



UMKC CHARTER SCHOOL CENTER

Charter Renewal Application/Performance Contract

Revised: November 2013

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Table of Contents

Historical Overview	_____	Page 3
Mission Statement, Theory of Action, and Core Functions	_____	Page 4
Renewal Process	_____	Page 6
Monitoring Plan	_____	Page 6
Timeline	_____	Page 7
Renewal Application/Performance Contract Components	_____	Page 9
Renewal Scoring Guide	_____	Page 11
Renewal Application/Performance Contract	_____	Page 12
Section I	_____	Page 13
Format Requirements	_____	Page 15
Requirements for Submission	_____	Page 16
Renewal Application/Performance Contract Cover Sheet	_____	Page 18
Mission Statement, Vision, History and Philosophy	_____	Page 21
Section II	_____	Page 26
Charter Implementation/Monitoring Audit	_____	Page 27
Internal Academic Achievement Audit	_____	Page 33
External Academic Achievement Audit	_____	Page 51
External Special Education Audit	_____	Page 56
Organizational/Governance Monitoring Audit	_____	Page 63
Internal Governance Audit	_____	Page 114
External Organization Audit	_____	Page 135
External Governance Audit	_____	Page 143
Financial/Business Plan and Projected Budget	_____	Page 147
Internal Business/Finance Audit	_____	Page 150
External Finance Audit	_____	Page 162
Perception Data	_____	Page 168
Advanced Questionnaire	_____	Page 169

Table of Contents

Additional Documents	_____	Page 172
Intervention Process/Procedures	_____	Page 173
Appeal Process	_____	Page 174
Closure Process	_____	Page 175
Appendix	_____	Page 177
Appendix A - Senate Bill 576	_____	Page 178
Appendix B - Sample Renewal Meeting Agenda	_____	Page 210
Appendix C - Board Member Questionnaire	_____	Page 211
Exhibits	_____	Page 213
Exhibit 1 – Original Charter Approval	_____	Page 214
Exhibit 2 – Renewal Approval Letter from Sponsor	_____	Page 217
Exhibit 3 – Education Service Provider Contract	_____	Page 218
Exhibit 4 – Board of Directors Involvement	_____	Page 233
Exhibit 5 – Corporate By Laws	_____	Page 234
Exhibit 6 – High School Course Offerings	_____	Page 251
Exhibit 7 – Student Code of Conduct	_____	Page 258
Exhibit 8 – Five Years School Budget	_____	Page 277

UMKC Charter School Center

Historical Overview

“One of the primary reasons the University of Missouri-Kansas City (UMKC) agreed to sponsor charter schools within the Kansas City Missouri School District (KCPS) was to establish and assist in the development of high-quality urban schools.” This quote by Dr. Wanda Blanchett, the Dean of the UMKC School of Education, reflected the vision and commitment that the University had as it initiated its involvement with the charter school movement. Today that commitment is as strong as ever.

Formulated on the promise to parents and students that for greater flexibility, there would be greater accountability, today charter schools are in their 20th year of implementation nationally. Some two million students are enrolled in over 5,600 charter schools across the nation, representing almost five percent of the public school population.

Established by legislative action in 1998, Missouri charter schools daily educate 18,000 students in over 40 campuses. Reflecting the trend of public charter schools being the fastest growing sector of America’s public education system, Kansas City, Missouri ranks in the top 10 of school districts serving the highest percentage of public charter school students at 37% of available enrollments.

UMKC sponsors 10 charters on 13 campuses serving almost 6,000 students. Over the last 12 years we have experienced an average annual enrollment growth of 400 students per year. Staying true to the vision and commitment espoused over 12 years ago, the UMKC Charter School Center’s actions are guided by the goals to “Provide leadership for urban schools and healthy communities” while “Empowering urban youths to attain their full potential”.

As a division of the UMKC School of Education, the Charter School Center is a partner in the quest to develop excellent teachers by supporting charter school teacher induction classes, continuing education, and graduate degree programs. The Center actively supports the development of highly qualified staff and encourages long-term faculty growth and retention.

Mission Statement, Theory of Action, and Core Functions

Mission Statement

As part of the University of Missouri-Kansas City's vision of "active engagement with its city and region," and its mission "to collaborate in urban issues and education," and to support the University of Missouri-Kansas City School of Education's mission "to create lifelong opportunities through education for America's diverse urban communities," the UMKC Charter School Center's goal is to empower urban youths to attain their full potential, thus resulting in a city, state, and nation that can compete in a global economy.

This is being accomplished by focusing on the following:

- Establishing and assisting in the development of high-quality urban schools that will retain and attract families with school-age children within the Kansas City Missouri School District;
- Requiring more accountability for student achievement that will result in the UMKC Charter Schools closing the achievement gap with the state of Missouri. This will be achieved for all students (aggregate) regardless of economic standing (free and reduced lunch eligible), race (major racial and ethnic subgroups), students with disabilities, and English language learners in exchange for greater autonomy (DESE- ESEA Flexibility- Request);
- Sponsoring charter schools that have safe and orderly climates, high attendance, increased parent involvement, and effective governance practices, including fiscal responsibility and legal compliance; and
- Providing schools of choice for parents and students that will encourage more effective practices and collaboration throughout the Kansas City Missouri School District.

Theory of Action

The UMKC Charter School Center believes that by having high expectations for our processes and products, the following corollary will be realized:

If the UMKC Charter School Center establishes ambitious goals for student achievement based upon both growth and attainment of multiple measures, selects applicants who have the capacity and commitment to meet the state and sponsor standards, and monitors and supports academic excellence, then, over time, all students enrolled in charter schools will outperform comparison groups, exceed state averages, eliminate the achievement gap, and graduate from high school prepared for college and careers.

Core Functions

Through the strategic planning process, the following core functions for the UMKC Charter School Center were identified:

1. Manage effective charter school sponsorship and renewal policies/procedures that result in high quality schools
2. Monitor and support UMKC charter schools towards meeting state, federal, and local standards while exceeding achievement goals
3. Increase the LEA's talent capacity through professional development, advanced degree programs, and collaborations with the UMKC School of Education
4. Increase student learning outcomes in UMKC Charter Schools

Renewal Process

Philosophy and Purpose

The UMKC Charter School Center believes excellent schools have the power to transform the lives of children and the communities in which they live. The goal of schooling is, initially, to prepare future generations for success in college and careers, and ultimately, to develop healthy, happy, and contributing members to society. In support of this important goal the UMKC Charter School Center commits to the maxim that quality sponsors enable excellent charter schools. As such, we commit ourselves and our resources to being a quality sponsor that partners with our charter schools to educate all our students well.

The purpose of this renewal process is to verify to students, their parents/guardians, and the community that there is sufficient evidence the charter school is achieving, and/or posting sufficient progress towards achieving, the goals as stated in its charter contract. The renewal application/ performance contract process serves as the school's primary opportunity to demonstrate having met the standards and criteria for renewal as outlined by the sponsor and the goals identified in its charter. Approval of its performance contract signifies the charter school has earned the right to continue to serve students well.

The renewal application/ performance contract process is also the governing board's opportunity to reaffirm a statement of assurances and to report on adherence to statutory and regulatory requirements. This process provides an opportunity for the charter school and its sponsor to 'cleanup' major and minor amendments that may need to be made to the school's charter. Request for renewal of a charter include a report of the charter's past performance and credible evidence of capacity to attain the *Standards and Measures* in the school's performance contract.

Legislation

In August, 2012 Missouri Senate Bill 576 (Appendix A) was signed into law. This legislation significantly changed the relationship between charter schools and their sponsors. The law calls for greater collaboration between the sponsor and the charter school on such products and processes as the initial application; renewal application/ performance contract; school improvement planning; and the monitoring of operations, governance, and finance. It also requires the sponsor to conduct periodic evaluations and communicate the results to the school's Board of Directors. The legislation clarifies the sponsor's role in designating the charter as deficient when a preponderance of evidence indicates such, and the sponsor's role in relegating the charter to probation status.

Monitoring Plan

At least once a year, the UMKC Charter School Center will conduct audits of a charter school's academic progress, governance, operations, and financial stability and sustainability. The results from these audits will be shared with the charter school's administration and governance. The matrices developed for each school, specific to their initial application, in conjunction with standard "best practice" rubrics, will be used by the charter school to conduct their own internal audit. It is an expectation that the charter school will use the results from the internal and external audits to inform their practice and develop their school improvement plan, of which, the performance contract is a component.

UMKC Charter School Center

Timeline

January 15:

The UMKC Charter School Center (UMKC CSC) Director will, in collaboration with the Dean of the UMKC School of Education, determine the eligibility of all UMKC Charter Schools whose charters are due for renewal consideration in the upcoming school year.

February 15:

UMKC CSC officials will verify those schools eligible for consideration of renewal. The Director of the UMKC CSC will notify the Board of Directors of each school due for renewal of their eligibility classification. *Section 160.405.2(3)- the charter school sponsor shall act upon the proposed charter application within ninety (90) days of its receipt*

Meeting dates with the UMKC CSC officials, Board of Directors, and school personnel of each school due for renewal will be determined.

In the case of non-renewal status, the school and its Board of Directors will receive a notice with verifying documentation according to Section 160.405.2(3) RSMo. *in the case of charter applications that have been denied by the sponsor, the proposed charter may also be submitted to the state board of education, which has sixty (60) days to review the charter application and determine whether to approve or deny the proposed charter. [Section 160.405.2(3)]*

May 1:

The charter school renewal applicant(s) provides a letter of intent to renew signed by the Board President to the UMKC CSC Director.

June 1 - August 1:

Charter school renewal applicant(s) will form an internal committee to develop the renewal application/ performance contract, conduct internal audits, and, on a regular basis prior to submission, meet and share the process and products of said meetings with a representative of the UMKC CSC. (Appendix B- Sample Agenda)

The committee will include at least one board member, two school administrators, one school parent/guardian, two school teachers/staff, one community/business representation, and one student representative, if possible.

June 1 - October 1:

The UMKC Charter School Center will conduct comprehensive audits of all renewal applicant's initial application, achievement data, organization, governance, and financial status and sustainability.

November 15:

The renewal application/ performance contract is due to the Director of the UMKC CSC.

November 15 - December 31:

Following the final review by the Director of the UMKC CSC, the Director will submit a letter to DESE agreeing to sponsor the renewal charter school and add a copy to the Charter Renewal Application/Performance Contract.

160.403.2(1) RSMo:

Section 160.405.3- in the case of a charter application that has been approved by the sponsor, the charter application must be submitted to the state board of education, along with a statement that indicates that the charter school meets other requirements of Missouri statute and a monitoring plan under which the sponsor will evaluate the academic performance of the charter school. The state board of education has sixty (60) days from the date of submission to disapprove the charter, either because the charter school does not meet requirements in Missouri statute, or because the charter sponsor has failed to meet its statutory responsibilities.

January 15:

Charter school renewal applicant(s) will incorporate any recommended changes to the renewal application/performance contract

February:

DESE staff will make recommendations related to the charter school renewal application/ performance contract for inclusion in the State Board of Education meeting agenda packet.

Renewing charter school representative(s) and UMKC CSC representatives will present renewal application/ performance contract(s) at the Missouri State School Board meeting for approval.

Renewal Application/Performance Contract Components

In making its decision to support a charter school's request for renewal, the UMKC Charter School Center will conduct a comprehensive evaluation as to whether or not, and to what degree, the application has met the terms of its charter. It will then evaluate the applicant's performance contract for rigor and feasibility in terms of existing and/or potential capacity to meet stated goals.

Reviewed Components:

- Charter Implementation
- Academic Achievement
- Organization Performance
- Governance
- Financial Status/Sustainability
- Perception Data
- Performance Contract

Areas Considered for Grounds When Determining Renewal:

A. Academic Quality:

- Student achievement levels (benchmark, individual student status, and targets)
- Student progress or growth
- College and Career Readiness (CCR) for K-12 schools
- High school readiness for K-8 schools
- Student engagement, including attendance and graduation rates
The above criteria are covered by meeting the academic performance standards as set forth in the Missouri Charter School Law or DESE standards related to charter school sponsorship.
- Nothing in this paragraph 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.
RSMo 160.405.4(6)(c)
- Assure that the needs of special education children are met in compliance with all applicable federal and state laws and regulations.
RSMo 160.405.1(16), RSMo 160.405.4(7)
- Assure that the needs of English language learners are met in compliance with all applicable federal and state laws and regulations.
- Maintains an APR that meets and exceeds the district standards for buildings with similar configurations. *5 CSR 20-100.250 Charter Schools*

B. Financial Performance and Sustainability:

Failure to meet generally accepted standards of fiscal management as set forth in the DESE standards related to charter school sponsorship.

- The charter school is organized and fiscally viable, not having:
- Negative balances in its operating fund
- Balances of less than 3% compared to the previous year's expenditures
- Expenditures in excess of receipts for the most recent fiscal year *RSMo 160.405.9(2)(b), 5 CSR 20-100.250 Charter Schools*

C. Board Performance and Stewardship (oversight of leadership):

- a. Strength of the governing board
- b. Support of UMKC-sponsored activities

D. Compliance with all Applicable Laws, Regulations, and Contract Terms:

- "Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349 within forty-five days following receipt of written notice requesting such information is a violation of law." *RSMo 160.405.9(1)*
- The charter school has been faithful to the terms of the contract and applicable law. *5 CSR 20-100.250 Charter Schools*

Renewal Scoring Guide

Scoring Guide

- Exceeds Standard
 - Meeting the targets for this rating category implies that the charter school is exceeding expectation and showing exemplary performance.

- Meets Standard
 - Targets for this rating category set the minimum expectations for charter school performance. Schools earning this rating are performing well and are on track for charter renewal.

- Approaching Standard
 - Meets some of the minimum standards and demonstrates a plan by which to meet minimum standards

- Does Not Meet Standard
 - Schools receiving this rating category have failed to meet minimum expectation for performance. It is noted as to whether or not they are approaching the Standard.

The Renewal Application/Performance Contract

Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns with all parts of the proposal;
- Demonstrated understanding of the population that the school is likely to serve,
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

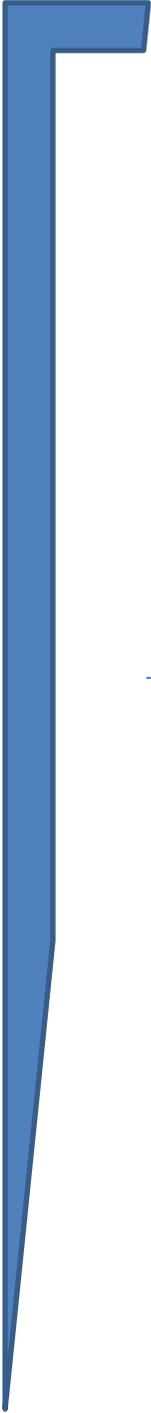
As such, this application process and products have been developed to reflect these characteristics.

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Section I

Overview Documents

- Format Requirements
- Requirements for Submission
- Renewal Application/Performance Contract
Cover Sheet
- Mission Statement, Vision, History

UMKC Charter School Renewal Application/Performance Contract

Overview Documents

Application Instructions:

The overview section is to provide contact information and the opportunity for the renewing school to describe itself. The applicant is to complete the required sections.

This section also includes a letter from the sponsor to the Department of Elementary and Secondary Education. This letter will be added to the application/performance contract prior to submittal to the State Board of Education.

Required Exhibits:

- Copy of initial charter approval letter. See Exhibit. 1
- Renewal approval letter from sponsor will be put in application at time of submission to the State Board. See Exhibit 2
- UMKC Charter School Renewal Application/Performance Contract Cover Sheet. See page 17.

Evaluation Criteria:

Complete _____

Incomplete _____

Statutory Reference: 160.405.9(3)(a)

Beginning August first during the year in which a charter is considered for renewal, a charter school sponsor shall demonstrate to the state board of education that the charter school is in compliance with federal and state law as provided in sections 160.400 to 160.425 and section 167.349 and the school's performance contract including but not limited to those requirements specific to academic performance.

(b) Along with data reflecting the academic performance standards indicated in paragraph (a) of this subdivision, the sponsor shall submit a revised (renewal) charter application to the state board of education for review.

(c) Using the data requested and the revised (renewal) charter application under paragraphs (a) and (b) of this subdivision, the state board of education shall determine if compliance with all standards enumerated in this subdivision has been achieved. The state board of education at its next regularly scheduled meeting shall vote on the revised (renewal) charter application.

(d) If a charter school sponsor demonstrates the objectives identified in this subdivision, the state board of education shall renew the school's charter.

UMKC Charter School Renewal Application/Performance Contract

Format Requirements

The renewal application/ performance contract should adhere to the following format:

- All pages, including appendices and table of contents, should be numbered
- Hard copy on white, 8.5" x 11" paper
- One-inch margins on all sides
- Minimum 11-point font
- Paragraph formatting may not be more compact than standard single space
- Spiral-bound (three-ring binders are also acceptable); no paper clips or folders, please

There is no minimum length for an application. Guidelines call for the following:

- Narrative: maximum of 70 pages
- Exhibits: maximum of 120 pages

There is ample opportunity to develop a high-quality the renewal application/ performance contract within these boundaries. If the applicant feels it is necessary to add additional pages for clarification, please clear with your sponsor.

Requirements to submit charter application to DESE

The renewal application/ performance contract must be approved by the state board prior to April 1st for a renewed charter term starting July 1st of that year. It is recommended that renewal charters be submitted by or before November 15th of the final year of the current charter term.

The renewal application/ performance contract application package to be submitted to the Department of Elementary and Secondary Education (DESE) must include the following:

- Six spiral-bound copies; and
- An electronic version of the application (MS Word or compatible format) on either a CD or USB-compatible flash drive.

Additional Submission Requirements

The renewal application/ performance contract package for the UMKC Charter School Center should include:

- Four spiral-bound copies;
- An electronic version of the application (MS Word or compatible format) on either a CD or USB-compatible flash drive; and

The applicant must provide DESE and their sponsor documentation that one spiral-bound copy of the renewal application/ performance contract has been sent to the school board of the district in which the charter school is located within five business days.

UMKC Charter School Renewal Application/Performance Contract

Requirements for Submission

The requirements for submission of a complete the renewal application/performance contract are as follows:

1. Cover Sheet

The Cover Sheet provides a summary of key information related to the renewing school, including geographic location, enrollment projections, and applicant contact information (not to exceed two pages).

2. Narrative (not to exceed 70 pages)

The four sections of the Narrative are the:

- a. Academic Plan
- b. Organization/Governance Plan
- c. Business/Financial Plan
- d. UMKC Charter Application Assurance Statement

Additional required documentation includes, but is not limited to:

- a. Pre-Opening Plan (only required if adding a building)
- b. Performance Contract
- c. Monitoring Plan
- d. Include a statement that the organization has read and agrees to the terms and processes listed below and applied by UMKC and DESE:
 - i. Intervention
 - ii. Revocation
 - iii. Non-renewal
 - iv. Closure
 - v. Return of unobligated assets
 - vi.

The Pre-Opening Plan, the Performance Contract, and the Monitoring Plan will be developed jointly with the sponsor and must be included as part of the charter. Each response category includes the following:

- a. Renewal Applicant Instructions that inform you what you are expected to present.
- b. Evaluation Criteria by which reviewers will evaluate your response.
- c. Statutory Reference(s) that document the legal authority for the request.

3. Required Exhibits (if applicable) listing attachments that you are required to provide as part of the response. The required exhibits do not preclude applicants from providing any other attachments that you consider relevant and significant for presenting your plan (not to exceed 120 pages):
 - a. Sample lesson plans
 - b. Sample daily schedule
 - c. Annual calendar for the first year of the renewed charter term
 - d. Anticipated enrollment table
 - e. Performance Contract
 - f. School disciplinary policy or Code of Conduct
 - g. School's grievance procedure for parents, guardians, or adult students
 - h. Articles of Incorporation signed and dated
 - i. Corporate-by-laws signed and dated
 - j. Documentation that the renewal applicant is a Missouri nonprofit corporation
 - k. Documentation of criminal background checks and Family Care Safety Registry checks for all board members
 - l. Board members' resumes or CVs
 - m. UMKC CSC– Statutory Responsibilities of Chtr School Board Members (Appendix C)
 - n. Organizational chart
 - o. Job descriptions
 - p. Staff handbook or employment manual
 - q. Enrollment History and Projections
 - r. Letters of Support from current partnerships
 - s. Schools Contracting with Education Service Provider (ESP)
 - i. Background information
 - ii. Schools managed by ESP
 - iii. Missouri schools managed by ESP
 - iv. Service agreement/contract with ESP
 - t. Charter School Budget
 - u. Cash-Flow analysis
 - v. KCMSD map showing current and planned school location(s)
 - w. UMKC Charter Application Assurance Statement
 - x. Waiting list guidelines
 - y. Lottery guidelines

UMKC Charter School Renewal Application/Performance Contract

Renewal Application/Performance Contract Cover Sheet

Frontier School System
Name of Renewing Charter School

University of Missouri – Kansas City
Sponsor

Frontier Schools Inc.
Name of Not-For-Profit 501 (C) (3) Organization Holds the Charter

Ismet Sean Isik
Primary Contact Organization Person

Superintendent
Title/Relationship To Not-For-Profit

6700 Corporate Dr. Kansas City MO 64120
Contact Mailing Address City State Zip Code

816-241-6200
Telephone (Primary)

816-363-1907
Telephone (Secondary)

info@frontierschools.org
Email Address

Harmony Public Schools.
Education Service
Provider (If Applicable)

6700 Corporate Dr. Kansas City, MO 64120 & 5605 Troost Ave Kansas City, MO 64110
Physical Address of
School

Kansas City 33 School District 2009
District In Which The School Is Located Year School Opened Fall 2009

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

Enrollment Projections

	Grade Level	Projected Enrollment		Grade Level	Projected Enrollment
2009-10	K-5	303	2014-15	K-12	1160
2010-11	K-6	407	2015-16	K-12	1260
2011-12	K-8	780	2016-17	K-12	1360
2012-13	K-12	901	2017-18	K-12	1460
2013-14	K-12	1060-	2018-19	K-12	1560

At full enrollment for this school intends to serve grade levels Kindergarten through 12 with a projected total enrollment of 1560.

School Description:

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

The mission of Frontier School System (FSS) is to empower students to discover and develop their gifts and talents;

- in pursuit of college readiness, productive citizenship, and lifelong learning.
- within an atmosphere of academic excellence.

Frontier School System is currently serving 1060 students Kindergarten through 12 grade. The vision of the Frontier Schools is to become a vibrant, innovative educational leader collaborating with other academic, business and community institutions. The school is committed to providing a quality educational environment that is safe and secure. It is also the commitment to value all students and empower them to maximize their full potential as citizens and productive members of society. As students grow towards responsible citizenship and independence, they must develop acceptable behavior traits that show progress toward an understanding of both the respect for authority and the rights of others. As part of this learning process, students must be held accountable for their actions and recognize that there are consequences for their choices, both good and bad.

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 Superintendent

Date

Title/Role
Ismet Sean Isik

Printed Name

UMKC Charter School Renewal Application/Performance Contract

Mission Statement, Vision, and Goals

Applicant Instructions:

State the school's mission and briefly present your vision for how the school will continue to operate. Did the mission or vision change from the originally submitted information? Describe any changes/modifications to the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that indicates why you have chosen to use this approach with your student population. The goals must specifically address academic/performance goals based on current data and projected for the next three-five years.

Required Exhibits:

Board minutes approving mission statement. The Board's approval of the charter renewal application contains the mission statement. See page 23.

Evaluation Criteria:

A response that meets the standard will:

- Present a compelling 1-2 sentence mission statement that defines the ongoing purpose of the school.
- Present a coherent and concise vision/plan of what the school will look like in 5 years if it achieves its mission.
- Present a coherent and concise summary of the school's performance goals over the term of the charter. This should include Missouri's Annual Performance Report scores and other measures agreed upon in the sponsor/charter performance contract goals.
- Expansion plans (if applicable) for the next five years.

Statutory Reference(s): 160.405.1 (1)

160.405. 1. A person, group or organization seeking to establish a charter school shall submit the proposed charter, as provided in this section, to a sponsor.

The charter shall be a legally 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 shall also include:

- (1) A mission and vision statement for the charter school

Mission

The mission of Frontier School System (FSS) is to empower students to discover and develop their gifts and talents;

- in pursuit of college readiness, productive citizenship, and lifelong learning
- within an atmosphere of academic excellence.

Vision Statement

The vision of the Frontier School System (FSS) is to become a vibrant, innovative educational leader collaborating with other academic, business and community institutions.

History and Philosophy

Frontier School System (FSS) opened in August, 2009 under the sponsorship of the University of Missouri – Kansas City with approximately 220 students in grades Kindergarten through fifth grade. The focus of the school was on math and science. Parents of the students were impressed by what their students were learning and asked administrators to add a sixth grade so their students could remain at FSS. Sixth grade was added in the 2010 school. Enrollment continued to increase in the 2010-2011 school year and again parents requested seventh grade be added to accommodate their students. In 2011, FSS opened a 6th through 12th grade campus at the south location, 5605 Troost Ave. The school is currently serving 200 neighborhood students. In 2011, FSS also opened a middle school serving 6th through 8th grades at the north campus location Principal, Dean of Academics, 6700 Corporate Drive. The educational focus was modified to include science, technology, engineering and mathematics (STEM). As enrollment increased, so did the demand for a high school in northeast area. In 2013, Frontier STEM High School was opened serving grade 9. Currently, FSS educates 1060 students in Kansas City, Missouri.

Kansas City and its surrounding area have the fourth largest engineering, manufacturing and technology workforce in the country. At FSS we believe excelling in math and science prepares young people to succeed in college, the workplace, and to be competitive in the 21st century. To that end, we are committed to transforming how our students engage and embrace STEM.

Frontier’s middle and high school seeks to end the cycle of generational poverty that affects so many of our students and their families by providing them with a quality educational experience. Our academic goals and performance targets are aligned directly to our mission. Our target population predominantly consists of under-privileged Hispanic students. Our student population also includes students with disabilities, and we are committed to providing all of them with the best educational experience possible. Closing the national achievement gap trends that affect almost all of our students means improving student learning among those who often test several grades below grade level. FSS believes that these gains indicate growth in individual students’ learning and improvement in the overall instructional program.

The school and its sponsor, the University of Missouri – Kansas City (UMKC), understand that the mission and work of Frontier School System to close the achievement gap is difficult, yet essential. As a sponsor, UMKC expects sustained improvement to the educational program over time, but also expects short-term performance goals to be met. The University of Kansas City – Missouri believes ambitious, yet attainable benchmarks exist, but also views performance with an eye towards growth and incremental progress. The consequences for goals, growth and progress not achieved is that UMKC may initiate “school turn-around” strategies that may include an infusion of outside academic expertise, leadership change, and staff reassignment. In addition, UMKC is very concerned with how FSS students perform relative to their peers in the Kansas City Missouri Public Schools and this will be the most important consideration in decisions relative to charter renewal and closure.

Frontier School System has identified academic goals and operational goals to describe how the school intends to hold itself accountable for student learning and continuous improvement. The student performance goals account

for the necessity of measuring both student growth and establishing high standards for student proficiency. Both of these goals are identified in the school/charter performance plan and mirror the charter’s performance goals outlined below.

Frontier School System is currently using a combination of diagnostic, authentic, state-mandated, standardized tests, as well as nationally recognized, norm-referenced assessments to measure student’s progress over time and the school’s goals. These are: Northwest Education Association (NWEA) Measure of Academic Progress (MAP), Pre-SAT and ACT tests, MAP Grade Level Assessments, Missouri End of Course Assessments, Star Reading Assessment, Star Early Literacy Assessment, Accelerated Reading (AR) and Math (AM), Acuity Assessments, Triumph Learning-Buckle Down, and World Class Instructional Design and Assessment (WIDA) Assessments

The Board of Directors of FSS set the following goals for the school and believes that with the extended day and school year, rigorous program of study, extra tutorial programs, and parental involvement our students will attain these goals:

Student Academic Goal #1: Frontier School System (FSS) will increase English Language Art (ELA) MPI by 8 points annually from the 2013 baseline in order to be 'On-track' by 2020 toward Missouri's 'Top-Ten-by-20' target.

Projected MPI-Target difference (based on adding indicated number of MPI points annually)												
	2011	2012	2013	2013 3-YR average	2013 Target (On-Track)	2014 Target (On-Track)	2015 Target (On-Track)	2016 Target (On-Track)	2017 Target (On-Track)	2018 Target (On-Track)	2019 Target (On-Track)	2020 Target (On-Track)
ELA MPI	331.5	316.7	321.6	323.27	363.9	365.5	367.1	368.7	370.2	371.8	373.4	375
					MPI - Target	-40.63	-42.23	-43.83	-45.43	-46.93	-48.53	-51.73
					If FSS adds 8 MPI annually (2.5%) from the 2013 baseline:	-34.23	-27.83	-21.43	-14.93	-8.53	-2.13	4.27
					Annual Target points to add	8						Results: Green is "on-

Student Academic Goal #2: FSS will increase Mathematics MPI by 6 points annually from the 2013 baseline in order to be 'On-track' by 2018 toward Missouri's 'Top-Ten-by-20' target.

Projected MPI-Target difference (based on adding indicated number of MPI points annually)												
	2011	2012	2013	2013 3-YR average	2013 Status (On-Track)	2014 Status (On-Track)	2015 Status (On-Track)	2016 Target (On-Track)	2017 Target (On-Track)	2018 Target (On-Track)	2019 Target (On-Track)	2020 Target (On-Track)
MAT MPI	355.6	321.1	342.7	339.80	355.6	358.4	361.1	363.9	366.7	369.5	372.2	375
					2013 MPI - Target	-15.80	-18.60	-21.30	-24.10	-26.90	-29.70	-35.20
					If FSS adds 6 MPI annually (1.8%) from the 2013 baseline:	-12.60	-9.30	-6.10	-2.90	0.30	3.60	6.80
					Annual Target points to add	6						Results: Green is "on-Target"

Student Academic Goal #3: FSS will increase Science MPI by 14 points annually from the 2013 baseline in order to be 'On-track' by 2019 toward Missouri's Top-Ten-by-20 target.

Projected MPI-Target difference (based on adding indicated number of MPI points annually)												
	2011	2012	2013	2013 3-YR average	2013 Status (On-Track)	2014 Status (On-Track)	2015 Status (On-Track)	2016 Target (On-Track)	2017 Target (On-Track)	2018 Target (On-Track)	2019 Target (On-Track)	2020 Target (On-Track)
SCI MPI	323.8	269.1	193.1	262.00	344.7	345.5	346.2	347	347.7	348.5	349.2	350
					2013 MPI - Target	-82.70	-83.50	-84.20	-85.00	-85.70	-86.50	-88.00
					If FSS adds 14 MPI annually (5.3%) from the 2013 baseline:	-69.50	-56.20	-43.00	-29.70	-16.50	-3.20	10.00
					Annual Target points to add	14						Results: Green is "on-

Student Academic Goal #4: FSS will increase Social Studies MPI by 19 points annually from the 2013 baseline in order to be 'On-track' by 2020 toward Missouri's Top-Ten-by-20 target.

Projected MPI-Target difference (based on adding indicated number of MPI points annually)												
SOC	2011 MPI	2012 MPI	2013 MPI	2013 3-YR average**	2013	2014	2015	2016	2017Target (On-Track)	2018	2019	2020
					Status (On-Track)	Status (On-Track)	Status (On-Track)	Target (On-Track)		Target (On-Track)	Target (On-Track)	
MPI	**	293.3	153.2	223.25	346.6	347.1	347.6	348.1	348.6	349.0	349.5	350.0
2013 MPI - Target					-123.35	-123.85	-124.35	-124.85	-125.35	-125.75	-126.25	-126.75
If FSS adds 19 MPI annually (7.3%) from the 2013 baseline:					-104.85	-86.35	-67.85	-49.35	-30.75	-12.25	6.25	
Annual Target points to add					19			Results: Green is "on-				

Student Academic Goal #5: The overall annual growth rate of the FSS on a nationally recognized norm-referenced test, NWEA, will be 50% or higher across all grades and subjects for which the test is given every year.

