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

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR PATHWAY ACADEMY

STATUTORY AUTHORITY:	☐ Consent Item	☒ Action Item	☐ Report Item
Sections 160.400 and 160.405, RSMo			

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

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

The Department has received a request for a renewal of a charter school application approved by the University of Missouri – Kansas City (UMKC). Pathway Academy currently serves 436 students in grades K-6. Test scores, attendance records, and financial data will be presented for the past four (4) years. The charter school has requested that UMKC renew its charter for a term of five (5) years beginning July 1, 2015, and ending June 30, 2020.

PRESENTER(S):

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

RECOMMENDATION:

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

Pathway Academy Charter Renewal July 1, 2015 – June 30, 2020

Presentation for the State Board of Education

February 2015

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

School Information

- Sponsored by: University of Missouri – Kansas City
- Number of students served: 436 (Fall of 2014)
- Students eligible for free or reduce price lunch: 99.3%
- Grades served: K-6
- Number of campuses: 1
- Opened: Fall of 2009

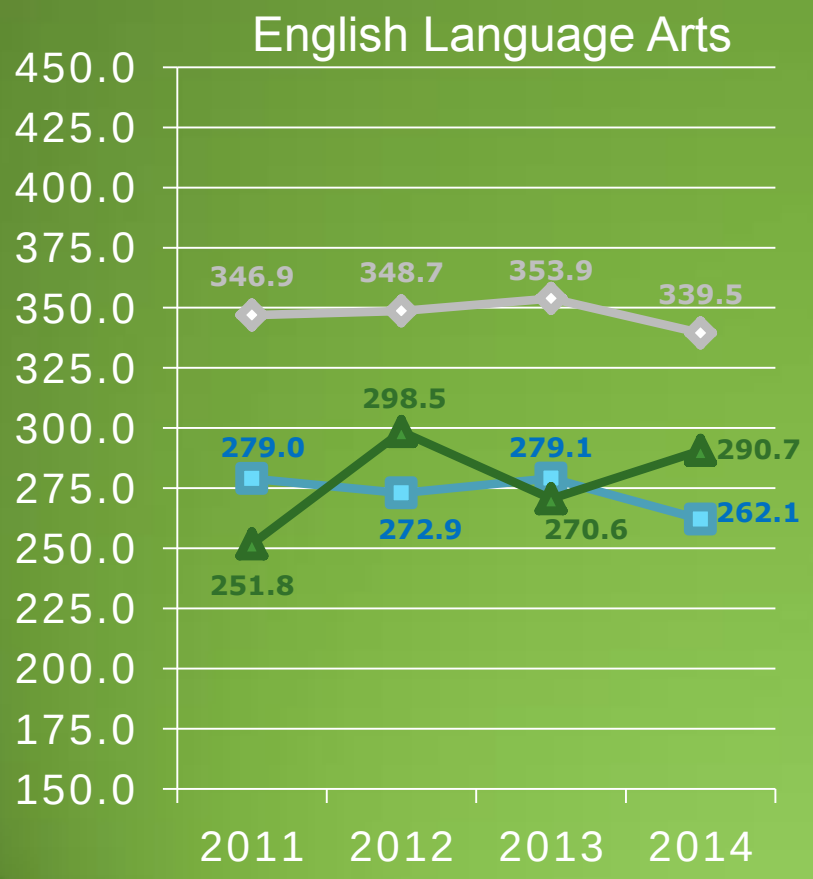
Academic, Attendance, and Financial Information

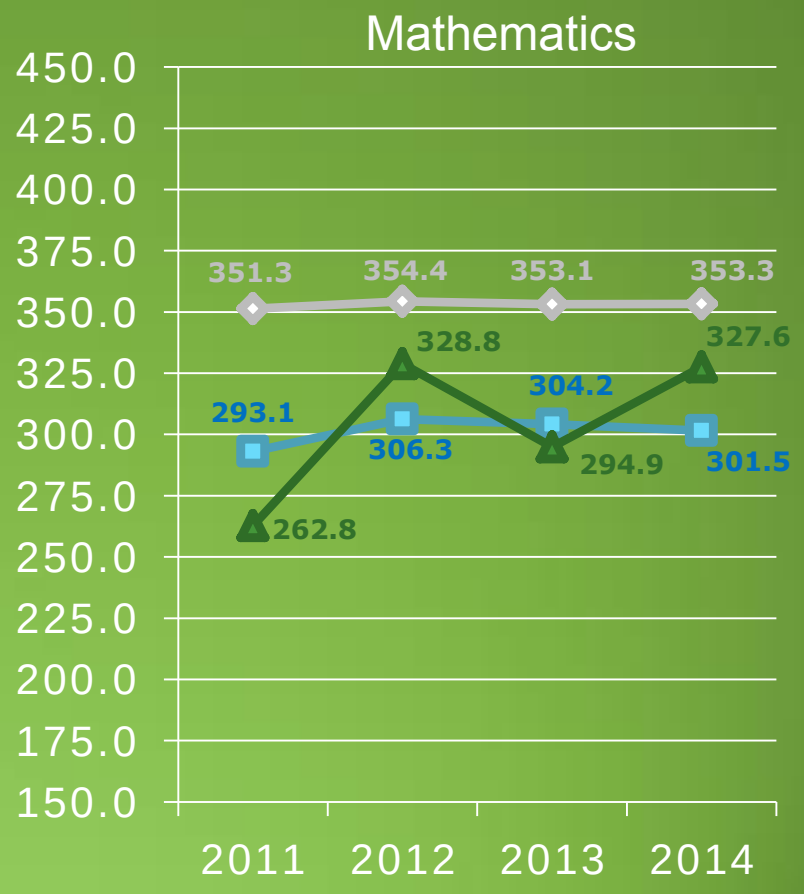
Annual Performance Report	
2013	2014
75.0%	54.3%

Attendance Rate		
2012	2013	2014
74.4%	76.0%	66.0%

Financial Reserve Balances		
2012	2013	2014
19.40%	33.59%	34.52%

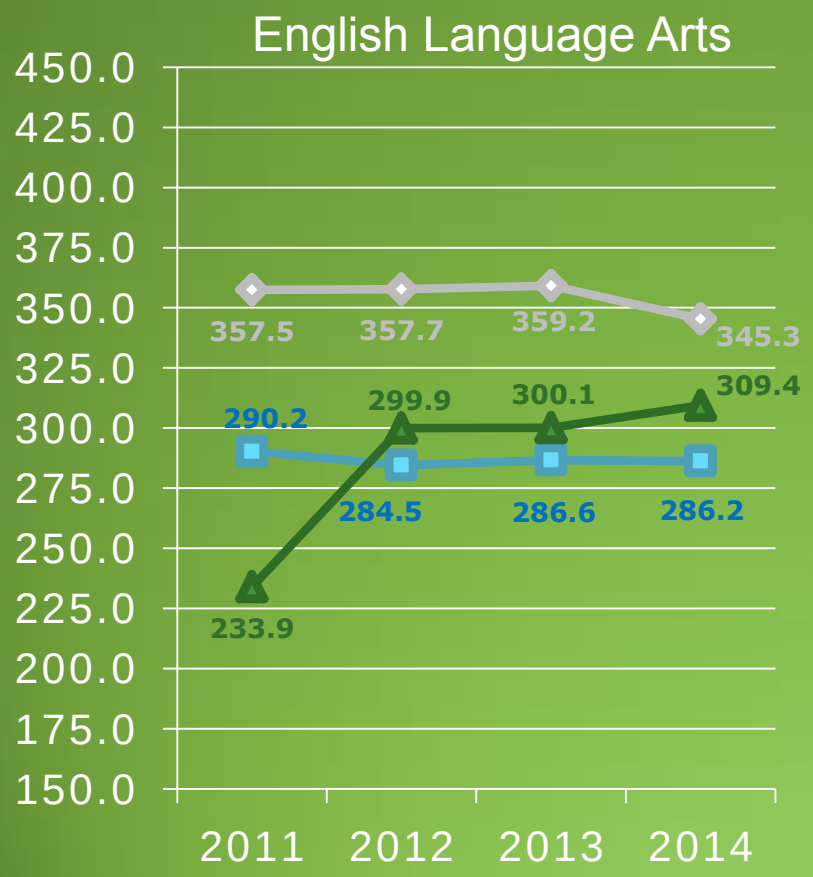
Academic Achievement – 3rd Grade MPI Scores – Past 4 Years

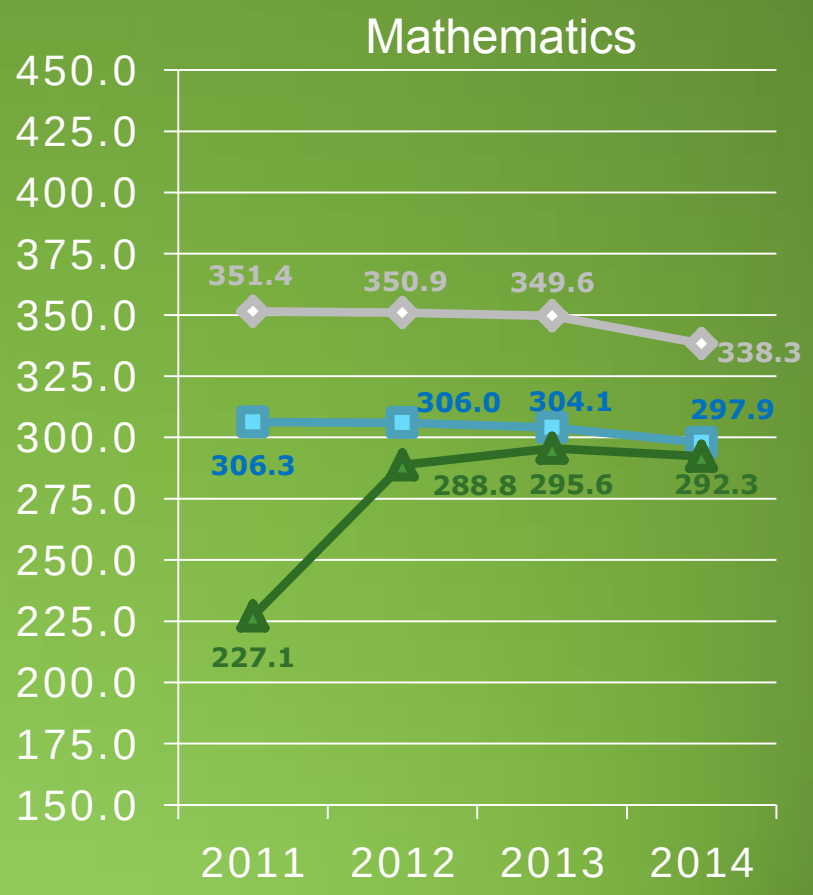




Legend: State Kansas City Pathway

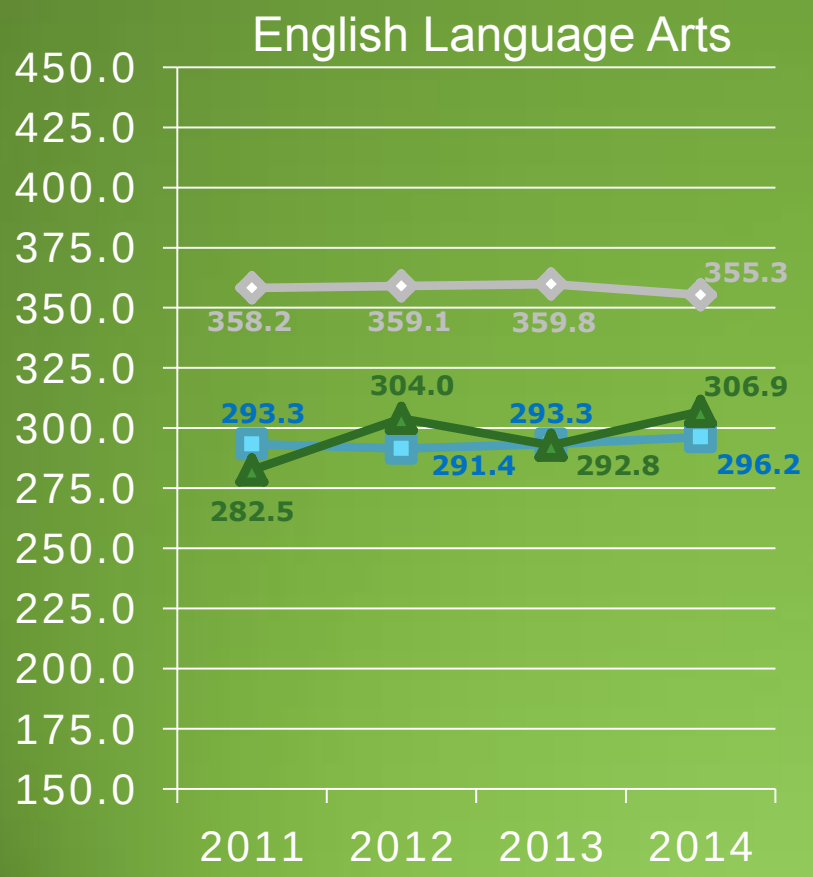
Academic Achievement – 4th Grade MPI Scores – Past 4 Years

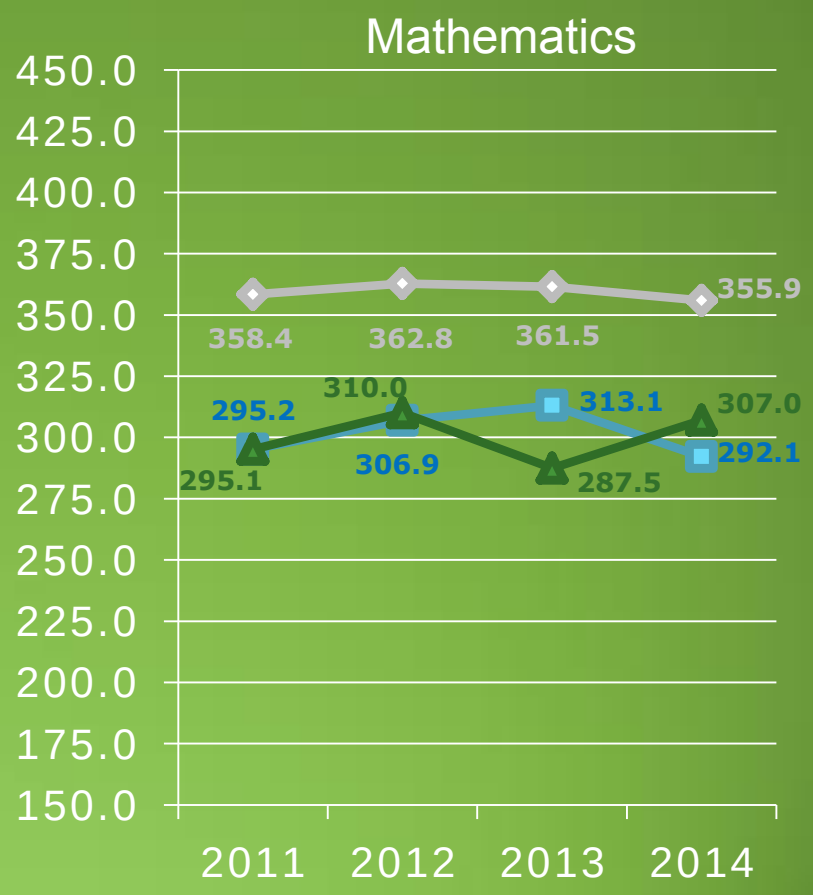




Legend: State Kansas City Pathway

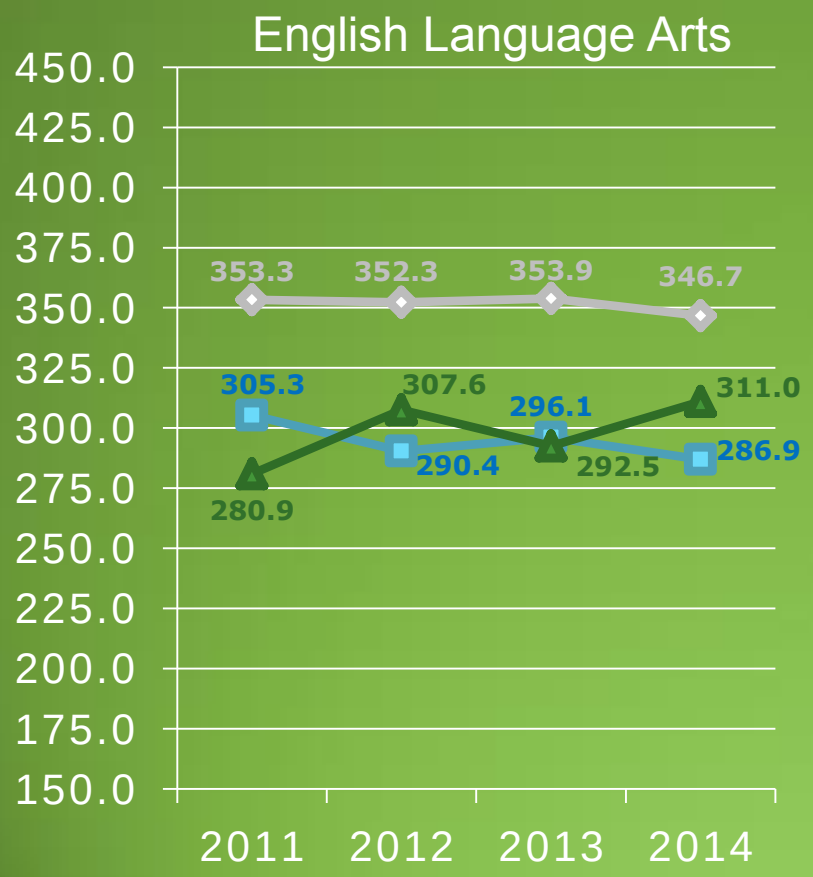
Academic Achievement – 5th Grade MPI Scores – Past 4 Years

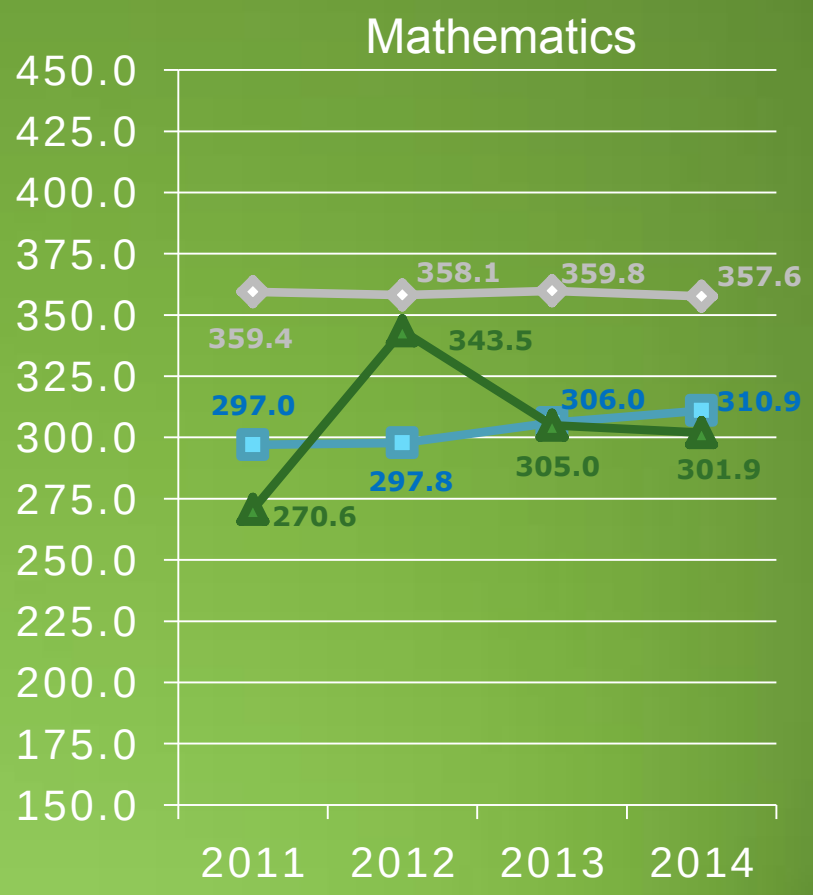




Legend: State Kansas City Pathway

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





Legend: State Kansas City Pathway

Performance Contract Summary 2015-2020

School Year	Criteria for State Academics	Action Steps Upon Not Meeting Criteria
2015-16	• Improve Math MPI by 11.2 points to 324.3* • Improve English MPI by 10.8 points to 320.3* • Improve Science MPI by 13 points to 273.6*	• On site instructional monitor • Formative and summative assessments • Teacher/Leader evaluation • Targeted audits • Research-based instructional interventions
2016-17	• Improve Math MPI by 16.8 points to 341.1* • Improve English MPI by 16.2 points to 336.5* • Improve Science MPI by 19.5 points to 293.1*	• On site instructional monitor • Formative and summative assessments • Teacher/Leader evaluation • Targeted audits • Research-based instructional interventions
2017-18	• Improve Math MPI by 22.4 points to 363.5* • Improve English MPI by 21.6 points to 358.1* • Improve Science MPI by 26 points to 319.1*	• On site instructional monitor • Formative and summative assessments • Teacher/Leader evaluation • Targeted audits • Research-based instructional interventions
2018-19 *Renewal Year Begins August 2019*	• Improve Math MPI by 28 points to 391.5* • Improve English MPI by 27 points to 385.1* • Improve Science MPI by 32.5 points to 351.6*	• On site instructional monitor • Formative and summative assessments • Teacher/Leader evaluation • Targeted audits • Research-based instructional interventions

**Indicates these numbers may be revised based on changes to the state's accountability system beginning in 2015*

*Pathway Academy's Renewal Contract

Contact Us

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UMKC Charter School Center
School of Education

January 30, 2015

Dr. Curt Fuchs, Coordinator
Educational Support Services
205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Fuchs:

As the sponsoring institution for Pathway Academy, I write to request a five-year renewal of their charter. The current application reflects a rigorous review process of internal and external audits in the areas of governance, finance, organization, and student achievement. This process has yielded specific areas of improvement that have allowed us to develop targeted action strategies with identified timelines.

The high level of commitment from Pathway's board and administration gives us every reason to believe that our joint efforts will result in improvement in all identified areas. As such, the UMKC Charter School Center is proud to continue this partnership through sponsorship and monitoring for the next five year term.

In service,

Phyllis A. Chase, Ed.D.

Director, UMKC Charter School Center
chasep@umkc.edu
816.235.6344

Through perseverance, personal investment, pride and respect, Pathway Academy scholars will exceed academic standards in order to be successful in the middle school, high school and university of their choice.

Application for Missouri Public Charter School Renewal

Submitted to:

University of Missouri Kansas City

Dr. Phyllis Chase

Director, Charter School Center

5306 Holmes St.

Kansas City, MO 64110

Submitted By:

Pathway Academy

Jennifer Fleming, Executive Director

2015 E. 72nd St.

Kansas City MO, 64132

November, 2014

UMKC Charter School Renewal Application/Performance Contract

Renewal Application/Performance Contract Cover Sheet

Pathway Academy City	University of Missouri – Kansas
Name of Renewing Charter School	Sponsor

Pathway Academy, Inc.

Name of Not-For-Profit 501 (C) (3) Organization Holds the Charter

Jennifer Fleming Director	Executive
Primary Contact Organization Person	Title/Relationship To Not-For-Profit

2015 East 72nd Street	Kansas City	MO	64132
Contact Mailing Address	City	State	Zip Code

816-621-7100 7120	816-621-
Telephone (Primary)	Telephone (Secondary)

Jennifer.Fleming@pathwayacademy.net

Email Address

N/A

Education Service Provider (If Applicable)

2015 East 72nd Street Kansas City, MO 64132

Physical Address of School

Kansas City 33 School District
2009

District in Which The School Is Located	Year School Opened

Renewal Application/Performance Contract Cover Sheet *(continued)*

Enrollment Projections

	Grade Level	Projected Enrollment		Grade Level	Projected Enrollment
School Year 1	K-8	541	Year 6	K-6	432
School Year 2	K-6	470	Year 7	K-6	428
School Year 3	K-6	470	Year 8	K-6	425
School Year 4	K-6	460	Year 9	K-6	420
School Year 5	K-6	450	Year 10	K-6	420

At full enrollment for this school intends to serve grade levels kindergarten through sixth with a projected total enrollment of 420.

School Description:

The purpose of this section is to have a snap-shot description of the school at this point in time. Describe the school's mission, grades served and what benefits the students enjoy as a result of attending this school. Your description will be used by the Department to provide information to the public.

Pathway Academy serves scholars in kindergarten through sixth grade. Pathway believes a key element of student achievement is literacy and has adopted the theme, "Readers as Leaders: Accelerating Literacy through Leadership". The school's mission is: Through perseverance, personal investment, pride and respect, Pathway Academy scholars will exceed academic standards in order to be successful in the middle school, high school and university of their choice. The vision of Pathway Academy is to be a welcoming environment where inspiring educators, in collaboration with families and community partners, invest in children.

RENEWAL APPLICATION CERTIFICATION

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

Signature Jennifer Fleming	11/18/14 Date
Executive Director Title/Role	
Jennifer Fleming Printed Name	

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Part A: Mission, Vision and Goals

A.1: Mission

Through perseverance, personal investment, pride and respect, Pathway Academy scholars will exceed academic standards in order to be successful in the middle school, high school and university of their choice.

A.2: Vision and Core Values

Vision:

Pathway Academy: A welcoming environment where inspiring educators, in collaboration with families and community partners, invest in children.

Core Values:

By 2020, Pathway students will:

1. Be engaged and invested in their learning and personal growth. (Investment)
2. Exceed state standards so they can enter the middle school, high school and ultimately college of their choice. (Achievement)
3. Develop positive relationships with students, staff and the community. (Respect)
4. Be self-confident learners who will not give up even when it is hard. (Perseverance)
5. Take pride in themselves and their school. (Pride)

A.3: Goals

To measure its success during the next five years, Pathway Academy will strive to achieve the following goals, as developed by a strategic planning committee and charter renewal team:

Student Achievement:

1. Pathway Academy will increase its Missouri Performance Index (MPI) score in mathematics incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

2. Pathway Academy will increase its MPI score in English Language Arts (ELA) incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

3. Pathway Academy will increase its MPI score in science incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

4. Pathway Academy will increase its overall Annual Performance Report (APR) score incrementally each year until meeting or exceeding the state's 90% standard.

Attendance:

Ninety percent of Pathway Academy students will be present 90 percent of the time.

Parent Involvement:

Pathway Academy and its Board of Directors will expand relationships and partnerships with parents, patrons and businesses to ensure greater opportunities for real-world learning.

Leadership and Governance:

Pathway Academy will establish and retain a diverse Board of Directions who are highly committed to and invested in the mission of the school.

Highly Qualified Staff:

Pathway Academy will recruit, hire, develop and retain highly qualified staff and leadership who possess the skills to support students in academic, personal and social growth.

Resources:

Pathway Academy will administer an annual budget that ensures effective and efficient use of resources to provide for financial stability and support of its mission.

A.4: Historical Background and Overview

Pathway Academy is a public charter school operating within the boundaries of the Kansas City Missouri School District and serving urban students in grades kindergarten through six. The school is located in a high-poverty neighborhood and nearly all Pathway students meet criteria for at risk of school failure due to low socioeconomic status and/or other considerations. Ninety-nine percent of Pathway students meet federal guidelines to qualify for free or reduced-price lunch based on their family's income.

Pathway Academy opened in 2009 as a kindergarten through eighth-grade school and operated under a contract with educational services provider Edison Learning. Edison drafted the original charter application for Pathway Academy and worked with the school sponsor, University of Missouri Kansas City, to open the school and complete the charter approval process. Pathway's original contract with Edison extended until June 2015, but Pathway Academy and Edison Learning agreed to end their relationship and terminated the contract on June 30, 2012. Pathway Academy's Board of Directors did not believe Edison Learning was upholding its responsibilities as outlined in the contract nor providing adequate support to the school. Edison Learning contested the legality of the separation and filed an arbitration demand in April 2013. Edison Learning was unsuccessful, and an arbitrator decided the dispute in Pathway's favor on Oct. 13, 2014.

Under Edison's management, Pathway Academy's struggled with student performance, particularly in its first two years. Pathway Academy relied on Edison to provide a comprehensive educational program as outlined in the contract. However, Edison did not uphold the terms set forth by the management agreement. By the second month of school in 2009, Pathway Academy's charter sponsor, the University of Missouri Kansas City, notified Edison that drastic measures were necessary to address academic, disciplinary and financial issues for Pathway Academy to continue operating as a school. Edison Learning responded by providing additional support staff to the school beginning in January 2010. At the start of the 2010-11 school year, a new leader took over management of the school, and the school was reconfigured to serve grades kindergarten through six. Minor improvement in student achievement was evident in the school's second year and significant improvement was achieved by the school's third year. During the past two years, Pathway Academy has continued to sustain improvement and has strived to further boost student achievement. Numerous changes have been made to both improve academic outcomes and address social and behavioral challenges faced by students. Positive results of these efforts are apparent when Pathway Academy's student performance data is reviewed, and school leadership and staff are confident that student performance will continue to improve as new efforts and initiatives gain momentum during the next five years.

A.5: Educational Foundation: A Focus on Literacy

A key element of improving student achievement at Pathway Academy during the next five years will be fully implementing the theme chosen for the school: "Readers as Leaders: Accelerating Literacy Through Leadership." At Pathway Academy, school leaders

and staff believe that all students deserve a high-quality literacy education that prepares all students to be capable readers and writers. School leaders believe improving students' literacy skills is the most important way to improve students' overall achievement and preparedness for building fulfilling and productive futures. Closely tied to the importance of students' literacy abilities are the traits and mindsets that will allow students to exhibit positive leadership qualities as they move to middle school, high school and beyond.

Nationally, literacy is a major issue. In 2013, only one-third of public school students in grades four and eight performed at or above proficient in reading on the National Assessment of Educational Progress, commonly referred to as "The Nation's Report Card." Reading is Fundamental, the nation's largest literacy nonprofit organization, estimates that nearly 40 percent of U.S. fourth-graders never achieve basic levels of reading proficiency. The number is much larger among low-income families, certain minority groups, and English language learners. Often, these children are denied full participation in society and face few employment prospects. Adults who are not fully literate experience higher rates of incarceration and are more likely to receive welfare.

The majority of Pathway Academy's students have a heightened risk of developing reading difficulties because they live in low-income neighborhoods and have been part of a city-wide school system whose achievement has been chronically low for decades. As a result, Pathway Academy's Board and leadership have pledged to place special emphasis on literacy instruction and integrate reading and writing across all subject areas. Pathway Academy's curriculum and instructional methods reflect this priority. Initiatives to support a literacy focus include:

- Adoption of a balanced literacy program.
- School-wide Response to Intervention block focused on literacy.
- Use of Accelerated Reader through the school library program.
- Read Naturally computer-based Tier 3 intervention for the lowest readers in third through fifth grades.
- After-school tutoring program.
- Emphasis on literacy across the curriculum, including in math, science and social studies instruction.
- Purchasing Reading A-Z access for a guided reading program.
- Purchasing Starfall, Tumblebooks and Study Island computer-based reading supplements.

Additionally, the Missouri Learning Standards have redefined for schools what it means to read "on grade level". Reading, comprehending and analyzing more complex texts on a deeper level has been identified as what it will take for students to be college and career ready. The Common Core instructional shifts also emphasize reading across all content areas. Text has become increasingly complex and students are expected to have working knowledge of Tier 2 and 3 vocabulary words. In order to meet and exceed these more rigorous standards, Pathway Academy leadership has prioritized leadership development and literacy instruction, with the belief that literacy and leadership go hand in hand. Proficient readers are leaders, and students who are proficient in leadership skills continue to refine their reading skills in order to meet and exceed state standards.

Development of a leadership curriculum that pairs reading with leading will be another initiative to increase literacy skills. During the next five years, Pathway Academy will focus on incorporating a literacy-based leadership curriculum. According to research performed by the Center for Advanced Research, schools that fully implemented a leadership curriculum saw a decrease in discipline referrals and increases in on-task behavior, positive school climate, timely feedback to students, goal-setting, differentiated instruction, high academic expectations and rapid student vocabulary growth, in addition to a steady increase in reading scores. Pathway Academy's five-year strategic plan indicates a leadership curriculum will be selected in 2015-16 and implemented in 2016-17.

Part B: Academic Plan

B.1: Student Performance

During the past three years, Pathway Academy's academic performance has improved substantially. Pathway Academy's MAP Scores have exceeded the average MAP scores in the Kansas City School District at the majority of grade levels and subject areas since 2012. Despite a tumultuous first two years, Pathway Academy has shown definite improvement, and student achievement data is trending upward. That said, school leadership, teachers and other staff are not satisfied with Pathway's MAP performance. It is imperative that student achievement continue to improve and the number of students scoring proficient on the MAP exams increases dramatically. Several interventions and initiatives are in place or planned to increase student achievement and better prepare students for academic success.

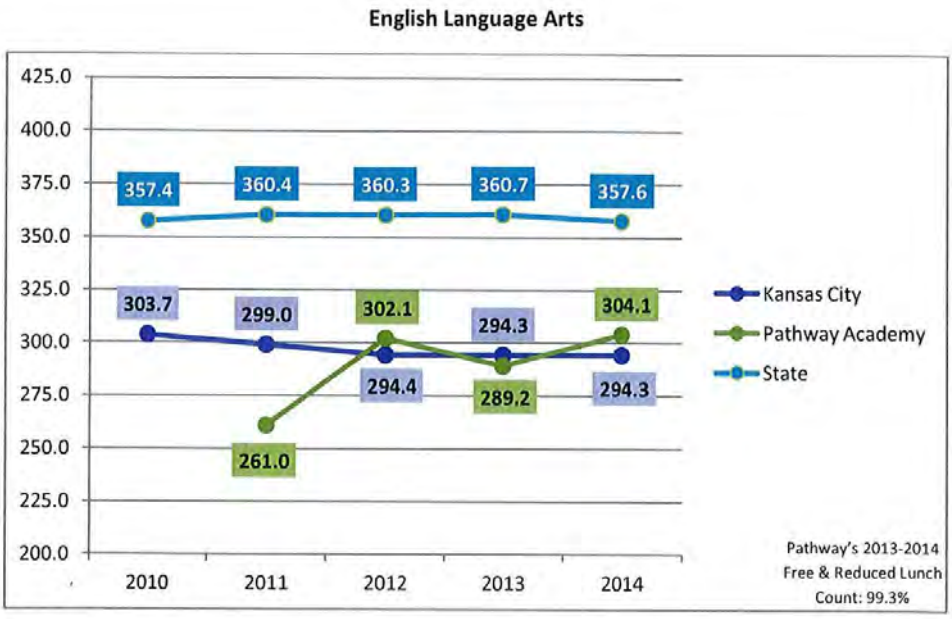
In collaboration with the Board, a team of leaders, teachers and other staff developed a strategic plan for Pathway Academy's next five years to set goals that align with the school's educational philosophy and identify interventions to improve academic achievement. The overarching goal aims to increase the number of Pathway Academy students who score proficient on the MAP exam. Pathway Academy will increase its MPI score in math, English language arts, and science incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020. This is an ambitious goal based on the historical performance of students in Kansas City's urban schools, but Pathway Academy staff and leadership believe it is essential that student achievement improve drastically to both fulfill the school's mission and create better opportunities for children in Kansas City's urban core.

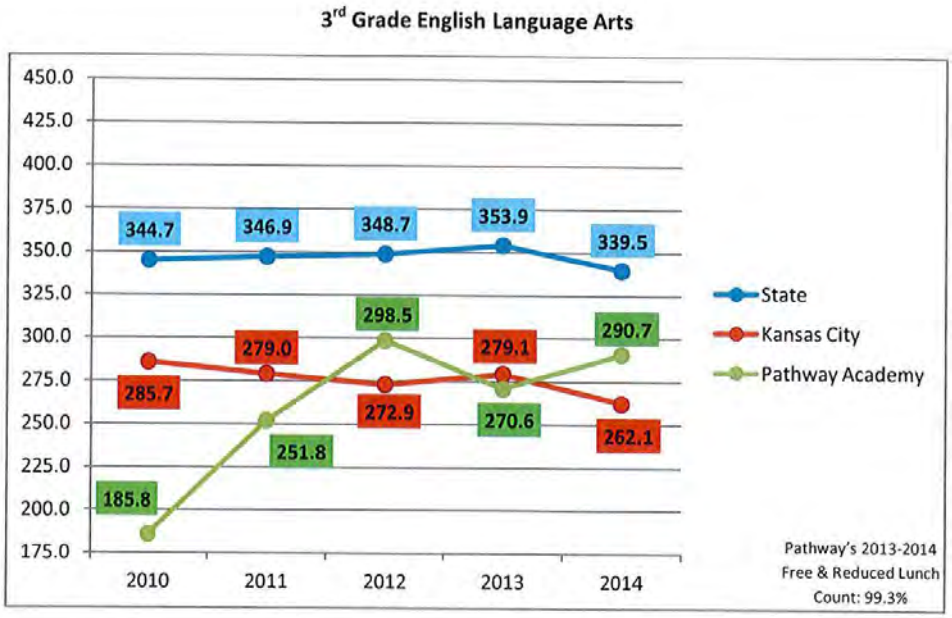
Interventions in place to reach this goal include, but are not limited to, adopting a district-wide curriculum and assessment plan with a focus on literacy; implementing teacher-led data teams to regularly analyze student performance; integrating fact fluency and place-value workshop time into mathematics instruction; and improving student attendance. Pathway Academy also has plans in place to improve the hiring process to recruit more highly qualified staff and improve teacher retention through improved support systems, such as a peer coaching program and increased teacher collaboration.

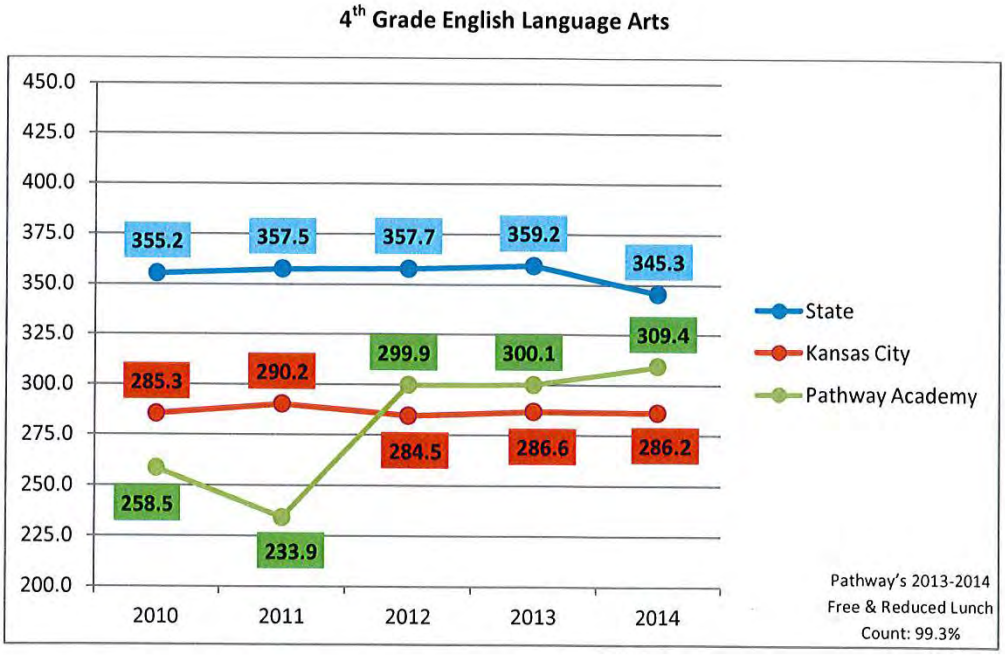
Missouri Assessment Program: English Language Arts:

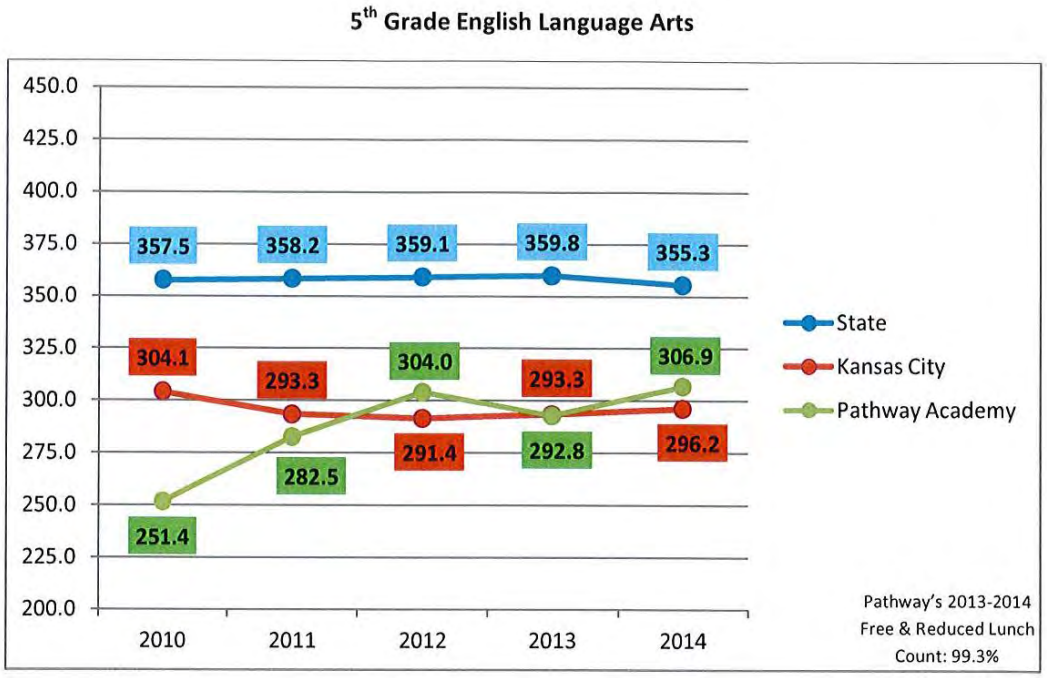
Pathway Academy's greatest successes in MAP scores are in the area of English Language Arts, the subject area that is prioritized at Pathway Academy through our school-wide literacy focus. In both 2012 and 2014, Pathway Academy students' performance on the English Language Arts MAP exam surpassed the performance of the Kansas City Missouri School District at all grade levels.

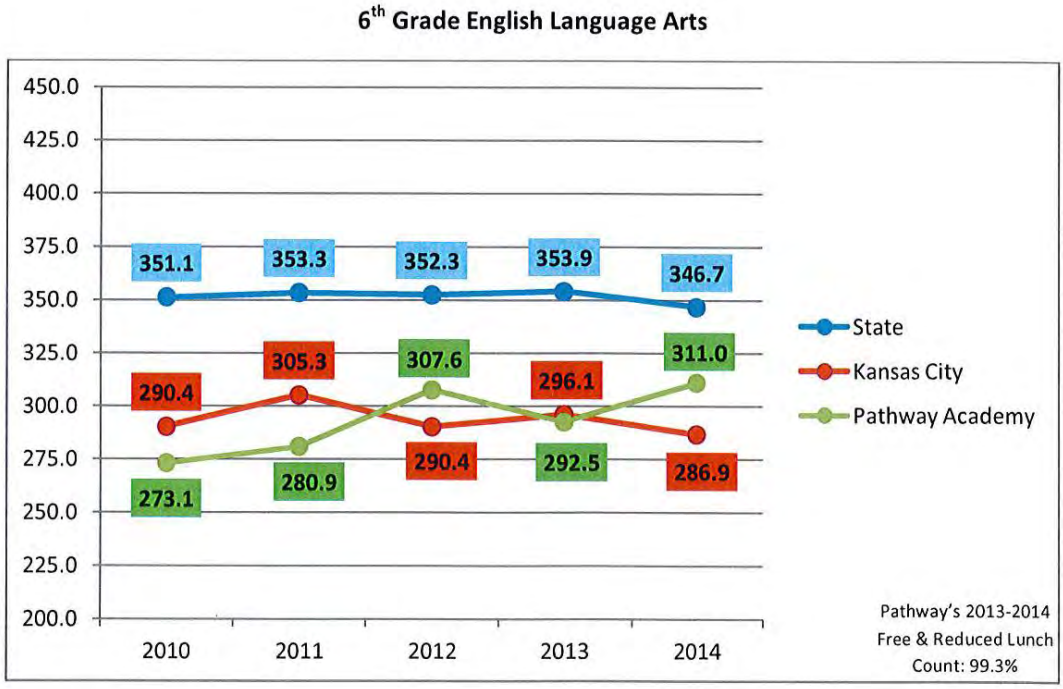
The following graphs trace Pathway Academy's MAP Performance Index for English Language Arts at all tested grade levels since the school's opening. The charts compare the MPI of Pathway Academy to the state's average MPI as well as the MPI of the Kansas City Missouri School District.




