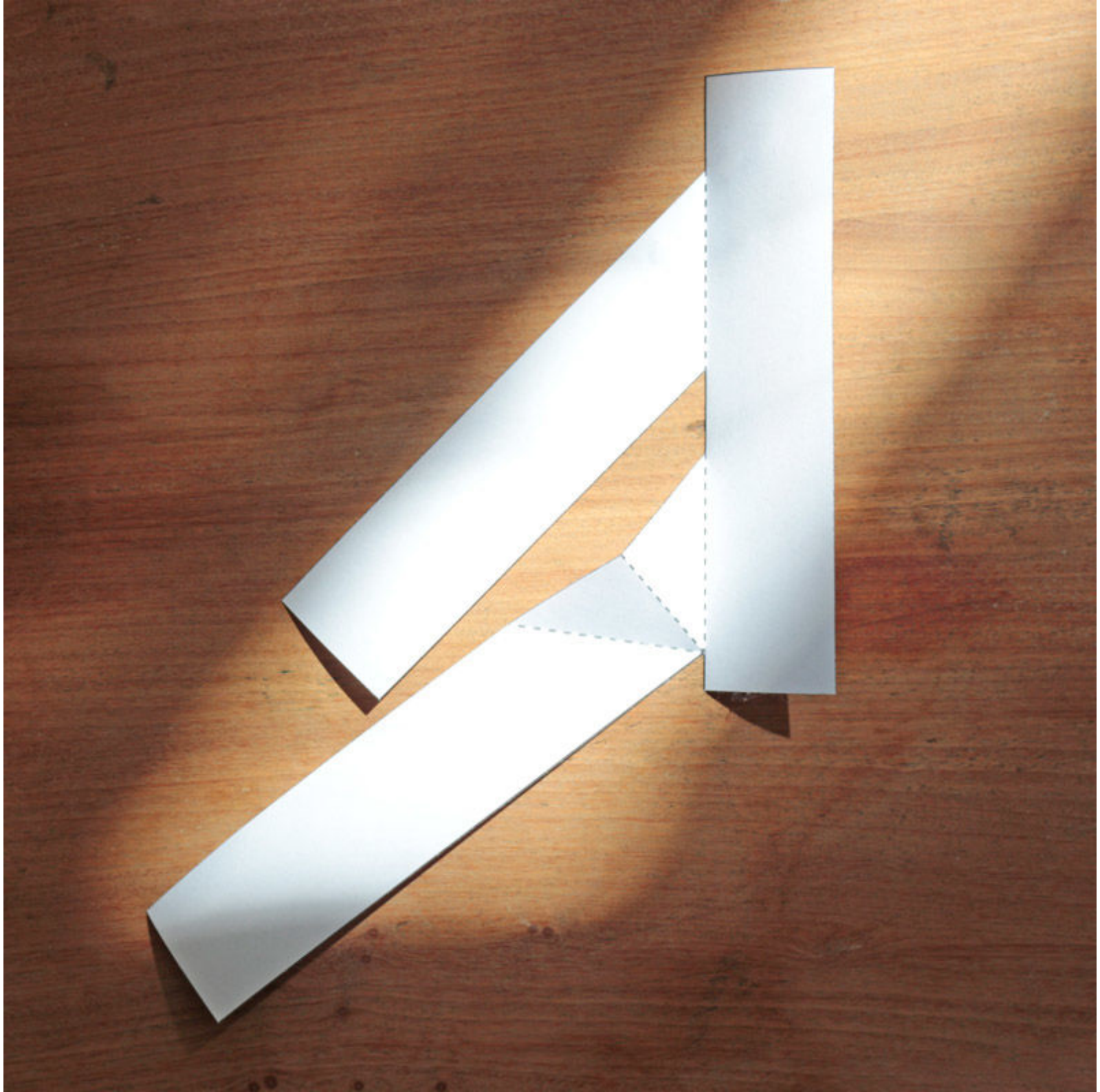
school







Appendix S: Glossary

TERM	DEFINITION
504 Plan	Section 504 of the Rehabilitation Act of 1973 extended civil rights to people with disabilities. It requires reasonable accommodations necessary for each student. Services, accommodations, and program modifications provided for students who qualify under Section 504 are outlined in a document called a "504 Plan."
Academic function	Academic function is an umbrella term that encompasses a student's **content knowledge** and **cognitive skills**; school curricula are often designed to develop academic function.
ADA funding	State funding for Average Daily Attendance (ADA) is allotted for students who actually receive services from a school. A school or district's ADA is based on the number of children actually in attendance each day. It is typically averaged on a bimonthly or quarterly basis to determine mid-year adjustments to state aid.
Adaptive assignments & assessments	Adaptive (or computer-adaptive) assignments or assessments adjust their difficulty to match the knowledge and ability of the test taker. If a student answers incorrectly, the next question will be easier; if the student answers correctly, the next question will be more difficult. Computer-adaptive tests attempt to measure individual student abilities more precisely than a static standardized test.
Additional Focus Area	Additional Focus Areas are **Focus Areas** with **content knowledge** beyond the core requirements of a **module**. Students must complete Additional Focus Areas to move their course grade from an A- to an A.
Agency	Feeling oneself authorized (**belonging**) and responsible (**purpose**) to influence affairs that affect oneself, one's peers, and one's community.
American College Test (ACT)	The ACT is a commonly used test that assesses the ability of high school students to complete college-level work. The ACT is scored from 1-36 and centered around a national mean of 21. Scoring 22 or above signals college readiness.
Annual Report Card	The Annual Report Card, published by the Missouri's Department of Elementary and Secondary Education, includes 17 sections: (1) Preschool Enrollment, (2) K-12 Enrollment, (3) Proportional Attendance Rate, (4) Students Eligible for Free or Reduced Price Lunch, (5) Graduation Rate, (6) Dropout Rate, (7) Where Our Graduates Go, (8) Placement Rates for Career-Technical Education Students, (9) Staffing Ratios, (10) Years of Experience of Professional Staff, (11) Professional Staff with Advanced Degrees, (12) Average Teacher Salaries, (13) Average Administrator Salaries, (14) **Missouri Assessment Program** (MAP) Results, (15) **ACT** Results, (16) Disciplinary Actions, and (17) ESEA - Annual Measurable Objective.

TERM	DEFINITION
Annual Secretary of the Board Report (ASBR)	The Annual Secretary of the Board Report (ASBR) is a financial report that a school's **Board** is required to submit each year to the Department of Elementary and Secondary Education on or before August 15th (per RSMo 162.821). The ASBR contains school financial information, such as revenues, expenditures, fund balances, debt, and transportation data. ASBR data are used to compile payments, the Local Effort Calculation, the Current Expenditure Calculation, report card information, and federal reporting information.
Apprentice	New faculty at Kairos begin as apprentices in **Cycle** 7, the last cycle of a school year before new students enroll. Apprenticeship is a trial period during which new faculty members have limited duties and reduced pay.
Assembly	Every Monday, Kairos students gather for a school-wide meeting to hear club announcements, celebrate "shout outs," and receive general programmatic information. Assembly is emceed by the school's **Student Council President**.
Attrition, student attrition, attrition rate	The attrition rate measures the number of students who withdraw from Kairos during an academic year. We calculate it as the difference between enrollment on the first day of **Cycle** 1 and enrollment on the last day of Cycle 7.
Autodidact, Autodidactic learning	One who does not rely on others to learn. Autodidacts achieve knowledge and skills through their own efforts.
Autonomy	Setting ends and choosing how to pursue them independently. Making deliberate decisions about how to act in light of one's goals and resources. See also: **individual agency**.
Backfill	Enrolling students to fill spots empty due to student **attrition**. Kairos backfills each class to full capacity from 6th-9th grade.
Background checks	Background checks mandated by Missouri examine state and federal records for (1) convictions, such as plead guilty to, or convicted of, (2) arrest information that is less than 30 days old from the date of arrest, (3) prosecutor filed charges awaiting final disposition from the court, and (4) records that contain a suspended imposition of sentence during the probation period.
Baseline assessment	Tests that identify a student's **proficiency** in each subject upon entering Kairos. Our students take **NWEA MAP** and subject-specific diagnostics to determine both general math and reading levels and specific skill gaps for each student.
Behavior management	Behavior management refers to the wide variety of skills and techniques used to manipulate or control students so teachers can maintain order in their classrooms.
Belonging	The belief that one's voice is legitimate within a jurisdiction. A sense of belonging imbues students, faculty, and families with the authority to lead at Kairos.

TERM	DEFINITION
Blended learning	Learning through a combination of teacher-facilitated instruction and digital coursework where the student controls some elements of the learning's time, resources, place, path, and pace.
Board Finance Committee	The Board Finance Committee oversees financial functions of the **Board**, creating action plans and presenting them to the full Board for feedback and approval. The Board Finance Committee provides appropriate oversight for financial aspects of Kairos, including budget development, approval, monitoring, and fiscal controls; ensures audits are conducted of school finances as required by law; publishes annual financial reports aligned with Missouri law and requirements; and assists in school fundraising, including the submission of applications for public grants (categorical or discretionary) and solicitations of private donations from foundations, corporations, and individuals.
Board of Directors	A Board of Directors is a governance body with fiduciary responsibilities. Board officers include, at minimum, a President, Secretary, and Treasurer. Boards also often include governance committees—categorically distinct from faculty management committees—that are organized for specified purposes. Kairos' founding Board has nine members and a number of standing governance committees pertaining to school needs. The Kairos Board will solicit input and advice quarterly from the Presidents of the **Family Council**, the Middle School **Student Council**, and the High School Student Council. As appropriate, parents or other community members may be asked to serve on Board advisory committees.
Break enrichment programs	To ease child-care concerns for working families, Kairos organizes optional student enrichment/supervision with partner organizations (e.g., Marquette Recreation Center) during the two-week intersession break in each **cycle**.
Career choice	Career choice means having the necessary academic and executive function for professional **agency** and employment options in the Information Age economy. To fully **self-direct**, Kairos graduates need both **civic choice** and career choice.
Challenge Focus Area	Challenge Focus Areas are **Focus Areas** with elective **content knowledge** well beyond core **unit** requirements. The most accelerated students may be required to complete Challenge Focus Areas to expand learning while pacing them with the rest of their study group. Students do not receive grade credit for completing Challenge Focus Areas but are rewarded through positive **House incentives.**
Check-in	Coaches check-in with students in their **pod** frequently (daily when students have **low choice**, weekly when they have **full choice**). Check-in time is used to reflect on a student's recent **executive choices**, set academic goals, plan how to reach them, discuss **executive strategies**, and apply those strategies to create a schedule.
Checkpoints	Checkpoints appear are components of **Projects** and **Concept Units** in **Summit's** curricula. These are either iterative benchmarks where students receive

TERM	DEFINITION
	subjective feedback from teachers or **facilitations** where students work with peers and a teacher to complete an activity.
Chief Academic Officer (CAO)	The CAO makes decisions concerning Kairos' day-to-day administrative functions. The CAO reports to the **Executive Director** and manages the Instructional, MESH, and **Committee Teams**.
Chief Operating Officer (COO)	The COO manages Kairos' operating budget, payroll, contracts, and all other financial and accounting operations, ensuring compliance with internal controls and supervising the efforts of any contracted back-office financial service provider. The COO sits on the **Executive Team** and reports to the **Executive Director**.
Chromebook	A Chromebook is a laptop that runs Google's cloud-based operating system. Google and other third-party hardware companies (e.g., Dell, HP, Toshiba, Samsung, ASUS, and Acer) sell Chromebooks. Since Chromebooks are inexpensive (starting at $149), highly portable, and interchangeable (data is stored in the cloud), they are highly attractive for student laptops.
Civic choice	Civic choice means having the necessary interpersonal MESH competencies to exercise **community agency** within the systems that structure our society. To fully self-direct, Kairos graduates need both civic choice and **career choice**.
Class Chair	Class Chairs manage their **Class Team**, the group of coaches for a single enrollment **class.** They are responsible the class' overall **MESH** development and Personalized Trajectories.
Class Team	The **Class Team** comprises all coaches for a single enrollment **class**. **Coaches** are organized by class to ensure consistent practices across students of roughly the same developmental level.
Classes	A class is a group of Kairos students in the same age-cohort or grade. Classes are divided into **Houses** and subdivided into coaching **pods**, each of which has a dedicated **coach**.
Classroom Trust Fund	The Classroom Trust Fund is a state revenue stream derived from gambling taxes. These funds are evenly distributed to each pupil in the state each year. According to the March, 2019 DESE Finance Memo, the state estimates 2017-2018 distributions of $404 per Average Daily Attendance (ADA).
Climate survey	Biannual surveys that measure perception of Kairos' program and culture held by students, parents, faculty, community partners, and the **Board**. Climate surveys provide qualitative feedback that is used to inform managerial decisions and measure the success of our model, especially parent engagement and faculty empowerment. Survey items are **Likert scaled**, so respondents can express their level of agreement or disagreement with statements.
Club Sponsor	See **Extracurricular Committee**.
Club	Extracurricular clubs are voluntary associations of students whose activities complement Kairos' curricular program. **Clubs** may reserve rooms at Kairos to

TERM	DEFINITION
	meet and practice, as deemed appropriate by the **Extracurricular Committee**. To purchase equipment or take transportation to an event, clubs need a faculty **Club Sponsor**.
Coach	Coaches meet with students daily and structure interventions (**executive scaffolds**) to develop their **academic function** (**content knowledge** and **cognitive skills**) and **executive function** (the mindsets, essential skills, and habits of success). Every faculty member serves as a coach and supports a pod of ~10 students.
Cognitive skills	Cognitive skills are interdisciplinary competencies (e.g., synthesizing sources) that allow students to *use* the **content knowledge** they learn as a tool for creative endeavor. See also: **Cognitive Skills Rubric**.
Cognitive Skills Rubric	**Summit Public Schools** developed the Cognitive Skills Rubric in conjunction with the Stanford Center for Assessment, Learning, and Equity (SCALE). The rubric outlines 36 **cognitive skills** that can be assessed from 0-8, with 6 indicating college-ready performance.
Committee Chair	Committee Chairs manage operations and logistics related to their **committee**'s administrative function. Committee Chairs sit on the **Committee Team** and report directly to the **Chief Academic Officer**.
Committee member	Committee members help carry out their **committee**'s function. Duties vary by committee (**Mediation Committee**, **Extracurricular Committee**, and **House Committee**), but all give faculty ownership over school administration. Serving on a **committee** qualifies as a faculty member's **leadership role**.
Committee Team	The Committee Team (composed of **Committee Chairs** and the **CAO**) sets priorities and budgets for the **Extracurricular Committee**, **Mediation Committee**, **House Committee**, and any *ad hoc* **committees**.
Committees	Committees distribute the administrative responsibility normally vested in a principal to **teams** of faculty. Each committee is composed of a **Committee Chair** and a varying number of **Committee Members**. There are three standing committees: the **Mediation Committee**, **House Committee**, and **Extracurricular Committee**.
Community agency	Feeling authorized (a sense of **belonging**) and responsible (a sense of **purpose**) to lead, take ownership, and influence affairs in the systems and institutions that structure one's life and community.
Competency-based progression	In a competency-based progression, students must demonstrate mastery of knowledge and skills before advancing to more challenging coursework.
Concept Unit	Concept Units are a unique **module** type within the **Summit Platform** for math coursework. Rather than cultivate procedural fluency (like **Focus Areas**) or contextual application (like **Projects**), Concept Units cultivate conceptual understanding. Concept Units compose 40% of a student's math course grade.