College and Career Readiness Goals

- FSS will maintain a 100% high school graduation rate
- FSS will have 100% college acceptance rate for every graduating class.
- 60% of FSS students will graduate with a passing grade in at least one advanced placement (AP) or dual credit course.
- 10% student participation in local and national science fair competitions every year
- 20% student participation in national and international trips every year
- 70% student participation in Saturday SAT/ACT camps in the corresponding high school grade
- 80% student participation in at least one school club
- 50% of our parents to receive home visits from teachers annually
- 90% student retention rate will be increased
- 90% student attendance rate will be reached annually.
- 70% attendance at parent-teacher conferences by parents annually
- Students will have 10 hours job shadowing/internship before they graduate from high school.

Minutes of Board Member Approval of Mission Statement

**FRONTIER SCHOOLS, INC.
Board of Director's Meeting**

University of Missouri Kansas City - Sponsor
Saturday – November 16, 2013 – 8: 30 a.m.

Frontier School of Excellence- 5605 Troost Ave., Kansas City, MO 64110

Board Meeting called to order at 8:37 a.m. by President Eugene Augustine.

Board Members Present

Eugene Augustine, President
Anthony Springfield
Serkan Toy
Bayram Yildirim, Ph.D.

Board Members Absent

Mehmet Barut, Ph.D.
Muharrem Ali Tunc

Others in Attendance

Sean Isik, Superintendent (*ex officio*)
Andrea Henderson, Executive Assistant
Dana Tippin Cutler, Legal Counsel
Greg Rieke, Strategic Planning Team
Ilker Yilmaz, Principal, Frontier School of Innovation, 4-9
Ali Tekin, Principal, Frontier School of Excellence
Cathy Morrison, Strategic Planning Consultant

Mr. Springfield made a motion to approve the printed agenda. Mr. Toy seconded. Unanimous vote in favor of approval.

Review and Approval of Previous Board Minutes. Dr. Yildirim made a motion to approve the minutes of the September 21, 2013, board meeting. Mr. Toy seconded. Unanimous vote in favor of approval.

Mr. Springfield made a motion to approve the minutes of the October 19, 2013, board meeting. Dr. Yildirim seconded. Unanimous vote in favor of approval.

Finance

Mr. Isik provided an oral overview of the financial report ending October 31, 2013. Dr. Yildirim made a motion to approve the report. Mr. Toy seconded. Unanimous vote in favor of approval.

Mr. Isik advised the end-of-year annual audit report for June 30, 2013, had been completed and was very favorable. He asked Mr. Rieke to provide an opinion of the report. Mr. Rieke stated he was impressed with the audit findings. The audit noted that the total cash reserve of \$900,000 is concentrated in one bank. Since the FDIC's insured deposit limit is \$250,000 per account, he suggested the board consider diversifying the cash reserve between other financial institutions. One option discussed was to request the current financial institution guarantee the funds in excess of \$250,000, or moving the funds to an institution that would be willing to do so. Another option was to use multiple institutions, ensuring the deposit amounts were slightly below \$250,000 in order that interest may continue to accrue. Mr. Isik stated he has had a conversation with the current institution about the situation and he will continue to explore other options.

Mr. Isik noted an error had been made on page 16 of the report with respect to the average daily attendance (ADA) and free and reduced lunch counts. He has made the auditors aware of the discrepancy and they are preparing a corrected report. The corrections are:

ADA for Grades K-12 should be 831.44 instead of 832.08.

Free and Reduced lunch count should be:

Free	723 instead of 721
Reduced	61 instead of 62
Total	784 instead 783

In light of the Department of Elementary and Secondary Education's (DESE) review and audit of another local charter school based on discrepancies in reporting attendance, Mr. Isik wants to make sure Frontier's reporting is accurate. Legal counsel is developing protocols to avoid issues facing local charter school.

Dr. Yildirim made a motion to approve the audit report with the corrections noted by Mr. Isik. Mr. Toy seconded. Dr. Yildirim asked what would be the impact of the audit based on the changes. Mr. Isik stated DESE will adjust the amount of funding based the reporting.

President Augustine called for a vote on the motion. Unanimous vote in favor of approval.

Old Business

Charter Renewal. Mr. Isik provided an overview of the charter application draft he has submitted to Dr. Chase, to include the business plan and academic, administrative and operational goals. Dr. Chase plans to submit the renewal application to DESE by November 19, 2013.

Dr. Yildirim made a motion to approve the charter renewal application. Mr. Springfield seconded. Mr. Toy asked how often the goals will be revisited to be sure we are on target and by whom. Frontier's sponsor, University of Missouri – Kansas City (UMKC) will monitor progress as well as the superintendent. Mr. Rieke suggested the board formalize a review process. Mr. Isik stated the operational team will prepare a report for review. Details, such as dates of reporting, by whom, etc. will be determined and provided at a future meeting. President Augustine called for a vote on the motion. Unanimous vote in favor of approval.

New Business

Election of Board Officers. President Augustine opened the nominations for a slate of officers.

Dr. Yildirim nominated Mr. Augustine for President. The nomination was accepted.

Mr. Toy nominated Mr. Springfield for Secretary. The nomination was accepted.

Dr. Yildirim nominated Mr. Toy for Vice President. The nomination was accepted.

Mr. Toy Nominated Dr. Yildirim for Treasurer. The nomination was accepted.

President Augustine called for a vote on the slate of officers. Unanimous vote in favor of approval.

Service Agreements for the English Language Learner (ELL) Certification Program.

Mrs. Cutler reminded the board that UMKC will be providing ELL certification training to teachers. Normally such agreements require the employee repay the amount spent on instruction if the minimum amount of contracted time is not met. However, there is not cost for this training. Mrs. Cutler would like to know if the materials will be paid for by Frontier. If so, that amount may be the basis for the agreement.

Administrative Reports

Principals. Mr. Yilmaz and Mr. Tekin submitted written reports and each provided an oral overview of the items noted.

Superintendent. Mr. Isik reported that Univision had conducted interviews with parents that aired in November 2013. Frontier is being more proactive in maintaining visibility in the community.

Strategic Planning Session

Ms. Cathy Morrison facilitated the session which centered around the following areas:

- Updates to items identified at the last session for immediate action, i.e., food quality and quantity and the introduction of more fresh fruit, availability of uniforms, and increased opportunities for exercise
- An overview of survey results from teachers and administrators
- Identifying benefits to stakeholders if the mission and vision are fully realized
- Defining objectives of the strategic plan
- Beginning to develop strategies to accomplish the objectives

Ms. Morrison will summarize the session notes and email them to the group. She will also provide assignments in preparation for the next meeting to be held in January.

Adjournment

Mr. Springfield motioned to adjourn. Unanimous vote in favor of approval. The meeting adjourned 1:00 p.m.

Anthony Springfield
Board Secretary

Section II

- Charter Implementation Monitoring/Audit
- Academic Achievement Monitoring/Audits
- Organization/Governance Monitoring/Audits
- Financial/Business Plan and Projected Budget
- Business/Finance Audits
- Perception Data
- Advanced Questionnaire

UMKC Charter School Renewal Application/Performance Contract

Charter Implementation Monitoring/Audit

The performance frameworks in this section, in the form of internal and external audits, constitute the process by which the school and the sponsor gather information on the school's status in the identified areas. The sponsor conducts the external audits and the school is responsible for conducting the internal audits, also referred to as the monitoring document. By reviewing this data and analyzing it, the school is able to prioritize its strategic goals to develop its performance contract.

The frameworks are developed in form and process to promote transparency and objectivity by identifying the performance standards that will be used to evaluate whether, or not, a school is meeting its standards as identified in its charter and its sponsor's standards.

The frameworks protect school autonomy by clarifying in objective terms the performance data the authorizer will collect and the outcomes that it expects and will evaluate. Although contained in this renewal document, it is recommended that schools use these performance frameworks annually to monitor and adjust their practice.

Charter Implementation Monitoring/Audit Document

This document will be unique and specific to each charter school. It is developed by reviewing the goals, objectives, and commitments identified in the school's initial application. Once identified, site visits are conducted by the sponsor to gauge the level of implementation. The results are shared with the school for impact and clarification. Disparities between the written application and documented implementation should be addressed in the renewal application and/or performance contract.

UMKC Charter School Renewal Application/Performance Contract

Charter Implementation/Monitoring Audit *(continued)*

Charter Organization: Frontier Schools, Inc.

Year of Charter Renewal: 2013

Mission Statement: The mission of Frontier School of Innovation is to provide a safe and collaborative environment that will cultivate the academic and social development of its students by emphasizing reading, math, science, and technology for the purpose of students setting and meeting future educational goals.

Theme 1: Academic Program

Indicator	Target	Actual Result
School Calendar	a) Calendar must reflect 174 days and 1044 hours.	Yes
Emphasis on Communication Arts, Math, Science, and Social Studies	a) School should provide a description of programming related to this emphasis.	Yes
Cross-Disciplinary Approach	a) Integration of art and technology in the core subjects.	Yes
Science Fair Projects, Art Portfolios, Presentation Skills	a) Used to increase understanding of concepts and self-efficacy.	Yes, a science fair is scheduled every second Saturday of December.
Technology Integration	a) Used as student-oriented learning tools; b) Computer and Multimedia Computer Labs	Yes, there are multimedia labs available at both campuses.
Bilingual Atmosphere/Spanish	a) Spanish offered starting in 4 th grade b) Students will work in small groups on cultural projects that facilitate their understanding of the Hispanic culture.	Yes

Theme 2: Student Demographic

Indicator	Target	Actual Result
Student Population	a) FSS will serve students in grades K through 5.	Yes, initial charter was K-5. Charter was amended and now serving grades K-12.

Diverse Populations	a) FSS aims to meet the needs of diverse populations whose values for education and family are strong.	Yes, demographic breakdown shows that school serves diverse population.
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Theme 3: Special Needs and ELL

Indicator	Target	Actual Result
Special Needs Students	a) Will learn along with peers b) Services will be contracted to provide a comprehensive program	Yes, services are contracted with ESG and Spofford.
ELL Students	a) Will learn along with peers b) Services will be contracted to provide a comprehensive program	Yes, ELL students are served at the school and a LAU Plan is developed.

Theme 4: School Specific Goals and Objectives

Indicator	Target	Actual Result
Iowa Test of Basic Skills (ITBS)/NWEA/STAR ASSESSMENTS	a) Students will demonstrate continual progress in reading, writing, and speaking the English language. b) Students will make continual progress towards mathematical proficiency	Yes, School has decided to use NWEA, Star Assessments and Acuity to monitor continual progress in reading, writing and speaking the English language.
MAP	a) students will demonstrate continual progress in reading, writing, and speaking the English language b) Students will make continual progress towards mathematical proficiency	Yes
Interventions	a) Necessary interventions will be implemented to meet the needs of students who demonstrated deficiency on either a MAP exam or a curriculum based assessment	Yes, Saturday School, afterschool and pullout tutorials are offered for low achievers
Home Visits	a) FSS teachers will take the extra mile to establish rapport with students and parents.	Yes
Parent Workshops	a) At the beginning of each school year, the school will organize a two-day workshop for parents at the beginning of the first semester.	Yes, parent orientations are scheduled at the beginning of the school year.

Indicator	Target	Actual Result
Partnerships and Science Fair	a) In order to increase the level of partnerships with other organizations, 20% of the science fair projects will be prepared under the supervision of neighboring university staff and, once a month, the school administration will invite a Career Guest Speaker from the local community to mentor students.	Yes, FSS has partnerships with Science Pioneers, Rockhurst University, UMKC and KCStem Alliance
Gifted Students and Technology	a) In order to improve the skills of students who are gifted in technology, FSS will offer an elective LEGO Mechanics class as a part of the school's Gifted and Talented program starting from 4 th grade.	Yes, PLTW courses are offered in Middle School. Frontier Schools received grant from KCStem Alliance
Character Education	a) Starting from 1 st grade, FSS campuses will offer a character education class.	Yes
Technology Integration	a) In order to integrate and utilize technology as a tool to support both the curriculum and the individual learning needs of students, FSS will train its teachers. b) 4 th and 5 th grade students will be introduced to necessary computer skills.	Yes
Attendance Rate	a) The school will maintain a 95% average daily attendance rate.	Approaching Standards. The district reached the target in 2012-13.
Conferences	a) At least 80% of parents will attend online and/or face-to-face student conferences.	Yes
Parent Communication	a) The school will communicate regularly and meaningfully with parents.	Yes, Wednesday mail is sent in both English and Spanish languages. Web page and calling system is implemented.

Indicator	Target	Actual Result
Retention Rate	a) FSS will have a 90% retention rate of all eligible students each year. b) FSS will have a 90% staff retention rate.	a) Approaching Standards b) Approaching Standards

Theme 5: School Culture and Climate

Indicator	Target	Actual Result
Community	a) Students will be responsible members of the community.	Approaching Standards

Theme 6: Governance

Indicator	Target	Actual Result
Board of Directors	a) Members are volunteers b) Members do not hold paid positions at the school while serving as Board Members. c) Background check of new and existing board members have been completed d) MEF will be compliant with all appropriate provisions of the Open Meeting Law e) Board members will receive periodic training from UMKC and other qualified individuals and/or organizations	a) Yes b) True c) Yes d) Yes, policies in place e) Yes, approaching standards

Theme 7: Management

Indicator	Target	Actual Result
Organizational Structure	a) Principal/Director b) Business Manager c) Assistant Principal d) Assistant Principal e) Partner Organizations f) Teachers	Yes

Theme 8: Finance and Operations, Facility, and Transportation

Indicator	Target	Actual Result
Financial Management System	a) FSS will work with Westbrook and Co., CPA	Yes
Annual Audit	a) Annual audits will be done by a Certified Public Accountant “independent auditor” and submitted to DESE by October 31st of each year.	Yes

Indicator	Target	Actual Result
Liability Insurance	a) Professional and regular liability insurance will be purchased in order to indemnify the school, board, staff, and teachers.	Yes
Surety Bonds	a) Surety bonds will be purchased for persons in charge of handling financial services.	Yes, insurance in place
Harmony Database	a) Database will be used to track all student information and student reporting.	Yes, FSS is currently using Harmony Database for student information and reporting system. Parents have access to iPhone and android applications.
Cash Reserve	a) Sufficient cash reserve is built into the budget each school year to assure continued operation.	Yes

UMKC Charter School Renewal Application/Performance Contract

Internal Academic Achievement Audit

This audit is conducted by the school using the Missouri School Improvement Program guidelines and their charter’s goals as the standards by which to assess their performance.

School-Specific Goals and Objectives

Frontier School System (FSS) sets high standards for student learning by aligning its academic goals to Missouri’s assessed standards, concurrent with MAP and EOC testing. The middle and high school are also in the process of aligning curriculum and instruction to the newly adopted CCSS. In terms of both Missouri’s current standards and the future CCSS, FSS is committed to continuous improvement of its educational programs. In addition to tracking growth and determining student proficiency, MAP and EOC testing data are the most significant measures of evaluating our overall school improvement efforts.

The school measures its level of success in relation to the learning targets established in the charter/sponsor performance plan. Beginning immediately in 2012-2013 and throughout the term of the charter, FSS is committed to meeting the annual academic performance standards contained within the performance plan. The plan will be developed and revised annually using all available student and school performance data. Meeting these performance plan standards will mean that FSS students are consistently achieving and growing academically from year to year in ways that regularly meet or exceed the performance of similar city public school students, including charter school students. One method for evaluating FSS’s student achievement is to compare its MAP and EOC Index scores to Kansas City Missouri Public Schools:

MSIP 5 Total MAP Index Scores and TOP2 Students Compared Averages & Kansas City 33 Public School Students (KC-33)

MPI and Top-2 Pct for 2010-2013

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-03	Frontier I-L (n=92*)	297.6	311.4	300.0	300.0	19.5	25.0	25.8	25.0	41	44	66	92
	KC-33 (All) (n=1211*)	285.8	278.7	273.4	279.2	20.9	18.9	18.5	23.1	1392	1579	1280	1211
*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-04	Frontier I-L (n=58*)	309.1	332.7	324.1	317.2	25.0	45.5	34.5	32.8	44	55	58	58

KC-33 285.3 290.2 284.9 286.4 25.2 25.2 25.7 28.6 1411 1176 1174 1260
 (All)
 (n=1260*)

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-05	Frontier I-L (n=59*)	307.4	338.6	348.2	313.6	33.3	40.9	39.3	27.1	27	44	56	59
	KC-33 (All) (n=1051*)	303.6	293.3	291.4	293.2	29.3	24.2	25.3	27.6	1272	1111	1111	1051

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-06	Frontier I-L (n=39*)	-----	341.0	-----	-----	-----	48.7	-----	-----	-----	39	-----	-----
	Frontier E-M (n=16*)	-----	-----	305.0	293.8	-----	-----	30.0	12.5	-----	-----	20	16
	Frontier I-M (n=55*)	-----	-----	306.3	332.7	-----	-----	23.4	30.9	-----	-----	64	55
	KC-33 (All) (n=1022*)	290.1	304.5	290.1	296.1	25.6	30.9	26.4	26.5	1389	1018	1086	1022

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-07	Frontier E-M (n=23*)	-----	-----	323.3	356.5	-----	-----	32.6	52.2	-----	-----	43	23
	Frontier I-M (n=65*)	-----	-----	351.7	329.2	-----	-----	50.0	44.6	-----	-----	60	65
	KC-33 (All) (n=1033*)	299.8	271.4	279.1	271.2	32.3	25.8	28.2	27.8	1237	1174	928	1033

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-08	Frontier E-M (n=39*)	-----	-----	302.3	341.0	-----	-----	16.3	35.9	-----	-----	43	39
	Frontier I-M (n=44*)	-----	-----	-----	350.0	-----	-----	-----	43.2	-----	-----	-----	44
	KC-33 (All) (n=974*)	315.8	299.5	305.1	308.5	30.9	26.2	28.3	28.4	1135	1075	1014	974

		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
*n is most recent available		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-E1	Frontier E-U (n=47*)	-----	-----	295.2	285.1	-----	-----	35.7	31.9	-----	-----	42	47
	KC-33 (All) (n=727*)	294.4	298.1	295.7	286.5	38.1	39.8	37.0	36.9	756	585	700	727
		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
*n is most recent available		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
COM-E2	Frontier E-U (n=44*)	-----	-----	300.0	347.7	-----	-----	44.4	61.4	-----	-----	27	44
	KC-33 (All) (n=791*)	354.7	350.9	315.7	325.9	58.7	57.7	45.8	46.1	845	872	797	791
		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
*n is most recent available		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-03	Frontier I-L (n=92*)	319.5	331.8	336.4	350.0	24.4	36.4	42.4	50.0	41	44	66	92
	KC-33 (All) (n=1222*)	301.5	292.9	306.6	304.3	28.5	23.1	30.5	30.4	1420	1580	1286	1222
		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
*n is most recent available		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-04	Frontier I-L (n=58*)	300.0	363.6	377.6	336.2	17.8	56.4	65.5	37.9	45	55	58	58
	KC-33 (All) (n=1267*)	295.7	306.6	306.5	304.4	29.1	30.9	32.2	30.2	1459	1244	1181	1267
		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
*n is most recent available		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-05	Frontier I-L (n=59*)	300.0	352.3	382.5	332.2	22.2	40.9	64.9	35.6	27	44	57	59
	KC-33 (All) (n=1060*)	311.0	295.7	307.1	313.5	32.4	26.7	31.8	33.7	1304	1097	1118	1060

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-06	Frontier I-L (n=39*)	-----	371.8	-----	-----	-----	69.2	-----	-----	-----	39	-----	-----
	Frontier E-M (n=16*)	-----	-----	285.7	350.0	-----	-----	23.8	43.8	-----	-----	21	16
	Frontier I-M (n=55*)	-----	-----	329.7	374.5	-----	-----	42.2	67.3	-----	-----	64	55
	KC-33 (All) (n=1035*)	289.0	297.0	297.9	306.4	29.5	30.7	31.5	32.2	1393	1012	1091	1035

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-07	Frontier E-M (n=24*)	-----	-----	337.2	366.7	-----	-----	46.5	50.0	-----	-----	43	24
	Frontier I-M (n=65*)	-----	-----	363.3	344.6	-----	-----	61.7	49.2	-----	-----	60	65
	KC-33 (All) (n=1022*)	283.7	265.9	279.3	261.8	29.5	25.8	31.2	25.0	1233	1167	942	1022

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-08	Frontier E-M (n=39*)	-----	-----	248.8	330.8	-----	-----	18.6	43.6	-----	-----	43	39
	Frontier I-M (n=44*)	-----	-----	-----	350.0	-----	-----	-----	50.0	-----	-----	-----	44
	KC-33 (All) (n=692*)	262.9	240.2	257.1	207.9	27.1	20.1	27.0	10.1	1138	1082	1020	692

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
MAT-A1	Frontier E-U (n=51*)	-----	-----	283.0	303.9	-----	-----	27.7	27.5	-----	-----	47	51
	KC-33 (All) (n=1041*)	293.3	276.3	279.3	293.8	33.6	25.2	25.7	32.6	1020	848	991	1041

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
		MAT-A2	Frontier E-U (n=20*)	-----	-----	165.0	-----	-----	-----	5.0	-----	-----	-----
	KC-33 (All) (n=554*)	212.0	232.1	224.4	-----	16.6	9.5	17.9	-----	559	168	554	-----
*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
		MAT-GE	Frontier E-U (n=28*)	-----	-----	250.0	-----	-----	-----	21.4	-----	-----	-----
	KC-33 (All) (n=572*)	225.8	188.3	250.5	-----	21.4	6.9	22.9	-----	660	334	572	-----
*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
		SCI-05	Frontier I-L (n=59*)	281.5	318.2	324.6	318.6	33.3	36.4	31.6	23.7	27	44	57	59
	KC-33 (All) (n=1056*)	265.2	244.0	249.0	271.9	18.2	14.3	15.1	22.1	1305	1212	1082	1056
*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
		SCI-08	Frontier E-M (n=39*)	-----	-----	223.3	256.4	-----	-----	9.3	7.7	-----	-----	43	39
	Frontier I-M (n=44*)	-----	-----	-----	288.6	-----	-----	-----	34.1	-----	-----	-----	44
	KC-33 (All) (n=975*)	234.0	212.5	226.5	233.3	18.7	14.4	20.6	20.7	1128	1061	992	975
*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
		SCI-B1	Frontier E-U (n=48*)	-----	-----	267.4	297.9	-----	-----	15.2	22.9	-----	-----	46	48
	KC-33 (All) (n=709*)	274.1	276.9	261.8	303.0	26.3	27.4	17.6	40.9	819	901	812	709

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
SOC-AH	Frontier E-U (n=47*)	-----	-----	263.2	153.2	-----	-----	31.6	6.4	-----	-----	19	47
	KC-33 (All) (n=13*)	200.6	226.5	248.5	92.3	17.7	25.1	30.1	0.0	648	597	627	13

*n is most recent available		MPI Calculated for each grade/subject				TOP2_PCT				REPORTABLE_COUNT			
		2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
SOC-GV	Frontier E-U (n=11*)	-----	-----	345.5	-----	-----	-----	45.5	-----	-----	-----	11	-----
	KC-33 (All) (n=810*)	240.5	277.3	244.6	279.3	16.6	27.2	16.9	27.9	662	713	870	810

**Frontier School System MAP Index Mean Scale
2010-13 Cohort Comparison**

2013 Frontier School System MAP Data Evaluations							
FRONTIER SCHOOL SYSTEM							
Communication Arts		Third	Fourth	Fifth	Sixth	Seventh	Eighth
	2010	297.6	309.1	307.4	*	*	*
	2011	311.4	332.7	340.5	343.2	*	*
	2012	300.0	324.1	348.2	302.6	339.8	300.0
	2013	300.0	312.5	313.6	323.9	336.8	346.3
* Privacy laws do not allow publication due to small class size							

Mathematics		Third	Fourth	Fifth	Sixth	Seventh	Eighth
	2010	319.5	300.0	300.0	*	*	*
	2011	331.8	363.6	354.8	373.0	*	*
	2012	336.4	377.6	382.5	319.0	352.4	225.6
	2013	350.0	332.1	332.2	369.0	351.1	341.5
* Privacy laws do not allow publication due to small class size							

FSS has extended the school day and offers 45-minute communication arts and mathematics tutorial sessions each school day for all students in grades K – 9 at the north campus and 2 hour after school tutoring in grades 6-12 at the south campus. Additionally, FSS recognizes the need for students to be reading texts of all varieties with more depth and consistency and have made efforts to increase our selection of books in the school library as well as providing other materials and resources for teachers to implement in the classroom. FSS utilizes programs including NWEA and STAR testing to monitor and evaluate student academic progress. These resources allow FSS to track student achievement throughout the school year as well as identify students who require intervention. Overall, FSS is encouraged by many of the data trends, as they shows recent changes are beginning to increase academic performance.

FSS’s middle and high school exist to end the cycle of generational poverty that affects so many of our students and their families by providing them with a quality educational experience. Our academic goals and performance targets align directly to our mission of being “quality learner-centered educational program with a strong emphasis on math, science, engineering, and technology.” We understand that our target population predominantly consists of under-privileged Hispanic students. Our student population also includes students with disabilities, and we are committed to providing all of them with the best educational experience possible as well

Closing national achievement gap trends that affect almost all of our students means improving student learning among students who often test several grades below. FSS believes that these gains indicate growth in individual students’ learning and improvement in the overall instructional program.

The school and its sponsor, The University of Missouri – Kansas City (UMKC), understand that the mission and work of Frontier School System to close the achievement gap is difficult, yet essential. As a sponsor, UMKC expects sustained improvement to the educational program over time, but also expects short-term performance goals to be met. The University of Kansas City – Missouri believes ambitious, yet attainable benchmarks exist, but also views performance with an eye towards growth and incremental progress. The consequences for goals, growth and progress not achieved is that UMKC may initiate “school turn-around” strategies that may include an infusion of outside academic expertise, leadership change, and staff reassignment. In addition, UMKC is very concerned with how FSS students perform relative to their peers in the Kansas City Missouri Public Schools and this will be the most important consideration in decisions relative to charter renewal and closure.

The charter agreement between University of Missouri - Kansas City and Frontier School System will hold FSS accountable for the performance goals established above.

Frontier School System will complete and distribute an annual report card that will include goals of the school and our measurements against our goals, various aspects of the school and data on student performance and well as operational success measurements. The report will include confirmation statement that background and Family Care Registry checks have been done on all the board members of FSS.

Promotion Criteria Middle and High

FSS’s philosophy and dedication to student achievement requires adults in the building to do whatever it takes to ensure that students have the opportunity to progress to the next grade level and eventually graduate. At the middle school level, promotion determinations reflect a student’s cumulative performance using all available data.

Promotion determinations are made using the following criteria:

- The student must have maintained an average of at least 60% on a scale of 100 for the school year.
- The student must have maintained a yearly average of 60% in Communication Arts, Mathematics, Science and Social Studies.
- The student must have attended at least 90% of classes throughout the year. More than nine unexcused

absences within one semester will result in failing. There will be no make-up examination for unexcused absences.

When students fall short of performance expectations, an overall analysis of student learning is performed to determine if the student is growing academically. Any student who fails any core subject area twice during the school year garners a promotion review. Following a data review and prior to a final retention determination, a student might be required to complete additional coursework independently or as part of mandatory summer school. A student may also be retested using the NWEA assessment or another standardized benchmark in order draw as accurate a conclusion as possible about the student’s skills and content knowledge in relation to their grade level prior to retention.

At the high school level, the core value of teachers and administrators that failure is not an option for our students is the same, but the credit system results in a significantly different process for evaluating the academic standing of students. FSS students must earn twenty-six credits in the appropriate content areas in order to graduate. The state of Missouri requires a minimum of twenty-four credits (see *Table 26*, which replicates *Table 14* found in section *A.3*). In addition, student EOC results are incorporated into students’ final grades in tested subject areas. This ensures students demonstrate their level of mastery towards state standards.

A student who does not earn the FSS minimum of required credits in the required subject areas will not be permitted to graduate. The high school utilizes several strategies to ensure that students who are behind in credits have an opportunity to graduate. First, the school attempts to provide several summer courses at FSS that offer credit recovery opportunities for students. Secondly, counselors and administrators assist students and parents in the enrollment of summer school programs offered at other locations throughout the city. Lastly, the school may use a virtual learning program, such as E-20/20, to provide students the opportunity to work and learn independently and eventually earn the required credit(s) to graduate within four years’ time.

**High School Graduation Standards
FSS Credit Requirements Compared to the State of Missouri**

Subject Area	Recommended High School Program(RHSP)	Distinguished Achievement Program (DAP)	State of Missouri
Communication Arts	4	4	4
Social Studies	3	3	3
Mathematics	4	4	3
Science	3	4	3
Fine Arts	1	1	1
Physical Education	1	1	1
Health Education	0.5	0.5	0.5
Personal Finance *	0.5	0.5	0.5
Foreign Language	2	3	
Electives	5.0	5.0	7
Total	24	26	24

*Indicates personal finance may count as meeting half a unit of credit for social studies, practical art or elective.

** Please check Exhibit 6 for detailed course offerings High School Academic Program

*** Government is offered in high school. Please see page 255 .

School Volunteers

The school encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must complete an application for the position, have a satisfactory

criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services. Background checks will be done on all volunteers on age of 18 and older..

Discipline

The school has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in non-school activities which affect school discipline. Students forfeit their right to a public education by engaging in conduct prohibited in Regulation 2610 and related provisions. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); removal for up to ten (10) school days by the principal; and longer term suspension and expulsion from school by the Discipline Hearing Committee.

The school will provide annual in-service training to all employees concerning the school's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

Behavioral Expectations

All students attending school will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the school's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can maximize their learning potential. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of district students will be subject to discipline up to and including expulsion.

Consequences depend on the level of offense. Frontier Schools has 3 levels of offenses. Samples of offenses at each level include:

Level I: Dress and grooming code violations; failing to comply with directives of school personnel; Scuffling.

Level II: Academic dishonesty; fighting or arranging a fight; assault– student on student.

Level III: Deliberate destruction or tampering with school computer data or networks; felony criminal mischief against school property, another student, or school staff; persistent Level II offenses (four Level II offenses).*

** For more detailed information please check Exhibit 7*

Detention

The provisions of a detention program for student violations of policies, rules and regulations shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. Detention is an assigned before-school and/or after-school period, during which student activity is closely monitored and severely restricted. Students are expected to be quiet during the entire detention period and to work exclusively on assigned tasks.

Discipline Point System

The discipline point system automatically assigns points for minor discipline infractions. A few examples are: excessive talking in class – 2 points; lack of materials – 1 point; talking back to the teacher – 3 points. The system is also forgiving in that it will deduct a point for each day thereafter the student does not receive any discipline points. All teachers and staff use this system and parents area notified when conduct results in consequences under the discipline point system.

In-School Suspension

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities, but is not dismissed from the school setting. The principal/ designee may assign students to the in-school suspension program for a reasonable and specified period of time.

Suspension

Suspension refers to an exclusion from school for a specific period of time short of permanent exclusion. The principal is authorized to suspend students for periods of time not to exceed ten (10) school days for violation of school regulations. The principal may recommend longer suspensions and expulsions to the Discipline Hearing Committee. Only the Discipline Hearing Committee may impose suspensions in excess of 180 school days.

Student Discipline Hearings

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Discipline Hearing Committee. This request will be addressed to the principal who will review all matters concerning the suspension and refer the request for a discipline hearing.

In conducting a discipline hearing the Discipline Committee will carefully consider the information presented by the administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Discipline Committee will be mindful of Board discipline policies in place, the effect of its decision upon the individual student, and the safety and welfare of students and staff.

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the school's discipline policies apply to all students. When appropriate, the school may discipline a student with a disability who has not complied with the school's discipline policies in a manner that is consistent with the school's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed.