3rd Grade English Language Arts
450.0
425.0
400.0
375.0
350.0
325.0
300.0
275.0
250.0
225.0
200.0
175.0
344.7
346.9
348.7
353.9
339.5
279.0
279.1
285.7
272.9
262.1
298.5
290.7
270.6
251.8
185.8
2010
2011
2012
2013
2014
State
Kansas City
Pathway Academy
Pathway's 2013-2014
Free & Reduced Lunch
Count: 99.3%

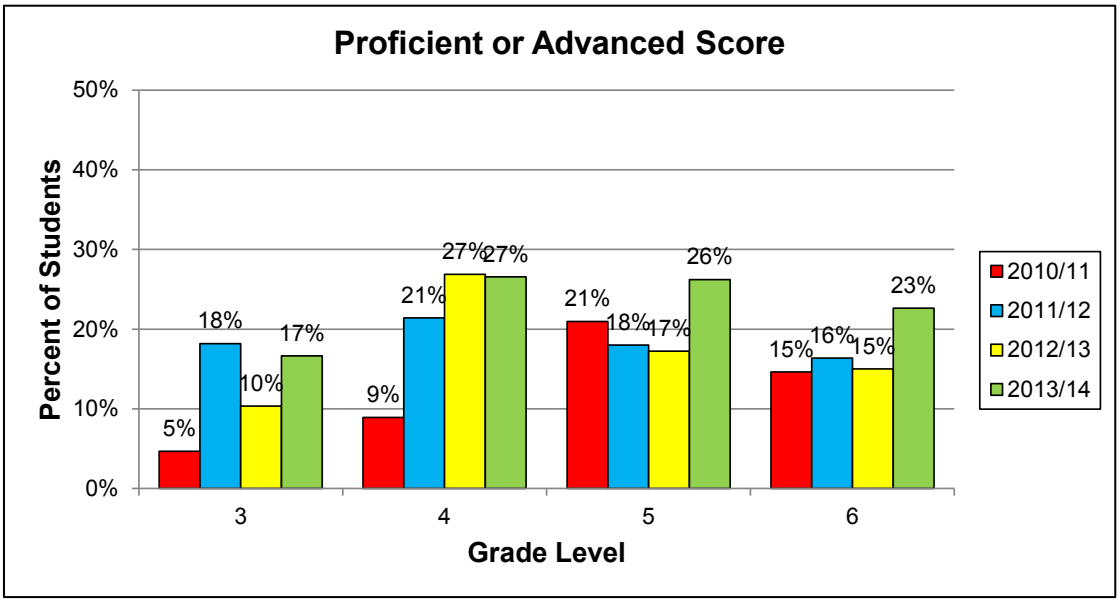

4th Grade English Language Arts
450.0
425.0
400.0
375.0
350.0
325.0
300.0
275.0
250.0
225.0
200.0
355.2
357.5
357.7
359.2
345.3
285.3
290.2
284.5
286.6
286.2
299.9
300.1
309.4
258.5
233.9
2010
2011
2012
2013
2014
State
Kansas City
Pathway Academy
Pathway's 2013-2014
Free & Reduced Lunch
Count: 99.3%





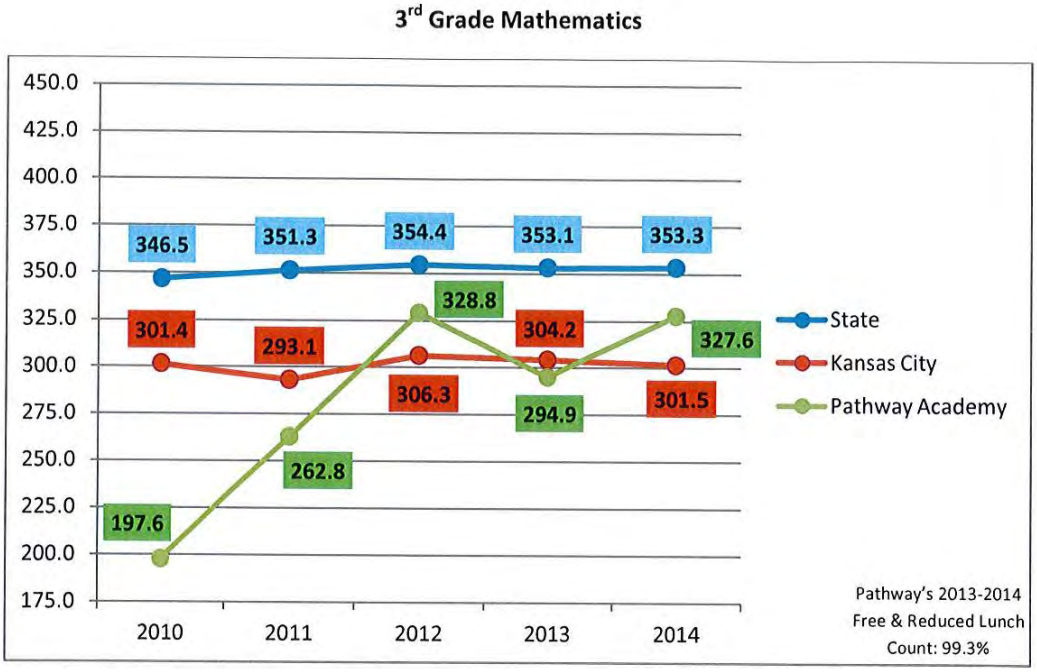
Another way to measure student performance is to examine the number of students who are scoring at the proficient or advanced levels on the MAP exam. The following chart

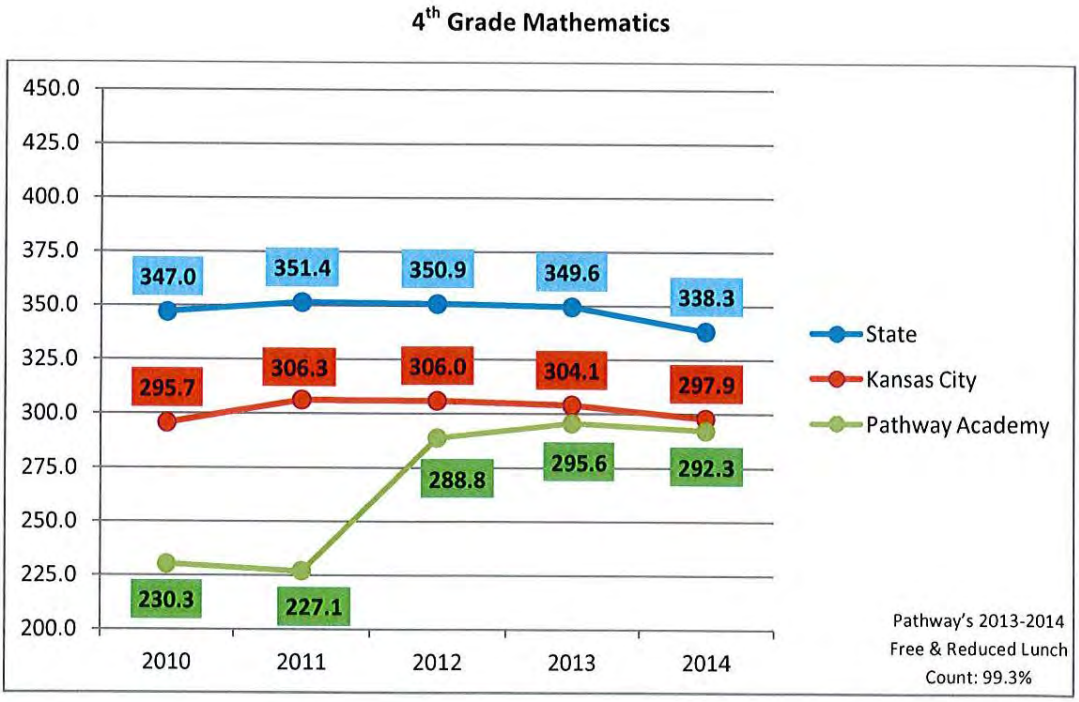
shows the number of Pathway Academy students who have scored in those top tiers in English Language Arts each year since 2010-11. The numbers are trending upward, with more students scoring proficient or advanced each year.

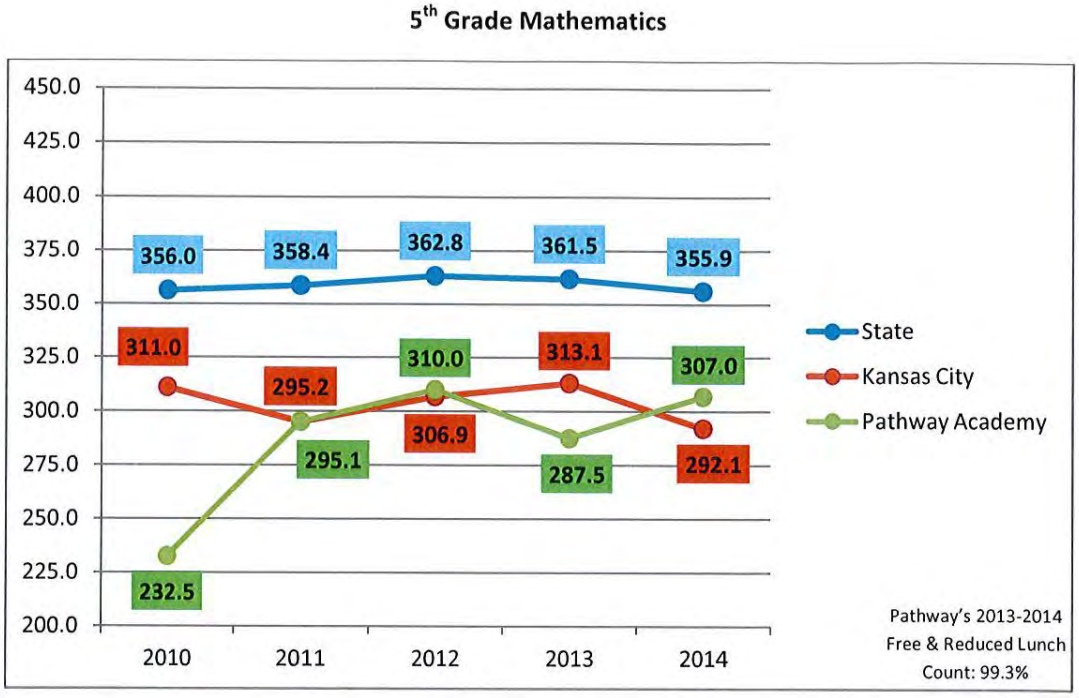


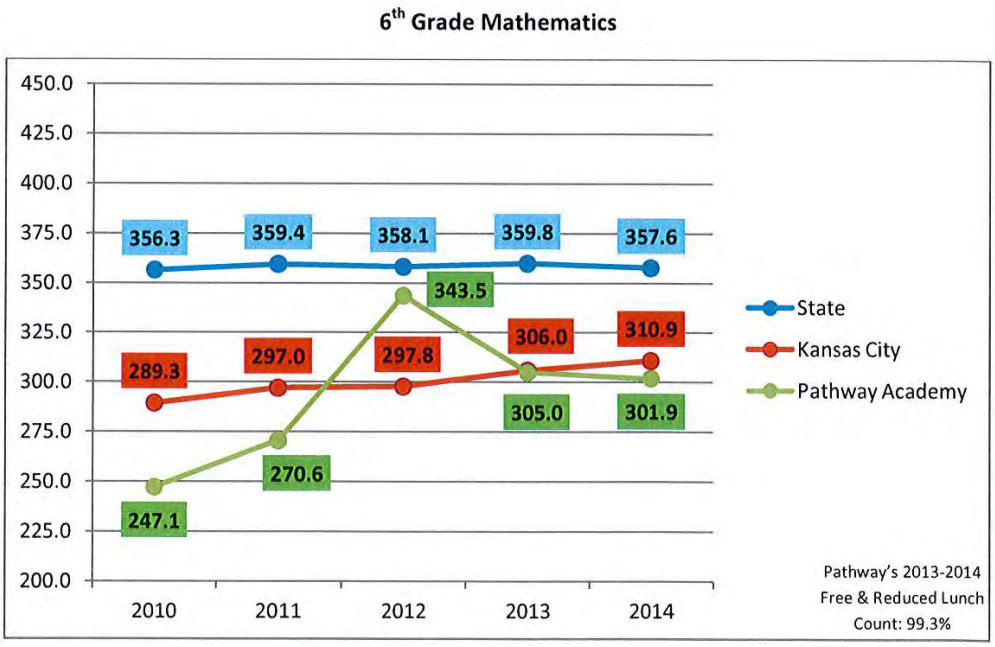
Missouri Assessment Program: Mathematics

Another important area of focus is student achievement in mathematics. The following graphs trace Pathway Academy's MAP Performance Index for mathematics at all tested grade levels since the school's opening. The charts compare the MPI of Pathway Academy to the state's average MPI and the MPI of the Kansas City Missouri School District.

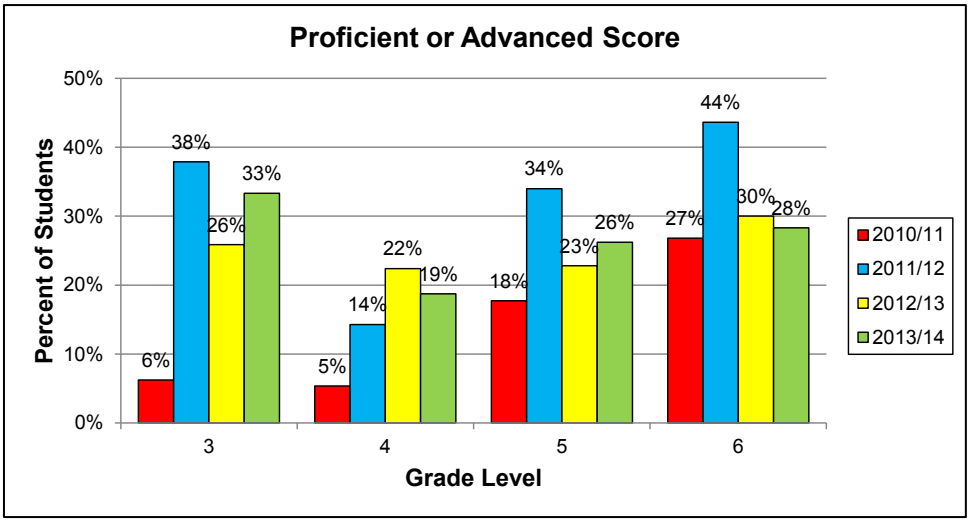



4th Grade Mathematics
450.0
425.0
400.0
375.0
350.0
325.0
300.0
275.0
250.0
225.0
200.0
347.0
351.4
350.9
349.6
338.3
295.7
306.3
306.0
304.1
297.9
288.8
295.6
292.3
230.3
227.1
2010
2011
2012
2013
2014
State
Kansas City
Pathway Academy
Pathway's 2013-2014
Free & Reduced Lunch
Count: 99.3%


5th Grade Mathematics
450.0
425.0
400.0
375.0
350.0
325.0
300.0
275.0
250.0
225.0
200.0
356.0
358.4
362.8
361.5
355.9
311.0
295.2
310.0
313.1
307.0
306.9
295.1
287.5
292.1
232.5
2010
2011
2012
2013
2014
State
Kansas City
Pathway Academy
Pathway's 2013-2014
Free & Reduced Lunch
Count: 99.3%

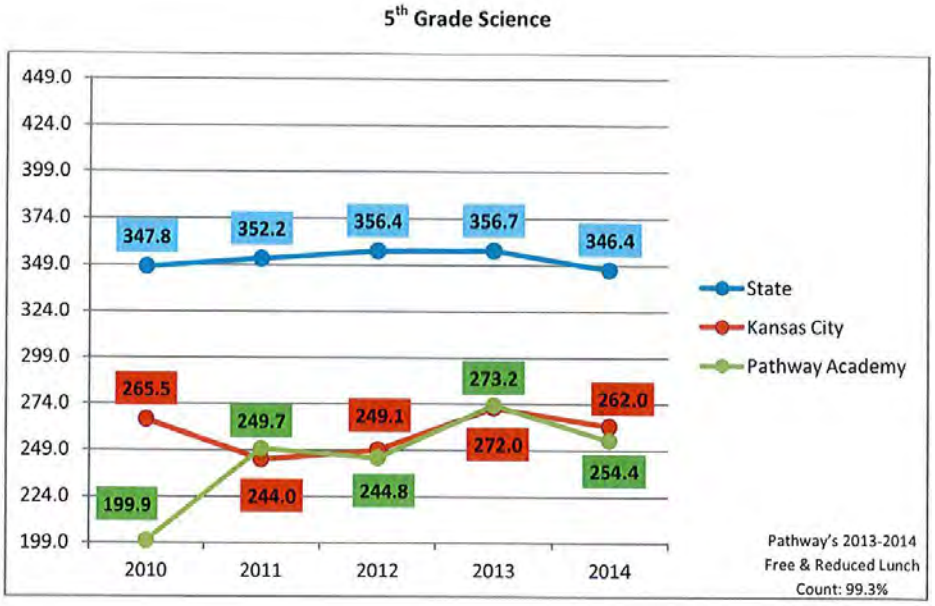


Another way to measure student improvement in mathematics is to consider the number of students scoring proficient or advanced in mathematics on the MAP assessment. The following bar graph demonstrates the increase in the number of Pathway Academy students scoring in the top two tiers on the exam, particularly during the school's past three years.

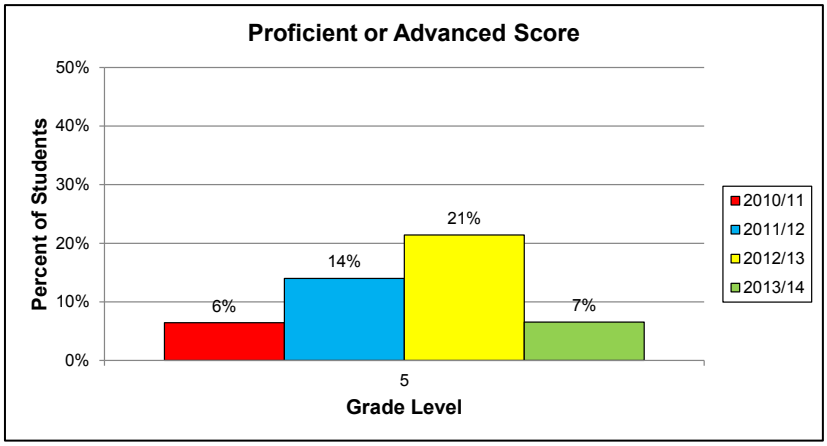


Missouri Assessment Program: Science

A third area of focus for student achievement is performance in science, based on the results of the science MAP exam. This exam is administered only to fifth-grade students. Science has been a particular area of concern for both Pathway Academy and the Kansas City Missouri School District for a number of years. The following graph shows Pathway Academy's MAP Performance Index for fifth-grade science since the school's opening. The chart compares the MPI of Pathway Academy to the state's average MPI and the MPI of the Kansas City Missouri School District.



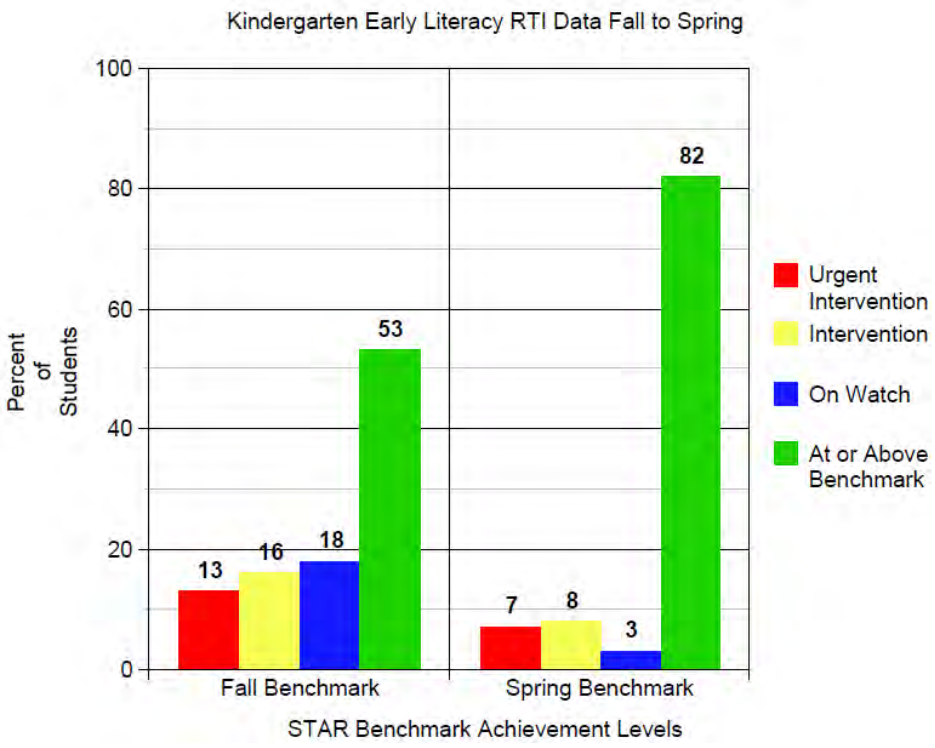
Progress in science can also be measured by the percentage of students scoring proficient or advanced on the science exam. The following chart shows those numbers for Pathway Academy. The school demonstrated improvement in science scores for two consecutive years, and experienced a sharp decline in 2014. A renewed emphasis has been placed on science instruction for the 2014-15 school year.

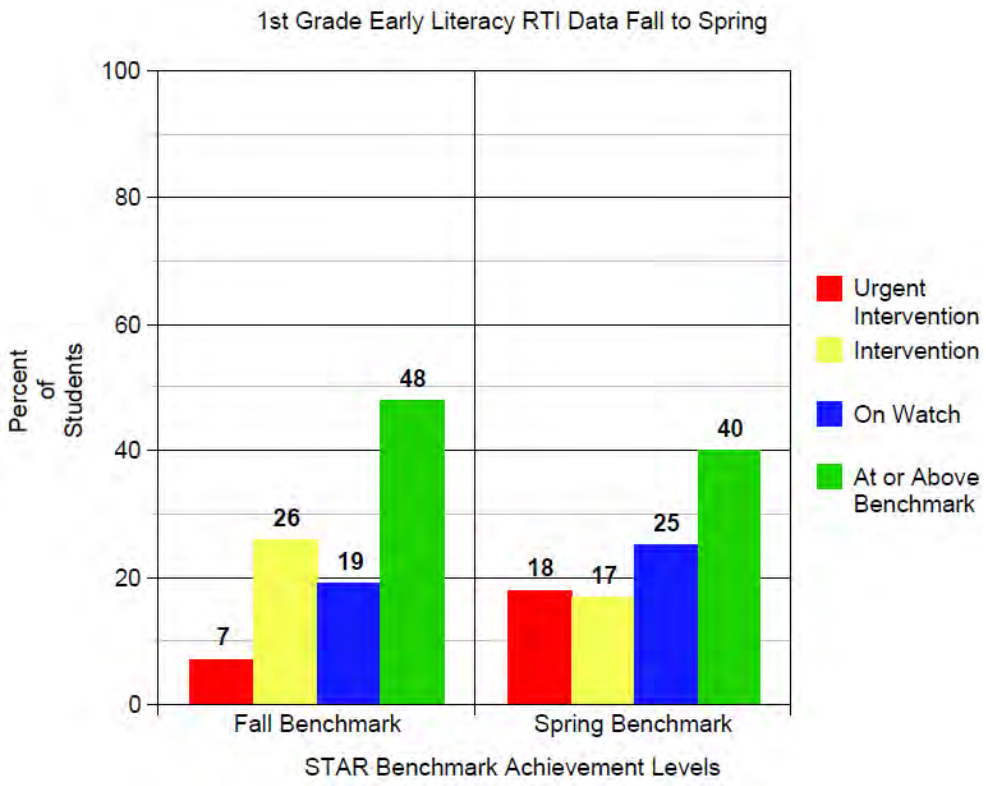


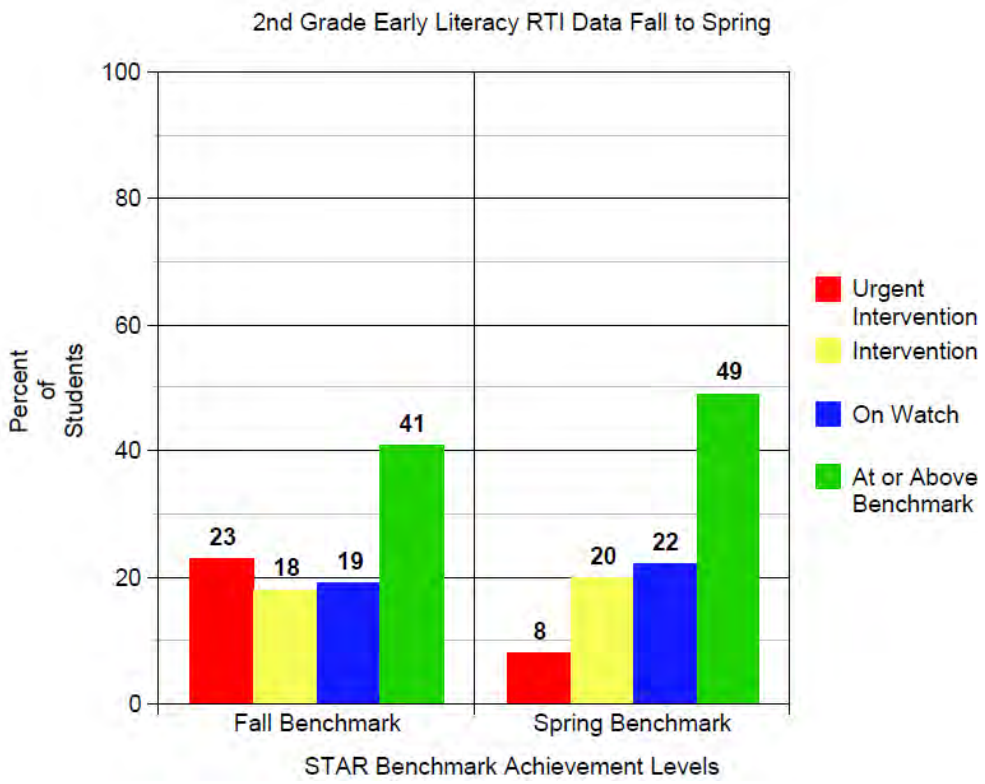
STAR Testing: Primary Grades Performance

Although the state of Missouri only considers performance of students in grades three through six when evaluating Pathway Academy's academic performance for accountability purposes, school leadership believes it is imperative to also track the performance and improvement of younger students. All students at Pathway Academy take STAR Early Literacy and Numeracy or STAR Reading exams, and students in grades one through six also take STAR Math exams. The STAR tests are standardized, computer-adaptive exams provided by Renaissance Learning. They are highly rated for screening and progress monitoring by the National Council on RTI and provide reports to teachers on the instructional progress of their classes. The STAR exams place students into one of four performance tiers, and teachers strive to move as many students as possible to the top two tiers.

The following graphs illustrate the number of primary grade students scoring at each performance tier of the STAR Early Literacy and Numeracy and STAR Math tests when the test was administered in the fall of 2013 and again in the spring of 2014. Some grade levels, particularly kindergarten, showed an incredible amount of growth during the school year. Teachers at Pathway Academy strive to move as many students as possible to the "at or above" tier by the spring benchmark so that those students will be well-prepared to move to the next grade level.


Kindergarten Early Literacy RTI Data Fall to Spring
100
80
60
40
20
0
Percent of Students
13
16
18
53
7
8
3
82
Fall Benchmark
Spring Benchmark
STAR Benchmark Achievement Levels
Urgent Intervention
Intervention
On Watch
At or Above Benchmark


1st Grade Early Literacy RTI Data Fall to Spring
100
80
60
40
20
0
Percent of Students
7
26
19
48
18
17
25
40
Fall Benchmark
Spring Benchmark
STAR Benchmark Achievement Levels
Urgent Intervention
Intervention
On Watch
At or Above Benchmark



Annual Performance Report:

All Missouri schools also receive an annual performance report score, which show how well they are meeting Missouri's education standards under the state's accountability system, Missouri School Improvement Program (MSIP) 5. The reports are used to review and accredit Missouri's school districts. The following table compares Pathway Academy's APR scores to those of the Kansas City Missouri School District. The state has only used the MSIP5 method to review districts for two years.

LEA	2013	2014
Pathway Academy	75%	54.3%
Kansas City 33	60%	66.1%

*** See appendix s. Annual Report Cards (page 169) for copies of annual report cards.**

B.2: Curriculum and Instructional Methods

Pathway Academy's curriculum and instructional methods align with our literacy focus and prioritize literacy achievement for all students. Pathway Academy's leadership has pledged special emphasis on literacy instruction and the integration of reading and writing across all subject areas. Pathway Academy's curriculum and instructional methods reflect this priority.

English Language Arts

English Language Arts instruction at Pathway Academy involves a non-negotiable 90-minute literacy block in all classrooms in addition to a 45-minute intervention block where students receive targeted literacy support at their instructional level daily. Instructional methods include a combination of whole-group and small-group instruction, partner work, guided reading groups, word study, close reads, independent learning and a writer's workshop.

A new reading series was adopted for the 2014-15 school year to better meet the demands of the Missouri Learning/Common Core State Standards. Journeys Common Core, by Houghton Mifflin Harcourt, incorporates instruction in the five essential components of effective reading instruction, as defined by the National Reading Panel in 2000: phonemic awareness, phonics, fluency, vocabulary and comprehension. The rigorous and research-based curriculum was designed by leading authors in the field of literacy education and offers research-based instructional support, including complete whole-group instruction, five-day small group instruction, intervention and English Language Learner support.

Journeys will facilitate Pathway Academy's transition to the new Missouri Learning Standards by ensuring a comprehensive balanced literacy program and addressing key instructional shifts. Those shifts include:

- Exposing students to a wide range of text and balancing literary and informational text.
- Offering all students regular practice with complex text, regardless of whether their instructional reading level meets grade-level expectations.
- Developing academic vocabulary and ensuring all students interact with Tier 2 and Tier 3 words, based on Isabel Beck's tiered vocabulary framework.
- Increasing opportunities for students to discuss and write answers to text-based questions, citing textual evidence.
- Increasing opportunities for students to write for a variety of purposes and genres, practicing argumentative, narrative and informative writing.
- Incorporating literacy instruction into all content areas.

Journeys also offers a variety of digital learning tools, such as mobile apps and interactive whiteboard lessons, to enhance students' exposure to technology and develop their technological literacy.

A second component of Pathway Academy's English language arts curriculum is the Accelerated Reader program. The program ensures that all students receive opportunities to independently read text at their instructional level and offers incentives to motivate students to read carefully and frequently. The widely used, research-based program allows teachers to guide students to books at appropriate levels, closely monitor progress and intervene with appropriate instruction when necessary. Accelerated Reader software has been shown by scientifically based research to be effective in accelerating reading growth and closing the performance gap between high-achieving and low-achieving students.

Pathway Academy has also adopted a Tier 3 intervention for the students scoring in the lowest category on the district STAR Reading screening assessment. Students who meet this criteria in grades three through five use the computer-based Read Naturally program to receive extra support in phonics, fluency and comprehension.

Mathematics:

Pathway Academy adopted two new math programs in 2014-15 to transition to the Common Core/Missouri Learning Standards. Georgia Math functions as the primary math curriculum, and Kim Sutton's Creative Mathematics workshop program provides additional support in developing students' fact fluency. Used together, the two programs provide students with a 90-minute math block focused on both rigorous math task investigations and engaging games and activities for building numeracy and fact fluency. Thirty minutes of the math block is reserved for leveled math RTI, where students are ability grouped to receive targeted instruction on the skills they have yet to develop.

Georgia Math units are aligned to the structure of the Common Core Math Standards, which define what students should know and be able to do at each grade level and increase in complexity as students move to higher grades. Georgia Math follows a constructivist, task-based approach and does not include a textbook. Georgia Math lessons are based on three instructional practices to address these standards: Three-Act Tasks, Number Talks and Formative Instructional Practices. A Three-Act Task is a whole-group mathematics task consisting of an engaging problem that invites student curiosity, an information and solution-seeking component, and a solution discussion. Three-Act Tasks provide an engaging context for the development of mathematical thinking, opportunities for students to be reflective and the chance for students to make use of prior knowledge.

Number Talks are 10-15 minute whole-group mental math activities where students find the answer to a math problem in their heads, then share aloud the strategies used to

find the answer. This strategy helps students explain their thinking, justify their reasoning and make sense of each other's strategies. A Number Talk helps moves students away from reliance on memorization so they truly understand numbers and their relationships to each other.

Teachers rely on Formative Instructional Practices to ensure they are regularly analyzing and assessing student learning and providing meaningful feedback to students. Core components include: creating and using clear learning targets; collecting and documenting accurate evidence of student achievement; analyzing evidence and providing effective feedback; and preparing students to take ownership of their learning through peer feedback, self-assessment, and more.

Georgia Math incorporates several elements of literacy instruction, which makes the program a good fit for Pathway Academy's literacy-focused mission. Academic vocabulary of math is emphasized in lessons and reinforced through environmental print on classroom word walls and number lines. Each teacher also is provided with several trade books that emphasize mathematical concepts. This mathematical literature is incorporated into the Georgia Math tasks and investigations.

Social Studies:

TCI's Social Studies Alive! program is a literacy-based social studies curriculum focused on active and cooperative project-based instruction. The program's well-organized text and its frequent incorporation of writing tasks align it to Pathway Academy's literacy-focused mission. The curriculum includes multicultural perspectives and encourages a respect for diversity throughout history. Social Studies Alive! also addresses multiple intelligences, offering students opportunities to use drama, music and movement to meet educational standards.

Science:

Pathway Academy offers an inquiry-based science program based on the hands-on Delta and Foss Science Kits, which align to National Science Education Standards. The scope and sequence of science instruction has been adjusted to ensure they also meet the Missouri Grade-Level Expectations. The research surrounding the program is based on the theory that students learn science best by observing the world around them and generating questions based on their own observations. The science kits guide students to investigate their observations and use reading, writing and other communication skills to make sense of what they observe, resulting in true scientific literacy.

Special Classes:

Pathway Academy offers a variety of classes that recognize multiple intelligences in students and expose all students to physical education and fine arts. Students attend art, music, physical education and technology classes for 50 minutes each week. The majority of the specials offerings are required by state regulations, but Pathway Academy chose to offer a technology class to students in all grade levels in order to meet the unique needs of its students. The goal of the technology program is to provide students with the skills necessary for becoming productive citizens in an increasingly technological world and prepare them for the upcoming computer-based state assessments. Students need to learn to operate computers and their peripherals and use software applications both as instructional aides and production tools. An effective elementary technology curriculum introduces skills appropriate for the student's physical and conceptual development and spirals from kindergarten through grade five. The grade six curriculum is focused on more content and program-specific skills that relate directly to the use of certain applicable programming and abilities.

B.3: Assessment

Pathway Academy will use assessments as one indication of the success and quality of the district's education program. The district assessment program will implement all components of the Missouri Assessment Program, and other assessments will be administered to measure learning throughout the year and guide planning and instruction. Teachers will use diagnostic, formative and summative assessments to evaluate both teaching and learning.

To meet state testing mandates, all Pathway Academy students in grades three through six take the Missouri Assessment Program (MAP, or MAP-A as appropriate) exams each spring to measure achievement in mathematics, English language arts and science. All students in grades three through six take the mathematics and English language arts exams, and fifth-grade students also take the science exam. Students who qualify as English Language Learners take an additional state-mandated exam, provided through the WIDA Consortium. Potential ELLs are assessed using the WIDA ACCESS Placement Exam in the fall, or upon enrolling in the school, to determine their eligibility for ELL services. All students who are eligible then take the ACCESS exam each winter to measure their growth in English language proficiency until they score high enough to be exited from the ELL program.

Pathway Academy assesses students' annual growth in both reading and math by using the standardized STAR assessments, computer-adaptive exams provided by Renaissance Learning. The assessments are highly rated for screening and progress monitoring by the National Council on RTI and provide reports to teachers on the

instructional progress of their class. Pathway Academy uses STAR Early Literacy and Numeracy in grades kindergarten through second, and STAR Reading in grades first through sixth. STAR Math is also administered to students in grades first through sixth. The results of the exams allow teachers and school leaders to measure students' academic growth, and they drive RTI instruction. The exams are administered five times per year to allow for frequent monitoring of instructional data. Students who are in need of urgent instructional intervention based on the results are monitored more frequently.

The Smarter Balanced Assessment Consortium also will be providing interim assessments related to the state-mandated MAP exam. These exams will measure achievement in math, reading and science and allow teachers and school leaders to analyze instructional needs. When these exams are made available, Pathway Academy intends to administer them twice per year to students in grades three through six.

Pathway Academy will also use the benchmark assessments affiliated with the Journeys reading curriculum to measure progress in reading and writing through the year. The data will be used to drive instructional decisions in both reading and writing. The assessments will be administered three times a year.

Teachers also are expected to use their own forms of classroom assessment to inform their instruction. Assessment strategies to be used by teachers will include, but not be limited to, observations, tests, quizzes, performance assessments, and student surveys or reflections.

B.4: Promotion and Retention

Pathway Academy reviews academic, participatory and social-emotional growth when determining students' eligibility for promotion. Academic growth considers students' progress toward specific standards and grade-level expectations as defined by the state. Participatory growth considers students participation and attendance in school learning activities. Social-emotional growth considers student maturity and ability to display appropriate emotional behavior.

A team of school teachers and other staff called the Student At-Risk Support Team (STARS) makes data-based decisions regarding promotion and retention after considering teacher recommendations and parent input. The Light's Retention Scale is a tool that is used when it is recommended that a student be retained.

B.5: School Calendar and Daily Schedule

The length of Pathway Academy's school day exceeds the state's minimum requirements for instructional time. Missouri requires students to be in school for 1,044 hours each school year. Pathway Academy exceeds this number by 105 hours, providing

1,149 hours each school year. School leaders at Pathway Academy believe that additional instructional time will benefit the high-poverty population served at the school by providing students with more time to interact with rigorous academic material. Research has demonstrated that students with a lower socioeconomic status benefit from extended learning time.

Students at Pathway Academy attend school for seven hours each day, in addition to a 40-minute remedial block called RTI, where students are ability grouped to receive additional literacy instruction in areas where they may have deficits. The 40-minute RTI block represents additional time for targeted literacy instruction and accounts for an extended school day. The regular day begin at 8:30 and continues to 8:50. The remedial portion of the day is from 8:50-9:40. The regular day resumes at 9:40 and ends at 4:10 p.m. For the 2014-15 school year, classes began on Aug. 13, 2014 and will end on May 20, 2015.

Pathway Academy also offers a four-week summer program to provide additional support and enrichment to students when school is not normally in session. The program provides 120 hours of additional instruction for students during the month of June.

The schedule of a typical student at Pathway Academy includes the following elements:

Subject	Time Allocation (in minutes)
Morning Meeting	15
Restroom Breaks	20
RTI	40
ELA	90
Writing	K-2= 20-30 min., 3-6= 45 min.
Math	90
Science/Social Studies	K-2 = 30 min., 3-6 = 45 min.
Specials (art, music, P.E., or technology)	55*
Lunch	25*
Recess	25*

Total	K-2= 365/450 3-6= 450/450

*Includes transition time

Please see appendices for daily schedule (page 81) and academic calendar (page 82).

B.6: Target Population

Pathway Academy has served students in grades kindergarten through six since the 2010-11 school year. During its first year, 2009-10, it served students in kindergarten through eighth grade. The Board of Directors decided in 2010 to eliminate the middle school program to focus all energy on elementary school needs.

Pathway Academy serves students who live across Kansas City and within the boundaries of the Kansas City School District. Within those boundaries, no geographic preference is given in admissions or targeted in recruitment. Currently, Pathway Academy serves students from 10 zip codes in Kansas City. Ninety-nine percent of students qualify for free or reduced-price lunch, 10 percent qualify for special education and 5 percent are English language learners. Racially, our students are 86.5 percent black, 5.2 percent Hispanic and 5.2 percent white. The following chart compares the demographic information for Pathway Academy with the Kansas City School District and the state of Missouri as a whole in 2014.

LEA	Percentage of Students Qualifying for Free or Reduced Lunch	Percentage of Black Students	Percentage of White Students	Percentage of Hispanic Students
Pathway Academy	99.3%	86.5%	5.2%	5.2%
Kansas City 33	89.3%	58.0%	8.8%	28.1%
Missouri	50%	16.4%	73.3%	5.3%

B.7: Special Student Populations

Pathway Academy complies will all state and federal laws governing the education of special populations of students, including English Language Learners, Special Education students, students with 504 Plans and homeless students. Pathway Academy receives funding annually through Title I of the Elementary and Secondary Education Act to aid in the education of disadvantaged students. The Title I allocations pay the salaries of the school's Director of Achievement, Community Outreach Coordinator and paraprofessionals. A portion of the allocation has also funded technology, such as a computer lab and both laptop computers and iPads for classroom use.

Special Education Services

Pathway Academy complies with all state and federal laws governing special education, including:

1. Complying with Child Search/Find efforts by the establishment of the Student At Risk Support (STARS) Team process to exhaust all general education alternatives.
2. Providing evaluative testing procedures for the identification of children with disabilities.
3. Providing ongoing in-service for faculty regarding identification of students with disabilities.

To date, Pathway Academy has received no Child Complaints from the state Department of Education.

Special Education services at Pathway Academy have improved dramatically during the past four years. As a part of Cohort 2, Pathway Academy conducted an initial Special Education self-assessment and desk review during the 2010-2011 school year. The Special Education Program Review Report from DESE documented approximately thirty-six indicators out of compliance. Pathway Academy was able to satisfy the required Corrective Action Plan (CAP) requirements per DESE guidelines by May 2012. Pathway Academy was required to conduct another review during the 2012-2013 school year, as DESE moved from a five-year rotation to a three-year rotation for self-assessments and desk reviews. The result of that review concluded that the district was 100% in compliance. The UMKC Charter School Center recognized Pathway Academy for this achievement in October 2013.

The Special Education team at Pathway Academy is composed of a half-time Special Education Coordinator, two full-time and one half-time special education teachers, a part-time speech pathologist, and a part-time individual psychological evaluator. All members on the Special Education team meet the requirement of Highly-Qualified Teachers. Occupational therapy services are provided by an outside agency, Children's Therapy Group. Pathway Academy serves an average of 8% students with special education needs, as depicted in the chart below:

	2011-2012	2012-2013	2013-2014
Pathway Academy	8.61%	8.26%	8.95%
State Average	12.85%	12.63%	12.62%

Pathway Academy has a teacher support team in place to design and implement strategies for students with academic or social needs. The Student At-Risk (STARS) Team

includes the Special Education Coordinator, the Director of Achievement, the guidance counselor, grade-level teams, and other relevant staff members. STARS Team focuses on effective instructional and behavioral practices related to the specific needs of the child. Through integration and collaborative communication, a holistic approach is used to implement the three-tiered model of interventions. Grade-level STARS teams convene monthly to evaluate the progress of students receiving targeted RTI group interventions. Parents are also welcome to meet with the STARS Team to review the effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies. Prior to a special education referral, a minimum of at least two separate evidence-based interventions of increasing intensity are documented through the STARS Team process. Through the implementation of the STARS Team, the district has been able to reduce the number of ineligible outcomes when special education evaluations are conducted.

When a referral to special education is made by either the agency or the parent, a Review of Existing Data is conducted in conjunction with the parent and the multidisciplinary team within thirty days to determine the areas of needed assessments. Parental permission is obtained. The evaluation is conducted by Pathway Academy staff and a contracted psychological examiner within sixty days as required by state and federal guidelines. The multidisciplinary team meets with the parent to determine special education eligibility. If it is determined that the student is eligible for special education, an Individualized Education Program (IEP) is written to address the student's unique needs as related to education. The IEP includes statements about the student's present level of academic achievement and functional performance as well as identification of annual measurable goals and related services for the year. It includes specially designed instruction that Pathway Academy will provide during the year to assist the student in reaching those goals, including any assistive technology devices and/or related services that may be required. Written permission by the parent is required prior to initiation of special education services.

Each student who is determined to have a disability has an Individual Education Program specifically designed to provide the services required to meet his/her goals. After the annual goals have been developed, the IEP team determines which services are needed and where they will be provided. The student's education should be in the least restrictive environment, which means: "To the maximum extent appropriate, students with disabilities are to be educated with children who do not have disabilities." There are a variety of placement options in which a student with disabilities can receive special education and related services, but the general education classroom with supplementary aids and services must always be the first consideration.

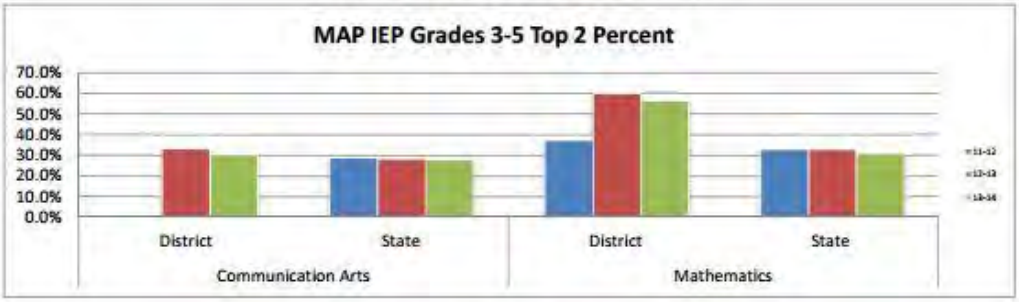
Pathway Academy currently has 51 students receiving special education and related services, which includes speech/language therapy, occupational therapy and counseling. Special education minutes range from 30 to 810 minutes per week, depending on the student's needs. Additionally, Pathway Academy contracts with outside private agencies (Gillis and Niles) to provide day treatment programs for students in need of more support.