TERM	DEFINITION
Content Assessment	Content Assessments test students' mastery of **Focus Area content knowledge**. To pass a Content Assessment, students must answer at least 8/10 questions correctly (or 7/10 for AP courses). Students request to take Content Assessments when they are ready, and teachers approve the request. Questions change each time a student fails and retakes a Content Assessment.
Content knowledge	Content knowledge encompasses the vocabulary, ideas, events, concepts, properties, facts, theories, principles and details related to a given academic discipline. Although deeply interconnected, content knowledge is distinct from multi-disciplinary **cognitive skills** such as reading, writing, and researching. See also: **Missouri Learning Standards**
Cool down room	When students disrupt the learning environment, they are moved to our silent cool down room and scheduled for a follow-up **mediation**. Students in the cool down room can continue working autodidactically on **Focus Areas**. The room has calming elements (e.g., stress toys, breathing exercises, opportunities for structured reflection) and is supervised by a rotation of faculty completing their own differentiated work.
Curricular Continuum	The curricular continuum for each subject includes all the instructional resources, facilitated activities, and performance assessments in a K-12 **scope and sequence**. Students can access this material at all times on the **Summit Learning Platform**.
Curriculum-based measurement (CBM)	CBM is a form of classroom assessment that teachers use to evaluate not only their students' progress but also the effectiveness of their current instructional methods. CBM is conducted on a regular basis (e.g., once a week), and all skills in the instructional curriculum are assessed by each test (or probe) across the year. Results from CBM are used to methodically improve instructional strategies.
Cycle	Kairos operates year-round in seven cycles of ~5 weeks of school session, 2 weeks of student vacation. Faculty use the first week of student vacation for **inservice**.
Cyclical Goals	Cyclical Goals set benchmarks for academic growth and curricular advancement each **cycle**. These goals pace students toward their annual **Graduation Goals**. See also: **Personalized Trajectory**.
Department Chairs	Each **Department** Chair manages one of Kairos' academic **departments** (e.g., the Math Department). Department Chairs make decisions about curriculum, pedagogy, teacher development, financial allocations, and evaluations within their department. Department Chairs liaise between the **CAO** (their manager) and department teachers (the team they manage) to align day-to-day instructional choices with Kairos' broader instructional vision.
Departments	Departments are faculty **teams** responsible for curriculum and pedagogy. Kairos has departments for math, science, English, social studies, and special education. Departments teams are managed by the **Department Chair**.

TERM	DEFINITION
Differentiated time	Students and faculty use differentiated time to meet their individual goals. Students may work on **Focus Areas** and **Projects** or schedule various school activities such as **check-ins** or **club meetings**. As a students move along the **ownership continuum**, more of their schedule becomes differentiated time.
Differentiation	Differentiation, or "differentiated instruction," adapts instructional methods and resources to meet the individual needs of each student. Differentiation typically entails modifying practice (how teachers deliver instruction to students), process (how the lesson is designed for students), products (the kinds of work products students will be asked to complete), content (the specific readings, research, or materials students will study), assessment (how teachers measure what students have learned), or grouping (how students are arranged in the classroom or paired up with other students). Differentiation techniques may also be based on specific student attributes, including interest (what subjects inspire students to learn), readiness (what students have learned and still need to learn), or learning style (the ways in which students tend to learn material best).
Digital curricula	Digital curricula are course materials presented online. See also: **blended learning**.
Direct certification (for FRPL eligibility)	Student eligibility for free meals is determined by application or direct certification. Direct certification systems match student enrollment lists against Supplemental Nutrition Assistance Program (SNAP) agency records and the records of other assistance agencies whose participants are categorically eligible for free meals. The matching process, whether automated or manual, requires no action by the children's parents or guardians. Kairos conducts direct certification three times per year (once at or around the start of the school year, and again 3 and 6 months after) to help determine student eligibility for Free-and-Reduced-Price Lunches through the **National School Lunch Program**.
Distributed leadership	Distributed leadership empowers faculty with decision-making authority over their area of expertise. Kairos "distributes" administrative responsibilities to different faculty **teams**, overseen by a team manager. The **Mediation Committee** handles discipline; **Departments** develop teachers; etc.
Diverse by design	Schools that deliberately cultivate a racially and socioeconomically diverse student body, often by locating in integrated neighborhoods. Programs at these schools are intentional about responding to the variegated needs of the students and families they serve.
Dutchtown	To present data, Kairos defines Dutchtown as the nine census tracts falling within 1 mile of the Meramec and Grand intersection (i.e. the junction of our three **enrollment zone** zip codes: 63111, 63116, and 63118). Dutchtown contains 51% of all middle- and high-school students in our **enrollment zone**.
ELA	English Language Arts (i.e., English class)
Elective coursework	Elective coursework is any **module**, **unit**, or course not required to graduate. Students on or above grade level in a subject may take electives that deepen understanding or augment knowledge in a field. Some electives are

TERM	DEFINITION
	constructivist, with individual or small groups of students working with faculty to set academic goals and discover knowledge on their own.
End of Course Assessments (EOCs)	EOCs are mandated Missouri state assessments for select high school courses. Kairos tests in Algebra 1, Biology, English 2, and Government.
Enrollment zone	Kairos' enrollment zone includes three zip codes: 63116, 63118, and 63111. Although we accept students from the entire city, students within our zone receive geographic enrollment preference in our **lottery**.
Executive choices	Executive choices—short for **executive functioning** choices—are decisions where students either choose a productive behavior (e.g., an **executive strategy**) or an unproductive behavior.
Executive Director (ED)	The ED is responsible for the long-term health of Kairos and oversees the school's operations, administration, finances, and development. The ED manages the **Executive Team** and reports directly to the **Board.**
Executive function	Executive function is the umbrella of processes, habits, and beliefs that enable students to manage themselves and their resources toward a defined goal. See also: **MESH**.
Executive scaffold	Executive scaffolds are **executive strategies** prescribed by a student's **coach**. By prescribing a strategy, scaffolds limit choice within a particular domain of choice (i.e. where, when, how, and with whom to work). Executive scaffolds create personalized interventions that respond to weaknesses which have manifested in a student's **executive function** (e.g., a proclivity to procrastinate).
Executive strategy	a productive mindset, essential skill, or habit (**MESH**)
Executive Team	The **Executive Team** comprises Kairos' senior leadership. On the administrative side, the **CAO** manages internal priorities (e.g., academic program, faculty development); on the operational side, the **COO** manages external priorities (e.g., contracts and fundraising). Both report to and consult with the **ED**.
Expeditions	Expeditions are multi-day, off-site field trips.
Experiential learning	Experiential learning emphasizes learning from experiences rather than from lectures, books, and other secondhand sources. Kairos students engage in **Saturday experiential learning trips**, annual multi-day **Expeditions**, and intersession enrichment programming/externships.
Extended term (enrichment, remediation)	School districts with "'year-round' schedules" may conduct components of "summer school" during non-summer breaks in the **regular term**. Extended term may be enrichment (an educational experience qualitatively distinct from the normal academic program) or remediation (the normal academic program with targeted focus on students' weakest subjects). Kairos has three extended terms: (i) extended term enrichment for five days in the fall (the on- and off-site **Kairos**

TERM	DEFINITION
	Expedition), (ii) extended term remediation for five days in the fall, and (iii) extended term remediation for twenty five days during **Cycle** 7 in the summer.
Extracurricular Committee	The Extracurricular Committee coordinates student-led extracurricular offerings, funding, transportation, and scheduling. In addition to their joint efforts (e.g., managing room reservations at Kairos), faculty members of the Extracurricular Committee (**Club Sponsors**) provide advice, guidance, and oversight for **clubs** that require faculty support (e.g., coordinating transportation to a club competition).
Facilitation	Facilitations are components of **Projects** (often **Checkpoints**) that require a faculty member to lead students through material in-person. Facilitations span a wide range educational activities, from science labs to discussion sections.
Faculty mediators	See **Mediation Committee**.
Family Council	The Family Council represents parents to the faculty, **Board**, and broader community. The Family Council also assists with student recruitment, fundraising, parent educational opportunities, and family grievance procedures. The Family Council gives feedback to the Kairos Board of Directors quarterly.
Family Orientation Barbecue	Enrolled families are invited to a summertime celebration before school begins. The Family Orientation Barbecue allows parents and children to meet their Kairos **coach**, learn more about our academic program, and begin coordinating transportation (carpooling, walking groups, etc.).
Flexible (daily) schedule	**Differentiated time** allows for flexibility in student and faculty schedules. Kairos leverages technology to present information and auto-grade objective practice, so students do not depend on the the availability of a teacher for all their learning. Faculty and students only need to be in the same location for set interactions, such as **check-ins**, **facilitations**, 1-on-1 tutoring, etc. Flexible schedules allow **coaches** to gradually transfer responsibility for executive choices over to a student through the **ownership continuum**.
Focus Area	Focus Areas are **modules** in the **Summit Learning Platform** that cover subject-specific **content knowledge**. Students work through Focus Areas **autodidactically** and verify mastery through **Content Assessments**. Summit offers three types of Focus Areas: Power Focus Areas (required), **Additional Focus Areas** (supplementary) and **Challenge Focus Areas** (not required, above and beyond).
Formative assessment	Formative assessments are in-process evaluations of student learning to give educators and students feedback on how best to adapt instructional approaches, materials, and support in real time. Examples of formative assessments include practice problems in Summit Focus Areas that are not on a **Content Assessment**.

TERM	DEFINITION
Free-and-Reduced-Priced Lunch (FRPL)	Government programs provide free lunch to students whose annual household income is at or below 130% of the poverty line. Students whose annual household incomes are between 130% and 185% of the poverty threshold qualifies for reduced price lunch. Kairos aims to enroll between 65% FRPL-eligible students.
Free appropriate public education (FAPE)	FAPE is a provision of the Individuals with Disabilities Education Act (IDEA) that requires a school to provide all students an education, including specialized instruction and related services, that prepares the child for further education, employment, and independent living. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.
Full choice	Full choice is the upper boundary of each student's ownership continuum. At full choice, students manage their own time like a collegian or professional. They check-in with their coach weekly for ~20 minutes to review academic progress and propose a feasible weeklong schedule. Then, besides scheduled meetings (e.g., study group sessions, facilitations, house symposia, etc.), students are free to move around the building at will, studying where they choose and reserving rooms or tutoring slots as desired.
GAAP (Generally Accepted Accounting Principles)	GAAP are the industry standards used for accounting. Kairos' books and accounts are audited annually by an independent certified public accountant in conformance with GAAP.
Gifted students	Children are gifted when their ability is significantly above the norm for their age in one or more subjects or fields. Kairos identifies gifted students as those who can cover three times more material per Growth Goal than the school average. As for all students, we tailor gifted children's Personalized Trajectories to push them to realize their full potential.
Grade-level texts	All students begin Summit's English curriculum at grade level to experience developmentally-appropriate content and standards. Students who read below grade level receive additional support in their grade-level study group to ensure comprehension.
Graduation Goals	Graduation Goals set annual benchmarks for content coverage and academic growth to ensure each child is ready for college and career by graduation. See also: Personalized Trajectory.
Growth Goals	Growth Goals set daily and weekly targets to pace students incrementally toward their 5-week Cyclical Goals. Students who meet Growth Goals are given more choice along the ownership continuum so they can practice achieving academically with fewer and fewer executive scaffolds. See also: Personalized Trajectory.
Heads of House	Head of House is a faculty **leadership role** that manages house activities.

TERM	DEFINITION
	See **House Committee**.
Holistic coursework	Holistic coursework teaches students how to live a healthy, balanced life. It includes nutrition, financial literacy, note-taking, and other useful knowledge and skills not covered in main academic subjects.
House Committee	The House Committee, comprised of four faculty **Heads of House**, plans house functions: **House Time** (symposia, intramural competition, house rewards); **experiential learning** (Saturday trips, annual **Expeditions**); and campaigns to improve school culture.
House incentive	House incentives are fun activities organized within or between **houses** (intramural competitions, pizza parties, etc.). Students may lose house incentives if they receive **mediation** penalties or miss **Growth Goals**.
House Prefect	House Prefects are student representatives on the **House Committee** who work with **Head of House** to plan house symposia (i.e., discussions and debates about current events).
House Time	Students meet with their entire house every Friday afternoon. This is when students receive **house incentives** or engage in house symposia.
Houses	Students are divided into one of four houses, which aggregate groups of coaching **pods**. Each house has seven pods and about 75 students. Houses function as the cultural and logistical unit within school, organizing large group activities (house symposia and intramural competitions), **experiential learning** (Saturday trips and annual **Expeditions**), and celebrations of student achievement and work.
IEP Case Manager	Each student's **SPED coach** is their **IEP case manager**. The case manager is responsible for making sure a student's special education services and supports are in place and that those services and supports are being provided for in the way that's described in a student's **IEP**. See also: **SPED coach**.
Immediate feedback	Computers make immediate feedback possible on many types of problems, ensuring students "learn it right" the first time by correcting mistakes in real-time.
Individual agency	Individual agency is leadership of oneself: managing one's emotions and actions toward self-identified goals. Individual agency requires not just **executive functioning** capacity, but also a sense of **belonging** in the community and a **purpose** that transcends immediate rewards or punishments.
Individualized coaching	Coaches provide one-on-one mentorship and guidance for the ~10 students in their pod. Coaches meet with these students every day, and as students progress along the ownership continuum, eventually every week.
Individualized Education Plan (IEP)	An IEP is developed, per federal requirements, to define the individualized objectives for each public school child who needs special education based on an identified disability or the requirement for specialized accommodation. An IEP

TERM	DEFINITION
	must be tailored to the individual student's needs as identified by the IEP evaluation process.
Information Age Economy	The Information Age (also known as the Computer Age, Digital Age, or New Media Age) is a period in human history characterized by the shift from an industrial economy to an economy based on information technology.
Inservice	Faculty inservice is one week every **cycle** where students are on break and faculty analyze data, meet as **teams**, plan and run professional development, complete differentiated work, receive evaluations, and more.
Instructional Team	The Instructional Team, composed of **Department Chairs** and the **CAO**, plans Kairos' academic program and makes interdisciplinary curricular decisions.
Integrated schools	Integrated schools are often defined as those having a student population with no more than 60% of any ethnic demographic and between 50-60%% **FRPL eligibility**.
Intermediate choice	Intermediate choice is the midpoint on our **ownership continuum**. Students are allowed to choose the order and location for their work within boundaries set by their coach (e.g., time blocks dedicated to **Focus Areas** or **Projects**).
Intersession externships	Kairos works with community partners to arrange externships for high school students during the two-week breaks between each **cycle** (intersession).
Kairos	Ancient Greek word meaning "the opportune time to act."
Kairos Compact	A parent-student-**coach** commitment form signed during the initial home visit before **Cycle** 1. The Kairos Compact includes commitments to unique elements of our model, such as the **extended schedule**, **Saturday experiential learning trips**, etc.
Kairos Expedition	The Kairos Expedition is an annual 5-day extended enrichment program for each class. See **Wilderness Induction** describing the 6th-grade Expedition.
Kairos Summer Internship	Kairos has recruited four undergraduates from Yale's Education Studies Program to join our team for 10 weeks in Summer 2018. Under the management of our co-founder, interns will collect data on the **Summer Pilot**, launch our social media presence, and advance sundry other organizational initiatives. They will also work with the Children's Education Alliance of Missouri to plan and execute Kairos' second **Dutchtown** canvass.
Kairos Summer Pilot	A 6-week summer pilot (June 11-July 20) that Kairos will use to test our model in conjunction with Aim High St. Louis. One of our co-founders and a prospective founding faculty member will operate two classrooms using our model. Kairos is working with Summit Learning and other partners to design a rigorous experiment testing how quickly and in which domains students should earn degrees of autonomy. Data from the Summer Pilot will be used to iterate and improve our **MESH Handbook**.