Communication

The school has the following methods of communication with parents:

- Twice per year parent teacher conferences. Parents can also request a conference at any time they feel necessary.
- Database. Parents can access grades, assignments, attendance, discipline information and other school information.
- Weekly newsletter.
- The school web page has several communicative items including school calendar, menus, field trips and current important news and dates.
- Email and phone calls.
- Student planners are used for daily assignments and behavior tracking.
- I-Phone and Android Apps.

Assessment Calendar

Formal Assessment Schedule for 2014-15

Timeframe	Assessment
August 2014	WIDA Testing (ESL students)
August 2014	NWEA (Reading, Language Usage, Math) all grades
October 2014	PLAN and EXPLORE
December 2014/January 2015	NWEA (Reading, Language Usage, Math) all grades
February 2015	WIDA (ESL students)
April /May 2015	MAP/EOC Testing (middle school)
April 2015	NWEA (Reading, Language Usage, Math) all grades

Timeframe	Assessment
April/May 2015	EOC Exams (high school)
June 2015	NWEA (Reading, Language Usage, Math) all grades

Performance and Progress Reporting

Timeframe	Assessment
July 2014	Preliminary APR/ MAP/ EOC report to the Board of Education
August 2014	2014-2015 Performance Plan developed and submitted to charter sponsor (University of Missouri – Kansas City)
August 2014	MAP/EOC and NWEA content and item analysis from prior year used to set SMART goals by grade level and discipline
September 2014	Mock MAP/EOC (Acuity) test is given to all students Saturday Schools starts
September 2014	Star Assessment is given to all students
September 2014	Individual MAP and EOC results to parents
September 2014	MAP and APR results presented on Parents’ Breakfast and Night
September 2014	Classroom and NWEA/Star Assessment Progress Reports to parents
October 2014	Parent Conferences and Report Cards
November 2014	Progress Reports to parents
December 2014	Mid-year Comprehensive Performance Plan updates reported to Board of Education
January 2015	Report Cards mailed to Parents
February 2013	Parent Conferences
March 2015	Report Cards mailed
April 2015	Progress Reports to parents
June 2013	End of year Report Cards and final NWEA, Star Assessment progress reporting to parents.
June 2013	Progress Reports for Summer Session
July 2013	Report Cards for Summer Session
July/August 2013	Final Presentation 2012-2013 Performance Plan Results

School Calendar and Daily Schedule

In compliance with R.S.Mo 160.041, FSS will provide at least 174 days and 1,044 hours of regular instruction for all students. The school day is 6.5 hours and there are two scheduled early dismissal days for parent teacher conferences. FSS’s south campus is in session each day from 7:30 a.m. to 2:55 p.m., while the north campus is in session each day 8:30 a.m. to 3:55 p.m. Each school day at the FSS begins with breakfast for our students. Breakfast starts 30 minutes before the school day so that students are able to have breakfast before reporting class.

FSS South Campus Schedule

Begin	End	Subject
7:00 AM	7:30 AM	Breakfast
7:30 AM	8:15 AM	Science
8:20 AM	9:05 AM	Communication Arts
9:10 AM	9:55 AM	Communication Arts
10:00 AM	10:45 AM	Math
10:50 AM	11:35 AM	Math
11:35 AM	12:25 PM	Lunch (25 Minutes)/Reading (30 Minutes)

Begin	End	Subject
12:30 PM	1:15 PM	Elective PE/Arts
1:20 PM	2:05 PM	Computer
2:10 PM	2:55 PM	Science
3:00 PM	5:00 PM	Challenge 1 After School Tutoring

Middle School Sample Schedule – South Campus

Middle School Sample Schedule (South)					
Period	MON	TUE	WED	THU	FRI
0					
1	English D.Bates	English D.Bates	English D.Bates	English D.Bates	English D.Bates
2	English D.Bates	English D.Bates	English D.Bates	English D.Bates	English D.Bates
3	Social Studies J.Frye	Social Studies J.Frye	Social Studies J.Frye	Spanish R.McMahan	Social Studies J.Frye
4	Mathematics T.Chung	Spanish R.McMahan	Mathematics T.Chung	Mathematics T.Chung	Mathematics T.Chung
5	PLTW E.Isgandarli	P.E./Health S.Miles	P.E./Health S.Miles	Character Ed. E.McCracken	PLTW E.Isgandarli
6	Mathematics T.Chung	Mathematics T.Chung	Mathematics T.Chung	Mathematics T.Chung	Mathematics T.Chung
7	Science P.Davis	Science P.Davis	Science P.Davis	Science P.Davis	Science P.Davis
8	Art K.Harcourt	Mathematics T.Chung	Music C.Watgen	Social Studies J.Frye	P.E./Health S.Miles

Special Student Populations

Frontier School System is committed to serving students that might be considered part of special student population including students that have disabilities, limited English proficiency, and/or homeless. The commitment is reflected in the school’s policy of non-discrimination, which states:

“The Frontier School System does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Name and Title: Andrea Henderson, Executive Assistant. Address: 30 W Pershing Rd Suite 402 Kansas City, MO 64108. Phone Number: 816-241-6200”.

Special Education Students

Frontier School System has adopted the Missouri State Plan for compliance in implementing Part B of the Individuals with Disabilities Education Act. Frontier Schools shall locate, identify, and evaluate all children with disabilities who are enrolled and will provide transportation and/or a dedicated paraprofessional to students who are unable to function independently. Frontier School System follows the rules, regulations, and guidelines described in the Missouri Department of Elementary and Secondary Education’s procedural safeguards regarding initial evaluation, parental notification and correspondence, placement, and monitoring.

Special education students at Frontier are identified in several ways. First, students are identified as having an individualized education program as part of their enrollment application completed by their parents or guardians. Second, students are identified through local teacher referrals. Lastly, Parents may choose to refer their children for services. Frontier School System utilizes an independent education provider, the Exceptional Specialties

Group, to deliver special education services within the school system. Exceptional Specialties Group currently serves 58 students.

English Language Learners and Migrant Students

The Frontier School System has developed English as a Second Language Program (ESL) which seeks to provide instructional programs appropriate for each student according to specific background, capabilities, learning styles, interests and aspirations. The English as a Second Language Program has the following goals:

- To assist students in acquiring skills to communicate needs, interests, and ideas in English (communicative competency in listening, speaking, reading, and writing);
- To assist students in understanding the social and cultural patterns of English-speaking people;
- To assist students in attaining a level of academic English proficiency that will enable them to be successful in school;
- To meet the needs of teachers and staff working with ELL students;
- To meet the English Language Proficiency/English Language Development Standards.

Frontier has developed procedures in the areas of:

- A. Student Identification
- B. Student Assessment
- C. Program Description
- D. Program Staff
- E. Program Exit Criteria
- F. Program Evaluation
- G. Parental Notification and Communication
- H. Segregation of Facilities
- I. Special Opportunity Programs
- J. Special Education Programs

All students are eligible to enroll in Frontier School District regardless of immigrant status. All parents enrolling a student/students in the Frontier School System will complete a Home Language Survey (HLS). If the response to any question on the HLS indicates that a language other than English is spoken at home or by the student, school enrollment personnel will forward a copy of the form to the responsible for enrolling students ensure that the Home Language form is completed. Completed forms are sent to the campus ESL Coordinator. The Campus ESL Coordinator reviews the student's HLS for potential Limited English Proficient (LEP) and ELL students. The ESL coordinator will request student data (WIDA ACCESS test scores, MAP test results, or other supporting documents) to determine if student placement in the ESL program is warranted. If needed, time is scheduled by the Campus ESL Coordinator to administer the WIDA ACCESS Placement Test (W-APT) to the potential LEP students, whose current ELL status is not supported by any documentation. An annual review of the identification process is conducted and adjustments are made to ensure that all language minority students are identified.

The district provides translators and interpreters when a student and/or parents have difficulty communicating in English. Completed Home Language Survey forms, students' last WIDA ACCESS test reports, or W-APT results are placed in the students' files. Language Proficiency Assessment Committee's (LPAC) initial review forms and copies of parent notification letters are also placed in the students' files.

504 Plan Student Accommodations

All school aged students at FSS are eligible to receive services under 504 Plan. One of following conditions must exist in order for a student or parent to qualify: a physical or mental impairment that limits one or more major life activities; a record or history of impairment; or the impairment is regarded as having the potential to impair. To ensure that students and parents have access to 504 plan protections and services, the school district will have an identified 504 Coordinator. The 504 Coordinator ensures that grievances and disputes from employees, students, or parents are followed according to procedure. The 504 Coordinator also informs parents as to how the district

will fulfill its 504 responsibilities and distribute 504 procedural safeguards

Homeless Students

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted based on the legal criteria of homelessness and within the guidelines prescribed by federal and state regulations. As required by law, a board-appointed local liaison will ensure student and parent rights are articulated and protected. Students who do not have standard enrollment documentation will be admitted as required and school personnel will work to help secure the needed documents and services, to include medical records and vaccinations.

**Sample Lesson Plan
Social Studies / World Geography
6th Grade**

Name: Jamie Frye	Class: 6A
Date: 11/4/13	Subject: World Geography

FSE Lesson Plan Format

Monday	Tuesday	Wednesday	Thursday	Friday	Reflection
Objective/GLE Standards SWBAT identify and describe the different regions (geographically and culturally) of the US	Objective SWBAT identify and describe the different regions (geographically and culturally) of the US	Objective SWBAT evaluate the time zones of the US and review latitude and longitude concepts	Objective SWBAT begin reviewing concepts learned in chapter 5 – the geography of the US	Objective SWBAT review concepts and terms from chapter 5 in summative assessment	Students enjoyed doing states project; 2 days in class and 4 days total worked well. May have been too much time. Currently I'm 4 months ahead of where I was last year. May spend more time on US depending on test scores
Assessment 5.3 Vocab guide; continue reviewing US states map; guided notes	Assessment 5.3 Vocab guide; continue reviewing US states map; guided notes	Assessment Begin chapter 5 review packet; Time Zones activity and review of latitude and longitude	Assessment Chapter 5 review packet	Assessment: Chapter 5 celebration of knowledge	

Monday	Tuesday	Wednesday	Thursday	Friday	Reflection
I Do: Complete 5.3 guided notes; continue reviewing US States map; complete 5.3 vocab guide	I Do: Complete 5.3 guided notes; continue reviewing US States map; complete 5.3 vocab guide	I Do: Finish Regions graphic organizer; begin review of chapter 5. Work with a partner to complete Time Zones work sheet and latitude and longitude review	I Do: Turn in time zones and latitude and longitude activities; begin work on chapter 5 review packet (with a partner, up to student)	I Do:	
You do: Intro 5.3 ppt; regions of the US; assist students in guided notes and state review; assist students in outlining regional differences using graphic organizer	You do: Continue 5.3 ppt; regions of the US; assist students in guided notes and state review; assist students in outlining regional differences using graphic organizer	You do: Intro time zones; review with students revolution and rotation of the Earth and how that causes the sun to rise creating our time zones; review with students how to locate and find latitude and longitude on a map	You do: Review with students vocabulary and map of US to outline regions, their characteristics and the location of the states	You do:	
We Do: Complete graphic organizer in groups that outline different regions of US	We Do: Continue work on graphic organizer in groups to outline the regional differences of the US	We Do: Last 10 minutes of class – each student picks a city in the US and the rest of the class will find the latitude and longitude coordinates, then determine what time zone that city is in	We do: On map template outline the regions, time zones and location of the states in tables to review chapter 5	We Do:	
Critical Question: What region of the US is MO located in?	Critical Question: What region of the US would you like to visit? Why?	Critical Question: What time zone is MO in?	Critical Question: What are 3 questions you have remaining over chapter 5?	Critical Question:	

Monday	Tuesday	Wednesday	Thursday	Friday	Reflection
Closing: Weekly Warm Up #12					

Explanation of the format

Objective: Student-friendly goal for the learning of the class period.

I do: Direct instruction during the first 15-20 minutes of the lesson.

We do: Guided instruction for the middle 15-20 minutes of the lesson.

You do: Cooperative and collaborative learning for the final 10-15 minutes of the lesson before the closing.

Critical Question: What critical question can students answer after your lesson?

Closing: How will you wrap-up the lesson.

Reflection: Done after each day of teaching, used to gauge what was done well or needs improvement in lesson.

Finally, reflection means writing a daily thought about what worked during your lesson

FSS Measurable School Objectives

#	Activities	Responsibility	Performance Indicators
1	Necessary interventions will be implemented to meet the needs of students who demonstrated deficiency on either a MAP exam or a curriculum-based assessment.	Principal, Campus Administrators	<ul style="list-style-type: none"> ✓ The number of tutorial hours conducted ✓ % of students who promote to the next grade level ✓ % of students who pass the MAP test in each subgroup
2	At FSS, teachers take the extra mile to establish rapport with the students and parents. Home visits have a great role in relationships and partnerships with families.	Principal, Campus Administrators	<ul style="list-style-type: none"> ✓ % of parents visited
3	At the beginning of each school year, the school will organize a two-day workshop for parents at the beginning of the first semester in order to encourage them to be actively involved in educating their child, organizing and monitoring their time and discussing school matters.	Principal, Campus Administrators	<ul style="list-style-type: none"> ✓ The number of workshop days ✓ The number of parents attending the workshop
4	In order to increase the level of partnerships with other organizations, 20% of the science fair projects will be prepared under the supervision of neighboring university staff and, once a month, the school administration will invite a career guest speaker from the local community to mentor students.	Principal, Dean of Academics	<ul style="list-style-type: none"> ✓ The number of speakers invited

#	Activities	Responsibility	Performance Indicators
5	In order to improve the skills of students who are gifted in technology, FSS will offer an elective LEGO Mechanics class as a part of the school's Gifted and Talented program starting from 4th grade.	Principal, Dean of Academics	✓ % of GT students taking these classes
6	Starting from 1 st grade, FSS campuses will offer a character education class. The character education class will encourage students to take responsibility for their actions.	Principal, Dean of Academics	✓ % of students taking character education class
7	In order to integrate and utilize technology as a tool to support both the curriculum and the individual learning needs of students, FSS will train its teachers.	Principal, Dean of Academics, IT Manager	✓ # of staff members involved in extending their expertise and knowledge in the area of technology
8	Introduce necessary computer skills to our 4th and 5th graders.	Principal, Dean of Academics	✓ # of 4th graders typing at 40 WPM ✓ # of 5th graders typing at 50 WPM
9	Will maintain at least a 95% average daily attendance rate.	Principal, Dean of Academics	✓ Daily and monthly attendance data
10	At least 80% of parents will attend online and/or face-to-face student conferences.	Principal, Dean of Academics	✓ Conference attendance data (sign-in sheets)
11	The school will communicate regularly and meaningfully with parents.	Principal, Dean of Academics	✓ Parents can go online and review grades, progress notes, test scores, etc. ✓ Parents can communicate with teachers via emails or posting notes. ✓ Parents will have access to an online discussion board
12	FSS will have a 90% retention rate of all eligible students each year.	Principal, Dean of Students	✓ Enrollment data
13	FSS will have a 90% staff retention rate.	Superintendent, Principal, Dean of Academics	✓ Contract renewals and returns
14	Mastery of state standards for every student.	Superintendent, Principal, Dean of Academics, Instructional Coaches Teachers,	✓ Collect data through periodic assessments that cover a subset of the standards and benchmarks for the state.

#	Activities	Responsibility	Performance Indicators
15	Students will be responsible members of the community.	Principal, Dean of Students	<ul style="list-style-type: none"> ✓ # of discipline referrals will decrease ✓ # of DPS points will decrease.
16	Students will demonstrate continual progress in reading, writing, and speaking the English language.	Principal, Dean of Academics, Instructional coaches, Teachers	<ul style="list-style-type: none"> ✓ NWEA, Star Assessments, Acuity and MAP (3-5) results
17	Students will make continual progress towards mathematical proficiency.	Instructional Coaches, Teachers	<ul style="list-style-type: none"> ✓ NWEA, Star Assessments, Acuity and MAP (3-5) results

UMKC Charter School Renewal Application/Performance Contract

External Academic Achievement Audit

This audit is conducted by the sponsor using the Missouri School Improvement Program guidelines and the charter goals as stated in their application and/or most recent School Improvement Plan by which to assess their performance.

Historical MAP Performance Index (MPI)¹ scores indicate that FSS students are performing comparatively and often times outperforming Kansas City Missouri Public School students.

MSIP 5 Proficient and Advanced Students Compared to Kansas City 33 Public School Students (KCMSD)

Brief summary of salient TOP-2 percent trends for Frontier Schools

		TOP2 PCT			
		2010	2011	2012	2013
COM-03	Frontier I-L (n=92*)	19.5	25.0	25.8	25.0
	KC-33 (All) (n=1211*)	20.9	18.9	18.5	23.1
		TOP2 PCT			
		2010	2011	2012	2013
COM-04	Frontier I-L (n=58*)	25.0	45.5	34.5	32.8
	KC-33 (All) (n=1260*)	25.2	25.2	25.7	28.6
		TOP2 PCT			
		2010	2011	2012	2013
COM-05	Frontier I-L (n=59*)	33.3	40.9	39.3	27.1
	KC-33 (All) (n=1051*)	29.3	24.2	25.3	27.6
		TOP2 PCT			
		2010	2011	2012	2013
COM-06	Frontier E-M (n=16*)			30.0	12.5
	Frontier I-M (n=55*)			23.4	30.9
	KC-33 (All) (n=1022*)	25.6	30.9	26.4	26.5

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2011-2013 Comm. Arts grade 3.

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2011-2013 Comm. Arts grade 4.

Frontier Innovation (lower) pct. In the top-2 levels has dropped >10% 2012-2013 in Comm. Arts grade 5.

		TOP2 PCT			
		2010	2011	2012	2013
COM-07	Frontier E-M (n=23*)			32.6	52.2
	Frontier I-M (n=65*)			50.0	44.6
	KC-33 (All) (n=1033*)	32.3	25.8	28.2	27.8
		TOP2 PCT			
		2010	2011	2012	2013
COM-08	Frontier E-M (n=39*)			16.3	35.9
	Frontier I-M (n=44*)				43.2
	KC-33 (All) (n=974*)	30.9	26.2	28.3	28.4
		TOP2 PCT			
		2010	2011	2012	2013
COM-E1	Frontier E-U (n=47*)			35.7	31.9
	KC-33 (All) (n=727*)	38.1	39.8	37.0	36.9
		TOP2 PCT			
		2010	2011	2012	2013
COM-E2	Frontier E-U (n=44*)			44.4	61.4
	KC-33 (All) (n=791*)	58.7	57.7	45.8	46.1
		TOP2 PCT			
		2010	2011	2012	2013
MAT-03	Frontier I-L (n=92*)	24.4	36.4	42.4	50.0
	KC-33 (All) (n=1222*)	28.5	23.1	30.5	30.4
		TOP2 PCT			
		2010	2011	2012	2013
MAT-04	Frontier I-L (n=58*)	17.8	56.4	65.5	37.9
	KC-33 (All) (n=1267*)	29.1	30.9	32.2	30.2

Frontier Excellence (middle) pct. In the top-2 levels has risen >15% 2012-2013 in Comm. Arts grade 7.

Frontier Innovation (middle) pct. In the top-2 levels has dropped >5% in 2012-2013 in Comm. Arts grade 7.

Frontier Excellence (middle) pct. In the top-2 levels is higher than KC-33 for 2013 Comm. Arts grade 8.

Frontier Innovation (middle) pct. In the top-2 levels is significantly higher than KC-33 for 2013 Comm. Arts grade 8.

Frontier Excellence (upper) pct. In the top-2 levels has risen >15% 2012-2013 in EOC English 2.

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2011-2013 Mathematics grade 3, and has risen consistently every year between 2010 and 2013.

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2011-2013 Mathematics grade 4, but has dropped >20% between 2012 and 2013.

		TOP2 PCT			
		2010	2011	2012	2013
MAT-05	Frontier I-L (n=59*)	22.2	40.9	64.9	35.6
	KC-33 (All) (n=1060*)	32.4	26.7	31.8	33.7
		TOP2 PCT			
		2010	2011	2012	2013
MAT-06	Frontier E-M (n=16*)			23.8	43.8
	Frontier I-M (n=55*)			42.2	67.3
	KC-33 (All) (n=1035*)	29.5	30.7	31.5	32.2
		TOP2 PCT			
		2010	2011	2012	2013
MAT-07	Frontier E-M (n=24*)			46.5	50.0
	Frontier I-M (n=65*)			61.7	49.2
	KC-33 (All) (n=1022*)	29.5	25.8	31.2	25.0
		TOP2 PCT			
		2010	2011	2012	2013
MAT-08	Frontier E-M (n=39*)			18.6	43.6
	Frontier I-M (n=44*)				50.0
	KC-33 (All) (n=692*)	27.1	20.1	27.0	10.1
		TOP2 PCT			
		2010	2011	2012	2013
MAT-A1	Frontier E-U (n=51*)			27.7	27.5
	KC-33 (All) (n=1041*)	33.6	25.2	25.7	32.6

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2011-2013 Mathematics grade 5, but has dropped >20% between 2012 and 2013.

Frontier Excellence (middle) pct. In the top-2 levels has risen >20% 2012-2013 in Mathematics grade 6.

Frontier Innovation (middle) pct. In the top-2 levels has risen >25% 2012-2013 in Mathematics grade 6.

Frontier Excellence (middle) pct. In the top-2 levels is higher than KC-33 in 2012-2013 Mathematics grade 7.

Frontier Innovation (middle) pct. In the top-2 levels is higher than KC-33 in 2012-2013 Mathematics grade 7, but has dropped >10% between 2012 and 2013.

Frontier Excellence (middle) pct. In the top-2 levels is higher than KC-33 in 2013 Mathematics grade 8, and has risen >20% 2012-2013.

Frontier Innovation (middle) pct. In the top-2 levels is higher than KC-33 in 2012-2013 Mathematics grade 8.

Frontier Excellence (upper) pct. In the top-2 levels is lower than KC-33 in 2013 EOC Algebra 1.

		TOP2 PCT			
		2010	2011	2012	2013
SCI-05	Frontier I-L (n=59*)	33.3	36.4	31.6	23.7
	KC-33 (All) (n=1056*)	18.2	14.3	15.1	22.1
		TOP2 PCT			
		2010	2011	2012	2013
SCI-08	Frontier E-M (n=39*)			9.3	7.7
	Frontier I-M (n=44*)				34.1
	KC-33 (All) (n=975*)	18.7	14.4	20.6	20.7
		TOP2 PCT			
		2010	2011	2012	2013
SCI-B1	Frontier E-U (n=48*)			15.2	22.9
	KC-33 (All) (n=709*)	26.3	27.4	17.6	40.9
		TOP2 PCT			
		2010	2011	2012	2013
SOC-AH	Frontier E-U (n=47*)			31.6	6.4
	KC-33 (All) (n=13*)	17.7	25.1	30.1	0.0

Frontier Innovation (lower) has a higher pct. In the top-2 levels than KC-33 for 2010-2013 Science grade 5, but has dropped >10% between 2011 and 2013.

Frontier Excellence (middle) has a lower pct. In the top-2 levels than KC-33 for 2012-2013 Science grade 8.

Frontier Innovation (middle) has a higher pct. In the top-2 levels than KC-33 for 2013 Science grade 8.

Frontier Excellence (upper) has a lower pct. In the top-2 levels than KC-33 for 2012-2013 EOC Biology 1.

Frontier Excellence (upper) pct. In the top-2 levels has dropped >25% 2012-2013 EOC American History.

2013 Frontier School System MAP Data Evaluations						
FRONTIER SCHOOL SYSTEM (FSS)						
Communication Arts	Third	Fourth	Fifth	Sixth	Seventh	Eighth
2010	624.8	639.9	659.5	*	*	*
2011	625.7	653.6	666.4	659.8	*	*
2012	626.4	650.4	670.8	659.8	674.7	674.8
2013	627.1	648.4	660.5	664.2	674.3	688.2
* Privacy laws do not allow publication due to small class size						

2013 Frontier School System Mathematics MAP Index Mean Scale Cohort Comparison

Mathematics	Third	Fourth	Fifth	Sixth	Seventh	Eighth
2010	607	631.3	645.9	*	*	*
2011	618.7	654	662.4	687.5	*	*
2012	623.1	660.5	679.4	687	683.8	680.3
2013	622.4	644.8	658.5	687	683.6	704.4
* Privacy laws do not allow publication due to small class size						

UMKC Charter School Renewal Application/Performance Contract

External Special Education Audit

Charter Organization: Frontier School System

Year Chartered: 2009-10

First Operating Year: 2009

Year of Charter Renewal: 2014

Current Grades Served: K-12

Summary:

1. IS THE SCHOOL IN COMPLIANCE WITH STUDENT FILES?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
The student file does not include referral/assessments/IEP/notifications/parent permission			
The student file includes some documentation for identification of disabled students but not all required documentation			
The student file includes all documentation necessary to identify a student with a disability with parent permission, meeting notifications, complete referral, current IEP, current assessments, and team documentation for services			The student files include all documentation necessary to identify a student with a disability
2. DOES THE SCHOOL USE FORMS COMPLIANT WITH MISSOURI STANDARDS AND INDICATORS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE The forms used are not DESE approved			
PROGRESSING Some of the forms used are DESE approved however information is lacking on some of the forms			

IN COMPLIANCE All forms used in the special education process are DESE approved			All forms used in the special education process are DESE approved
3. DOES THE SCHOOL USE A TEAM TO MAKE IEP DECISIONS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: There is no team identified with the IEP process			
PROGRESSING: There are only a few members identified for the process			
IN COMPLIANCE: The IEP team includes a general education staff member, special education staff member, person to explain assessments, parent, LEA, building administrator, and medical staff if necessary			The IEP team includes all members required for participation to make IEP decisions
4. DOES THE SCHOOL PROVIDE THE LEAST RESTRICTIVE ENVIRONMENT FOR ALL STUDENTS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: All students are served in a separate classroom			
PROGRESSING: Some students are served in the general education classroom			
IN COMPLIANCE: Depending on the IEP, students are served in the general education classroom for the majority of the day with assistance through co-teaching, personal aides, etc.			IEP's are developed to address individual student needs and placements are made according to the identified needs
5. ARE DISCIPLINE PROCEDURES FOLLOWED IN ACCORDANCE TO IDEA?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: Students are expelled from school when they are not successful			
PROGRESSING: Homebound is provided on a limited basis			
IN COMPLIANCE: Alternative placements are provided for students who are not successful in the public school so that mental health and behavioral issues can be addressed allowing Free Appropriate Public Education (FAPE) for all students.			FSS and FSE provide services for all students depending on their individual needs – alternative

			placements are made if students are not successful in the home school
6. ARE PARENTS INCLUDED IN THE EVALUATION AND PLACEMENT PROCESS FOR STUDENTS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: Parents are not part of the referral process and have not been notified of student concerns			
PROGRESSING: Parents are notified on some of the steps taken but not included in the entire process of evaluation and identification of disabilities			
IN COMPLIANCE: Parents are included in all steps of the identification process starting with the referral, moving to the evaluation and placement of students with disabilities including the development of the IEP.			Parents are included in every step of the process from referral through the development of the IEP
7. ARE INDIVIDUALIZED EDUCATION PLANS (IEP) SPECIFIC TO EACH STUDENT?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: The IEP is generic and does not pertain to specific student needs that were identified in the Present Level of Performance			
PROGRESSING: The IEP addresses only some of the areas identified in the Present Level of Performance			
IN COMPLIANCE: The IEP address all areas identified from the referral to the evaluation to the Present Level of Performance with SMART goals to address all identified concerns			IEP's are developed from the Present Level of Performance of the students with SMART goals provided to address all identified concerns
8. ARE ACCOMMODATIONS AND/OR MODIFICATIONS IDENTIFIED AND DOCUMENTED FOR STUDENTS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: There are no accommodations and/or modifications identified for students			
PROGRESSING: There are some accommodations and/or modifications identified for students, however, they are not specific to student			

needs			
IN COMPLIANCE: Accommodations and/or modification are identified during the IEP process and addressed with both the general education and special education teachers with documentation and monitoring on a regular basis			Accommodations and modifications are provided for each student through the IEP and both general education teachers and special educations monitor the progress of the student
9. ARE TIMELINES MET FOR EVALUATION AND IDENTIFICATION OF STUDENTS?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: Timelines are not met			
PROGRESSING: Some of the timelines have been met, but not all of the timelines			
IN COMPLIANCE: All timelines are met according to DESE guidelines			Timelines are met according to DESE guidelines
10. IS THE PROCESS FOLLOWED FOR STUDENTS WHO TRANSFER INTO THE SCHOOLS WITH APPROPRIATE DOCUMENTATION?			
	NO EVIDENCE	PROGRESSING	IN COMPLIANCE
NO EVIDENCE: No information is available on student transfers			
PROGRESSING: Some information is available through the transfer process			
IN COMPLIANCE: Transfer forms are completed on students when they enter the school with documentation that IEP's and Evaluations are requested and received. If they are not available, previous teachers, and/or parents are interviewed for information.			Transfer documentation is provided on all students who transfer into the school. If IEP's and evaluations are not provided, the school will start the process
ELL			
1. DOES THE SCHOOL HAVE A CURRENT LAU PLAN?			
NO EVIDENCE: There is no plan available			
PROGRESSING: There is a LAU Plan, however some components are incomplete			
IN COMPLIANCE: There is a current LAU Plan with all areas addressed as determined through			FSS has a very thorough LAU

DESE.			Plan that addresses all areas required through DESE
2. DOES THE SCHOOL HAVE CERTIFIED TEACHERS WHO ARE ESOL ENDORSED?			
NO EVIDENCE: ELL staff is not certified or endorsed			
PROGRESSING: Staff has begun certification process			
IN COMPLIANCE: Staff has teaching certification and ESOL endorsement when more than 19 students have been identified for services			There are five teachers and one coordinator who are all certified for this position. The school is starting courses so that 30 more of the teachers can become certified.
3. HAS THE STAFF MET REQUIREMENTS FOR ADMINISTERING WIDA ASSESSMENTS?			
NO EVIDENCE: No training has been provided			
PROGRESSING: Training has been provided, however the online quizzes have not been completed			
IN COMPLIANCE: Training has been provided and quizzes are passed at 80% accuracy			All teachers are trained to provide the WIDA Assessments
4. DOES THE STAFF MAINTAIN AND MONITOR THOROUGH FILES FOR ELL STUDENTS?			
NO EVIDENCE: Student files are not available			
PROGRESSING: Student files have some information however are incomplete according to DESE guidelines			
IN COMPLIANCE: Student files are complete starting with parent notification and letters, W-APT scores, ACCESS scores, and home language surveys			ELL files are very thorough and document each step of the process for services provided
5. DOES THE STAFF PROVIDE SERVICES FOR PARENTS AND COMMUNITY?			
NO EVIDENCE: Parents have received no services			
PROGRESSING: Some areas of services are addressed through translation of forms and/or interpreters			
IN COMPLIANCE: All information is translated, interpreters are available for parent conference,			Information is translated for

parent meetings are scheduled, parent outreach and family literacy is addressed			parents and interpreters are available for parent meetings
6. DOES THE STAFF HAVE A PROCESS TO MONITOR ACCESS TESTING?			
NO EVIDENCE: There is no process available			
PROGRESSING: Some of the components are addressed during ACCESS testing			
IN COMPLIANCE: DESE has a list of questions for school testing coordinators and administrators to determine quality assurance for ACCESS testing and schools have addressed all questions with documentation on the process			FSS has addressed all questions with the documentation process for ACCESS Testing
504			
1. HAS THE SCHOOL IDENTIFIED A PERSON AS A “504” COORDINATOR?			
NO EVIDENCE: Staff has not been identified as a coordinator			
PROGRESSING: Staff has been identified as a coordinator but has not been trained			
IN COMPLIANCE: Staff member has been identified and attended training on “504” process			The staff member is identified and attends monthly 504 meetings and has attend OCR trainings and a training through Terri Goldman
2. DOES THE SCHOOL HAVE A PROCESS TO IDENTIFY STUDENTS?			
NO EVIDENCE: No process is available for the school			
PROGRESSING: Process is in place, however there are incomplete components			
IN COMPLIANCE: All steps of the process are in place from the referral, evaluation, recommendation for services, and goals			They have a very thorough process for referral, evaluation, and services for each student
3. DOES THE SCHOOL MONITOR GOALS IDENTIFIED ON A “504”?			
NO EVIDENCE: No one is assigned to monitor goals			
PROGRESSING: Goals are monitored once a year			
IN COMPLIANCE: Goals are monitored on an ongoing basis and changes are made when necessary to insure student success			Goals are monitored constantly through the building

			counselors, nurse, and 504 coordinator
4. DOES THE SCHOOL INCLUDE PARENTS IN THE “504” PROCESS?			
NO EVIDENCE: Parents are not included in the process			
PROGRESSING: Parents are included in some of the steps of the process			
IN COMPLIANCE: Parents are included in all steps of the process from the student concerns, referral to the placement and development of the goals			Parents are included on each step of the process
5. THE “504” COORDINATOR MAINTAINS CURRENT INFORMATION TO BE IN COMPLIANCE?			
NO EVIDENCE: Coordinator is assigned but not training is provided			
PROGRESSING: Coordinator attends training once a year			
IN COMPLIANCE: Coordinator participates in ongoing training with the “504” process to insure compliance with the process			The 504 coordinator attends regular trainings on 504 through the KCRPDC and local 504 monthly meetings
6. THE “504” COORDINATOR MAINTAINS AND MONITORS STUDENT FILES.			
NO EVIDENCE: No student files are available			
PROGRESSING: Student files are developed, however they lack necessary components			
IN COMPLIANCE: Student files are complete with all information beginning with the referral through the placement and monitoring of student goals			Student files are thorough and monitor all accommodations of students

UMKC Charter School Renewal Application

Organization/Governance Monitoring/Audit

The Organization/Governance Plan should provide an understanding of how the school is operating, beginning with its governance and organizational management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

Applicant Instructions

Describe the entity that holds the charter responsible for governing the school. If changes have been made to the governing body's Articles of Incorporation or corporate by-laws, please include updated documents, and documentation of legal not-for-profit status.