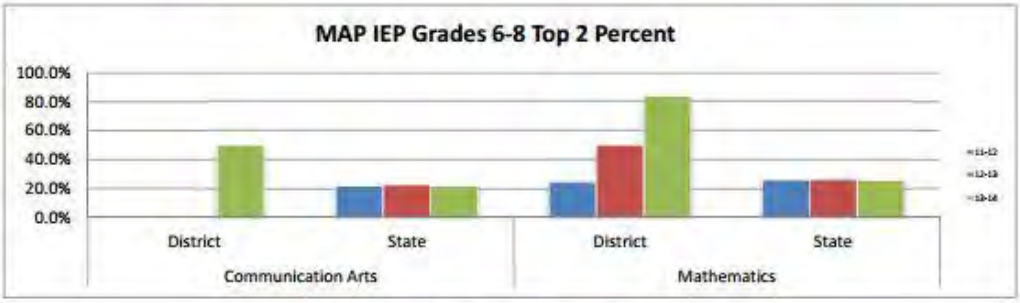
Identified students participate in state assessments at a rate of 100%. The table below as reported from the DESE Special Education District Profile indicates that Pathway Academy special education students exceed state averages for the top 2 percent in both communication arts and mathematics.

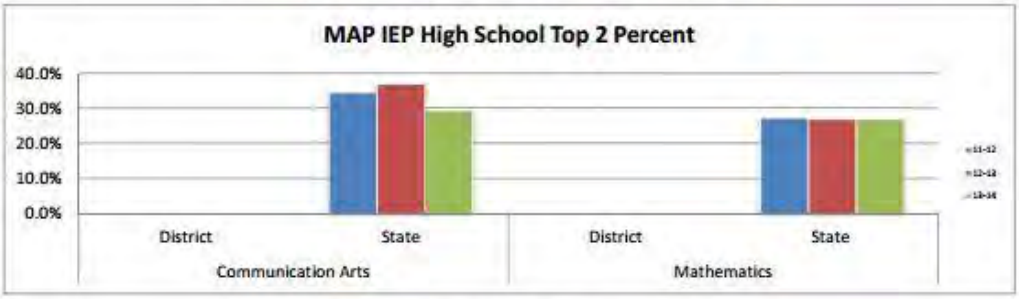
Missouri Department of Elementary and Secondary Education
Special Education District Profile

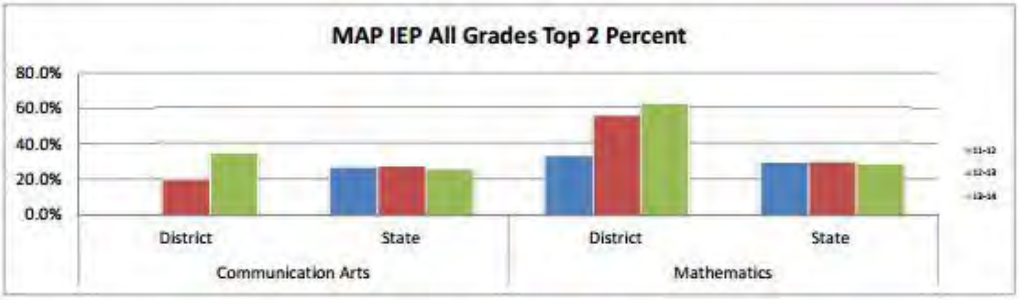
PATHWAY ACADEMY (048-921)

Student Assessment Data - (Table C)









HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

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English Language Learners:

To comply with federal and state laws, Pathway Academy assesses and provides appropriate English language instructional services to any student who is identified as an English Language Learner (ELL). A home language survey is administered to all students upon enrollment and the state-required language screening exam, the W-APT, is administered to all students who indicate they or another family member speaks a language other than English in the home. The results of the placement exam and other measures indicate whether the student is Limited English Proficient (LEP) and qualifies for ELL services. Students who qualify are assigned to small-group ELL instruction with a certified ELL teacher during the school day. Students receive between 120 and 500 minutes per week with the ELL teacher, depending on the English proficiency level. ELL students' progress toward mastering English is measured annually by the state-required ACCESS for ELLs proficiency exam. Students remain in the ELL program until they meet the exit criteria established by the Missouri Department of Education, which includes achieving at least a 4.7 on the ACCESS exam. According to the Education Department's guidelines, Pathway Academy employs at least one full-time ELL teacher to provide direct instruction to ELLs. During the past several years, about 5 percent of Pathway Academy students have qualified as ELL students each year.

Number of Pathway Academy Students Qualifying as Limited English Proficient (LEP)

2011-12	2012-13	2013-14	2014-15
17	24	26	19

504 Compliance:

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, all students are entitled to equal access and an equal opportunity to participate in public school services, programs, and activities. Section 504 requires that schools document the modifications and allowances that enable students with disabilities to participate fully in regular and co-curricular activities that the school offers. At Pathway Academy, the Counselor oversees the writing and implementation of 504 Plans for eligible students. The Counselor convenes 504 team meetings that include parents, classroom teachers, the nurse and relevant specialist teachers to draft 504 Plans and track the success of their implementation annually.

Percentage of Pathway Academy Students with a 504 Accommodations Plan

2012-2013	2013-2014	2014-2015
1%	1%	1%

Homeless Students:

Under Subtitle B of Act VII of the McKinney-Vento Homeless Assistance Act, homeless children and youth should have access to the educational and other services that they need to ensure they have an opportunity to meet the same challenging academic achievement standards to which all students are held. At Pathway Academy, the Counselor serves as the official Homeless Coordinator to assure homeless students receive the same access and opportunities as their peers. This includes arranging for individual home-school-home transportation needs, additional clothing, food, furniture and other agency support for the family for utilities and other needs.

Number of Pathway Academy Homeless Students

2011-2012	2012-2013	2013-2014	2014-2015
45	4	24	27

B.8: School Climate and Discipline

History of SW-PBS at Pathway Academy

To carry out the mission of Pathway Academy, it is essential to maintain a safe and healthy environment. Safety and security of students is a primary concern. The purpose of the discipline policy is to help foster a safe and secure environment for our students to learn.

During Pathway Academy's first semester in 2009-10, the school served students in grades kindergarten through eight and behavior was a major challenge. The sponsor contacted the management company, Edison Learning, and indicated that immediate changes needed to be made or the charter would be revoked. In January of 2010, the school chose to implement School-Wide Positive Behavior Supports (SW-PBS). The 2010-2011 and the 2011-2012 school years were devoted to the effective implementation of Tier 1 PBS. In the spring of 2012, Pathway Academy received the Bronze Award from DESE for effective implementation of PBS. The following table reflects the number of office referrals for each year of PBS implementation and indicates the success Pathway Academy has found by implementing PBS.

Number of Total Office Referrals per Year

2010-2011	2011-2012	2012-2013	2013-2014
1,071	1,027	666	617

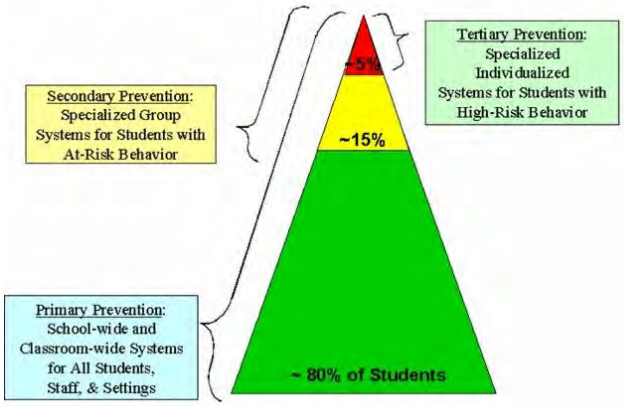
School-Wide Positive Behavior Support (SW-PBS)

School-Wide Positive Behavior Support (SW-PBS) is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model.

SW-PBS is a proactive approach. The primary goals of SW-PBS are to prevent the development of inappropriate behavior, reduce ongoing patterns of problem behavior, and to increase the likelihood of improved academic performance of all students through teaching and learning time gained when the numbers of inappropriate behaviors are reduced.

As staff members learn how to consistently embed the teaching and monitoring of appropriate social and behavior skills into the school day and curriculum, they also learn to anticipate how to structure school environments so the appropriate skills will be utilized more often. It is important that schools actively communicate with families so they understand and support the SW-PBS process. Families can also benefit from learning how to use similar strategies for teaching and supporting their children's appropriate social and behavior skills.

SW-PBS first establishes strong Tier 1 prevention through employing school-wide systems of actively teaching and recognizing appropriate social skills and behavior, using consistent systems to discourage inappropriate behavior and educating all staff in how to implement and participate in the process. In addition, staff members are taught how to collect and utilize data for effective decision making related to the overall culture and climate of the school and the effectiveness of the Tier 1 systems and practices.

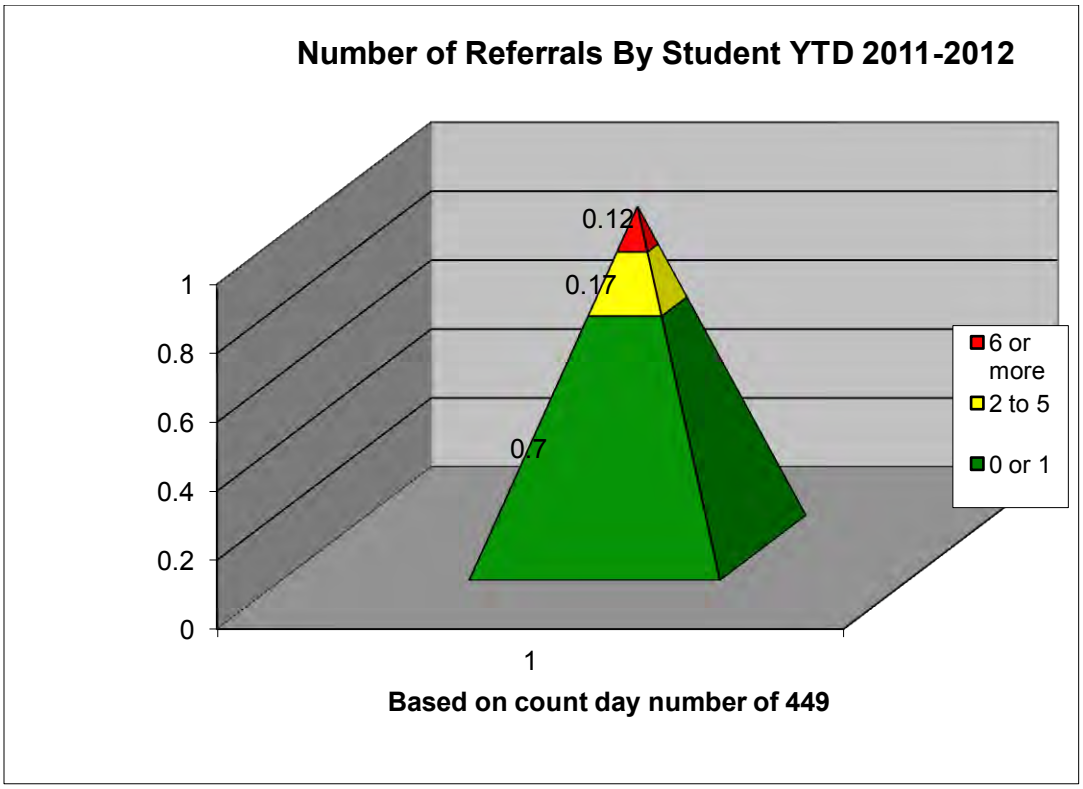


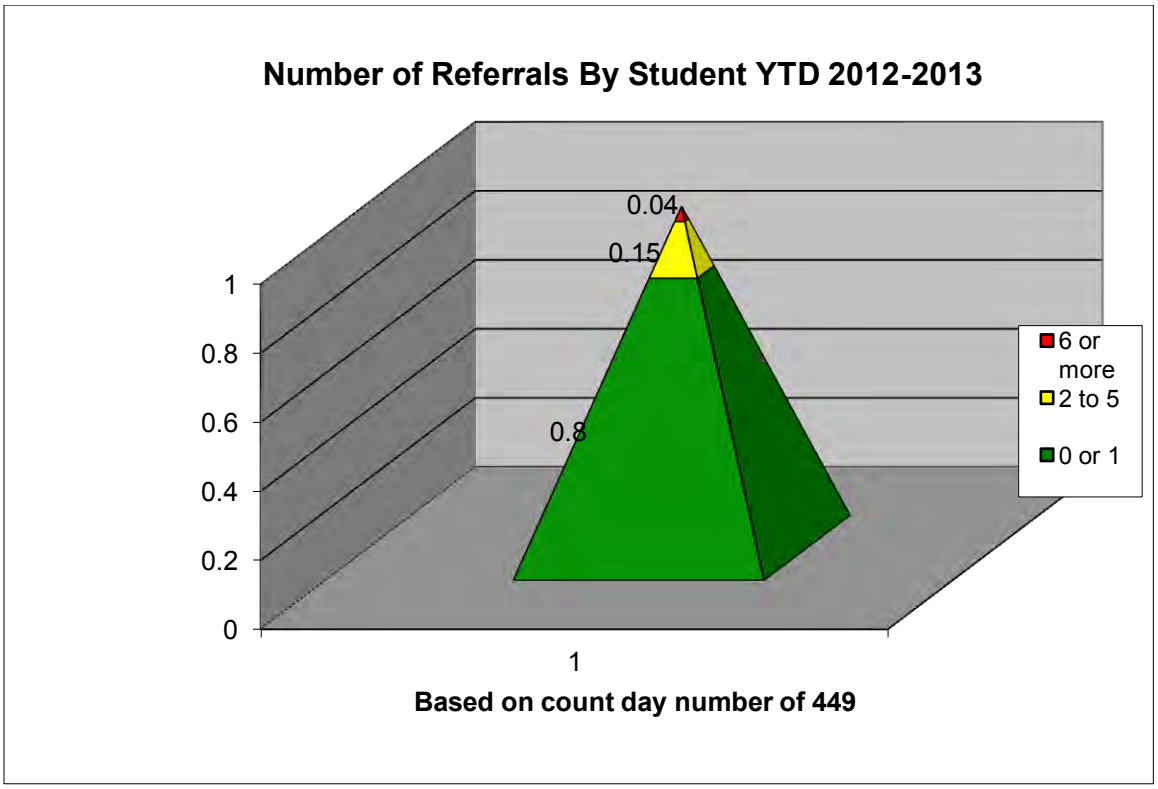
The top two tiers of the triangle involve establishing a second team of school personnel who have background training and specialized expertise in accurately identifying and building more intensive student support systems. Pathway Academy has a Teacher Support Team in place for this purpose. The SW-PBS process assists in streamlining systems to accurately utilize these teams and to assure a continuous flow of information across the three tiers.

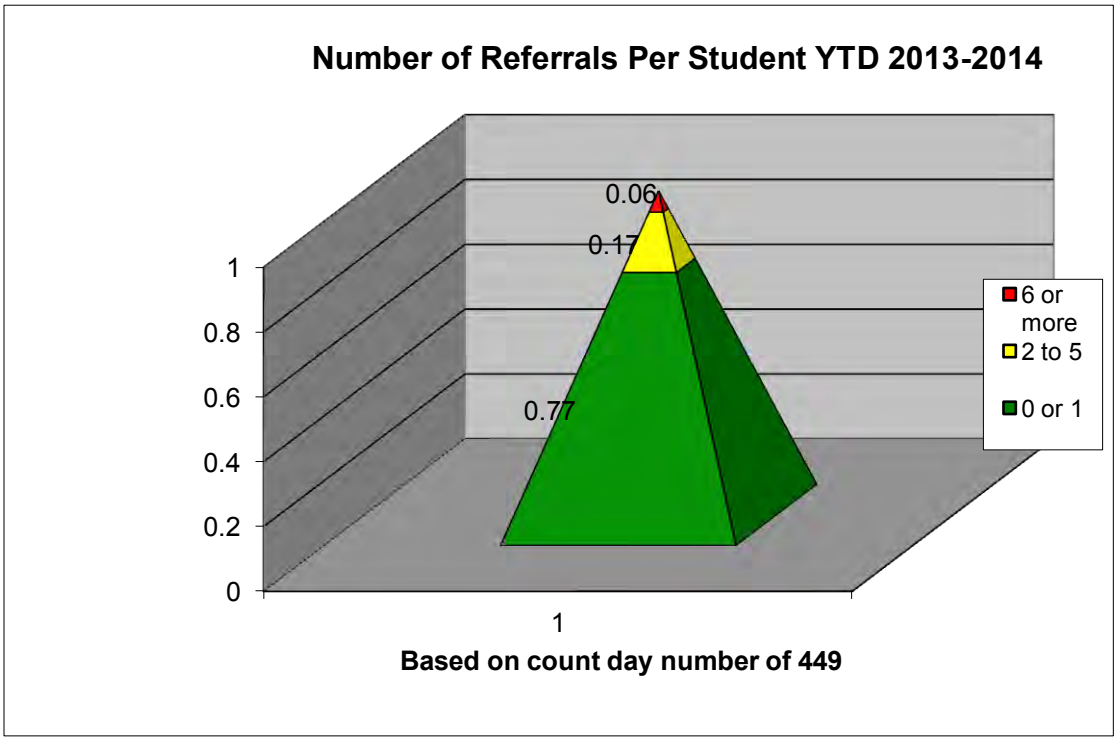
When schools employ effective systems, practices and data-based decision-making consistently and with fidelity, desired outcomes are achievable across all three tiers.

Strategic Plan for School Wide Positive Behavior Supports

To assess the success of implementation of SW-PBS, Pathway Academy leaders track the number of behavior referrals each student receives per year, with the aim of decreasing both the total number of referrals written and the number of students who are earning multiple referrals in a school year. Students who have earned zero to one referrals represent the majority of students at Pathway Academy and form the base of the triangle in the following graphic representations. The number of students earning more than one referral in a school year has decreased during the past three years, as illustrated by the following graphics.


Number of Referrals By Student YTD 2011-2012
0.12
0.17
0.7
1
0.8
0.6
0.4
0.2
0
1
6 or more
2 to 5
0 or 1
Based on count day number of 449


Number of Referrals By Student YTD 2012-2013
0.04
0.15
0.8
1
0.8
0.6
0.4
0.2
0
1
6 or more
2 to 5
0 or 1
Based on count day number of 449


Number of Referrals Per Student YTD 2013-2014
0.06
0.17
0.77
1
0.8
0.6
0.4
0.2
0
1
6 or more
2 to 5
0 or 1
Based on count day number of 449

The Leadership Team at Pathway Academy has set a goal to reduce office referrals by 10% during the 2014-2015 school year by increasing the effectiveness of implementation of Tier 1 PBS. Professional development will be conducted, focusing on maintaining consistency and boundaries, caring confrontation by using language to reduce resistance and increase partnership, and outlasting behavior and maintaining positive reinforcements. During the 2015-2016 school year, implementation of Tier 2 will begin with the piloting of a mentor program using check and connect.

Part C: Organization/ Governance Plan

C.1: Governance

Pathway Academy's Board of Directors was established in 2009 for the sole purpose of creating and operating the school. Pathway is governed by a founding Board of Directors, which holds Local Education Authority (LEA) status. The Board also maintains nonprofit status. The Board is subject to and aware of the Missouri Sunshine Law, which commits members to upholding standards for openness in government. The Board posts meeting notices, responds to public records requests and follows guidelines for open and closed meetings in accordance with the law. The Board's monthly meetings are open to the public. The Board files with the Missouri Ethics Commission annually as required by law. The Board directly employs Pathway Academy's Executive Director to oversee management of the school.

The Board performs three primary functions to govern the school, according to its adopted policies:

- Legislative: The Board shall exercise full legislative authority for Pathway Academy by adopting policies and directing the adoption of all procedures necessary for the governance of Pathway Academy's educational and administrative responsibilities.

- Executive: The Board shall delegate to the Executive Director the responsibility of implementing all Board policies.

- Appraisal: The Board shall determine the effectiveness of policy implementation through evaluation of school operations, practices and program outcomes. The achievement level of students shall be the guiding standard through which all success shall be measured.

Historically, Pathway Academy's Board has been composed of at least five members, however the Board has decreased in size during the past 18 months. After three members resigned for personal reasons, the Board is now composed of three members. The Board is seeking to expand to at least five members during the 2014-15 school year. Candidates who are recommended to or express an interest in serving on the Board attend a meeting and submit resumes and credentials. His or her membership is then voted on by active members. To select and recruit new members, the current Board, with the support of Pathway Academy's leadership, analyzes areas of need and seeks to fill those gaps. Currently, leadership has identified a need for members with financial, facilities management, or engineering experience and is working to recruit members with those strengths.

Also during the 2014-15 school year, the Board plans to fully review and amend its policies and ensure all members participate in training. Each board member signed an assurance document committing to 16 hours of training recommended by the charter sponsor, the University of Missouri Kansas City. The Board will review its policies

regarding how members are selected and their terms of service, as well as form any necessary committees to govern effectively.

The following table outlines the qualifications and terms of service for Pathway Academy's current Board members. Please see appendices l Board Member Resumes on page 108 for resumes outlining professional experience of board members.

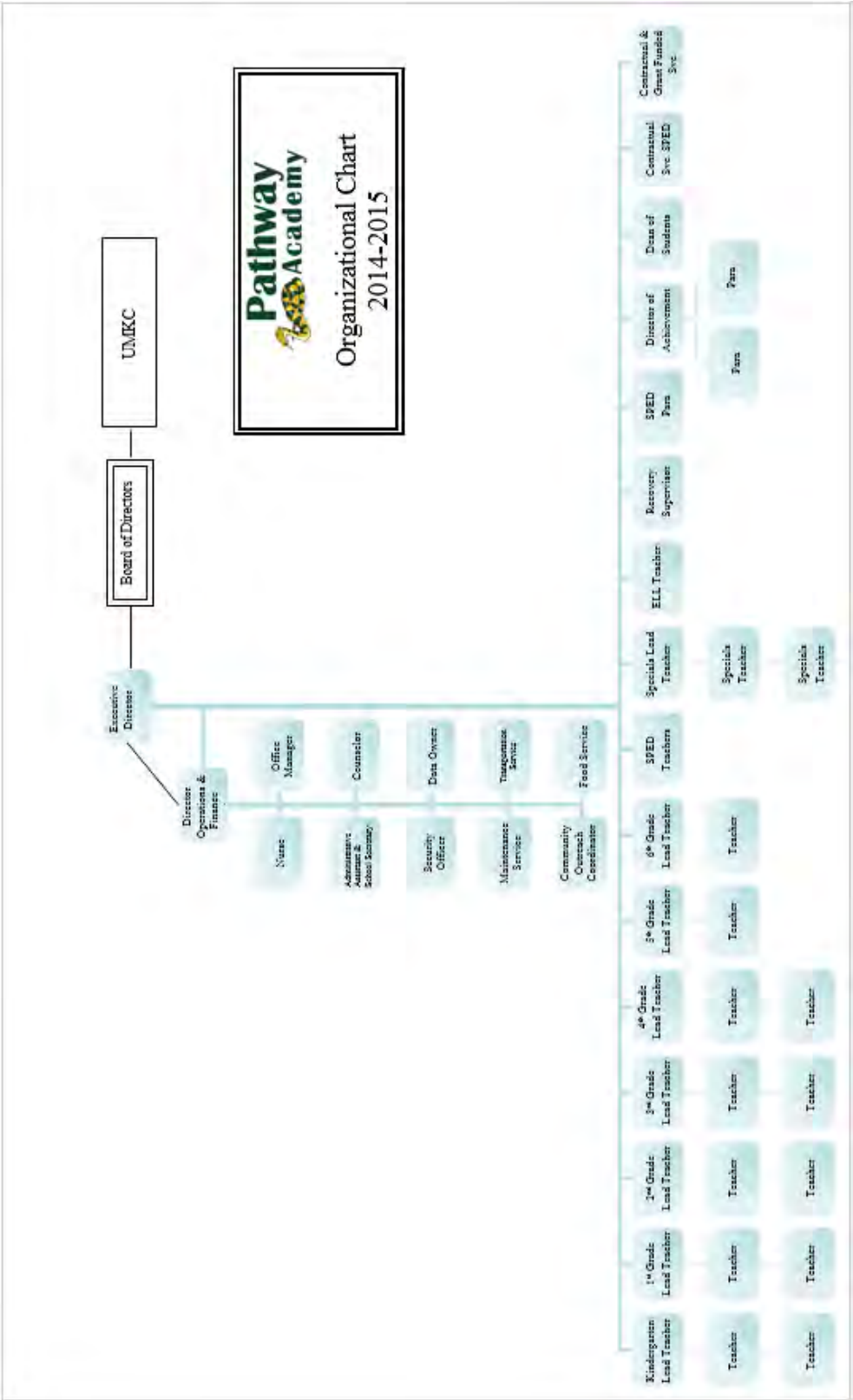
Name	Length of Term	Professional Experience	Education
Sharon Byrd	Sept. 2012-present	36 years in education as a principal, assistant principal, teacher, instructional facilitator, assistant librarian and extended day coordinator.	* Doctorate of Education, St. Louis University, 2006 * Educational Specialist, University of Missouri Kansas City, 1992 * Masters in Reading Education, University of Missouri Kansas City, 1989 * Bachelors in Education, University of Missouri, Kansas City, 1978
Corby Jones	June 2011-present	10 years of experience in law, currently as Of Counsel at Shook, Hardy & Bacon L.L.P., Kansas City, MO.	* Juris Doctor, University of Missouri Columbia School of Law, 2004 * Bachelors of Arts, University of Missouri Columbia, 2000
Patty Schumacher	Feb. 2013-present	41 years of public school experience ranging from classroom instructor, counselor, elementary principal, director of elementary education, associate superintendent, adjunct professor, vice president of educational services, executive director, and school board member.	* Doctorate in Education, University of Missouri, 1993 * Specialist in Education, Central Missouri State University, 1983 * Masters in Education, Central Missouri State University, 1975 * Bachelors in Education, Central Missouri State University, 1973

C.2: Organizational Management and Operation

Pathway Academy is a single Local Education Agency (LEA) with direct management and oversight of its own operations. The school is governed by a Board of Directors, which hires an Executive Director to oversee management of the school. All other employees of the school report directly or indirectly to the Executive Director. In 2013-14, 97 percent of teaching staff were certified by the state of Missouri and all employees are required to pass federal background checks and family care safety registry checks as required by state law. Appropriate staff are retained to ensure compliance with federal and state regulations, particularly in the areas of special education, ELL, and homeless students.

See appendix t. Evidence of Compliance with Federal Programs on page 171 for letter from the Department of Education confirming compliance with federal programs.

The following chart outlines the organizational structure of the school.


Pathway Academy
Organizational Chart
2014-2015
UMKC
Board of Directors
Executive Director
Director Operations & Finance
Nurse
Office Manager
Administrative Assistant & School Secretary
Counselor
Security Officer
Data Owner
Maintenance Service
Transportation Service
Community Outreach Coordinator
Food Service
Kindergarten Lead Teacher
1st Grade Lead Teacher
2nd Grade Lead Teacher
3rd Grade Lead Teacher
4th Grade Lead Teacher
5th Grade Lead Teacher
6th Grade Lead Teacher
SPED Teachers
Specials Lead Teacher
ELL Teacher
Recovery Supervisor
SPED Para
Director of Achievement
Dean of Students
Contractual Svc SPED
Contractual & Grant Funded Svc
Teacher
Specials Teacher
Para

Job descriptions for key leadership positions are listed below:

Executive Director

The Executive Director reports to the Board of Directors at Pathway Academy. The ED will have overall strategic and operational responsibility for the school's staff, programs, and mission.

Qualifications:

- Master's Educational Administration
- Minimum (4) years relevant school operations management experience, executed business plans, staff supervision and managing a variety of business operations including HR responsibilities.
- Minimum (4) years relevant district operations management or large scale corporate operations management, including budget oversight, strategic plan oversight, and long range planning oversight

Leadership and Management Responsibilities:

- Participate with the Board of Directors in developing a vision and strategic plan to guide the organization.
- Identify, assess, and inform the Board of Directors of internal and external issues that affect the organization.
- Foster effective teamwork between the Board and Executive Director and between the Executive Director and staff.
- Ensure ongoing program excellence and evaluation.

Operational Planning and Management Responsibilities:

- Develop an operational plan which incorporates goals and objectives that work towards the strategic direction of the organization.
- Ensure that the operation of the organization meets the expectations of the Board and community.
- Oversee the efficient and effective day-to-day operation of the organization.
- Draft policies for the approval of the Board and prepare procedures to implement the organizational policies; review existing policies on an annual basis and recommend changes to the Board as appropriate.
- Provide support to the Board by preparing meeting agenda and supporting materials.

Program Planning and Management Responsibilities:

- Oversee the planning, implementation and evaluation of the organization's programs and services.

- Ensure that the programs and services offered by the organization contribute to the school's mission and reflect the priorities of the board.
- Oversee the planning, implementation and execution and evaluation of special projects.

Human Resources Planning and Management Responsibilities:

- Determine staffing requirements for the organization's programs and services.
- Oversee the implementation of the human resources policies, procedures and practices.
- Establish a positive, healthy and safe work environment.
- Recruit, hire, develop and retain a highly qualified staff.
- Implement a performance management system for all staff.

Financial Planning and Management Responsibilities:

- Work with Director of Operations and Finance and the Board to prepare a comprehensive budget.
- Approve expenditures within authority delegated by the Board.
- Administer the funds of the organization according to the approved budget and monitor the monthly cash flow of the organization.
- Provide the Board with comprehensive, regular reports on the revenues and expenditures of the organization.

Community Relations/Advocacy Responsibilities:

- Communicate with stakeholders to keep them informed of the work of the organization.
- Establish good working relationships and collaborative arrangements with community groups.

Director of Operations and Finance:

The Director of Operations and Finance (DOF), takes direction from the Executive Director in ensuring that the business practices, policy and imperatives created by the ED are being implemented by the staff. The responsibilities of the DOF are to manage and direct with the subordinate heads of various departments, to ensure that all business goals are being met. The DOF takes direction from the Executive Director in ensuring that the business practices, policy and imperatives created by the ED are being implemented by the staff. The responsibilities of the Director of Operations & Finance are to manage and direct with the subordinate heads of various departments, to ensure that all business goals are being met.

Qualifications

- Bachelor degree or MBA preferred
- Minimum (4) years relevant operations management experience, executed business plans, staff supervision and managing a variety of business operations including HR responsibilities.
- Minimum of (4) years experience in financial management with increasing responsibilities for multi-faceted direction and planning. Excellent financial analysis ability; ability to communicate complex school financial issues in clear, concise manner.

Business Management Responsibilities:

- Oversees Human Recourses, Benefits, Procurement, Receiving/distribution, and Payment Procedures, Vendor Contractual relationships, Charter relationships, and Reporting Structures.
- Reports any Risk Management, property, or liability claims to appropriate insuring party. The DOF is also responsible for travel operations for staff. Acts as liaison with outside contracted legal services.
- Establishes, secures contracts, and maintains oversee personnel and/or services for all facility, transportation and food service, security services, enrollment and data management.

Financial Responsibilities:

- He/she must have a comprehensive financial knowledge and skills.
- Establishes the business operations of the operating school facility by following accounting and business services guidelines.
- Manages banking, petty cash, purchasing, accounts payables, accounts receivable, fixed asset, and payroll services.
- Accountable for gathering, interpreting, and disseminating short-term and long-term budget information to the ED and Board of Directors with monthly Financial Reports.
- Determines budgetary constraints, parameters for financial expenditures, and allocation of funds.
- The DOF will lead the school in its annual audit of their financial procedures and accounts.

Leadership Responsibilities:

- Provides HR advice and direction to ED and staff for business processes and procedures.
- Provides administration supervision to staff when needed.
- Meets regularly with ED, to discuss and provide guidance to staff needs, performance and assessment.

- Leads interactions with external contacts such as charter/district management and staff, federal, state, local government and private funding organizations, consultants, and community leaders.

Director of Achievement:

The Director of Achievement works to improve student achievement throughout Pathway Academy. He/she organizes and ensures that curricular, instructional and assessment resources are available to Pathway Academy staff. The Director of Achievement identifies and coordinates professional development opportunities.

Qualifications:

- Valid Missouri teaching certificate.
- Minimum five (5) years successful teaching experience.
- Management and leadership ability to motivate and work cooperatively with a diverse group of people, particularly teachers, classified personnel, parents, and school administrators.

Professional/Staff Development Responsibilities:

- Coordinates, plans and at times, facilitates professional development.
- Completes instructional walk-throughs and provides feedback to instructional staff.
- Performs scheduled classroom visits and coaching one-on-ones with teachers.

Curriculum Development Responsibilities:

- Provides leadership in the areas of curriculum, instruction and assessment.
- Coordinates Pathway Academy's Response to Intervention time.
- Develops, coordinates and manages all curriculum resources and plans.
- Coordinates and facilitates Curriculum Committee meetings.

Instructional Leadership Responsibilities:

- Attends board and instructional leadership team meetings, prepares agenda items for meetings as needed, and responds to items when requested by the Executive Director.
- Co-coordinates and co-facilitates the Students At Risk Support Team.
- Co-coordinates and co-facilitates Leadership Team meetings.
- Works with all members of the school community to provide support and advisement with regard to student achievement.
- Assists with interpretation of local, state, and national standards, policies, mandated programs, regulations, and guidelines.
- Coordinates, monitors, and supervises the work of all general education paraprofessionals.

- Maintains knowledge of current statutes, policies, guidelines, regulations, trends, and research regarding student achievement and assessment.

Data and Assessment Responsibilities:

- Coordinates all state and school assessments, including calendars, training of students and staff, materials preparation, test facilitation and data preparation and interpretation.

Dean of Students

The Dean of Students is appointed by the Executive Director and approved by the Board of Directors. He/she embraces the mission and vision of the school and is responsible for creating and maintaining an orderly and positive school atmosphere where learning thrives and all students have the opportunity to succeed. He/she along with teachers and other administrators are responsible for guiding students toward a strong sense of self discipline and respect for those around them.

Qualifications:

- Minimum of Bachelor's Degree in education or related field focused on student behavior management.
- Minimum (2) years experience in education or related field focused on student behavior management.
- Effective professional writing and speaking skills.

Student Behavior Management Responsibilities:

- Oversees K-6 student attendance/ acts as school truancy representative at attendance hearings and works directly with attendance secretary.
- Receives and responds to student office and bus referrals.
- Provides support and leadership for the staff in the enforcement of rules and regulations in the student handbook.
- Coordinates morning/afternoon detentions, lunch detentions, and alternative placement when the consequence has been given by administration.
- Maintains confiscated items.
- Responds to parent phone calls within 24 hours.

Data Management Responsibilities:

- Keep a record of all disciplinary referrals from staff.
- Provides monthly discipline report at public School Board Meetings.
- Enters all discipline referrals into the student management system.

Positive Behavior Support Responsibilities:

- Develop programs (peer mediation, peer juries, and big brother/sister etc.) and structures for proactively teaching students the expected behavioral norms regarding both academic performance and social interaction
- Monitors student conduct, discipline interventions, and activities ensuring a positive attitude toward the school and the staff.
- Participates on the Positive Behavior Support (PBS) team.
- Supervises student parking lots, hallways, restrooms, and public areas during transition times as well as throughout the school day.
- Works with Administration to coordinate orientation of new students to school policies, discipline and harassment contracts.
- Participates on the RTI team as needed with disciplinary intervention.

C.3: Staff and Human Resources

Recruitment and Hiring:

Pathway Academy's Executive Director and Director of Finance and Operations work together to manage recruitment and hiring of staff. Open positions are posted on the school website and state job boards, such as MOREAP. Recruitment occurs through professional networking and visits to job fairs, such as those sponsored by the colleges of education at the University of Missouri Kansas City, University of Missouri St. Louis and the University of Central Missouri. Pathway Academy has developed a particular partnership with the Institute for Urban Education at the University of Missouri Kansas City. Pathway Academy hosts teacher candidates from the IUE program as well as sophomores and juniors studying education who are searching for field placements. Pathway Academy has hired several graduates of the IUE program during the past few years. Leading Educators, a two-year teacher leadership fellowship program, has also partnered with Pathway Academy to provide networking and development opportunities for teacher leaders.

When hiring, Pathway Academy requires all candidates to submit a paper application and resume, which are screened by the Executive Director and Director of Operations and Finance. Promising candidates are invited to the school for an interview with the Executive Director and Director of Operations and Finance. Finalists are then invited back for a second interview with the Director of Achievement and a tour of the school. After references are checked and a background check conducted, an offer is made to the top candidate, contingent on board approval. Preference in hiring is given to those who demonstrate a positive mindset and passion for urban education.

During the next few years, the leadership at Pathway Academy plans to revamp the hiring process in two ways. First, a scoring rubric to use during interviews will be developed. Second, teachers and other school staff will begin to play a more prominent role in the hiring process.

Teacher Evaluations:

Teachers at Pathway Academy are formally evaluated annually through a Performance-Based Teacher Evaluation system that meets the requirements set by the state Department of Education and Missouri statutory requirements as described in Senate Bill 291 (2010) and the No Child Left Behind Flexibility Waiver (2012). Pathway Academy's performance evaluation is aligned with the Missouri Educator Evaluation System (MEES) and the standards from that system. The purpose of the evaluations are to facilitate the improvement of instruction in order to improve student learning. The PBTE model allows each certified professional an opportunity to select areas for growth and develop potential in an atmosphere of mutual trust and respect. It is implemented through an ongoing, criterion-based, cooperative and supervisory process that provides both direction and opportunities for growth.

Criteria to be considered during the evaluation process are:

- Knowledge of Instruction Content and Student Growth and Development
    - Understands the central concepts, structures and tools of inquiry of the discipline and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
    - Provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
- Planning and Instructional Process
    - Uses student performance data to drive instruction.
    - Student results show growth toward meeting student learning objectives.
    - Effectively uses a variety of teaching techniques, technology and materials in order to meet the diverse needs of students.
    - Effectively teaches instructional objectives in a timely manner to ensure student mastery of curriculum expectations.
    - Effectively and respectfully motivates and communicates with students, which includes providing timely feedback.
- Classroom Environment
    - Promotes and maintains an optimal learning environment.
    - Manages student behavior in a constructive manner.
- Professional Responsibilities
    - Works collaboratively with others in a collegial relationships for students' success.
    - Demonstrates positive interpersonal relationships with all school and community stakeholders.
    - Demonstrates a sense of professional responsibility.

Staff begin the evaluation process in the fall of each new school year through an orientation that provides information on PBTE roles, processes and procedures. Each staff member develops a Professional Growth Plan in cooperation with administration to address a minimum of two teacher evaluation criteria. The plan will address sources of new learning, the practice of new skills and timelines for completion. Throughout the year,

staff will participate in the formative phase of evaluation. This includes ongoing data collection, scheduled observations, unscheduled observations, walk-through observations, conferences and conversation between teachers and supervisors. A Performance Improvement Plan may be developed with teachers during this phase in order to address any deficiencies in performance. It should include specific objectives and appropriate means of achieving the objectives.

Finally, teachers and supervisors complete the summative phase of the PBTE. This phase is a review and synthesis of the formative data collected throughout the years. It results in a document that summarizes the supervisor's rating of the staff member's performance. A summative conference between the teacher and evaluator is conducted to review the summative form.

All teachers at Pathway Academy are on a one-year evaluation cycle unless determined exempt by administration.

Personnel Policies:

Personnel policies, along with additional information, are included in the Employee Handbook that is distributed to all staff members before the first day of classes and reviewed with all staff members during back-to-school professional development meetings. Staff members must sign a form that acknowledges they received a copy of the handbook and accept the policies described. Personnel policies also are included in the board policy manual. The employee handbook includes personnel policies governing the following areas: at-will employment; equal employment and anti-harassment; commencement and separation of employment; conduct and other workplace rules; use of company property; safety, security and compliance issues; and employee benefits.

See appendix n. Staff Handbook or Employee Manual on page 120 for a copy of the employee handbook and full descriptions of each policy.

C.4: Professional Development

Pathway Academy's top professional development priority is to develop teachers and other staff by building their individual instructional capacities so that they can positively influence student achievement. The average number of professional development hours completed by Pathway Academy staff in 2014 was 47. When planning professional development opportunities, Pathway Academy seeks to balance addressing building-wide needs as identified through the strategic plan and goals with individual teachers' goals areas and areas of need and interest.

Staff members return to school about a week before classes begin in August to receive professional development and training in a number of areas. Four full days throughout the school year also are reserved for building-wide professional development, and additional opportunities are tailored to particular grade levels or areas of expertise and interest throughout the year. An important focus at Pathway Academy, especially at the start of a new school year, is on team-building, trust-building and creating a staff culture

that is conducive to both adult and student learning. In addition, staff members are surveyed after each professional development session and future professional development are planned in accordance with that feedback.

Another important focus of professional development is to improve teachers' understanding of the school curriculum and state education standards, as well as the methods to be used to assess student mastery of those standards. Teachers are provided with direct training in how to implement various elements of the school curriculum and how to use with fidelity the numerous curricular resources available at Pathway Academy. This focus will change in the future as staff show mastery of curriculum implementation. At that time, an increased emphasis will be placed on practicing and using various instructional strategies to reach diverse groups of learners.

Pathway Academy provides some professional development in house, drawing on the unique strengths of staff members. A school curriculum committee was established in 2013 and part of its responsibility is to help administrators identify and address professional development needs. Consultants are also hired or invited to work with the school, particularly those affiliated with the Kansas City Regional Professional Development Center and the University of Missouri Kansas City. Specialists from both organizations meet with teachers to assist in planning, instructional strategies and coaching. In other instances, staff members request to attend workshops or conferences that address individual professional development needs. Examples include the Missouri Charter Schools Conference, the Missouri School-wide Positive Behavior Supports Conference and the Migrant Education and English Language Learners Conference.

In the future, Pathway Academy plans to expand its professional development opportunities and better tailor them to the needs of individual teachers. Plans include a peer coaching and observation model and the implementation of instructional data teams, which will provide a structure for teachers to collaboratively analyze student achievement data, set goals for student learning and implement instructional strategies to address deficits. During the 2014-15 school year, Pathway Academy's Leadership Team participated in a book study of Angela Peery's "The Data Teams Experience" and began to lead grade-level data teams. A core group of teachers has also participated in instructional rounds, a method of peer observation.

Several staff members at Pathway Academy have also participated in a two-year fellowship called Leading Educators, which seeks to maximize the leadership development of highly effective teachers. The organization's goal is to bolster the teacher talent pipeline by identifying and training strong potential teacher-leaders to increase student achievement. Participating educators learn how to leverage leadership to effectively execute goals within their sphere of school influence, to lead teams of educators to increase student achievement, and to improve school cultural environments to promote learning and aspiration. Components of the program include visits to high-performing schools across the country, the planning and implementation of a school impact initiative and several workshops and training sessions covering effective teaching and leadership topics.

C.5: Student Recruitment and Enrollment Processes

Enrollment Eligibility

Any student who lives within the boundaries of the Kansas City Missouri School District is eligible to enroll at Pathway Academy. The school follows a non-discrimination policy, which states the school shall not discriminate against any student based on race, ethnicity, national origin, sexual orientation, disability or for any other basis that would be unlawful for a public school. The Board of Directors and school staff ensure compliance with all anti-discrimination laws governing public schools and admission to charter schools. Students are admitted each year without regard to achievement or aptitude, athletic ability, disability, race, ethnicity or religion.

Enrollment Policy

Pathway Academy acknowledges that all students who submit applications will be enrolled on a first-come, first-serve basis as long as space permits. If the number of students seeking admission to the school exceeds capacity, Pathway Academy will provide all students an equal chance of gaining admission. Students will be selected on the basis of an open lottery. The lottery will be supervised and held no later than two weeks after the closing dated of admission. It will be conducted at a public and scheduled event. Following are the lottery procedures:

- Each applicant will have his or her name entered to a drawing and will be assigned a number.
- Numbers will be randomly selected from the drawing by the principal or his/her designee under the supervision of at least one board member of the Board of Education.
- Random selection of the lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade and so forth through every grade level. The process will be repeated until all spaces are filled.
- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to kindergarten or any newly established grade who is a sibling of a school or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list.
- Preference will apply to students whose parents are employed by the school or students who reside within the preference geographical boundaries where the school is located. Students whose parents are employed by the school must first meet residency requirements.
- A waiting list will be developed by drawing the remaining names until all names have been drawn.

When necessary an admissions lottery will be conducted each subsequent year for the incoming kindergarten class and for new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years.