TERM	DEFINITION
Leadership role	All faculty members serve in three **roles**: as a teacher, as a **coach**, and in a third leadership capacity. Leadership roles include **Executive Team** members (**ED**, **CAO**, and **COO**); team managers (**Department Chair**, **Class Chair**, **Committee Chair**); and **committee members**. Those with less demanding leadership roles (i.e., committee members) spend more time teaching and coaching.
Limited English Proficiency (LEP)	Student who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English are considered "limited English proficient," or "LEP." These students are entitled to language assistance and particular types of services.
LEP (Limited English Proficiency) Coordinator	The LEP coordinator ensures that students with limited English proficiency receive services in a manner (i) prescribed by applicable law and (ii) designed to increase their English proficiency level to exit them from **LEP** services within two years. The **COO** serves as Kairos' LEP coordinator.
Leveled coursework	Leveled coursework presents information and academic challenges at a student's current **proficiency**.
Library (curriculum, PD)	Kairos maintains digital libraries of subject-specific curricula and various professional development modules to help faculty with their **Structure** and **Praxis PDs**. In addition to the libraries described in *Appendix B*, faculty will also have access to the **Summit Learning Platform** curricula and teacher-created curricula developed at other schools on the Summit Platform.
Likert-scale	See **climate survey**.
Local Education Agency (LEA)	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts, county offices of education, and charter management organizations (CMOs) all function as LEAs.
Local Education Liaison	The **McKinney-Vento** Homeless Assistance Act, applicable under RSMo 167.020.1, requires that appropriate accommodations be made for the equitable education of homeless students. Kairos' Local Education Liaison, the **COO**, ensures that appropriate services are rendered to homeless students.
Lottery	Lotteries are used to randomize student admission. Kairos holds two lotteries, one on the last day of **Cycle** 3 **inservice** (the third Friday of December) and one on the first Friday of March. If the number of applicants for either lottery exceeds capacity, Kairos admits students randomly, with preference given to eligible potential students in the following order: (1) children of faculty, staff, and Board members; (2) siblings of students currently enrolled as of the lottery date; (3) students from the enrollment zone; and (4) other student applicants.
Low choice	At low choice, students work through our **personalized learning** curriculum under the direct supervision of a **department** teacher. Student schedules at this point on the **ownership continuum** are highly structured, resembling a traditional **master schedule**.

TERM	DEFINITION
Manager	Managers lead their faculty teams, delegating assignments, making programmatic decisions, and evaluating team members. The **Executive Director (ED)** manages the **Executive Team**, which consists of the **Chief Academic Officer (CAO)** and the **Chief Operating Officer (COO)**. **Department Chairs** manage their **Departments**; **Class Chairs** manage their **Classes**; and **Committee Chairs** manage their **Committees**. The CAO role is unusual because it involves managing other managers in the building. The CAO manages the **Instructional Team** (the set of Department Chairs), the **MESH Team** (Class Chairs), and **Committee Team** (Committee Chairs).
Master schedule	For over a century, schools have confined instruction and learning to predetermined ~50-minute blocks in isolated spaces (e.g 1st-period math, 2nd-period science, etc). This type of master schedule was designed in an industrial model and prioritized considerations such as staffing, bussing, and lunch service. While there are numerous variations, the standard schedule included a series of six periods each day that rotated on a semesterly basis.
Mastery variance	Mastery variance measures the range of **proficiency** in a given context. If one student reads at a 4th-grade level and another reads at a 10th-grade level, there is a large mastery variance between them.
McKinney-Vento Homeless Assistance Act	The McKinney–Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301 et seq.) is a United States federal law that ensures homeless children free transportation to and from school, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family currently resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. It also requires Local school districts to appoint **Local Education Liaisons** to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school), and to facilitate access to school and transportation services.
Mediation	A mediation is the part of our restorative justice model where victims, offenders, student advocates (**coaches**), and community representatives (the **Mediation Committee**) discuss an infraction and assign a penalty to repair any harm.
Mediation Committee	The Mediation Committee is Kairos' student-faculty judiciary consisting of six faculty members and two elected student representatives per class. This committee functions as a restorative justice jury, empowering students to help arbitrate what (if any) community norms were violated and how the alleged transgressor can make amends.
MESH	MESH refers to the mindsets, essential skills, and habits of productivity. Intrapersonal MESH competencies empower students to deliberately manage themselves, and interpersonal MESH competencies (often called social-emotional competencies) empower students to deliberately manage their relationships with others. MESH behaviors manifest strong **executive function**.

TERM	DEFINITION
MESH Handbook	The MESH Handbook is a reference guide for **coaches** that recommends sequences of **executive scaffolds** based on individual student needs identified by data profiles.
MESH Team	The MESH Team, composed of **Class Chairs** and the **CAO**, sets the **scope and sequence** for multi-grade MESH development and compiles evidenced-based **executive strategies** for **coaches**.
Missouri Assessment Program (MAP)	The MAP measures how well students master the skills and knowledge described in the **Missouri Learning Standards (MLS)**. Annual grade-level assessments, taken by all students grades 3-8 in Missouri public and charter schools, are standards-based tests that evaluate specific skills defined for each grade by the state of Missouri. English Language Arts (ELA) is administered in grades 3-8; mathematics is administered in grades 3-8; and science is administered in 5th and 8th grade. Kairos uses MAP data as a key indicator of instructional efficacy.
Missouri Learning Standards (MLS)	The Missouri Learning Standards define grade-level knowledge and skills students need to be successful in college, other post-secondary training, and career. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.
Module	All instructional resources and assessments on the **Summit Learning Platform** are organized as modules centered around a specific set of learning goals. Modules are like lessons and, taken together, form a topic-based unit. Summit courses are comprised of standards-aligned, grade-level units. Summit modules either come as **Projects**, **Concept Units**, or **Focus Areas**.
Missouri School Improvement Program (MSIP) 5	MSIP is Missouri's accountability system for reviewing and accrediting public school districts outlines the expectations for student achievement with the ultimate goal of each student graduating ready for success in college, careers, and life. The fifth version (MSIP 5) is 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. Annual Performance Reports (APRs) are produced for schools and charter local education agencies (LEAs) to support the goal of appropriately empowering all stakeholders through regular communication and transparent reporting of results.
NWEA MAP	The NorthWest Evaluation Association's Measure of Academic Progress (NWEA MAP) is the gold standard computer-**adaptive assessment** for measuring **proficiency** in English and math across all grade-levels. Student scores are measured on the **Rasch Unit Scale (RIT)**, which measures the probability that a student answers a given question correctly. If a student scored a 221, for example, that would indicate the student has a 50% chance of correctly answering a question assigned an RIT of 221. RIT scores at certain grade levels correlate to college-ready **ACT** performance (i.e., a composite score of 22 or above).

TERM	DEFINITION
Objectives	Objectives identify the discrete standards and skills covered in each **Focus Area**. All Focus Area materials—including the playlist of instructional resources and **Content Assessment** questions—are explicitly aligned to Objectives.
Online curricula	See: **blended learning**.
Optional differentiated remediation	Kairos offers optional remediation and student supervision before school (8-9 a.m.) and after school (5-6 p.m.). This time is available to anyone and, at Kairos' discretion, may be required for middle school students needing remediation.
Orientation	Upon enrolling, a new student's first **cycle** functions as orientation. During this first cycle, students remain on the lowest levels of choice: their schedule is wholly prescribed, and their work is supervised by an appropriate **department** teacher. Orientation lets students acclimate to Kairos' **personalized learning** curriculum, cultural expectations, and **self-directed** model.
Ownership continuum	The ownership continuum is the range choice students can have over their schedule. At **low choice** on the ownership continuum, **coaches** prescribe **executive scaffolds** for decisions in every scheduling domain (i.e., when, where, how, and with whom students work). As students effectively employ **executive strategies** to meet their goals, **coaches** remove **executive scaffolds**, giving students more **executive choices** to manage.
Peer agency	Feeling authorized (**belonging**) and responsible (**purpose**) to lead, take ownership, and influence affairs in groups of one's peers.
Peer groups	Peer groups at Kairos are associations of students across different cross-sections of the student body. **Study groups**, **pods**, **clubs**, and **houses** are all examples of peer groups. Peer groups give students an opportunity to practice **peer agency** and develop interpersonal **MESH** competencies.
Personalized learning	Personalized learning organizes instructional decisions around each child's individual outcomes rather than what might be preferred, more convenient, or logistically easier for teachers and schools. In this alternative to the "one-size-fits-all" approach, faculty provide a diverse variety of learning experiences, instructional resources, customized growth plans, and academic-support strategies intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of each student.
Personalized Trajectory	A personalized course of study—composed of **Growth Goals**, **Cyclical Goals**, and **Graduation Goals**—that paces each student toward college readiness by graduation.
Petty cash	Petty cash is the small amount of cash kept at the school to pay for small amounts owed instead of writing a check.
Pod Time	Students meet in their **pod** every Wednesday afternoon for class-relevant announcements, structured **MESH** development activities, and intra-class culture building.

TERM	DEFINITION
Pods	**Classes** are randomly divided into pods of 10-11 students. Pods stay together throughout Kairos and are advised by their **coach**. Coaches meet individually with students in their pod (**check-ins**) and with the pod collectively (**Pod Time**) to respectively nurture intrapersonal and interpersonal **MESH** competencies. Pods are organized into **houses** and serve as a logistical unit for field trips and other school activities.
Portfolio Night	Twice a year, Kairos invites everyone in our community to observe and celebrate student work. Study groups display **Projects**, **extracurricular clubs** perform, and students are recognized for individual and collective accomplishments.
Praxis PD	Praxis PD (professional development) focuses on the "practice" inherent in any given role. Praxis PD in a **Department Team**, for example, might include coaching **cycle** around asking follow-up questions to mine deeper inquiry. Team managers coach team members through Praxis PD. Like all professional development, Praxis PD is planned and reviewed during **inservice** but primarily executed continuously throughout the cycle.
Proficiency; academic proficiency	Mastery or ability to perform a task at grade level. Missouri students receive scores on the **Missouri Assessment Program** that range from "below basic" to "advanced." The state's goal is for all students to score "proficient" or "advanced" on state tests.
Curricular priority guides	Paths through Summit's curricula , developed and maintained by **departments**, which prioritize the most essential **modules** in each course so that **coaches** can adjust Growth and **Cyclical Goals** based on a student's pace.
Project	Summit Projects mimic real-world work experiences. Students use problem-solving, critical thinking, and communication skills to tackle challenging problems. Whether it's a science experiment, class debate, or research paper, students are graded on their ability to work well with others, listen, and participate. These **cognitive skills** are developed through **Checkpoints**, which pace students through activities and resources. A Project and content-aligned **Focus Areas** constitute a unit.
Project-based learning (PBL)	Project-based learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students are typically assigned a **project** or series of projects that require them to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances.
Proposition C Funding	Proposition C is a statewide Missouri sales tax distributed to districts according to the **Weighted Average Daily Attendance (WADA)** of students in the district. Fifty percent (50%) of the Proposition C funding that a district receives is counted as local effort.

TERM	DEFINITION
Purpose	Purpose is a sense of responsibility over a given affair or circumstance. Kairos cultivates purpose and **belonging** (which establishes a sense of authority to influence affairs) as key mindsets for our culture of **agency**.
Rate of improvement (ROI)	Monitoring a student's rate of improvement (ROI) allows Kairos to quantify academic gains as the result of an intervention. Our **RTI²** framework uses a comparison of ROI to a typical peer as one metric to determine if a student has made typical progress or requires **special education (SPED)** services.
Reading-level texts	A text whose level of difficulty matches a student's reading level rather than their age or "grade level." Students are in two English study groups, one of which pairs them with peers at approximately the same reading level. Reading-level study groups choose a book from a pre-selected list to practice independent reading, writing, and vocabulary acquisition.
Regular term	The regular term comprises Kairos' scheduled, mandatory school days. Other days Kairos is in session qualify as **extended term**, which must be used either for student enrichment or remediation to count for ADA.
Request for Proposal	A request for proposal (RFP) is a document that solicits bids from agencies or companies interested in selling a service or commodity to the school. In accordance with our financial policies, Kairos will publish RFPs for services or expenditures that cost more than $50,000.
Residents	Residents are rotational, part-time employees with artistic or athletic training. During their 2-3 **cycle** rotation, residents facilitate art or gym courses in their area of expertise.
Response to Intervention (RTI²)	Response to Intervention (RTI) is a tool that helps educators identify students at risk for poor learning outcomes, provide evidence-based instructional strategies, monitor student progress, and adjust the interventions in response to students' reaction to the intervention. Kairos uses an RTI² framework to determine if a student has a **specific learning disability** (SLD) in basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem solving, or written expression. See "RTI² Process" in *A.6* for the full framework.
Roles	As part of our **distributed leadership** model, every faculty member at Kairos serves in three **roles**: as a teacher, as a **coach**, and in a **leadership role**. All faculty coach a pod of students. How the rest of their time is divided depends on the responsibilities of their leadership role (e.g., the **ED** only teaches one **module** per **cycle**). Roles are organized into **teams** overseen by team managers. Hence each faculty member fulfills their different role responsibilities by functioning as part of multiple school teams.
Saturday experiential learning trip	Kairos brings students on a half-day **experiential learning** trip one Saturday every other **cycle** (three trips in total). These give students an opportunity to apply their knowledge outside the school building, e.g., using biological **content knowledge** to investigate and describe vestigial structures of animals at the St. Louis Zoo.