Required Exhibits

- If changed or updated since inception, include Articles of Incorporation and Corporate By-laws Documentation that the entity proposing to hold the charter is a Missouri nonprofit corporation (applied for and/or received) from the Internal Revenue Service. See pages 92-97.
- Listing of current board members, their terms and assurance of criminal background and Family Care Safety Registry checks, signed Conflict of Interest Disclosure forms, completed UMKC CSC Statutory Responsibilities of Charter Board Members document. See pages 57-58 and 98-113.
- Minutes of three, consecutive months of charter board meetings. See pages 23, 116-121.
- List/explain sponsors or partnership efforts that help support the charter school. See pages 122-127.
- Evidence of requisite insurance coverage or ability to obtain requisite insurance coverage. See pages 128-134.
- Evidence of requisite surety bond for school CFO or ability to obtain requisite surety bond. See page 132.
- Evidence of compliance with SPED, ELL, homeless, Title and any federal/state programs' requirements. See page 56.
- If Education Service/Management provider is used, include a copy of signed contract. See Exhibit 3.

Evaluation Criteria:

A response that meets the standard will

- Present proper documentation that the entity proposing to hold the charter is a Missouri nonprofit corporation;
- In the case of pre-existing organizations, demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation and provide details of the operational relationship and the separation between the pre-existing organization and the governing board;
- Ensure the governing board is aware and follows the sunshine law in conducting board and committee business (Public Government bodies, Sunshine policy 610.010.4, Meeting Notice 610.020, Public Records 610.010, 023, 024, 026, Emails 610.025, Closed Meeting/Records 610.021, 610.022);
- Document that a copy of the performance contract has been sent to the board of the district in which the charter school is to be located. 160.405.5 (8)(a);
- Documentation of liability insurance and surety bond; and
- Evidence that compliance with federal programs (special education, ELL, etc.) have been met.

Statutory Reference(s): 160.400.5, 160.400.11; 160.405.1(5); 160.405.2(1); 610.010-030

Organizational/Governance Plan

Governing Body

In order to provide a quality education to all of our students, Frontier School System and the Board of Directors operates as a local education agency (LEA) and works in compliance with all state statutes regarding charter school governance and administration, including the following:

- 105.450 (conflict of interest, decision-making public servants)
- 105.483, 105.485, 105.487, 105.489 (financial disclosure)
- 160.400 (charter school definition)
- 160.405 (charter application, operation, and oversight)
- 160.410 (admissions and public information)
- 160.420 (employment, contracts, and certification)
- 355, R.S.Mo (non-profit corporation)
- 355.326 (election of officers)
- 537.700 – 537.756 (MO public entity risk management fund)
- 610.010 – 610.035 (quasi-public government body, Sunshine Law)

Frontier Schools, Inc. Board of Directors

Eugene R. Augustine, Jr., President. Rev. Augustine is an ordained minister who has served six congregations in different capacities over the last past 40 years. Although he has retired from full-time ministry, he still teaches several classes within the local church community. He holds a Bachelor of History degree from Harvard University, Master of Divinity from Princeton Theological Seminary and a Family Systems Counseling Certificate from the Menniger Clinic. Rev. Augustine serves as an appointee to the Clinical Laboratory Advisory Committee of the Centers for Disease Control in Atlanta, GA.

Muharrem Ali Tuc, Secretary. Mr. Tuc is a graduate research assistant at the University of Kansas. He has earned a B.S. in Electrical and Electronics Engineering, M.S. in Electrical Engineering and Computer Science and is a 2013 doctoral candidate in Electrical Engineer and Computer Science. He is currently employed as a Electrical and Electronics Engineer at Schlumberger oil and gas company. He has published several papers and technical reports and presented at conferences in the United States, China and Belgium.

Serkan Toy. Mr. Toy has a broad range of experience within the field of education. He has been a classroom teacher at the middle, high and collegiate levels and has also developed and conducted educational evaluation programs for universities and hospitals. Mr. Toy currently serves as a research assistant professor in the School of Medicine at the University of Kansas. He is a member of several professional organizations, such as the American Educational Research Association, International Society of Learning Sciences and the Association for Educational Communication and Technology. He has published several papers and has served as a conference and workshop presenter.

Anthony Springfield J.D. Mr. Springfield is an attorney and shareholder with Polsinelli PC. He earned both a B.A. in Political Science and Pre-Law and a Juris Doctorate from Washburn University. Mr. Springfield is committed to serving the community. He was founding board member of REACH Healthcare Foundation, an organization dedicated to inform and educate the public and facilitate access to quality health care for the poor and underserved. Prior to joining Polsinelli PC, Mr. Springfield worked in the state legislature in various capacities. He holds membership in the American, Missouri and Kansas Bar Associations.

Memhet Barut, Ph.D. Dr. Barut is an associate professor in the Department of Finance, Real Estate and Decision Sciences at Wichita State University. He holds bachelor and master degrees in Management Engineering and a Ph.D in Industrial Management from Clemson University. Dr. Barut has had an extensive career in academia, serving as research assistant, graduate teaching assistant and professor. He has chaired many university committees and served as a reviewer for several journals and publications. Dr. Barut has received over \$100,000 in research and support grants. Among his many honors and awards, he has been nominated for the Excellence in Research Award and Academic for Effective Teaching Award numerous times and was named Researcher of the Year by the W. Frank Barton School of Business in 2005.

Mehmet Bayram Yildirim, Ph.D., Treasurer. Dr. Yildirim serves as a graduate coordinator and associate professor in the Department of Industrial and Manufacturing Engineering at Wichita State University. He's earned bachelor and master degrees in Industrial Engineering as well as a Ph.D. in Industrial and Systems Engineering. Dr. Yildirim is the author of 25 published papers and is a well-known conference presenter. As a graduate advisor, he has mentored over 30 students. Dr. Yildirim is a member of several professional organizations and serves as the advisor for several student groups.

Board Member Selection Process

The officers of the foundation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Nomination of Directors

At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, the board may consider any nominations made by a Nominating Committee, if one is appointed. The nominees' names and or the Nominating Committee's report shall be included with the notice of the meeting at which the election occurs.

Election and Term of Office

The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

The By-laws for Frontier Schools, Inc., Article 2, Section 2.04, state, "Directors shall serve three (3) year terms. Directors may serve multiple terms."

Eugene Augustine	December 11, 2008	Serving second term
Muharrem Ali Tunc	January 18, 2008	Serving second term
Serkan Toy	February 26, 2011	
Anthony Springfield	February 25, 2012	
Mehmet Barut	February 26, 2011	
Bayram Yildirim	February 26, 2011	

Removal of Officers

Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Election of Directors

A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may be elected to succeed himself or herself as director. Directors shall serve three (3) year terms. Directors may serve multiple terms.

Removal of Directors

The Board of Directors or members may vote to remove a director at any time, only for good cause. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the Bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda and the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of the majority of the Board of Directors

Vacancies

Any vacancy occurring in the Board of directors shall be filled by the affirmative vote of a majority of the remaining Board of directors. When a vacancy on the Board exists, nominations for new

Board Member's Roles and Responsibilities

The Board of members of the Frontier Schools is dedicated to quality education and promotes science, mathematics, and educational technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Frontier Schools governing board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policymaking and fiduciary obligations. The board of members will carry out their statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations.

The Board's main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed administrator (principal/director) authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). Board member's responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board committees,
- Approve the budget,
- Commit time to developing financial resources for the School,
- Evaluate the performance of the School Leader,
- Approve employment and termination of all personnel,
- Establish and maintain all policies governing the operation of the charter school;
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the School Leader accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,

- Participate in disputes that are brought to the board’s attention as they relate to the school’s discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon committee recommendations brought to the board for action,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

The Board members of the Frontier Schools will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The Board members shall always consist of no fewer than five (5) voting members and shall meet no fewer than seven times per year. The officers of the foundation shall be a president, a vice president, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. Each officer of the foundation played an important role during the establishment of the organization and also during the application design and development. The officers of the foundation and their role and responsibilities of each of those positions are detailed below:

President

The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the Bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice-President

When the president is absent, is unable to act, or refuses to act, a vice-president shall perform the duties of the president. When a vice-president acts in place of the president, the vice-president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice-president, the vice-presidents shall act in place of the president in the order of the votes received when elected. A vice-president shall perform other duties as assigned by the president or Board of directors.

Treasurer

The treasurer shall:

- Financial transactions – Oversee who has access to the organization’s funds, and any outstanding bills or debts owed, as well as developing systems for internal controls for the finances and keeping cash flow manageable
- Budgets – Oversee the development of the annual budget and presenting the same to the Board for approval, as well as, having provided to the Board reports regarding the actual revenues and expenses incurred against the budget
- Financial Policies – Oversee the development and observation of the organization's financial policies
- Reports – Provide the Board on a regular basis information regarding key financial events, trends, concerns, and assessment of fiscal health in addition to completing required financial reporting forms in a timely fashion as required by law and making these forms available to the Board
- Finance Committee (if applicable) – Serve as Chair of the Finance Committee.

Secretary

The secretary shall:

- Notices—Oversee the notices regarding meetings compliant with State laws, regulations and the policies and Bylaws of the Board The Secretary may designate staff or legal counsel to post the required notices, as needed.
- Minutes—Oversee the Minutes are properly recorded and distributed to the Board. The Secretary may designate staff or legal counsel to actually record and maintain said Minutes.
- Corporate Records-Maintain or ensure that the corporate records and the seal of the Corporation are maintained. The Secretary may designate staff or legal counsel to maintain the corporate records or seal of the Corporation.
- Register—oversee the maintenance of the Board of Directors' Register which includes the names and mailing addresses of each director.
- Perform Duties as assigned by the president.

Current Bylaws

Current Bylaws are adapted in January 2013. Please check Exhibit 7 to see complete ByLaws

Review of Governing Documents/ Board Policies and Procedures

During late 2012 the Frontier Schools Board of Directors went through a thorough review of governing documents and procedures to assure the financial reporting, internal controls and governance objectives were being met. The board realized that certain controls needed to be strengthened and that these were properly coordinated with our governing document, the Bylaws of Frontier Schools. The board of directors is comprised of highly-motivated individuals from a diverse range of age and professional experience. Board tenure has been very stable since the creation of the Charter with some members serving since inception.

As part of this process the board made several significant changes that are reflected in our Revised Bylaws, formally adopted January 19, 2013. In house legal counsel provided guidance to the board of directors to insure that the new governing documents were in alignment with state and federal laws and regulations as well as best practices recommended by the Missouri Charter School Association. This was the first thorough review of governing documents since the inception of the board in 2006.

Among the topics topic addressed were the following:

- Formalizing terms of directors and officers
- Formal name change of the organization
- Realigning and specifying duties of various board officers commensurate with statutes
- Establishment of specific subcommittees to relieve the administrative load from the Superintendent and insure that important work can be effectively done outside normal board meetings, thus making the board meetings more policy oriented, rather than operations-oriented. Committees formally established were: Finance, Faculty and Academic Affairs, Governance.
- Transactions of the corporation were reviewed and aligned with statutes. Internal controls were strengthened and a conflicts of interest policy established.
- Direct lines of authority and official document signing controls were established to insure the board was fully engaged and aware of significant financial and contractual obligations of the school district.
- Books and records requirements were reviewed, as well as procedures and clear lines of responsibility were established and codified as formal board policy.

The effect of the above changes has been a more engaged board of directors, more effective board meetings focused on strategic planning and policy matters, better relationships with both administrative and academic staff.

Establishment of Formalized Strategic Planning Process

In early 2013 the Board of Directors saw the need for and embarked upon a formal process of long-term strategic planning. After consultations and recommendations by our sponsor and the Missouri Charter School Association, the board of directors hired two outside professional organizations to assist in the development of future plans. One consultant focuses upon the creation of a five-year strategic development plan. The duties of the second consultant is the implementation of the financial aspect of our strategic plan, once decisions are made concerning purchase or construction of school buildings, lease negotiations, bond issues etc.

At present, the school board is in the early stages of the strategic planning process. The target goal for its completion is early 2014. Specific plans and significant commitments for capital purchases have been timed to coincide with the expected charter renewal; however, it was viewed as neither realistic nor appropriate to engage in specific commitments until renewal has been achieved. The board clearly recognizes the need for expansion beyond our present leased facilities which have served us well during our first five years; however new schools will need to be augmented to accommodate expected growth in our attendance. Lease terms as well as building programs will need careful coordination as we move forward.

Once the strategic plan is formally adopted, the board will move forward with specific plans for facilities expansion and the financing thereof. Several properties have been identified than may be good possibilities for asset purchase and reconditioning. Other options include the construction of schools in ideal locations, given our opportunities for expansion in conjunction with our sponsoring organization. Our present plan is for these decisions to be made in late first quarter or early second quarter of 2014, to coincide with charter renewal.

Most of the projections and assumptions included in our renewal application are predicated on normal organic growth of our schools, in line with the past five years' experience of educational achievement of our students. However, this does rule out or preclude the possibility of amending our plans and financial obligations, after renewal is achieved and the strategic plan is formally adopted and implementation commences. The board is highly confident that the needed outside expertise has been gathered to achieve a high probability of success. The governing board of directors for Frontier School of Innovation and the Director for Frontier School of Innovation developed this major restructuring effort so it allows for a more consistent governance, a more effective K-12 system for improved retention of students, and a more consistent focus on improvement of student's academic achievement.

Administrative and Operational Goals

- Goal #1:** Frontier School System (FSS) will maintain at least 85% parent satisfaction, which will be measured through surveys.
- Goal #2:** FSS will maintain at least 3% surplus of the operating budget in every year. (Per section 160, 417, RSMo)
- Goal #3:** FSS currently established partnership with Union Station-Kansas City, KC Stem Alliance, Cerner, Hispanic Chamber of Commerce, UMKC School of Education Graduate Department, Boys Grow, and etc. FSS maintain current partners and build more community partnerships with other entities in Kansas City.
- Goal #4:** FSS will raise at least \$25,000 in fundraising and competitive grants for extra-curricular activities.
- Goal #5:** FSS will increase student and parent participation in Advanced Questionnaire (AQ) .

Personnel

Hiring Standards

Frontier School System believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school principal to locate, recruit and rehire the best-qualified teachers to meet the school's educational needs. Staff evaluation and selection shall be based on;

- ◆ Strong academic preparation,
- ◆ Professional competence,
- ◆ Intellectual rigor,
- ◆ Emotional maturity,
- ◆ Enthusiastic professional attitude,

- ◆ Knowledge of instructional practices,
- ◆ Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

Frontier's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The principal of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to the Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

Frontier is committed to hire/rehire individuals who are best qualified for the job without regard to race, gender, religion, nationality or handicap unrelated to the job.

Contribution to the FSS Mission

Each person hired, regardless of his/her title, will have a firm commitment to (1) supporting high-quality standards in education for the students, (2) be an individual and/or team-work participant toward the FSS goals, and (3) demonstrate respect for all members of the FSS community.

Hiring Process

The recruitment will start when candidates submit a cover letter stating their qualifications and their educational philosophy (if applicable), as well as a resume and names of three references. An FSS executive director/principal will select from this pool of applicants a list of candidates who meet the minimum requirements. The executive director/principal may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. The principal will call candidates and arrange an interview. Each candidate will be sent a copy of the application form (possibly online). The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. The principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. Principals then shall offer the best candidate an employment contract.

Other personnel such as accountant, media specialist, technical specialist, and classified employees will have working knowledge of their respective areas, and a certification/licensure and college diploma will be an extra credential for their hiring process.

Staff Retention Strategies

- FSS offers a competitive salary and health benefits. Family health benefit plans are also available along with vision and dental coverage.
- FSS teachers and staff participate in the Kansas City Public School Retirement System.
- The district provides graduate tuition assistance to teachers and administrators looking to strengthen their content knowledge and instructional practice.
- Continuous professional development is provided to teachers through in-services and workshops. These opportunities focus upon best instructional practices, such as PLC and Data teams.
- The Frontier School rewards teachers by compensating them for participating in extending learning opportunities, such as the school's tutorial and summer school programs.
- The school offers grade-level teaching team bonuses for improving student performance on the MAP.

- Exceptional teachers and staff have the opportunity to apply for leadership positions as both classroom teachers and building administration.
- Instructional Coaches are hired to support classroom teachers.

Evaluation of Staff

The Board of Directors will have the ultimate responsibility of evaluating the principal. The Board of Directors will develop an evaluation process for principal and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Additionally, the Board of Directors will adopt a procedure evaluating school officers. The following main domains will be part of evaluation criteria for principal and school leaders; (1) instructional management, (2) school or organization morale, (3) school or organization improvement, (4) personnel management, (5) management of administrative, fiscal and facilities, (6) student management, (7) school or community relations, (8) professional growth and development, (9) academic excellence indicators and campus performance, (10) school board relations, and (11) a student performance domain.

The principal will be responsible for evaluating his/her subordinates (i.e., assistant principals, special education coordinator, and teachers) and keeping the school fiscally viable. Together they will work to assess progress of students and teachers in meeting the program and academic goals for the School. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school officers will be evaluated according to the degree to which those goals are achieved.

The nature of FSS will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards FSS's mission with other staff, students, parents, administration, and school volunteers is a major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in the FSS employee manual, which may be amended by FSS Governing Board from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the executive director/principal or a designee and will be conducted twice per academic year. The Principal or the designee will observe the class. The principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation. Principal will write a final evaluation for termination, probation, or continuing of employment close to the end of the school year.

Professional Development

The Board of Directors believes that professional development opportunities provide teachers the skills to enhance student learning. Thus board members will authorize the principal be in charge of developing, implementing, and evaluating professional development plan for the proposed school. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

The principal will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be required to participate in local professional development workshop as well as national workshops. Technical assistance will be sought from universities and professional consultants. Teachers and administrators will be encouraged to attend state conferences and DESE sponsored staff development workshops.

Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars (at least 30 hours) hosted by the school. Teachers will be encouraged to attend other professional developments at the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (mathematics, science, communication arts, and social studies) and special education. They then will share the information they obtained with other colleagues in department meetings.

Professional development for the adopted programs will be conducted at least one month prior of the opening of the academic year and regularly thereafter. This will occur via in-service meetings, webinars, on-site workshops, attendance of on-site and off-site professional development workshops contracted for the school, and participation in the statewide or national conferences.

Organizational Structure and Line of Authority

The following flow chart shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the Board.

Background Checks and Family Care Safety Registry

Background checks and Missouri's Family Care Safety Registry are required for all board members and employees, both instructional and non-instructional. This is in accordance with the following Missouri statutes: 160.505.1 and 160.408.11. The Human Resource and Non-Educational Operations Manager is responsible for ensuring that background checks are performed and results reviewed. The teacher recruitment, screening, and selection process, including background checks, is described in more detail above.

Plan and Budget

As illustrated in the table on page 66, total salaries for the charter have increased slightly since the 2010-2011 school year, but are projected to remain at approximately 70% of annual revenue over the five-year term of the charter. It is important to note that total employees and salaries include many services that other charter schools may contract and appear as purchased services when budgeting such as, transportation, food service, and janitorial. As with businesses and organizations of all kinds across this nation, the charter must work aggressively to minimize employee health care costs. Continuous increases in health care benefits without increased revenues may result in the need to revise budget and staffing projections.

A growth in total salaries has occurred steadily since the 2010-2011 school year, but has always been in relation to our total student enrollment. Now that the middle and high schools are both at their student and grade-level capacity, the goal is to add at least two full-time teachers and drop enrollment slightly. We believe the addition of teachers and a slight drop in enrollment will provide smaller core content area classroom sizes and improve student achievement, especially in the areas of mathematics, science, and communication arts.

Historical and Projected Revenue, Salaries, and Benefits

	2009-10	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Annual Revenue (\$)	3,612,887.30	5,294,889.49	9,995,232.49	\$11,955,395.67	14,195,136	15,534,299
Enrollment (ADA)	303	407	780	901	960	1044
Total # of Educators	23	35	70	95	102	115
Salaries & Benefits	1,451,054.58	2,309,789.79	3,913,969.48	4,696,007.66	5,588,978	6,147,876

Attendance History (90/90 rules)

FRONTIER SCHOOL OF INNOVATION (048922)	2010	2011	2012	2013
Total Attendance Rate	90.9	86.6	87.5	88.4

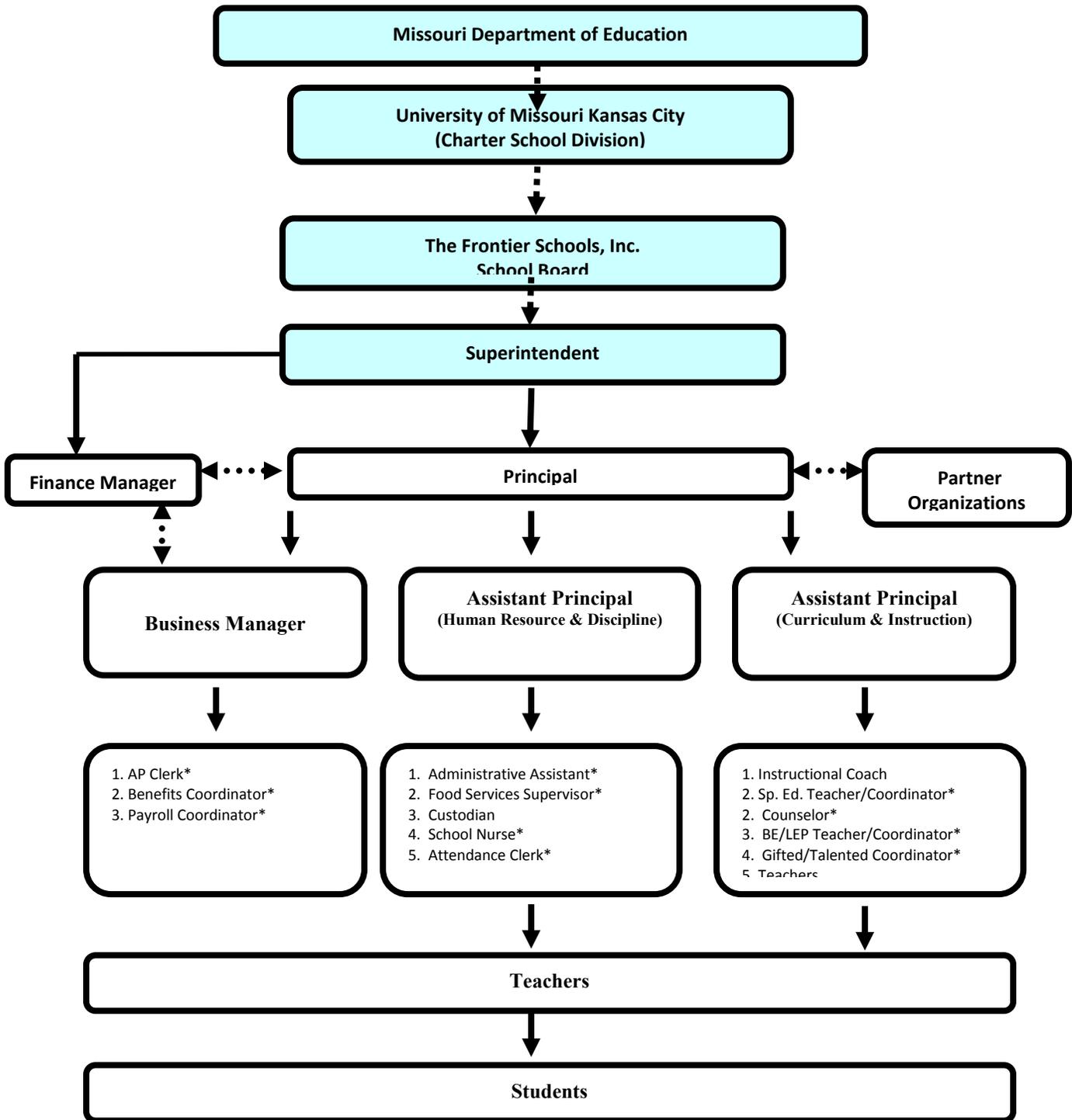
Anticipated Enrollment

School year	2014-15	2015-16	2016-17	2017-18	2017-18
Anticipated Enrollment Target	1,044	1,148	1,262	1,389	1528
ELL Students	350	370	390	410	450
Free/Reduced	90%	90%	90%	90%	90%
IEP Students	57	65	70	75	80

Staffing Projections

Role	2011-2012	2012-2013	2013-2014	2014-2015
Administration	3	5	5	5
Middle School Enrollment	260	261	249	246
Core Instructional Staff*	17	17	17	17
High School Enrollment	315	318	330	330
Core Instructional Staff*	14	14	14	14
Language Instructors (HS only)	4	4	5	5
Arts Instructors***	6	6	6	6
Physical Education Teachers	4	4	4	4
SPED Teachers	2	2	2	2
Paraprofessionals	2	2	2	2
Social Worker/Counselor	3	3	3	3

ORGANIZATIONAL FLOW CHART



***Please Note:** The chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed..

THE EXECUTIVE DIRECTOR/SUPERINTENDENT

The Executive Director/Superintendent position is a critical leadership role for a dynamic and entrepreneurial leader who will have responsibility for the three divisions of the school – lower, middle, and high school – each headed by a principal. Additionally, the Executive Director/Superintendent will provide guidance and strategic direction to all aspects of school operations. This individual has ultimate responsibility for keeping the school focused on its mission of preparing students to succeed in an institution of higher education and to participate as leaders in society. S/he will accomplish this by providing strong organizational and instructional leadership in addition to developing and implementing strategic programming initiatives as directed by the board.

The ideal candidate will be an accomplished educator with a demonstrated track record of school leadership; academic achievement; building, strengthening, and promoting an inspired school culture; excellent team and operational management skills; an understanding of key models and practices of high performing urban charter schools and/or private college preparatory schools, and a deep commitment to ensuring that all students have access to high quality education.

Supervisory Responsibilities

Instructional Leadership/Student Achievement:

Ensure Frontier Schools has a world class college-preparatory curriculum;
Manage, evaluate, and develop administrative and teaching teams;
Implement programs to improve administrator and teacher performance;
Coach administrators in their work with teachers to constantly assess and improve student achievement;
Ensure administrative team is using data to analyze student performance and develop programs that address student needs; and
Keep abreast of instructional best practices at other similar highly successful schools.

Organizational Leadership:

Supervise and mentor school administrative team (including three principals, CFO, and additional operational, facilities, and academic staff);
Lead administrators and teachers in developing a mission-based culture that promotes teamwork and collaboration among staff, teachers, students, and families/guardians;
Foster a school climate that supports student and staff success and promotes respect and appreciation for all and fosters an orderly learning environment;
Oversee all programs, services, and activities to ensure that program objectives are met;
Oversee budget development with CFO and input from board;
Oversee management of facilities;
Ensure compliance with all local, state, and federal laws and regulations;
Oversee management of school records; and
Recruit and retain talented and motivated teachers, administrators, and staff.

Working with Board of Directors:

Collaborate closely with the Board of Directors to execute the school's vision and mission;
Seek and accept board input on programming and strategic initiatives at the school; encourage robust discussion and be receptive to constructive feedback;
Work board input, develop and execute tactics and strategies to meet or exceed annual goals and provide the board with detailed information about such progress; and
Implement board policy and board directives.

Working Conditions:

Maintain emotional control under stress.
Occasional district wide and statewide travel.
Frequent prolonged and irregular hours

Communications, Community Relations, and Development:

Communicate Frontier's mission, vision, and goals as well as success stories and achievement to a range of internal and external stakeholders;

Act as the champion of Frontier’s high expectations and rigorous standards by communicating that: a) All students can achieve at the highest levels, b) All Frontier students are expected to go to college and c) Frontier will promote students to the next grade only when they can demonstrate the required knowledge; Ensure good relations with Frontier’s various community stakeholders (e.g. external partners, donors, community members);
Oversee timely creation of an annual report each year; and

Qualifications

Strong candidates will have a track record of success as a school leader and administrator in the charter school sector or comparable public and/or private school, as well as exceptional communication and executive management skills. Other desired skills and characteristics include:
Minimum of a bachelor’s degree is required; an advanced degree would distinguish the candidate;
High level of personal and professional integrity and ethical values;
Superb critical thinking and decision-making skills;
In-depth knowledge of and experience with college preparatory curriculum and course offerings across the K-12 spectrum;
Commitment to quality education for all students and an unwavering focus on student achievement;
Experience working with diverse populations;
Commitment to and experience with data-driven decision making;
Substantial record of success in school operations (finance and accounting, human resources, and charter-specific issues);
Demonstrated ability to work cooperatively and productively with various internal and external stakeholders;
Ability to set organizational and individual goals, measure progress, and ensure accountability;
Ability to serve as a compelling spokesperson and advocate for UA;
Knowledge of the greater charter school movement, including best practices and models a plus; and
Inspirational, collaborative and accomplished in bringing together a diverse audience around a shared vision and common goals.

PRINCIPAL/DIRECTOR:

Principal shall operate as chief operating subordinates to the school board in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

Knowledge of school law, finance, and curriculum.
Able to manage personnel.
Able to interpret policy, procedures, and data.
Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

Maintain emotional control under stress.
Occasional district wide and statewide travel.
Frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.

Provide for two way communications with the board and the Management Company, staff, students, parents, and community.

Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement

Ensure the effective and quick resolution of conflicts

School or Organization Improvement

Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.

Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.

Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management:

Interview, select, and orient new staff. Approve all personnel assigned to campus.

Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.

Observe employee performance, record observations and conduct evaluation conferences with staff.

Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

Comply with district policies and state and federal laws and regulations affecting the schools.

Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit

Maintain fiscal control. Accurately report fiscal information.

Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.

Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.

Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.

Student Management:

Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.

Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.

Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

Demonstrate awareness of school and community needs and initiate activities to meet those needs.