If a student applies to a school outside the designated application period, the student will be placed on a waiting list in the order of the date that application was received. Pathway Academy will comply with all applicable state and federal regulations regarding admission and the school.

All parents and students will be notified about selection according to an agreed-upon timeline. All students selected to attend the school will be invited to participate in orientation events in the spring and summer before the school opens.

Pathway Academy anticipates serving students classified as being at high risk and providing these students an opportunity to enhance their learning ability in order to succeed academically, specifically students who:

- have limited English language proficiency;
- are eligible for free and reduced lunch;
- are one year behind in completion of coursework; and/or
- are homeless or have been homeless in the past six months.

Recruitment

Pathway Academy has operated at or near capacity for each of its six years in existence. To maintain enrollment, Pathway Academy prioritizes retention of current students.

Percent of Pathway Academy Scholars Retained from 2013-2014 SY to 2014-2015 SY

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
93%	78%	89%	86%	67%	78%

Pathway Academy also actively recruits new students for open seats. Methods of recruitment include:

- Mailing information to families living within the school's boundaries.
- Advertising on local radio stations, including 95.7 The Vibe and Magic 107.3.
- Distributing information and setting up information tables at local preschool centers.
- Advertising in both English and Spanish.
- Distributing information at community events, such as Mayor Sly James' Rock the Block night.

Kindergarten readiness screening:

All incoming kindergarten students are assessed for school readiness before they enter kindergarten at Pathway Academy. Scholars are assessed by the Director of Achievement when they enroll. Scholars are given a curriculum-based measurement, or CBM, in both reading and math. In reading, students' knowledge of letter identification, letter sounds, phoneme segmentation and sight words is assessed. In math, skills in measurement, geometry and numbers and computation are assessed. It is important to have this information in order to make decisions on whether or not a child is ready to achieve academic success in kindergarten. The data also play a part in developing class lists so that there is a fair mix of abilities in each classroom. Kindergarten teachers are then given the data to inform them of their students' preparedness as they enter kindergarten.

C.6: Parent, Family and Community Involvement

Maintaining strong family and community involvement is of paramount importance to the success of students at Pathway Academy. Involved families and supportive community members and businesses who work in cooperation with educators form the core of a successful school. Pathway Academy has several initiatives in place to build family and community involvement and has prioritized expanding such partnerships in its strategic plan for the next five years. Parent and community involvement is coordinated through the full-time position of Community Outreach Coordinator.

The Community Outreach Coordinator helps communicate with families to ensure children's basic needs are met. The coordinator works with organizations such as Harvesters and United Way to provide students with food, shoes, clothing, housing and utility assistance when needed. Staff at Pathway Academy also participate in an Adopt-A-Family program during the winter holidays to provide gifts and food for a holiday dinner to students and families in need. The Community Outreach Coordinator maintains a community resource bulletin board in the school that provides parents with information regarding healthcare, immigration, employment opportunities and free community events appropriate for children. Additional health-related to services are provided to students in collaboration with the school nurse. This includes hearing and vision screenings as well as the Big Smiles Dental Program, which provides access to oral health care in the school to children who do not have regular access to dental care.

The Community Outreach Coordinator also plans and coordinates school events for family and community members at least monthly. Parents and community members are invited to events such as:

- Back-to-School Fair, which includes giveaways of free school supplies and backpacks donated by HealthCare USA and Missouri Care.
- Family Fitness Night, an event that provides resources and information related to healthy living, as well as games and exercise opportunities for parents and children.
- Health and Resource Fair, which connects families with community health outreach programs and organizations.

- Scholastic Book Fair, which offers parents an opportunity to financially support the school by purchasing books for their children.
- Grandparents Luncheon, a time for grandparents to enjoy a Thanksgiving lunch with their grandchildren in the cafeteria.
- Martin Luther King Jr. Day of Service, an opportunity to increase volunteer involvement at Pathway.
- Valentine's Day Family Dance, a well-attended event that celebrates Pathway Academy's families through games, dancing and family photo opportunities.
- McTeacher Night, a fundraiser held at McDonald's to provide parents and teachers with an opportunity to connect and raise money for the school.
- Wendy's Community Night, a fundraiser held at a Wendy's restaurant that helps raise money for Pathway Academy and connect teachers, students and families.
- Mock MAP Night, which provides parents with information on how to best prepare their children for the annual state assessment.
- Donuts with Dads and Muffins with Moms, before-school opportunities that give students a chance to eat breakfast with parents and other role models.
- Career Day, an event that invites community leaders to speak to students about job opportunities across Kansas City.
- Read Across America, a celebration of literacy and Dr. Seuss that invites community volunteers to read to classes at Pathway Academy.
- Math and Literacy Nights, two family events that promote strategies for helping parents support reading and math instruction at home.

Pathway Academy provides another opportunity for parent involvement through the Parent Advisory Council (PAC). The group is composed of the executive director, community outreach coordinator and a core group of parents that serve as liaisons to other parents of Pathway Academy students. The PAC exists to provide parents, teachers and community members with an opportunity to collaborate, form partnerships and respond to the needs of students. The group meets monthly.

Pathway Academy leaders have set goals to increase community and family involvement during the school's next five years. This will include expanding community fundraising, seeking to bring more community and parent volunteers into the building and strengthening the Parent Advisory Council.

The following is a list of Pathway Academy's current community partners:

Healthcare USA

Mission: HealthCare USA is dedicated to meeting the healthcare needs of Missouri residents, understanding that different people have different care needs. The organization helps families find a plan that works best for them.

Partnership: Back to School Fair backpack sponsor providing backpacks for every student in attendance. The organization provides health care information at various Pathway Academy events.

Harvesters – The Community Food Network

Mission: Harvesters feeds hungry people today and works to end hunger tomorrow. Harvesters has the largest BackSnack program in the Feeding America network, which consist of more than 200 food banks.

Partnership: Harvester's provides over 80 backpacks of food to Pathway Academy students throughout the school year and during the summer school session.

Metro Lutheran Ministry

Mission: Metro Lutheran Ministry is a nonprofit social service agency that helps disadvantaged people in the urban areas of Jackson, Clay and Platte Counties in Missouri and Wyandotte and Johnson counties in Kansas. MLM uses a holistic approach with strengths and outcome-based counseling and case management, which guides receptive clients toward greater independence and self-reliance.

Partnership: Metro Lutheran Ministry is the community partner through Harvester's that delivers food to Pathway Academy weekly.

Black HealthCare Coalition, Inc.

Mission: The Black Health Care Coalition (BHCC) is a grass-roots organization dedicated to disease prevention and positive health outcomes. The organization continually strives toward health equity for all!

Partnership: BHCC provides free health screenings during our "Family Fitness Night". The organization also provides health information at various Pathway Academy events.

University of Missouri Extension Family Nutrition Education Program

Mission: The Family Nutrition Education Programs (FNEP) are an important part of University of Missouri Extension, bringing the latest nutrition information to low-income Missourians.

Partnership: FNEP is an in-school program that provides fun nutrition education classes for students in grades kindergarten, first and second grades. The classes are encouragement and education for making healthy food and activity choices. The group also provide a summer library reading program.

Boys and Girls Club of Greater Kansas City

Mission: Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence.

Partnership: Pathway students receive transportation to the clubs to participate in afterschool programs.

University of Missouri Kansas City's Institute for Urban Education and Project Cause

Mission: The IUE is a four-year teacher education program that leads to a Bachelor of Arts degree in elementary or middle school education. The IUE program focusses on teaching math, science and literacy. The program prepares teachers to be successful in urban classrooms by introducing social justice topics and multicultural learning styles. IUE students receive scholarships and in return agree to teach in an urban school for four years or more following graduation. Project Cause prepares graduates of UMKC's School of Education to teach in Urban Schools post-graduation.

Partnership: Pathway Academy currently has four teachers who graduated from the IUE and two teacher candidates who participate in the IUE program. Pathway Academy currently has five teachers who are graduates of Project Cause and one Teacher Candidate. Through the programs, these teachers receive coaching and feedback from UMKC professors. Post-graduation, teachers receive two years of mentoring from a UMKC instructional coach. Pathway Academy teachers also have the opportunity to attend monthly professional development sessions at UMKC led by UMKC professors for free. Another unique benefit is the ability to host teacher candidates and teaching interns. Pathway Academy has hosted five full time Teacher Candidates in the 2013-2014 and 2014-2015 school years combined. Pathway Academy has also hosted eight teaching interns and plans to host more teaching interns in the future.

See appendix o. Letter of Support for Current Partnerships on page 157 for letter of support from IUE

D. Business/ Financial Plan

D.1: Budget

Pathway Academy is committed to providing a high-quality education to its students by efficiently using and managing public funding from federal, state and local sources. The chart below depicts revenues and expenses projected for the next five fiscal years, demonstrating Pathway Academy's sustainability in both the near-term and long-term. The chart also demonstrates that Pathway Academy reserves a percentage of its revenue to maintain a healthy reserve fund.

	FY15	FY16	FY17	FY18	FY19
Total Enrollment	432	428	425	420	420
Total Revenue	$5,540,966	$4,981,220	$4,791,259	$4,657,140	$4,608,183
Total Expenses	$5,395,649	$5,144,905	$5,151,785	$4,933,205	$4,792,925
Fund Balance	$1,925,819*	$1,762,134	$1,401,608	$1,125,543	$940,801
Percent to Surplus	36%	34%	27%	23%	20%

*includes current fund balance $1,780,502

Pathway Academy also adheres to a debt schedule to pay down the cost of its school building. The total amount reserved for capital outlay is $205,740 each year until the debt is repaid by August 2016.

See appendix p. Charter School Budget (3 year projected) on page 159 for detailed budget document.

D.2: Financial Management

Pathway Academy is committed to wise spending and efficient use of resources from federal, state and local funding sources. To operate as a financially prudent, responsible and sustainable public institution, Pathway Academy pledges to:

1. Maintain a balanced budget.
2. Undergo annual financial audits and submit the results to the University of Missouri Kansas City.
3. Remain current on all financial obligations.
4. Implement board-approved policies for bids, requests for proposals and financial controls.
5. Maintain a minimum fund balance of 10 percent of the operating budget.

The Board of Directors works with the Executive Director and Director of Operations and Finance to ensure financial accountability. Pathway Academy complies with generally accepted accounting practices for public institutions and the Missouri Financial Accounting Manual. The Director of Operations and Finance oversees budget processes and directs receivables and payments. Board members approve all expenditures and review credit card statements monthly. An annual spending plan is approved by the board each spring. Finances are audited each year by a credible public accounting firm and this information also is reviewed by the board.

Pathway Academy has the capacity to develop and implement adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced-price lunch, and compliance with federal programs, such as special education and limited English proficient enrollment. Attendance processes are in place so that teachers track attendance both during the regular school day and during the remedial/RTI portion of the school day, using the student management information system. Attendance and enrollment data is audited annually. Pathway Academy participates in the Community Eligibility Provision to offer free and reduced-price lunch to all students, based on the historically high number of students who meet federal guidelines to qualify for the program. The Director of Operations and Finances ensures compliance with all grant administration by tracking invoices, coding money received in the budget and ensuring all spending meets the guidelines outlined in the grant.

In the future, Pathway Academy plans to improve its finances by focusing more effort on fundraising efforts and obtaining donations from local community members and businesses.

D.3 Facility

Pathway Academy purchased the school building in spring of 2013 after renting the space for five years. The building is compliant with local, state and federal codes with regard to student health, safety and security. To purchase the building, Pathway Academy obtained a loan for $606,666.68 at a nominal annual rate of 6 percent. Payments of $17,145.01 are made monthly with a debt payoff date of Aug. 1, 2016.

Pathway Academy reserves $100,000 in the budget annually to pay for any necessary repairs to the building. Past improvements to the building include:

- Installation of heating and cooling system in the library.
- Re-pavement of the parking lot and sidewalks.
- Restroom, gymnasium, and cafeteria renovations.
- Installation of playground equipment.
- Roof replacement.
- Landscaping.
- HVAC repairs.
- Installation of computer lab.

- Hallway/classroom enhancements, i.e. paint, lighting and carpet.
- Front office renovation.

Pathway Academy leadership will be working with the Board to develop a long-range facilities plan to guide future improvements to the building as part of its five-year strategic plan.

A school safety officer ensures staff and students are prepared to safely handle any emergency or crisis in the building. Specific plans are in place to ensure the safety of staff and students in case of an emergency. Safety training is an aspect of staff professional development and appropriate emergency drills occur regularly. This includes monthly fire drills and monthly tornado drills. Lock-down drills are held every other month.

D.4 Transportation

Pathway Academy offers home-school-home transportation to its students through a contracted vendor that meets DESE's safety requirements. Providing safe and accessible transportation to students has been a priority for Pathway Academy since its inception. Currently, Pathway Academy contracts with First Student to provide and coordinate transportation services. Pathway Academy also partners with other area charter schools that contract with First Student to pair routes to save money on transportation costs.

Transportation to and from school is available for all Pathway Academy students that live more than a mile from school, in accordance with DESE guidelines. Transportation is available upon parent request for students who live within a mile of the school. Door-to-door service is provided to kindergarten students. Transportation also is provided for all field trips and off-campus events.

D.5 Insurance

Pathway Academy provides comprehensive liability insurance to indemnify the school, board, staff and teachers against tort claims. Coverage provided by Philadelphia Insurance Indemnity Company. Currently, Pathway Academy insurance limits include the following for each policy period:

- $5,000,000 for general aggregate.
- $5,000,000 for products/operations.
- $5,000,000 for personal/advertising.
- $1,000,000 for employee benefits.
- $1,000,000 for sexual, physical abuse or molestation.
- $1,000,000 for professional liability.

Each year, the Director of Operations and Finance, along with the Board, reviews current insurance coverage and liability limits, as well as enrollment projections and facility needs, to determine current needs and adjust as necessary.

Please see appendix r. Evidence of (Liability) Insurance Coverage on page 161 for supporting documentation.

E: UMKC (Sponsor) Charter Application Assurance Statements

The Board of Pathway Academy has read and agrees to the terms set forth by UMKC Charter Center in the Charter Application Assurance Statements. Please refer to appendix u. Charter Application Assurance Statements for more detailed information.

_____ 11/18/14

Signature Board President Date

Part F: Performance Contract

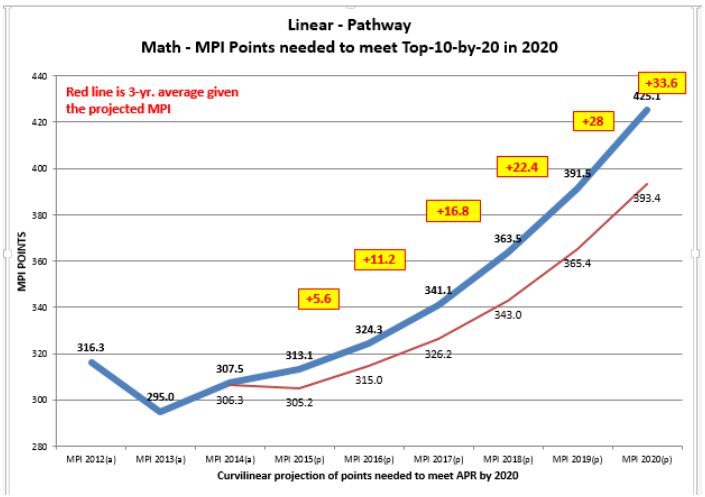
Pathway Academy and the University of Missouri Kansas City Charter School Center

GOAL AREA -Student Performance

Math: Pathway Academy will increase its MPI score in mathematics incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:
2015: 5.6 (313.1 MPI)
2016: 11.2 (324.3 MPI)
2017: 16.8 (341.1 MPI)
2018: 22.4 (363.5 MPI)
2019: 28.0 (391.5 MPI)

These numbers may be revised based on changes to the state's accountability system beginning in 2015.



Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Develop and adopt district wide curriculum and assessment plan with a focus on math.				
ACTION STEPS				
1. Adopt and implement a Common Core aligned math program.	2014-2015	DOA, ED, CC*	1. STAR Assessments 2. Georgia Math 3. Kim Sutton-Creative Mathematics 4. Professional Development 5. Differentiated Instruction 6. Data Teams	1. Pathway Academy will increase its MPI score in mathematics incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020 2. All district classrooms will implement math workshop in daily schedule to be monitored through classroom observations. 3. All district classrooms will implement math RTI in daily schedule to be monitored through classroom observations.
2. Implement a fact fluency and place value workshop time in the daily schedule.	2014-2015	DOA, ED, CC		
3. Adopt a research-based math intervention program.	2015-2016	DOA, ED, CC		
4. Explore implementation of a building wide math RTI program	2015-2016	DOA, ED, CC		

*Director of Achievement (DOA), Executive Director (ED), and Curriculum Committee (CC)

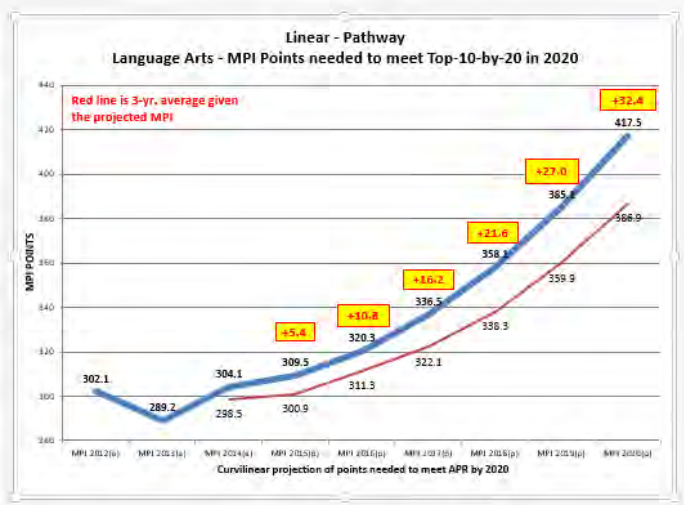
GOAL AREA -Student Performance continued

***English Language Arts*:** Pathway Academy will increase its MPI score in English Language Arts (ELA) incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

2015: 5.4 (309.5 MPI)
2016: 10.8 (320.3 MPI)
2017: 16.2 (336.5 MPI)
2018: 21.6 (358.1 MPI)
2019: 27.0 (385.1 MPI)

These numbers may be revised based on changes to the state's accountability system beginning in 2015.



Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Develop and adopt a district wide curriculum and assessment plan with a focus on literacy				
ACTION STEPS				
1. Adopt and implement a new balance literacy program.	2014-2015	DOA, ED, CC	1. STAR Assessment 2. Balanced Literacy Program-Journeys 3. Program Assessments 4. Professional Development 5. Curriculum Committee Professional Development on balanced literacy program 6. Differentiated Instruction 7. Data Teams	1. Pathway Academy will increase its MPI score in English Language Arts (ELA) incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020. 2. Increase the percentage of scholars scoring at or above grade level by 10% annually until reading 80% on the STAR assessment. 3. Curriculum guide that includes scope and sequence, model lessons, formative and summative assessments and resource guides.
2. Implement a building wide RTI programs for ELA.	2014-2015	DOA, ED, SPED		
3. Integrate literacy in science and social studies instruction.	2015-2016	DOA, ED, CC		
4. Implement new data team structure.	2014-2015	DOA, ED		
5. Implement a school wide theme of Readers as Leaders: Accelerating Literacy through Leadership and prioritize	2016-2017	ED, DOA, CC		

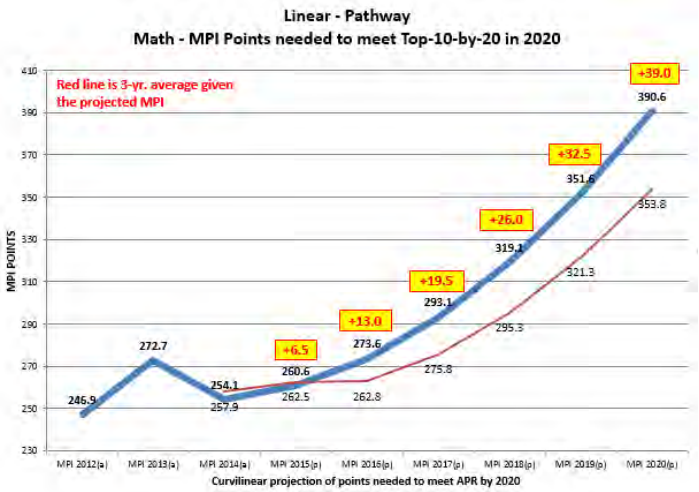
reading across the curriculum.				

GOAL AREA -Student Performance continued

Science: Pathway Academy will increase its MPI score in Science incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:
2015: 6.5 (260.6 MPI)
2016: 13.0 (273.6 MPI)
2017: 19.5 (293.1 MPI)
2018: 26.0 (319.1 MPI)
2019: 32.5 (351.6 MPI)

These numbers may be revised based on changes to the state's accountability system beginning in 2015.



Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Develop and adopt a district wide curriculum and assessment plan to support science literacy.				
ACTION STEPS				
1. Develop a K-6 Scope & Sequence for science that aligns with state science assessments.	2014-2015	DOA	1. Kansas City Regional Professional Development Center 2. Linda Lacy 3. Professional Development 4. NSTA Conference	1. Pathway Academy will increase its MPI score in Science incrementally each year until reaching the score needed to meet the Missouri Department of Education's goal of Top 10 by 20 in 2020. 2. Integrate inquiry-based science materials into daily instruction. 3. Classroom assessments are aligned with school wide scope and sequence.
2. Send grade level representatives to MAP Science training at Kansas City Regional Professional Development Center	2014-2015	ED		
3. Work with a science consultant from the Kansas City Regional Professional Development Center	2014-2015	DOA		
4. Explore science mentoring opportunities.	2015-2016	ED, DOA		

5. Explore adoption of new science curriculum.	2015-2016	ED, DOA, CC		

GOAL AREA -Student Performance continued

Annual Performance Report (APR): Pathway Academy will increase its overall APR score incrementally each year until meeting or exceeding the state's 90% standard.

The APR goal scores will increase by the following number of points each year:

2015: 75%
2016: 78%
2017: 82%
2018: 87%
2019: 90%

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Focus on all areas that contribute to the district's APR score.				
ACTION STEPS				
1. Implement all improvement strategies related to math with fidelity.	2014-2015	ED, DOA, CC	See previous resources related to math, science, ELA, and attendance.	1. Pathway Academy will increase its overall APR score incrementally each year until meeting or exceeding the state's 90% standard.
2. Implement all improvement strategies related to science with fidelity.	2014-2015	ED, DOA, CC		
3. Implement all improvement strategies related to attendance with fidelity.	2014-2015	ED, DOA, CC		
4. Implement all improvement strategies related to ELA with fidelity.	2014-2015	ED, DOA, CC		

Attendance: Ninety percent of Pathway Academy students will be present 90 percent of the time.

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Implement district attendance protocol with fidelity.				
ACTION STEPS				

1. Train all staff on the attendance protocol.	2014-2015	ED, DOF	1. Attendance Protocol 2. Data Owner 3. Incentives	1. Attendance protocol is implemented 100% of the time. 2. Ninety percent of the district students are in attendance 90% of the time. 3. District APR will be above 80%.
2. Implement an attendance incentive program.	2014-2015	ED, DOF		

GOAL AREA –Family and Community Involvement

***Family and Community Involvement*:** Pathway Academy and its Board of Directors will expand relationships and partnerships with parents, patrons and businesses to ensure greater opportunities for real-world learning.

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Increase opportunities for family involvement in the school.				
ACTION STEPS				
1. Provide opportunities for connecting students and teachers with family volunteers.	2014-2015	COC, SEC*	1. Community Outreach Coordinator 2. School Events Committee 3. Parent Leaders 4. Needs Assessment	1. Increase number of classroom volunteers by two per classroom annually. 2. Eighty percent of families will attend a minimum of three events per school year. 3. Eighty percent of families will complete a needs assessment and attend one workshop per year.
2. Increase family attendance at school events	2014-2015	COC, SEC		
3. Increase school and community resources offered to parents through the district.	2014-2015	COC, SEC		
4. Develop a menu of family workshop options	2015-2016	COC, SEC		
Increase opportunities for community partnerships in the district and generate outside funding.				
ACTION STEPS				
1. Hire a grant writer.	2015-2016	ED	1. Grant writer 2. Marketing Committee 3. Marketing Agency 4. Funding	1. The district will obtain a minimum of $50,000 through grant/donation opportunities annually. 2. High quality marketing materials will be created.
2. Develop marketing materials	2015-2016	DOF		
3. Develop fundraising opportunities	2015-2016	ED, DOF		

*Community Outreach Coordinator (COC), School Events Committee (SEC)

GOAL AREA –Leadership and Governance

Leadership and Governance: Pathway Academy will establish and retain a diverse Board of Directors who are highly committed and invested in the mission of the school.

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Add four additional board members with a variety of expertise.				
ACTION STEPS				
1. Identify current gaps in expertise.	2014-2015	ED, Board	1. Expertise Rubric	1. Pathway Academy will have a diverse Board of Directors with seven qualified members.
2. Recruit qualified board members.	2014-2015	ED, Board		
Increase involvement of board members.				
ACTION STEPS				
1. Develop attendance policy for board members.	2014-2015	Board	1. Policy Samples	1. Board members attend 90% of board meetings in person. 2. Board members visit Pathway Academy once per quarter.
2. Develop board involvement policy.	2014-2015	Board		
Pathway Academy Board members participate in 16 hours mandatory training.				
ACTION STEPS				
1. Schedule board training.	2014-2015	ED, Board	1. UMKC Charter Center 2. DESE Guidelines	1. 100% of Pathway Academy Board members will complete 16 hours of training.
2. Verify board member attendance.	2014-2015	ED, Board		
Pathway Academy Board of Directors will develop assessment protocols for school leadership.				

ACTION STEPS				
1. Enhance current Executive Director dashboard/rubric.	2014-2015	ED, Board	1. UMKC Charter Center 2. Sample rubrics 3. Goal documents	1. Improved dashboard/rubric will be implemented. 2. Verification of improved communication strategies will be measured by board survey. 3. Goal documents and verification of achievement will be submitted to board annually.
2. Establish effective communication strategies/tools.	2014-2015	ED, Board		
3. Establish and approve goals for school leadership.	2014-2015	ED, Board		

GOAL AREA –Highly Qualified Staff

Highly Qualified Staff: Pathway Academy will recruit, hire, develop and retain highly qualified staff and leadership who possess the skills to support students in academic, personal and social growth.

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Develop reliable processes to recruit and hire candidates who can apply effective instructional and leadership skills.				
ACTION STEPS				
1. Increase outreach and marketing to high-quality urban teacher education programs.	2014-2015	ED, DFO	1. Screening tool 2. Rubric 3. External recruiting training 4. Website manager	1. Increase the number of applicants by 10% annually. 2. Increase the number of student teacher candidates annually until the district has one per grade level. 3. Website content is updated monthly.
2. Increase opportunities for student teacher candidates.	2014-2015	ED, DFO		
3. Develop a standardized interview protocol and rubric for potential applicants.	2014-2015	ED, DFO		
4. Train a committee of teachers and school staff to participate in the interview process.	2014-2015	ED, DFO		
5. Purchase a staffing management program.	2015-2016	ED, DFO		
Increase the district's staff retention rate to 70% by providing quality support systems.				
ACTION STEPS				

1. Implement district mentoring program.	2014-2015	ED, DOA	1. Mentor Teachers 2. Climate/Culture Committee 3. Professional Development 4. Peer Coaching and PLC materials 5. Funding	1. 90% of staff will accept their teaching contract when offered. 2. 90% of staff will indicate "strongly agree" on the faculty school climate and faculty collegiality and professionalism end-of-school survey. 3. 90% of staff will indicate they were observed by a peer and received feedback when taking end-of-school survey. 4. One hundred percent of staff will participate in book study and professional development training on PLC model.
2. Implement Climate/Culture Committee.	2014-2015	Climate/Culture Committee		
3. Implement peer coaching model.	2015-2016	DOA, CC		
4. Provide professional development on PLC model.	2015-2016	ED, DOA		
5. School leader will provide adequate opportunities for teacher collaboration.	2015-2016	ED, DOA		

GOAL AREA –Resources

Resources: Pathway Academy will administer an annual budget that ensures effective and efficient use of resources to provide for financial stability and support of the district mission.

Improvement Strategy	Implementation Timeline	Person(s) Responsible	Resources	Projected Outcomes/ Measurement of Effectiveness
Develop and implement a long-range facility plan.				
ACTION STEPS				
1. Create additional learning spaces through renovation of existing facility.	2014-2015	ED, Board, DFO	1. School Facility Consultant 2. Funding	1. A Board-approved facilities plan and timeline will be approved. 2. DESE approval for ECH facilities.
2. Ensure renovations meet Early Childhood guidelines	2014-2015	ED, Board, DFO		
Develop and implement a long-range technology and curriculum review plan.				
ACTION STEPS				
1. Establish a technology committee.	2014-2015	ED, DOA, Tech	1. Committees 2. Needs assessment	1. A Board-approved long-range technology plan will be implemented. 2. A Board-approved curriculum review cycle will be implemented.
3. Develop a curriculum review cycle.	2015-2016	DOA, CC		
4. Conduct an assessment of current technology needs.	2014-2015	DOA, CC		
Develop and implement a long-range staffing plan.				
ACTION STEPS				
1. Conduct a needs	2014-2015	ED, Board	1. Needs assessment	1. Staffing gaps will be

assessment and identify current gaps in staffing.			2. Funding	identified. 2. Staffing plan and timeline will be implemented.
2. Conduct an annual budget review.	2014-2015	ED, Board, DFO		
3. Develop the staffing plan and timeline.	2014-2015	ED, Board		
Develop and implement fiscally sound accounting principles.				
ACTION STEPS				
1. Ensure a clean annual audit.	2014-2015	DFO, Board	1. External Audit Firm	1. Annual audit indicates no significant findings.

Part G: Monitoring Plan

UMKC Charter School Renewal Performance Contract Pathway Academy

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

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

AUDIT RESULTS

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

Financial Status/Sustainability		X			X

Student achievement results at Pathway Academy over a span of three years currently, as indicated in the UMKC Charter School Center Performance Contract document, classifies it as:
Provisionally Accredited - Probationary Status
As such, the UMKC Charter School Center will:

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

UMKC Charter School Renewal Performance Contract

Pathway Academy

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

As the sponsor, the UMKC Charter School Center will monitor this school's academic performance regularly. Monitoring results will identify needed support measures. Those supports and/or interventions may include some, or all, of the following:

- On site instructional monitor
- Formative and summative assessments
- Teacher/Leader evaluation
- Targeted audits
- Research based instructional interventions

Over the length of this contract, Pathway Academy and the UMKC Charter School Center reserve the right to adjust specific targets for each goal based on actual yearly outcomes and/or progress towards the "Top 10 by 20 " goals.

_____	_____
UMKC Charter School Representative	Pathway Academy Official
August 4, 2014	
_____	January 27, 2015
DATE	DATE

Part H: Terms and Processes Agreement

The leadership of Pathway Academy has read and agrees to the terms set forth by the UMKC Charter School Center regarding:

1. Intervention
2. Revocation.
3. Non-Renewal
4. Closure
5. Return of unobligated assets.

_____ ___11/18/14_____

Signature Board President Date

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a. First Grade Sample Lesson Plans

RTI-

Monday	Tuesday	Wednesday	Thursday	Friday
• Expectations + • Read Do You Play?	Write the words/use them in sentences (together)	• Sight word flash cards • partner read	• Which Word? • Fill in the new sentences	• I Play… • Read to me • Word-O

Math- Georgia Math

Monday	Tuesday	Wednesday	Thursday	Friday
• U1 Task 10 • Bunch of Bananas	• U1 Task 11 • Oh No 99 Chart!	• U1 Task 12 • Favorite Sports	• U2 Pre-Assessment • Task 1	• U2 Task 3 • One Minute Challenge (part 1)

ELA- Journeys

Monday	Tuesday	Wednesday	Thursday	Friday
• Lesson 4- Day 4 • sight word pre-test during plan	• Lesson 4- Day 5	• Lesson 5- Day 1	• Lesson 5- Day 2	• Lesson 5- Day 3

Writing

Monday	Tuesday	Wednesday	Thursday	Friday
Write about your neighborhood: brainstorm/ topic sentence	3 supporting details	**U1 Post-Test**	conclusion sentences + rewrite	PUBLISH!

Kim Sutton-Math

drills/number talks Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
number talk intro	practice number talks	practice number talks	practice number talks	practice number talks

Monday, September 29:

8:10-8:30	Breakfast (in cafeteria)	
8:30-8:50	Morning Meeting (led by Star Student): ● Date & place value practice ● Monday: show and tell with new Star Student- Kristiana ● Goal-setting and objective reads	
8:55-9:40	RTI ● Why are we here? Expectations + 3-star reader, goals ● Read "Do You Play?" ○ How does it look when we read aloud? ○ How do we treat the books we have? ○ What animals did we read about in the book? ■ flip back through to remember ■ Record on the board, then practice writing the words: "Yes, I like the _." ● Expectations for dismissal + line up (5 min)	Do You Play? (high frequency word book) paper, pencils, clipboards
9:45-10:30	Reminder of expectations and mission (on carpet) ● run through expectations for classroom and school, then watch mission video **Number talk: (5 min)** ● This is going to help us talk about how we think in math, and that is SUPER important if we want to be secret agents for Op Smart. When I ask a question during a "number talk," I need to see EVERYONE doing a motion that goes with what they're thinking ○ thumbs up near chest is "I have a strategy or idea to share that is new/different" ○ fingers on temple is "I'm still thinking" ○ agree is wiggling finger ● I will quickly point at you to share what you think. No one is right or wrong. We just want to practice our mental math and explain our thinking. We may learn some really good strategies from each other, so be good listeners! ● How many do you see? How do you see them? **Math: U1 Task 10: Bunch of Bananas! (40 min)** ● Problem 1: how do we divide these bananas among the monkeys so they all have the same amount? ● 1 or 2 practice problems (one without a set # of bananas): you tell me how should we go about splitting up the bananas?	number talk flipchart task 10 flipchart
10:30-10:40	Restroom break	
10:45-11:35	Specials- Music ● make remaining copies for the week	

11:40-12:20	Task 10 Bunch of Bananas! ● come up with your own strategy with a partner to divide the bananas among the monkeys using the problem on the board ○ each partner has counters/monkeys sheet ○ you can use the counters OR you can use another strategy if you like ○ talk about it after 5 min- did anyone draw? go back and do that 5 min ● What if they don't have to have the same amount of bananas? Explore that for 5 min; what different ways did you split up the bananas?	10 sets of 32 counters, monkey sheets
12:25-12:45	Lunch	
12:45-12:55	Restroom break	
1:00-2:25	**Journeys: Lesson 4 Day 4** Quick read aloud- 10 min Phonics: (5 min) City Mouse and Country Mouse (10 min) ● this is a "fable"- a short story where a character learns a lesson; when we read it, look for the lesson ● choral reading (split up into 3 groups to read the parts) ● read along with me in your group What was the lesson? (5 min) ○ they come from 2 different places; country neighborhood was safe, so country mouse should have stayed there, etc ○ make a connection to a lesson YOU learned Making connections (10 min) ● Can you make a connection between this fable and the text about Lucia's neighborhood? ○ both talk about neighborhoods ○ how are they the same? different? ● What is special about your neighborhood? Brain break Individual work checklist (30 min- switch activities every 10) ● reader workbook pg 57, 58 ● write about whatever you want (NOT DRAWING); use capital letter at beginning, period at end. ○ give possible starters: "I like to ____. Today I ____. My goal today _____. At recess, I want to ____. My favorite food is ____." ● read to self silently **FIRE DRILL 2:10**	phonics flipchart pull up fable on board to read together aloud writing sentence starters (supports for those who need it)
2:30-2:50	Recess	
3:00-3:30	Writing: ● Write about your neighborhood EXAMPLE brainstorm/topic sentence (what is it going to be about?)- 10 min ○ vocabulary: neighborhood, house, apartment, pets, stores, people, neighbor, yard, street etc ○ goal is to get a good idea and then write a great topic sentence today	writing template for a paragraph
3:30-3:40	Goals + Bucket filler moments	

3:40-4:00	Dismissal procedures + class jobs	

Tuesday, September 30:

8:10-8:30	Breakfast (in cafeteria)	
8:30-8:50	Morning Meeting (led by Star Student): ● date and place value ● Tuesday: emotions ● goals and objectives	
8:55-9:40	RTI: ● Why are we here? Expectations + 3-star reader, goals ● What book did we read yesterday? [Do You Play?] ● Some words in that book are really important for us to know; they show up a lot in different stories, so if we work hard at learning them now, we will be able to read them easily in other stories :) ● Sound out/blend each word and say it > use definition cards to understand their meaning ● after discussion, write the word, and come up with a sentence together to use that word ● Expectations for dismissal + line up (5 min)	definition cards on board word/ sentence papers pencils, clipboards

9:45-10:30	Reminder of expectations and mission
	● run through expectations for classroom and school, then watch mission video
	Number talk: (5 min)
	● This is going to help us talk about how we think in math, and that is SUPER important if we want to be secret agents for Op Smart. When I ask a question during a "number talk," I need to see EVERYONE doing a motion that goes with what they're thinking
	  ○ thumbs up near chest is "I have a strategy or idea to share that is new/different"
	  ○ fingers on temple is "I'm still thinking"
	  ○ agree is wiggling finger
	● I will quickly point at you to share what you think. No one is right or wrong. We just want to practice our mental math and explain our thinking. We may learn some really good strategies from each other, so be good listeners!
	● How many do you see? How do you see them?
	U1 Task 11: Oh No! 99 Chart
	● all of us will play when we get back from specials; right now it's really important that we understand how to play so we can do it correctly
	● model the game with 2 other students (with 99 chart and counter on the board):
	  ○ deal 4 cards each (like we did with the monkeys), put other cards in stack in middle
	  ○ place counter on 0; one player puts down a card> do whatever the card says
	  ○ **POINT OUT FLOW OF CHART- JUST LIKE WE READ**
	  ○ (2-10 forward that number; A- forward 1; J- backward 1; **Q forward/backward 10- WHAT DO YOU NOTICE???**; K- freeze/stay)
	  ○ We DON'T want to get to 99, so we want to play big cards or little cards? Play a whole round, with students helping decide what cards to play and practicing where to go
	  ○ "I'm playing a 4 because it's the littlest number I have, and it will keep
		number talk flipchart
		
		cheat sheet on board

	us farther from 99." OR "I'm playing a Q because I know we can go backward 10 (up one space on 99 chart according to our pattern)."	
10:30-10:40	Restroom break	
10:45-11:35	Specials- Technology in computer lab	
11:40-12:20	Task 11: Oh No! 99 Chart! (20 min) ● teams of 3 stand around desks to play ○ deal 4 cards to each person and put rest in middle (2 min) ○ 15 minutes to play ● Teams who work together, talk about their thinking and don't end up at 99 will get a prize :) ● whisper, work together taking turns around the circle and using the sentence starters "I played _ because" ● reminders of what the cards mean are on the board	6 decks of cards, flipchart, 6 99s charts, 6 counters
12:25-12:45	Lunch	
12:45-12:55	Restroom break	
1:00-2:25	**Journeys U1 Lesson 4 Day 5** Quick read aloud (10 min) Phonics (5 min) Vocabulary Extension: (15 min) ● this week, the topic of our texts was neighborhoods ● some words can help us extend our vocabulary ○ **urban:** having to do with a city ○ **citizen:** a member of a community ○ **services:** helpful activities or supplies ● make a four-square map for one of the words WITH YOUR PARTNER **(MODEL on carpet)** ○ 1. draw a picture, 2. write the meaning, 3. write a sentence, 4. write the word Spelling test: words from week 4 Individual work checklist (30 min- switch activities every 10) ● workbook pg 59 + pg 119 adjectives (use index card numbered 1-6 to write an adjective/describing word for each object) ● word work: sort the words into -ed, -en, -et (cross off word and write it under the right column) ○ also hunt in your books for -ed, -en, -et words and record them in the right columns ● read to self	phonics flipchart blank four squares spelling test templates index cards numbered 1-6 word work pages (front/back)
2:30-2:50	Recess	
3:00-3:30	Writing: ● Write about your neighborhood ○ EXAMPLE details (how will you explain your main idea? go back to it and come up with 3 examples)- 10 min ○ vocabulary: neighborhood, house, apartment, pets, stores, people, neighbor, yard, street etc ○ goal is to add 3 ideas into 3 good sentences	
3:30-3:40	Goals + bucket filler moments	

3:40-4:00	Dismissal procedures	

Wednesday, October 1:

8:10-8:30	Breakfast (in cafeteria)	
8:30-8:50	Morning Meeting (led by Star Student): ● date and place value ● Wednesday: would you rather sing in front of a big group of people or dance on a big stage? ● goals and objectives	
8:55-9:40	RTI: ● Why are we here? Expectations + 3-star reader, goals ● Why have we been practicing some of the words we read in the book "Do You Play?" [so we can read them easily when we see them in other books] ● Today we're going to practice these words with our very own flash cards ○ step 1: cut out (5 min)- talk about how we use scissors and clean up our messes ○ Step 2: say the words together on the board, then find that word in your stack of cards and hold it up in the air! (5 min) ○ Step 3: place them in a stack and say them to yourself and put them at the back (5 min) Sound them out if you need to! ○ step 4: find a partner and a spot to sit (w/ music) take turns helping each other practice (model)- one friend holds the cards and the other friend says the words (good feedback)- 10 min ○ If time: read the book "Do You Play?" with your partner, celebrating each time you recognize the words we have been working on :) ● Expectations for dismissal + line up (5 min)	flash card copies for each student baggies "Do You Play?"
9:45-10:30	Reminder of expectations and mission (5 min) ● run through expectations for classroom and school, then watch mission video U1 Task 12: Favorite Sports (15 min) ● on board, model collecting and then organizing data ○ What is a question I could ask about sports people like? What would I ask to get some data about people's favorite sports? (turn/talk) ○ Which sport is your favorite?- fill in question (all do this part) ○ come up with 3 options for people to pick from and fill in the choices in both spots- all do this ○ put papers on a clipboard (with name) and file in line order in bucket to use later ● In a minute, we are all going to go through this process and survey the other first grades, but we need to make sure we understand what it looks like first ○ I will go to 15 people and ASK the question + provide the answer options. After I ask each person, I will make ONE tally in this column. Then I move on to the next person. I will stop when I have 15 tallies (OR the whistle is blown to line up). We will all be asking different people, so should our papers look the same? ● Head outside to survey first grade in the courtyard	favorite sport page clipboards
10:30-10:40	Restroom break	

10:45-11:35	Specials- Fitness Wednesday (PE) - get back within 5 min!!!	
11:40-12:20	**Number talk: (5 min)** ● This is going to help us talk about how we think in math, and that is SUPER important if we want to be secret agents for Op Smart. When I ask a question during a "number talk," I need to see EVERYONE doing a motion that goes with what they're thinking ○ thumbs up near chest is "I have a strategy or idea to share that is new/different" ○ fingers on temple is "I'm still thinking"; agree is wiggling finger ● I will quickly point at you to share what you think. No one is right or wrong. We just want to practice our mental math and explain our thinking. We may learn some really good strategies from each other, so be good listeners! ● How many do you see? How do you see them? U1 Task 12- Favorite sports ● Now we will count up our votes. JUST WATCH for now. Record number from my tally chart in the next column ○ Count up your votes for each choice and write them in the next column (you probably won't have the same numbers I do!) ● To make this data easier to look at, we are going to fill in a graph- flip over your paper and fill in the choices like I do (we'll show votes for each choice in 3 different columns) ○ I had __ votes for __, so I will color in that many boxes above that choice. Find the number of votes you had, then color in that # of boxes ○ Do the same for the other 2 choices... ● Which sport got the most votes? So which sport was the class' favorite? (DIFFERENT ANSWERS ARE OK BECAUSE WE ASKED DIFFERENT PEOPLE) ● Which got the least votes? How many votes for __? How many votes for _ AND ___?	clipboards
12:25-12:45	Lunch	
12:45-12:55	Restroom break	
1:00-2:25	**Journeys U1 Lesson 5 Day 1** Quick read aloud- vocabulary reader (10 min) ● Adjectives; What are those again? While I read, try to recognize the adjectives Phonics warm-up: short u, consonants /qu/ and /z/ (5 min) Introduce spelling words: (10 min) ● say it, sound it out and spell it on white boards (up, bug, mud, nut, hug, tub) Read on carpet (with the interactive reader)- 15 min ● Today we are reading for 3 reasons; I want you to pick two to focus on. All are trying to understand what happens in the story. 2 other options: ○ look for adjectives & identify short u sounds ● Ask "first read" questions along the way ● When you hear adjectives and short u sounds, raise your hand to share Brain break Individual work checklist (30 min- switch after 10 min) ● workbook pg. 60, 61, word work: pg. 7 (short u color, tally, graph) ● read to self	phonics flipchart student book online word work pg. 7 (short u)
2:30-2:50	Recess	
3:00-3:30	MATH- Post-test Unit 1	flipchart with