TERM	DEFINITION
Scope and sequence	A scope and sequence refers to a series of learning standards that logically build over time, typically for an entire course.
Self-direct	To self-direct is to have influence over one's circumstances through choices made possible by **academic** and **executive function**. The two components of self-direction in adult life are **career choice** (professional direction) and **civic choice** (community direction).
Service gap	A service gap is difference between the number of students in an area and the number of high-quality school seats available. Kairos plans to serve zip codes with the 1st, 2nd, and 4th largest service gaps in St. Louis.
Special education (SPED)	Special education (SPED) is instruction that is specially designed to meet the individualized needs of children who have disabilities, as defined in their **Individualized Education Plan (IEP)**.
Specific learning disability	Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.
SPED Coach	A **SPED teacher's** second role is as a SPED coach. SPED coaches advise an inter-age pod of ~10 IEP students. For students in their pod, SPED coaches function as **IEP case managers**.
SPED Coordinator	See **SPED Department Chair**.
SPED Department Chair	The **SPED Department Chair** manages the SPED Department, which is responsible for assisting children with mental, psychological, learning, behavioral, or physical exceptionalities. The SPED Department Chair serves as our **SPED Coordinator**.
SPED pod	Each house has one inter-age **pod** of **SPED** students with a SPED-certified **coach**. Since students in SPED pods join with other **pods** for everything *other* than individual **check-ins** (e.g., **Pod Time**, **experiential learning** trips, intramurals, etc.), SPED students are not publicly identifiable.
SPED teacher	SPED-certified teachers are responsible for co-teaching and delivering services to qualifying students.
St. Louis Central Application	The St. Louis Central Application, maintained by the Missouri Charter Public School Association (MCPSA), allows parents to apply to multiple St. Louis charter schools through a single, centralized application.

TERM	DEFINITION
Structure PD	Structure PD is one of two professional development **cycles** at Kairos (the other being **Praxis PD**). In Structure PD, faculty revise and peer-review school "structures" shared by an entire team, e.g., a **department's** curriculum. Revisions or augmentations are assigned during **inservice**, completed throughout the cycle, and peer-reviewed during the following inservice.
Student Council President	The elected student leader of the Student Council, an extracurricular club, who meets cyclically with the **CAO** and **ED**, serves ex officio on the **Extracurricular Committee**, and presents quarterly to the Kairos **Board of Directors**.
Student Information System (SIS)	Student Information Systems are digital platforms that coordinate student data. They register students in courses; document grading, transcripts, results of student tests and other assessment scores; track student attendance; and manage many other student-related data needs in a school.
Student Mediators	Student Mediators are the two students per class elected to serve on the **Mediation Committee**, our restorative justice model's student-faculty judiciary.
Subgroup	A subgroup is a group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications (e.g., special-education students). The term is predominantly associated with a specific set of federally defined student subgroups for which public-education data are collected and reported by schools, districts, and state education agencies in accordance with requirements outlined in the 2002 No Child Left Behind Act: economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with **limited English proficiency**.
Summative rubrics & assessments	Summative rubrics and assessments evaluate student learning at the conclusion of a specific instructional period—typically at the end of a **module**, unit, or course.
Summit Learning Platform	The Summit Learning Platform is a digital learning management system that houses Summit's curricula and organizes their **personalized learning** model. The Platform lets students and parents access all coursework, resources, and individualized goals.
Summit Learning Program	The Summit Learning Program partners with schools across the country to provide Summit Public School's resources, including online curricula, professional development, and the **Summit Learning Platform** free of charge. Summit has already partnered with 330+ schools nationwide, but none in Missouri.
Summit Public Schools	Summit Public Schools is a charter management organization with eight schools in the San Francisco Bay Area, three schools in Washington state, and a total enrollment of over 2,000 students.
Sunshine Law	The Missouri Sunshine Law, otherwise known as the Open Meetings and Records Law, declares that meetings, records, votes, actions, and deliberations

TERM	DEFINITION
	of public governmental bodies must be open to the public unless otherwise provided by law.
Support Team Process (S-Team)	If a student is suspected of having a disability as a result of our **RTI²** process, Kairos forms a support team to review existing data and prescribe the appropriate intervention. The support team consists of individuals who meet the requirements of an IEP team: the child's parent/guardian, a **SPED teacher**, and a regular course **teacher**.
Teacher	"Teacher" is one of three **roles** every faculty member fulfills. Teachers serve on subject-specific **department teams**, through which they tutor **Focus Areas** 1-on-1, facilitate **Project** activities, provide subjective feedback on creative endeavors, and improve curricula.
Teacher-coach	Since all faculty at Kairos serve as both **teachers** and **coaches**, we refer to the generic faculty member (i.e. one *not* identified by their **leadership role**) as a "teacher-coach" instead of just as a "teacher."
Teaching assistants	Teaching assistants are ongoing volunteers (e.g., college students) who offer additional tutoring for large, core **Focus Areas**. Teaching assistants report directly to the **Department Chair** for their Focus Area.
Teams	All **roles** at Kairos are organized into teams, which share projects and a manager. Since faculty serve in multiple roles, they also serve on multiple teams and report to multiple managers.
The National School Lunch, Breakfast, and After School Snack Programs	**The National School Lunch, Breakfast, and After School Snack Programs** are federally-assisted meal programs that provide nutritionally balanced meals to students who qualify for free or reduced priced lunch (**FRPL**).
Tier I students	Any student above the 25th percentile in basic math or reading as determined by the **NWEA MAP** (approximately 80-85% of students).
Tier II students	Any student between the 10th and 25th percentile in basic math or reading as determined by the **NWEA MAP** (approximately 10-15% of students).
Tier III students	Any student below the 10th percentile in basic reading or math as determined by the **NWEA MAP** (approximately 3-5% of students).
Title I LEA Plan	Title I is a 100% federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. The U.S. Department of Education requires the submission of a Title I LEA Plan (a Local Educational Agency Plan) to receive federal sub-grants for Title I funding. The plan outlines assurances and actions the **LEA** will take to ensure it meets programmatic requirements.

TERM	DEFINITION
Traditional school	Traditional schools are the standard American conception of public school: teachers lecturing at a board to students at desks during scheduled class periods. This school model proliferated in St. Louis during the mid 19th-century and has changed little since then.
Uniforms	Kairos uniforms include khaki trousers, a collared shirt or polo, and an optional tie, cardigan, v-neck or sleeveless sweater. Clothing with Kairos or college logos is also permitted. For intentionally diverse schools like ours, uniforms help preempt social tension about clothing cost.
Unit; unit plan	A unit of study is an interval of the **curricular continuum** that comprises a **Project** and content-aligned **Focus Areas**. Summit provides unit plans that detail standards covered, big ideas and essential understandings, and a timeline of **objectives** and **facilitations**. Year-long courses are composed of a series of units.
Weighted Average Daily Attendance (WADA)	WADA is designed to equitably distribute funding to schools with higher percentages of at-risk students, identified as students who qualify for or as **IEP**, **LEP**, or **FRPL**. If a school enrolls a percentage of students in any of these categories over a certain threshold, attendance for students over that threshold is weighted, providing more per-pupil funding for the school.
WIDA Screener Assessment	The WIDA Screener Assessment is an **English language proficiency** exam given to incoming students to help educators make decisions regarding **LEP** eligibility. This assessment measures proficiency on the following scale: 1 (Entering), 2 (Emerging), 3 (Developing), 4 (Expanding), 5 (Bridging), and 6 (Reaching).
Wilderness Induction	The Wilderness Induction—Kairos' 6th-grade **Expedition**—caps the first four weeks of **orientation** (i.e. **Cycle** 1). This multi-day **experiential learning** trip solidifies Kairos' culture by bonding students with peers and **coaches** soon after enrollment.
Year-round calendar	Schools that run on year-round calendars replace the long summer break with shorter punctuated breaks throughout the year.

Appendix T: MCPSC/Kairos
Charter Contract and Performance Agreement

Performance Agreement

WHEREAS, the Missouri legislature has authorized the establishment of public charter schools in St. Louis Public School District; and

WHEREAS, the Missouri Charter Public School Commission ("Sponsor") has the authority to sponsor charter schools pursuant to 160.425.1; and

WHEREAS, the Kairos Academies ("Charter School) is an independent public school; and

WHEREAS, the Charter School is a nonprofit corporation, organized under chapter 355, RSMo; and

WHEREAS, the Charter School will operate within a district that meets the requirements of section 160.400.2 RSMo; and

WHEREAS, on July 11, 2018 the Sponsor approved the proposed charter ("Charter Application"); and

WHEREAS, the Parties intend that this Charter Agreement serve as a performance contract that governs the operation and outcomes of the Charter School.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the Sponsor and the Charter School agree as follows:

This Agreement constitutes a Charter School Performance Contract (the "charter") executed **this____day of _____ 2018** (the "Effective Date"), by and between Missouri Charter Public School Commission (the "Sponsor") and Kairos Academies, a Missouri nonprofit corporation located in St. Louis**,** Missouri (the "Charter School" or the "School"). The Sponsor and the Charter School are referred to collectively as the "Parties."

Part I: Establishment of the Charter School

1.1 Parties.
1.1.1 This Charter is entered into between Kairos Academies and its governing board (the "Charter School") and the Missouri Charter Public School Commission (the "Sponsor").

1.1.2 The person authorized to sign on behalf of the Charter School is the President of the governing board ("Charter School Representative").

1.1.3 The person authorized to sign on behalf of the Sponsor is the Executive Director.

1.1.4 The Charter School Representative affirms as a condition of this Charter, that he/she is the above-described representative of the Charter School and has authority to sign this Charter on behalf of the Charter School.

1.1.5 The Charter School shall be operated as a non-profit public benefit corporation formed and organized pursuant to Chapter 355, RSMo, section 355.025, and shall be responsible for all functions of the Charter School in accordance with the terms and conditions set forth in this Charter.

1.1.6 The Charter School certifies that all contracts obligating the charter school have been and will be undertaken by the Charter School as a nonprofit corporation and failure to act strictly as a nonprofit corporation shall be grounds for revocation of the Charter.

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1.1.7 No material amendment to this Charter shall be valid without the approval of the governing board of the Charter School and Sponsor.

1.1.8 Charter School Governing Board.

1.1.8.1 The Charter School's governing board members shall be treated as if they were regularly and duly elected members of school boards in any public school district in the state for purposes of liability for acts while in office.

1.1.8.2 The Charter School affirms, as a condition of this Charter, that the Charter School's governing board members receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board.

1.1.8.3 The Charter School shall complete a criminal background check and a child abuse registry check for each prospective board member as a condition of nomination to the governing board. Upon completion of such checks, the Charter School shall promptly notify the Sponsor of the results.

1.1.8.4 No member of the governing board shall hold any office or employment from the board or the Charter School while serving as a governing board member.

1.1.8.5 No member of the governing board shall have any substantial interest, as defined in section 105.450, RSMo, in any entity employed by or contracting with the board.

1.1.8.6 No member of the governing board shall be an employee of a company that provides substantial services to the Charter School.

1.1.8.7 The Charter School affirms, as a condition of this Charter, that it will adhere to a duly adopted conflict of interest policy, including provisions related to nepotism and consistent with the provisions of this section and of applicable law.

1.1.8.8 On or before the first day of the Charter School's fiscal year, the School shall provide the Sponsor a current list of directors and officers including their home and business addresses.

1.1.8.9 Notwithstanding the foregoing subsection, the Charter School shall provide the Sponsor immediate notice of any change in the composition of the Charter School's governing board directors or officers including the name, home and business addresses, and resume of any new directors and officers.

1.2 Location.
1.2.1 The Charter School shall provide educational services, including delivery of instruction, at the following Location: **TO BE DETERMINED.**

1.2.2 Any change in the Location shall constitute a material change to this Charter and shall require advance written Notification to the Sponsor.

1.2.3 The Charter School shall not operate in more than one location per school without the prior approval of the Sponsor.

1.2.4 The Location of the Charter School must at all times meet the requirements of section 160.400.2, RSMo.

1.2.5 The Location of the Charter School shall be determined by March 1, 2019. In the event that a location is not yet determined by this date, the Sponsor reserves the right to enforce any of the consequences for failure

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to meet Pre-Opening Requirements including prohibiting the Charter School from commencing instruction until the start of the succeeding school year. Notwithstanding the immediately foregoing, the Sponsor may waive or modify the restrictions contained therein upon good cause shown.

1.3 Facilities.
1.3.1 The building(s) in which the Charter School is to be located shall be known as the Charter School's Facilities (the "Facilities").

1.3.2 The Sponsor or its designee may, at the Sponsor's discretion, conduct a health and safety inspection of the proposed Facilities.

1.3.3 The Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment, including but not limited to:

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

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

1.3.5 The Charter School's purchase, lease or relocation of different Facilities shall constitute a material change to this Charter and shall be subject to the following conditions:

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

1.3.6 Pursuant to the Pre-Opening Requirements set out in the Monitoring Plan, the Charter School shall provide the Sponsor with a written, signed copy of the lease, purchase agreement and/or other such facilities agreement (the "Facilities Agreement") for the primary facilities and any ancillary facilities identified by the Charter School and such certificates and permissions as are necessary to operate the Charter School in the proposed Facilities for at least the first year of the School's operation.

1.3.7 In the event that an adequate Facilities Agreement and/or necessary certificates and permits are not in place by the date established in the Pre-Opening Requirements, the Charter School may not provide instruction at the Facilities. In such event, the Sponsor reserves the right to enforce any of the consequences for failure to meet Pre-Opening Requirements including prohibiting the Charter School from commencing instruction until the start of the succeeding school year. Notwithstanding the immediately foregoing, the Sponsor may waive or modify the restrictions contained therein upon good cause shown.

1.4 Pre-Opening.
Failure to timely fulfill any material term of the Pre-Opening Requirements shall be considered a breach of material compliance with the Charter pursuant to sections 160.405.7 and 160.405.8, RSMo, and shall be grounds for Sponsor intervention. Notwithstanding the immediately foregoing, the Sponsor may waive or modify the restrictions contained therein or may grant the Charter School an additional planning year upon good cause shown.

1.5 Closure.
In the event that the Charter School is required to cease operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the Charter, the Charter School shall comply with the

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Sponsor's school closure requirements.

Part 2: School Operation

2.1 Mission Statement.
The Charter School's Mission Statement shall be as presented in the approved application. Any change to that Mission Statement shall be a material amendment to this Charter and subject to Sponsor approval.

2.2 Term of the Charter.
The Term of this Charter shall be five (5) years and begins the fiscal year in which students are first enrolled. The Charter School and Sponsor have mutually agreed that if these benchmarks are not met, the school will not be eligible for contract renewal and the School will voluntarily relinquish its Charter at the end of the 2023-2024 school year.

2.3 Purpose.
The Charter School is intended to operate consistent with the terms of this Charter and applicable law; be governed and managed in a financially prudent manner; and achieve the pupil outcomes set out in this Charter.

2.4 Renewal.
This Charter shall be renewable. The Sponsor shall make renewal decisions consistent with the performance indicators set out in the Monitoring Plan including but not limited to DESE-established accountability requirements and consequences.

2.4. 1 The Charter School and Sponsor mutually agree if the Commission determines the performance benchmarks outlined in Section A.7 of the charter application and the in this contract are not met the Charter School shall not be eligible for contract renewal and the Charter School will voluntarily relinquish its Charter at the end of the contract term.

2.5 Age; Grade Range; Number of Students.
The Charter School shall provide instruction to pupils in such grades and numbers in each year of operation under the Charter as described in the Charter Application.