Use appropriate and effective techniques to encourage community and parent involvement.

ASSISTANT PRINCIPALS:

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

Working knowledge of charter operations.

Exceptional organizational, communication and interpersonal skills.

Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Instructional Management

Assist in planning and assessing the educational programs.

Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.

Encourage the use of technology in the instructional process.

Charter Atmosphere

Encourage a constructive, thoughtful climate for learning.

Promote fairness of students and staff from all cultural backgrounds.

Communicate with students and staff in an effective manner.

Charter Improvement

Assist in organization of school improvement plan with staff, parents and community members.

Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

Hold employee evaluation conferences based on records of performance evaluation.

Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

Oversee charter operations in principal's absence.

Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.

Oversee student attendance records and assist the attendance clerk on truancy issues.

Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.

Aid in safety drill practices and inspections.

Manage support services including transportation, custodial and cafeteria.

Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

Provide for supervision of students during non-instructional hours.

Help students develop positive behavior through a student discipline management system.

Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.

Hold parent/teacher/student conferences in regard to student and school issues.

Demonstrate use of productive and efficient skills to raise community and parent involvement.

BUSINESS MANAGER:

The primary role and purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the principal and the board. Business manager must have an understanding of school accounting principles.

Skills:

Applicable knowledge of school finance, budgeting, accounting systems, and economics.

Effective communication, public relations, and interpersonal skills.

Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.

Capable of interpreting policy, procedures, and data.

Capable of managing budget and personnel.

Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management

Ensure that the principal is advised on the business affairs of the charter school.

Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in

their structure, implementation, and maintenance.

Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.

Maintain accounting systems that comply with laws and regulations.

Devise period cash flow analysis to determine cash available for investment and payment of bills.

Manage charter investment portfolio.

Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.

Compile and enter all budget adjustments, additions, and deletions.

Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.

Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.

Oversee needs evaluation for the enhancement of the charter business operations.

Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.

Monitor the business office budget and see that programs are cost effective and funds are managed effectively.

Act as charter leader to achieve cost-effective practices throughout the school.

Confirm that business operations support the charter mission.

Documentation and Law

Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations is being followed.

Manage all hardcopy and computerized reports, records, and other documents required.

Compile and review monthly financial statements and budget reports.

Draft comprehensive annual financial report.

Compile semi-annual financial reports for Board

Draft quarterly and final reports for all federal funds.

Inventory

Ensure accurate computerized inventory records of all of the charter's assets.

Maintain and direct sales of surplus salvage equipment for disposal.

Oversee maintenance of replacement cost-asset inventory for insurance purposes.

Receive and register bids, calculate results and draft written recommendations.

Oversee the drafting of bids and bid specifications.

Personnel Management

Compile, check and revise business department job descriptions.

Devise training options and/or improvement plans to maintain superior business operations.

Assess job performance of employees to maintain effectiveness.

Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

Maintain control in stressful situations.

Travel may be required.

Extended or irregular hours.

INSTRUCTIONAL COACH

This individual will work in an elementary school or schools as a coach to teachers for the purpose of complete implementation of Frontier Schools' Instructional Program. The Coach will facilitate the implementation of Frontier Schools' Instructional Program with assigned teachers and will assist with the implementation of best practices through demonstration lessons, observation of teachers who are changing instructional practices, reflective sessions following observations, and the organization and delivery of professional development activities. As a Coach, the teacher will: (1) analyze his/her assigned teachers' current learning and knowledge of Frontier Schools' Instructional Program; (2) assess what else the teachers could learn; and (3) provide professional training and support in a way that the assigned teachers become more independent in their own learning and are able to use the new procedures demonstrated through the professional training.

Instructional Management

Assist in planning and assessing the educational programs.

Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.

Encourage the use of technology in the instructional process.

Charter Atmosphere

Encourage a constructive, thoughtful climate for learning.

Promote fairness of students and staff from all cultural backgrounds.

Communicate with students and staff in an effective manner.

Charter Improvement

Assist in organization of school improvement plan with staff, parents and community members.

Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

Hold employee evaluation conferences based on records of performance evaluation.

Assist principal in interviewing, selecting and orienting new charter employees

Qualification

The Coach must hold an appropriate Missouri Teaching License and be considered Highly Qualified.

The Coach must demonstrate successful implementation of Frontier Schools' Instructional Program.

The Coach must have teaching experience in Frontier Schools.

Performance Responsibilities

The Coach will assist assigned teachers with the development of instructional practices that produce proficient learners.

The Coach will provide assistance to teachers through a strength-based approach; assistance to teachers will be provided in positive terms.

The Coach will not evaluate their assigned teachers; that duty remains with school-level administrators.

The Coach will assist with on-going professional development during and after the school day.

The Coach will fulfill assigned duties from the Director of Elementary Education, Principals, or designee at the central office level.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

Understanding of subjects assigned.

Working knowledge of curriculum and instruction.

Capable of instructing students and managing their behavior.

Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.

Ensure lesson plans show modifications for differences in student learning styles.

Teach instructional subjects according to guidelines established by DESE, charter polices and administrative regulations.

Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.

Design instructional activities by using data from student learning style assessments.

Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.

Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.

Produce and oversee teacher aide and volunteer assignments.

Employ technology practices to strengthen the instructional process.

Growth and Development

Help students assess and enhance their study methods and habits.

Produce formal and informal testing to evaluate student success.

Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.

erve as an example for students, support mission of charter.

Classroom Management and Organization

Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.

Control student behavior in agreement with the student handbook.

Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.

Provide input on book, equipment and material selection.

Communication

Establish communication rapport with parents, students, principals and teachers through conferences.

Create and maintain a professional relationship with colleagues, students, parents and community members.

Present information accurately through clear communication skills.

Professional

Enrich job skills through professional development activities.

Other

Keep up to date on and abide by state and charter regulations and policies for classroom teachers.

Gather, manage and file all reports, records and other documents required.

Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

Maintain control in stressful situations.

Extended hours may be required.

Some lifting may be required.

SPECIAL EDUCATION TEACHER:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills:

Complete knowledge of special needs of students in assigned area.

Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.

Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.

Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.

Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.

Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.

Participate in IEP Committee meetings on an ongoing basis.

Design instructional activities by using data from students learning styles assessment.

Ensure IEP guidelines are met when presenting subject matter.

Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.

Produce and oversee the teacher aide and volunteer assignments.

Employ technology practices to strengthen the instructional process.

Growth and Development

Produce formal and informal testing to evaluate student success.

Oversee or ensure personal care, medical care and feedings of students as stated in IEP.

Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.

Serve as an example for students; support mission of charter.

Classroom Management

Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.

Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.

Collaborate with the classroom teachers regarding student behavior management programs according to IEP.

Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.

Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.

Provide input on books, equipment and material selection.

Communication

Ensure good communication rapport with parents, students, principals and teachers through conferences.

Create and maintain a professional relationship with colleagues, students, parents and community members.

Present information accurately through clear communication skills.

Other

Enrich job skills through professional development activities.

Keep up to date and abide by federal, state and charter policies for special education teachers.

Gather, manage and file all reports, records and other documents required.

Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

Maintain control in stressful situations.

Some lifting may be required.

May be required to restrain students to control behavior.

SPECIAL EDUCATION AIDE:

Primary role and purpose of a special education aid is to provide assistance to the special education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The special education aid will help implement educational programs, including self-help, behavior management and

instructional programs for students. The special education aid will work under direct supervision of a certified special education teacher and indirect supervision of the principal.

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.

Assist with the completion of purchase orders and payment authorizations.
Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

Answer incoming calls, take accurate messages and transfer to appropriate staff.
Oversee appointment schedule and make travel arrangements for department staff.
Receive, sort and deliver mail and other documents to department staff.
Ensure confidentiality of information.

Job Related Conditions:

Maintain control in stressful situations.
Manage time with frequent interruptions.
Extended computer time.

COUNSELOR:

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

Working knowledge of counseling procedures, student appraisal and career development.
Superior organizational, communication and interpersonal skills.
Capable of instructing students and managing their behavior.

Responsibilities and Duties:

Guidance

Communicate the guidance program to students and parents.
Assist teachers to include guidance program with charter curriculum.
Administer education programs and career awareness to individuals and student groups on an ongoing basis.
Ensure individual and small group counseling needs are met.

Consultation

Confer with individuals associated with students to enhance their work with students.
Collaborate with charter personnel and community residents to obtain resources for students.
Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

Assist in devising and assessing a charter standardized testing program.
Evaluate test and assessment results effectively.

Program Management

Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
Abide by all charter routines and regulations.
Ensure a positive and constructive relationship with supervisors.
Communicate with colleagues, students and parents in an effective manner.

Professional

Provide role model behavior that is professional, ethical and responsible.
Partake in professional development to enhance skills related to job assignment.

Job Related Conditions:

Maintain control in stressful situations.

FOOD SERVICE SUPERVISOR:

Primary Role and Purpose of the food service supervisor is to oversee charter food service operations. Ensure that appropriate quantities of food are prepared and served. Abide by menu time constraints established by charter administration. Ensure health codes are met.

Skills:

Working knowledge of methods, materials, equipment and appliances used in food preparation.
Capable of managing personnel.
Planning and organizational skills.
Capable of understanding food preparation and safety instructions.
Knowledge of kitchen equipment and food production procedures.
Capable of operating large and small kitchen equipment and tools.
Capable of performing basic arithmetic operations.

Responsibilities and Duties:

Cafeteria Management

Compile and manage work schedules and production records.
Oversee daily kitchen and cafeteria activities.
Comply with serving schedules and prepare all food items according to menu guidelines defined by departmental policies and procedures.
Collaborate with charter principal to see that temporary schedule changes and special serving requirements are met, and to handle personnel problems.
Oversee and tutor employees at charter level, ensuring efficiency, morale and teamwork.

Documentation and Law

Provide safe and high quality food and prepare according to policies, procedures and department requirements.
Compile precise reports of daily and monthly financial, production and activity records.
Manage accurate information for payroll reporting and forward to appropriate department.

Safety

Provide safe and hazard-free environment for storing food.
Produce and abide by standards of cleanliness, health and safety following health and safety codes and regulations.
Keep a safe work environment.

Inventory and Equipment

Guarantee that adequate food and supplies are maintained through daily orders and periodic inventories.
Keep records on required equipment maintenance within campus food service department.
Provide ongoing preventive maintenance and keep records of all equipment repairs needed.
Advise replacement of equipment to meet department needs.
Inventory equipment and supplies annually.

Other

Help review, select and train cafeteria workers. Make sound recommendations about the assignment, discipline and retention of cafeteria workers.

Supervisory Responsibilities:

Oversee and assess food service workers assigned to charter cafeteria.

Job Related Conditions:

Maintain control in stressful situations.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
Capable of managing maintenance department budget and personnel.
Capable of coordinating district functions.
Capable of interpreting policy, procedures and data.
Capable of reading blueprints and schematics.
Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:**Facility Maintenance**

Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
Process work orders for repair and maintenance of charter facilities and grounds.
Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
Gather, manage and file all reports, records and other documents required in maintenance area.
Compile necessary information to process maintenance payroll.

Finance and Inventory

Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
Record program needs in order to provide budget and cost estimates.
Supervise inventory and stock control program for equipment and supplies.
Write purchase orders and bids within charter budget and following charter policies.
Replace and maintain an adequate inventory of supplies and parts.
Approve and forward maintenance department invoices and purchase orders to accounting department.
Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

Assign work to maintenance personnel and supervise job completion.
Draft and revise maintenance department job descriptions.
Assess effectiveness of employees' job performance.
Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
Keep all equipment in ideal operating condition.

Other

Work as disaster duty personnel when needed.
Participate in professional growth activities to keep informed of new methods in maintenance operations.
Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

Maintain control in stressful situations.
Frequent travel required.
Extend hours may be required.

SCHOOL NURSE:

Primary Role and Purpose:

Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Skills:

Ability to evaluate students to identify health defects.

Exceptional organizational, communication and interpersonal skills.

Capable of implementing policies and procedures.

Responsibilities and Duties:

Nursing Services

Provide medical care, minor or emergency, to students and staff according to charter policy.

Act as health mentor for students.

Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.

Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.

Issue health screening for staff and students as required by the Department of Health. Make referrals as necessary.

Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

Assist in drafting of charter health education curriculum and teach health education to individuals and groups.

Ensure individual students receive health counseling and instruction.

Consultation

Work as health partner between school, physicians, parents and community.

Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.

Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.

Assess and report cases of suspected child abuse.

Initiate home health care for students with health problems with permission of the charter administration.

Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

Manage and assess immunization records.

Ensure correct program administration by following program charter procedures.

Oversee nurse aides and ensure training of clinic policies according to charter regulations.

Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.

Maintain clinic inventory as needed by requisition of supplies and equipment.

Abide by policies established by federal and state laws that apply to charter schools, Department of Health rule that apply to charter schools.

Inform principal of potential health and safety hazards.

Abide by all charter routines and regulations.

Professional Development

Keep current CPR, vision and hearing screening and health screening certification.

Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

Direct the work of assigned nurse aides.

Job Related Conditions:

Maintain control in stressful situations.

Possible exposure to bacteria and communicable diseases.

Staff Handbook Table of Contents

Notice of Nondiscrimination	4
Purpose	4
Code of Ethics	4
Reporting Child Abuse or Neglect	5
Staff Dress and Grooming	5
Drug-Free Workplace	7
Workplace Searches and Video Surveillance	8
Harassment Prohibition Policy	9
Solicitation and Distribution	13
Confidentiality and Intellectual Property Rights	14
Equal Employment Opportunity	15
Hiring and Rehiring Standards	15
Personnel Files	16
Pay and Compensation	17
Employment after Retirement	19
Employee Leave	19
Leaving School during School Hours	23
Discipline and Termination	24
Complaints	26
Health Services	28
Lesson Plans	28
Grading Policy	29
Extra Duties	31
School Activities	32
Student Attendance	32
Bad Weather Make-up	32
Employee Acceptable Use	32
Building Use	37
Technology Use and Data Management	37
Copyrighted Materials	42
Criminal History Record Information	42
Employee Arrests and Convictions	43
Dietary Supplements	44
Emergencies	44
Family Educational Rights and Privacy Acts (FERPA)	44
Instructional Supplies	44
Name and Address Change	44
Outside Employment and Tutoring	45
Parent/Guardian Communications	45
Parent and Student Complaints	45

Possession of Firearms and Weapons	45
Professional Staff Accountability	45
Purchasing and Reimbursements	47
Staff development	47
Student Discipline	48
Student records	48
Substitute Teachers (Responsibilities of the Regular Classroom Teacher)	48
Textbook Responsibilities	49
Tobacco Use	49
Workload and Work Schedules	49
Work Hours	49
Visitors in the Workplace	50
Acknowledgement of Receipt of Staff Handbook	51

Student/Parent Handbook Table of Contents

Preface	7
SECTION I: GENERAL INFORMATION	8
Student Rights	8
Admissions Policy	8
Student Information	9
Residency Verification	9
Attendance	10
Driver's License Attendance Verification	11
Absence and Tardiness	11
Dismissal Policy	13
Withdrawal from School	14
Dress and Grooming	14
Student Fees	16
Textbooks and Curriculum Materials	17
Student ID Cards	17
Lost and Found	17
Meals	17
Public Areas	18
Closed Campus	19
Library	19
Cell Phones and Other Electronic Devices	19
Phone Messages	20
Distribution of Published Materials	20
Bulletin Boards	21
Deliveries	21
School Activities	21
Transportation	22
Pledges of Allegiance	23
Recitation of the Declaration of Independence	23
Prayer and Meditation	23
School Facilities	23
SECTION II: STUDENT HEALTH AND SAFETY	24
General Information	24
Tobacco-Free School Notice	24
Alcohol-Free School Notice	24
Drug-Free School Notice	24
Asbestos Management Plan	24
Bacterial Meningitis	24
Communicable Diseases	25
Immunizations	26
Emergency Medical Treatment	27

Illness During the School Day	27
Administration of Medication	27
Fitness Testing	28
Dyslexia and Related Disorders	28
Vision and Hearing Screenings	28
Spinal Screening	28
Counseling Services	28
Freedom from Discrimination, Harassment, and Retaliation	29
Freedom from Bullying	31
Law Enforcement Agencies	32
Child Abuse Reporting and Programs	32
Plan for Addressing Sexual Abuse of Students	32
Lockers and Desks	34
Interrogations and Searches	35
Procedures for Use of Restraint and Time-Outs	35
School Visitors	35
Fire and Disaster Drills	36
Emergency Closings	36
Skateboards	37
Videotaping of Students	37
SECTION IV: STUDENT CODE OF CONDUCT	53
Jurisdiction	53
Standards for Student Conduct/DPS	53
Offenses and Consequences	55
Consequences	59
Disciplinary Process	61
Conferences, Hearings and Appeals	61
Process for Suspensions Lasting Under Five Days	61
Process for OSS Over Five Days and Expulsion	61
Placement of Students with Disabilities	62
Gun-Free Schools Act	63
Positive Reinforcement System	63
Your Involvement as a Parent	64
Surveys and Activities	64
Notification of Teacher Qualification	64
Communication	65
Parent and Student Complaints and Concerns	65
SECTION VI: IMPORTANT NOTICES	67
FERPA Notice	67
Student Acceptable Use Policy	69
Commitment Form	72
Acknowledgment	79

**Articles of Incorporation
Missouri Non-Profit Organization**

STATE OF MISSOURI



Jason Kander
Secretary of State
CERTIFICATE OF AMENDMENT
OF A
MISSOURI NONPROFIT CORPORATION

WHEREAS, *Frontier Schools Inc.*
N00682868

Formerly, *Millenium Education Foundation*

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
9th day of May, 2013.



Secretary of State



945-000-711, 3/01/08



State of Missouri
Jason Kander, Secretary of State

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

File Number:
N00682868
Date Filed: 05/09/2013
Jason Kander
Secretary of State

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

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

1. The name of corporation is: Millenium Education Foundation N00682868
Charter Number

2. The amendment was adopted on 01/19/2013 and changed article(s) 1 to state as follows:
month/day/year

The name of the corporation shall be Frontier Schools Inc.

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

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

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

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

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

Class	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

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

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

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

Eugene R. Augustine Gene Augustine President 05/09/2013
Authorized signature of officer or chairman of the board *Printed Name* *Title* *Date*

Name and address to return filed document:
Name: Dana Tippin Cutler, Registered Agent
Address: 21 West Gregory Boulevard
City, State, and Zip Code: Kansas City, MO 64114

State of Missouri
Amend/Restate - NonProfit 1 Page(s)



71312821019

Internal Revenue Service
Appeals Office

Department of the Treasury

Date: OCT 02 2008

MILLENIUM EDUCATION FOUNDATION
7742 DARNELL STREET
LENEXA, KS 66216

**Employer Identification
Number:**

42-1692516

Person to Contact:

John Wong

Employee ID Number:

95-08018

Telephone:

(213) 576-3097

Date of Proposed Adverse

Letter: August 15, 2007

Dear Applicant:

This letter revokes the proposed adverse letter issued to you by the Director, Exempt Organizations, Rulings and Agreements on the above date and reflects our consideration of your appeal. Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under Internal Revenue Code (IRC) section 501(c)(3), effective July 1, 2008.

Donors may deduct contributions to you as provided in IRC section 170. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of IRC sections 2055, 2106, and 2522.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under Internal Revenue Code section 511. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in IRC section 513.

Unless specifically excepted, you must pay taxes under the Federal Insurance Contributions Act (social security taxes) for each employee who is paid \$100 or more in a calendar year. You are not required to pay tax under the Federal Unemployment Tax Act (FUTA).

Letter 1355(RO) (Rev 7-2007)
Catalog Number 40676C

Please show your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

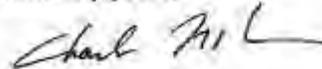
If your purpose, character, or methods of operation change, or if there is a change to your name or address, please submit this information to the following address so they can consider the effect of the change on your exempt status.

TEGE Division
P.O. Box 2508
Room 7008
Cincinnati OH 45201

We are informing the Cincinnati office of this action and are returning your case to that office for a decision on your foundation status. That decision will determine the kind of annual return you will be required to file with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Charles Fisher
Appeals Team Manager

Jason Kander Secretary of State
 2013-2014 BIENNIAL REGISTRATION REPORT
 NONPROFIT

File Number: 201319180421
 N00682868
 Date Filed: 07/10/2013
 Jason Kander
 Secretary of State

DEFECT TO FILE A BIENNIAL REGISTRATION REPORT

REPORT DUE BY **08/31/2013**

N00682868
 Frontier Schools Inc.
 Cutler, Dan Tippin
 21 West Gregory Boulevard
 Kansas City, MO 64114

ORGANIZED UNDER THE LAWS OF:
Missouri

PRINCIPAL PLACE OF BUSINESS OR CORPORATE HEADQUARTERS:
5605 Troost Ave
 STREET
Kansas City, MO 64110
 CITY/STATE ZIP

If changing the registered agent and/or registered office address, please check the appropriate box(es) and fill in the necessary information.

The new registered agent
IF CHANGING THE REGISTERED AGENT, AN ORIGINAL WRITTEN CONSENT FROM THE NEW REGISTERED AGENT MUST BE ATTACHED AND FILED WITH THIS REGISTRATION REPORT.

The new registered office address **5605 Troost Ave Kansas City MO 64110**
Must be a Missouri address, PO Box alone is not acceptable. This section is not applicable for Banks, Trusts and Foreign Insurance.

OFFICERS		BOARD OF DIRECTORS	
NAME AND PHYSICAL ADDRESS (P.O. BOX ALONE NOT ACCEPTABLE). MUST LIST AT LEAST ONE OFFICER BELOW.		NAME AND PHYSICAL ADDRESS (P.O. BOX ALONE NOT ACCEPTABLE). MUST LIST AT LEAST THREE DIRECTORS BELOW.	
PRES	Gene Augustine	NAME	Mehmet Barut
STREET	5605 Troost Ave	STREET	5605 Troost Ave
CITY/STATE/ZIP	Kansas City, MO 66213	CITY/STATE/ZIP	Kansas, MO 64110
V-PRES	.....	NAME	Bayram Yildirim
STREET	.....	STREET	5605 Troost Ave
CITY/STATE/ZIP	.....	CITY/STATE/ZIP	Kansas City, MO 64110
SECT	Muharrem A Tunc	NAME	Gene Augustine
STREET	5605 Troost Ave	STREET	5605 Troost Ave
CITY/STATE/ZIP	Kansas City, MO 64110	CITY/STATE/ZIP	Kansas City, MO 64110
TREAS	.....	NAME	M. Ali Tunc
STREET	.....	STREET	5605 Troost Ave
CITY/STATE/ZIP	.....	CITY/STATE/ZIP	Kansas City, MO 64110
NAMES AND ADDRESSES OF ALL OTHER OFFICERS AND DIRECTORS ARE ATTACHED.			

The undersigned understands that false statements made in this report are punishable for the crime of making a false declaration under Section 575.060 RSMo. Photocopy or stamped signature not acceptable.

Authorized party or officer sign here Muharrem Ali Tunc (Required)

Please print name and title of signer: Muharrem Ali Tunc / Secretary

NAME TITLE

REGISTRATION REPORT FEES:
 \$20.00 if filed on or before 8/31
 \$25.00 if filed after 8/31

Corporation will be administratively dissolved if report is not filed by November 30.

WHEN THIS FORM IS ACCEPTED BY THE SECRETARY OF STATE, BY LAW IT WILL BECOME A PUBLIC DOCUMENT AND ALL INFORMATION PROVIDED IS SUBJECT TO PUBLIC DISCLOSURE

E-MAIL ADDRESS (OPTIONAL) _____

REQUIRED INFORMATION MUST BE COMPLETE OR THE REGISTRATION REPORT WILL BE REJECTED
 MAKE CHECK PAYABLE TO DIRECTOR OF REVENUE
 RETURN COMPLETED REGISTRATION REPORT AND PAYMENT TO: Secretary of State, P.O. Box 1366, Jefferson City, MO 65102



State of Missouri
Robin Carnahan, Secretary of State

File Number: 201119980775

X01156402

Date Filed: 07/18/2011

Expiration Date: 07/18/2016

Robin Carnahan

Secretary of State

Registration of Fictitious Name

This fictitious name filing shall expire 5 years from the date filed unless a renewal filing is submitted within 6 months prior to the expiration date.

This information is for the use of the public and gives no protection to the name being registered. There is no provision in this Chapter to keep another person or business entity from adopting and using the same name. (Chapter 417, RSMo)

The undersigned is doing business under the following name, and at the following address:

Business name to be registered: **Frontier School System**
 Business address: **6700 Corporate Dr**
 City, State and Zip Code: **Kansas City MO 64120**

If all parties are jointly and severally liable, percentage of ownership need not be listed.

Name of Owners, Individual or Business Entity	Street and Number	City and State	Zip Code	If listed, Percentage of ownership must equal 100%
Millenium Education Foundation	5605 Troost Ave	Kansas City MO	64110	

In Affirmation thereof, the facts stated above are true:

(The undersigned understands that false statements made in this filing are subject to the penalties of a false declaration under Section 575.080, RSMo.)

Coskun Cetinkaya

(Authorized Signature)

President

(Authorized Party Relationship)

Criminal Background and Family Care Safety Registry Checks



Frontier Schools, Inc. Board Members

In compliance with Missouri Charter School statute, §160.400.15 RSMo 2012, no member of the Frontier Schools, Inc. board of directors is an employee of the board or the charter school, nor is any member of the board of directors an employee of the sponsoring organization, the University of Missouri-Kansas City (UMKC).

Family Care Safety Registry Checks have been conducted for all board members. Family Care Safety Registry Checks include data from the MO State Highway Patrol regarding criminal history and sex offender registry records.

Eugene Augustine, Board President
4329 W 111th Terrace
Leawood, KS 66211
Title: Teacher
Organization: Rolling Hills Presbyterian Church
Tel: (913) 338-0883
Tel: (913) 317-6608 (cell)
Email: eaugustine9@gmail.com
Email: eaugustine@frontierschools.org

Muharrem Ali Tunc, Secretary
2900 Bob Billings Pkwy. F8
Lawrence, KS 66049
Title: Graduate Research Assistant
Organization: University of Kansas
Tel: (785) 979-1932
Email: tunc@ku.edu
Email: mtunc@frontierschools.org

Serkan Toy, Board Member
4200 N. Rushwood Street
Bel Aire, KS 67226
Title: Research Assistant Professor
Organization: Kansas University School of Medicine
Tel: (816) 872-4654
Email: serkantoy@yahoo.com
Email: stoy@frontierschools.org

Anthony Springfield, Board Member
12131 W. 48th Terrace
Shawnee, KS 66216
Title: Attorney/Shareholder
Organization: Polsinelli PC
Tel: (816) 360-4291
Email: ASpringfield@polsinelli.com
Email: aspringfield@frontierschools.com

Mehmet Barut, Board Member
6138 E. Brookview Ct.
Wichita, KS 67220
Title: Associate Professor of Production
Operations Management
Organization: Wichita State University
Tel: (316) 519-6170
Email: Mehmet.Barut@wichita.edu
Email: mbarut@frontierschools.org

Bayram Yildirim, Treasurer
2806 N Edgemoor Circle
Wichita KS 67220
Title: Graduate Coordinator
Organization: Wichita State University
Tel: (316) 670-3282
Email: bayram@gmail.com
Email: myildirim@frontierschools.org

D. Kent King
Commissioner of Education



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

Missouri Department of Elementary and Secondary Education
— Making a positive difference through education and service —

MEMORANDUM

TO: BROOKSIDE CHARTER SCH
FROM: Educator Certification/Conduct and Investigations
DATE: November 05, 2008
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: EUGENE RONALD AUGUSTINE

Social Security No: Ending In

Date of Birth:

Employee Status Code: E

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

****For certification and/or employment purposes, the fingerprint results are valid for six (6) months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2007, you may only use these results for "determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."**



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



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

Missouri Department of Elementary and Secondary Education
— Making a positive difference through education and service —

MEMORANDUM

TO: BROOKSIDE CHARTER SCH
FROM: Educator Certification/Conduct and Investigations
DATE: December 29, 2009
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: MUHARREM ALI TUNC

Social Security No: Ending In

Date of Birth:

Employee Status Code: U

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

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

Do not copy or share these results with other employers.

MEMORANDUM

TO: FRONTIER SCHOOL OF INNOVATION
FROM: Educator Certification/Conduct and Investigations
DATE: March 23, 2011
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: SERKAN TOY

Social Security No: Ending In

Date of Birth:

Employee Status Code: U

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

****For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2010, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."**

Do not copy or share these results with other employers.

MEMORANDUM

TO: FRONTIER SCHOOL OF INNOVATION
FROM: Educator Certification/Conduct and Investigations
DATE: March 31, 2011
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: MEHMET BARUT

Social Security No: Ending In

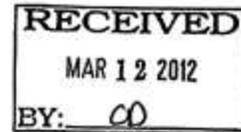
Date of Birth:

Employee Status Code: C

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

****For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2010, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."**

Do not copy or share these results with other employers.



MEMORANDUM

TO: FRONTIER SCHOOL OF INNOVATION
FROM: Educator Certification/Conduct and Investigations
DATE: March 08, 2012
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: ANTHONY SPRINGFIELD

Social Security No: Ending In

Date of Birth:

Employee Status Code: U

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

****For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2010, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."**

Do not copy or share these results with other employers.

MEMORANDUM

TO: FRONTIER SCHOOL OF INNOVATION
FROM: Educator Certification/Conduct and Investigations
DATE: April 07, 2011
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: MEHMET YILDRIM

Social Security No: Ending In

Date of Birth:

Employee Status Code: C

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

****For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2010, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."**

Do not copy or share these results with other employers.



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 VOICEMAIL 1-800-735-2466

Pat Vestalberg
Acting Director



Jeremiah W. (Jay) Nixon
Governor

09/12/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: AUGUSTINE, EUGENE
Registrant Number: 64557385

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR.
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/12/2013. The background screening, confirmation #182883916, conducted on 09/12/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov

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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 1-800-735-2460

Gal Vesterling
Acting Director



Jeremiah W. (Jay) Nixon
Governor

09/12/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: TUNC, MUHARREM ALI
Registrant Number: 64558637

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/12/2013. The background screening, confirmation #182H84952, conducted on 09/12/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov

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Missouri Department of Health and Senior Services

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RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2465

Gail Venterling
Acting Director



Jeremiah W. (Jay) Nixon
Governor

09/23/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: TOY, BERKAN
Registrant Number: 64556274

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR.
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/23/2013. The background screening, confirmation #186652367, conducted on 09/23/2013, indicated the following:

No finding reported to the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov

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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 VOICEMAIL 1-800-735-2466

Dal Vasterling
Acting Director



Jeremiah W. (Jay) Nixon
Governor

09/24/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: SPRINGFIELD, ANTHONY
Registrant Number: 64577439

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR.
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/24/2013. The background screening, confirmation #186922459, conducted on 09/24/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov

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Missouri Department of Health and Senior Services

P.O. Box 570 Jefferson City, MO 65102-0570 Phone: 573-751-8400 FAX: 573-751-8018
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2468

Gail Vesterling
Acting Director



Jenniah W. (Jay) Nixon
Governor

09/23/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: BARUT, MEHMET
Registrant Number: 64576939

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR.
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/23/2013. The background screening, confirmation #186656461, conducted on 09/23/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov

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Missouri Department of Health and Senior Services

P.O. Box 570 Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6016
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2986 VOICE 1-800-735-2466

Gail Vestering
Acting Director



Jeremiah W. (Jay) Nixon
Governor

09/12/2013

FAMILY CARE SAFETY REGISTRY
Background Screening Results - Inquirer
Registrant: YILDIRIM, MEHMET
Registrant Number: 64558216

FRONTIER SCHOOLS INC
ATTN: ANDREA HENDERSON
6700 CORPORATE DR
KANSAS CITY, MO 64120

The Family Care Safety Registry (FCSR) received your request for a background screening on 09/12/2013. The background screening, confirmation #182884467, conducted on 09/12/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's 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

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

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**UMKC SCS 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. 160.415.7(2)	Yes/No

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	<input checked="" type="radio"/> 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.	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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.)	