	● Go over expectations for test- we will see how much you grew! :) so exciting! (person who grows the most gets a prize- to be announced Thursday or Friday) ● read test to them- 10 min for first side, 15 min for back;need: flipchart for part 2	graph unit 1 post-test
3:30-3:40	Goals + bucket filler moments	
3:40-4:10	Dismissal procedures	

Thursday, October 2:

8:10-8:30	Breakfast (in cafeteria)	
8:30-8:50	Morning Meeting (led by Star Student): ● Date and place value ● Thursday: Human machine ○ teams of 4 have 3 min to create a "car wash"- needs to have all the parts, every person doing a part (water hose, scrub brush, dryer, garage, car?, etc) ● goal setting and objectives	

8:55-9:40	RTI:
	● Why are we here? Expectations + 3-star reader, goals
	● Play "Which Word?" (15 min)
	  ○ TBD
	● Fill in the sentences together (10 min)
	  ○ read them, figure out which word fits best (teach strategy for filling in from a word bank)
	● Expectations for dismissal + line up (5 min)
		Which word materials
		
		Vocaba-z fill in sentences, pencils, clipboards

9:45-10:30	Reminder of expectations and mission (5 min) ● run through expectations for classroom and school, then watch mission video U2 PRE-ASSESSMENT: ● Who remembers what a PRE-assessment is? Is it a big deal if we don't know how to do something? ○ Before we start to learn something, it helps the teacher see what we need to focus on and how much we can grow. Not a big deal if we don't know something or if we think it's hard. We are going to PERSEVERE and do our best, even if we don't know it yet. ● 2 minutes (or so) for each question; eyes on your own paper; silently work and do your best!	U2 pre-assessment (stapled)
10:30-10:40	Restroom break	
10:45-11:35	Specials- PE	
11:40-12:20	U2 Task 1: ● Read "Corduroy" to the class > is anyone in here wearing buttons today? ● The students in Mrs. Fletcher's class just won a competition for eating the most cake of any first grade class in the world! They ate so much cake that every button in the class popped off everyone's clothes. Mrs. Fletcher has to get to the store before the end of class, buy buttons and sew them back on. How many buttons does Mrs. Fletcher need to buy to replace every button in her class? < What do we need to know to figure this out? ● Let's pretend we are Mrs. Fletcher's class. How many buttons would I need to buy to replace all the buttons in our class? (do this number talk style to come up with ideas, then carry them out)	ready for anything- paper, pencils, clipboards, counters, number lines

	○ What do we need to figure out? What will make counting these buttons easier? ○ How are we going to record it? Now how do we analyze our data to get the answer we are looking for?	
12:25-12:45	Lunch	
12:45-12:55	Restroom break	
1:00-2:25	**Journeys Lesson 5 Day 2** Quick read aloud (10 min) Phonics- short u (5 min) Words to know: (on carpet- 5 min) ● we need to know the words in this story to understand it; let's read about some of the important words in this story > words to know (on board from focus wall) Introduce comprehension skill: story structure (back at desks) ● Stories have 3 different parts: characters, setting and plot; what do you already know about these parts? ● While we read today, we are going to look for characters, setting, and plot and record them after we read the story ● After we read, write names of characters (Gus, conductor, Peg); write setting (train); write plot (Gus gets on the train. He meets a friend, Peg. They ride the train to the zoo.) Independent Work checklist: (30 min- switch every 10) ● workbook pg 62, 64 ● words to know tracing/writing ● read to self	phonics flipchart characters, setting, plot graphic organizers words to know trace/write
2:30-2:50	Recess	
3:00-3:30	Writing: conclusions ● model writing a conclusion about my neighborhood- wraps up the paragraph ● Write your conclusion sentence, then write all your sentences together on a paper, making sure you have capital letters and periods at the end.	paragraph charts from Mon/Tues, lined paper to rewrite
3:30-3:40	Goals + bucket filler moments	
3:40-4:00	Dismissal procedures	

Friday, October 3:

8:10-8:30	Breakfast (in cafeteria)	
8:30-8:50	Morning Meeting (led by Star Student):	

	● Date and place value ● Friday: compliment circle ● goal setting and objectives	
8:55-9:40	RTI: ● Why are we here? Expectations + 3-star reader, goals ● "I play" sheet (I play with the ____; word bank + pics) ○ fill in the blanks + draw a picture for each situation; circle the word PLAY ○ during this activity, students read "Do You Play?" to me individually ● Play "Word-O" ○ Fill in your board with our words- 1 time each. When you hear me call out a word, circle that word or color in its spot; the first 3 people to get a row all colored in get a prize! ● Expectations for dismissal + line up (5 min)	"I play" sheet word-o sheets, clipboards, pencils/ crayons three prizes
9:45-10:30	Reminder of expectations and mission ● run through expectations for classroom and school, then watch mission video **Number talk: (5 min)** ● This is going to help us talk about how we think in math, and that is SUPER important if we want to be secret agents for Op Smart. When I ask a question during a "number talk," I need to see EVERYONE doing a motion that goes with what they're thinking ○ thumbs up near chest is "I have a strategy or idea to share that is new/different" ○ fingers on temple is "I'm still thinking" ○ agree is wiggling finger ● I will quickly point at you to share what you think. No one is right or wrong. We just want to practice our mental math and explain our thinking. We may learn some really good strategies from each other, so be good listeners! ● How many do you see? How do you see them? Review Library expectations before going ● bring a bucket for books while we're at restroom! *Fridays- Library 10:15-10:45*	
10:30-10:40	Restroom break	
10:45-11:35	Specials- Art ● sight word pre-test (pull kids to complete)	sight word sheets
11:40-12:20	U2 Task 3: One Minute Challenge ● model at the front with 2 students ● group of counters is in one big pile; one partner rolls the dice and says the number, one partner counts out that many counters into another pile (no rolling again until your partner has put ALL the counters in the right pile) ● when timer goes off, freeze/get silent; I will say "count your pile!" And you have a minute to count it. Partners with the most in their pile will get a point; the partners with the most points at the end will get a prize ○ after 2 rounds with partners, stop and ask- is there an easier way to count? Is counting by ones the best way? How can we make it easier? ○ continue for 4 more rounds (or so)	flipchart with partners 40 counters for each group (10 groups), 10 dice
12:25-12:45	Lunch	
12:45-12:55	Restroom break	

1:00-2:25	**Journeys Lesson 5 Day 3** Quick read aloud (10 min) Phonics review (5 min) Intro to small group work/daily 4 (5 min) ● In the next few weeks, we will be doing a lot of learning in small groups with me. To do that well, we will need to be able to work independently on different tasks. We have been practicing lots of these, but we are going to get EVEN better at them by practicing ● Why do you think we do it? How will it help us reach our goals? DAILY 4 STRUCTURE (opening)- 30 min 5 min go over expectations for read to self ● 3-star readers + comfy places in the room (model); pick a spot, stay in a spot ● try to read the text we are reading in textbook first, then another book of your choice ● 5 min whisper voice, read to self in a comfortable spot 5 min go over expectations for word work ● the work may be different sometimes, but I will explain it before daily 4 begins ● at your desk, by yourself, quiet ● 5 min do as much as you can of short u pgs 2-3 5 min go over expectations for writing ● most times you will write whatever you like; sometimes I will have other pages in your workbook for you to do along with that; writing does not mean drawing ● 5 min writing: whatever (in binder) 10 min go over expectations/show how to manage listening centers + games ● they will ALREADY be set up on the computers for you ● FIRST listen to the story by clicking on the speakers ● Then click “resources”> second or third tab to get to phonics and grammar games ● when you are finished, go back to the story for the next person to use it (show how + have a few kids come up to practice)	phonics flipchart daily 4 flipchart short u pgs 2-3 white binders interactive book
2:30-2:50	Recess	
3:00-3:30	Writing: publish and share our work ● write story again word for word on beautiful sheet (neat handwriting- model spaces between words)- 10 min ● Then share story with 2 partners- 15 min	drafts from the week; publishing papers
3:30-3:40	Goals + bucket filler moments	
3:40-4:10	Dismissal procedures	

Fourth Grade Daily Class Schedule	
8:10-8:30	Breakfast- Students hang up jacket and bag. Students eat breakfast quietly and silent read. (Turn in homework packet on Friday's only. Turn in agenda daily.)
8:30-8:50	Morning Meeting- Students learn about a social skill and have time to share about special life events. Teacher reviews daily agenda. (Regular day begins)
8:50-9:40	RTI- Students will move into a small group for reading. Some students will travel to work with another teacher. These groups are formed using data from Star Reading test. (Remedial portion of the day)
9:40-9:45	RESTROOM BREAK (Regular day resumes)
9:45-11:35	Communication Arts: • "Journeys" Reading Instruction. • "Journeys" Writing Instruction. • Spelling and Grammar. • Small group reading. • Independent Reading. • Read Aloud.
11:40-12:30	Specials: • Monday-PE • Tuesday- Art • Wednesday- PE for Life • Thursday-Music • Friday- Technology
12:39-12:59	LUNCH
12:59-1:05	RESTROOM BREAK
1:05-2:15	Math • Do Now (Review or number talk) • Whole Group Lesson • Independent Practice • Small group Lessons or Re-teach Lessons
2:15-3:05	Science or Social Studies
3:05-3:25	Recess
3:20-3:45	Kim Sutton Math (Number Line and Fact Practice)
3:45-4:10	D.E.A.R./End of Day Meeting/Dismissal *Positive Role Model stickers awarded at this time. (Regular day ends)

b. Sample Daily Schedule

c. Annual Calendar

August 2014 - June 2015

August 2014 — August

S	M	T	W	T	F	S	
					1	2	11: BTS Night
3	4	5	6	7	8	9	13: 1st Day of School
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							*DAYS*

September 2014 — September

S	M	T	W	T	F	S	
	1	2	3	4	5	6	26: Professional Development
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					
							DAYS

October 2014 — October

S	M	T	W	T	F	S	
			1	2	3	4	22: P/T Conferences
5	6	7	8	9	10	11	23: Early Release 12:30 pm P/T Conferences
12	13	14	15	16	17	18	24: No School
19	20	21	22	23	24	25	31: Professional Development
26	27	28	29	30	31		
							DAYS

January 2015 — January

S	M	T	W	T	F	S	
				1	2	3	1-2: Winter Break 5: Teacher Work Day/ PD Day
4	5	6	7	8	9	10	6: Students Return
11	12	13	14	15	16	17	19: MLK Holiday
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
							DAYS

February 2015 — February

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	13: Professional Development 16: President's Day
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
							DAYS

March 2015 — March

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	13: End of 3rd Quarter 16-20: Spring Break
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
							DAYS

November 2014 — November

S	M	T	W	T	F	S	November
							26-28: Thanksgiving Break
						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							*DAYS*

April 2015 — April

S	M	T	W	T	F	S	April
							1: P/T Conferences
			1	2	3	4	2:Early Release 12:30 P/T Conference
5	6	7	8	9	10	11	3: No School/ Good Friday
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			
							DAYS

December 2014 — December

S	M	T	W	T	F	S	December
							19: End of 2nd Quarter
	1	2	3	4	5	6	22-31: Winter Break
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				
							DAYS

May 2015 — May

S	M	T	W	T	F	S	May
							20: End of 4th Quarter
					1	2	20: Last Day of School
3	4	5	6	7	8	9	25: Memorial Day No School
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							*DAYS*

SCHOOL HOURS:

Breakfast = 8:10 - 8:30 a.m.

Remedial Time = 8:45 – 9:30 a.m.

Regular Day = 8:30 a.m. - 4:10 p.m.

Half Day = 8:30 a.m. - 12:30 p.m.

SNOW DAY Make-up Days:

1st = May 21

2nd = May 22

3rd = May 26

4th = May 27

5th = May 28

6th = May 29

June 2015 — June

S	M	T	W	T	F	S	June
							2: Summer School Work Day
1	2	3	4	5	6	7	3: Summer School Begins
8	9	10	11	12	13	14	3-26: Summer School
15	16	17	18	19	20	21	26: Last Day of Summer School
22	23	24	25	26	27	28	
29	30						

Make-up Snow Days (white numbers)

No School

Half Day (black numbers)

End of Quarter

First or Last Day of School

Early Dismissal 12:30

Professional Development

Pathway Academy ● 2015 East 72nd Street ● Kansas City, MO 64132 ● Phone: (816) 621-7100 ● Fax: (816) 621-7101

d. Anticipated Enrollment Table

2014-15 Budgeted Enrollment

Budgeted Enrollment	K	1	2	3	4	5	6	Totals
	66	66	66	66	66	64	38	432

School Year	Grade Level	Projected Enrollment	School Year	Grade Level	Projected Enrollment
2009-10	K-8	541	2014-15	K-6	432
2010-11	K-6	470	2015-16	K-6	428
2011-12	K-6	470	2016-17	K-6	425
2012-13	K-6	460	2017-18	K-6	420
2013-14	K-6	450	2018-19	K-6	420

e. School Code of Conduct

2014-2015

Pathway Academy Learning Success Compact

By and between (Student, Parent or Guardian)

On Behalf Of Pathway Academy

Pathway Academy is committed to providing the highest quality pre-collegiate education to its students. Our goal is to empower each student to achieve at his or her fullest potential, to become a lifelong learner and a responsible citizen. Simply put, our aim is success for all our students.

In order to achieve these goals, Pathway works in close partnership with students, parents and guardians. Each partner has an important role to play and must be totally committed to students success and adhering to the school's core values of: wisdom, justice, courage, compassion, hope, respect, responsibility and integrity.

This Learning Success Compact outlines the expectations and responsibilities of each member of our learning community. Please review each statement and sing on the last page.

Student

As a student at Pathway Academy, I understand that I am an important member of our learning community and pledge, by signing at the end of the last page that I will:

- Believe that I am capable of learning great things
- Do my best in my school work and turn assignments in on time
- Attend school every day (no more than 4 absences a year)
- Be on time for school and be ready to learn
- Demonstrate a positive attitude toward school
- Engage in safe and appropriate behavior both in and out of school
- Adhere to the core values
- Accept responsibility for my own actions
- Show respect for myself, my school and other people

Parent/Guardian

By choosing to enroll my student in Pathway Academy, I am agreeing, by signing at the end of the last page, to be an active member of the learning community and will:

- Believe that my child is capable of learning great things
- Ensure that my child attends school every day (no more than 4 absences a year)
- Ensure that my child is on time (arriving no later than 8:25 am for 8:30 am start, or by 8:10 am for breakfast)
- Ensure that my child is dressed according to the dress code in the Student Handbook

- Provide a quiet place for my child to study at home
- Review school work regularly with my child for understanding and completeness
- Emphasize the importance of reading and will:
    - K-3 Read to my child 20 minutes each day
    - 4-6 require daily independent reading of at least 20 minutes
- Attend all Student Learning Contract meetings and will communicate routinely and constructively with my child's teacher regarding his/her academic and behavioral progress
- Support the school in developing positive behaviors in my child through the Positive Behavior Support program
- Model appropriate behavior for my child and encourage a positive attitude toward school
- Support Pathway Academy's core values
- Show respect and support for my child and school staff
- Ensure that a working phone number and emergency contact person are always on file at school

Pathway Academy

Pathway Academy is committed to the success of each and every Pathway Academy student and, by signing at the end of the last page, will:

- Believe that each child is capable of learning great things
- Provide a safe, pleasant and caring learning environment
- Assist each child in achieving academic progress
- Respect the uniqueness of each child and his/her family
- Adhere to the core values in all aspects of school operations
- Provide quality, standards based curriculum, instruction and assessment measures
- Communicate regularly with families regarding academic and behavioral progress
- Help students learn to resolve conflicts in an appropriate and positive manner
- Maintain high expectations for all members of the learning community

By signing this Learning Success Compact below, all parties agree to uphold the responsibilities and expectations as outlined above.

_____

Student

_____

Parent or Guardian

_____

Executive Director

f. Grievance Procedure

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for resolution before investigation or action by the Board. Exceptions are complaints that concern Board actions or operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

Teacher

Principal

Board

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Elementary and Secondary Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department personnel.

g. Articles of Incorporation

T1108351020

THE ARTICLES OF INCORPORATION
OF
PATHWAY ACADEMY, INC.

A MISSOURI NONPROFIT CORPORATION

HONORABLE ROBIN
CARNAHAN SECRETARY OF
STATE
STATE OF MISSOURI
PO BOX 778/ 600 WEST.MAIN
STREET, ROOM 322 JEFFERSON
CITY, MISSOURI 65102

The undersigned corporation, for the purpose of amending its articles of incorporation under the Missouri Nonprofit Corporation Act, hereby executes the following articles of amendment:

(1) The name of the corporation is the Pathway Academy, Inc. (Charter No. 900949002).

(2) The corporation has no members so approval by members of the corporation was not required. The amendments were approved by a sufficient vote of the board of directors. No other approvals of the amendments were required by any other person or persons.

(3) The amendments to the corporation's articles of incorporation 'were adopted on January 20, 2015, and changed Articles 7. and 8. to provide as follows:

In the event the Corporation is dissolved in accordance with applicable federal and state laws, all unencumbered assets will be distributed pursuant to State Statute 160.405.1.

(4) This corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended or the corresponding provision of any future United States Internal Revenue Law ("the Code").

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its trustees, directors, officers or other

private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Except to the extent permitted by section 501(h) of the Code, no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation.

The corporation shall have all the powers permitted a corporation that is both a nonprofit corporation under the Missouri Nonprofit Corporation Act (the "Act") and an exempt corporation described in section 501(c)(3) of the Code which is other than a private foundation as described in section 509(a) of the Code. Any other provision of these Articles to the contrary notwithstanding, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from the Federal income tax under section 501(c)(3) of the Code, (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Code, and (c) by a corporation organized under the Missouri Nonprofit Corporation Act (the "Act") as now existing or hereafter amended. It is intended that the corporation shall have, and continue to have, the status of an organization which is exempt from the Federal income tax under section 501(c)(3) of the Code and which is other than a private foundation as described in section 509(a) of the Code, and all terms and provisions of these Articles of Incorporation and the Bylaws of the corporation, and all activities of the corporation, shall be construed, applied and carried with such intent.

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)

PATHWAY ACADEMY, INC.

_____ By: Corby Jones

Its: Board President

Dated the 20st day of January, 2015.

STATE OF MISSOURI

Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Pathway Academy, Inc.
N00949002

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, ROBIN CARNAHAN, Secretary 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 17th day of February, 2009.

Robin Carnahan
Secretary of State

h. Corporate By-Laws

BYLAWS
OF
PATHWAY ACADEMY, INC.
ARTICLE I
NAME, LOCATION AND PURPOSE

Section 1.1. Name. The name of the corporation is Pathway Academy, Inc. formerly known as Pathway Academy Governing Board, Inc. (the "Corporation").

Section 1.2. Location. The principal office of the Corporation shall be at any location in the State of Missouri as the Board of Directors of the Corporation shall from time to time determine to best serve the purposes of the Corporation.

Section 1.3. Purpose. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Corporation will have any other purposes or powers as stated in its Articles of Incorporation or as are or may be granted by the Missouri Revised Statutes Nonprofit Corporation Act, or any successor legislation.

ARTICLE II

GOVERNING BOARD

Section 2.1. Charter Committee. The property and affairs of the Corporation shall be managed, conducted and directed initially by the Charter Committee. There shall be three (3) members of the Charter Committee, who shall be selected by the Incorporator. The Charter Committee shall, during its term of existence, have all powers otherwise delegated to the Governing Board. The Charter Committee will be dissolved upon the election of the first Governing Board of the Corporation.

Section 2.2 Governing Board. Subsequent to the dissolution of the Charter Committee, the property and affairs of the Corporation shall be managed, conducted and directed by the Governing Board. In addition to the powers and duties conferred on the Governing Board under the laws of the State of Missouri, the Governing Board shall have the power to borrow money or purchase, sell, lease or otherwise dispose of any real estate or other property of the Corporation. The Governing Board shall also have the authority to

(a) employ and contract with teachers and nonteaching employees;
(b) ensure that all certified personnel and noncertified teachers undergo the background checks and other investigations before they are employed in the school;
(c) contract for other services, including but not limited to transportation, financial accounting, and legal;
(d) develop pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;

(e) decide all other matters related to the operation of the school, including budgeting, curriculum, and operating procedures; and

(f) ensure that the school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

The Governing Board also shall have the authority to interpret the provisions of the Bylaws and its interpretation shall be binding upon the Corporation.

Section 2.3. Election. Directors shall be elected annually by the Members.

Section 2.4. Qualification. Each Director shall be of legal age, may not be a teacher employed by the Corporation, and may not have been convicted of any felonies. Each prospective Director must, at the request of the Governing Board, undergo a background check. The administrator of the Corporation's school shall serve as an ex-officio member of the Governing Board with no voting privileges. No Director shall have any substantial interest in any entity employed by or contracting with the Governing Board. No Director shall be an employee of a company that provides substantial services to Pathway Academy.

Section 2.5. Training. Directors shall receive periodic training from qualified individuals and organizations.

Section 2.6. Financial Disclosure. Each Director shall submit the annual financial interest statement required of a "decision-making public servant," as that term is defined in Missouri Revised Statutes Section 105.450.

Section 2.7. Composition. The Governing Board shall be comprised of not less than three (3) nor more than five (5) Directors, as the Governing Board shall from time to time determine by resolution. The Governing Board may, by resolution, increase or decrease the size of the Governing Board, but the Governing Board may not consist of less than three (3) Directors at any time.

Section 2.8. Term of Office. Each Director shall serve for a term of one year beginning October 1 and ending September 30, or until his successor is duly elected to fill a vacancy in the Governing Board as provided in Section 2.5.

Section 2.9. Vacancies. Vacancies in the Governing Board, including vacancies resulting from an increase in the number of Directors, shall be filled by a majority of the remaining members of the Governing Board (even if less than a quorum). Each Director elected to fill a vacancy created by the resignation or inability to serve of a Director shall serve for the balance of the unexpired term of such Director or until his successor is duly elected and qualified.

Section 2.10. Regular Meetings. The annual meeting of the Governing Board shall be held in each calendar year on such date and at such time and place as the Governing Board shall by resolution determine. Other regular meetings of the Governing Board shall be held on such regularly scheduled dates and at such times and places as the Governing Board shall by resolution determine. The Governing Board shall meet monthly at least ten (10) times each year. Regular meetings shall be open to the public, except in cases where executive sessions are authorized by the Freedom of Information Act.

Section 2.11. Special Meetings. The Secretary may call special meetings of the Governing Board upon the written request by mail or electronic mail of either the Chairman of the Governing Board or three (3) members of the Governing Board, upon twenty-four (24) hours notice posted and delivered to all Directors and local news media. Such request shall state the general nature of the business to be transacted at such meeting. Special meetings shall be open to the public, except in cases where executive sessions are authorized by the Freedom of Information Act. Emergency meetings may be called at the discretion of the Chairman and may be held without notice.

Section 2.12. Notice. The Secretary or his designee shall give to each member of the Governing Board not less than five (5) days' prior written notice of each regular meeting of the Governing Board. Notices of meetings of the Governing Board will be posted in the school or on-line and provided to the public in accordance with the Freedom of Information Act. Each notice shall state the time and the place of the meeting, and in the case of special meetings, the general nature of the business to be transacted thereat. Public notice shall not, however, be required in the case of "emergency meetings" or a conference as defined in the Freedom of Information Act.

Section 2.13. Quorum. At any meeting of the Governing Board, the presence of one-half of the members of the Governing Board shall be necessary to constitute a quorum for the transaction of business. No proxies shall be allowed. The acts of a majority of directors present at a meeting at which a quorum is present shall be the acts of the Governing Board.

Section 2.14. Resignations. Any director may resign at any time. Such resignation shall be in writing unless waived by vote of the remaining Governing Board, but the acceptance thereof shall not be necessary to make it effective.

Section 2.15. Removal. Any director may be removed from office with or without cause. A new director shall be elected to fill the unexpired term of any removed director as provided in Section 2.5.

Section 2.16. Compensation. Unless the Governing Board otherwise determines, directors shall not be entitled to any compensation for their services as directors. Any director may serve the Corporation in other capacities and be entitled to such compensation as is determined by the Governing Board.

Section 2.17. Meetings by Telephone Conference. Directors may participate in meetings of the Governing Board by telephone conference, web conference or similar communications equipment by means of which all persons participating in the meeting can hear each other. Directors so participating shall be deemed present at any such meeting.

ARTICLE III

OFFICERS

Section 3.1. Number. The Corporation shall have a President, a Secretary, and a Treasurer. In addition, the Corporation may have a Chairman of the Board of Directors, one or more Vice Presidents, one or more Assistant Secretaries and one or more Assistant Treasurers, as the Governing Board shall from time to time determine.

Section 3.2. Election and Term of Office. Prior to the first election of the Governing Board and officers, each officer shall be selected by the Charter Committee. Thereafter, each officer shall be elected by the Members at the annual meeting of the Members and shall serve for a term of one year and until his successor is duly elected and qualified. All other officers shall be elected by the Governing Board at the time, in the manner, and for such term as the Governing Board from time to time determines. Each officer shall serve until his successor is duly elected and qualified, or until he resigns or is removed from office.

Section 3.3. Compensation. The Governing Board, officers shall not be compensated.

Section 3.4. Chairman of the Board. The Chairman of the Governing Board, if a Chairman is elected, shall preside at all meetings of the Governing Board. He shall have such other powers as shall be designated by the Governing Board.

Section 3.5. President. The President shall be the chief executive officer of the Corporation and, subject to the direction and control of the Governing Board, shall in general supervise and control all of the business and affairs of the Corporation. As authorized by the Governing Board, the President shall execute all instruments requiring such execution, except to the extent that signing and execution thereof is expressly delegated by the Governing Board to some other officer or agent of the Corporation. Upon request of the Governing Board, the President shall report to it all matters which the interests of the Corporation may require to be brought to the attention of the Governing Board. The President shall preside at meetings of the Governing Board if the Chairman of the Board is absent.

Section 3.6. Secretary. The Secretary shall keep the minutes of the Corporation and shall give such notices of meetings as required by these Bylaws. The Secretary shall have such other duties and have such other powers as shall be designated by the Governing Board.

Section 3.7. Treasurer. The Treasurer shall have care and custody of the books and records of account of the Corporation and, subject to the direction of the Governing Board, shall have charge of and be responsible for all funds and securities of the Corporation. He shall render financial statements to the Governing Board from time to time upon request. The funds of the Corporation shall be deposited to its credit in such a manner and in such depositories as the Governing Board may from time to time designate and shall be subject to withdrawal by check, draft or other order by such officer or officers of the Corporation as may from time to time be designated by the Governing Board. The Treasurer shall have such other powers and duties as may be designated by the Governing Board.

Section 3.8. Other Officers. Other officers of the Corporation shall have such powers and duties as may be designated from time to time by the Governing Board.

Section 3.9. Removal of Officers. Any officer, committee, employee or other agent of the Corporation may be removed, with or without cause, by the Governing Board. The Governing Board shall immediately elect a new officer to fill the unexpired term of the removed officer.

ARTICLE IV

COMMITTEES

Section 4.1. Establishment. The Governing Board may, by resolution adopted by a majority of the Directors in office, establish such committees (to consist of two (2) or more directors) as the Governing Board shall deem necessary or advisable. All such committees shall have and may exercise such powers and authority of the Governing Board as the Governing Board shall, by resolution, determine. All committee work is requird to abide by state statues related to the Sunshine Law.

Section 4.2. Chairman. The Chairman of the Governing Board shall act as Chairman of the Executive Committee if one is established. Chairmen of any other committees established by the Governing Board shall be designated by vote of the Governing Board.

Section 4.3. Limitation on Authority. No committee shall have any power or authority as to the following:

(a) The filling of vacancies on the Governing Board.
(b) The adoption, amendment or repeal of the Bylaws.
(c) The amendment or repeal of any resolution of the Governing Board.
(d) Action on other matters committed by resolution of the Governing Board or by Missouri law to the full Governing Board or to another committee of the Board, or to the Members.

ARTICLE V

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 5.1. Indemnification of Directors and Officers. The Corporation shall, to the fullest extent permitted by applicable law, indemnify its directors and officers who were or are a party or are threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal, by reason of the fact that such director or officer is or was a director or officer of the Corporation or is or was serving at the Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against any obligation to pay a judgment, settlement, settlement, penalty, fine, or reasonable expenses incurred with respect to a proceeding if the individual conducted himself in good faith and reasonably believed, in the case of conduct in his official capacity with the corporation, that his conduct was in its best interests, and in all other cases, that his conduct was at least not opposed to its best interests, or in the case of a criminal proceeding, had no reasonable cause to believe his conduct was unlawful. The Corporation shall not indemnify any director or officer in connection with a proceeding by or in the right of the Corporation in which the director or officer was adjudged liable to the Corporation, or in connection with any proceeding charging improper personal benefit to the director or officer, whether or not involving action in his official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

Section 5.2. Expenses. Expenses incurred by a person covered by Section 6.1 hereof in defending a threatened, pending or completed civil or criminal action, suit or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by such person of his good faith belief that he has met the applicable standards of conduct and to repay such amount if it shall ultimately be determined that such person did not meet the applicable standard of conduct, and a determination is made that the facts then known to those making the determination would not preclude indemnification under this chapter.

Section 5.3. Optional Indemnification. The Corporation may, to the fullest extent permitted by applicable law, indemnify and advance or reimburse expenses for persons in all situations other than that covered by this Article VI.

ARTICLE VI

FINANCIAL REPORTS

The Directors of the Corporation shall cause to be prepared an annual school budget report (ASBR). The financial report will be available to Members upon written demand to the Secretary of the Corporation.

ARTICLE VII

FISCAL YEAR

The fiscal year of the Corporation shall be as determined by state statute, July 1 through June 30.

ARTICLE VIII

DISTRIBUTION OF ASSETS

In the event the Corporation is dissolved in accordance with applicable federal and state laws, all unencumbered assets will be distributed pursuant to State Statute 160.405.1.

ARTICLE IX

FREEDOM OF INFORMATION ACT

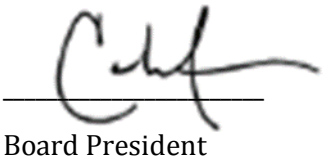
The Corporation will be governed by and will comply in all material respect with the Freedom of Information Act (5 U.S.C. §552). The Governing Board will adopt any policies and procedures it deems necessary to ensure the Corporation's ongoing compliance with the Freedom of Information Act.

ARTICLE X

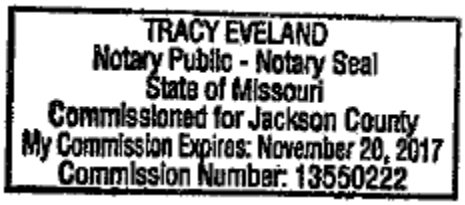
ADOPTION, AMENDMENT AND REPEAL

Section 10.1. Adoption and Effective Date. These Bylaws, which are supplemental to the Missouri Revised Statutes Nonprofit Corporation Act, as the same may be in effect from time to

time, were adopted as the Bylaws of the Corporation as of the 20th day of January, 2015, by the Charter Committee, and shall be effective as of said date.



Board President



Notary Signature

Section 10.2. Amendment or Repeal. These Bylaws may be amended or repealed, in whole or in part, and new Bylaws may be adopted, by the vote of a majority of the Directors then in office at any meeting of the Governing Board after notice to all Directors of that purpose.

Section 10.3. Recording. The text of each amendment to or repeal of these Bylaws shall be attached hereto with a notation of the date of such amendment or repeal.

Section Amended	Date Amended	Adopted By
	January 20, 2015	Board of Directors

i. Board Meeting Minutes

Pathway Academy Charter School

Board Meeting Minutes: January 25, 2014

9:00 A.M. at 2015 East 72nd Street, Kansas City, MO 64132

A. OPENING PROCEDURES

A.1 (Board Members Present): Steve Mauer, Sharon Byrd, Corby Jones, Robbie Warren, and Patty Schumacher

Also Present: Jennifer Fleming (Executive Director), Dante' Bolden (Director of Finance and Operations), Marijohn Robinson (Office Manager), and Melissa Blevins (Director of Achievement)

A.2 Agenda Review and Adoption--- Corby Jones made a motion to accept the agenda and the adoption. It was seconded by Sharon Byrd. It was voted 5 yes and 0 no

A.3 Minutes –---Sharon Byrd made the motion to accept the November 19th, December 17th, and the December 27th minutes. Patti Schumacher seconded the motion. It was voted 5 yes and 0 no.

B. DISCUSSION ITEMS

B.1 Executive Director's Reports

There will be 14 UMKC Sophomores from the IUE program on site in the afternoon on Thursday, January 30, 2014. We have current employees from this program and they start their teaching careers better prepared than other universities. They will be paired for observation and field experience. This will be for the 2nd semester. We currently have 2 student teachers in two of our 3rd grade classes. The UMKC Student program is moving from the traditional way of the program. Patti asked about the student teachers maybe doing an internship at Pathway Academy. Jennifer said she will ask about the possibility of an internship. We are also hiring a couple of para-professionals to assist in the 3rd through 6th grade classes. These will be part-time position and they will be paid out of Title 1. We eventually want to have paras for all grades, however the applicant pool is very low. Jennifer and Dante will be attending recruitment fairs in MO, KS, and IL over the next couple of months. UMKC has invited all UMKC charter school's 3rd grade to the production of the Underground Railroad at the Kauffman Center on February 7, 2014. Patty suggested that we look into Santa Jose school district and the wonderful things they are doing in their district. Jennifer then presented the Dashboard for December. Professional development days dealt with MAP for the 3rd through 6th grade. We had 90.5% student attendance, 444 enrollment, 96% teacher attendance, and 52 office referrals. Of the 52 office referrals 41 were ISS (in

school suspension) and 20 OSS (out of school suspensions). Regarding the data; 79 % of our Kindergarteners are at or above proficient. Melissa added that a couple more Kindergarteners have taken the test and that has increased to 80%. This was based on STAR assessment which is aligned with the Common Core. A total of 36 1st and 2nd graders have taken the STAR Assessment and 25% are trending proficient in reading on ACUITY and that will probably will be the same for the MAP. We are working hard to get our students ready for the MAP test. ACUITY C will be administered this week. Patty asked is there anything else we are doing to increase the reading scores. Jennifer said we are using the following: We are focusing on reading during RTI. We are also participating in the Read Naturally Program with phonetics, fluency, and comprehension. Patti also suggested that Pathway Academy look into hiring a Reading Specialist, she suggested we contact the reading department at UMKC.

B.2 Board Registration Document --- Reminder

All board member must file with the Family Care Registry of the Missouri Department of Health and Senior Services. This will only need to be done one time. Pathway Academy is willing to pay the registration fee of $11.00.

B.3 Charter Renewal Timeline

The process will start this spring. UMKC will start an internal audit before it is time to submit. We will need a board member to be on the committee for the internal audit and charter renewal. The renewal packet is due in December 2014 to the state. Dr. Chase created the protocol for this process and it was first used this year with Frontier School. Patty agreed to be the board member.

B.4 Edison Learning Update

The arbitration is still scheduled for February. May be bumped to March or April, this will depend on the arbitrator's schedule. Jennifer and Steve Mauer will be the ones to be disposed. They are looking for $3.5 million. What Pathway Academy paid to advance funds should offset anything we owe. Our attorney J.D. Moore has left Bryan Cave and has moved to Zerger & Mauer LLP, which Edison is claiming is a conflict of interest. See the letter from Bryan Cave and the statue regarding conflict of interest. The board discussed the various options. It was determined that Steve Mauer would resign from the board effective after today's meeting. The board also determined that Corby Jones be elected as Chairman of the Board.

B.5 Financial Statement Review

There is $1.8 million in the bank. $365,000 in Revenue and $399,000 in expenses.

C. ACTION ITEMS

C.1 Consent Agenda---- There was a motion made by Sharon Byrd to accept the consent agenda and it was seconded by Corby Jones. It was voted on by all board member 5 yes to 0 no.

C.2 Steve Mauer's Resignation as Pathway Academy's Board President--- Corby Jones made a motion to accept Steve Mauer's resignation as of 2:00pm January 25, 2014. It was seconded by Patti Schumacher. It was voted on by all board members 4 yes and 0 no.

C.3 Corby Jones as Chairman of the Board--- Patty Schumacher made a motion to make Corby Jones the Chairman of the Pathway Academy Board. It was seconded by Robby Warren. It was voted on by all board members, 4 yes and 0 no.

Corby Jones accepted the position as Chairman of the board at Pathway Academy

D. CLOSED SESSION

There is not a need to move into closed executive session.

E. ADJOURNMENT

E.1 Adjourn Meeting

Meeting adjourned at 10:05 AM

Minutes submitted by: Marijohn Robinson.

Pathway Academy Charter School

Board Meeting Minutes: February 18, 2014

5:09 A.M. at 2015 East 72nd Street, Kansas City, MO 64132

A. <u>OPENING PROCEDURES</u>

A.1 (Board Members Present): Corby Jones, Robbie Warren, and Patty Schumacher

Also Present: Jennifer Fleming (Executive Director), Dante' Bolden (Director of Finance and Operations), and Marijohn Robinson (Office Manager)

A.2 Agenda Review and Adoption--- Patty Schumacher made a motion to accept the agenda and the adoption. It was seconded by Robbie Warren. It was voted 3 yes and 0 no

A.3 Minutes –---Robbie Warren made the motion to accept the January 25, 2014 minutes. Patti Schumacher seconded the motion. It was voted 3 yes and 0 no.

B. <u>DISCUSSION ITEMS</u>

B.1 Executive Director's Reports

We will had our 4th Annual St. Valentine's Day Dance on February 13, 2014, it was for our students and their extended families. We had over 350 in attendance. We served cookies and punch and offered giveaways. There was a photographer on-site to take pictures for $5.00. See Attached: Strategic Plan for charter renewal. Dr. Melody Smith, retired superintendent from St. Joseph, will assist Pathway Academy with the process. The final document will be submitted to the board in June. There is a diverse group of staff that will work on the plan. This group will next Wednesday February 26th and every two weeks or twice a month. We also had an audit in 3 different categories: ELL, SPED Finance, and Title I. Each audit went well. The dashboard for January is attached. There will be no STAR assessments in February. Acuity C is still trending upward. 3rd and 6th grades are showing the most growth. We will have a data meeting tomorrow, February 19, 2014. We will continue to work on those students who are on the bubble.

B.2 Roof Repairs

Refocus room roof is in desperate need of repair. The water leak is coming through the ceiling. There is a bid for $2,700.00. The repair should begin sometimes at the end of the week. Refocus Room will move temporarily to the stage in the auditorium. No need to obtain bids since it is under the $5,000.00 threshold.

B.3 Edison Learning Update

The deposition for Jennifer and Steve has been postponed until March 6th and 7th

B.4 Financial Statement Review

There is $1.8 million in the bank. $440,000 in Revenue and $383,000 in expenses. We owe $544,000 on the mortgage. We are trending right on budget. All after school snacks come through Title 1 funds.

C. ACTION ITEMS

C.1 Consent Agenda---- There was a motion made by Patty Schumacher to accept the consent agenda and it was seconded by Robbie Warren. It was voted by all board members 3 yes to 0 no.

C.2 Revised Calendar-Snow Days. --- We are required to make up the first six (6) snow days. As of February 18, 2014 we have 5 snow days. We discussed with the staff and instead of taking any days from our spring break we agreed to use the following days as make up days: April 18th, April 21st, May 29th, May 30th, and June 2nd. See attached revised school calendar. Patty Schumacher made a motion to accept the revised school calendar and it was seconded by Robbie Warren. It was voted by all board members 3 yes to 0 no.

D. CLOSED SESSION

There is not a need to move into closed executive session.

E. ADJOURNMENT

E.1 Adjourn Meeting--- Patty Schumacher made a motion to adjourn the meeting and it was seconded by Robbie Warren. It was voted by all board members, 3 yes and 0 no Meeting adjourned at 5:35 PM

Minutes submitted by: Marijohn Robinson.

Pathway Academy Charter School

Board Meeting Minutes: March 31, 2014

5:09 A.M. at 2015 East 72nd Street, Kansas City, MO 64132

A. <u>OPENING PROCEDURES</u>

A.1 (Board Members Present): Corby Jones, Robbie Warren, and Patty Schumacher

Also Present: Jennifer Fleming (Executive Director), Dante' Bolden (Director of Finance and Operations), Melissa Blevins (Director of Achievement), Dr. Phyllis Chase (UMKC Charter Sponsor), and Marijohn Robinson (Office Manager)

A.2 Agenda Review and Adoption--- Patty Schumacher made a motion to accept the agenda and the adoption. It was seconded by Robbie Warren. It was voted 3 yes and 0 no

A.3 Minutes –---Robbie Warren made the motion to accept the February 18, 2014 minutes. Patti Schumacher seconded the motion. It was voted 3 yes and 0 no.

B. <u>DISCUSSION ITEMS</u>

B.1 Executive Director's Reports

Operation Build Up is a mentoring program for our 3rd to 6th grade male students. We have 33 students enrolled in the program. It is led by Keanan Weir, Dean of Students and Larry Washington, Refocus Room Teacher. We are pleased with the launch of the program and the positive impact on our young men participating. Our first Kindergarten Roundup was held on Thursday, March 27th and we had 8 enroll. Six students showed up for the actual event and 2 called for applications. We will have another in April and May. Ms. Shaw is retiring after 37 years. We will have classroom teaching vacancies, need an additional SPED teacher, and a Reading Specialist. We are working on the charter renewal, Dr. Phyllis Chase has set up a very organized and detailed process. There are 4 UMKC charter schools up for renewal. We will have MAP Night on Wednesday, April 2, 2014. Melissa Blevins is the MAP Coordinator. During MAP Night we will talk test preparation and what parents can do to help. We also talk about the importance of MAP at the beginning of the year. Parent and Teachers Conferences are scheduled for April 16th and 17th. The next board meeting is April 15th. The dashboard is 93% student attendance, 436 enrollment, 94% is teacher attendance, and 50 office referrals. 18 ISS and 8 OSS. STAR – DATA is showing growth. Kindergarten is 80% proficient. Over 60 have moved from early lit to STAR. We are also trending better than last year. We have working with Bruce Hensel regarding our data analysis. We have a lot of students on the bubble. Both the students and teachers are aware of who the bubble kids are and they are working on those students to push them toward proficiency. However, they could go either way. Robbie asked about what type of classroom assessment do Pathway use.

B.2 Strategic Plan Update

We have had 2 meetings with the internal team. We will refine the mission and vision statements. Our goals are the 5 DESE areas. The committee is composed of certified, non-certified, office, ELL, and SPED staff. We will also need to have sub-committees. We are making good progress.

B.3 Edison Learning Update

The deposition for Jennifer and Steve were disposed on March 6 and 7. The next step will be for our attorney to fly to Chicago and depose Edison personnel. Many of the relevant personnel from Edison no longer work there.

B.4 Financial Statement Review

There is $1.8 million in the bank. $427,055 in Revenue and $409.881 in expenses. We owe $534,414 on the mortgage. We are trending right on budget. In the April board meeting we will discuss next year budget and repair projections.

B.5 Sick Day Pay Policy

See attached policy. This policy is for certified employees. We will look at including the rest of the staff at another time. We will plan to vote on this policy at the April meeting.

B.6 Title I Audit Letter

See attached compliance review letter. Dante' Bolden is our Title 1 person.

C. ACTION ITEMS

C.1 Consent Agenda---- There was a motion made by Patty Schumacher to accept the consent agenda and it was seconded by Robbie Warren. It was voted by all board members 3 yes to 0 no.

C.2 Renewal Letter to UMKC. --- See attached letter. There was a motion made by Patty Schumacher to accept the renewal letter and it was seconded by Robbie Warren. It was voted by all board members 3 yes to 0 no. Corby Jones signed the letter as the Board President and he handed the letter to Dr. Phyllis Chase.

C.3 Salary Schedule 2014-2015---- We would like the pay scale to remain the same as it was for the 2013-2014 school year. Each teacher would move up one step based on years of experience and education. We are comparable to other charter schools and higher then KSPS. Robbie Warren made the motion to keep the teacher's pay scale the same as the 2013-2014 school year. Patty Schumacher 2nd the motion. It was voted on by all board member 3 yes to 0 no.

C.4 Assessment Plan---- DESE requires that all school have a plan for assessments and it must be board approved. It should include why, how, and when we test or have assessments. We will have proctor training on Wednesday, April 8, 2014. It was asked how many Hispanic students we have and Jennifer said approximately 27. Patty Schumacher made the motion to accept the assessment plan for Pathway Academy. Corby Jones 2nd the motion. It was voted on by all board member 3 yes to 0 no.

D. CLOSED SESSION

D.1 There is a need to go into Closed Session. Patty Schumacher made the motion to go into the closed session. Corby Jones 2nd the motion. It was voted on by all board members 3 yes to 0 no.

E. ADJOURNMENT

Meeting adjourned in to the closed session at 5:51 PM

Minutes submitted by: Marijohn Robinson.

j. Documentation of Nonprofit Status

State of Missouri

Robin Carnahan
Secretary of State

CERTIFICATE OF AMENDMENT
OF A
MISSOURI NONPROFIT CORPORATION

WHEREAS,

Pathway Academy, Inc.
N00949002

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me its Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

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 23rd day of March, 2011.