2.5.1 Enrollment projections for the Charter School shall be as follows:
Year 1 - Grades 6th serving 115 students in one (1) school (one LEA)
Year 2 - Grades 6th -7th serving 200 students in one (1) school (one LEA)
Year 3 - Grades 6th-8th serving 300 students in one (1) school (one LEA)
Year 4 - Grades 6th-9th serving 400 students in one (1) school (one LEA)
Year 5 - Grades 6th-10th serving 480 students in one (1) school (one LEA)

2.5.2 The Charter School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing exigencies and attrition patterns provided such modifications are otherwise consistent with this Charter.

2.5.3 Elimination of a grade that the Charter School was scheduled to serve or expansion to serve grade levels not contemplated in the Charter Application shall be material changes to the terms of this Charter and shall require prior written authorization from the Sponsor.

2.5.4 Commencing or continuing instruction where the total number of students enrolled is ten percent (10%) less or greater than the projected enrollment for that school year, shall be a material change to the terms of this Charter and shall require prior written approval from the Sponsor. The Sponsor's approval of increases or decreases in student enrollment will be based on the Charter School's ability to demonstrate that such material changes in enrollment will not compromise the fiscal and educational integrity of the Charter School.

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2.6 Student Recruitment and Enrollment.
Enrollment in the Charter School shall be conducted consistent with a plan to be approved by the Sponsor as part of the Pre-Opening Requirements.

2.6.1 The Charter School shall submit projected, current, and final student enrollment information in accordance with the Sponsor's financial and attendance reporting requirements.

2.6.2 Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services.

2.7 Volunteer Requirements.
Any requirement that parents commit a number of volunteer hours shall be subject to a waiver process that considers individual family circumstances.

2.8 School Calendar; Hours of Operation.
The days and hours of operation of the charter School shall not be materially less (defined here as more than ten percent (10%) less total time) than those set forth in the Charter. In no event shall the days and hours of operation fail to meet minimum requirements established pursuant to section 160.011, RSMo.

2.9 Admissions and Enrollment.
The Charter School shall adhere to the following admissions and enrollment requirements:

2.9.1 Admit and enroll all pupils who are resident within the St. Louis City School District, contingent on available capacity. If capacity is insufficient to enroll all pupils who submit a timely application, the Charter School shall implement a random admissions policy as presented in the Charter Application or otherwise approved by the Sponsor subject to the exceptions presented in the following subsection.

2.10 Admissions and Enrollment Preferences.
The Charter School may establish Admissions and Enrollment Preferences consistent with this part provided that such preferences must be clearly presented in the Charter Application or must be otherwise approved in writing by the Sponsor.

2.10.1 The Charter School may limit admission to pupils according to given age group(s) or grade level(s).

2.10.2 The Charter School may give preference for admission of children whose siblings attend the School provided the sibling is eligible to attend pursuant to section 160.410.2(1) and/or (2) RSMo.

2.10.3 The Charter School may give preference for children whose parents are employed at the School provided the children are eligible to attend pursuant to section 160.410.2(1) and/or (2) RSMo.

2.10.4 The Charter School may establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education.

2.10.4.1 Changes to the Charter School established geographic area described in the Charter Application shall be material changes to the terms of this Charter and shall require prior written authorization from the Sponsor.

2.10.5 In no event may the Charter School limit admission based on race, ethnicity, national origin, disability,

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income level, athletic ability, or proficiency in the English language.

2.11 Attendance.
The Charter School shall maintain contemporaneous records to document pupil attendance and shall make such records available for inspection at the Sponsor's request, including for the annual audit.

2.12 Student Conduct and Discipline.
The Charter School shall adopt and adhere to a student Discipline Policy that satisfies the applicable requirements of section 160.261, RSMo. Adoption of a satisfactory policy shall be a pre-condition of opening consistent with the Pre-Opening Requirements of the Monitoring Plan.

2.13 The Charter School shall comply with all applicable state and federal laws related to student discipline, including due process provisions, and shall comply with the student suspension and expulsion procedures in the Charter Application.

2.14 Performance Expectations.
In the first year, within 90 days following the first date required by Missouri Department of Elementary and Secondary Education to report student data, the Sponsor and Charter School shall – based on state accountability systems, the Sponsor's performance expectations, and the educational goals and objectives set out in the Charter Application – finalize the performance indicators contained in the Monitoring Plan.

2.14.1 The Sponsor shall provide the Charter School a reasonable opportunity to incorporate school-specific performance measures provided that any such measures shall be demonstrably related to the School's mission.

2.14.1.1 Performance Benchmarks are outlined in Exhibit A.

2.14.2 The Monitoring Plan shall be the basis for the Sponsor's evaluation of Charter School performance.

2.15 Governance.
2.15.1 The governing board of the Charter School is responsible for complying with and carrying out the provisions of this Charter, including compliance with applicable law and regulation and all reporting requirements.

2.15.1.1 The governing board of the Charter School is responsible for providing to the Sponsor all documents related to board meetings including but not limited to meeting notice, minutes, agenda, and agenda related materials within one week post-meeting.

2.15.2 The Charter School's governing board shall operate in accordance with the bylaws contained in the Charter Application, as approved.

2.15.2.1 No board member shall be removed by the board in the last year of this charter agreement without prior written approval of the Sponsor.

2.15.3 The Charter School shall adhere to the method for election of officers contained in the Charter Application, as approved and consistent with section 355.326, RSMo.

2.15.4 The governing board shall adopt and adhere to a formal conflict of interest policy that is consistent with applicable law and the Sponsor's policy. A violation of such policy shall constitute a serious breach of this Charter pursuant to section 160.405 7.(1), RSMo.

2.15.5 The Charter School shall maintain governing board-adopted policies, meeting agendas and minutes; shall make such documents available for public inspection, and shall otherwise conduct open meetings

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consistent with the requirements of sections 610.010 to 610.030, RSMo.

2.16 Comprehensive Management/Education Service Provider/Joint Application.
If the Charter School intends to enter into an agreement with another entity for comprehensive management services, the following provisions shall apply:

2.16.1 The Charter School shall comply with all Sponsor requests for information about the license agreement to ensure that the Charter School is in compliance with all provisions of this Charter and sections 160.400 to 160.420 and 167.349, RSMo.

2.16.2 In no event shall the governing board of the Charter School delegate or assign its responsibility for fulfilling the terms of this Charter.

2.16.3 The termination or change of a license agreement shall constitute a material change to the terms of the Charter and shall be subject to prior written authorization from the Sponsor.

2.17 Employment.
2.17.1 The Charter School shall have ultimate responsibility for employment, management, dismissal and discipline of its employees.

2.18 Employee Certification.
2.18.1 The Charter School may employ non-certificated personnel provided that:

2.18.1.1 no more than twenty percent (20%) of the full-time equivalent instructional staff positions are filled by non-certificated personnel; and

2.18.1.2 all non-certificated instructional personnel are supervised by certificated instructional personnel.

2.18.2 The Charter School shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee. For non-certificated instructional personnel, appropriate experience, training and skills shall be determined according to the criteria set forth in section 160.420.2, RSMo.

2.18.3 The Charter School may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the state board of education.

2.18.4 The Charter School shall maintain copies of individual employment agreements or contracts on file at the School. Such files shall be subject to periodic inspection by the Sponsor.

2.18.5 Criminal History Review.

2.18.5.1 Any person directly or indirectly employed by the Charter School including contractors and subcontractors who perform work at the Charter School must provide verification of criminal clearance for any crime punishable as a felony or any crime related to theft or the misappropriation of funds.

2.18.5.2 Charter School shall conduct criminal background checks of all employees. The criminal records summaries shall include a fingerprint check, a simultaneous FBI check, and a child abuse registry check.

2.18.5.3 The governing board must have clear policies related to the employment of individuals who have been convicted of or has pleaded nolo contendere to a crime punishable for a position of supervisory or disciplinary authority over school children. For the purposes of this subsection, any person employed to provide cafeteria, transportation, or janitorial or maintenance services by any person or entity that contracts with the School to provide such services shall be considered to be in a position of supervisory authority over

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school children.

2.18.5.4 No member of the governing board or person employed or otherwise associated with the Charter School who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Charter School funds.

2.19 Student Welfare and Safety.
The Charter School shall comply with all applicable federal and state laws concerning student welfare, safety and health, including but not limited to state laws regarding the reporting of child abuse, accident prevention and disaster response, and any applicable state and local regulations governing the operation of school facilities.

2.20 Non Discrimination.
2.20.1 The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

2.20.2 The Charter School shall abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Federal Executive Order 11246; the Federal Rehabilitation Act of 1973, as amended; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; Title IX of the Education Amendments of 1972; the Age Act of 1975; and the Americans with Disabilities Act of 1990.

2.20.3 Any act of discrimination committed by the Charter School or its agents, or failure to comply with its Charter obligations shall be a serious breach of this Charter and shall be grounds for revocation.

2.21 Health & Safety.
The Charter School shall comply with laws and regulations of the state, county, or city relating to health and safety, including the requirements relating to notification of criminal conduct to law enforcement authorities under sections 167.115 through 167.117, RSMo.

2.22 Services Agreements and Partnerships.
2.22.1 Nothing in this Charter shall be interpreted to prevent the Charter School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for services related to the operation of the school consistent with sections 160.415.6 and 160.415.7, RSMo.

2.22.1.1 The terms of such contracts for services shall be negotiated between the School and the local school board or other entity.

2.22.1.2 Such contracts for services shall, at all times, be subject to the requirements of this Charter.

2.22.1.3 In the event that a contract for services under this subsection constitutes an agreement for comprehensive management, such agreement shall be subject to the requirements of subsection 2.16 of this Charter ("Comprehensive Management").

2.23 Transportation.
The Charter School shall be responsible for providing students transportation consistent with the plan proposed in the approved application.

2.24 Public Inspection.
The Charter School shall make available for public inspection, and provide upon request to a parent, guardian, or other custodian of any school-age pupil resident in the district in which the school is located the following information:

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2.24.1 This Charter, including all Exhibits, Attachments and Amendments (as approved by the Sponsor).

2.24.2 The most recent annual report on the School's performance provided by the Sponsor.

2.24.3 The School's most recent annual report card published according to section 160.522, RSMo.

2.24.4 The results of background checks on the members of the governing board.

2.24.5 The agenda and minutes of past governing board meetings.

2.25 The Charter School may charge reasonable fees, not to exceed the rate specified in section 610.026, RSMo, for furnishing copies of documents for Public Inspection.

2.26 Exemptions.
Except as provided in sections 160.400 to 160.420, RSMo. and as provided in this Charter, the Charter School shall be exempt from all laws and rules relating to schools, governing boards and school districts.

Part 3: Educational Program

3.1 Assessment of Student Performance.
The Charter School shall implement the plan for assessment of student performance and administration of statewide assessments consistent with the laws and regulations of the state, as specified by the state board of education, for academic assessment under section 160.518, RSMo.

3.1.1 At a minimum, the Charter School shall administer the following statewide performance assessments or subsequently adopted equivalent:

- Missouri Assessment Program (grades three through eight)
- End of Course Assessments (grades high school)
- Missouri Assessment Program- Alternate (when applicable)

3.1.2 The Charter School shall certify annually that students have participated in the state assessment program pursuant to section 160.518, RSMo.

3.1.3 The Charter School shall provide data generated from assessments articulated in the Performance Benchmarks directly from the third-party testing source when applicable.

3.2 Educational Program and Curriculum.
The Charter School shall implement an educational program and curriculum consistent with the program and curriculum presented in the Charter Application.

3.2.1 The Charter School may revise and amend the educational program and curriculum at its discretion and without requiring approval from the Sponsor or amendment to this Charter provided that such revisions or amendments do not indicate a material change to the school's mission or its pupil performance standards.

3.2.2 Material revisions and/or amendments to the educational program and/or curriculum shall require the Sponsor's approval.

3.3 Special Education.
The Charter School shall ensure that the needs of children with disabilities are met in compliance with applicable federal and state laws.

3.3.1 The Charter School shall be designated a local education agency (LEA) for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA).

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3.3.2 The Charter School shall annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The Charter School shall comply with the local compliance plan, the state plan, and state and federal laws and federal regulations. The Charter School may use the state standards and indicators manual for guidance in establishing and implementing the special education program.

3.3.3 The Charter School may provide special services pursuant to a contract with a school district or any provider of such services.

3.3.4 The Charter School shall promptly notify the Sponsor if any Child Complaints are filed with the MO Department of Elementary and Secondary Education.

3.4 English Language Learners.
The Charter School shall be responsible for meeting the needs of English language learners in compliance with Missouri and Federal law, including any Federal court decisions applicable to children of the district in which the Charter School is located.

3.5 Student Conduct and Discipline.
The Charter School shall comply with laws and regulations of the state, county, or city relating to minimum educational standards as specified by the state board of education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, RSMo.

3.6 School Records and Reporting.
The Charter School shall comply with applicable federal and state (as specified by the state board of education) laws and regulations for maintenance and transmittal of school records including as provided for under section 167.020.7, RSMo, the Missouri Public School Record Retention Schedule, and the Federal Family Educational Rights and Privacy Act (FERPA).

3.6.1 The Charter School shall have a document retention policy that includes permanent and perpetual document storage. In the event of closure the Sponsor, the St. Louis Public School District and the Department of Elementary and Secondary Education will be given access to all documents.

3.7 School Calendar; Hours of Operation.
The Charter School shall comply with laws and regulations of the state, as specified by the state board of education, for the minimum number of school days and hours required under section 160.041, RSMo.

Part 4: Charter School Finance

4.1 Fiscal Year.
The Charter School shall operate on a fiscal year that begins on July 1 and ends on June 30.

4.2 State School Aid: Charter School Duties.
4.2.1 For purposes of calculation and distribution of state school aid, pupils enrolled in the Charter School shall be included in the pupil enrollment of the school district within which each pupil resides.

4.2.2 The Charter School shall report the names, addresses, and eligibility for free and reduced lunch, special education, transportation and/or limited English proficiency status of pupils enrolled at the Charter School to the Sponsor in accordance with the Monitoring Plan.

4.2.3 In accordance with the Department of Elementary and Secondary Education's (DESE's) Missouri Student Information System ("MOSIS") reporting guidelines, the Charter School shall report the average daily attendance data ("ADA"), free and reduced lunch count, special education pupil count, and limited

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English proficiency pupil count to DESE.

4.2.4 When a student discontinues enrollment at the Charter School, the School shall promptly notify the Sponsor and DESE. Prompt updates to MOSIS or a successor information system shall constitute compliance with the requirements of this paragraph.

4.2.5 If at the end of the fiscal year the Charter School has received overpayment for that year, the School shall be responsible for making repayment through one or more payment adjustments that DESE shall make in the subsequent fiscal year.

4.3 State School Aid.
4.3.1 On or about the 21st of each month, the Charter School shall receive a state school aid payment.

4.3.2 State school aid payments shall be based on the Charter School's current year weighted ADA.

4.4 School Funding: Eligibility and Calculation.
4.4.1. State School Aid as a LEA

4.4.1.1 The Charter School is entitled to receive directly from DESE an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers funds in excess of the performance levy as defined in section 163.011, RSMo, plus all other local and state aid attributable to such pupils.

4.4.1.2 The Charter School shall be eligible for transportation state aid pursuant to section 163.161, RSMo.

4.4.1.3 The Charter School shall be eligible for a proportionate share of state and federal resources generated by students with disabilities or staff serving them.