Organization: Frontier Schools, Inc.

Printed Name: Eugene R. Augustine

Signature: Eugene R. Augustine

Date: 9/24/13

Organization: Frontier Schools, Inc.

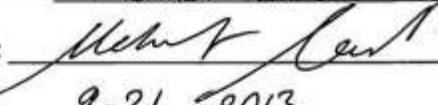
Printed Name: Anthony L Springfield

Signature: 

Date: 9/21/13

Organization: Frontier Schools, Inc.

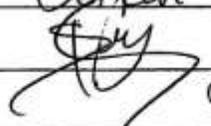
Printed Name: Mehmet Barut

Signature: 

Date: 9-21-2013

Organization: Frontier Schools, Inc.

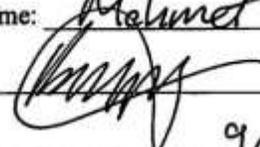
Printed Name: Serkan Toy

Signature: 

Date: 9/21/13

Organization: Frontier Schools, Inc.

Printed Name: Mehmet Bayram Yildirim

Signature: 

Date: 9/20/13

Organization: Frontier Schools, Inc.

Printed Name: Muhammad Ali Turu

Signature: 

Date: 9/21/2013

Internal Governance Audit

Applicants Instructions

A quality charter school is governed by individuals who are responsible stewards of the charter's mission and of public funds and trust. The governing board members carry out their duties in a professional and ethical manner at all times for the purpose of achieving student success. The governing board understands the short and long-term economics of the school and has systems in place to monitor its short and long-term financial health.

The central role of the charter board is to responsibly delegate the work of actualizing the board's vision and mission.

Required Exhibits

- Minutes of three, consecutive months of charter board meetings. September 2013, see page 116; October 2013, see page 120; November 16, 2013, see page 23.
- Board members resumes or vitae. See page 64.
- UMKC CSC Statutory Responsibilities of Charter Board Members document submitted by each board member. See pages 111-113.
- Description of how board will fill vacancies or add additional members. See page 66.
 - Explanation of how the board will involve parental, professional educator or community involvement in the governance of the school. See Exhibit 4.

Evaluation Criteria:

A response that meets the standard will

- Present proper documentation that the entity proposing to hold the renewal charter is a Missouri nonprofit corporation;
- In the case of pre-existing organizations, demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation and provide details of the operational relationship and the separation between the pre-existing organization and the governing board;
- Ensure the governing board is aware and follows the sunshine law in conducting board and committee business (Public Government bodies, Sunshine policy 610.010.4, Meeting Notice 610.020, Public Records 610.010, 023, 024, 026, Emails 610.025, Closed Meeting/Records 610.021, 610.022);

Evaluation Criteria:

A response that meets the standard will indicate that the board as a whole:

- Has a thorough understanding of their governing role and ultimate responsibility for the school;
- Has capacity to oversee the successful development and implementation of the education program presented in the application;
- Has capacity to oversee the effective and responsible management of public funds;
- Has capacity to oversee and be responsible for the school’s compliance with its legal obligations;
- Will represent the community well;
- Is aware of their duties and responsibilities as public servants in accordance with 105.450 RSMo;
- Will generally have the capacity to found and sustain a quality school; and
- Will meet the UMKC requirement and have a minimum of five board members with a variety of professional and personal experiences serving on the board.

Statutory Reference(s): 160.400.7; 160.400.8; 160.400.11; 160.400.14; 160.400.15 ref. 610.010-610.030; 160.405.2(2); ref. 105.450, 105.483, 105.485, 105.487, and 105.489

Minutes of three, consecutive months of charter board meetings:

SEPTEMBER 2013 Board Minutes

FRONTIER SCHOOLS, INC.

Board of Director’s Meeting
University of Missouri Kansas City - Sponsor
Saturday – September 21, 2013
Frontier School of Innovation – 6700 Corporate Drive, Kansas City, MO 64120

Board Meeting Called to Order at 11:09 a.m. by President Eugene Augustine.

Board Members Present

Eugene Augustine, President
Anthony Springfield
Serkan Toy
Muharrem Ali Tunc
Mehmet Barut, Ph.D.
Bayram Yildirim, Ph.D.

Board Members Absent

Others in Attendance

Sean Isik, Superintendent (*ex officio*)
Andrea Henderson, Executive Assistant
Dana Tippin Cutler, Legal Counsel
Greg Rieke, Strategic Planning Team
Ilker Yilmaz, Principal, Frontier School of Innovation – Middle/High

Ali Tekin, Principal, Frontier School of Excellence
Cathy Morrison, Strategic Planning Facilitator

Strategic Planning Update. Cathy Morrison recapped the team's planning efforts to date. She advised that information will be gathered from students, parents and staff via focus groups and surveys. Some focus groups have already been scheduled and the remaining should be scheduled in the next week. Information collected during the focus groups will be used to tailor the survey questions. Ms. Morrison recommended that the next step for board members is to participate in a strategic planning session to evaluate the data collected and begin structuring the plan. The consensus of the group was to conduct a 4-hour strategic planning session on Saturday, October 19, 2013. The session will be held at the central offices in Union Station from 9:00 a.m. to 1:00 p.m. Breakfast will begin at 8:30 a.m. and lunch will be provided. Ms. Morrison will work to analyze focus group and survey responses and provide a preliminary analysis of the results for the board in advance of the meeting. She will also forward any necessary pre-work that board members should complete prior to the meeting. The consensus of the board was that having data concerning best practices within other charter schools would be helpful during the strategic planning sessions. Details of what is needed and how to obtain it will be discussed by the strategic planning subcommittee at their next meeting on September 28, 2013.

Ms. Morrison advised that Lori Bryan will be in Houston, TX on November 11, 2013 to meet with another client and hopes that will be a good opportunity to meet with Frontiers contacts at the Harmony Schools.

Ms. Morrison exited the meeting after her presentation.

Review and Approval of Previous Board Minutes. Mr. Serkan Toy made a motion to approve the minutes of the July 20, 2013 board meeting as presented. Mr. Springfield seconded. Unanimous vote in favor to approve.

Public Comments. None

Approval of the 2013-2014 School Budget. Mr. Isik provided an oral overview of the written budget. He highlighted several budget line items, such as special education, the hiring of additional staff to include eight teachers and four instructional leaders, transportation costs, construction costs at FSE, and security costs. The budget also reflects a raise in teacher salaries. Mr. Isik noted the cash reserve of \$730,000 carried over from the prior fiscal year is not reflected in the budget. Frontier has approximately \$1.1 million in reserves (about 10%), more than the 3% recommended by the state. Mrs. Cutler advised the Department of Elementary and Secondary Education's (DESE) rule of thumb is that two months of operating expenses be held in reserve. Based on the budget provided, operating expenses are approximately \$800,000 per month; therefore Frontier's cash reserves should be approximately \$1.6 million.

Dr. Yildirim asked how Frontier teacher salaries compare to other districts. Mr. Yilmaz noted the salaries are lower than some surrounding districts, but are comparable to the Kansas City District. However, Frontier's benefits are better. Frontier teachers also have other pay incentives such as after school tutoring, summer school, and Saturday school.

Mr. Rieke asked if there is any consideration for building purchases included in the budget. There is not, however Mr. Isik indicated after charter renewal, funding for buildings can be considered in the next budget, or the current budget can be amended, if needed.

Dr. Yildirim made a motion to approve the 2013-2014 budget. Dr. Barut seconded. Unanimous vote in favor to approve.

Principals' Reports. Mr. Tekin reported Frontier School of Excellence has 208 students and 30 staff members.

There are two more positions to be filled. The attendance rate is 94.9% and 81% of the students have free or reduced lunch status. Test screenings have been given; language arts and math for grades 6-10 and science for grade 8. Students in all grades levels will be screened using the NWEA assessments in math, language arts and science.

The Challenge One program provides remedial instruction on Mondays, Tuesdays and Saturdays. Clubs meet on Thursdays and Fridays. Mr. Tekin shared that University of Missouri-Kansas City Chancellor, Mr. Leo Morton, visited FSE and spoke to all high school students. It was a great experience and he would like to host similar events in the future. A school picnic will be held for students, staff and parents on October 19, 2013 at Swope Park.

Mr. Yilmaz gave an oral overview of the written north campus report. The report highlighted current enrollment (849), administering of the mock MAP test, establishment of data teams, the English Language Learners (ELL) program, athletic programs, new teacher induction courses, the distribution of iPads and Ebooks to 9th graders and upcoming events. The group discussed various elements of the iPad distribution pilot program, to include web controls, insurance, possible savings associated with using Ebooks instead of textbooks and evaluating the results of the pilot program.

Superintendent's Report. Mr. Isik reported total enrollment is 1,060.

Mr. Isik reported he has had a couple of meetings with Ms. Marsha Chappelow, local Charter School liaison from DESE. She is assigned to this region and is available to work with our schools.

New committees have been formed as part of the charter renewal process. The committee responsible for school/education objectives will be headed by FSI staff, the organizational plan committee will be headed by FSE staff and the central office staff is responsible for the business plan.

Approval of the 2013-2014 Board Meeting Calendar. The proposed meeting calendar was updated to include October 19, 2013 at 8:30 a.m., the date selected for the board's strategic planning session. Mr. Isik asked the board if he could invite Dr. Chase to come on October 19, 2013 to discuss the 2013 MAP results and the charter renewal process and they agreed.

Dr. Yildirim made a motion to approve the board meeting calendar as amended. Mr. Springfield seconded. Unanimous vote in favor to approve.

Charter Renewal

Update. Mr. Isik distributed copies of a report recently prepared by the UMKC Charter School Center as part of the renewal process. The report covered the governance and organizational areas. The report was very favorable. Within the area of governance, 17 of 20 standards were met. Two were approaching the standard and only one standard was not met. One deficiency is being addressed through the strategic planning process. The other two were related to board training. Board members did not complete 16 hours of training within their first year of board service there was no evidence of ongoing board training. The group discussed ways to fulfill the ongoing requirement for additional board training. Mrs. Cutler advised that board members could attend training in Missouri or Kansas, but it must be to board governance and charter schools. Mrs. Cutler offered to conduct training for board members via webinar and/or on video that can be download and viewed at each board member's convenience. After a board member views a video or webinar, he would complete a certification and submit it to Mrs. Henderson for file. The board was receptive to those ideas and Mrs. Cutler will provide additional information on that process. Mr. Isik noted he has recently joined the Missouri School Administrators Association and that additional training opportunities may be available through that organization.

Within the organizational area of the UMKC report, one standard was rated as approaching standard. Mr. Isik advised that data teams are being implemented in conjunction with the Regional Professional Development Center at UMKC to address this need. UMKC is currently reviewing our financial plans. Additional documents will be provided this week. The next meeting of the charter renewal committee will be October 25, 2013, 10:30 a.m. at FSI.

Mr. Rieke commented that during the meeting where the report was given, Ms. Latoya Goree of UMKC (who conducted the governance audit) stated her daughter currently attends a private school, but she was impressed with Frontier and would send her daughter there.

Conflict of Interest Policy. Mrs. Cutler advised the board of the requirement to complete a new conflict of interest policy. She also noted that the current policy and regulation need to be amended to be consistent with the disclosure. The UMKC Charter School Center requirement statement was also signed.

Mr. Isik excused himself from the meeting and in his absence, Mrs. Cutler stated Mr. Isik had made her aware that his wife is a Frontier employee. In the interest of full disclosure, Mrs. Cutler advised that Mrs. Isik is the school nurse at FSI and is a direct report to Mr. Yilmaz. She asked Mr. Yilmaz if he was satisfied with her performance and if he would feel comfortable going to Mr. Isik if things were not going well. Mr. Yilmaz stated Mrs. Isik does a great job. When there are concerns about an employee's performance there is an administrative meeting at FSI where personnel issues are discussed. If the administrative team decided to take disciplinary action, he would feel comfortable discussing it with Mr. Isik. Mrs. Isik is a certified nurse and her salary is commensurate for the area. Mr. Yilmaz noted he had advertised for a nurse but was unable to find a suitable applicant for the position because most nurses can make a higher salary in a hospital setting.

Dr. Yildirim made a motion to approve the amended conflict of interest policy and regulation. Dr. Barut seconded. Unanimous vote to in favor to approve.

Family Care Registry. Mrs. Henderson advised that the Charter School statute requires that all board members must be cleared through the Family Care Registry system. Board members who had not previously provided the necessary information for the screenings to be done provided it during the meeting.

Missouri Charter School Conference. The Missouri Charter School Conference will be held October 2-5, 2013 at the InterContinental Hotel, Kansas City. Mr. Isik stated he would register anyone interested in attending. President Augustine, Mr. Springfield and Mr. Rieke asked to attend.

Harmony Schools Contract. Mr. Isik advised the contract with Harmony schools was up for renewal. Harmony provides consulting fees, training for superintendents and teachers, a STEM education curriculum and other services. In the past, payment was made once per year, but will be paid in monthly installments going forward. The contract can be renewed for one year or three years, based on the board's preference. Mrs. Cutler recommended the contract be approved for one year with an option to renew for three years pending charter renewal approval by DESE. Dr. Barut made a motion to approve the contract under the terms recommended by Mrs. Cutler. Dr. Yildirim seconded. Unanimous vote in favor to approve. Mrs. Cutler will provide an updated contract for President Augustine's signature.

Mr. Springfield made a motion to adjourn. Dr. Yildirim seconded. Unanimous vote in favor to approve. The meeting adjourned at 1:31 p.m.

Muharrem Ali Tunc
Board Secretary

OCTOBER 2013 BOARD MINUTES

FRONTIER SCHOOLS, INC.

Board of Director's Meeting
University of Missouri Kansas City - Sponsor
Saturday – October 19, 2013
Frontier School of Excellence – 5605 Troost Ave., Kansas City, MO 64110

Board Meeting Called to Order at 8:40 a.m. by President Eugene Augustine.

Board Members Present

Eugene Augustine, President
Anthony Springfield
Serkan Toy
Mehmet Barut, Ph.D.
Bayram Yildirim, Ph.D.

Board Members Absent

Muharrem Ali Tunc

Others in Attendance

Sean Isik, Superintendent (*ex officio*)
Dr. Phyllis Chase, Director, UMKC Charter School Center
Andrea Henderson, Executive Assistant
Dana Tippin Cutler, Legal Counsel
Greg Rieke, Strategic Planning Team
Cathy Morrison, Strategic Planning Facilitator
Rose Dicus, Principal, Frontier School of Innovation
Ilker Yilmaz, Principal, Frontier School of Innovation
Ali Tekin, Principal, Frontier School of Excellence

Dr. Chase presented the UMKC Charter School Center's Annual Board Report. The report provided an overview of the state mandates for charter school sponsors and the charter school center's role and relationship to its sponsored school. Dr. Chase provided an overview of The Missouri School Improvement Program (MSIP 5) and recapped Frontier's MAP and EOC testing results from the over the past 4 years. She provided statistics taken from the results to assist administrators with more data analysis.

Dr. Chase stated the charter renewal process is going very well and that her goal is to submit Frontier's renewal application to the Department of Elementary and Secondary Education (DESE) by November 15, 2013.

After Dr. Chase's presentation, the President Augustine granted a recess in the meeting. The meeting reconvened at 10:10 a.m.

Charter Renewal. Mr. Isik referenced documents distributed to the board prior to the meeting that have been drafted for inclusion in the charter application. They included the Business Plan, school climate, and school-specific goals and objectives. The charter renewal committee is working to finalize those documents with a goal for completion of November 1, 2013.

The charter renewal application requires that an academic calendar for the first year of renewal be submitted. Mr. Isik requested that the board approve the tentative calendar provided. Dr. Barut made motion to approve the

tentative academic calendar for 2014-2015. Dr. Yildirim seconded. Unanimous vote for approval.

Mr. Isik advised that the UMKC Charter School Center, in collaboration with DESE, has developed a set of school board policies. He asked that the board adopt the sponsor-approved policies to be included in the renewal application. Mrs. Cutler recommended the board vote to adopt the sponsor-approved policies subject to review and to incorporate that new conflict of interest policy approved by the board at the September meeting. If any significant changes are needed, they will be submitted via email to the board for review, allowing 4-5 days to address questions or concerns. Mrs. Cutler will perform the review before the November 15th target date to submit the renewal application. Mr. Springfield made a motion to adopt the sponsor-approved policies subject to review by legal counsel and to incorporate the new conflict of interest policy approved by the board at the September meeting. Dr. Yildirim seconded. Unanimous vote for approval.

Frontier Schools Coordinator Appointments. State law requires school boards to appointment district coordinators for Section 504 (Disabilities), English Language Learners (ELL) and homeless students. Mr. Isik recommending the following persons:

Section 504 Coordinator – Mr. Elyar Isgandarli
English Language Learner (ELL) Coordinator – Dr. Nabat Erdogan
Homeless Coordinator – Mrs. Andrea Henderson

Dr. Yildirim made a motion to appoint the recommended nominees. Dr. Barut seconded. Unanimous vote for approval.

Teacher Service Agreement. Mrs. Cutler noted it was mentioned during Dr. Chase's presentation that a large number of teachers will be obtaining ELL certification at no cost. She recommended those teachers be required to complete a minimum service requirement agreement to remain at Frontier or to repay the amount spent for training. Mr. Isik stated since UMKC will fund the majority of the training, he would like to consult with Dr. Chase. The board agreed and a discussion on this issue will be added to the agenda for the next meeting.

The board then moved into a strategic planning session facilitated by Cathy Morrison. A situational analysis and notes from that portion of the meeting are provided as Attachments A and B.

The board agreed to have another strategic planning session during the next meeting on November 16, 2013. The time and location were changed to 8:30 a.m. at the Troost location.

Dr. Yildirim made a motion to adjourn. Mr. Springfield seconded. Unanimous vote for approval. The meeting adjourned at approximately 2:15 p.m.

Muharrem Ali Tunc
Board Secretary

See Board Minutes from November 2013- See Page 22

Letters of Support



October 30, 2013

To Whom it May Concern:

The Missouri Charter Public School Association is pleased to provide this letter confirming our support of the renewal application submitted for Frontier Schools. Frontier Schools currently operates two campuses in the Kansas City, Missouri area serving over 900 students.

The mission of Frontier Schools is strong, articulating the intent of providing students with the educational tools they need for academic, career, and life successes. Frontier Schools has a significant focus on math, science and technology because those are the areas which will make their students competitive in the future when applying for college and choosing a career path.

The Frontier Schools boast a 99.9% graduation rate and have demonstrated consistent academic success through gains in their recent Missouri Assessment Program (MAP) scores. In 2012, the Frontier School of Innovation received scores of 35.34% proficient and advanced in Communication Arts and 48.87% in Mathematics. In 2013, they boasted scores of 39.88% proficient and advanced in Communication Arts (a 4.54% increase) and 55.83% in Mathematics (a 6.96% increase).

Similar increases can be seen at the middle school level of the Frontier School of Excellence. In 2012, the Frontier School of Excellence (middle) had scores of 25.47% proficient and advanced in Communication Arts and 30.70% in Mathematics. By 2013 those scores had increased to 36.36% in Communication Arts (a 10.89% increase) and 46.15% in Mathematics (a 15.45% increase). The upper grade MAP scores of the Frontier School of Excellence stayed fairly consistent between 2012-2013.

Because of this academic growth and the great successes we see in working with Frontier Schools on a regular basis, it is with confidence that we present this letter of support. If you have any questions, please feel free to contact our Executive Director, Douglas Thaman, at dthaman@mocharterschools.org.

Sincerely,

Douglas P. Thaman, Ed.D.
Executive Director

Missouri Charter Public School Association
1804 Lafayette Ave., 2nd Floor - St. Louis, MO 63104 • 314.776.3551 • Fax 1.868.877.6890



October 18, 2013

Mr. Ismet S. Isik
Frontier Schools
30 West Pershing Road, Suite 402
Kansas City, MO 64108

Dear Mr. Isik

Please consider this correspondence a letter of support toward Frontier Schools' charter renewal. Spofford's REACH to TEACH program of school-based services considers strong partnerships as the foundation of our efforts to reach children and youth who are experiencing difficulties at home or school that impact their learning.

Having a Family Resource Specialist at each of the two Frontier schools indicates the schools' commitment to learning and support for the interventions Spofford employs to maximize students' ability to get the education they deserve. Through a combination of case management, family engagement, and resource development, Spofford is able to work with Frontier's school population on objectives and goals both organizations see as compatible.

Because charter schools often offer access to education for children and youth who have sometimes struggled in other settings, Frontier Schools' willingness to partner with Spofford communicates their mission of helping young people survive and thrive.

Sincerely,

Allen Unklesbay
President and CEO
Spofford

***** P R I N T I N G S E R V I C E S *****



KUKC
Univision Kansas City
5400 Antioch Drive, Suite 4
Merriam, KS 66202

October 23, 2013

To whom it may concern:

I have had the pleasure of working with Frontier Schools over the past two years through our media partnership.

Frontier Schools provides a stimulating environment for its students. Every time I visit the school I am amazed at the gung-ho spirit of pupils as they eagerly hurry to their next math, science or technology class. Students are always respectful and happy to share with visitors what they are learning.

The multidimensional curriculum is a necessity in our increasingly complex world. By seamlessly blending various facets of scholarship, students who attend Frontier School are well prepared for the next level of education or the workforce.

On a personal level, I've had the opportunity to speak to Mr. Isik, the Superintendent of Frontier Schools, on several occasions about the importance of education among minority youth. Mr. Isik truly cares about each and every one of his students and faculty members and strives to push the entire organization to excellence. As such, the Frontier School of Innovation and the Frontier School of Excellence are aptly named and a vital educational component of the Kansas City community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chelan David', written over a light blue horizontal line.

Chelan David
General Sales Manager
KUKC/Univision



12101 Grand Ave.
Kansas City, MO 64145
P: 816.678.7967
F: 816.943.9775
www.exceptionalspecialties.com

The Missouri Department of Elementary and Secondary Education
University of Missouri-Kansas City Charter School Center

October 18, 2013

Dear Respected Committee Members:

Frontier Schools contracts their Special Education Services through Exceptional Specialties Group, Inc. (ESG). ESG is a private company which provides the required Special Education Staff and services for all of the Special Needs Students at Frontier Schools.

ESG has contracted Special Education Services to Charter Schools for more than 13 years. ESG has proudly provided Special Education Services to Frontier Schools since the inception of their charter.

ESG employs the highly trained staff for the Special Needs Students. However, Frontier Schools is ultimately responsible for the implementation and execution of the Special Education Program.

Frontier Schools incorporates Special Education Professional Developments and trainings for their entire staff. This ensures that everyone has a strong understanding of the Special Education process and the individualized needs of the students. The administration and staff at Frontier Schools actively participates in the IEP team decision-making process of the Special Education Students. If necessary, Frontier schools will make available a Spanish Translator for parents at Special Education meetings so that they are able to understand and contribute to their child's Special Education Plan.

Frontier Schools provides appropriate classrooms and spaces for the Special Needs Students. Frontier Schools offers computers, specialized materials and equipment for curriculum adaptations and modifications for the Special Need Students.

All Secondary Students at Frontier Schools complete applications to a university or college. Still, some of the Special Needs Students require Post- Secondary Employment Skills and Vocational

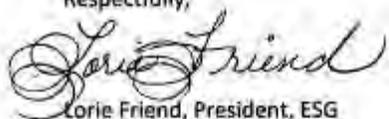
Training. Frontier Schools has been instrumental in the development and growth of the UMKC Charter School Transition Cohort, known as Positive Connections. Positive Connections, partners at the state level with Missouri Community Transition Teams. The Transition Cohorts utilize resources from the community and integrate training modules such as Project Discovery. Project Discovery explores job opportunities, generates hands on preparation programs and develops relationships with businesses to procure successful employment after graduation.

The Special Needs Students participate in all activities with Regular Education Students. Two of the Special Needs Student's received second-place awards at the school's Science Fair and went on to compete at the city level Science Fair. The parents of the Special Needs Students know that their children attend a safe school with a caring staff.

Frontier Schools strives to provide equity for all students. They have adapted to their increasing enrollment and diverse population. Frontier schools' strong emphasis on academic programs and their continuous capital improvements are only a few of the reasons Frontier Schools is successful.

ESG is honored to be a part of the Frontier Schools organization. If you need any more information, please do not hesitate to contact me.

Respectfully,

A handwritten signature in black ink that reads "Lorie Friend". The signature is written in a cursive style with a large, decorative initial "L".

Lorie Friend, President, ESG
LFriend@frontierschools.org

NILES

HOME FOR CHILDREN

Rebuilding lives & renewing hope for children and families.

October 24, 2013

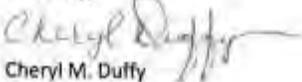
Mr. Ismet S. Isik
Frontier Schools
30 West Pershing Road, Suite 402
Kansas City, MO 64108

Dear Mr. Isik,

This letter is submitted in response to your request for a letter of support for the Frontier Schools' charter renewal. Frontier Schools work cooperatively with Niles Home for Children in providing a strong partnership always centered on the children that you serve. Many of these children are experiencing unsettled atmospheres in their homes and require the patience and attention that Frontier Schools always deliver.

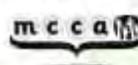
The staff and curriculum provided by Frontier Schools gives the children the necessary skills to move forward in their lives. We appreciate the partnership that we share and know that your charter school will always be willing to provide the needed guidance for all the children that you serve.

Sincerely,



Cheryl M. Duffy
Interim CEO
Niles Home for Children

1911 EAST 28TH STREET | KANSAS CITY, MISSOURI 64127-3701 | P: 816-241-3448 | F: 816-231-9068 | W: WWW.NILSHOMEKCO.ORG *Established in 1888*



INSURANCE Evidence and Information



One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

Philadelphia Indemnity Insurance Company

Policy Number: PHPK1078029
Named Insured and Mailing Address:
Frontier Schools Inc.
dba Frontier School System
6700 Corporate Dr Ste 150 Kansas City, MO
64120-2102
000 0001 5605 Troost Ave
1

Producer: 2927
METZLER BROTHERS INSURANCE
1201 Walnut St Ste 1400
Kansas City, MO 64106

COMMON POLICY DECLARATIONS

Policy Period From: 10/01/2013**To:** 10/01/2014at 12:01 A.M. Standard Time at your mailing address shown above.

Business Description: Other Specialty School

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.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT

PREMIUM

Commercial Property Coverage Part 6,658.00Commercial General Liability Coverage Part 7,696.00

1,856.00

Commercial Crime Coverage Part Commercial Inland Marine Coverage Part 383.00Commercial Auto Coverage Part 434.00 Businessowners Workers Compensation

Employee Benefits 300.00

Total \$ 17,327.00

Total Includes Federal Terrorism Risk Insurance Act Coverage

82.00

FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE Refer To Forms Schedule

*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (01/07)

Countersignature Date Authorized
Representative

PROPERTY

CAUSE OF LOSS FORM USED: SPECIAL PERILS

<i>PRM#</i>	<i>BLD#</i>	<i>SUB. OF INS.</i>	<i>AMOUNT</i>	<i>COIN%</i>	<i>DED.</i>	<i>VALUATION</i>
001 5605 Troost Avenue, Kansas City, MO 64110						
001	001	BPP	\$608,326	80%	\$1,000	RC 4%
002 6700 Corporate Dr. #150-200 Kansas City, MO 64120						
002	001	BPP	\$618,375	80%	\$1,000	RC 4%
002	001	Computer hardware	\$90,000	80%	\$1,000	RC
003 1575 Universal Avenue, Kansas City, MO 64120						
003	001	BPP	\$540,800	80%	\$1,000	RC 4%
004 30 W. Pershing Rd. #402, Kansas City, MO						
004		BPP	\$5,200	80%	\$1,000	RC

EXTENSIONS OF COVERAGES:

Debris Removal	Fire Department Service Charges
Preservation of Property	Pollutant Cleanup and Removal
Newly Acquired Buildings	Newly Acquired Personal Property
Personal Property of Others	Valuable Papers - Cost of Research
Property Off Premises	Outdoor Property - Trees, Shrubs and Plants
Property In Transit	Philadelphia Property Elite - Schools

Summary of Philadelphia Insurance Company Enhancements	
These apply separately per location (not building) per occurrence.	
\$300,000	Business Income/Extra Expense
\$100,000	Accounts Receivable
\$15,000	Emergency Vacating Expenses
\$ 1,000	Fire Protection Device Recharge
\$ 5,000	Loss Data Preparation Costs
No Limit	Signs – Indoor or Outdoor – Attached or Unattached
\$50,000	Fire Department Service Charge
90 days	Newly Acquired or Constructed Property – Buildings
\$500,000	Personal Property at Newly Acquired Property
\$100,000	Valuable Papers & Records Restoration.
\$50,000	Spoilage
\$25,000	Fine Arts
\$500,000	Property Temporarily Off-Premises including Stock
\$25,000	Outdoor Property-Trees/Shrubs. For Specified Perils
\$25,000	Personal effects of employees and volunteers includes theft. Subject to \$5,000 max per Employee/volunteer
\$100,000	Personal Property while in Transit
\$30,000	Backup of Sewers, Drains or Sumps

COMMERCIAL GENERAL LIABILITY

COVERAGE WRITTEN ON: Occurrence Form

Employee Benefit Liability is claims-made

<i>COVERAGE</i>	<i>LIMITS</i>
LIABILITY:	
General Aggregate Limit	\$2,000,000
Products/Completed Operations Aggregate Limit	\$2,000,000
Personal/Advertising Injury Limit	\$1,000,000
Each Occurrence	\$1,000,000
Fire Damage Limit - Any One Fire	\$100,000
Medical Expense Limit - Any One Person	\$5,000
Abuse / Molestation	\$500,000 per person / \$1,000,000 agg
Employee Benefits Liability (retro 8-20-07)	\$1,000,000
Hired and non-owned auto liability	\$1,000,000

COVERAGES INCLUDED:

Premises/Operations	Fire Damage Legal Liability
Products/Completed Operations	Employees as Additional Insured
Independent Contractors	Host Liquor Liability
Personal/Advertising Injury	Incidental Medical Malpractice Liability
Medical Payments	Broad Form Property Damage Liability
Contractual Liability	Non-Owned Watercraft Liability (Under 26 Feet)
Ltd Worldwide Products	Corporal Punishment
GL School Deluxe Endorsement	

CRIME

<i>COVERAGES</i>	<i>LIMIT</i>	<i>DED.</i>
<i>INSURING AGREEMENTS:</i>		
Employee Dishonesty (A) Blanket Form	\$500,000	\$5,000
Forgery or Alteration (B)	\$500,000	\$5,000

UMBRELLA LIABILITY

COVERAGE	LIMIT	PER
Limit of Liability	\$1,000,000	Each Occurrence
	\$1,000,000	Annual Aggregate
Self-Insured Retention	\$10,000	
REQUIRED PRIMARY COVERAGES:		
Commercial Liability	\$1,000,000	Each Occurrence
	\$2,000,000	General Aggregate
	\$2,000,000	Products Aggregate
	\$1,000,000	Personal Injury

PREMIUM SUMMARY

Insurer: Philadelphia Insurance Company
New York Marine/General Insurance Co (WC)
Policy Term: 10-1-2013 To 10-1-2014

<i>COVERAGE</i>	<i>EXPIRING PREMIUM</i>	<i>RENEWAL PREMIUM</i>
Commercial Package	\$14,722.00	\$17,327.00
Umbrella	\$850.00	904.00
TOTAL	\$15,572.00	\$18,231.00

UMKC Charter School Renewal Application/Performance Contract

External Organization Audit

A quality charter school conducts operations that are aligned with a mission-driven culture, are compliant with legal and regulatory mandates, effectively manages risk through effective management of the physical plant, student discipline, and safety protocols, employs effective support services, manages labor relations according to mandates and best practice, engages and communicates with stakeholders, and manages data and technology.