Secretary of State

k. Documentation of Background Checks & Family Care Safety Registry Checks for All Board Members

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
Gail Vasterling
Director

Jeremiah W. (Jay) Nixon
Governor

03/24/2014

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 64693512

PATRICIA SCHUMACHER
18000 E 29TH TERRACE CT S
INDEPENDENCE, MO 64057

Dear FCSR Registrant:

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

No finding reported in the background screening.

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

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

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

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

www.health.mo.gov

Healthy Missourians for life.
The Missouri Department of Health and Senior Services will be the leader in promoting, protecting and partnering for health.

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.

Missouri State Highway Patrol / Missouri Department of Social Services
REQUEST FOR CHILD ABUSE OR NEGLECT / CRIMINAL RECORD

TYPE OF SERVICE (Check ALL that apply) See reverse side for further instructions
- ☑ (1) CD Central Registry Child Abuse Search Only - No Charge
- ☐ (2) Name Search - $10.00 (Criminal record, child abuse, or neglect, central registry search)
- ☑ (3) Fingerprint Search
  - ☐ $14.00 (Authorized Statute 210.482)
  - ☐ $40.00 (All other request)

TYPE OF DAYCARE PROVIDER
- ☐ (1) License
- ☐ (2) License Exempt
- ☐ (3) Registered

IDENTIFYING DATA (Please type or print information legibly in ink) The subject of the request must complete the next section and sign.

APPLICANT'S NAME (Last, First, M, Jr, Sr, II): Sharon Patrice Byrd

MAIDEN NAME: Johnson | DATE OF BIRTH: [redacted] | STATE OF BIRTH: MO | SEX: F | RACE: B

ALIAS NAME(S) | SOCIAL SECURITY NUMBER: [redacted] | DRIVER'S LICENSE NUMBER/STATE: K433760031 MO

ADDRESSES FOR PAST 5 YEARS

STREET	CITY	STATE	STREET	CITY	STATE
[redacted]					

SEP 17 2014

Database Review Reveals
NO PREPONDERANCE OF THE EVIDENCE, PROBABLE CAUSE, MODICAFID OR CHILD ABUSE/NEGLECT FINDINGS

Have you ever been found guilty or been convicted of any criminal act in this state or any state?
- ☐ YES (Complete section below)
- ☑ NO, I have not been found guilty or been convicted of any criminal offense in this state or any state.

DATE	CITY	STATE	COUNTY	ORDINANCES (Identify charges, attach separate page if necessary)

Have you ever been substantiated as a perpetrator in any child abuse or neglect report made to the Children's Division in this state or any state?
- ☐ YES (Complete section below)
- ☑ NO, I have not been substantiated as a perpetrator in any child abuse or neglect report.

DATE	CITY	STATE	COUNTY	ORDINANCES (Attach separate page, if necessary)

The information provided is complete and accurate to the best of my knowledge. I understand it is unlawful to withhold or falsify information required on this form. I grant permission to the Department of Social Services to obtain any and all information needed to process my request and to use the information as permitted by law.

SIGNATURE OF APPLICANT (REQUIRED IN INK): Sharon Patrice Byrd | DATE: 9-8-14

SIGNATURE OF REQUESTOR (Required in ink): Dante' Bolden | DATE: 9-8-14

TITLE OF CHILD CARE PROVIDER | TELEPHONE

STATE AGENCY | STATE VENDOR OR CONTRACT NO. (If applicable)

CHECK APPROPRIATE BOX
- ☐ CHILD CARE RELATED EMPLOYMENT
- ☐ CHILD CARE RELATED VOLUNTEER
- ☐ CD LICENSURE
- ☐ DOH / CCB CHILD CARE BUREAU
- ☐ DMH / DMH VENDOR
- ☐ HEALTH CARE
- ☑ SCHOOLS / PUBLIC AND PRIVATE
- ☐ CD CONTRACT PROVIDER
- ☐ OTHER _____

COMPLETE RETURN ADDRESS (REQUIRED ON EACH APPLICATION)
Complete your mailing label below
Confidential Mail

AGENCY NAME: Pathway Academy
ATTENTION: Dante' Bolden - HR
ADDRESS: 2015 E. 72nd
CITY, STATE, ZIP CODE: Kansas City MO 64132

SEND FEE & FORM TO:
Missouri State Highway Patrol
Criminal Justice Information Services Division
P.O. Box 9500
Jefferson City, MO 65102

MO 931-0399 (9-10)

BSIU SEP 17 2014

Missouri State Highway Patrol / Missouri Department of Social Services
REQUEST FOR CHILD ABUSE OR NEGLECT / CRIMINAL RECORD

TYPE OF SERVICE (Check ALL that apply. See instructions for further instructions.)
- [x] (1) CD Central Registry Child Abuse Search. Only - No Charge
- [ ] (2) Name Search - $10.00 (Criminal record, child abuse, or neglect, central registry search)
- [x] (3) Fingerprint Search
  - [ ] $14.00 (Authorized Statute 210.487)
  - [ ] $20.00 (All other reasons)

TYPE OF CHILD CARE PROVIDER
- [ ] (1) License
- [ ] (2) License Exempt
- [ ] (3) Registered

IDENTIFYING DATA (Please type or print information legibly in ink) The subject of the request must complete the next section and sign.

APPLICANT'S NAME (Last, First, Mi, Jr., Sr., II) Jones Corbyn W

MAIDEN NAME

DATE OF BIRTH (MM/DD/YY) 09/08/76 | STATE OF BIRTH MO | SEX M | RACE B

ALIAS NAME(S) Corby

DRIVER'S LICENSE NUMBER / STATE M220436019 / MO

ADDRESS FOR PAST 5 YEARS

STREET	CITY	STATE	STREET
2107 Grand Blvd	Kansas City	MO	

Have you ever been found guilty to or been convicted of any criminal act in this state or any state?

- [ ] YES (Complete section below)
- [x] NO, I have not been found guilty to or been convicted of any criminal offense in this state or any state.

DATE	CITY	STATE	COUNTY	CIRCUMSTANCE (Include if been convicted or pleaded guilty)

Have you ever been substantiated as a perpetrator in any child abuse or neglect report made to the Children's Division in this state or any state?

- [ ] YES (Complete section below)
- [x] NO, I have not been substantiated as a perpetrator in any child abuse or neglect report.

DATE	CITY	STATE	COUNTY	CIRCUMSTANCE (Include reason case, if necessary)

The information provided is complete and accurate to the best of my knowledge. I understand it is unlawful to withhold or falsify information required on this form. I grant permission to the Department of Social Services to obtain any and all information needed to process my request and to use the information as permitted by law.

SIGNATURE OF APPLICANT (REQUIRED in ink) C.J.J. | DATE 9/8/14

SIGNATURE OF REQUESTOR (REQUIRED in ink) Dante Bolden | DATE 9-8-14

NAME OF CHILD CARE PROVIDER | TELEPHONE

STATE AGENCY | STATE VENDOR OR CONTRACT NO. (if applicable)

CHECK APPROPRIATE BOX:
- [ ] CHILD CARE RELATED EMPLOYMENT
- [ ] CHILD CARE RELATED VOLUNTEER
- [ ] DD LICENSURE
- [ ] DOH / DOE CHILD CARE BUREAU
- [ ] DMH / DMH VENDOR
- [ ] HEALTH CARE
- [x] SCHOOLS / PUBLIC AND PRIVATE
- [ ] DD CONTRACT PROVIDER
- [ ] OTHER _____

COMPLETE RETURN ADDRESS (REQUIRED ON EACH APPLICATION)
Complete your mailing label below
Confidential Mail

AGENCY NAME: Pathway Academy
ATTENTION: Dante' Bolden - HR
ADDRESS: 2015 E. 72nd
CITY, STATE, ZIP CODE: Kansas City MO 64132

MAIL FREE & FORM TO:
Missouri State Highway Patrol
Criminal Justice Information Services Division
P.O. Box 9500
Jefferson City, MO 65102

MO 881-2000 (9-10)

DEPARTMENT OF SOCIAL SERVICES
ADMINISTRATIVE RULE 13 CSR
40-59.050, 10/2003 BACKGROUND
SCREENING INVESTIGATION UNIT
Based on information submitted the
SEP 17 2014
NO PERPETRATOR NAMED, NO RULE 5 PROBABLE CAUSE, ADJUDICATED OR REASON TO SUSPECT THE EVIDENCE CHILD ABUSE/NEGLECT FINDINGS

BSKJ SEP 17 2014

l. Board Member Resumes

PATRICIA A. SCHUMACHER Ed. D.

18000 E. 29th Terrace Court South Independence, Missouri 64057
816-719-6004
pschumacher213@gmail.com

INTRODUCTION

Patty has 41 years of public school experience ranging from classroom instructor, counselor, elementary principal, director of elementary education, associate superintendent, adjunct professor, vice president of educational services, executive director, and school board member. Patty was recognized as the Kansas City suburban principal of the year for her progressive approach in serving the children and their families. While serving as elementary principal, William Southern Elementary was the recipient of the National Blue Ribbon Award.

Dr. Schumacher has been the recipient of a number of awards and recognition, to name a few: Yale University Outstanding Public Service to Children and Families, Missouri State Senate Resolution recognizing her many accomplishments in serving children and families through public school education, Missouri Partnership for Educational Renewal Recognition for leadership in the development of programs to simultaneously renew public schools and the education of educators, University of Missouri College of Education Recognition for commitment to all children's learning, Independence Chamber of Commerce Board Member of the Year, Missouri's Professional Learning Communities Central Office Administrator of the Year, the University of Missouri High Flyer Award recognizing the excellence in instruction of doctorate level leadership courses, Independence PTA Citizen of the Year, National PTA Honorary Life Member, and Who's Who among Outstanding Americans.

She currently or has recently served on the following boards: The Independence Chamber of Commerce, Child Abuse and Prevention Association, University of Missouri Joanne H. Hook Center in Educational Renewal, Missouri Partnership for Educational Renewal, University of Missouri College of Education Alumni Board, YouthFriends and Pathway Academy Charter School Board. Patty has served on numerous national boards and committees.

She has presented at national and state conferences such as the National School Board Association, Missouri School Board Association, Missouri Association of School Administrators, Association for Supervision and Curriculum Development, Milken Foundation, National Network for Educational Renewal, National Staff Development Conference, American Association of School Administrators, and Yale School of the 21st Century Conference on topics dealing with child and family welfare, school leadership, school partnerships, school renewal and literacy.

Patty and her husband Ken reside in Independence, Missouri.

RESUME

EMPLOYMENT

- Derrick Thomas Academy Charter School closure-2012
- Renaissance Academy Charter School closure - 011-12
- Edison Learning (KC Charter Schools) - 2007 -2010
- Vice President of Educational Learning Yale University -2005 - 2007
- Senior Associate, Coordinator of 21" Century Leadership Development, the Edward Zigler Center in Child Development and Social Policy
- Independence School District - 1988 to 2005
    - Elementary Principal (pre-kindergarten through 6)
    - Director of Elementary Education
    - Associate Superintendent
- Higginsville School District -1986 to 1988
    - Elementary Principal (kindergarten through 5th grade)
- Marshall School District - 1979 to 1986
    - Elementary Counselor -(kindergarten through 4th grade)
    - School psychometrist
- Malta Bend School District - 1975 to 1979
    - Classroom instructor
- Pettis County R-1 School District - 1974 to 1975
    - Classroom Instructor/Principal
- Warsaw School District -1973 to 1974
    - Classroom Instructor

AWARDS and RECOGNITIONS

- Yale University Outstanding Public Service to Children and Families Award
- Independence Chamber of Commerce Board Member of the Year
- Missouri Accelerated Schools and Professional Learning School's Central Office Administrator of the Year
- University Council for Educational Administration Excellence in Educational Leadership Recognition for extraordinary commitment to improved preparation of school administrator's award
- University of Missouri College of Education Recognition for commitment to all children's learning and creative engagement in simultaneous renewal of the Independence School District and the MU College of Education
- Missouri Partnership for Educational Renewal Recognition for leadership in the development of programs to simultaneously renew public schools and the education of educators
- Missouri Senate Resolution recognizing the accomplishments of 32 years in serving children and families through public school education
- University of Missouri High Flyer Award recognizing the excellence in instruction of doctorate level courses
- PTA Citizen of the Year,

- Distinguished Principal Award recognizing outstanding leadership and performance Missouri Principal of the Year candidate
- Who's Who among Outstanding Americans
- National PTA Honorary Life Membership award for devoted and distinguished services to children and youth
- National Blue Ribbon School Principal recipient of the highest honor an individual school can receive in the nation

COMMUNITY SERVICE, BOARD SERVICE, CIVIC ORGANIZATIONS

Current

- Pathway Academy Board Member -present
- Independence Chamber of Commerce Executive Board Member
    - Chair of the Board of Directors
- University of Missouri Joanne H. Hook Center in Educational Renewal board director
- Child Abuse and Prevention Association board director
- Missouri Partnership for Educational Renewal executive board member
- University of Missouri College of Education Alumni board member
    - Chair-elect 2010-2012
    - Chair 2012-2014
- Youthfriend board member
- Member of the National Literacy Panel at Yale University
- Member of Independence, MO Junior Service League

Previous

- School Board Member President of Phi Delta Kappa
- President elect of KC Principal's Association
- Chair of the Missouri Partnership for Educational Renewal Governing Board
- Paul Mesner Puppet's board member
- Friends of William Southern 501(c) 3 board member

EDUCATION

Doctorate in Education	University of Missouri, 1993
Specialist in Education	Central MO. State University, 1983
Master's in Education	Central MO. State University, 1975
Bachelor’s in Education	Central MO. State University, 1973

CORBYN WARREN JONES

2107 Grand Blvd., Unit 604

Kansas City, Missouri 64108
(573) 268M0948
corbyjones7@gmaiLco1n
Admitted to the Missouri Bar

EDUCATION

Juris Doctor University of Missouri School of Law, Columbia, 2004

BA, Speech Communications University of Missouri, Columbia, 2000

- QEBH Honor Society, Member; one of seven students selected annually

EXPERIENCE

Shook, Hardy & Bacon L.L.P., Kansas City, MO 2014- Present
Of Counsel

- Intercollegiate Sports Association representation and consulting.
- Represent companies in business formation and planning issues, dispute resolution, counseling and general representation.

Spencer, Fane, Britt & Browne LLP, Kansas City, MO 2013- 2014
Of Counsel

- Intercollegiate Sports Association representation and consulting.
- Represent companies in business formation and planning issues, dispute resolution, counseling and general representation.
- Represent real estate developers in purchases of property and project redevelopment and renovations.

Jones Jennings, P.C., Kansas City, MO 2012-Present
Managing Partner-Attorney

Armstrong Teasdale LLP, Kansas City, MO 2004-2011
Attorney

- Defend commercial insurance carriers throughout the stages of case management, case development, pre-trial litigation and settlement negotiations.
- Represent developers and investors in connection with all phases of the acquisition, ownership, operation and disposition of real property including title related matters; surveys; environmental reports; zoning matters; condemnation matters; preparation of easements, restrictions and covenants for planned residential and commercial developments; adverse possession matters; tax free exchanges; ground leases; insurance matters; and leasing matters.
- Assist clients in all aspects of business formation and maintenance of corporate entities, as well as drafting agree1nents among principals or members.
- Facilitate and complete the purchase, sale, merger, and other varieties of acquisition and disposition of operating businesses and business assets, including due diligence and financial analysis.

- Counsel individuals and entities regarding choice of entity decisions, and ongoing operations of entities.

Fox Sports Networks, Dallas, TX 2008-2010
Studio Analyst
- Provided pre, post, and in-game analysis of Big XII conference football.

AT Sports Management, Kansas City, MO 2006-2008
NFLPA Certified Contract Advisor
- Negotiated both endorsement and player contracts with various NFL teams, as well as apparel and training companies.

Learfield Communications, Columbia, MO 2001-2002
Co-Host, Tiger Pre and Post Game Show
- Provided in-depth analysis of Missouri Tigers Football on weekly radio show

Baltimore Ravens (NFL) 2000
Free Safety/Tailback

Montreal Alouettes (CFL) 1999-2000
Backup Quarterback

ACCOMPLISHMENTS & AWARDS

- University of Missouri Intercollegiate Hall of Fame, Inductee 2003
- National Football Foundation National Scholar Athlete 1998
  Post graduate scholarship awarded yearly to 18 college football players across the nation
- University of Missouri Football- Starting Quarterback
- GTE Academic All-American (1998)
- St. Louis Post Dispatch Collegiate Male Athlete of the Year (l998)
- Insight.Com Bowl Champion; Team Co-Captain (l998)
- 2-Time All-Big 12 Conference Quarterback (1997 I" Team; 1998 2"' Team)
- Academic All-Big 12 Conference (1996-1998)

COMMUNITY SERVICE & ACTIVISM

- Pathway Academy, Board of Directors, member 2011-present
- Keynote Speaker for Ozanam's (Youth Home) Holiday Gala 2007
- Committee for the Kansas City Boys and Girls Club 2005-2008
  "Reviving Baseball in the Inner City" program
- Motivational speaker for incarcerated youths at Division of Family Services 2003
- Celebrity Reader at Columbia Regional Library's "One Read" program 2003

Resume of: Sharon P. Byrd
9821 Winslow Place
Kansas City, MO 64131
1-816-943-9014 (Home)
1-816-550-1209 (Cell)

Education:

	2002-2006	St. Louis University St. Louis, Missouri
	Degree:	Doctorate of Education
	Major:	Educational Leadership
	1989-1992	University of Missouri -Kansas City
	Degree:	Educational Specialist
	Major:	Elementary Administration
	1987-1989	University of Missouri -Kansas City
	Degree	Master of Arts
	Major:	Reading Education
	1976-1978	University of Missouri - Kansas City
	Degree:	Bachelor of Arts
	Major:	Elementary Education
	1973-1976	Penn Valley Community College Kansas City, MO
	Degree:	Associates of Arts
	Major:	General Education

Certificates

Elementary Education	Grades K-8
Reading Education	Grades K-12
Elementary Administration	Grades K-8

Experience

Assistant Principal	2014 - Present
Teacher Leader	2013 - 2014
Principal	1999 -2013
Assistant Principal	1996 -1999
Instructional Facilitator	1994 -1996
Teacher	1979 -1994
Extended Day Coordinator	1986 -1995
Assistant Librarian	1973 -1978

Organizations

Association of Curriculum and Development
Delta Sigma Theta Sorority, Incorporated NAACP
Phi Delta Kappa
Board Member of Pathway Academy

Awards

Elementary School Principal of the Year, KC MO School District - 1999
Woman of Courage for Delta Sigma Theta Sorority, Incorporated - 1997

m. UMKC Charter School Center Statutory Responsibilities of Charter School Board Members

Board Required Regulations	
Statutory and UMKC Charter School Center Requirements	**In Compliance**
Are you a UMKC employee? 160.400.13 RSMo	Yes/No
Are you an employee of this charter school? 160.400.15 RSMo	Yes/No
Are you an employee of a company that provides substantial services to this charter school? 105.450 RSMo	Yes/No
Do you agree to submit annually in a timely manner the financial disclosures required by the Missouri Ethics Commission of charter board members? 105.483, 105.485, 105.487, and 105.489 RSMo, 160.415.7(3)	Yes/No
Do you understand that this charter school must be held to a performance standard that is equal to or above other public schools in the district, with the exception of alternative school- sponsor performance contracts? 160.405.6 RSMo	Yes/No
Do you understand that the governing board, staff, and sponsor of the charter school shall jointly review the school's performance, management, and operations during the first year of operation and at least every other year (biennially), or as requested by the sponsor? 160.405.6 RSMo	Yes/No
Do you understand that the governing board may amend the charter, only with sponsor approval? 160.405.6 RSMo	Yes/No
Do you understand that the charter school is required to participate in the state testing program (MAP) as well as standardized and benchmark testing? 160.518 RSMo, 160.405.1(7) RSMo, and 160.514 RSMo	Yes/No
Do you understand that the charter school is required to distribute to parents and others the annual report card as prescribed in 160.522 which shall also include a statement that background checks have been completed on the charter school's board members? 160.405.4(6)(a) RSMo	Yes/No
Do you understand that charter board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of boards in any other public school district in this state? The school should provide liability insurance to indemnify the school, its board, staff, and teachers against tort claims. 160.405.12 RSMo and 160.405.4(4) RSMo.	Yes/No
Do you understand that a charter school may contract with the local board or private entities for services like food service, transportation, special education, etc.? 160.415.6 Services shall be paid for based on documentation by the charter school. 160.415.7(2) RSMo	Yes/No
The charter board will provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines; compensation structure, including clear identification of all fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.	Yes/No

160.415.7(2) RSMo **UMKC Charter School Center does not sponsor charters that contract with for-profit educational management organizations(EMO), but will sponsor charters that contract with nonprofit charter management organizations (CMO).**	
Do you understand that if this charter school contracts with a CMO that there will be a process established that requires all expenditures of the CMO shall receive prior approval of the governing board or its designee. 160.415.7(6) RSMo	Yes/No
Do you understand that as a board member you must conduct and plan the finances of the charter school in a way that prevents and when necessary corrects the designation of "financially stressed" as defined in section 160.417.	Yes/No
Do you understand that UMKC requires benchmark testing designed to adjust instruction to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth? 160.405.1(7) RSMo	Yes/No
Do you agree to complete the sixteen hours of board training offered by one or a combination of the Missouri Charter Public School Association, the Midwest Center for Nonprofit Research and legal counsel, or the Missouri School Board Association-Certified Board Member Training within the first three years of this charter? UMKC requirement	Yes/No
Will you participate in the annual performance evaluation which results in a written school improvement plan, which includes goals for the lead administrator, during the term of this charter renewal? UMKC requirement	Yes/No
Will you participate in the annual self-appraisal which results in written goals for the governing board during the term of this charter renewal? UMKC requirement	Yes/No
All board members have completed Criminal Background checks and Family Care Safety Registry checks as a condition of service as required by 160.400.14 RSMo. (See UMKC-CSC Letter of Support.)	

9/12/14

Board Required Regulations	
Statutory and UMKC Charter School Center Requirements	**In Compliance**
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Do you understand that charter board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of boards in any other public school district in this state? The school should provide liability insurance to indemnify the school, its board, staff, and teachers against tort claims. 160.405.12 RSMo and 160.405.4(4) RSMo.	Yes/No
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Kharon Byrd 9-16-14

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Sharon Byrd 9-16-14

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Statutory and UMKC Charter School Center Requirements	**In Compliance**
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Sally Schumacher
Sept. 16, 2014

n. Employee Manual

Pathway Academy

Employee Handbook

2014-2015 School Year

Dear Pathway Academy Employee:

I am pleased to welcome you to Pathway Academy. As a Pathway Academy employee, you are part of a talented, dynamic team of individuals who have dedicated themselves to improving both the academic performance and the educational experience of students at Pathway Academy. Your individual contributions to this team will allow us to improve the quality of public education in the months and years to come.

We hope that you will enjoy your association with Pathway Academy and that you will find continuing sources of inspiration and motivation in the important work you do each day.

This Employee Handbook will provide you with an overview of Pathway Academy's employee benefits and corporate policies and procedures. If you have any questions about the Handbook, please contact me.

Again, welcome to Pathway Academy. I look forward to working with you.

Sincerely,

Jennifer Fleming

Jennifer Fleming
Executive Director

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Introduction

The Pathway Academy Employee Handbook is designed to provide information for Pathway Academy employees regarding our policies, procedures and practices, and your own privileges and responsibilities.

Pathway Academy seeks to create a workplace that reflects the goals that we have for the students in our schools, goals that motivate and inspire each of us to achieve at the highest levels possible.

This Handbook is meant to serve as a guide only. None of Pathway Academy's personnel documents and/or benefit plans, including this Employee Handbook and any supplements, are intended to be a contract for any purpose or duration, express or implied. This Handbook is not intended to guarantee employment or any particular conditions of employment for a fixed period of time or to restrict the right of Pathway Academy, or the right of any employee, to terminate the employment relationship at any time, for any reason or for no reason. No officer, manager or supervisor has any authority to enter into a contract of employment – express or implied – that changes or alters the at-will employment relationship. Only the Board or its express designee has the authority to enter into an employment agreement that alters the at-will employment relationship and any such agreement must be in writing and signed.

The contents of this Handbook supersede any prior policy guidelines or personnel manuals provided to employees. However, where the law of a particular state or an individual written employment contract is inconsistent with this Handbook, the state law or contract shall govern.

Except for the policy of at-will employment, Pathway Academy reserves the right to change, add to or discontinue any of the policies contained in this Handbook from time to time and to interpret and apply them as it deems appropriate. No oral statements or representations can change the provisions of this Handbook.

Benefit plans, if offered to you by Pathway Academy and if premiums and contributions are paid and if participation and other requirements are met, are defined in legal documents, such as insurance contracts and/or summary plan descriptions. If you are offered benefits and a question arises about the nature and extent of plan benefits or there is a conflict in language, the formal language of the plan documents govern and not the informal wording of this Handbook. Plan documents, if applicable, are available for your review.

Not all of Pathway Academy's policies and procedures are set forth in this Handbook and its supplements. We have summarized only some of the more important ones.

Please read this Handbook carefully, including any applicable supplements, familiarize yourself with the contents and follow its provisions where they apply. If you have any questions, ask.

Unless you are covered by a written individual employment agreement as described above which indicates otherwise, your employment with Pathway Academy is at-will. This means that neither you nor Pathway Academy has entered into a contract regarding the duration of your employment or the reasons necessary for the termination of the employment relationship. You are free to terminate your employment with Pathway Academy at any time, with or without reason. Likewise, Pathway Academy has the right to terminate your employment, or otherwise discipline, transfer or demote you, at any time, with or without reason, at the sole discretion of Pathway Academy.

1. EQUAL EMPLOYMENT AND ANTI-HARASSMENT POLICY

1.1. Equal Employment Opportunity Policy

Pathway Academy's belief in respect for the individual is the foundation for creating equal employment opportunity. All employment actions are made without regard or consideration for an individual's race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, mental or physical disability, marital status, genetic information or an individual's membership in any other class or category protected by applicable federal, state or local law.

Disability Accommodation: Pathway Academy will not discriminate against any individual with a disability who is otherwise qualified for employment. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of the job should notify his or her supervisor or contact the Director of Operations & Finance and request such an accommodation. The individual is encouraged to fully cooperate with Pathway Academy in seeking and evaluating alternatives and accommodations. Pathway Academy may require medical verification of both the disability and the need for accommodation. For further information please contact the Director of Operations & Finance.

Religious Accommodation: Pathway Academy will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on Pathway Academy. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

1.2. Anti-Harassment Policy

Pathway Academy intends to provide a work environment that is free from intimidation, hostility or other offenses which might interfere with work performance. Harassment of any sort - verbal, physical or visual - on the basis of a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, physical or mental disability, marital status or any other protected status defined by law. Harassment that violates this policy may take many different forms including, but not limited to:

- Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes;

- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;
- Physical conduct, touching or physical interference with work; and
- Threats or demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, security or promotion.

Any employee who feels that he or she has been the subject of harassment, whether by a co-worker, supervisor, officer, agent, contractor, guest, vendor or client of Pathway Academy, must immediately report this action to his or her supervisor, the Principal, or the Director of Operations & Finance.

1.3. Policy Against Sexual Harassment

Sexual harassment, like any other form of harassment, will not be tolerated at Pathway Academy. Sexual harassment includes sexual overtures, either verbal or physical. In addition, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, as well as remarks or actions directed toward an individual on the basis of gender may also constitute sexual harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of our policy include, but are not limited to, the following:

1. **Verbal-**Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors. Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions and threats. Use of demeaning or offensive words when referring to an individual's gender. Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.
2. **Visual-**Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.
3. **Physical Contact-**Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

If you feel that you have been the victim of sexual harassment or have witnessed an incident that made you feel uncomfortable, you must immediately call your supervisor, Executive Director, or the Director of Operations & Finance.

1.4. Harassment Complaint Procedure

If you believe that you have been the subject of harassment or discrimination on any basis, or if you have observed or become aware of harassment or discrimination, you are required and have a responsibility to report the matter immediately. Any complaints of perceived discrimination and/or harassment should be made to the Executive Director, or the Director of Operations & Finance. The complaint should be as detailed as possible. If for any reason you are uncomfortable reporting the incident to your supervisor, the Executive Director, or the Director of Operations & Finance, you should submit the complaint anonymously to the Executive Director or Director of Operations & Finance, or the Board President.

Once a complaint is made it will be investigated in a timely manner. If it is determined that prohibited discrimination or harassment has occurred, appropriate action will be taken. This may include counseling, training, transfer or disciplinary action, up to and including termination. Confidentiality will be maintained to the extent possible consistent with Pathway Academy's obligation to conduct a thorough investigation. All Pathway Academy employees who become involved in an investigation of discrimination or harassment are expected to follow any direction by Pathway Academy to treat the matter as confidential.

Pathway Academy requires and expects its employees to immediately report any incidents of perceived discrimination and/or harassment. All employees are required to cooperate in any investigation of discrimination, harassment or other alleged workplace wrongdoing. Any employee who makes a reasonable, good-faith complaint about any perceived discrimination and/or harassment or who participates in the investigation may do so without fear of retaliation. Retaliation against any employee for filing a complaint of discrimination or harassment or for participating in the investigation of such a complaint is strictly prohibited by this policy and is grounds for disciplinary action, up to and including termination of employment.

2. COMMENCEMENT AND SEPARATION OF EMPLOYMENT

2.1. Employee Performance Evaluations

Pathway Academy certified and classified staff will be evaluated on a regular basis. Certified employees will be evaluated on the Performance Based Teacher Evaluation. Orientation will be held in the fall and each certified employee will be apprised of the process by the principal.

All summative evaluations will be completed by the end of the school year.

2.2. Employment Records/Personnel Files

It is important that your personnel records are kept updated at all times. Employees are responsible for maintaining current, accurate information. The following information should be updated, if necessary:

- Legal name
- Home address
- Telephone numbers (work, home and cell)
- Email addresses
- Emergency contact person
- Dependents/beneficiaries
- Marital status
- Change of insurance beneficiary(s)
- Exemptions on your W-4 tax form
- Direct Deposit
- Education Level
- Certifications

2.3. Separation of Employment

Pathway Academy employees are requested to provide notice of their resignation in writing to their supervisor, Executive Director, or Director of Operations & Finance.

All employees are required to return all keys, identification cards, credit cards, tools, security codes, computer equipment, computer passwords, telephone voicemail passwords, other office equipment and/or any other property of Pathway Academy to their supervisor, the Executive Director, or the Director of Operations & Finance upon their separation from Pathway Academy.

2.4. Verification of Employment Requests

Pathway Academy does not respond to oral requests for references or verification of past employment. For verification of information or for completion of a specific form, please contact the Director of Operations & Finance.

Information will be provided only if you have completed and signed a release.

As an employee or supervisor of Pathway Academy, do not under any circumstances respond to any request for information regarding another employee. Refer all such inquiries to the Pathway Academy Executive Director or Director of Operations & Finance.

3. CONDUCT AND OTHER WORKPLACE RULES

3.1. Appearance

Employees should wear clothing that is comfortable and practical for work, but not distracting or offensive to others. Any clothing that has words, terms or pictures that may be offensive to other employees is unacceptable. Clothing that has Pathway Academy logo is encouraged. Revealing clothing is not appropriate for a place of business. In our work environment, clothing should be pressed and never wrinkled, torn, dirty or frayed clothing is unacceptable.

Makeup, Perfume and Cologne Remember that some employees are allergic to the chemicals in perfumes and makeup, so wear these substances with restraint.

No dress code can cover all contingencies, so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If you experience uncertainty about acceptable casual attire for work, please ask your supervisor or the Director of Operations & Finance.

If clothing fails to meet these standards, the employee may be sent home to change clothes and will receive a verbal warning for the first offense. Repeated violations of this policy may lead to further disciplinary action.

3.2. Attendance and Punctuality

If you expect to be absent or delayed, you must notify the Executive Director or the Director of Operations & Finance by telephone and advise him or her of your tardiness or absence. You

are expected to call and either text or speak with that person or leave a voicemail message no later than one hour prior to your expected reporting time. Your supervisor or the Director of Operations & Finance may designate someone to receive such calls in his or her absence. Failure to inform this person of your absence or delay will result in the absence being considered unexcused and may subject you to disciplinary action, up to and including termination. In addition to contacting the Executive Director, all absences must be reported to Kelly Services.

Communicating your absence or tardiness to a co-worker other than your supervisor, the Director of Operations & Finance, or their designee will not be considered adequate notice.

Employees are expected to call the Executive Director or the Director of Operations & Finance each day that they are absent unless the employee is on an approved leave of absence. Failure to call/text in daily may result in disciplinary action, up to and including termination. An employee who is absent for three or more days without contacting his or her supervisor, the Director of Operations & Finance or their designee will be deemed to have abandoned his or her employment and our records will reflect that the individual has voluntarily terminated his or her employment with Pathway Academy.

Employees with excessive absenteeism or tardiness cannot perform their jobs effectively and potentially create disruptions to the operation of Pathway Academy. Therefore, excessive absenteeism or tardiness may be cause for disciplinary action, up to and including termination.

3.3. Drug-Free Workplace

Pathway Academy seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. All employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any illegal drug, controlled substance or alcoholic beverage during work hours (including lunch and break time) on school property or in a school vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing school business or job-related duties, while on school property or while operating school property (including vehicles).

[**Note:** School-sponsored activities that may include the service of alcoholic beverages are not included in this provision.]

Employees who engage in the above prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment.

3.4. Inclement Weather and Emergency Conditions

All Pathway Academy employees are expected to make a reasonable effort to report to work on inclement weather days. In the event of severe weather conditions or other emergencies, the Executive Director may decide to close school for the remainder of the day or prior to the beginning of a workday. No loss of pay will occur as a result of early dismissal or closure for this reason. Likewise, if you report to work and find that school is unexpectedly closed due to an emergency, no loss of pay will occur. However, if the school is open and you are unable to report to work, you must use your accrued vacation time or a personal day in order to be paid.

3.5. Personal Relationships

Pathway Academy recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes or misunderstandings and potential sexual harassment claims, supervisory employees are discouraged from dating or engaging in sexual relationships with subordinate employees. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

3.6. No Smoking Policy

Employees, guests and vendors are not permitted to smoke in Pathway Academy facilities at any time or on Pathway Academy grounds. Smoking is prohibited in all Pathway Academy facilities and vehicles.

3.7. No Solicitation/Distribution

Solicitation and Distribution of Literature

Pathway Academy has established rules applicable to all employees to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, “working time” includes all time for which an employee is paid and/or is scheduled to be performing services for Pathway Academy. This excludes meal or other breaks, rest periods or other times during a shift when an employee is not engaged in performing services for Pathway Academy.

In addition, Pathway Academy’s electronic resources (including but not limited to computer systems, e-mail, phone systems, voicemail, cell phones, etc.) shall not be used for personal gain or advancement of individual views. Utilization of e-mail or other Pathway Academy electronic resources for purposes of non-business solicitation or for personal gain or the promotion of events and causes is likewise prohibited.

3.8. Open-Door Policy/Problem-Solving Process

Pathway Academy promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of business goals. Pathway Academy believes that open communication and feedback are essential to a successful work environment and that all employees should feel free to seek answers to work-related questions and raise any

matter of importance and/or issues of concern without fear of reprisal.

The underlying philosophy of Pathway Academy's Open-Door Policy is to provide an effective and timely process for employees to seek solutions to work-related questions, concerns or problems. If for any reason, you do not feel comfortable discussing a work-related concern with your immediate supervisor, you should bring the issue to the attention of the Director of Operations & Finance. If after taking repeated steps, you continue to feel that your issues have not been resolved, you are encouraged to bring your work-related concern to the attention of the Executive Director. You should attempt to resolve your concerns as soon as possible. Ideally, you should make every attempt to bring your concerns to the attention of your supervisor or the Director of Operations & Finance within ten working days of the event.

3.9. Compliance Resources

We take potential violations of the law and our standards and policies as well as any potentially unethical conduct very seriously and want you to know that you have multiple avenues for reporting concerns. Any violations and concerns should be immediately shared with the Executive Director and Director of Operations & Finance. If you are not comfortable bringing a concern forward, an anonymous letter can be given to either of these staff members or the Board President.

You do not need to identify yourself by name when reporting your concerns. If you choose to give your name, we will keep that information confidential to the extent possible consistent with Pathway Academy's obligation to conduct a thorough investigation or unless we are otherwise required by law to disclose it. All reports will be investigated and appropriate actions taken. We will not allow retaliation against an employee who makes a reasonable, good faith report.

3.10. Public Relations/Statements to The Media

At Pathway Academy and its programs, activities and plans are sometimes of special interest to the general public. In order to ensure a professional relationship with the media, due diligence must be taken to ensure that information originating from Pathway Academy is accurate, complete and reflects the official position of the organization.

In the interest of orderly, consistent management of information released to the media on behalf of Pathway Academy, all inquiries from or statements to media and other interested parties must be referred to the Executive Director or Director of Operations & Finance. Only the Executive Director or his or her designee is authorized to make or approve public statements on behalf of Pathway Academy or its operations. No employees, unless specifically designated by the Executive Director, are authorized to make those statements. Any employee wishing to write and/or publish an article, paper or other publication on behalf of Pathway Academy must first obtain approval from the Executive Director before publication.

3.11. Rules of Conduct

As a Pathway Academy employee, you are expected to:

- Conduct yourself in accordance with the established policies and practices of Pathway Academy.
- Strive to observe the highest standards of school or business behavior and ethics.
- Comply strictly with all applicable laws, rules and regulations.

The foregoing list is not comprehensive. It is not possible to list all of the types of behavior that are desirable or that are considered unacceptable in the workplace.

Noted below is a partial list of the acts of misconduct that may require disciplinary action, up to and including termination. This list is not intended to limit Pathway Academy's right to discipline or discharge employees for other reasons not listed here, nor does it alter or limit the policy of employment at will, whereby you or Pathway Academy may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

- Abuse or mistreatment of students.
- Theft or unauthorized use, possession or removal of school records or property or the property of any employee, client (school or district) or visitor.
- Falsification of or omissions from employment records or other Company or school records, including timekeeping records (e.g., time sheets).
- Unauthorized distribution, dispensation, possession or use of intoxicating beverages or controlled substances on school premises or reporting to work or operating school-owned vehicles or equipment while under the influence of such substances. Failure to submit to reasonable suspicion testing or conduct that violates Pathway Academy's Drug-Free Workplace Policy.
- Fighting or otherwise engaging in disorderly, threatening or intimidating conduct in the workplace, including horseplay or other actions that endanger others.
- Using abusive or offensive language, making disparaging remarks, being discourteous or otherwise harassing, threatening, coercing or interfering with employees, students or visitors.
- Insubordination. Failure or refusal to follow the instructions of a department head, manager or supervisor, including refusal to accept a job assignment, direction or reasonable overtime, or behaving in a disrespectful manner toward a department head, manager or supervisor or in a manner which would undermine his or her authority.
- Creating or contributing to unsafe conditions by an act or by a failure to act.
- Excessive personal phone calls, e-mailing or web browsing or other violations of Pathway Academy's Electronic Resources policies.
- Unauthorized possession, use, copying, or school records or disclosure of proprietary or confidential information.
- Illegal conduct of any kind.
- Dishonesty, including, but not limited to, any fraudulent act or a breach of trust.
- Excessive tardiness or absenteeism or failure to call in as required.
- Refusal to fully cooperate with Pathway Academy or school in any investigation related to the workplace.
- Improper or illegal discrimination, harassment or retaliation, as set forth in Pathway Academy's Equal Employment Opportunity Policy, Anti-Harassment Policy and Policy

Against Sexual Harassment.

- Failure to report a workplace injury as soon as possible.
- Failing to complete e-time on a daily or bi-weekly basis, completing another employee's time card or authorizing someone to complete an employee's time card or sign an employee in or out.
- Inducing or assisting another employee in committing any breach of the forgoing rules and regulations.
- Violation of any Pathway Academy rule, policy or standard, including, for example, but not limited to, policies regarding confidentiality of proprietary information, policies relating to travel and expenses and policies concerning the use of Pathway Academy's electronic resources.

For purposes of these standards of conduct or any other policies and procedures in this Handbook, "school premises" includes any location where school-related or school-related functions or activities are taking place, other than an employee's private home.

To the extent permitted by law, certain misconduct committed off-premises or during an employee's personal time, under appropriate circumstances and where impacting on the students, school or workplace or on Pathway Academy's business or reputation, also may require immediate disciplinary action, up to and including termination.

3.11.1 Harassment (including Sexual Harassment)

It is the policy of Pathway Academy to maintain a safe learning environment for all students. Pathway Academy prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, perceived sexual orientation or other basis impermissible under the law.

It shall be a violation of School policy for any student, teacher, administrators, or other school personnel of this School to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, perceived sexual orientation or other basis impermissible under the law.

It shall also be a violation of School policy for any teacher, administrator, or other school personnel of this School to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, perceived sexual orientation, or other basis impermissible under the law, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school.

3.12. Corporal Punishment

Corporal punishment (as well as threats of corporal punishment) is strictly prohibited at Pathway Academy at all times. Corporal punishment is forced pain intended to change a person's behavior or to punish them. Parent permission never exempts PW staff from following the no corporal punishment policy. Corporal punishment is never to be used or threatened at any time

or with any affiliation to Pathway Academy. Failure to comply with the expectations above could result in a personal lawsuit against the staff member administering the corporal punishment. If the case of this form of lawsuit, Pathway Academy would not provide legal defense for the adult because the expectations clearly delineate that corporal punishment is against Pathway Academy policy.

3.13. Second Jobs

The high standards of quality service held by Pathway Academy are only possible when all employees give their very best performance. This level of performance may be difficult to maintain when an employee is working more than one job. Taking a second job, including self-employment, is not permitted if such work may reduce your performance while on the job for Pathway Academy or if such work may create a potential conflict of interest.

3.14. Staffing - Immigration Law Compliance

Pathway Academy is required to comply fully with federal immigration laws. As a condition of employment, we will verify an employee's identity and legal authorization to work in the United States. The employee is required to present the documents necessary for the verification process no later than three business days after employment commences. Employees who do not produce the required documents will be terminated in accordance with the Federal Immigration Reform and Control Act. Where an employee has provided documentation that in any way limits the time that that employee is permitted to work, the employee will be required by Pathway Academy to re-verify his or her work authorization at the appropriate time or interval. If at any time during employment, an employee's immigration status changes so that he or she is no longer authorized to work in the United States, that employee must notify the Director of Operations & Finance immediately.

Although an applicant or employee need not provide a Social Security number to verify his or her legal authorization to work in the United States, in conformity with federal tax laws, Pathway Academy requires all employees to provide a valid Social Security number. In conformity with its policies regarding falsification of applications or records, Pathway Academy reserves the right to discipline or terminate any employee who provides false or misleading documentation of work authorization or who provides a false Social Security number.

3.15. Work Hours Policy

It is the policy of Pathway Academy to establish the time and duration of working hours as required by workload, school needs, the efficient management of human resources and all applicable laws.

1) Pathway Academy's normal workweek is Monday through Sunday, beginning and ending at midnight on Sunday and consisting of a forty-hour workweek.

2) All staff members are expected to arrive no later than 7:50 AM daily, unless due to the scope of your job responsibilities, you have been given different work hours. Classroom teachers should be at their door ready to greet students by 8:10. If you have copies or other tasks to complete you should arrive early enough to complete that and be at your classroom

door at 8:10. All staff members are expected to remain at work until 4:25 PM daily or until the release of the buses, unless due to the scope of your job responsibilities you have been given different hours. All teachers are expected to escort their students to the buses at the end of the day. If you have an emergency or situation requiring a change to these times, prior approval from the Executive Director is needed.

3) All non-exempt employees are required to complete an individual time record showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

    a) Employees should record their starting time, time out for lunch, time in after lunch, quitting time and total hours worked for each workday.
    b) Employees' time records should be checked and signed by their supervisor. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be entered on the time record.
    c) Overtime must be authorized by the employee's supervisor before over forty hours are worked in a particular week.
    d) Filling out another employee's e-time or falsifying any time record is prohibited and will be grounds for disciplinary action, up to and including termination.