4.4.1.4 The Charter School shall be eligible for a proportionate share of money generated under other federal or state categorical aid programs to the extent the School serves students eligible for such aid.

4.5 Tuition and Fees.
4.5.1 The Charter School shall not charge tuition or fees of any kind as a condition of enrollment.

4.5.2 The Charter School shall not impose any fees that a school district would be prohibited from imposing.

4.5.3 Nothing in this section shall be interpreted to prohibit a Charter School from imposing fees that a school district would be permitted to impose.

4.6 Debt.
4.6.1 The Charter School is authorized to incur debt in anticipation of receipt of funds including borrowing to finance facilities and other capital items provided that such incursion of debt or borrowing include a satisfactory plan for repayment.

4.6.2 Any new incursion of debt or borrowing in excess of $10 million shall constitute a material amendment to this charter requiring prior Sponsor approval based on the Charter School's demonstration of a satisfactory plan for repayment.

4.6.3 In the event of dissolution of the Charter School, any liabilities of the School shall be satisfied in accordance with the Sponsor's closure procedures and the procedures provided for in chapter 355, RSMo.

4.7 Grants, Gifts and Donations.

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Nothing in this Charter shall be interpreted to prevent the governing board of the Charter School from accepting grants, gifts or donations of any kind and to expend or use such grants, gifts or donations provided that any such grants, gifts or donations not be subject to a condition that is contrary to this Charter or any applicable law.

4.8 Financial Accounting and Reporting.
The Charter School shall timely submit to the Sponsor and DESE all accounting and reporting in accordance with the Monitoring Plan.

4.8.1 The Charter School shall adhere to practices that are consistent with the Missouri financial accounting manual.

4.8.2 All required Charter School accounting and reports shall be submitted to the Sponsor in a format compatible with Generally Accepted Accounting Principles ("GAAP").

4.8.3 The Charter School shall submit to DESE an Annual Secretary of the Board report ("ASBR") on or before August 15.

4.9 Financial Audit.
The Charter School shall conduct an annual Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit").

4.9.1 The Financial Audit shall be conducted consistent with the Monitoring Plan including, but not limited to, (1) an audit of the accuracy of the Charter School's financial statements, (2) an audit of the Charter School's attendance accounting and revenue claims practices, and (3) an audit of the Charter School's internal control practices.

4.9.2 The auditor conducting the Financial Audit shall be a licensed certified public accountant.

4.9.2.1 The selection of the auditor shall require prior approval by the Sponsor.

4.9.3 The Financial Audit shall be completed and the report delivered to the Sponsor and DESE no later than December 31 following the conclusion of the fiscal year.

4.9.4 The Charter School shall publish Financial Audit results consistent with Chapter 165, RSMo.

4.9.5 The cost of the Financial Audit shall be borne by the Charter School.

4.9.6 In the event that the Charter School has local education agency ("LEA") status, the Financial Audit shall satisfy the requirements of the Every Student Succeeds Act and the reauthorized Elementary and Secondary Education Act for audits of such agencies.

4.9.7 The Financial Audit shall comply with state board of education rule, 5 CSR 30-4.030

4.10 Financial Records.
All records of the Charter School are subject to inspection and production as required for fulfillment of the Sponsor's oversight duties. If the Charter is revoked, non-renewed or surrendered, or the Charter School otherwise ceases operations, the School shall manage all financial records consistent with the Sponsor's closure requirements.

4.11 Assets.
4.11.1 The Charter School shall maintain a complete and current inventory of all school property and shall update the inventory annually.

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4.11.2 Any assets acquired by the Charter School are the property of the School for the duration of the Charter and any subsequent renewals.

4.11.3 The Charter School shall take reasonable precautions to safeguard assets acquired with public funds.

4.11.4 If the Charter is revoked, non-renewed or surrendered, or the School otherwise ceases to operate;

4.11.4.1 any assets acquired in whole or in part with public funds shall be deemed to be public assets; and

4.11.4.2 any material assets acquired wholly with private funds shall be disposed of consistent with Missouri non-profit law provided that the School must maintain records demonstrating that such assets have been acquired without the use of public funds; and

4.11.4.3 the Charter School shall manage all assets consistent with the requirements of the School Closure Protocol and the policies of the Sponsor.

4.11.5 If the Charter School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

4.11.6 As required by section 110.010.1, RSMo, and as recommended by the State Auditor's Performance Audit (2004-59), the Charter School shall insure funds not covered by federal insurance.

4.12 Insurance and Surety.
The Charter School shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Worker's Compensation; Property Insurance to address business interruption and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables; Comprehensive or Business Automobile Liability; Professional or Directors Liability to cover errors and omissions; and a surety bond for the chief financial officer of the School.

4.13 Coverage Minimum.
For purposes of the foregoing insurance requirements, the following coverage shall be deemed adequate:

4.13.1 Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and employers' liability insurance with a minimum limit of $1,000,000.

4.13.2 Comprehensive General Liability insurance with a minimum combined single limit of $1,000,000 for each occurrence.

4.13.3 Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage of not less than $1,000,000 for each occurrence with respect to the School's owned, hired or non-owned vehicles assigned to or used in performance of programs or services offered by the Charter School.

4.13.4 Property insurance for buildings used by the Charter School to fulfill the purposes of this Charter and any contents acquired by the School with public funds. The insurance obtained by the School shall provide the Sponsor with the ability to file a claim for any loss of property acquired with public funds, in the event of closure, revocation or non-renewal.

4.13.5 Errors and Omissions Liability insurance shall conform to the following requirements:

- Cover the School for potential liability arising out of the rendering or failure to render

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professional services in the performance of the Charter, including all services related to financial management and indemnification.

- Be subject to a maximum deductible not to exceed $1,000,000 per claim.
- Maintain minimum limits of no less than $1,000,000 per claim/$3,000,000 annual aggregate.

The governing board of the Charter School may satisfy the requirements of this subsection by participating in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756, RSMo.

4.13.6 The chief financial officer of the School shall maintain a surety bond in amount of at least $500,000.

4.13.7 Any and all policies of insurance maintained by the Charter School pursuant to this Section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the Sponsor and/or their respective officers, agents, employees and representatives. The Sponsor may specify that it be named as "separately insured."

4.13.8 The Charter School shall provide copies of all required policies of insurance and certificates of coverage to the Sponsor by the date(s) set out in the Pre-Opening Requirements section of the Monitoring Plan and shall provide updated copies annually prior to the first day of school.

4.14 Sponsor Expenses.
The Sponsor shall be entitled to receive from the department of elementary and secondary education one and five-tenths percent (1.5%) of the amount of state and local funding allocated to the Charter School pursuant to section 160.415, RSMo., not to exceed one hundred twenty five thousand dollars ($125,000), adjusted for inflation.

Part 5: Sponsor-Charter School Relationship

5.1 Monitoring Plan.
The Sponsor shall base evaluation of the Charter School on the academic, fiscal and operational performance indicators set out in the Performance section of the Charter School's Monitoring Plan. Those indicators shall include, but not be limited to, DESE-established accountability requirements and consequences.

5.1.1 The Monitoring Plan may include school-specific performance goals to the extent such goals meet the Sponsor's expectations for rigor, validity and reliability.

5.1.2 The Sponsor shall evaluate the Charter School at least annually consistent with the standards and measures set out in the Monitoring Plan.

5.1.3 The Sponsor shall make renewal decisions based on the Charter School's performance in relation to the Monitoring Plan.

5.2 Oversight.
The Sponsor shall have broad oversight authority over the Charter School and may, pursuant to section 160.405.8, RSMo, take all reasonable steps necessary to confirm that the Charter School is and remains in material compliance with this Charter and applicable law. The Sponsor's oversight of the Charter School shall include the following activities:

5.2.1 Pre-opening, oversight, intervention, revocation, renewal, and closure processes and procedures for the Charter School;

5.2.2 Monitoring the performance and compliance of the Charter School within the terms of this Charter and applicable laws, policies and regulations;

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5.2.3 Ensuring Charter School compliance with reporting requirements;

5.2.4 Monitoring the educational, legal, fiscal and organizational condition of the Charter School; and

5.2.5 Providing guidance to the Charter School on compliance and other operational matters.

5.3 Renewal.
5.3.1 The Sponsor shall make renewal decisions consistent with the Sponsor's renewal decision-making procedures.

5.3.2 The Sponsor shall make renewal decisions based on the Charter School's performance in relation to the performance indicators set out in the Monitoring Plan.

5.4 Intervention.
Consistent with any oversight practices set out in the Monitoring Plan, the Sponsor shall follow a progressive system of notification and calls for corrective action on the part of the Charter School.

5.5 Revocation.
The Sponsor may revoke this Charter at any time if the charter school commits a serious breach of one or more provisions of this Charter or on any of the following grounds:

5.5.1 Failure to meet academic performance standards as set forth in the charter agreement, or failure to meet any performance standard set forth in the written charter.

5.5.2 One or more material violations of any provision of the charter agreement.

5.5.3 Failure to meet generally accepted standards of fiscal management or audit requirements.

5.5.4 Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo, within forty-five (45) days following receipt of written notice requesting such information.

5.5.5 Violation of law.

5.5.6 Conviction of fraud.

5.5.7 Significant risk to the health and safety of students.

5.6 Reporting and Inspection.
All records established and maintained in accordance with the provisions of this Charter, applicable policies and/or regulations, and federal and state law shall be open to inspection by the Sponsor or its designees.

5.6.1 The Charter School shall grant the Sponsor access to student data collected by DESE and available through MOSIS.

5.6.2 Upon request, the Charter School shall report and/or make available to the Sponsor any information necessary to confirm ongoing compliance with this Charter, including but not limited to cumulative files and/or student information. This request may include data generated by third-party vendors.

5.6.3 Access shall include the authority to review and copy documents.

5.6.4 Except as otherwise provided in this Charter, the Sponsor shall use such information exclusively for

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fulfillment of its oversight responsibilities or for compliance with the law and shall not use student information acquired from the Charter School for any other purpose.

5.6.5 The Sponsor shall provide the Charter School reasonable notice and, to the extent feasible, a schedule of regular reporting requirements.

5.7 Site Visits.
The Sponsor may, at its discretion, conduct announced or unannounced Site Visits consistent with its oversight authority. Such site visits may include any activities reasonably related to fulfillment of the Sponsor's oversight responsibilities including, but not limited to, inspection of the facilities; inspection of records maintained by the Charter School; interviews and observations of the principal, governing board, staff, school families, and community members; and/or observation of classroom instruction.

5.8 Complaints.
5.8.1 Any complaints or concerns received by the Sponsor about the Charter School or its operation, including but not limited to complaints filed with the MO Department of Elementary and Secondary Education, Office for Civil Rights, Missouri Commission on Human Rights, and Equal Employment Opportunity Commission, shall be forwarded promptly by the Sponsor to the Charter School.

5.8.1.1 To the extent that concerns or complaints received by the Sponsor about the Charter School may trigger Sponsor intervention, including revocation or non-renewal of the Charter, the Sponsor may monitor the Charter School's handling of such concerns or complaints. In such cases, the Sponsor may request and the Charter School shall provide information regarding the school's actions in responding to those concerns or complaints.

5.8.1.2 Within thirty (30) days of receipt of any documents, data and records provided by the Charter School pursuant to compliance with the terms of this Charter, the Sponsor shall notify the Charter School in writing of material problems, questions, concerns, and/or issues related to such documents, data, and reports.

5.8.2 The Charter School shall promptly forward to the Sponsor any formal complaints or concerns received by the Charter School including but not limited to complaints filed with the MO Department of Elementary and Secondary Education, Office for Civil Rights, Missouri Commission on Human Rights, and Equal Employment Opportunity Commission, and/or formal grievances filed by any party with the governing board of the Charter School.

5.9 Reporting.
The Charter School shall timely provide to the Sponsor any reports necessary and reasonably required for the Sponsor to meet its oversight and reporting obligations.

5.9.1 Student records may include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance standardized assessment results and documentation required pursuant to state and federal law.

5.9.2 The Charter School shall allow the Sponsor access of data from third-party organizations if the data relates to performance benchmarks.

5.9.3 The Sponsor shall endeavor to reduce the reporting burden it places on the Charter School by providing reasonable notice for requests, limiting requests to what is reasonably required for the Sponsor to fulfill its duties for oversight, accountability and reporting, and avoiding duplicative requests by accessing data collected by DESE through MOSIS.

5.10 Dispute Resolution.

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In the event of a dispute between the Charter School and the Sponsor regarding the terms of this Charter or any other issue regarding the relationship between the Charter School and the Sponsor, the Parties agree to implement the following Dispute Resolution Plan in good faith.

5.10.1 Each Party agrees to notify the other, in writing, of the specific disputed issue(s).

5.10.2 Within thirty (30) days of sending written correspondence, or longer if both parties agree, the Charter School Representative and the Sponsor Representative, or their designees, shall confer in a good faith effort to resolve the dispute.

5.10.3 If the dispute has not been resolved following efforts to confer, the parties agree to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Mediation costs shall be shared equally between the Charter School and the Sponsor. The finding(s) or recommendation(s) of any mediator shall be binding unless the governing authorities of the School and Sponsor agree jointly in writing to non-bind themselves.

5.10.4 In the event that neither the mediation process nor other good faith efforts achieve resolution of the dispute, the Charter School may exercise any legal rights and pursue any legal remedies that are available under applicable law.

5.10.5 In the event that neither the mediation process nor other good faith efforts achieve resolution of the dispute, the Sponsor may take any action it deems appropriate, consistent with its duty to ensure that the Charter School is in material compliance with this Charter and applicable law. Nothing in this section be construed to abridge or in any way limit the Sponsor's authority to revoke a Charter consistent with the requirements of section 160.405.7 RSMo.

5.11 Notification.
5.11.1 The Charter School shall notify the Sponsor immediately of any conditions that it knows are likely to cause it to violate the terms of this Charter or applicable law.

5.11.2 The Charter School shall notify the Sponsor immediately of any circumstance requiring the closure of the Charter School, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.

5.11.3 The Charter School shall immediately notify the Sponsor of the arrest or charge of any members of the Charter School's governing board or of a Charter School employee for a crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or student, or of the investigation of a member of the Charter School's governing board or of any Charter School employee for child abuse.

5.11.4 The Charter School shall notify the Sponsor immediately of any change in its corporate status with the Missouri Secretary of State's Office.

5.11.5 The Charter School shall notify the Sponsor immediately of a default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more.

5.11.6 The Charter School shall notify the Sponsor immediately if at any time during the school year, the Charter School's enrollment decreases by ten percent (10%) or more compared to the most recent pupil count submitted to the Sponsor and/or DESE.

5.11.7 The Charter School shall notify the Sponsor immediately if the Charter School is named in a lawsuit.

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Part 6: Contract Implementation.

6.1 Entire Agreement.
The Parties intend this Charter, including all attachments and exhibits, to represent a final and complete expression of their agreement, which shall be considered the Charter. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between the Parties shall supplement or explain any terms used in this document. The Parties recognize that amendments to this Charter may be approved from time to time hereafter.