School Culture

High Expectations

Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 1.1a: The school commits to high academic expectations for all students.	Response: FSI provided documentation of the student handbook and academic curriculum. --Title I and III plans provided guidance towards high academic expectations for the school. Concern: FSE does not demonstrate culture of high expectations within the school, per site visit. FSI is the strongest school in terms of high academic and culture expectations between the two schools.	X		

Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 1.1b: The school holds all staff and students accountable to high academic expectations.	<p>Response: FSI provided documentation of high expectations required of students and staff. Documentation included student and staff handbook, as well as samples of an extensive teacher evaluation system.</p> <p>Concern: School observation did not display a culture of high expectations at the high school level.</p>	X		

Curriculum and Instruction

Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 2.1a: The school creates a comprehensive curriculum, instruction, and assessment system.	Response: FSI provided school created power standards for 5-8 th grade, social studies, and algebra courses for both campuses.	X		
Standard 2.1b: The school aligns curriculum, instruction, and assessment with the required standards, college and career readiness measures, and the school's mission and vision.	Response: FSI provided evidence of the college and career readiness curriculum that is aligned with the school's mission and vision.	X		
Standard 2.1c: The school develops and implements effective strategies to meet the needs of a diverse student population.	--Title I and III plans provided guidance toward this standard.	X		

Performance Management				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 2.2a: The school implements a systematic process of monitoring the effectiveness of their academic program based on data.	Response: FSI has provided information on data team training for the school.		X	
Standard 2.2b: The school focuses on continuous improvement of the academic program.	Response: FSI provided evidence of a continued re-evaluation of a school improvement plan since 2010.	X		
: Highly Effective Teachers				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 2.3a. The school hires and develops a cadre of highly effective educators who review student data, adjust instruction, and provide intervention when necessary.	--Personnel qualifications provided that outline the organizations hiring standards for academic personnel	X		
Standard 2.3b: The school implements a systematic process of teacher evaluation.	--Personnel qualifications document provided detailed information of the staff evaluation process	X		
Standard 2.3c: The school provides professional staff development that addresses the needs identified by the school's formal and informal Evidence process.	--Personnel qualifications document provided detailed information relating to staff professional development Response: The school provided evidence of several teacher in-service programs conducted since 2011. All topics appear to be beneficial to teachers at each school site. Concern: Evidence reflects summer in-services, as opposed to training provided throughout the school year.	X		

Laws and Regulation				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 2.4a: The school ensures compliance with local, state, and federal laws and regulations regarding the academic program, including special education and English language learner programs.	--Prior year performance framework provided	X		
Standard 2.4b: The school ensures compliance with the charter contract and authorizer requirements regarding the academic program.	--Prior year performance framework provided	X		
Leadership				
School Expectations				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 4.1a: The school leader establishes a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.	--Department questionnaire submitted by teachers relating to the mission/vision of the school and respective departments, as well to their role in promoting student achievement.	X		
Standard 4.1b: The school leader regularly monitors and evaluates programs and operations.	Response: Principal and teacher evaluation document provided.	X		
Standard 4.1c: The school leader ensures decision-making is strategic and focused on the school's mission and vision.	-Department questionnaire provides feedback from teachers as to their role in the classroom	X		
Standard 4.1d: The school leader has created an environment where all staff are committed to the school's mission.	Response: department questionnaire provided with results from staff	X		

Stakeholders				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 4.2a: The school leader engages parents so they have a voice, are involved and remain informed.	Response: Evidence of annual parent engagement activities provided.	X		
Standard 4.2b: The school leader engages the external community to stay informed and involved with the school.	Response: The school provided a copy of the charter description of community involvement and the Family-Schools Partnership Program. Detailed description of how the school engages the external community was provided. Samples included community-based agency partnerships, local business partnerships, and higher education partnerships.	X		
Standard 4.2c: The school leader communicates effectively with authorizers and applicable government agencies.	--Evidence of communication between the school, the sponsor, and DESE in form of letters was provided.	X		
Instructional Leadership				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 4.3a: The instructional leader supports the instructional improvement of all teaching staff.	--instructional coach job description provided; as well as evidence of training and evaluations of teaching staff.	X		
Standard 4.3b: The instructional leader creates a collaborative learning environment.	--Minutes from departmental meetings	X		

Enrollment				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.1a: The school has an enrollment plan.	--current budget identifies enrollment plan.	X		
Standard 6.1b: The school has a fair and equitable enrollment process.	Response: enrollment process description provided from charter application	X		
Support Services and Personnel				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.2a: The school conducts a systematic approach for support services.	--Staff handbook provides support services and personnel information.	X		
Standard 6.2b: The school is fully staffed with appropriate qualifications.	--Updated organizational chart provided.	X		
Standard 6.2c: The school has a defined hiring process.	--Description of hiring process provided in Personnel Qualifications document.	X		
Standard 6.2d: The school maintains accurate documentation on employees.	--sample employee documentation provided that is used for all staff	X		
Standard 6.2e: The school provides administration for human resources processes, such as onboarding, compensation packages, benefits, and retirement.	Response: staff handbook provides review of benefits, compensation, and retirement offered to staff.	X		
Communication				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.3a: The school ensures data and records are secure, accurate, and appropriately accessible.	Various organizational policies relating to school/community relations, personnel, and student records was provided	X		

Facility				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.4a: The school maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment.	--FSI safety and procedure handbook	X		
Standard 6.4b: The school utilizes a safety committee or review process to oversee and report safety concerns to the administration.	--Safety and procedure handbook provided. --SERT team descriptions and organizational chart.	X		
Standard 6.4c: The school sets student, faculty, and visitor safety as a priority.	Observation at both sites	X		
Student Discipline				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.5a: The school implements a comprehensive student discipline system that maximizes safety and learning time and contributes to the mission and culture of the school.	--Updated student handbook	X		
Technology				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.6a: The school establishes and maintains a comprehensive technology plan.	Response: Documentation of technology plan submitted.	X		
Standard 6.6b: The school ensures technology infrastructure and staff is in place to implement the technology plan.	Response: Documentation of technology plan submitted.	X		
Risk Management				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.7a: The school maintains adequate insurance and documents insurance for contractors and vendors.	--Current insurance policies with adequate coverage provided.	X		
Standard 6.7b: The school employs criminal background checks on board members, staff, contractors, volunteers, and chaperones directly working with students.	--Evidence of background checks provided;	X		

Standard 6.7c: The school provides a bond for key employees.	--Current insurance policies with adequate coverage provided.	X		
Standard 6.7d: The school provides training and documentation to employees related to school policies, health and safety, student and staff rights, workers compensation, and other federal or state mandates.	Response: Staff handbook submitted.	X		
Standard 6.7e: The school establishes safety/contingence/crisis plans and budgets in case of emergencies.	--Documentation of internal controls provided; sample budgets provided as well	X		
Standard 6.7f: The school implements and enforces policies that reduce hazards and risks to the school.	--Documentation of Internal Controls provided	X		

Laws and Regulations

Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 6.8a: The school complies with charter contract requirements.	Charter Center prior year's performance evaluations provided.	X		
Standard 6.8b: The school complies with federal, state, and local laws, regulations, standards and mandates related to charter schools.	No apparent concerns relating to state/federal regulations.	x		
Standard 6.8c: The school maintains access to legal counsel.	Legal expertise is represented on the board;	X		

UMKC Charter School Renewal Application/Performance Contract

External Governance Audit

Academic Oversight				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 3.1a: The governing board understands the charter's academic goals and objectives related to student achievement.	Current bylaws; evidence of Faculty and Academic Affairs committee which serves to oversee the organization's academic goals and objectives related to student achievement	X		
Standard 3.1b: The governing board has systems in place to monitor student achievement.	Current bylaws; evidence of Faculty and Academic Affairs committee which serves to oversee the organization's academic goals and objectives related to student achievement	X		
Financial and Regulatory Oversight				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 3.2a: The governing board understands the short and long-term economics of the school.	--organizational plan, three-year financial plans,	X		
Standard 3.2b: The governing board has systems in place to monitor short and long-term financial health.	--Current bylaws: Finance committee monitors short and long-term financial health of the organization. --Three year financial plan (projected from original charter)	X		
Standard 3.2c: The governing board monitors compliance with local, state and federal laws and regulations.	--Current bylaws: Board committees ensure compliance with charter contract and sponsor requirements.	X		

Standard 3.2d: The governing board monitors compliance with charter contract and sponsor requirements.	--Current bylaws: Board committees ensure compliance with charter contract and sponsor requirements.	X		
Standard 3.2e: The governing board has a process for developing, approving, and enforcing policies and procedures.	--Current bylaws: Governance committee reviews, develops, approves, and enforces policies and procedures.	X		
School Leader Support and Evidence				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 3.3a: The governing board ensures that the school leader sets organization-wide performance goals.	Response: FSI submitted a draft of future academic goals that included non-academic goals for the organization. The goals related to percentages of students participating in after school/tutoring programs, retention, attendance, competitions, etc. Specific operational goals related to financials, fundraising, community partnerships, and parent satisfaction surveys.	X		
Standard 3.3b: The governing board monitors and evaluates the school leader's performance.	Response: FSI submitted a copy of the superintendent's evaluation based on the Missouri Educator Evaluation System.	X		
Standard 3.3c: The governing board provides adequate support for the school leader	--Documentation of board member involvement and support provided; demonstrates that board members assisted with school wide activities such as Science Fair, commencement, and professional development.	X		

Composition and Structure				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 3.4a: The governing board has a clear and active structure of officers, members, and committees.	--Current bylaws: Listing of Officers and duties, terms of office, removal processes, and committees provided.	X		
Standard 3.4b: The Governing board ensures the board has a diverse set of skills and backgrounds adequate for effectively governing the school.	--Current bylaws: Description of Governance Committee—ensures diverse backgrounds are represented on the board; --Current list of Board members provided, along with job related title and terms. --Board resumes provided	X		
Meetings and Accountability				
Standard	Documents	Meets Standard	Approaching Standard	Does Not Meet Standard
Standard 3.5a: The governing board adheres to an established annual board calendar.	--Proposed board meeting calendar to be reviewed by the board on 9.21.13	X		
Standard 3.5b: The governing board provides public transparency.	--Copy of July 2013 meeting agenda with public comments allowed; --Board adheres to Sunshine Law and posts notices of meetings at the school one week prior to meeting date	X		
Standard 3.5c: The governing board follows an agenda that focuses on fulfilling the board’s role and fiduciary responsibilities.	--Copy of meeting agendas to reflect discussion of financials, strategic planning, and other pertinent school related issues	X		

<p>Standard 3.5d: The governing board advocates for and sustains the school’s mission and vision.</p>	<p>--Copy of minutes from the Strategic Planning Subcommittee meeting dated 7.11.13: --Evidence shows that the board voted to engage the services of a consulting firm to assist with developing a strategic plan. --List of school related activities in which the board was represented and actively participated in the activity</p>	<p>X</p>		
<p>Standard 3.5e: The governing board sets and measures progress towards mission driven goals.</p>	<p>---Copy of minutes from the Strategic Planning Subcommittee meeting dated 7.11.13: --Evidence shows that the board voted to engage the services of a consulting firm to assist with developing a strategic plan.</p>	<p>X</p>		
<p>Standard 3.5f: The governing board conducts self-evidences.</p>	<p>Response: no board evaluations provided, however strategic planning is in process.</p>		<p>X</p>	
<p>Standard 3.5g: The governing board members complete sixteen hours of Board Training during the first year of service.</p>	<p>No information provided -Need evidence of board training during the first operating year</p>			<p>X</p>
<p>Standard 3.5h: The governing board members complete additional hours of Board Training each year, conducted by an accredited and/or sponsor-approved source.</p>	<p>Response: evidence of strategic planning agreement with external consulting firm to begin June 2013.</p>		<p>X</p>	

UMKC Charter School Renewal Application/Performance Contract

Financial/Business Plan and Projected Budget

In partnership with their boards, charter schools have autonomy of their finances consistent with state and federal law. Sponsors are responsible for ensuring that the schools they authorize are financially solvent. When reviewing a charter school for renewal, the sponsor determines whether the school is financially viable. By using specific indicators, measures, metrics, and targets, the sponsor is able to identify schools currently in or trending towards, financial difficulty and, with the school's board, proactively address the problem.

The following matrix serves as a performance framework by which to set clear expectations toward financial performance and sustainability. The measures are designed to be reflective of the whole, as no single measure provides a complete picture of a school's financial situation. Together, they provide a comprehensive assessment of the school's financial health in concert with the school's historic trends and future viability.

The purpose of the matrix is to collect evidence of performance to be used annually, to monitor the school's financial "health", to report out to the schools and the public they serve, to intervene in schools that do not meet expectations, and to make high-stakes decisions whether to renew, non-renew, revoke, or to expand and/or replicate a school's charter.

Applicant Instructions:

The questions asked in this section and the documents required are intended as a starting point by which the sponsor can evaluate the charter school's financial performance as part of ongoing monitoring and renewal decision-making. While charter schools have the autonomy to manage their finances consistent with the state and federal law, sponsors must ensure that the schools they authorize are financially stable. Sponsors, by renewing or not renewing a charter school, determine whether that school is not only academically and organizationally sound but also financially viable.

The standards by which to evaluate the school's financial performance fall into two categories:

1. Near-term, and
2. Sustainability

Near-Term-

These questions seek to determine a school's near-term financial health and are designed to depict the school's financial position and viability in the upcoming year. Schools meeting the desired standards demonstrate a low risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and /or are high risk for financial hardships in the near term. These schools may require additional review and immediate corrective action on the part of the authorizer.

Sustainability

The matrix also includes longer-term financial sustainability measures and is designed to depict a school's financial position and viability over time. Schools that meet the desired standards demonstrate a low risk of financial distress in the future. Schools that fail to meet the standards may be a high risk for financial hardship in the future.

Required Exhibits:

Please attach the most recent copies of the following:

- Audited balance sheet
- Audited income statement
- Audited statement of cash flows
- Noted to the audited financial statements
- Charter board-approved budget with enrollment targets
- Actual enrollment information
- Annual debt schedules indicating the total principal and interest due
- Budget
- Budget Actuals
- Financial commitments and obligations
- Organizational Chart(s) that shows the staffing and reporting structure for the board administration and staff
- A job description for all staff identified on the organizational chart
- Projected budget for next three years
- If applicable, Education Service Provider contract

Sponsor/Applicant Instructions

Describe/provide a checklist of items that the sponsor and charter regularly address (such as):

- Board meetings and review of expenditures;
- Low/negative balances in operating funds;
- Compliance with federal/state programs such as special education, homeless, Title; ELL and migrant;
- Changes to Articles of Incorporation or other legal documents; and
- Renewal/closure procedures.

Evaluation Criteria

A response that meets the standard will

- Present evidence that the school is prepared to adhere to generally accepted accounting practices and the Missouri Financial Accounting Manual;
- Present evidence that the school has capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch; special education and limited English proficient enrollment;
- Demonstrate preparation to meet its insurance, annual audit, Annual Secretary of the Board Report (ASBR) and other key financial management obligations;

- Ensures that any grants or federal programs the charter received are administered according to established guidelines;
- Present budget priorities that are consistent with and support key parts of the plan; including the school's mission, educational program, staffing and facility;
- Present realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt;
- Present viable strategies for meeting potential budget and cash flow challenges;
- Demonstrate a commitment to maintaining the financial viability of the school; and
- Budget must reflect the projected percentage of reserve funds at the end of each fiscal year for the LEA.

Statutory Reference(s): 160.405.1; 160.405.5(4); 160.415.11; 161.520

UMKC Charter School Renewal Application/Performance Contract

Internal Business/Finance Audit Business Plan

Budget

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

Budget Implementation and Transfer

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

The District Finance Manager will prepare a monthly statement to account for each month's expenditures and the total spent to date for the fiscal year. The monthly statement will include all receipts and remaining balances for each fund account.

Budget Process

The annual budget process begins in late December, when the business manager and school principals prepare departmental budget forms and historical departmental expenditures to be distributed to departments at the start of January. The process is completed by the end of May with a final approval by the board. See *Appendix C.1-1* for the budget timeline and more information on the process, responsible persons, and various deadlines.

Revenue and Expenditure Assumptions

Budgeted expenses are based on a blending of expected availability of funds, historical expenditures, and departmental budget requests. When applicable, information regarding projected costs is gathered from vendors, analysts and government websites. Detailed records are maintained to support all revenue and expense budget assumptions. Two examples of our budgeting process follow.

Transportation Fuel Expense

The business manager calculates the transportation fuel expense by incorporating forecasted data available from the U.S. Energy Information Administration website, FSS's primary diesel fuel provider, Energy Pro, as well as historical and forecasted usage data.

Salaries and Benefits

Salaries and benefits are calculated based on anticipated staff additions and/or changes, an average 2% salary increase, 10% employee health insurance expense increase, and an estimated pension expense increase. FSS's insurance broker provides the estimated health insurance increase. FSS's Kansas City Public School Retirement contact provides data used to calculate the estimated pension expense increase.

Budgeted revenue is based on both historical figures and estimated enrollment forecasts. See Table 22 for more information.

Budget Revenue Assumption Examples

Revenue Stream	Assumption / Calculation Methods		
Prop C	DESE Forecasted Estimate	Historical Attendance	
Basic Formula	DESE Forecasted Estimate WADA	Historical Data such as Free/Reduced Lunch & Attendance	
Classroom Trust	DESE Forecasted Estimate WADA	Historical Data such as Free/Reduced Lunch & Attendance	
SPED		Historical Data	
Transportation	DESE Forecasted % Change	Historical Data	
School Food		Historical Data	
Title		Historical Data	
Development	Known/Committed Grants	Historical Data	Forecasted Events
Student Fundraising/Fees		Departmental Budget Submissions	

Frontier School System 2013-14 Year School Budget Detailed

Revenues		Amount
5100	Local	\$ 136,325
5200	County	-
5300	State	\$ 12,260,817
5400	Federal	\$ 1,797,995
5600	Non-Current Revenue	-
5800	Other LEA	-
5899	GRAND TOTAL REVENUES	\$ 14,195,136
Expenditures		
1100	Regular Programs	\$ 4,489,124
1191	Summer School (Regular)	\$ 450,000
1192	Juvenile Program	-
1200	Special Programs	\$ 1,321,340
1300	Career Education Programs	-
1400	Student Activities	\$ 62,677
1600	Adult/Continuing Education Programs	\$ 1,600
1900	Payments to Other Districts	-
1999	TOTAL INSTRUCTION (K-12)	\$ 6,324,741
Support Services		

2100	Support Services – Pupils	\$ 404,100
2200	Support Services - Instructional Staff	\$ 588,800
2300	Support Services - General Administration	\$ 444,636
2400	Support Services - School Administration	\$ 1,619,528
2500	Operation and Maintenance of Plant Services	\$ 2,107,337
2550	Pupil Transportation	\$ 768,352
2560	Food Services	\$ 683,381
2998	TOTAL SUPPORT SERVICES	\$ 6,616,134
Non- Instructional Support Services		
3000	Community Services	\$ 15,448
4000	Facilities Acquisition and Construction Services	\$ 250,000
5000	Long and Short Term Debt	\$ 123,216
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	\$ 373,216
9999	GRAND TOTAL EXPENDITURES	\$ 13,314,091
Total Revenue Over/ Total Expense		\$ 881,046
Beginning Balance, July 1, 2013		\$ 1,189,304
Ending Balance, June 30, 2014		\$ 2,070,350

LOCAL REVENUE

Code	Detail	Amount
5151	Sales to Pupils	\$ 8,121.00
5179	Other Pupil Activity Income	\$ 47,753.44
5195	Prior Period Adjustment	\$ 69,750.28
5198	Miscellaneous Local Revenue	\$ 10,700.00
5199	Local Revenue – Subtotal	\$ 136,324.72

STATE REVENUE

Code	Detail	Amount
5311	Basic Formula - State Monies	\$10,539,305.33
5312	Transportation	\$176,898.80
5319	Basic Formula - Classroom Trust Fund	\$420,669.60
5397	Other State Revenue	\$1,123,943.00
5399	State Revenue – Subtotal	\$ 12,260,816.73

FEDERAL REVENUE

Code	Detail	Amount
5441	Individuals with Disabilities Act (IDEA)	\$134,465.00
5445	School Lunch Program	\$457,968.29
5446	School Breakfast Program	\$179,894.42
5448	After-School Snack Program	\$123,653.92
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	\$752,127.00

5462	Title III, ESEA - English Language Acquisition and Academic Achievement	\$44,071.00
5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships	\$105,815.00
5499	Federal Revenue – Subtotal	\$ 1,797,994.63

Projected Budget

5 years Budget plan is located on page 277 (Exhibit 8)

Budget and Cash Flow Challenges

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

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Principal shall review with the Board of Directors the adopted budget in relationship to the beginning cash balances for each fund.

Cash Flow Analysis

	2010	2011	2012	2013
Fund Balanced	\$ 40,474	\$ 485,724	\$ 269,937	\$1,235,987.52
	1.53%	11.22%	3.04%	11.98%
	Audited	Audited	Audited	6/30 report

Performance Plan - Financial Performance & Sustainability

Measures	Metrics	Targets
Financial Status <i>(based on Budget, Balance Sheet, Westbrook Financials, One-Page Summary & Debt Ratio)</i>	Net financial position: - <i>Westbrook Financials & One-Page Summary (DESE Format)</i>	FSS is financially managed, per the approved budget, to result in a budget surplus at the close of each fiscal year. <ul style="list-style-type: none"> • <i>FYE10 reflect change from Fund Deficit to Fund Increase</i> • <i>FYE11 reflect 3% Reserve (ending fund balance / operating expenses)</i> • <i>FYE12 reflect 3% Reserve (ending fund balance / operating expenses)</i> • <i>FYE13 reflect 3% Reserve (ending fund balance / operating expenses)</i>
	Budget	FSS Governing Board will complete & approve a balanced budget based on valid, evidence-based assumptions 30 days prior to the close of the fiscal year.
	Financial commitments & obligations – <i>Debt Ratio Graph</i>	FSS will remain in good standing with respect to financial obligations at all times.
Financial Reporting	Timeliness and sufficiency	FSS will always ensure accurate, timely and sufficient filing of required financial reports plus: <ul style="list-style-type: none"> • <i>Review monthly WB & One-Page Summary (DESE Format) finance reports in Finance/Operations Committee</i> • <i>Report monthly WB & One-Page Summary (DESE Format) finance reports to the FSS board</i> • <i>File Annual Secretary of the Board Report (ASBR) with DESE</i>
Financial management	Independent audit results	FSS will receive an unqualified independent auditor’s report with no material findings.

Frontier School System is committed to have good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board of Directors is effective in providing parameters for the fiscal affairs of the School. The primary positions responsible for financial management and oversight are the business manager and the school superintendent. Additional support and required approval is provided by the finance committee, as well as the Board of Directors.

All financial reporting is tracked using Software Unlimited, Inc.'s School Accounting Software, which aligns with the approved financial standards of the Department of Elementary and Secondary Education (DESE). On a monthly basis, the Frontier Schools' business/finance manager sends data from the previous month to Westbrook and Co., P.C., a financial consultant specializing in charter school finances. The Westbrook consultants review the data, prepare bank reconciliations and adjusting entries, and provide a Statement of Financial Position and Activities. When this process is complete, the business/finance manager analyzes the data, and prepares additional financial reports.

Internal and External Financial Reviews

The Finance Committee is chaired by the Treasurer of the Board of Directors. The role of the finance committee is primarily to provide financial oversight for the organization. The Finance Committee may include non-board members with financial expertise. The Finance Committee's duties shall include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. In addition, the Finance Committee shall:

1. Oversee the development of an annual operating budget with staff.
2. Provide a recommend budget for approval to the Board of Directors.
3. Monitor adherence to the budget.
4. Set long-range financial goals along with funding strategies to achieve them.
5. Develop multi-year operating budgets that integrate strategic plan objectives.

This committee currently includes:

- Dr. Bayram Yildirim (Finance Chair/Board Member)
- Rev. Eugene Augustine (Board President)
- Batyr Durdiyev (Finance Manager)
- Ilker Yilmaz (Principal of North Campus)

Recommendations made by the Finance Committee are taken into account by school leadership when making decisions and, in some instances, are discussed by the entire Board of Directors for their input as well. The Finance Committee follows up with key issues on an ongoing basis to track progress towards goals.

Compliance

In accordance with R.S.Mo 160.405, the Frontier Schools facilitates an annual financial audit by contracting with the independent certified public accounting (CPA) firm Daniel Jones and Associates. The results of the audit are presented and approved by the Board of Directors in November and distributed to UMKC (our sponsor) and DESE in December. Once information from the audit is received, the administration reviews recommendations and makes the appropriate adjustments to ensure proper recordkeeping and compliance with state and federal laws. Westbrook and Co., P.C. oversees the filing of Frontier's tax return according to all deadlines and requirements.

Any grants that Frontier Schools receives, as well as any federal programs that the school participates in, are administered according to required guidelines. In accordance with R.S.Mo 160.405.13(2), Frontier Schools maintains a \$2,000,000 General Liability policy through Philadelphia Insurance that indemnifies the school, its Board of Directors, staff and teachers in the unlikely event of a tort claim. Lastly, in accordance with R.S.Mo 162.821, Frontier Schools shall submit all required documentation for the Annual Secretary of the Board Report (ASBR) with the assistance of our financial consultant, Westbrook and Co., P.C.

On June 2, 2009, the school entered into a building lease for a facility located at 6700 Corporate Drive, Kansas City, Missouri. The building serves as the principal facility of the school. The lease is for a term of five years requiring monthly rent payments of \$19,722 through June 30, 2011. In July and August 2011 the space was expanded and the monthly rent payments increased to \$23,777. Another space expansion was realized from

September 1, 2011 through August 31, 2012 and the monthly rent increased to \$34,174. Beginning September 1, 2012 through August 14, 2014, the monthly lease will increase to \$35,853. Rent expenses under this lease for the year ended June 30, 2012 was \$410,084.

On December 29, 2011, the school entered into a building lease for a facility located at 5605 Troost Ave, Kansas City, Missouri. The lease is for a term of five years requiring monthly rent payments of \$17,000.

On April 24, 2011, the School entered into a building lease for a facility located at 1575 Universal Avenue, Kansas City, Missouri. The building serves as the middle school facility of the school. The lease is for a term of five years, requiring monthly rent payments of \$16,955 beginning August 1, 2011. The lease was amended on July 14, 2011 and March 8 2012, to include additional space and to change the monthly rent requirements. Between September 1, 2011 through August 31, 2012 the monthly rent payments were \$19,954. Beginning September 1, 2012 through July 31, 2013, the monthly rent increased to \$29,494 and from August 1, 2013 through July 31, 2016 the monthly rent will increase to \$30,122.

On April 24, 2012, the school entered into a lease for office space located at 30 West Pershing Road, Kansas City, Missouri. The office space serves as their administration offices. The lease is for a term of twelve months, requiring monthly rent payments of \$2,445 beginning May 1, 2012.

Facilities Breakdown

Building	Approximate Size	Space Utilization
5605 Troost Ave	28,000ft ²	23 classrooms, 9 administrative offices, 1 Cafeteria, 1 PE Room
6700 Corporate Dr	38,000ft ²	27 classrooms, 1 Principal room, 1 Meeting Room, 2 Administrative offices, 1 social worker office, 1 Nurse Office, 4 Special Services Office
1575 Universal Dr	38,000ft ²	24 classrooms, 1 Principal room, 2 Teachers Lounge Room, 5 Administrative offices, 6 Special Services, 1 cafeteria, 1 storage
30 W. Pershing Rd	3500 ft ²	4 administrative offices, 1 storage and 1 meeting room

South Campus

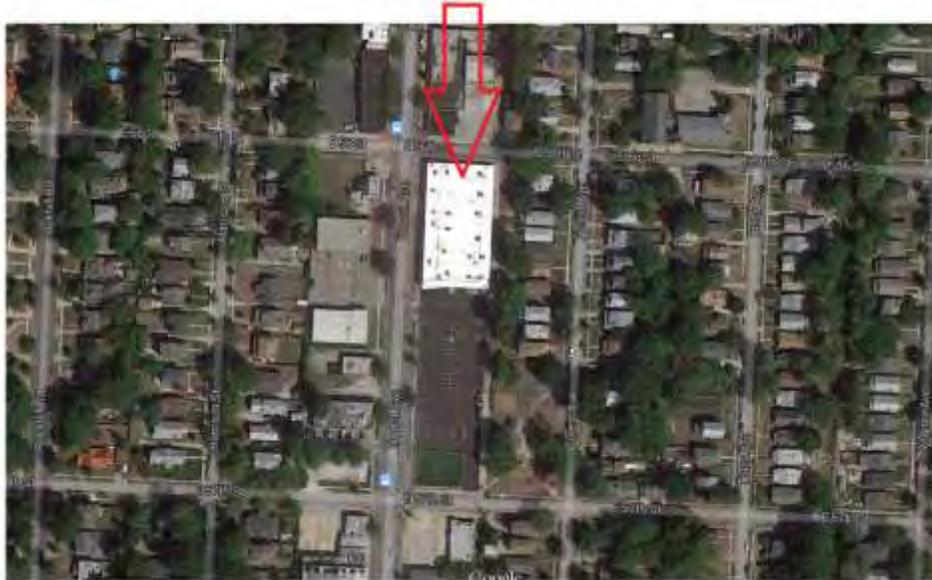


Figure 1 : South Campus Location

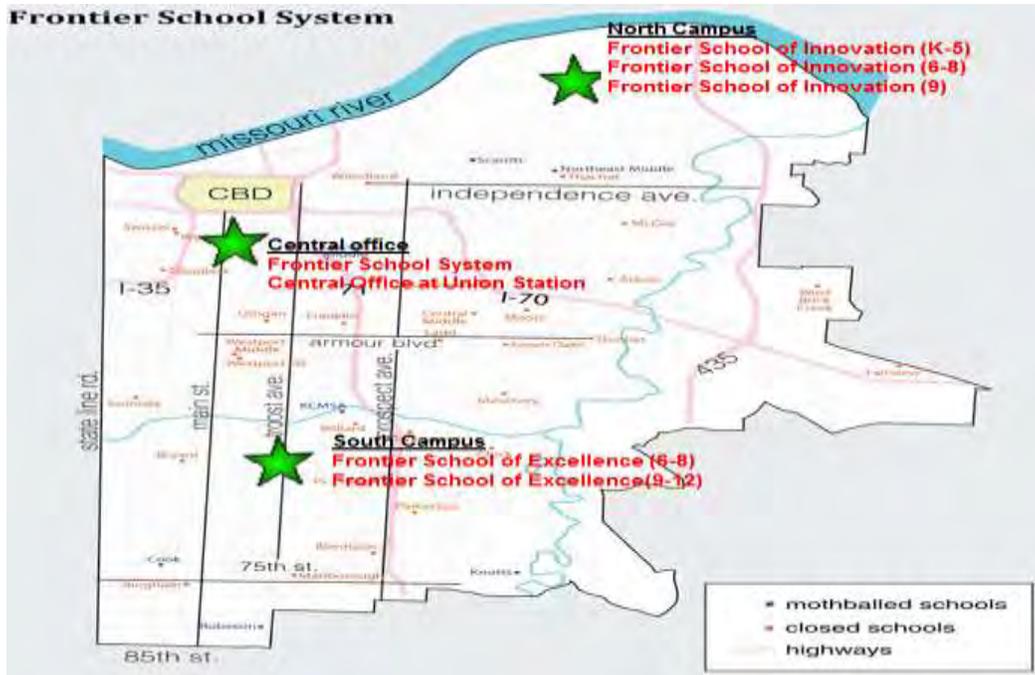
North Campus



1575 Universal Ave.

6700 Corporate Dr.

Figure 2 : North Campus Location



School Locations in KC Public School Boundaries

Facility Needs/Expansion Plan

Frontier Schools continues to grow at the Troost location and a variety of needs have been encountered due to expanding student and staff population. Enrollment growth at the north location necessitates an activity building for special and afterschool programs. Additionally, gym facilities are needed at both locations. Frontier is planning to purchase the buildings at the north and south locations and add more classrooms to the extent feasible. Finally, a campus building from the northeast neighborhood is needed to accommodate the high school expansion. Planning and to address these needs is an ongoing, major project.