4) Personnel employed in executive, administrative, professional, outside sales or certain computer-related capacities generally are exempt from the provisions of the Fair Labor Standards Act. These employees are not required to fill out hourly time records, but must account for daily attendance. Pathway Academy's policy regarding salary payments to exempt employees is set forth below.
5) Supervisors will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of their supervisor. If Pathway Academy finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken.
6) POLICY ON SALARY BASIS PAYMENT FOR EXEMPT EMPLOYEES

    a) All employees classified as "exempt" from overtime must be paid on a salary basis (except professional employees paid on a fee basis and exempt computer professionals). This means that the employee must be paid, on a weekly or less frequent basis, a predetermined amount constituting all or part of the employee's compensation, which amount is not subject to reduction because of variations in the quantity or quality of work performed. Except as provided below and in accordance with Department of Labor regulations, an exempt employee will receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. Pathway Academy prohibits deductions from the salary of exempt employees for absences occasioned by Pathway Academy or by the operating requirements of the business or that are otherwise prohibited by Department of Labor regulations regarding payment of exempt employees on a salary basis.

    b) The following is a summary of the exceptions to the prohibitions against deductions from pay in the salary basis requirement:

        i) Deductions from pay may be made when an exempt employee is absent from

work for one or more full days for personal reasons other than sickness or disability.

ii) Deductions from pay may be made for absences of one or more full days occasioned by sickness or disability, if the deduction is made in accordance with a bona fide Pathway Academy plan, policy or practice of providing compensation for loss of salary occasioned by such sickness or disability. For example, deductions from pay for one or more full days may be made if an employee has exhausted his or her sick leave allowance.

iii) Deductions cannot be made for absences due to jury duty, attendance as a witness or temporary military leave. However, Pathway Academy may offset any amounts received by an employee as jury fees, witness fees or military pay against the salary due for that particular week.

iv) Deductions from pay may be imposed for penalties imposed in good faith for infractions of safety rules of major significance.

v) Deductions from pay may be made for unpaid disciplinary suspensions of one or more full days imposed in good faith for infractions of workplace conduct rules, such as, but not limited to, a violation of Pathway Academy's sexual harassment policy.

vi) Prorated salary may be paid in an employee's first or last week of employment.

vii) Pathway Academy may pay a proportionate part of the full salary for time actually worked in any week that an employee takes unpaid leave under the Family and Medical Leave Act.

c) **Complaint Procedure:** Any exempt employee who believes that an improper deduction has been made from his or her pay shall first bring the matter to the attention of his or her supervisor who shall attempt to resolve the matter with the employee on the basis of this policy. If the matter is not resolved within two weeks of the date on which the employee raised the matter, he or she may raise the matter with the Director of Operations & Finance, in writing or by e-mail. The Director of Operations & Finance will contact the employee within two business days of receiving the complaint to ascertain the employee's position and the amount, date and reason for the deduction. The Director of Operations & Finance shall determine whether the deduction was proper and communicate the decision to the employee in writing no later than two weeks after the initial complaint by the employee. If the deduction is determined to be inappropriate, the employee will be reimbursed by the next regularly scheduled pay day.

3.16. Visitors.

To minimize interruptions to the instructional environment and ensure safety, no parents/guardians will be allowed to come to classrooms after morning arrival or during the day. All guests must be accompanied by an administrator, in order to go past the front office. If a visitor needs to give something to a staff member or student, they will be required to leave the item in the front office. You will be notified to retrieve the item by the front office or the item will be delivered to the classroom. If parents are scheduled to volunteer or for some other purpose,

they must sign in the office and obtain a visitor's badge. School staff who observe visitors without proper identification are to report that information immediately to the school office and/or security.

Pathway Academy employees are not allowed to have their children at work with them during contracted work hours. If an emergency arises, please contact the Executive Director for approval. Staff must have administrative pre-approval of family, friends, or work related visitors during school/office hours.

3.17. Investigations of Current Employees

Pathway Academy may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, the ability to perform his or her job, reliability, honesty, trustworthiness, alleged misconduct, compliance with policies or the potential threat to the safety of co-workers or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries regarding any arrest for which the employee is out on bail. In the event that a consumer report is obtained, Pathway Academy will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with Pathway Academy's lawful efforts to obtain relevant information and may be disciplined, up to and including termination of employment, for failure to cooperate.

3.18. Breastfeeding Policy

Pathway Academy will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work. Pathway Academy will provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk during work hours.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a shared refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date.

In order to prepare, we ask that a pregnant employee complete an "Intent to Breastfeed Form" indicating how long they intend on breastfeeding and the manner in which they will take their breaks (time and duration) and submit such form to the Executive Director or Director of Operations & Finance. Pathway Academy will provide a breastfeeding employee with reasonable break time for breastfeeding or pumping.

4. POLICY ON USE OF COMPANY PROPERTY

4.1. Bulletin Boards

Bulletin boards are for school-related materials. Employees may not post notices on Pathway Academy bulletin boards or in other Pathway Academy shared spaces.

4.2. Electronic Resources Policy

Pathway Academy relies on its computer network, phone system and related software and hardware to conduct its business. To ensure that its Electronic Resources are used properly by its employees, independent contractors, agents and other users, Pathway Academy has created this Electronic Resources Policy (the "Policy"). "Electronic Resources" refers to Pathway Academy's computer network, telephone network and related software and hardware. Specifically, Electronic Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, hand-held devices, data files and all internal and external computer and communications networks (i.e., Internet commercial online services, value-added networks, e-mail systems and smartphones) that may be accessed directly or indirectly from Pathway Academy's computer network. It also includes all phone systems, telephone units, servers, voicemail systems and cell phones, whether owned or leased.

The Electronic Resources are the property of Pathway Academy. Employees are permitted access to the Electronic Resources to assist them in the performance of their jobs, subject to their compliance with this Policy. At all times, users have the responsibility to use Pathway Academy's Electronic Resources in a professional, ethical, and lawful manner. Use of Pathway Academy's Electronic Resources is a privilege that may be revoked at any time. In addition, violations of this Policy will be taken very seriously and may result in disciplinary action, up to and including termination of employment as well as civil and criminal liability.

4.2.1. No Expectation of Privacy

The Electronic Resources made available to employees are to assist them in the performance of their jobs. Users should not and do not have an expectation of privacy in anything they create, store, send or receive on or with Pathway Academy's Electronic Resources. By using Pathway Academy's Electronic Resources, Users expressly waive any right of privacy. Users consent to allowing personnel of Pathway Academy to access and review, for legitimate work-related purposes, all files, attachments, websites, e-mails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, hand-held device or over the Internet or any other computer network or school phone network or equipment. Users understand and agree that Pathway Academy may use human or automated means to monitor the use of its Electronic Resources.

4.2.2. Prohibited Activities

Prohibited Uses: Electronic Resources must be used in a manner that does not violate the Family Education Rights and Privacy Act that Pathway Academy is bound to follow. Pathway Academy's Electronic Resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, gambling, internet shopping, video or music streaming, online dating, promotions, destructive programs (i.e., viruses or self-replicating code), political material or any other unauthorized use.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as IM, Skype, Web 2.0 sites, chat groups, web browsers or blogs) or accessed, displayed or stored on Pathway Academy computers.

Employees encountering or receiving this kind of material should immediately report the incident to their supervisor or to the Director of Operations & Finance.

Misuse of Software: All software must be loaded by the Pathway Academy Technology Department and must be for business purposes only. Without prior written authorization from the Director of Operations & Finance, Users may not do any of the following: (1) copy Pathway Academy or third-party software; (2) modify, revise, transform, recast or adapt any software; or (3) download from the Internet or otherwise install software on their Pathway Academy workstation, desktop or laptop computer, school-provided cell phone, or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor.

Communication of Confidential Information and Trade Secrets: Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of Pathway Academy, its students, vendors, or others is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your supervisor, the Executive Director, or Director of Operations and Finance before releasing information that could harm Pathway Academy, students, vendors, and/or employees.

4.2.3. Passwords

Responsibility for Passwords: Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources using another User's password or account. Use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy.

4.2.4. Security

Portable Storage Devices: Portable storage devices (i.e., flash drives, zip drives, IPods, smartphones, handhelds or other storage devices) can be used for business purposes only and under the following conditions. Documents stored on a portable storage device should be copies of documents that exist in other locations on the network. Nothing should be stored solely on a portable storage device. Social Security numbers, pay data or other confidential personnel information, health records (or anything that would violate HIPPA), student records, product specifications, pricing documentation and trade secrets or other confidential corporate information must never be transported or saved on a portable storage device.

Vendors and visitors cannot use a flash drive or other portable storage device on a Pathway Academy network computer. If you lose a portable storage device containing Pathway Academy information, you should notify your supervisor immediately.

4.2.5. Viruses

Virus Detection: Each User is responsible for taking reasonable precautions to ensure that he or she does not introduce viruses to the Pathway Academy network. To that end, all material received on flash drives or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to Pathway Academy must be scanned for viruses and other destructive programs before being placed onto the computer system.

4.2.6 Email

E-mail Usage: Pathway Academy considers e-mail to be any technology used to transfer business messages. Thus, for purposes of this policy, "e-mail" may include text messages, instant messages and e-mail transmitted from computers, laptops, Blackberries or similar devices. Users are responsible for conducting themselves in an ethical and lawful manner when using e-mail. When creating e-mail messages, Pathway Academy expects you to follow the same standards required in all written business communications for this company.

Pathway Academy retains the right to access, monitor, intercept, review and copy, for legitimate work-related purposes, any and all e-mail messages composed, transmitted, received or stored with or on its Electronic Resources and a User's use of Pathway Academy's Electronic Resources constitutes consent to such.

Pathway Academy expects everyone to use e-mail accounts primarily for business related purposes, i.e., to communicate with co-workers, clients and vendors, to research relevant topics and to obtain useful business information.

Prohibited Uses: Below are a few examples of uses that are prohibited under the e-mail usage policy. This is not intended to be an exhaustive list and employees are asked to use their best judgment when using Pathway Academy's e-mail.

- Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, Web 2.0 sites or chat groups. Without express permission of their supervisors, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.
- Altering a message from another User without their permission.
- Improperly using someone else's e-mail account as your own.
- Forwarding your Pathway Academy e-mail to your personal Internet account (e.g., Yahoo or Hotmail) for usage out of the office. E-mail can be accessed via the Pathway Academy webmail account and can be forwarded to authorized users.

Guidelines for Authorized Use

Long-term message retention is important only if it is relevant for business or legal purposes. If you desire to keep less important messages for longer than ninety days, please archive the e-mail to your allotted server storage space.

Large e-mail attachments can drastically slow system performance. Attachments that exceed 20 MB in size will be removed by the server and not sent.

Subscribing to distribution lists and other forms of e-mail subscription services related to your job function is allowed. If the service does not pertain to your job function, seek manager approval before signing up.

E-mail Disposal: Unless directed to the contrary by your supervisor or you receive a Litigation Hold memorandum directing you to retain your messages, employees should discard inactive e-mail after ninety days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require the maintaining of certain files or documents for a specified period of time. It is the employee's responsibility to know which records are subject to these conditions and to comply with these laws and regulations. **E-Mail Signatures:** All Pathway Academy employees should have their e-mail signature written in Arial – Narrow 10pt font to read as follows:

Name
Approved Title
Pathway Academy
Address
Phone number Fax number
E-mail Address
www.Pathway Academy.net

No additional personal messages or quotations should be included.

4.2.7. Telephone and Cell Phone Usage

Employees are prohibited from using personal cell phones in the school during working time. While you are at work, you are expected to be performing your job duties and responsibilities. Personal calls, both incoming and outgoing, must be kept to a minimum, should be confined to meal and break periods and must not interfere with your duties and responsibilities or Company policies. Employees should limit their use of Pathway Academy telephones for personal long-distance calls. In the event that it is necessary for an employee to make a personal long-distance call, Pathway Academy reserves the right to seek reimbursement from the employee for the cost of such call. Prior approval of personal long-distance calls is required.

Cameras, including cameras on cell phones or PDAs may not be used in the workplace, except by an employee who is specifically required to take a photograph or make a video.

Cellular telephones provided to employees by Pathway Academy are for business purposes only. They are not to be used for non-work-related communications, unless circumstances arise as described below.

E-mails and text messages may not be reviewed, drafted or sent while operating a vehicle.

Using a cellular phone while operating a vehicle is strongly discouraged. Employees should plan calls either prior to traveling or while on rest breaks.

If an employee needs to make a phone call while driving, the individual must find a proper parking space first. Cell phone calls while driving are strictly prohibited in the absence of a hands-free device. Further, stopping on the side of the road is not acceptable, unless you stop in an authorized parking zone. The only exception is for genuine emergencies, such as an accident or a car breakdown. Employees with hands-free phones may make brief phone calls while driving, but must park when road conditions are poor, traffic is heavy or the conversation requires concentration.

4.3. Use of Equipment

No Right of Privacy: All Pathway Academy property – including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines and vehicles – are provided by Pathway Academy for business use. Pathway Academy reserves the right, at all times and without prior notice, to inspect and search any and all of its property. By using Pathway Academy's property, users expressly waive any right of privacy in anything they create, store, send, receive or maintain in Pathway Academy property.

Employees are expected to properly use and maintain in good working order all Company property and equipment made available to them to perform their jobs. Employees who lose, steal or misuse Pathway Academy's property may be personally liable for replacing or fixing the item and may be subject to discipline, up to and including termination of employment.

Employees must strictly limit the use of Pathway Academy's equipment for non-work purposes and such use may not interfere with an employee's duties and responsibilities or violate Pathway Academy's policies.

Employees may access only files or documents that they have permission to access. Unauthorized review, duplication, dissemination, removal, damage or alteration of files or other property of Pathway Academy or improper use of information obtained by unauthorized means may be grounds for disciplinary action, up to and including termination.

4.4. Use of Stationery and Mail Services

All engraved or printed Pathway Academy stationery, envelopes and other work materials are for Pathway Academy business only. These materials may not be used for personal correspondence or non-business matters. When signing business letters on Pathway Academy letterhead, the employee's name and title or position must be used.

Employees are requested not to send or receive personal mail using Pathway Academy's mail services. Employees will be asked to reimburse the cost of postage for non-business-related materials sent through Pathway Academy's mail services.

4.5. Social Media Policy

At Pathway Academy, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities.

GUIDELINES

Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with Pathway Academy, as well as any other form of electronic communication.

The same principles and guidelines found in Pathway Academy policies apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects students, vendors, people who work on behalf of Pathway Academy or Pathway Academy's legitimate interests may result in disciplinary action up to and including termination.

Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Always be fair and courteous to fellow employees, students, vendors, or people who work on behalf of Pathway Academy. Also, keep in mind that you are more likely to resolved work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students, employees or vendors, or that might constitute harassment or bullying. Examples of such conduct might include

offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy.

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about Pathway Academy, students, fellow employees, vendors, and people working on behalf of Pathway Academy or other schools.

As discussed previously regarding confidential information, you may not share information that is confidential and proprietary.

Do not create a link from your blog, website or other social networking site to a Pathway Academy website without identifying yourself as a Pathway Academy employee. Express only your personal opinions. Never represent yourself as a spokesperson for Pathway Academy. If Pathway Academy is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of Pathway Academy, students, fellow employees, vendors, or people working on behalf of Pathway Academy. If you do publish a blog or post online related to the work you do or subjects associated with Pathway Academy, make it clear that you are not speaking on behalf of Pathway Academy. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of Pathway Academy.”

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your manager or consistent with the Policy on Use of Company Equipment Policy.

Do not use Pathway Academy email addresses to register on social networks, blogs or other online tools utilized for personal use.

Pathway Academy prohibits taking negative action against any employee for making a reasonable, good-faith report about a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another employee for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

If you have questions or need further guidance, please contact the Director of Operations & Finance.

5. SAFETY, SECURITY AND COMPLIANCE ISSUES

5.1. Health and Safety

The health and safety of employees and others on Pathway Academy property are of critical concern to Pathway Academy. We strive to attain the highest possible level of safety in all activities and operations. Pathway Academy intends to comply with all health and safety laws applicable to our business.

To this end, Pathway Academy must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to your supervisor immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on Pathway Academy's premises or in a product, facility, piece of equipment, process or business practice for which Pathway Academy is responsible, you should immediately bring it to the attention of your supervisor, the Director of Operations & Finance, or the Principal. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, Pathway Academy may issue rules and guidelines governing workplace safety and health. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated and may result in disciplinary action, up to and including termination.

Any workplace injury, accident or illness *must* be reported to your supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. For more information relating to Workers' Compensation claims and how to report them, please refer to section 6.17.

5.2. Policy against Workplace Violence

1. Statement of Policy

Acts or threats of physical violence, including intimidation, harassment and/or coercion that involve or affect Pathway Academy or that occur on Pathway Academy's property or in the conduct of Pathway Academy's business off Pathway Academy's property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in Pathway Academy's operations, including, but not limited to, Pathway Academy personnel, contract workers, temporary employees, clients, vendors and anyone else on Pathway Academy property or conducting Pathway Academy business off Pathway Academy property. Violations of this policy by any individual will lead to disciplinary action, up to and including termination of employment, and/or legal action as appropriate.

This policy is intended to bring Pathway Academy into compliance with existing legal provisions requiring employers to provide a safe workplace. It is not intended to create any obligations beyond those required by existing law.

2. Definitions

Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

a) Threats or acts of physical or aggressive contact directed toward another individual;
b) Threats or acts of physical harm directed toward an individual or his/her family, friends, associates or property;
c) The intentional destruction or threat of destruction of Pathway Academy property or an employee's property;
d) Harassing or threatening phone calls;
e) Surveillance;
f) Stalking;
g) Veiled threats of physical harm or similar intimidation; and
h) Any conduct resulting in the conviction under any criminal code relating to violence or threats of violence that adversely affect Pathway Academy's legitimate business interests.

3. Enforcement

Any person who engages or is accused of engaging in a threat or violent action on Pathway Academy property may be removed from the premises as quickly as safety permits and may be required, at Pathway Academy's discretion, to remain off Pathway Academy's premises pending the outcome of an investigation of the incident.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring or a life-threatening situation from developing. No existing policy or procedure of Pathway Academy should be interpreted in a manner that prevents the making of these necessary decisions.

Important Note: Pathway Academy will make the sole determination of whether and to what extent threats or acts of violence will be acted upon by Pathway Academy. In making this determination, Pathway Academy may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at Pathway Academy.

5.3. Mandatory Abuse Incident Reporting Policy

This Mandatory Abuse Incident Reporting Policy is designed to ensure that all members of the Pathway Academy community report any allegations or reasonable suspicion of any incidents of sexual or physical abuse against students or neglect of students, including abuse and neglect that may take place within students' homes. Most members of the Pathway Academy community who come in direct contact with the children to whom Pathway Academy provides services are legally mandated reporters for child abuse and neglect. **Mandated reporters are not required to be certain that abuse or neglect has occurred in order to make a report.**

Responsibilities of all Employees that Come in Direct Contact with the Children to Whom Pathway Academy Provides Services

All employees who come in direct contact with the children to whom Pathway Academy provides services are required to immediately report directly to their supervisor any reasonable suspicion of sexual or physical abuse or neglect of students. The employee must also receive confirmation that his or her supervisor has reported the incident to the appropriate authorities. Such confirmation includes: the case number, incident number or confirmation number from the State's child protection agency. If the employee's supervisor fails to report the incident, State law mandates and Pathway Academy policy requires that the employee report the incident to the proper authorities.

In addition to adhering to State-mandated reporting requirements, the reporter must immediately contact the Executive Director or Director of Operations & Finance and report the incident.

Non-Retaliation

Pathway Academy prohibits any manager or other employee from retaliating or taking any adverse action against any employee for reporting reasonable suspicion of sexual and physical abuse or neglect.

Penalties for Violations

In addition to applicable criminal or civil penalties, any employee of Pathway Academy who fails to comply with this policy shall be subject to disciplinary action, up to and including termination of employment. Such discipline may also apply to such actions as requesting others to violate this policy, failing to cooperate with any child abuse investigation or retaliating against an employee for making a report of child abuse.

5.4. Security

You should be alert at all times and should report the presence of any suspicious persons to your supervisor, the Executive Director, Director of Operations & Finance and/or security personnel immediately. You should also maintain in your possession at all times your keys, security passes and identification badge. Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes and any other security access information must not be disclosed to anyone who is not authorized to have that information.

5.5. Weapons

Pathway Academy prohibits all persons who enter school property from carrying a handgun, firearm, knife, chemical, explosive or detonating device or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by Pathway Academy to carry a weapon on the property. Any employee who violates this policy will be subject to discipline up to and including termination.

6. EMPLOYEE BENEFITS

6.1. Employee Benefits Summary

All full-time regular employees will receive the insurance and other benefits offered by Pathway Academy. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of Pathway Academy or the respective insurance carriers.

For illustrative purposes only, below is a brief summary of the benefits presently offered by Pathway Academy. This summary briefly describes the benefits in effect at the time that this Handbook was drafted. More detailed descriptions of the benefits provided can be found in the respective summary plan descriptions. These benefits may be modified or discontinued at the sole discretion of the Pathway Academy at any time.

Benefits are only available to active full-time regular employees who are regularly scheduled to work a minimum of forty hours per week.

- Pathway Academy offers a health and welfare insurance package to all eligible employees, which includes medical, pharmaceutical, vision and/or dental coverage. The cost to the employee is based on their level of coverage. If elected, health insurance coverage begins the first of the month following thirty days of employment as a full-time regular employee.
- Pathway Academy offers a Flexible Spending Account plan (healthcare and dependent care) to all eligible employees. These accounts allow employees to use pre-tax dollars to pay for un-reimbursed medical, dental and vision expenses and for dependent care expenses.

- Pathway Academy provides life insurance to all eligible employees equaling two times the eligible employee's annualized base salary, up to a maximum benefit of $500,000. There is no cost to the employee for this benefit. Employees are eligible for this benefit the first of the month following thirty days of employment. If you retire, reduce your hours or leave the Pathway Academy community, you can convert this coverage to an individual policy according to the terms outlined in the contract. Employees are eligible the first of the month following thirty days of employment. There is no cost to the employee for this benefit. Pathway Academy provides a Short-Term Disability (STD) program to all active, full-time employees working at least 30 hours per week. Generally, you are considered disabled and eligible for short term benefits, if due to sickness, pregnancy or accidental injury, you area receiving appropriate care and treatment and are complying with the requirements of the treatment and you are unable to earn more than 66 2/3% of your pre-disability earnings at your own occupation. For a complete description of this and other requirements that must be met, refer to the Benefits Enrollment Notebook for Pathway Academy.
- Pathway Academy provides Long-Term Disability (LTD) insurance to all active, full-time employees working at least 30 hours per week. Generally, you are considered disabled and eligible for long term benefits if, due to sickness, pregnancy or accidental injury, you are receiving appropriate care and treatment and are complying with the requirements of the treatment and you are unable to earn more than 60% of your pre-disability earnings at your own occupation for any employer in your local economy. Following the Own Occupation period for LTD, you are considered disabled if, due to sickness, pregnancy or accidental injury, you are receiving appropriate care and treatment and complying with the requirements of the treatment and you are unable to earn 60% of your pre-disability earnings at any gainful occupation for which you are reasonably qualified taking into account your training, education, and experience. For a complete description of this and other requirements that must be met, refer to the Benefits Enrollment Notebook for Pathway Academy.
- All other benefits including travel assistance, will preparation service, and Employee Assistance Program are outlined in the Benefits Enrollment Notebook for Pathway Academy.

6.2. Compensation

Payroll Checks

Pathway Academy pays employees bi-monthly. Employees will receive paychecks on the 15th and the last day of the month. If you have direct deposit, your pay will be deposited into an account at your financial institution using the account information that you have provided. If you do not have direct deposit, your paycheck will be mailed to your home address on record with Pathway Academy. Your pay stub will be available for reviewing and printing on the Pathway Academy ADP website on the same day that your pay is direct deposited into your account or is mailed to your home address.

No one other than the employee to whom a check is written is allowed to pick up a paycheck, unless prior written authorization has been given for another individual to do so.

Pathway Academy encourages employees to elect to have their paycheck deposited directly to a banking institution. No direct deposit transaction can be made without a completed authorization form.

Error in Pay

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an over or underpayment, please contact Pathway Academy immediately. Pathway Academy will take the necessary steps to research the problem and to assure that any necessary correction is made promptly. Paycheck errors of less than $75.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over $75.00 will be handled on an individual basis depending on the circumstances.

6.3. Holidays

Pathway Academy observes various paid holidays each calendar year. A listing of the paid holidays for a given year will be distributed to employees prior to the start of the new calendar year. Typically, Pathway Academy observes the following holidays each year:

New Year's Day
Dr. Martin Luther King Jr. Day
President's Day
Memorial Day
Labor Day
Thanksgiving Day
The day after Thanksgiving
Winter Recess
Spring Break

If a holiday falls on a Saturday, it will usually be observed on the Friday before the holiday. If a holiday falls on a Sunday, it will usually be observed on the Monday after the holiday.

All full-time regular employees are eligible to receive holiday pay. Part-time regular employees will only receive holiday pay when the holiday falls on their regularly scheduled workday.

In order to receive holiday pay, eligible employees must work the full scheduled work day before and after the holiday, unless they have previously-approved time off on one or both of those days.

If a holiday falls on a day when an employee is on vacation, that day will not be counted against the employee's vacation time.

Pathway Academy reserves the right to make changes to its holiday schedule at any time as business needs dictate.

6.4. Planning for Absences
Planned Absence
When an employee anticipates an absence, please complete a leave form and submit to the Executive Director for approval. Detailed plans should be left for the substitute including:

- Up to date class roster;
- Instruction on how to report attendance – all attendance must be taken in IC this year so be sure the sub knows who to contact if a problem arises;
- Clear and concise information regarding what the students are expected to do in the teacher's absence;
- A class schedule;
- Classroom discipline procedures.

For all planned absences: Approval must be obtained from Executive Director at least two weeks in advance.

Blackout Days:

Except under emergency conditions or extraordinary circumstances, such as a wedding, funeral (see bereavement), high school or post high school graduation and school sponsored graduation related activities, or military deployment of individuals related by blood or affinity whose close association with the employee is the equivalent of a family relationship, Personal Leave will not be approved for use during the first or last ten (10) contract days of the school year, during the day before or the day after a school holiday, or during in-service, or parent-teacher conferences.

Any days taken without approval will be unpaid at the employee's single daily rate.

Unplanned Absences

Each teacher is expected to maintain an emergency sub file with generic work suitable for the class. Your team's lead teacher is expected to know where your sub file is stored.

Procedures for securing a substitute will be provided on a separate memo to staff.

6.5. Personal Days

Personal days are provided to all full-time regular employees to allow for time off for medical/dental appointments, to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours.

Each full-time regular employee is provided with two (2) paid personal days at the beginning of each fiscal year. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor or department head. Unused personal days cannot be carried over from one year to the next. Employees will not be paid for unused personal days upon separation.

All newly hired, full-time, regular employees who are hired between July 1st and September 30th are awarded 2 personal days upon hire. All newly hired, full-time, regular employees who are hired between October 1st and December 31st are awarded 1.5 personal days upon hire. All newly hired, full-time, regular employees who are hired between January 1st and March 31st are awarded 1 personal day upon hire. All newly hired, full-time, regular employees who are hired between April 1st and June 30th are awarded 0.5 personal days upon hire.

6.6. Sick Time

Full-time regular employees are given eight (8) sick days per year. Any unused sick time can be banked for future use, up to a maximum of seventy (70) days. Sick time can only be used for absences related to the employee's own medical-related illness or injury, or due to illness or injury of an immediate family member. Immediate family member means the employee's parent, grandparent, child, grandchild, brother, sister, spouse, domestic partner, in-laws and any person who is a permanent resident of the household.

Sick time is contingent upon continued employment, and employees will not be paid for unused sick time upon separation from employment. An employee may be required to provide acceptable proof that the absence was illness-related when a) the employee has been sick for 3 or more consecutive days, b) the employee has used more than 80 hours in one year, or c) if the employee is suspected of abusing the sick leave policy.

Any full-time employee who has sick time and then either moves into a part-time position or leaves Pathway Academy and is re-hired within 12 months back into any full-time position in Pathway Academy, will have his/her sick time balance reinstated. Rehired employees who have been out of a full-time position with Pathway Academy for longer than 12 months will be treated as new hires for the purposes of sick time.

Full-time certified employees begin sick time upon their first regular pay period, up to a maximum of eight (8) days per year. Full-time certified employees can be paid for unused sick

days (up to the maximum of ten (10) days per year) upon separation of employment. The rate of pay for unused sick days is $100 per day up to a maximum of $1,000.

Part-time certified employees are not eligible for participation in this policy.

6.7 Personal Leave of Absence

Full-time regular employees who have worked for Pathway Academy for at least two years and who are not eligible for other leave may be eligible for a personal leave of absence without pay. In keeping with the Pathway Academy philosophy, employees are reminded that absences and leaves may be disruptive to the educational and business processes. The reason for the personal leave should be sufficiently significant to justify these disruptions. An employee will be required to use all of his or her accrued vacation time and personal days during his or her personal leave. However, an employee will not be permitted to use any accrued STD time or sick time during such leave, unless the personal leave is of a medical nature such that it would allow such use. Once all eligible accrued paid time off benefits have been exhausted, the remainder of the leave will be unpaid.

Each request for a personal leave of absence must be submitted to Pathway Academy's Executive Director. Requests will be reviewed on a case-by-case basis and the decision to approve or deny such a request will be dependent upon the operational needs of Pathway Academy at the time of the request. The maximum duration of a personal leave of absence is ninety (90) calendar days.

Once the appropriate forms are completed by the employee, they are then submitted to the Executive Director. The Executive Director may make reasonable inquiry into the reason for the request and ask for documentation where appropriate. The decision to approve or deny a request for a personal leave of absence will be made in Pathway Academy's sole discretion.

During an approved personal leave of absence, all existing accrued benefits will be retained. An employee on a personal leave of absence is not entitled to the accrual of any additional seniority or employment benefits (e.g., STD time, sick time, vacation time, holidays, personal days, etc.) during any period of leave. Employees are responsible for paying all deductions that would normally come out of their paycheck for their benefits.

At the time an employee begins an unpaid personal leave, he or she will receive written instructions detailing the time and manner in which his or her health insurance premiums are to be paid. Failure to pay these premiums by the end of the grace period stated in the written instructions will result in the loss of insurance coverage.

An employee who fails to return to work following the expiration of his or her personal leave will be required to reimburse Pathway Academy for the entire amount of the healthcare premiums paid by Pathway Academy during the unpaid leave.

No guarantee of reinstatement can be made to an employee on a personal leave. If during the leave period the employee's position is filled or eliminated for business reasons, the employee may be eligible to reapply for any openings available at the time of the employee's return for which the employee is qualified.

6.8. Military Leave of Absence

Pathway Academy will comply with all relevant provisions of the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA").

If you leave Pathway Academy to serve in the United States military, you may elect to continue your existing health benefits provided by Pathway Academy for up to twenty-four months while in the military, but you will be required to pay the cost of the premiums. If you do not elect to continue under Pathway Academy's health benefits, you may be reinstated in the health plan with a minimal waiting period, except for service-related illnesses or injuries.

Please note that if you serve in the military, you are required to give Pathway Academy advanced notice of your service as soon as practicable and you must apply for reemployment in a timely manner in order to be eligible for reinstatement. You will be required to provide a copy of the documentation obtained from the U.S. Armed Forces. Please contact the Director of Operations & Finance as soon as you receive notice that you are being activated.

6.9. Bereavement Leave

Pathway Academy employees shall receive the following paid time off in the event of a death in the family:

- A death in the immediate family – Leave not to exceed five work days per incident, including the day of the death and the day of the funeral. Immediate family is defined as a relative through blood, marriage or legal adoption. This includes spouses, domestic partners, parents, children, grandchildren, siblings, grandparents and mothers and fathers in-law.

- The death of a relative not in the immediate family (e.g., aunts, uncles, nieces, nephews, cousins, sisters and brothers in-law) – Leave not to exceed three work days per incident, including the day of the death and the day of the funeral.

- Personal days can be used to supplement the amount of time taken for bereavement purposes.

An employee may be required to provide acceptable documentation of the relationship to the deceased and the date of death.

6.10. Court Witness Pay

Unless otherwise provided by law, full-time regular employees shall receive up to two paid days leave per year for absences due to time spent testifying as a witness in response to a court

order or subpoena. The employee must submit a copy of the court order or subpoena as proof of the specific days and time spent testifying to his or her supervisor. This leave is for cases in which you are a witness, not a participant.

6.11. Jury Duty Pay

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay for a maximum of three weeks per calendar year. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to Pathway Academy during the time period that the employee is receiving compensation from Pathway Academy.

An employee must provide his or her supervisor or the Director of Operations & Finance with written notification of the jury duty obligation as soon as possible (preferably the next business day) following their receipt of notice. At the end of jury duty, employees must provide certification of having served and the amount of money that was received, if any.

Employees who have the option to serve "on call" are required to do so and to report to work if they are not called for the day. Employees must report to work when excused or dismissed from jury duty.

6.12. Workers' Compensation

All employees are covered by workers' compensation insurance, which provides coverage for lost time and medical care for employees who become disabled as a result of a job-related injury or illness. An employee who becomes injured while at work must report the injury immediately to his or her supervisor and the Director of Operations & Finance.

6.13. Family Medical Leave Absence

Due to the number of employees at Pathway Academy, the school does not participate in Family Medical Leave Absence (FMLA).

6.14. Vacation Time (12 month employees only)

Only twelve-month, full time regular employees earn vacation time rates noted below for each pay period following thirty days of continuous employment. The vacation time is earned on the last calendar day of each month. Employees may borrow against unearned vacation time, up to a maximum of forty hours. The vacation rates for eligible 12-month, full time regular employees are listed below.

Years of Employment	Days per Year	Maximum Bank
Zero through the End of four years	12 days	18 days (144 Hrs.)
Five years through	15 days	22.5 days

the end of nine years		**(180 Hrs.)**
Ten or more years	**20 days**	**30 days (240 Hrs.)**

In an eligible employee's first year of employment, vacation time will only be the time period actually worked by the employee.

The School's vacation time policy will be applied and interpreted in accordance with applicable state laws.

Employees who work ten months per year do not receive vacation time. Their periods of school recess during which they are paid are considered to be vacation periods that are part of their work year.

Vacation Bank

The School encourages eligible employees to take their vacation time within the calendar year that it is earned. However, if employees do not use all of their vacation time in the year that it is earned, they may "bank" up to a year and a half's worth of vacation time (except as otherwise provided by state law). Once a year and a half's worth of vacation time has been banked, the employee may not accrue any additional vacation time until some of his or her banked vacation time is used.

Vacation Scheduling

A request to take vacation time should be submitted at least two weeks in advance of the requested time off to allow your supervisor to adequately plan for your absence and to secure appropriate coverage. Such requests for time off must be approved by your supervisor or Executive Director prior to the time off being taken. The School encourages employees to schedule and take vacation time according to their School's timetable.

Illness or Injury before Vacation

In an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date. In such cases, they Executive Director will make every effort to accommodate the employee.

Vacation Credit upon Termination

Upon separation from the School, an employee with unused earned vacation time will receive payment for the unused accrued time at his or her current base rate of pay, up to a maximum of one year's worth of accrual (except as otherwise provided by state law). Employees who have used more vacation time than they have earned at the time of termination will have to repay the School for the overpayment, subject to applicable law.

Payment In Lieu Of Vacation

An employee may not waive his or her vacation time and receive pay in lieu of vacation usage, except upon retirement, resignation or termination of employment.

Acknowledgement

I have received a copy of Pathway Academy's Employee Handbook ("Handbook"), which is provided by Pathway Academy online and amended from time to time. I understand that, although Pathway Academy may provide notice to me of amendments or modifications to the Handbook, it is my responsibility to review it from time to time during my employment.

I acknowledge my obligation to read and understand its contents.

I understand that this Handbook is not a contract of employment for any purpose or for any specified duration and that my employment is "at-will," meaning that either Pathway Academy or I may terminate my employment at any time, with or without notice, and with or without reason, unless I have a written contract from Pathway Academy specifying otherwise. I understand, as well, that no other communication from Pathway Academy shall constitute a contract of employment for any specified duration or alter the "at-will" nature of my employment. I hereby agree to abide by the rules, regulations and policies of Pathway Academy.

This Handbook supersedes any previous employee manual that may have been issued by Pathway Academy.

I agree to comply with all Pathway Academy policies contained within this Handbook.

I understand and acknowledge that I have read and agree to comply with the Anti-Harassment Policy, the Policy Against Sexual Harassment and the Harassment Complaint Procedure.

I understand and acknowledge that I have read the Electronic Resources Policy and agree to comply with it.

I understand and acknowledge that, if I have any questions concerning this Handbook or do not understand its contents, I should contact the Pathway Academy Human Resources Division.

_____	_____
Employee Name (Print)	Employee Signature
_____	_____
Date	Work Location

You are required to sign this form and return it to Pathway Academy's Director of Operations & Finance.

Thank you!

o. Letter of Support from Current Partnerships

UMKC – School of Education

Change Agents for Urban School Excellence

Pathway Academy Partnership Report 2014

UMKC School of Education Teacher Preparation Program Overview

In 2009 the University of Missouri-Kanas City (UMKC) secured a Teacher Quality Partnership Grant from the Department of Education for the purpose of reforming its teacher preparation program to respond to the need to prepare all teachers to work effectively with diverse students. With the mission, "Our graduates are social justice educators who dismantle inequities through culturally relevant pedagogy and reflective inquiry," the University of Missouri- Kansas City's Institute for Urban Education/elementary teacher education program is committed to preparing candidates for global diversity.

The two-year undergraduate professional teacher education program was redesigned as a field-based program in which multicultural education and culturally responsive teaching are central concepts within the program. Grounded in social justice with a focus on educational equity, the program focuses on both the technical aspects of learning to teach as well as the non-technical aspects of developing individuals who are self-aware, culturally aware and responsive, and willing to take full responsibility for their students' learning. Throughout the program, teacher candidates are provided opportunities to construct an understanding of teaching and learning through authentic experiences with a focus on the socio-cultural context of students, schools and communities. The goal of these reforms is to improve the preparation of teachers to teach in urban schools, increase the retention of those teachers, and increase student achievement in partner schools.

Pathway Academy Partnership

Pathway Academy began its service as a partner school in the 2013-14 school year with two teacher candidates assigned to work with UMKC 5th year program graduates, three first year teachers who were also program graduates, and 18 IUE sophomore students participating in one of their field experiences. The partnership continues to grow in the 2014-15 school year with 5 program graduates and three teacher candidates.

UMKC uses the Classroom Assessment Scoring System (CLASS) a research-based observation protocol that measures effective interactions between teachers and students in classrooms. Research from CLASS shows that teachers who score in the higher levels of these domains have students with greater gains in achievement and social development skills. UMKC also adopted the collaborative teaching model from St. Cloud State University as the basis for the yearlong teacher candidacy. This model is defined as two teachers working together and sharing the planning, organization, delivery and assessment of instruction and physical space. The benefits of collaborative teaching include:

- Increased options for flexible grouping of students
- Creates flexibility to try things that can't be done by only one teacher
- Increased collaboration in classroom and lesson preparation
- Helps with classroom management
- Assists with the diversity and size of today's classrooms by:
    - Reducing student/teacher ratio
    - Diversifying instructional delivery
    - Increasing student engagement time and participation levels

UMKC – School of Education

Change Agents for Urban School Excellence

Pathway Academy Data

The student achievement data from the classrooms of the teacher candidates working collaboratively with the cooperating teachers support the power of the collaborative teaching model with an average of 1.2 years of growth on the STAR Reading Assessment and 1.7 years of growth on the STAR Math Assessment. These student achievement gains also support the CLASS research trends that indicate that teachers with higher CLASS scores see greater increases in student achievement. Surveys of the cooperating teachers across the program indicated that they perceived increased student opportunities, increased attention for students, and increased diversity of instruction to be strengths of the collaborative teaching mode. The CLASS data also showed that first year teachers created positive classrooms and demonstrated effective classroom organization in the mid ranges. Student achievement increases were not as high for the new teachers again supporting the CLASS research and the learning curve that first year teachers experience in most classrooms.

Submitted by
Denise Wiedemann
CAUSE Project Coordinator
UMKC School of Education

p. Charter School Budget (projected)

Pathway Budget (Five Year Projection)

Current Fund Balance as of June 30, 2014: $1,780,502	FY15	FY16	FY17	FY18	FY19
ENROLLMENT					
Actual Enrollment	***432***	***428***	***425***	***420***	***420***
Total Paid Enrollment	***445***	***440***	***435***	***430***	***430***
(WADA projections, including remedial hours)					
REVENUE					
Total Base Revenue	***$ 4,247,050***	***$ 3,702,000***	***$ 3,573,500***	***$ 3,533,000***	***$ 3,511,500***
(includes basic formula, trust fund, transportation)					
Categorical Revenue					
Title IA	$ 325,171	$ 308,912	$ 293,467	$ 278,793	$ 264,854
Title IIA (Professional Development)	$ 48,249	$ 45,837	$ 43,545	$ 41,367	$ 39,299
School Improvement	$ 70,251	$ 66,738	$ 63,402	$ -	$ -
IDEA Part B (SpEd)	$ 68,047	$ 64,645	$ 61,412	$ 58,342	$ 55,425
National School Lunch	$ 306,030	$ 290,729	$ 276,192	$ 262,382	$ 249,263
Total Categorical Revenue	***$ 817,748***	***$ 776,861***	***$ 738,018***	***$ 640,885***	***$ 608,841***
Operating Grants & Fundraising	***$ -***	***$ 50,000***	***$ 50,000***	***$ 75,000***	***$ 100,000***
Total Other Revenue (Prop C)	***$ 476,168***	***$ 452,360***	***$ 429,742***	***$ 408,255***	***$ 387,842***
		$ -	$ -	$ -	
Total Revenue	**$ 5,540,966**	**$ 4,981,220**	**$ 4,791,259**	**$ 4,657,140**	**$ 4,608,183**
SITE OPERATING EXPENSE					
General Expenses					
Capital Outlay - Loan Payable	$ 205,740	$ 205,740	$ 34,290	$ -	$ -
Start Up Costs	$ -	$ -	$ -	$ -	$ -
Subtotal General Expenses	***$ 205,740***	***$ 205,740***	***$ 34,290***	***$ -***	***$ -***
Operating Expenses					
General Expenses					
Personnel	$ 3,199,740	$ 3,039,753	$ 3,009,355	$ 3,009,355	$ 2,919,075
Non-Personnel	$ 1,990,169	$ 1,899,412	$ 2,108,140	$ 1,923,850	$ 1,873,850
Subtotal Operating Expenses	**$ 5,189,909**	**$ 4,939,165**	**$ 5,117,495**	**$ 4,933,205**	**$ 4,792,925**
Total Site Operating Expense	**$ 5,395,649**	**$ 5,144,905**	**$ 5,151,785**	**$ 4,933,205**	**$ 4,792,925**
Fund Balance *	**$ 1,925,819**	**$ 1,762,134**	**$ 1,401,608**	**$ 1,125,543**	**$ 940,801**
Reserve Surplus	**36%**	**34%**	**27%**	**23%**	**20%**

*** includes current fund balance $1,780,502**

q. Cash Flow Analysis

Pathway Academy, Inc.
09/30/2014 9:35 AM

Balance Sheet - Combined
Period Ending: June 2014
Annual; Processing Month 06/2014

Total Assets and Deferred Outflows of Resources	10 General Fund	20 Special Revenue Fund	40 Capital Projects	Total
Current Assets				
1111 OPERATING #9393	1,365,164.49	0.00	0.00	1,365,164.49
1112 FOOD SERVICE	11,393.48	0.00	0.00	11,393.48
1113 STUDENT ACTIVITIES	2,739.82	0.00	0.00	2,739.82
1114 CERTIFICATE OF	12,500.00	0.00	0.00	12,500.00
1115 OPERATING #4887	390,902.49	0.00	0.00	390,902.49
Current Assets	1,782,700.28	0.00	0.00	1,782,700.28
Total Assets and Deferred Outflows of Resources	1,782,700.28	0.00	0.00	1,782,700.28
Total Liabilities, Deferred Inflows of Resources, and Fund Equity				
Current Liabilities				
2156 GROUP INSURANCE	(8,746.69)	0.00	0.00	(8,746.69)
2157 EMPLOYEE FSA	(29.87)	0.00	0.00	(29.87)
2158 RETIREMENT PAYABLE	2,227.94	0.00	0.00	2,227.94
2161 GARNISH/CHILD SUPPORT/LEVY	0.00	0.00	0.00	0.00
Current Liabilities	(6,548.62)	0.00	0.00	(6,548.62)
Long-term Liabilities				
2121 LOAN PAYABLE	0.00	0.00	386,840.69	386,840.69
Long-term Liabilities	0.00	0.00	386,840.69	386,840.69
Other Liabilities				
4111 LESS: PURCHASE	(36,467.16)	0.00	(27,627.95)	(64,095.11)
6020 ENCUMBRANCES	36,467.16	0.00	27,627.95	64,095.11
Other Liabilities	0.00	0.00	0.00	0.00
Fund Balance				
3111 FUND BALANCE	2,042,071.84	0.00	(639,663.63)	1,402,408.21
3700 TRANSFERS IN	0.00	0.00	252,822.94	252,822.94
3800 TRANSFERS OUT	(252,822.94)	0.00	0.00	(252,822.94)
Fund Balance	1,789,248.90	0.00	(386,840.69)	1,402,408.21
Total Liabilities, Deferred Inflows of Resources, and Fund Equity	1,782,700.28	0.00	0.00	1,782,700.28

r. Evidence of (Liability) Insurance Coverage/Surety Bond for School CFO

PI-NPD-1 (01-02)

PHILADELPHIA INSURANCE COMPANIES
A Member of The Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

FLEXIPLUS FIVE
NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE
EMPLOYMENT PRACTICES LIABILITY INSURANCE
FIDUCIARY LIABILITY INSURANCE
WORKPLACE VIOLENCE INSURANCE
INTERNET LIABILITY INSURANCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD965436

DECLARATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.