6.2 Notice.
Any notice required or permitted under this Charter shall be in writing and shall be effective immediately upon personal delivery, subject to verification of service or acknowledgment of receipt, or three (3) days after mailing when sent by certified mail, postage prepaid to the following:

In the case of the Charter School:
Hugh Eastwood, Founding Board Chair
Kairos Academies
10228 Thornwood Drive
St. Louis, MO 63124

In the case of the Sponsor:
Robbyn Wahby, Executive Director
Missouri Charter Public School Commission
20 South Sarah Street
St. Louis, MO 63108

6.3 Indemnification and Disclaimer of Liability.
6.3.1 The Parties acknowledge that the Charter School is not acting as the agent of, or under the direction and control of the Sponsor, except as required explicitly by law or this Charter, and that the Sponsor does not assume liability for any loss or injury resulting from the acts or omissions of the Charter School, its directors, trustees, agents, or employees.

6.3.2 The Charter School acknowledges that it is without authority to extend the faith and credit of the Sponsor to any third party. The Charter School shall clearly indicate to vendors and other entities and individuals that the obligations of the Charter School under agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the Sponsor.

6.3.3 The Charter School shall defend, indemnify, and hold harmless the Sponsor and its officers, directors, agents, and employees from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including but not limited to attorneys' fees and/or litigation expenses which may be brought or made against or incurred by the Sponsor on account of any action of the Charter School, its employees, agents or assigns. The provisions or limits of insurance required under this Charter shall not limit the liability of the Charter School.

6.3.4 This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Charter School is an officer, employee, or agent of the Sponsor.

6.3.5 The Sponsor shall not be liable for the debts or financial obligations of the Charter School.

6.3.6 The Charter School shall not be liable for the debts or financial obligations of the Sponsor.

6.4 Waiver.
The failure of either Party to insist on strict performance of any term or condition of this Charter shall not

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constitute a waiver of that term or condition, even if the Party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

6.5 Assignment.
No right or interest in the this Charter may be assigned by anyone on behalf of the Charter School without prior written approval of the Sponsor and delegation of any contractual duty of the Charter School shall not be made without prior written approval of the Sponsor, which approval may be given or withheld at the sole discretion of the Sponsor. A violation of this provision shall constitute a serious breach of the Charter pursuant to section 160.405.7, RSMo. and shall be grounds for revocation of the Charter.

6.6 Applicable Law.
This Charter shall be governed by and construed in accordance with the laws of the State of Missouri and all applicable federal laws of the United States.

6.6.1 The Parties intend that where this Charter references federal or state laws, that they be bound by any amendments to such laws upon the effective date of such amendments.

6.6.2 The Charter School shall comply with all federal and state laws and regulations that are applicable to charter schools unless the School has expressly received a waiver from such laws and regulations. The Charter School shall conform, in all respects, with the educational standards contained in this Charter.

6.7 Severability.
The provisions of this Charter are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Charter shall remain in effect unless otherwise terminated by one or both of the Parties.

6.8 Third Party Beneficiary.
The enforcement of the terms and conditions of this Charter, and all rights of action relating to such enforcement, shall be strictly reserved to the Sponsor and the Charter School. Nothing contained in this Charter shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Charter that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

6.9 Counterparts; Signature by Facsimile.
The Charter may be signed in counterparts, which shall together constitute the original Charter. Signatures received by facsimile by either of the Parties shall have the same effect as original signatures.

6.10 Material Amendment.
Any Material Amendment to this Charter shall be effective only with approval of both the Sponsor and the Charter School.

6.10.1 The Charter School may submit any proposed Material Amendment to the Sponsor in accordance with guidance to be promulgated by the Sponsor.

6.10.2 Changes to the Charter that constitute Material Amendments include, but are not limited to, the following:

6.10.2.1 Changes in legal status; ownership; governance; or senior management, including the structure of the governing board and its membership;

6.10.2.2 The termination or change of a comprehensive management company shall constitute a material change to the terms of the Charter and shall be subject to prior written authorization from the Sponsor.

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6.10.2.3 Changes to the mission statement;

6.10.2.4 Variances in actual enrollment that exceed or fall short of enrollment projections contained in the Charter by more than ten percent (10%);

6.10.2.5 Changes in grade levels served;

6.10.2.6 Changes in location of the Facilities;

6.10.2.7 Changes in the school calendar affecting the number of days of instruction;

6.10.2.8 Changes in admissions or enrollment preferences or procedures;

6.10.2.9 Changes in special education status or procedures;

6.10.2.10 Changes in LEA status; and

6.10.2.11 Substantial changes to the educational program with respect either to content or method.

6.11 Non-Material Amendment.
A Non-Material Amendment to this Charter may be made effective by the Charter School through written Notification to the Sponsor.

6.11.1 Non-Material Amendments to the Agreement include, but are not limited to, the following:

6.11.1.1 Amendments to the Charter School's bylaws;

6.11.1.2 Revisions and/or amendments to the instructional methods or curriculum that do not affect the School's mission or pupil performance standards;

6.11.1.3 Variances in actual enrollment that do not exceed or fall short of enrollment projections contained in the Charter by more than ten percent (10%);

6.11.1.4 Changes to the mailing address, telephone, and/or fax number of the Charter School provided that such changes do not constitute a change to the School's location; and

6.11.2 Unless the Sponsor objects in writing within thirty (30) days following Notification, a Non-Material Amendment shall become effective thirty (30) days following Notification.

6.11.3 The Sponsor may object in writing to a Non-Material Amendment either on the basis that the proposed change constitutes a Material Amendment or for other good cause that shall be stated in the objection.

6.11.4 Unless the Sponsor objects in writing, the Non-Material Amendment shall become effective after thirty (30) days.

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Robbyn G. Wahby, Executive Director DATE
Missouri Charter Public School Commission
Sponsor

_____

Kairos Academies DATE
Hugh Eastwood
Chair, Kairos Academies Board

IN WITNESS WHEREOF, the Parties have made and entered into this Charter as of the Effective Date.

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Exhibit A

Academic Goals—Model-Specific Goals—Supporting Goals

Kairos will use the academic, model-specific, and supporting goals identified below to benchmark our progress toward empowering students with meaningful agency in their careers and communities. To self-direct, students must master both the content measured on state tests (Goals 1-3) *and* deeper interdisciplinary, intrapersonal, and interpersonal skills. Success in an Information Age profession, for example, requires an array of cognitive skills (synthesizing information, collaborating with peers, presenting solutions to open-ended problems, etc.) (Goal 4). It also requires students to set goals, keep schedules, and regulate emotions (Goal 5). Students need to practice empathizing across lines of difference and evaluating how their choices affect others (Goal 6). We want our graduates to be independent, civic-minded, and curious about the world. That's why guarantee every student explores passions and practices authentic leadership while at Kairos (Goal 7). We hold these goals for *all* students. Our standards, expectations, and aspirations do not vary by subgroup population.

The goals discussed above measure academic and executive function growth. We benchmark these goals annually to pace students toward multidimensional agency by graduation. To realize that mission, Kairos has included supporting goals such as parent engagement, faculty buy-in, student attendance, and financial solvency (Goals 8-11). Prioritizing excellence in these areas will, we believe, yield both immediate and long-term returns for our educational ambitions. Kairos expects stakeholders, including our sponsor, to hold us accountable for the goals listed below. If the Board desires, it may augment these goals during its annual review to include more aggressive targets.

Academic Goals

Kairos is committed to setting every student up for success in postsecondary education. Coaches begin establishing college plans with students and their families upon enrollment in 6th grade. These plans reverse engineer college aspirations into year-long Graduation Goals, 5-week Cyclical Goals, and daily Growth Goals. To norm progress towards these goals, students take regular Missouri state assessments, NWEA MAP tests, and ACT practice exams during their Kairos career. If by 11th grade, it becomes clear that a student may not matriculate at a 4-year college (either for financial, personal, or academic reasons), coaches work with the student and family to identify another postsecondary plan (e.g., career technical education, apprenticeship, associate degree, etc.).[1] No matter what path students choose, 21st-century success depends on the kind of academic and executive functioning skills detailed below.

The following academic goals assume that Missouri's current accountability structure and system (MSIP5) continues through 2023-24. If a new structure (MSIP6) and state assessments are adopted during our first charter term, Kairos will adjust academic performance goals accordingly. Based on academic growth from the previous year, Kairos sets interim grade-level NWEA MAP goals. Results from interim assessments are reported when available to the Board.

[1] Symonds, W. C., Schwartz, R., & Ferguson, R. F. (2011). Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.

(1) Missouri State Assessments

By the end of Year 3, our inaugural class will score 60.0% proficient or advanced in math, 65.0% in ELA, and 70.0% in science as measured by MAP tests. By the end of Year 5, our inaugural class will score at least 70.0% proficient or advanced in math, 85.0% in ELA, 80.0% in science as measured by EOC tests. Interim benchmarks below show an internal path to the MAP and EOC proficiency goals for which Kairos expects to be held accountable.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics, Communication Arts, and Science Assessments; Algebra I, Biology, and English II End of Course (EOC) Assessments

Benchmarks:

Table A.7.i: MAP and EOC Proficiency Benchmarks

	ELA	***Math***	***Science***	***Social Studies***
6th	50.0%	40.0%	N/A	N/A
7th	60.0%	50.0%	N/A	N/A
8th	65.0%	60.0%	70.0%	N/A
9th	N/A	70.0%	75.0%	N/A
10th	85.0%	N/A	N/A	N/A
11th	N/A	N/A	N/A	80%

Discussion: Kairos uses MAP and EOC tests to signal student grade-level proficiency to the public. Genuine postsecondary choice requires proficiency in all subjects by graduation. Kairos paces performance goals to reach an average of 90% proficient or advanced by graduation. We believe this target is ambitious but feasible given achievement at surrounding schools, current state averages, and performance at Summit Public Schools.

Based on test scores at nearby schools, we expect 34% of new students will enter proficient in ELA, 21% in math, and 18% in science (q.v. *Appendix D*). Kairos remediates those skill gaps by leveraging technology to deliver targeted curricula. Technological efficiency (e.g., recorded lectures, autograding, etc.) saves teachers time, allowing them to intervene 1-on-1 with our most at-risk students. Using the same curricula and approach, Summit Public Schools outperform the California average by 147% in ELA and 142% in math (q.v. *Appendix F*).

Kairos aims to raise math and ELA proficiency by an average of 19 and 16 percentage points respectively in students' first year. Achieving this goal would put those students in the 70th and 90th percentile of St. Louis charter school's 6th-grader performance for ELA and math (q.v. *Appendix F*). We expect math skill gaps, often standalone and objective, will be easier to

remediate. We also anticipate quick gains in science and social studies because new content depends less on previous proficiency.

After five years at Kairos, our inaugural class will test in the 90th and 80th percentile of St. Louis charter school on the English 2 and Algebra 1 EOC. Kairos will also match the leading St. Louis charter school's proficiency on the Biology EOC and outperform the top performing charter high school by 16% on the Government EOC (q.v. *Appendix F*).

These goals place whole school performance slightly above the Missouri average in ELA (+4.8%) and well above the state average in math (+10.7%), science (+20%), and social studies (+15%). Even with these scores, our average multiplier on state test scores would be 23 percentage points *lower* than that of Summit Public Schools.

(2) Aggregate NWEA MAP Growth

By the end of Year 3, 59% and 66% of Kairos' 8th graders will be on pace to score a 22 on the Math and ELA sections of the ACT, respectively. By the end of Year 5, 83% of 10th graders will be on pace for a composite score of 22. According to the American College Testing Organization, a composite score of 22 on the ACT indicates College and Career Readiness (CCR).[2] On the NWEA MAP, correlated RIT thresholds are those scores at each grade level which predict performance of a 22 or better on the ACT.[3]

Assessment Tool: NWEA MAP, administered thrice annually

Benchmarks:

Table A.7.ii: Students Pacing Toward 22+ on ACT According to NWEA MAP

	% On Pace in Reading	***RIT***	***% On Pace in Math***	***RIT***
6th	35%	220	33%	232
7th	48%	224	48%	238
8th	59%	227	66%	243
9th	71%	230	74%	246
10th	83%	232	83%	249

Discussion: Kairos uses NWEA MAP RIT scores to benchmark students on the path toward college and career. The NWEA MAP approximates state proficiency, so our targets in this goal align to MAP benchmarks in Goal 1.[4] Our NWEA MAP targets place students on track to

[2] ACT Research Report Series 2013. (2013). What Are the ACT College Readiness Benchmarks?. ACT, Inc.
[3] NWEA Research. (2015). Comparative Data to Inform Instructional Decisions.
[4] NWEA MAP. (2017). Measures of Academic Progress Interim Assessments for Grades K–12.

earn a 22 on the ACT (a proxy for college readiness).[5] As mentioned, Kairos' closest analogue is Summit Public Schools. After a year at Summit, students who entered in the bottom 20% usually advance 1.5 times faster than their peers on the NWEA MAP.[6] Each year, 99% of Summit students are accepted to four-year colleges or universities.[7]

(3) Individual NWEA MAP Growth

85% of students will achieve the NWEA MAP Graduation Goals they set with their coach for reading and math. The bottom 80% of students will aim to grow 1+ standard deviation in each subject (more for students who are further behind). As students advance, growing 1 SD becomes increasingly difficult, so the top 20% of students will aim to grow at least ½ a standard deviation in each subject.

Assessment Tool: NWEA MAP Graduation Goal, set with a student's coach

Discussion: To ensure college readiness, coaches help each student plan a set of Graduation Goals that paces them toward scoring a 22 on the ACT (q.v. *A.3*). One component of these plans is RIT growth on the NWEA MAP, which depends on a student's grade level and initial achievement. Individual NWEA MAP goals dictate how much a student needs to grow in the current year to reach standards. For students further behind, coaches may set more ambitious RIT growth goals (> 1 standard deviation). These students also receive additional, triaged support from teachers in relevant departments. At minimum, every student in the bottom 80% of performance will aim to grow 1 standard deviation in reading and math each year. Since dramatic improvement is harder for stronger students, those in the top quintile aim for a realistic ½ standard deviation of growth in reading and math. Faculty help students reach these goals by analyzing NWEA MAP data, identifying weak skills, and strengthening them through personalized interventions and customized remedial tracks (q.v. *A.2*).[8]

(4) Cognitive Skills

By the end of Year 3, 70% of 8th graders will earn an average score of 4 or higher on Project cognitive skills. By the end of Year 5, 80% of 10th graders will earn an average of 5 or higher on the same scale.

Assessment Method: SCALE Cognitive Skills Rubric, Stanford validated and used to grade student Projects

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[5] NWEA MAP. (2015). MAP College Readiness Benchmarks.

[6] Summit Public Schools. (Retrieved 2018, May 1). What Are the Results of Those Kids Who Are Furthest Behind?.

[7] Summit Public Schools. (Retrieved 2018, May 1). What Are the Schools' Performance Results? What Results Do You Look at Beyond Test Scores?.

[8] Summit Public Schools. (Retrieved 2018, May 1). NWEA MAP Informational (Create connections between NWEA and Summit Learning).