Item 1. Parent Organization and Address:
PATHWAY ACADEMY INC
2015 E 72ND ST
KANSAS CITY, MO 64132-1756

Internet Address: www. n/a

Item 2. Policy Period: From: 08/01/2014 To: 08/01/2015
(12:01 A.M. local time at the address shown in Item 1.)

Item 3. Limits of Liability:

(A)	Part 1, D&O Liability:	$	1,000,000	each Policy Period.
(B)	Part 2, Employment Practices:	$		each Policy Period.
(C)	Part 3, Fiduciary Liability:	$		each Policy Period.
(D)	Part 4, Workplace Violence:	$		each Policy Period.
(E)	Part 5, Internet Liability:	$		each Policy Period.
(F)	Aggregate, All Parts:	$	1,000,000	each Policy Period.

Page 1 of 2

PI-NPD-1 (01-02)

Item 4. Retention:

(A)	Part 1, D&O Liability:	$	5,000	for each Claim under Insuring Agreement B & C.
(B)	Part 2, Employment Practices:	$		for each Claim.
(C)	Part 3, Fiduciary Liability:	$		for each Claim.
(D)	Part 4, Workplace Violence:	$		for each Workplace Violence Act.
(E)	Part 5, Internet Liability:	$		for each Claim.

Item 5. Prior and Pending Date: Part 1 08/15/2009 Part 2 No Date Applies Part 3 No Date Applies Part 4 No Date Applies Part 5 No Date Applies

Item 6. Premium: Part 1 $ 2,941.00 Part 2 Part 3 Part 4 Part 5

State Surcharge/Tax: Total Premium: $ 2,941.00

Item 7. Endorsements: PER SCHEDULE ATTACHED

In witness whereof, the Insurer issuing this Policy has caused this Policy to be signed by its authorized officers, but it shall not be valid unless also signed by the duly authorized representative of the Insurer.

Authorized Representative Countersignature Countersignature Date

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/02/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Alliant Insurance Services, Inc.
5847 San Felipe Ste. 2750
Houston, TX 77057

CONTACT NAME: Christi Howell
PHONE (AC, No, Ext): 713-470-4380 FAX (AC, No): 713-470-4381
E-MAIL ADDRESS: Chowell@alliant.com
PRODUCER CUSTOMER ID #:

INSURED
Pathway Academy, Inc.
2015 E. 72nd ST.
Kansas City, MO 64132

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	Philadelphia Indemnity Insurance Company	18058
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY						EACH OCCURRENCE	$
	COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
	CLAIMS-MADE / OCCUR						MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
							GENERAL AGGREGATE	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS-COMP/OP AGG	$
	POLICY / PROJECT / LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS						BODILY INJURY (Per accident)	$
	SCHEDULED AUTOS						PROPERTY DAMAGE (Per accident)	$
	HIRED AUTOS							$
	NON-OWNED AUTOS							$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DEDUCTIBLE $							$
	RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATU-TORY LIMITS / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	CRIME COVERAGE FORGERY OR ALTERATION COMPUTER FRAUD EMPLOYEE DISHONESTY			PHPK1213227	08/01/2014	08/01/2015	PER INCIDENT EACH COVERAGE	$ 500,000
							DEDUCTIBLE	$ 5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

Pathway Academy, Inc.
2015 E. 72nd ST.
Kansas City, MO 64132

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Jo Ann Barnard

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PI-CXL-002 (04/13)

POLICY NUMBER: PHUB469707

PHILADELPHIA INSURANCE COMPANIES
A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

COMMERCIAL UMBRELLA LIABILITY INSURANCE POLICY DECLARATIONS

Philadelphia Indemnity Insurance Company	19939 ALLIANT INSURANCE SERVICES, INC. 1301 Dove Street #200 Newport Beach, CA 92660 (949)756-0271

NAMED INSURED: Pathway Academy Inc

MAILING ADDRESS: 2015 E 72nd St
Kansas City, MO 64132-1756

POLICY PERIOD: FROM 08/01/2014 TO 08/01/2015 AT 12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

LIMITS OF INSURANCE		
EACH OCCURRENCE LIMIT (LIABILITY COVERAGE)	$ 5,000,000	
PERSONAL & ADVERTISING INJURY LIMIT	$ 5,000,000	Any one person or organization
PRODUCTS COMPLETED OPERATIONS AGGREGATE LIMIT	$ 5,000,000	
GENERAL AGGREGATE LIMIT (LIABILITY COVERAGE) (except with respect to Auto Liability and Products Completed Operations)	$ 5,000,000	

RETAINED LIMIT	
RETAINED LIMIT:	$ 10,000

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PI-CXL-002 (04/13)

POLICY NUMBER: PHUB469707

PREMIUM	
PREMIUM SUBTOTAL	$ 4,689.00
STATE TAXES, FEES, SURCHARGES (if applicable)	$Not Applicable
PREMIUM TOTAL (including Taxes, Fees, Surcharges)	$ 4,689.00

AUDIT PERIOD:	☒ NOT APPLICABLE	☐ ANNUALLY	☐ SEMI-ANNUALLY	☐ QUARTERLY	☐ MONTHLY

DESCRIPTION OF BUSINESS

FORM OF BUSINESS: CORPORATION

BUSINESS DESCRIPTION: Specialty School Umbrella

ENDORSEMENTS ATTACHED TO THIS POLICY

SEE ATTACHED SCHEDULE

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PI-CXL-002 (04/13)

POLICY NUMBER: [illegible]469707

SCHEDULE OF UNDERLYING INSURANCE

Employers' Liability

Company: _____

Policy Number: _____

Policy Period: _____

Minimum Applicable Limits

Bodily Injury by accident	$ _____	Each Accident
Bodily Injury by disease	$ _____	Each Employee
Bodily Injury by disease	$ _____	Policy Limit

Commercial General Liability ☒ Occurrence ☐ Claims-Made

Company: PIIC

Policy Number: PHPK1213227

Policy Period: 08/01/2014 08/01/2015

Retroactive Date: Not Applicable

Minimum Applicable Limits:

General Aggregate	$	2,000,000
Products-Completed Operations Aggregate	$	2,000,000
Personal And Advertising Injury	$	1,000,000
Each Occurrence	$	1,000,000

Commercial Auto Liability

Company: PIIC

Policy Number: PHPK1213227

Policy Period: 08/01/2014 08/01/2015

Minimum Applicable Limits

Garage Aggregate Limit For Other Than Autos (If applicable)	$	Not Applicable
Each Accident	$	1,000,000

Professional Liability ☐ Occurrence ☒ Claims-Made

Company: PIIC

Policy Number: PHPK1213227

Policy Period: 08/01/2014 08/01/2015

Retroactive Date: 08/01/2009

Minimum Applicable Limits

Each Professional Incident	$	1,000,000
Aggregate	$	1,000,000

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PI-CXL-002 (04/13)

POLICY NUMBER: PHUB469707

Employee Benefits Liability ☐ Occurrence ☒ Claims-Made

Company: PIIC

Policy Number: PHPK1213227

Policy Period: 08/01/2014 08/01/2015

Retroactive Date: 08/01/2009

Minimum Applicable Limits

Each Claim $ 1,000,000

Aggregate $ 1,000,000

Abuse or Molestation ☒ Occurrence ☐ Claims-Made

Company: PIIC

Policy Number: PHPK1213227

Policy Period: 08/01/2014 08/01/2015

Retroactive Date: Not Applicable

Minimum Applicable Limits

Each Abusive Conduct $ 1,000,000

Aggregate $ 1,000,000

Directors & Officers Liability ☐ Occurrence ☐ Claims-Made

Company:

Policy Number:

Policy Period:

Retroactive Date:

Minimum Applicable Limits

$

$

Liquor Liability ☐ Occurrence ☐ Claims-Made

Company:

Policy Number:

Policy Period:

Retroactive Date:

Minimum Applicable Limits

$

$

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PI-CXL-002 (04/13)

POLICY NUMBER: PHUB469707

Watercraft Liability	☐ Occurrence	☐ Claims-Made
Company:		
Policy Number:		
Policy Period:		
Retroactive Date:		
Minimum Applicable Limits		
$		
$		

Other Coverages Not Included In Above	☐ Occurrence	☐ Claims-Made
Company:		
Policy Number:		
Policy Period:		
Retroactive Date:		
Minimum Applicable Limits		
$		
$		

THESE DECLARATIONS, TOGETHER WITH THE COMMON POLICY CONDITIONS AND COVERAGE FORM(S) AND ANY ENDORSEMENT(S), COMPLETE THE ABOVE NUMBERED POLICY.

Countersigned:	By:
(Date)	(Authorized Representative)

IN WITNESS WHEREOF, we have caused this policy to be executed and attested, and, if required by state law, this policy shall not be valid unless countersigned by our authorized representative.

President

Secretary

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

2013 School Annual Performance Report (APR) - Final
School Summary Report
MSIP 5

PATHWAY ACADEMY ELEMENTARY K-06 (6970)

PATHWAY ACADEMY (048921)

Back to MSIP 5

To Supporting Data

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	12.0	75.0%
Mathematics	16.0	12.0	75.0%
Science	16.0	12.0	75.0%
Total Points Earned	**48.0**	**36.0**	**75.0%**
2. Subgroup Achievement			
English Language Arts	4.0	3.0	75.0%
Mathematics	4.0	3.0	75.0%
Science	4.0	3.0	75.0%
Total Points Earned	**12.0**	**9.0**	**75.0%**
4. Attendance	**10.0**	**7.5**	**75.0%**
Total	**70.0**	**52.5**	**75.0%**

Total Points Earned: Total points earned is a calculation of status and progress or status and growth, and not to exceed the total status points possible.

Academic Achievement: Displays the percent proficient or advanced and the MAP Performance Index (MPI) for all MAP assessments by subject area. The MPI is used to calculate status and progress measures.

Subgroup Achievement: Displays the percent proficient or advanced and the MAP Performance Index (MPI) by subject area for students who are included in the super subgroup (Hispanic, Black, FRL, IEP, ELL). The MPI is used to calculate the status and progress measures.

CCR 1-3: The percent of graduates scoring at or above the state standard the ACT®, SAT®, COMPASS® or the Armed Services Vocational Aptitude Battery (ASVAB).

CCR 4: The percent of graduates who earned a qualifying score on the AP, IB or Technical Skills Attainment (TSA) assessments or a qualifying grade in AP, IB, early college, dual enrollment, or approved dual credit courses.

CCR 5-6: The percent of graduates who attend post-secondary education or training, are in the military, or who complete a Department-approved Career Education program and are placed in an occupation directly related to their training by the number of graduates.

HSR: The percent of advancing Grade 8 students who earned a qualifying score on MAP end-of-course assessments.

~ - Less than three years of data.
# - Current year participation rate issue.
- Prior year participation rate issue resulting in less than three years of data being available.
@@ - Prior year participation rate issue and a cell size of 30 reportable students was not met after adding all three years of data. Refer to Achievement Level Report for supporting data.
@ - Prior year participation rate issue and a cell size of 30 reportable students was not met in a given year. Refer to Achievement Level Report for supporting data.
@ - A cell size of 30 reportable students was not met after adding all three years of data. Refer to Achievement Level Report for supporting data.
@@ - A cell size of 30 reportable students was not met in a given year. Refer to Achievement Level Report for supporting data.
- Participation rate issue in a prior year.
Accreditation classification recommendations will be made on APR status and APR status trends over multiple years and may include other factors as appropriate, e.g. CSIP goals, previous Department MSIP findings, financial status and/or leadership stability.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

2014 School Annual Performance Report (APR) - Final
School Summary Report
MSIP 5

PATHWAY ACADEMY ELEMENTARY K-06 (6970)

PATHWAY ACADEMY (048921)

Back to MSIP 5

To Supporting Data

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	12.0	75.0%
Mathematics	16.0	16.0	100.0%
Science	16.0	3.0	18.8%
Total Points Earned	**48.0**	**31.0**	**64.6%**
2. Subgroup Achievement			
English Language Arts	4.0	2.0	50.0%
Mathematics	4.0	4.0	100.0%
Science	4.0	1.0	25.0%
Total Points Earned	**12.0**	**7.0**	**58.3%**
4. Attendance	**10.0**	**0.0**	**0.0%**
Total	**70.0**	**38.0**	**54.3%**

Total Points Earned: Total points earned is a calculation of status and progress or status and growth, and not to exceed the total status points possible.

Academic Achievement: Displays the percent proficient or advanced and the MAP Performance Index (MPI) for all MAP assessments by subject area. The MPI is used to calculate status and progress measures.

Subgroup Achievement: Displays the percent proficient or advanced and the MAP Performance Index (MPI) by subject area for students who are included in the super subgroup (Hispanic, Black, FRL, IEP, ELL). The MPI is used to calculate the status and progress measures.

CCR 1-3: The percent of graduates scoring at or above the state standard the ACT®, SAT®, COMPASS® or the Armed Services Vocational Aptitude Battery (ASVAB).

CCR 4: The percent of graduates who earned a qualifying score on the AP, IB or Technical Skills Attainment (TSA) assessments or a qualifying grade in AP, IB, early college, dual enrollment, or approved dual credit courses.

CCR 5-6: The percent of graduates who attend post-secondary education or training, are in the military, or who complete a Department-approved Career Education program and are placed in an occupation directly related to their training by the number of graduates.

HSR: The percent of advancing Grade 8 students who earned a qualifying score on MAP end-of-course assessments.

~ - Less than three years of data.
# - Current year participation rate issue.
- Prior year participation rate issue resulting in less than three years of data being available.
@@ - Prior year participation rate issue and a cell size of 30 reportable students was not met after adding all three years of data. Refer to Achievement Level Report for supporting data.
@ - Prior year participation rate issue and a cell size of 30 reportable students was not met in a given year. Refer to Achievement Level Report for supporting data.
@ - A cell size of 30 reportable students was not met after adding all three years of data. Refer to Achievement Level Report for supporting data.
@@ - A cell size of 30 reportable students was not met in a given year. Refer to Achievement Level Report for supporting data.
- Participation rate issue in a prior year.
Accreditation classification recommendations will be made on APR status and APR status trends over multiple years and may include other factors as appropriate, e.g. CSIP goals, previous Department MSIP findings, financial status and/or leadership stability.

Data as of:8/15/2014

Report as of: 11/17/2014

t. Evidence of Compliance with Federal Programs

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

March 18, 2014

Mrs. Jennifer Fleming
Pathway Academy
Charter School 2015
E. 72nd Street
Kansas City, MO 64132-0000

Dear Jennifer:

I have received and reviewed the additional information sent to our office on February 28, 2014 for the NCLB Federal Programs Monitoring Review for Pathway Academy. I am pleased to inform you with the submission of the additional information; your district is in substantial compliance for the monitoring review of Federal Programs.

Improvements in your program are always possible and I hope your school district will continue to pursue excellence.

If you have questions or concerns about the Monitoring Review, please feel free to contact me.

Sincerely,

Donna J. Cash

Donna Cash, Supervisor
Federal Programs

cc: Curt Fuchs, DESE Charter School

Dr. Phyllis Chase, University of Missouri-Kansas

u. UMKC Charter Assurance

(Sponsor) Application Statement

Charter School Assurance Statements

Developed in compliance with the Missouri Charter School Law (160.400-160.425)

July 2014.

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

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

Federal Charter School Law:

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

Kansas City School District Boundaries

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

Federal – No Child Left Behind Law or subsequent law:

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

Missouri Charter School Law (160.400-160.425)

This public charter school board understands that federal laws and regulations that apply to this school are subject to change, and the school will be responsible for adhering to the changes.

Statutory Reference 160.400	Charter schools, defined, St. Louis City and Kansas City school districts--sponsors--use of public school buildings--organization of charter schools--affiliations with college or university--criminal background check required.
STATUTORY REFERENCE 160.400.1, 160.400.2(2)	This public charter school will be an independent public school and operate within the Kansas City Public School district.
STATUTORY REFERENCE 160.400.6	UMKC, as the sponsor, shall not receive any fee of any type for the consideration of the charter, nor consideration on the promise of future payment of any kind.
STATUTORY REFERENCE 160.400. 7.	The charter school shall be organized as a Missouri nonprofit corporation incorporated pursuant to chapter 355. The charter provided for herein shall constitute a contract between the sponsor and the charter school.
STATUTORY REFERENCE 160.400.8	This public charter school shall be organized as a Missouri nonprofit corporation pursuant to chapter 355, RSMo, and shall select the method for election of officers pursuant to section 355.326, RSMo, based on the class of corporation selected. Meetings of the governing board of the charter school shall be subject to the provisions of sections 610.010 to 610.030, RSMo, the open meetings law.
STATUTORY REFERENCE 160.400.9.	UMKC, as the sponsor, its agents and employees are not liable for any acts or omissions of this public charter school, including acts or omissions relating to the charter submitted by this public charter school, its operation, and/or performance
STATUTORY REFERENCE 160.400.10	This public charter school, as that it is affiliated with UMKC, recognizes a relationship for purposes of teacher training and staff development, curriculum and assessment development, use of physical facilities owned by or rented on behalf of the college or university, and other similar purposes. UMKC will not charge or accept a fee for this affiliation status.
STATUTORY REFERENCE 160.400.11	UMKC, as the sponsor, will have the expenses associated with this public charter school sponsorship defrayed by the Department of Elementary and Secondary Education by retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school under section 160.415, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation.
STATUTORY REFERENCE 160.400.13	This public charter school, as that it is affiliated with UMKC, will not have an employee of the university as a member of its governing board of directors.
STATUTORY REFERENCE 160.400.14	This public charter school will conduct criminal background checks and family care safety registry checks for all members of the governing board.
STATUTORY REFERENCE 160.400.15	This public charter school will not have members of the governing board hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial

	services to the charter school. All members of the governing board of the charter school shall be considered decision-making public servants as defined in section 105.450 for the purposes of the financial disclosure requirements contained in sections 105.483, 105.485, 105.487, and 105.489.
Statutory Reference 160.405	Proposed charter, how submitted, requirements, submission to state board, powers and duties--approval, revocation, termination--definitions--lease of public school facilities, when-- unlawful reprisal, defined, prohibited.
STATUTORY REFERENCE 160.405.1	The charter shall be a legaly binding performance contract that describes the obligations and responsibilities of the school and the sponsor as outlined in sections 160.400 to 160.425 and section 167.349 and include:
	A mission and vision statement for the charter school;
	A description of the charter school's organizational structure and bylaws of the governing body, which will be responsible for the policy, financial management, and operational decisions of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;
	A financial plan for the first three years of operation of the charter school including provisions for annual audits;
	A description of the charter school's policy for securing personnel services, its personnel policies, personnel qualifications, and professional development plan;
	A description of the grades or ages of students being served;
	The school's calendar of operation, which shall include at least the equivalent of a full school term as defined in section 160.011;
	A description of the charter school's pupil performance standards and academic program performance standards, which shall meet the requirements of subdivision (6) of subsection 4 of this section. The charter school program shall be designed to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth;
	A description of the charter school's educational program and curriculum;
	The term of the charter, which shall be five years and shall be renewable;
	Procedures, consistent with the Missouri financial accounting manual, for monitoring the financial accountability of the charter, which shall meet the requirements of subdivision (4) of subsection 4 of this section;
	Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening;
	A description of the charter school's policies on student discipline and student admission, which shall include a statement, where applicable, of the validity of attendance of students who do not reside in the district but who may be eligible to attend under the terms of judicial settlements and procedures that ensure admission of students with disabilities in a nondiscriminatory manner;
	A description of the charter school's grievance procedure for parents or guardians;
	A description of the agreement between the charter school and the sponsor as to when a sponsor shall intervene in a charter school, when a sponsor shall revoke a charter for failure to comply with subsection 8 of this section, and when a sponsor will not renew a charter under subsection 9 of this section;

	Procedures to be implemented if the charter school should close, as provided in subdivision (6) of subsection 16 of section 160.400 including:
	a. Orderly transition of student records to new schools and archival of student records;
	b. Archival of business operation and transfer or repository of personnel records;
	c. Submission of final financial reports;
	d. or repository of personnel records;
	e. Submission of final financial reports;
	f. Resolution of any remaining financial obligations; and
	g. Disposition of the charter school's assets upon closure;
	h. A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close;
	i. or repository of personnel records;
	j. Submission of final financial reports;
	Resolution of any remaining financial obligations; and
	1) A description of the special education and related services that shall be available to meet the needs of students with disabilities; and
	2) For all new or revised charters, procedures to be used upon closure of the charter school requiring that unobligated assets of the charter school be returned to the department of elementary and secondary education for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.
160.405.2	Proposed charters shall be subject to the following requirements
	(1) A charter shall be submitted to the sponsor, and follow the sponsor's policies and procedures for review and granting of a charter approval, and be approved by the state board of education by December first of the year prior to the proposed opening date of the charter school;
	(2) A charter may be approved when the sponsor determines that the requirements of this section are met, determines that the applicant is sufficiently qualified to operate a charter school, and that the proposed charter is consistent with the sponsor's charter sponsorship goals and capacity. The sponsor's decision of approval or denial shall be made within ninety days of the filing of the proposed charter;
	(3) If the charter is denied, the proposed sponsor shall notify the applicant in writing as to the reasons for its denial and forward a copy to the state board of education within five business days following the denial;
	(4) If a proposed charter is denied by a sponsor, the proposed charter may be submitted to the state board of education, along with the sponsor's written reasons for its denial. If the state board determines that the applicant meets the requirements of this section, that the applicant is sufficiently qualified to operate the charter school, and that granting a charter to the applicant would be likely to provide educational benefit to

	the children of the district, the state board may grant a charter and act as sponsor of the charter school. The state board shall review the proposed charter and make a determination of whether to deny or grant the proposed charter within sixty days of receipt of the proposed charter, provided that any charter to be considered by the state board of education under this subdivision shall be submitted no later than March first prior to the school year in which the charter school intends to begin operations. The state board of education shall notify the applicant in writing as the reasons for its denial, if applicable; and
	(5) The sponsor of a charter school shall give priority to charter school applicants that propose a school oriented to high-risk students and to the reentry of dropouts into the school system. If a sponsor grants three or more charters, at least one-third of the charters granted by the sponsor shall be to schools that actively recruit dropouts or high-risk students as their student body and address the needs of dropouts or high-risk students through their proposed mission, curriculum, teaching methods, and services. For purposes of this subsection, a "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines.
STATUTORY REFERENCE 160.405.4	This public charter school shall: (1) Be nonsectarian in its programs, admission policies, employment practices, and all other operation.
	(2) Comply with laws and regulations of the state, county, or city relating to health, safety, and state 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, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, academic assessment under section 160.518, transmittal of school records under section 167.020, the minimum number of school days and hours required under section 160.041, and the employee criminal history background check and the family care safety registry check under section 168.133.
	(3) Except as provided in sections 160.400 to 160.425, be exempt from all laws and rules relating to schools, governing boards and school districts;
	(4)Be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, provided that the annual financial report may be published on the department of elementary and secondary education's internet website in addition to other

	publishing requirements, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims. A charter school that receives local educational agency status under subsection 6* of this section shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies and comply with all federal audit requirements for charters with local education agency status. For purposes of an audit by petition under section 29.230, this charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located. For the purposes of securing such insurance, a charter school shall be eligible for the Missouri Public Entity Risk Management Fund pursuant to section 537.700. If this charter school incurs debt shall include a repayment plan in its financial plan.
	(5)This public charter school shall: Provide a comprehensive program of instruction as specified in its charter
	(6)(a)Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to section 160.514, establish baseline student performance in accordance with the performance contract during the first year of operation, collect student performance data as defined by the annual performance report throughout the duration of the charter to annually monitor student academic performance, and to the extent applicable based upon grade levels offered by the charter school, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board pursuant to section 160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members, report to its sponsor, the local school district, and the state board of education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to subsection 4 of section 160.410. . No charter school shall be considered in the Missouri school improvement program review of the district in which it is located for the resource or process standards of the program.
	For proposed high risk or alternative charter schools, sponsors shall approve performance measures based on mission, curriculum, teaching methods, and services. Sponsors shall also approve comprehensive academic and behavioral measures to determine whether students are meeting performance standards on a different time frame as specified in that school's charter. Student performance shall be assessed comprehensively to determine whether a high risk or alternative charter school has documented adequate student progress. Student performance shall be based on sponsor-approved comprehensive measures as well as standardized public school measures. Annual presentation of charter school report card data to the department of elementary and secondary education, the state board, and the public shall include comprehensive measures of student progress.
	(c) Nothing in this subdivision shall be construed as permitting a charter school to be held to lower performance standards than other public schools within a district; however, the charter of a charter

	school may permit students to meet performance standards on a different time frame as specified in its charter. The performance standards for alternative and special purpose charter schools that target high-risk students as defined in subdivision (5) of subsection 2 of this section shall be based on measures defined in the school's performance contract with its sponsors;
	(7) Comply with all applicable federal and state laws and regulations regarding students with disabilities, including sections 162.670 to 162.710, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29** U.S.C. Section 794) or successor legislation;
STATUTORY REFERENCE 160.405.6	The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor. The sponsor and the governing board and staff of the charter school shall jointly review the school's performance, management and operations during the first year of operation and then every other year after the most recent review or at any point where the operation or management of the charter school is changed or transferred to another entity, either public or private. The governing board of a charter school may amend the charter, if the sponsor approves such amendment, or the sponsor and the governing board may reach an agreement in writing to reflect the charter school's decision to become a local educational agency. In such case the sponsor shall give the department of elementary and secondary education written notice no later than March first of any year, with the agreement to become effective July first. The department may waive the March first notice date in its discretion. The department shall identify and furnish a list of its regulations that pertain to local educational agencies to such schools within thirty days of receiving such notice.
STATUTORY REFERENCE 160.405.7	This public charter school shall annually participate in a review of their compliance with statutory standards including:
	(1) Participation in the statewide system of assessments
	(2) Completion and distribution of an annual report card
	(3) Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school;
	(4) A method to measure pupil progress toward the pupil academic standards
	(5) Publication of each charter school's annual performance report.
STATUTORY REFERENCE 160.405.8	A sponsor's intervention policies shall give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and mandate intervention based upon findings of the state board of education of the following
	a. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
	b. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and

	c. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.
	(a) A sponsor shall have a policy to revoke a charter during the charter term if there is:
	a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or
	b. A violation of the law or the public trust that imperils students or public funds
	(b) A sponsor shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be alowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet the performance contract as set forth in its charter, failure to meet generaly accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.
	(2) The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.
	(3) At least sixty days before acting to revoke a charter, the sponsor shall notify the governing board of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action. The school's governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice.
	(4) The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Final decisions of a sponsor from hearings conducted pursuant to this subsection are subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.
	(2) A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children.
	(3) A charter sponsor shall make available the school accountability report card information as provided under section 160.522 and the results of the academic monitoring required under subsection 3 of this section.
STATUTORY REFERENCE 160.405.9	(1)This public charter school shall provide all information necessary to confirm ongoing compliance with all provisions of its charter and sections 160.400 to 160.425 and 167.349 in a timely manner to its sponsor.
	(2)(a)This public charter school will maintained results on its annual performance report that meet or exceed the KCSD based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in three of the last four school years;

	(2)(b)This public charter school will be organizationally and fiscally viable and will maintain a positive balance in its operating funds, a combined balance of more than three percent of the amount expended for such funds during the previous fiscal year, or (and) not have expenditures that exceed receipts for the most recently completed fiscal year;
	(2)(c)The charter is in compliance with its legally binding performance contract and sections 160.400 to 160.425 and section 167.349.
STATUTORY REFERENCE 160.405.10	A school district may enter into a lease with a charter school for physical facilities.
STATUTORY REFERENCE 160.405.11	A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee at the school district because the employee is directly or indirectly involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or an educational program.
STATUTORY REFERENCE 160.405.12	This public charter school board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. The governing board of a charter school may participate, to the same extent as a school board, in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756.
STATUTORY REFERENCE 160.405.13	This public charter school whether public or private, operating, administering, or otherwise, any entity managing the school shall be considered a quasi-public governmental body and subject to the provisions of sections 610.010 to 610.035
STATUTORY REFERENCE 160.405.14	This public charter school's chief financial officer school shall maintain:
	(1) A surety bond in an amount determined by UMKC, as the sponsor, to be adequate based on the cash flow of the school; or
STATUTORY REFERENCE 160.410	Admission, preferences for admission permitted, when--study of performance to be commissioned by department, costs, contents, results to be made public--move out of school district, effect of.
STATUTORY REFERENCE 160.410.1	This public charter school shall enroll: All pupils resident in the district in which it operates;
	(1) Nonresident pupils eligible to attend a district's school under an urban voluntary transfer program;
	(2) In the case of a charter school whose mission includes student drop-out prevention or recovery, any nonresident pupil from the same or an adjacent county who resides in a residential care facility, a transitional living group home, or an independent living program whose last school of enrollment is in the school district where the charter school is established, who submits a timely application; and
	(3) In the case of a workplace charter school, any student eligible to attend under subdivision (1) or (2) of this subsection whose parent is

	employed in the business district, who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. The configuration of a business district shall be set forth in the charter and shall not be construed to create an undue advantage for a single employer or small number of employers.
STATUTORY REFERENCE 160.410.2	This public charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission (if capacity is insufficient to enroll all pupils who submit a timely application) except that the school may:
	(1) 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) Give a preference for admission of children whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of such school; and
	(3) Give a preference for admission to high-risk students, as defined in subdivision (5) of subsection 2 of section 160.405, when the school targets these students through its proposed mission, curriculum, teaching methods, and services. (Charter alternative and special purpose schools)
STATUTORY REFERENCE 160.410.3	This public charter school shall not limit admission based on race, ethnicity, national origin, disability, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given age group or grade level. If this public charter school is a single-gender school, this school may limit admission based on gender only. Students that are present for the January membership count as defined in section 163.011 shall be counted in the performance of the charter school on the statewide assessments in that calendar year, unless otherwise exempted as English language learners.
STATUTORY REFERENCE 160.410.4	This public charter school shall participate in the department of elementary and secondary education study of the performance of students at each charter school in comparison with an equivalent group of district students representing an equivalent demographic and geographic population and a study of the impact of charter schools upon the constituents they serve in the districts in which they are located conducted by the joint committee on education *if selected.*
STATUTORY REFERENCE 160.410.5	This public charter school shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the district in which the school is located the following information:
	(1) The school's charter;
	(2) The school's most recent annual report card published according to section 160.522;
	(3) The results of background checks on the charter school's board members; and
	(4) If a charter school is operated by a management company, a copy of

	the written contract between the governing board of the charter school and the educational management organization or the charter management organization for services.
STATUTORY REFERENCE 160.410.6	This public charter school shall allow a student who has been attending this school and who moves out of the boundaries of KCPS to complete the current semester and considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.
STATUTORY REFERENCE 160.410.7	If a change in school district boundary lines occurs under section 162.223, 162.431, 162.441, or 162.451, or by action of the state board of education under section 162.081, including attachment of a school district's territory to another district or dissolution, such that a student attending a charter school prior to such change no longer resides in a school district in which the charter school is located, then the student may complete the current academic year at the charter school. The student shall be considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.
STATUTORY REFERENCE 160.410.8	This public charter school shall comply to the provisions of sections 167.018 and 167.019 concerning foster children's educational rights are applicable to charter schools.
STATUTORY REFERENCE 160.415	Distribution of state school aid for charter schools--powers and duties of governing body of charter schools.
STATUTORY REFERENCE 160.415.1	For the purposes of calculation and distribution of state school aid under section 163.031, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which each pupil resides. Each charter school shall report the names, addresses, and eligibility for free and reduced lunch, special education, or limited English proficiency status, as well as eligibility for categorical aid, of pupils resident in a school district who are enrolled in the charter school to the school district in which those pupils reside. The charter school shall report the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education. Each charter school shall promptly notify the state department of elementary and secondary education and the pupil's school district when a student discontinues enrollment at a charter school.
STATUTORY REFERENCE 160.415.2	Except as provided in subsections 3 and 4 of this section, the aid payments for charter schools shall be as described in this subsection.
	(1) A school district having one or more resident pupils attending a charter school shall pay to the charter school 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 plus al other state aid attributable to such pupils.
	(2) The district of residence of a pupil attending a charter school shall also pay to the charter school any other federal or state aid that the district receives on account of such child.

	(3) If the department overpays or underpays the amount due to the charter school, such overpayment or underpayment shall be repaid by the public charter school or credited to the public charter school in twelve equal payments in the next fiscal year.
	(4) The amounts provided pursuant to this subsection shall be prorated for partial year enrollment for a pupil.
	(5) A school district shall pay the amounts due pursuant to this subsection as the disbursal agent and no later than twenty days following the receipt of any such funds. The department of elementary and secondary education shall pay the amounts due when it acts as the disbursal agent within five days of the required due date.
STATUTORY REFERENCE 160.415.3	A workplace charter school shall receive payment for each eligible pupil as provided under subsection 2 of this section, except that if the student is not a resident of the district and is participating in a voluntary inter-district transfer program, the payment for such pupils shall be the same as provided under section 162.1060.
STATUTORY REFERENCE 160.415.4	A charter school that has declared itself as a local educational agency shall receive from the department of elementary and secondary education 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 plus al other state aid attributable to such pupils. If a charter school declares itself as a local education agency, the department of elementary and secondary education shall, upon notice of the declaration, reduce the payment made to the school district by the amount specified in this subsection and pay directly to the charter school the annual amount reduced from the school district's payment.
STATUTORY REFERENCE 160.415.5	If a school district fails to make timely payments of any amount for which it is the disbursal agent, the state department of elementary and secondary education shall authorize payment to the charter school of the amount due pursuant to subsection 2 of this section and shall deduct the same amount from the next state school aid apportionment to the owing school district. If a charter school is paid more or less than the amounts due pursuant to this section, the amount of overpayment or underpayment shall be adjusted equaly in the next twelve payments by the school district or the department of elementary and secondary education, as appropriate. Any dispute between the school district and a charter school as to the amount owing to the charter school shall be resolved by the department of elementary and secondary education, and the department's decision shall be the final administrative action for the purposes of review pursuant to chapter 536. During the period of dispute, the department of elementary and secondary education shall make every administrative and statutory effort to allow the continued education of children in their current public charter school setting.
STATUTORY REFERENCE 160.415.6	The charter school and a local school board may agree by contract for services to be provided by the school district to the charter school. The charter school may contract with any other entity for services. Such services may include but are not limited to food service, custodial service, maintenance, management assistance, curriculum assistance, media services and libraries and shall be subject to negotiation between the charter school and the local school board or other entity. Documented actual costs of such services shall be paid for by the charter school.

STATUTORY REFERENCE 160.415.7	In the case of a proposed charter school that intends to contract with an education service provider for substantial educational services, management services, the request for proposals shall additionaly require the charter school applicant to:
	(1) Provide evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;
	(2) Provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines; compensation structure, including clear identification of al fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
	(3) Disclose any known conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;
	(4) Disclose and explain any termination or nonrenewal of contracts for equivalent services for any other charter school in the United States within the past five years;
	(5) Ensure that the legal counsel for the charter school shall report directly to the charter school's governing board; and
	(6) Provide a process to ensure that the expenditures that the educational service provider intends to bill to the charter school shall receive prior approval of the governing board or its designee.
STATUTORY REFERENCE 160.415.8	A charter school may enter into contracts with community partnerships and state agencies acting in collaboration with such partnerships that provide services to children and their families linked to the school.
STATUTORY REFERENCE 160.415.9	A charter school shall be eligible for transportation state aid pursuant to section 163.161 and shall be free to contract with the local district, or any other entity, for the provision of transportation to the students of the charter school
STATUTORY REFERENCE 160.415.10	(1) The proportionate share of state and federal resources generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students by their school district where such enrollment is through a contract for services described in this section. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to charter schools serving such students eligible for that aid.
	(2) A charter school shall provide the special services provided pursuant to section 162.705 and may provide the special services pursuant to a contract with a school district or any provider of such services.
STATUTORY REFERENCE 160.415.11	A charter school may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.
STATUTORY REFERENCE 160.415.12	A charter school is authorized to incur debt in anticipation of receipt of funds. A charter school may also borrow to finance facilities and other capital items. A school district may incur bonded indebtedness or take other measures to provide for physical facilities and other capital items for charter schools that it sponsors or contracts with. Upon the dissolution of a charter school, any liabilities of the corporation will be satisfied through the procedures of chapter 355. The department of elementary and secondary education may

	withhold funding at a level the department determines to be adequate during a school's last year of operation until the department determines that school records, liabilities, and reporting requirements, including a full audit, are satisfied.
STATUTORY REFERENCE 160.415.13	Charter schools shall not have the power to acquire property by eminent domain
STATUTORY REFERENCE 160.415.14	The governing body of a charter school is authorized to accept grants, gifts or donations of any kind and to expend or use such grants, gifts or donations. A grant, gift or donation may not be accepted by the governing body if it is subject to any condition contrary to law applicable to the charter school or other public schools, or contrary to the terms of the charter.
STATUTORY REFERENCE 160.417	Financial stress, review of report information by charter school sponsor, when--criteria for financial stress
STATUTORY REFERENCE 160.417. 1.	By October 1, 2012, and by each October first thereafter, the sponsor of each charter school shall review the information submitted on the report required by section 162.821 to identify charter schools experiencing financial stress. The department of elementary and secondary education shall be authorized to obtain such additional information from a charter school as may be necessary to determine the financial condition of the charter school. Annualy, a listing of charter schools identified as experiencing financial stress according to the provisions of this section shall be provided to the governor, speaker of the house of representatives, and president pro tempore of the senate by the department of elementary and secondary education.
STATUTORY REFERENCE 160.417. 2.	For the purposes of this section, a charter school shall be identified as experiencing financial stress if it:
	(1) At the end of its most recently completed fiscal year:
	a. Has a negative balance in its operating funds; or
	b. Has a combined balance of less than three percent of the amount expended from such funds during the previous fiscal year; or
	(2) For the most recently completed fiscal year expenditures, exceeded receipts for any of its funds because of recurring costs.
STATUTORY REFERENCE 160.417. 3.	The sponsor shall notify by November first the governing board of the charter school identified as experiencing financial stress. Upon receiving the notification, the governing board shall develop, or cause to have developed, and shall approve a budget and education plan on forms provided by the sponsor. The budget and education plan shall be submitted to the sponsor, signed by the officers of the charter school, within forty-five calendar days of notification that the charter school has been identified as experiencing financial stress. Minimaly, the budget and education plan shall:
	(1) Give assurances that adequate educational services to students of the charter school shall continue uninterrupted for the remainder of the current school year and that the charter school can provide the minimum number of school days and hours required by section 160.041;
	(2) Outline a procedure to be followed by the charter school to report to charter school patrons about the financial condition of the charter school; and
	(3) Detail the expenditure reduction measures, revenue increases, or other actions to be taken by the charter school to address its condition of

	financial stress.
STATUTORY REFERENCE 160.417.4	Upon receipt and following review of any budget and education plan, the sponsor may make suggestions to improve the plan. Nothing in sections 160.400 to 160.425 or section 167.349 shall exempt a charter school from submitting a budget and education plan to the sponsor according to the provisions of this section following each such notification that a charter school has been identified as experiencing financial stress, except that the sponsor may permit a charter school's governing board to make amendments to or update a budget and education plan previously submitted to the sponsor.
STATUTORY REFERENCE 160.417.5	The department may withhold any payment of financial aid otherwise due to the charter school until such time as the sponsor and the charter school have fully complied with this section.
STATUTORY REFERENCE 160.420	Employment provisions--school district personnel may accept charter school position and remain district employees, effect—non-certificated instructional personnel, employment, supervision.
STATUTORY REFERENCE 160.420.1	Any school district in which charter schools may be established under sections 160.400 to 160.425 shall establish a uniform policy which provides that if a charter school offers to retain the services of an employee of a school district, and the employee accepts a position at the charter school, an employee at the employee's option may remain an employee of the district and the charter school shall pay to the district the district's full costs of salary and benefits provided to the employee. The district's policy shall provide that any teacher who accepts a position at a charter school and opts to remain an employee of the district retains such teacher's permanent teacher status and retains such teacher's seniority rights in the district for three years. The school district shall not be liable for any such employee's acts while an employee of the charter school.
STATUTORY REFERENCE 160.420.2	A charter school may employ non-certificated instructional personnel; provided that no more than twenty percent of the full-time equivalent instructional staff positions at the school are filled by non-certificated personnel. Al non-certificated instructional personnel shall be supervised by certificated instructional personnel. A charter school that has a foreign language immersion experience as its chief educational mission, as stated in its charter, shall not be subject to the twenty- percent requirement of this subsection but shall ensure that any teachers whose duties include instruction given in a foreign language have current valid credentials in the country in which such teacher received his or her training and shall remain subject to the remaining requirements of this subsection. 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, and the charter school shall ensure that a criminal background check and family care safety registry check are conducted for each employee of the charter school prior to the hiring of the employee under the requirements of section 168.133. 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. Appropriate experience, training and skills of noncertificated instructional personnel shall be determined considering:
	(1) Teaching certificates issued by another state or states;
	(2) Certification by the National Board for Professional Teaching Standards;
	(3) College degrees in the appropriate field;
	(4) Evidence of technical training and competence when such is appropriate;

	and
	(5) The level of supervision and coordination with certificated instructional staff.
STATUTORY REFERENCE 160.420.3	Personnel employed by the charter school shall participate in the retirement system of the school district in which the charter school is located, subject to the same terms, conditions, requirements and other provisions applicable to personnel employed by the school district. For purposes of participating in the retirement system, the charter school shall be considered to be a public school within the school district, and personnel employed by the charter school shall be public school employees. In the event of a lapse of the school district's corporate organization as described in subsections 1 and 4 of section 162.081, personnel employed by the charter school shall continue to participate in the retirement system and shall do so on the same terms, conditions, requirements and other provisions as they participated prior to the lapse.

Additional Standards Required By the University Of Missouri-Kansas City

Strength of the Governing Board:

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

Support of UMKC Sponsored Activities:

1. This public charter school will have the lead administrator, or another appropriate representative of the school, in attendance at 75% or more of the "Lead Administrator Meetings" called by the UMKC Charter School Center.
2. This public charter school will provide the UMKC Charter School Center the necessary information and data to conduct research and make decisions to support and improve charter schools. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.

3. This public charter school will have a student information system in place to provide DESE's information requirements and will provide the UMKC Charter School Center access to all information on DESE's MSDS portal. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
4. This public charter school has in place a computer-managed benchmark testing system for collecting and compiling test results and achievement data the correlate with the Missouri Show-Me Standards, Grade Level Expectations (K-8), and End-of-Course Objectives (high schools).
5. This public charter school uses information provided by the computer-managed system to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology this public charter school uses.
6. This public charter school uses the interpretation and analysis of the benchmark data to determine if the curriculum or methodology needs to be adjusted at the school-level, grade-level, disaggregated subgroup-level, or individual student-level.

It is our understanding as a public charter school board that the following will serve as an agreement between this board of education and the UMKC CSC as required by statute 160.405.1(14) RSMo. This outlines the terms under which the UMKC CSC will exercise the center's responsibility to initiate revocation and/or renewal.

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

Intervention

The UMKC CSC shall intervene in the operation of this charter school if contract violations or performance deficiencies based on the findings of the state board of education mandate

if one or more of the following conditions exist:

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
2. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and
3. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.

Revocation

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

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

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

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

Non-Renewal:

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

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

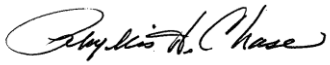
Pathway Academy

Public Charter School Name

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

Date

Charter School Board Authorized Signature



11-18-2014

UMKC Authorized Representative's Signature Date

Notarized Signature

Contact Information

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

v. Procurement Policy (as referenced to Board Minutes p 100)

1. Communication with the DOF related to changes in invoice payment, vendor status and other procurement related processing issues.

VII. Vendor Contracted Procedures

Pathway Academy strives to ensure that the schools' contracts, including those contracts for goods and services, are in compliance with Federal, State, Local and Special Education requirements for general contracting and procuring services for K-12 Missouri schools. Federal and State laws, rules and regulations, as well as local ordinances may govern the contracting procedures and protocol to ensure vendors interested in providing services were not debarred or suspended.

The Director of Operations and Finance is responsible for coordinating the schools' contracting process by assisting with any required bids or proposals and by the review and management of contracts, including those for goods and services. All contracts for goods and services require an internal evaluation and approval process that require approvals such as that of the Executive Director and/or the Board of Directors.

Contracting Threshold Guidelines

- Competitive bids are required for contracts or services over $5,000
- Women-and minority-owned businesses should be given opportunity to bid
- Vendor's must be able to meet all insurance requirements
- Payment terms should be Net 45 (minimum of 30 days)
- Board of Directors must review and approve all contracts over $5,000

Invoices for contracted goods and services are reviewed for compliance to the contract terms and conditions by the Director of Operations and Finance and forwarded for appropriate payment processing.