Benchmarks:

Table A.7.iii: Cognitive Skills Benchmarks

	Student Goal	***Average Score***
6th	50%	3
7th	60%	3.5
8th	70%	4
9th	75%	4.5
10th	80%	5
11th	85%	5.5
12th	90%	6

Discussion: "Education, since it deals in the first place with organisms, and in the second place with individualities, is not analogous to a standardizable manufacturing process...it must measure its efficiency in terms of increased humanism, increased power to do, increased power to appreciate."[9] Kairos measures this creative development through our Project coursework, which assesses students on higher-order, interdisciplinary competencies. These critical thinking, problem solving, and presentation skills enable students to apply the material they learn for state tests to real-world problems. A student's score on the Cognitive Skills Rubric is our best indicator of their ability to explore meaningful academic questions in collaboration with peers.

As discussed in *A.3*, cognitive skill growth is tracked across a student's entire time at Kairos. Skills are scored on a 1-8 scale, where each point interval reflects two years of growth (6 meaning "college ready," 8 meaning "pre-professional"). To allow for a range of student development, each grade level spans three points on the Cognitive Skills Rubric (e.g., 2-4 are all considered 6th-grade level). The benchmarks in this goal track an increasing number of students toward college-level cognitive skills by graduation. Developed with the same Projects and Cognitive Skills Rubric, Summit students complete college at double the national average rate.[10]

Model-Specific Goals

We believe that real agency depends on exposing students to different ideas, people, and experiences, then empowering them with the executive functioning toolkit to choose the life and learning they want for themselves. That mission requires us to meet not just the academic goals above, but also model-specific goals that differentiate Kairos from many other high-performing charter schools in St. Louis.

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[9] Sine nomine. (1912). The American Teacher.
[10] Summit Public Schools, *op. cit.* "What are The Schools' Performance Results?"

(5) Executive Function

By Cycle 7 of Year 3, 50% of our inaugural class will have full choice in the ownership continuum (i.e., no or minimal executive scaffolds), 48% will have intermediate choice, and 2% or less will have low choice (i.e., many executive scaffolds structuring their daily schedules). By Cycle 7 of Year 5, 90% of the same class will have full choice, 8% intermediate choice, and 2% low choice.

Assessment Method: Executive scaffolds, determined by coaches based on Growth Goal progress and other data

Benchmarks:

Table A.7.iv: Ownership Continuum Benchmarks

	Low Choice	***Intermediate Choice***	***Full Choice***
6th	16%	82%	2%
7th	2%	82%	16%
8th	2%	48%	50%
9th	2%	16%	82%
10th	2%	8%	90%

Discussion: A student who *never* missed a Growth Goal could, theoretically, reach full choice by Cycle 7 of Year 1. Building organizational habits is hard work, though, and we expect students will make mistakes. Through our individualized coaching paradigm, student growth is structured along a guided, gradual release toward autonomy. The benchmarks above stem from research that suggests general aptitude, and by extension executive function, follows a normal distribution.[11] We predict that only 6th graders who are 2+ standard deviations above the mean executive function for their age cohort (~2% of students) will be ready for full choice. Given Kairos' multi-pronged approach to develop executive function (i.e., daily coaching, holistic coursework, mediations, Pod Time, etc.), we expect most students will advance 1 SD per year along the curve (similar to our NWEA MAP goal).[12] That means by 7th grade, about 82% of students will be prepared to handle *some* choice, and 16% of students will be prepared to handle *full* choice. Students continue moving across the ownership continuum through Year 5, when we expect progress to taper due to shrinking room for growth. While our model is designed to move a supermajority of students to full choice by high school (≥ 90%), we project some students (≤ 10%) will need schedule scaffolding even into late high school.

Although Kairos administers formative MESH assessments, we use executive choices along the ownership continuum as the ultimate benchmarks of student competence and ability. The

[11] Godwin, L. R., & Smith, K. V. (2012). Does the Normal Curve Accurately Model the Distribution of Intelligence?. NCUR.

[12] Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York, NY: W.H. Freeman.

mindsets, essential skills, and habits for self-direction are vital at Kairos because, unlike traditional schools, our educational program simulates the real-world challenges of college and career. These benchmarks hold us accountable for developing social, emotional, and organizational skills that, although not yet codified in Missouri 6-12 standards, are increasingly recognized by educators as critical for postsecondary success.

(6) Mediations

Each class will have 10% fewer mediation referrals per cycle until no more than 10% of a class is referred for a mediation per cycle.

Assessment Method: Student mediation referrals, tracked through the discipline tracker in our student information system

Discussion: Avoiding disciplinary infractions requires many of the same self-management techniques Kairos develops with executive function. As such, we use a normal curve to project mediation rates as well. The mediation rate will be highest during orientation, when new classes acclimate to Kairos' high expectations. In that first cycle, we expect 85% of the class will receive some sort of mediation referral. A 10% reduction per cycle decreases the number of mediations logarithmically. After a year at Kairos, no more than 47% of a class should commit an infraction during a cycle. After two years, we anticipate that number dropping to 22%, and after three years, to 11%.

The large number of early mediations means that almost every student in a new class will be exposed to our restorative justice discipline system. Responsive penalties are designed to build empathy in wrongdoers (e.g., a litterer helping the custodian pick up trash). Furthermore, the actual process of mediation guides students to reflect on how actions impact both the community and their own goals. The process of amending early infractions nurtures the very conscientiousness that will help a student avoid mediation referrals in later years.[13] Importantly, Kairos teaches these disciplinary lessons *without* removing students from instruction. Our first-line intervention moves students to the Cool Down Room, where they can continue to work autodidactically on their Focus Areas. The subsequent mediation can then, due to flexible schedules, be arranged *around* a student's instructional commitments (e.g., teacher facilitations, study group meetings, etc.).

(7) Leadership

By the end of their first year, every student will either hold a leadership position in an extracurricular club or be involved in 2+ clubs.

Assessment Method: Student clubs and the Extracurricular Committee

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[13] Latimer, J., Dowden, C., & Muise, D. (2005). The Effectiveness of Restorative Justice Practices: A Meta-Analysis. The Prison Journal, 85(2), pp. 127-144.

Discussion: Self-discovery is a constituent part of learning how to self-direct. Students must be able to articulate their own idiosyncratic learning needs, academic strengths, interpersonal traits, and, importantly, their passions. Kairos exposes students to potential passions through our experiential learning trips, Expeditions, intersession enrichment programming, house symposia, and Summit's curricula. Most of these experiences are mandatory and assigned. Clubs, by contrast, give students the opportunity to *choose* interests to pursue. Coaches work with students to identify suitable clubs, and at the same time, existing clubs work to recruit students as new members. Any student can start a new club with the support of a faculty sponsor.

Students are required to either attend meetings for 2+ clubs or, given the increased time commitment, hold at least one club leadership position. Clubs expose students to different fields and modes of thought, seeding ideas for possible career paths and college activities. Choosing to explore an interest cultivates curiosity and invests students with a purpose for education beyond K-12 schooling.[14] Clubs also give students a venue to practice meaningful organizational leadership and develop peer agency. Finally, when students apply to colleges, scholarships, and internships, their long-standing record of club activity will help distinguish them from other students.

Supporting Goals

Kairos' long-term success depends on the strength of our community and organization. For reasons that span from teacher turnover to student attrition, word-of-mouth recruitment to fundraising potential, the goals below directly affect our ability to serve students.

(8) Parent Engagement and Satisfaction

Each year, at least 90% of students will have a family member who attends at least one school event (e.g., Portfolio Night, Family Council meeting, experiential learning trip, etc.). Furthermore, at least 70% of Kairos parents will respond to the annual parent climate survey, and at least 80% of those respondents will report that Kairos promotes academic and executive function growth better than other educational options in St. Louis.

Assessment Method: Cycle 7 climate survey, developed by Kairos

Discussion: Kairos administers two climate surveys per year to our core stakeholders (parents, students, faculty, and community partners). Faculty analyze these surveys during inservice and develop plans to address identified deficits, which may include programmatic changes (often made through faculty committees) or professional development (either Structures or Praxis PDs). The Kairos Board also reviews these climate surveys during its quarterly meetings. The survey is sent out by the Executive Director and followed up on by the appropriate contact, with: faculty managers following up with their teams; the COO

[14] Lash, D, Belfiore, G. & Calkins, A. (2017). The My Ways Success Framework: Student Competencies for Learning, Work, and Life. Next Generation Learning Challenges (NGLC).

following up with community partners; and coaches following up with parents and students through in-person meetings and weekly emails. We expect that following up directly will increase our response rate and reduce sampling bias.

Parent climate surveys include, *inter alia*, questions about attendance at Kairos events. In particular, we ask about barriers to attending events and types of events parents would like to attend. Kairos aims to maximize parent involvement and embed ourselves in the community. Positive interactions between families and faculty help students see their parents as school partners supportive of faculty decisions.[15] As described in *B.6*, Kairos has designed recurring institutional vehicles to proactively communicate positive news to families. Since coaches are responsible for the same ~10 students year after year, they have time to build meaningful relationships with families in their pod. To maintain that relationship, coaches send weekly updates, call parents cyclically, and meet in-person quarterly (either at school or during a home visit). Parents also receive a schoolwide newsletter each cycle from the Executive Director. Just as we work to empower students, our family engagement is designed to give parents the tools and information they need to take ownership of their child's education.

(9) Faculty Empowerment

By the end of Year 2, Kairos faculty will average 5.5 on a 1-7 Likert-scale climate survey that includes, among other team-specific questions, the following items about feelings of leadership and value:

- 6.1A: I am recognized as a professional.
- 6.1B: I am trusted to make sound professional decisions about instruction.
- 6.1C: I am relied upon to make decisions about educational issues.
- 6.1D: I am encouraged to participate in school leadership roles
- 6.1E: I and fellow faculty members have an effective process for making group decisions and solving problems.
- 6.1F: At Kairos, we take steps to solve problems.
- 6.1G: I and fellow teachers are meaningful and effective leaders at Kairos.
- 6.1H: I have a voice and can freely express concerns to school and team leadership, even if they run contrary to current practice or my manager's opinion.

Assessment Method: The Teaching Conditions survey from the New Teacher Center's "Teaching, Empowering, Leading and Learning Initiative"[16]

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[15] Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.

[16] National Teacher Center. (Retrieved 2018, May 1). Teaching Conditions Individual Item Prompts.

Discussion: Kairos works to empower everyone in our community to lead themselves and their peers. Faculty achieve this through our distributed leadership paradigm, wherein teacher-coaches take on leadership roles that oversee Kairos' management, administration, and operations. Owning meaningful school initiatives has been shown to improve faculty output, satisfaction, retention, and recruitment.[17] Kairos measures how faculty perceive their ownership through a biannual climate survey, which includes core questions from the Teaching Conditions survey. The survey has been externally validated by the American Institute of Research and asks teacher-coaches a series of questions to determine whether they feel trusted to make decisions autonomously. Kairos will add additional team-specific questions to assess faculty buy-in to their team's projects and initiatives.

(10) Attendance

At least 90% of Kairos students will attend school at least 90% of the time.

Assessment Method: Daily attendance and subsequent reports to the Department of Elementary and Secondary Education using the proportional attendance calculation.

Discussion: Kairos' attendance goal aligns to the 90/90 expectation presented in the 2015 MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program. Evidence shows that regular school attendance correlates strongly with student achievement.[18] For Kairos, school attendance allows 1-on-1 tutoring and instructional group activities facilitated by teachers, informal tutoring from peers, scheduling support from coaches, and a host of other interactions that develop students into self-directed learners. While Kairos prioritizes attendance, one of the reasons we chose an online curricula was so that students could work on material even when absent. Students may take their Chromebooks home so they can continue to study outside of the normal school day.

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[17] Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. Canadian Psychology/Psychologie Canadienne, 49(3), p. 182.

[18] National Center for Education Statistics. (2009). Why Does Attendance Matter?.

(11) Financial Solvency

By Year 3, Kairos will sustain an annual cash reserve of 10% (i.e., ending balance less annual expenses).

Assessment Method: Annual Secretary of the Board Report

Benchmarks:

Table A.7.v: Cash Reserve Benchmarks

	Cash Reserve
Year 1	7%
Year 2	6%
Year 3	20%
Year 4	17%
Year 5	19%

Discussion: Kairos' academic vision depends on operational excellence, and although we intend to track multiple operational measures, cash reserves are one of our cornerstone metrics. Financial solvency enables Kairos to deliver on our academic program and, eventually, scale our model to serve more students. Cash reserves, and the institutional stability they guarantee, signal long-term viability to families, community partners, and donors. Projected cash reserves are lowest in Years 1 and 2 and dip again in Years 4 and 5 due to the fixed costs of opening a middle and high school. The Year 3 surplus suggests that once fully enrolled, our annual cash reserve could be close to ~20%. Kairos' budget achieves these reserve goals *without* fundraising. However, by hitting the academic results in Goals 1-4, Kairos expects to attract donations that further solidify our financial standing.

Notice of Kairos Academies Charter School Application (c/o Secretary to SLPS Special Administrative Board)

Gavin Schiffres <gavin@kairosacademies.org> 5:07 PM (0 minutes ago)

to ruth.lewis, supt, Jack

Dear Ms. Clinkscale and Messrs. Gaines, Sullivan, and Adams,

We write to inform you with deepest pride and greatest pleasure that Kairos Academies has submitted a charter application to the Missouri Charter Public School Commission. You can download the application by clicking here. Please let us know if you have any trouble accessing the file. Our team would be more than happy to provide a hard copy for your office, pursuant to RSMo 160.405.1.

Please let us know if any or all of you are available to meet this summer. Kairos is excited about the future of education in St. Louis, and we would love to learn more about SLPS' plans for the city. We hope to work together to benefit our children.

Go Cards!
Gavin Schiffres & Jack Krewson
Co-Founders of Kairos Academies

Kairos Academies 2018 Charter School Application.pdf

Not virus scanned

Appendix U: Evidence of Application Submission to St. Louis Public Schools

Appendix V: Letter of Sponsorship

Missouri
Charter Public School Commission

August 13, 2018

Mr. John Robertson
Coordinator, Charter School Office
Missouri Department of Elementary and Secondary Education
205 Jefferson Street
Jefferson City, Missouri 65102-0480

RE: SPONSORSHIP OF KAIROS ACADEMIES

Dear John:

I am pleased to inform you the Missouri Charter Public School Commission voted to serve as the sponsor of the Kairos Academies. This school will be the first of its kind charter school, focused on personalized learning and will open in the 2019-2020 school year. Kairos will open with a 6thth grade serving 115 students. The charter school will eventually serve 700 students in 6th through 12th grades.

The Commission reviewed the accompanying charter school application, held a public hearing in the community the school wishes to serve, and interviewed the founding board. This charter and the board meets the requirements of sections RSMo 160.400 to 160.425 and sections 167.349. We have confidence the board and school leaders will provide a high-quality public education.

As required by RSMo 160.405.3, the Commission is formally submitting this application to the Missouri State Board of Education for their approval at the earliest board meeting. Please feel free to contact me if you have any questions.

Sincerely,

Robbyn G. Wahby
Executive Director

CC: Mr. Hugh Eastwood, President Kairos Founding Board
Mr. Gavin Schiffres, Founder
Missouri Charter Public School Commission Members