Banking Services (Policy 3140)

The Board of Education has the option of annually selecting District funds depositaries or the Board may enter into a contract of one to five years duration for the deposit of District funds. When depositaries are to be selected, the District will receive sealed proposals from banking institutions in the county in which the District is located or in adjoining counties. In order to open new bank accounts in the District's name, the Superintendent and the Treasurer must sign the account authorization. Wire transfers of funds into District accounts must be authorized in writing by the Superintendent and Treasurer or other individual authorized by the Board. In both instances, the Superintendent may appoint a designee to sign for creation of new accounts and for wire transfers. However, such appointment must be in writing.

Description of Major Expenditure Items

Acquiring/Leasing Facilities: Frontier School System (FSS) will lease the facility in compliance with local State, Federal rules and regulations. The expense is stated in the budget.

Maintaining/Cleaning Facilities: FSS will have a custodian on staff to have a clean environment for its students and staff. Expense for custodian and cleaning supplies are included budget

Insuring Facilities: FSS will purchase the necessary insurance policies. There will be property, general liability, professional liability including administration and Board of Directors, equipment insurances. There might be others if it is necessary or required.

Utility Services: Utility services will be arranged through appropriate agencies. Electricity, water, gas, telephone, internet service expenses are included in the Budget.

Texts and Materials: They will be purchased accordingly. These expenses are included in the attached budget. FSI places a relatively heavy emphasis on investing in technology. The level of expenditures on technology is quite high relative to most public school budgets. It can be seen in the budget provided.

Insurance – General: The school will have insurance policies on property, general liability, equipment, and professional liability insurances and any other required insurance.

Worker’s Compensation: The required payments are going to be paid according to State and Federal Law and are included in the budget.

Auditor/Legal Services: The school board shall have the school fiscal accounts audited annually at school expense by an approved certified public accountant other than. The audit must be completed within 10 months after the close of each fiscal year. The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. Frontier will obtain legal services from a licensed law firm. The expenses for both are included in the budget.

Salaries/KCPRS/Health Insurance: Salaries for teachers, administrators and support staff are included in the budget. Benefits are reflected as 22% in the budget.

Contracted Services: Some services will be obtained on a contractual base. These services may include, but not limited to, occupational therapy, physical therapy, or other qualified persons to evaluate special needs students; constructional works that can’t be performed by school personnel, etc. these expenses are included in the budget.

Unemployment Compensation: It is included in the budget and will be paid according to law.

Food Service: For breakfast and lunch, school will contract with an outside company. FSS will participate in the National School Lunch Program. We expect 90% of students will eligible for free or reduced lunches.

Transportation-Regular and Disabled: FSS will provide transportation to students.

Fiscal Management System

The school board has ultimate responsibility of school financial management. Frontier will retain the services Westbrook and Co., PC a local accounting firm.

Accounts Payable Procedures

The school budget will be created and approved by the school board in accordance with Missouri accounting codes. Purchase orders (PO) will be created by school’s business manager and submitted to the school board. Once a PO is approved, the order will be submitted to the vendor. Accounts receivable (school secretary) will receive the goods and sign packing slips. Signed packing slips will be sent to the school principal. The school principal will receive invoices and compare invoices with packing slips and POs. The school principal then approves and sends invoices to Westbrook and Co., C.P.A. and school business manager (a copy). Westbrook and Co., PC will write the checks and send them to school business manager. The Principal and business manager will sign the checks and business manager will send checks to vendors. The business manager will file PO (original, approved by school board), invoice (original, received/approved/signed by principal), and check stub (or copy). Westbrook and Co., PC will use these records to prepare monthly and quarterly reports for the school board. These records, like any other financial records, will also be audited by an independent state approved financial auditor annually according to state laws and regulations. Audit reports will be presented to school board,

the sponsor, and state department of education.

Payroll

Upon hiring an employee, the school principal will notify the business manager. The business manager will create the PO in accordance with Missouri accounting codes. Payroll information will be forwarded to Westbrook and Co., PC. Payroll will be run by Westbrook and Co., PC and sent to the school’s business manager. The Principal and business manager will sign the checks.

Financial Accountability

- Frontier will use practices consistent with the Missouri Financial Accounting Manual (MFAM). Westbrook and Co, PC personnel have the experience and qualifications needed in order to comply with MFAM.
- Annual Audits will be done by a Certified Public Accountant “independent auditor”. Frontier will ensure that DESE receives the audit report by December 31st of each year. Frontier may request a 60-day extension as allowed by DESE. Audit reports and annual financial reports will be published in accordance with chapter 165, RSMo. Reports will be published DESE’s web site.
- Surety bonds will be purchased for persons in charge of handling financial services.
- As one of the benefits of our affiliation with Harmony Public Schools, FSS will use the “Harmony Database” to track all student information and report data such as attendance hours, eligibility for free and reduced lunches, Special Education and Limited English Proficient (LEP) students. Harmony Schools’ database was developed by Harmony Public Schools and has been used by FSS since 2009. Frontier School System will receive technical support and training for “HSA Database”.

Resolved Items

Item	Action	Note
Annual School Calendar and Calendar History	Approved 10/19/2013	
FSS Students Code of Conduct Handbook with School Charter	Approved on 10/19/2013	
School Grievance Procedures	Approved on 10/19/2013	Policy 1310 Regulation 1310 Form 1310.1 Form 1310.2 Form 1310.3 Policy 4810 Regulation 4810 Form 4810 Form 4810.1 Policy 4850 Regulation 4850
Corporate By-laws	New By-Laws are approved 1/19/2013	
Staff Handbook	Approved 10/19/2013	
Education Service Providers	Signed on 10/3/2013	Harmony Public Schools

Waiting List Guidelines	A Approved 10/19/2013	Policy 2200 Policy 2230 Student Handbook
Lottery Guidelines	Approved 10/19/2013	Policy 2200 Policy 2230 Student Handbook
Lau Plan/ELL coordinator	Approved 10/19/2013	
Homeless Coordinator	Approved 10/19/2013	
Westbrook Agreement	Signed on 10/3/2013	
Frontier SAS 115 & Internal Control Documentation	Approved in 2012-13 School year by School Board	

UMKC Charter School Renewal Application/Performance Contract

External Finance Audit

Financial Plan and Resources				
	Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school effectively plans for long and short-term financial health.	X		
	The school ensures that expenditures of school funds are closely aligned with the mission and the academic goals of the school.	X		
	The school has accurate reporting to optimize enrollment and special programs support.	X		
	The school monitors financial sustainability.	X		
	The school seeks out additional funds, if needed.	X		
Laws and Regulation				
	Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school aligns financial practices with state and federal laws, charter contracts, regulations, and standard accounting principles.	X		
Internal Controls				
	Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school establishes strong internal financial controls that help to ensure its operational integrity and maximizes accuracy and reliability.	X		
	The school develops procurement policies and procedures.	X		
Financial Reporting and Oversight				
	Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

The school regularly and accurately records and reports financials.	X		
The school uses and reports restricted funds appropriately.	X		
The school provides for a thorough annual financial audit.	X		
The school has appropriate financial expertise and ongoing professional development for relevant positions.	X		

Critical Questions

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

Board-Approved Budget	Meets Standard <input checked="" type="checkbox"/> Enrollment Variance equals or exceeds 95% in most recent year	Does Not Meet Standard <input type="checkbox"/> Enrollment Variance is between 85-95% in the most recent year	Falls Below Standard <input type="checkbox"/> Enrollment Variance is less than 85% in the most recent year
4. Debt Default Amount:	Look For: Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants		
	Meets Standard <input checked="" type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	Does Not Meet Standard <input type="checkbox"/> Not applicable	Falls Below Standard <input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments
5. Total Margin: Net Income divided by Total Revenue	Look For: Budget demonstrates a net surplus and few, if any, variances are present		
	Meets Standard <input checked="" type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive	Does Not Meet Standard <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not “Meet Standard”	Falls Below Standard <input type="checkbox"/> Aggregated Three-Year Margin is less than or equal to -1.5% or <input type="checkbox"/> The most recent year Total Margin is less than -10%

<p>6. Aggregated Total Margin: Total Three-Year Net Income / Total Three-Year Revenues</p>	<p>Look For: Budget demonstrates a net surplus and few, if any, variances are present</p>		
<p>7. Debt to Asset Ratio: Total Liabilities / Total Assets</p>	<p>Meets Standard</p> <p><input checked="" type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than - 1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive</p>	<p>Does Not Meet Standard</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than - 1.5%, but trend does not “Meet Standard”</p>	<p>Falls Below Standard</p> <p><input type="checkbox"/> Aggregated Three-Year Margin is less than or equal to -1.5% or <input type="checkbox"/> The most recent year Total Margin is less than - 10%</p>
<p>8. Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year One Total Cash One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p>	<p>Look For: Increases in cash balance over the course of the year</p>		
<p>Meets Standard</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year or <input checked="" type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive</p>	<p>Does Not Meet Standard</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”</p>	<p>Falls Below Standard</p> <p><input type="checkbox"/> Multi-Year Cumulative Cash Flow is negative</p>	
<p>9. Debt Service Coverage Ratio:</p>	<p>Look For: Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1</p>		

(Net Income + Depreciation + Interest Expense) / (Annual Principle, Interest, and Lease Payments)	Meets Standard <input checked="" type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.1	Does Not Meet Standard <input type="checkbox"/> Debt Service Coverage Ratio is less than 1.1	Falls Below Standard <input type="checkbox"/> Not Applicable																					
10. Fund Balance Percentage:																								
Year 1	\$ 40,474																							
Year 2	\$ 485,724																							
Year 3	\$ 269,937																							
Year 4	\$ 1,253,214																							
11. Audit Findings:	<input type="checkbox"/> Qualified <input checked="" type="checkbox"/> Unqualified																							
12. Timely Reporting: Were all required reports submitted on time?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																							
13. Expendable net assets: Unrestricted Net Assets + Temporarily Restricted Net Assets	<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Unrestricted Net Asset+ Restricted</td> <td>\$840,293.00</td> <td>\$ 1,552,668.00</td> <td>\$ 1,981,962.00</td> <td>\$ 3,171,266.00</td> </tr> </tbody> </table>					2010	2011	2012	2013	Unrestricted Net Asset+ Restricted	\$840,293.00	\$ 1,552,668.00	\$ 1,981,962.00	\$ 3,171,266.00										
	2010	2011	2012	2013																				
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14. Primary Reserve Ratio: Unrestricted Net Assets + Temporarily Restricted Net Assets / Total Expenses	<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Unrestricted Net Asset</td> <td>\$840,293.00</td> <td>\$ 1,552,668.00</td> <td>\$ 1,981,962.00</td> <td>\$ 3,171,266.00</td> </tr> <tr> <td>Total Expense</td> <td>2743746</td> <td>4418762</td> <td>9413126</td> <td>10776092</td> </tr> <tr> <td></td> <td>31%</td> <td>35%</td> <td>21%</td> <td>29%</td> </tr> </tbody> </table>					2010	2011	2012	2013	Unrestricted Net Asset	\$840,293.00	\$ 1,552,668.00	\$ 1,981,962.00	\$ 3,171,266.00	Total Expense	2743746	4418762	9413126	10776092		31%	35%	21%	29%
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16. Net Asset Position: Total Assets - Total Liabilities					
		Year	Finding		
	1	2010	\$	840,293.00	
	2	2011	\$	1,552,668.00	
	3	2012	\$	1,981,962.00	
	4	2013	\$	3,171,266.00	
17. Expenses per Student: Total Expenses / Enrollment		2010	2011	2012	2013
	Total Enrollment (September)	303	407	780	901
	Total Expense	\$2,743,746.00	\$4,418,762.00	\$9,413,126.00	\$10,776,092.00
	Expenses per Student	\$ 9,055.27	\$ 10,856.91	\$ 12,068.11	\$ 11,960.15
18. Personnel Expense Ratio: Personnel Expenses / Total Revenues		2010	2011	2012	2013
	Personnel Expenses	\$1,082,394.00	\$1,771,292.00	\$4,366,578.00	\$5,216,390.55
	Total Revenue	\$3,612,888	\$5,131,137.00	\$9,995,229.00	\$10,823,940.00
		0.29959246	0.34520458	0.43686623	0.481930845
		Audited	Audited	Audited	6/30 report
19. Occupancy Expense Ratio: Occupancy Costs / Total Revenues		2010	2011	2012	2013
	Occupancy Cost (Property Services)	\$255,495.72	\$585,940.46	\$1,215,845.55	\$1,552,327.87
	Total Revenue	\$3,612,888.00	\$5,131,137.00	\$9,995,229.00	\$11,995,396.00
	Ratio	0.07	0.11	0.12	0.13
		Audited	Audited	Audited	6/30 report
					not yet audited

Perception Data

Several data sources are useful in monitoring both changes in the school over time and in comparison to statewide data. These data include:

- Student performance measures including MAP/EOC and formative assessments;
- Classroom and school climate observations;
- Perceptions of faculty and students through the 4th Cycle MSIP Advance Questionnaire (AQ) results; and
- Miscellaneous data elements, i.e. student and faculty attendance, graduation rate, etc.

It is often helpful to examine these data as leading and lagging indicators of change with appropriate targets and metrics well defined in improvement plans. Some find it helpful to develop data systems to monitor changes by categories of measures i.e. performance data, process data, resource data and demographic data.

Although Missouri (DESE) has utilized perceptual data in assessing educational processes at the school and district level for many years, collection of perceptual data from major stakeholders, especially students, has gathered considerable momentum in the past few years. The work of Ron Ferguson at Harvard and Cambridge Education, through both the Tripod Project surveys and the MET Project funded by the Gates Foundation have validated the reliability of student perceptions in assessing instruction, teaching and professional practice within a school. McKeachie (1997) found, “Student ratings are the single most valid source of data on teaching effectiveness.” In light of this research, it is recommended that the school takes seriously the collection of student perceptions and gives careful consideration to these findings in addressing school improvement efforts.

UMKC Charter School Renewal Application/Advanced Questionnaire

FRONTIER SCHOOL SYSTEM ADVANCED QUESTIONNAIRE AUGUST 15, 2013

Prepared by Howard Jones, Ed.D.

Missouri Education Data Analysis Group

Several data sources are useful in monitoring both changes in the school over time and in comparison to state-wide data. These data include:

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Responses to additive scales (as well as to individual items) have been considered as noteworthy if the mean response is less than agreement (<4.00) and the percentile is a standard deviation below the statewide comparison group for that scale (<17th percentile). Also considered are percentiles above the 90th percentile. Individual items within the scale and as stand-alone items may be meaningful in determining specific responses affecting the scale. It should be noted that the number of respondents may vary between different administrations of the questionnaire over time and, in all cases, a low "N" should be factored into analysis of the reports.

As a result of generally low response rates, data will primarily be analyzed viewing Frontier as a district to increase the "N." Based on number of possible student and faculty respondents from DESE data for all grades at Frontier, the response rate for students was 52% compared with a statewide average response rate for students of 83% at all grade levels. The response rate for faculty at Frontier was only 33% compared to the statewide average for faculty at 80%. The data and resulting analysis must be viewed in light of the low response rate. The number of respondents varied considerably between schools as presented on the table below:

DESE District and Building Code	AQ Grade Levels	Number of Respondents	
		Faculty	Students
0489220000	District	35	323
0489221920	Secondary	6	0
0489223935	Middle Level	18	152
0489226975	Elementary	5	171

Although the information suggests perceptions of students, the confidence and reliability are called into question.

In cases of low participation, it is suggested that conclusions be validated through focus groups, committees and/or additional questionnaires before significant effort and expense are allocated to addressing areas of concern in planning. Perceptions expressed in the analysis may, or may not be reality.

1. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Frontier from the students' perspective is below average as compared to district level students' responses statewide. At the 3.71 mean agreement level, the School Climate Scale was at the 36th percentile. All six of the individual items were below the 4.0 agreement level with items, "My opinion is valued by teachers and administrators" (2.68/1st percentile) and "If a student has a problem there are teachers who will listen and help," (3.72/2nd percentile) negatively impacted the scale. The highest individual item for students was, "I feel safe at school." It should be noted that the standard deviation for this scale was high indicating considerable difference in the perceptions of climate by students.

The School Climate Scale for faculty presents a high level of agreement at a 4.33 mean agreement level on a scale of 1-5 with 5 being strongly agree. Examination of the items within this scale reveals strong levels of agreement on all four items. It is clear from the AQ data that there are notable differences in the perceptions of students taking the survey and the faculty.

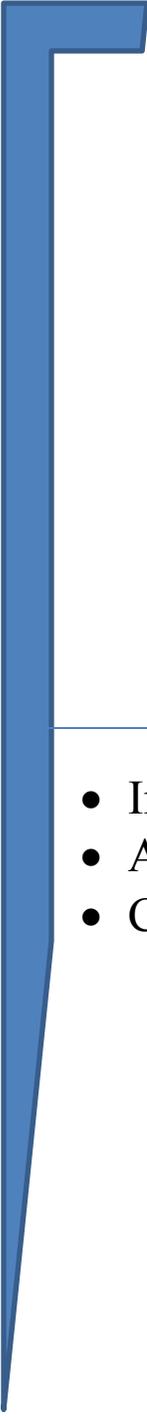
2. The Data Use and the Differentiated Instruction scales are often examined in tandem as it is assumed that use of student data are essential in effectively differentiating instruction and addressing student needs. The agreement level by faculty on the Data Use Scale (3.96 mean and 33rd percentile), indicates data use is a priority at Frontier. Within the Data Use Scale, the item "I assess the level of prior knowledge of all students before initiating instruction" was especially high at 4.21 mean agreement level and at the 63rd percentile. The high standard deviation on the item regarding analyzing disaggregated student data implies a lack of unanimity among faculty and a possible lack of consistency. Responses to the Differentiated Instruction scale/ items are relatively positive. If data teams are not currently in place and functioning effectively, this strategy might improve the use of data in decision-making and ensure more effective differentiation of instruction.
3. Scales somewhat related to overall school climate include the Classroom Management Scale for students and faculty. The faculty perceives this scale at a strong agreement level of 4.23/23rd percentile. The perceptions of students on this scale are very different than faculty (3.16/2nd percentile). All items on the student questionnaire were below the 4.0 agreement level with the items, "Clear rules regarding behavior have been established in most of my classes" (3.26/1st percentile) and "Teachers enforce the rules fairly" (3.05/1st percentile) as especially low items. Considering the differences in the perceptions of faculty and students, a committee made up of representatives of both groups might clarify the cause of the differences.

An additional additive scale related to the school climate includes the Safe and Orderly Environment Scale and the individual item, "I feel safe at school." On the single item, "I feel safe at school," faculty responded at a mean level of agreement above the 4.0 level. The student rate was lower at 3.82 and the 35th percentile which is in the middle range of the state distribution. The school climate related items indicate a positive learning environment exists at Frontier campuses responding to the questionnaire.

4. The overall faculty Professional Development Scale results indicate positive perceptions with a mean agreement level of 3.99 at the 37th percentile. The only items on the Professional Development Scale below the 4.0 level were the items, related to technology training and working with special education students. The item "My professional development improves the way I teach" (4.28/67th percentile), is particularly encouraging.

5. Research has identified a strong relationship between student achievement and the Efficacy and Expectations Scale. Ideally, these two attributes would be separated as there seems to be some difference in the expectations for students expressed by the school and the personal and collective efficacy of faculty and students. Within the faculty Efficacy and Expectations scale, it was noted that all items in this scale were above the 4.0 mean agreement level. The items, “All staff in our school hold high expectations for student learning” (4.47/83rd percentile), “Students are held accountable for doing quality work” (4.03/43rd percentile), and “I emphasize the importance of effort with students” (4.67/25th percentile) indicate both high expectations and imply an effort to integrate rigor in instruction. Analyses of the student Efficacy and Expectations Scale are consistent with the positive perceptions of the faculty.
6. The Guaranteed and Viable Curriculum scale was relatively positive at the 38th percentile/3.94 agreement level. Within the items, the low agreement level of the item, “My school uses assessment data to evaluate and align the curriculum” (3.97/9th percentile) is somewhat related to the data use theme.
7. The Instructional Strategies Scale examines the prevalence of research supported instructional practices. Unlike most of the items on the AQ requesting that the respondent indicate strength of agreement with a statement, this scale requests the respondent to address how frequently these strategies are used. Students at Frontier rated this scale and items somewhat lower than the statewide comparison group at 2.98 mean and the 21st percentile. Items related to being required to correct work and taking notes were more positive items. The faculty was more positive at a mean agreement level of 3.87/46th percentile. A reference to a lack of homework both within this scale and in the self-reporting part of the student survey within the Frequency Report might indicate a need to develop student relevant activities outside of school time to reinforce learning in the classroom. It is recognized that traditional drill and repetitious homework is not likely to be successful; however, creative assignments students see as relevant to future careers may be appropriate and effective in reinforcing instruction.
8. The perceptions expressed on the faculty Leadership Scale provide insight in the ways faculty see the function of leadership within the school’s operation. Several items within this scale, along with the faculty Collegiality and Professionalism Scale/items results indicate areas for improvement. Professional Learning Community strategies might be a consideration to include faculty in more visible ways in addressing school improvement planning and implementation.

In summary, the Advance Questionnaire provides valuable information regarding the perceptions of faculty and students within the Frontier Schools of Innovation and Excellence. As was stated previously, the response rate within the two groups, as well as the reality of changes in teachers and students in the 2013-14 School Year, call for verification of conclusions generated from these data. Ultimately, the perceptions of students and teachers have an effect and can either empower improvement strategies or inhibit them. Considering the positive perceptions of school climate, the school seems well positioned to continue improvements in programs and services to its students.



Additional Documents

- Intervention Process/Procedures
- Appeal Process
- Closure Process

Intervention Process/Procedures

Intervention Process/Procedures

- 160.405.1(14) The UMKC-CSC will develop an agreement to be used with charter schools, as part of their application, that outlines the terms under which the UMKC-CSC will exercise the Center’s responsibility to initiate intervention, revocation and non-renewal. 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,

- 160.405.1(15) The closure procedure is part of the application process. 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. Resolution of any remaining financial obligations; and
 - e. Disposition of the charter school's assets upon closure;
 - f. 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;

- 160.405.1(17) The charter school agreement to return unobligated assets upon closure.

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.

Appeal Process

Appeal Process

Types of Appeals:

- a. Procedural, claiming that the UMKC Charter School Center did not follow an appropriate process
- b. Substantive, claiming that the UMKC Charter School Center made a bad decision on the merits

Common Elements of Charter School Due Process:

- a. Written notice
- b. An opportunity to be heard
- c. An opportunity to defend the school’s rights, with sufficient time to prepare

Procedures for Due Process:

When the UMKC is unwilling to take a charter renewal application/ performance contract forward to the State Board of Education based on a “transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions”: RSMo 160.400.11 (5)

- a. The UMKC Charter School Center has placed 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 (or non-renewed).RSMo 160.405.8 (2)
- b. The school has failed to meet one or more of the following grounds:
 - i. failure to meet academic performance standards as set forth in its charter
 - ii. failure to meet generally accepted standards of fiscal management
 - iii. failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349 within forty-five days following receipt of written notice requesting such information
 - iv. violation of law. RSMo 160.405.9 (1)
- c. A summary of the non-renewal recommendation is first presented to the UMKC Charter School Advisory Board and then to the Dean of the UMKC School of Education.
- d. If the Dean is in support of not taking the charter school forward for renewal, the procedures and appeal options are:
 - i. At least sixty days before acting to non-renewal or 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. RSMo 160.405.8(3)

- ii. The school's governing board may request in writing a hearing before the UMKC Charter School Center within two weeks of receiving the notice. RSMo 160.405.8 (3)
- iii. A hearing, with oral testimony and written argument, before the UMKC Administration, or their designee, will take place within two weeks of the written request from the board.
- iv. Written notice from the UMKC Administration, or designee, of the final renewal decision shall be provided within two weeks of the hearing. RSMo 160.405.8(4)
- e. Final decisions of the UMKC Administration, or designee, may be appealed to the State Board of Education for a final decision. RSMo 160.405.8(4)
- f. A termination shall be effective only at the conclusion of the school year, unless the UMKC Charter School Center determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children. RSMo 160.405.8(5)

If non-renewal is upheld, a Closure Transition Team, consisting of representation from the UMKC Charter School Center, the charter board, and the charter school shall be appointed to follow the closure process to ensure a smooth transition for students and staff.

Closure Process

Closure Process

1. CHARTER SCHOOL CLOSURE SCENARIOS
 - a. Voluntary and Involuntary
 - b. Charter School Closure Options
 - c. Areas Considered for Grounds When Determining Renewal/Non-Renewal
 - d. Areas Considered for Grounds When Determining Revocation
2. APPEALS PROCESS – ENSURING FAIRNESS AND DUE PROCESS
 - a. Types of Appeals
 - b. Common Elements/ Procedures of Charter School Due Process
3. IMMEDIATE ACTION ITEMS
 - a. Notification to Lead Administrators of Effective Organizations
 - b. Establishment and Duties of Transition Team
 - c. Press Releases
 - d. Termination of Summer Instructional Contracts
 - e. Continuation of Student Instruction
 - f. Maintain Aspects For the Security of the School
 - g. Provide UMKC-CSC Contact Information for Parents, Faculty, and Staff
 - h. Provide Parent and Staff Meetings Relating to Closure
4. NOTIFICATION ACTION ITEMS
 - a. Parent Closure Letter
 - b. Parent/Student Meetings Related to Closure
 - c. Staff/Faculty Closure Transition Letter
 - d. Staff/Faculty Meetings Related to Closure
 - e. Notification of Media
 - f. Legally Dissolve 501c 3 at State and Federal Level
5. ONGOING CLOSURE DUTIES
 - a. Transition Team Meetings
 - b. Student Enrollment Fairs
 - c. Data Submission Requirements
 - d. Monitoring of Transportation and Food Service
 - e. Archival of Business Operations and Student Records)
6. FINANCIAL OBLIGATIONS
 - a. Develop and Monitor a Budget to Cover Closure-Related Expenses
 - b. Schedule a Final Audit
 - c. Terminate Vendor Contracts
 - d. Terminate Benefit Providers
 - e. Develop List of Fixed Assets
 - f. Establish a Plan for Disposition of Property
 - g. File Federal Forms to Terminate Funds Directly Received from U.S. Office of Education
 - h. Compile and Submit Itemized Financial Statements
 - i. Notification to Creditors and Debtors
 - j. Work with DESE to Insure Termination of State Payments



Appendix

- Senate Bill 576
- Sample Agenda
- Board Member Questionnaire

Appendix A

SECOND REGULAR SESSION
[P E R F E C T E D]
SENATE SUBSTITUTE FOR
SENATE COMMITTEE SUBSTITUTE FOR

SENATE BILL NO. 576

96TH GENERAL ASSEMBLY

INTRODUCED BY SENATOR STOUFFRE

Offered April 11, 2012.

Senate Substitute adopted, April 11, 2012.

Taken up for Perfection April 11, 2012. Bill declared Perfected and Ordered Printed.

TERRY L. SPIELER, Secretary

47058 OSF

AN ACT

To repeal sections 29.205, 160.400, 160.405, 160.410, 160.415, and 160.420, RSMo, and to enact in lieu thereof nine new sections relating to charter schools.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section A. Sections 29.205, 160.400, 160.405, 160.410, 160.415, and 160.420, RSMo, are repealed and nine new sections enacted in lieu thereof, to be known as sections 29.205, 160.400, 160.403, 160.405, 160.410, 160.415, 160.417, 160.420, and 160.425, to read as follows:

29.205. Notwithstanding any provision of law to the contrary, the state auditor shall have the power to audit any school district or charter school within the state in the same manner as the auditor may audit any agency of the state.

160.400. 1. A charter school is an independent public school.

2. Except as further provided in subsection 4 of this section, charter schools may be operated only:

- (1) In a metropolitan school district [or];
- (2) In an urban school district containing most or all of a city with a population greater than three hundred fifty thousand inhabitants [and may be sponsored by any of the following];
- (3) In a school district that has been declared unaccredited;

EXPLANATION—Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.

9 (4) In a school district that has been classified as provisionally
10 accredited by the state board of education and has received scores on
11 its annual performance report consistent with a classification of
12 provisionally accredited or unaccredited for three consecutive school
13 years beginning with the 2012-2013 accreditation year under the
14 following conditions:

15 (a) The eligibility for charter schools of any school district whose
16 provisional accreditation is based in whole or in part on financial
17 stress as defined in sections 161.520 to 161.529, or on financial hardship
18 as defined by rule of the state board of education, shall be decided by
19 a vote of the state board of education during the third consecutive
20 school year after the designation of provisional accreditation; and

21 (b) The sponsor is limited to the local school board or a sponsor
22 who has met the standards of accountability and performance as
23 determined by the department based on sections 160.400 to 160.425 and
24 section 167.349 and properly promulgated rules of the department; or

25 (5) In a school district that has been accredited without
26 provisions, sponsored only by the local school board; provided that no
27 board with a current year enrollment of one thousand five hundred
28 fifty students or greater shall permit more than thirty-five percent of
29 its student enrollment to enroll in charter schools sponsored by the
30 local board under the authority of this subdivision, except that this
31 restriction shall not apply to any school district that subsequently
32 becomes eligible under subdivisions (3) or (4) of this subsection or to
33 any district accredited without provisions that sponsors charter
34 schools prior to having a current year student enrollment of one
35 thousand five hundred fifty students or greater.

36 3. Except as further provided in subsection 4 of this section, the
37 following entities are eligible to sponsor charter schools:

38 (1) The school board of the district in any district which is
39 sponsoring a charter school as of August 27, 2012, as permitted under
40 subdivision (1) or (2) of subsection 2 of this section, the special
41 administrative board of a metropolitan school district during any time
42 in which powers granted to the district's board of education are vested
43 in a special administrative board, or if the state board of education
44 appoints a special administrative board to retain the authority granted
45 to the board of education of an urban school district containing most

46 **or all of a city with a population greater than three hundred fifty**
47 **thousand inhabitants, the special administrative board of such school**
48 **district;**

49 (2) A public four-year college or university [with its primary campus in
50 the school district or in a county adjacent to the county in which the district is
51 located.] with an approved teacher education program that meets regional or
52 national standards of accreditation;

53 (3) A community college [located in], **the service area of which**
54 **encompasses some portion of the district; [or]**

55 (4) Any private four-year college or university [located in a city not within
56 a county] with an enrollment of at least one thousand students, **with its**
57 **primary campus in Missouri**, and with an approved teacher preparation
58 program;

59 (5) Any two-year private vocational or technical school
60 designated as a 501(c)(3) nonprofit organization under the Internal
61 Revenue Code of 1986, as amended, which is a member of the North
62 Central Association and accredited by the Higher Learning
63 Commission, with its primary campus in Missouri; or

64 (6) **The Missouri Charter Public School Commission created in**
65 **section 160.425.**

66 4. **Changes in a school district's accreditation status that affect**
67 **charter schools shall be addressed as follows, except for the districts**
68 **described in subdivisions (1) and (2) of subsection 2 of this section:**

69 (1) **As a district transitions from unaccredited to provisionally**
70 **accredited, the district shall continue to fall under the requirements**
71 **for an unaccredited district until it achieves three consecutive full**
72 **school years of provisional accreditation;**

73 (2) **As a district transitions from provisionally accredited to full**
74 **accreditation, the district shall continue to fall under the requirements**
75 **for a provisionally accredited district until it achieves three**
76 **consecutive full school years of full accreditation;**

77 (3) **In any school district classified as unaccredited or**
78 **provisionally accredited where a charter school is operating and is**
79 **sponsored by an entity other than the local school board, when the**
80 **school district becomes classified as accredited without provisions, a**
81 **charter school may continue to be sponsored by the entity sponsoring**
82 **it prior to the classification of accredited without provisions and shall**

83 not be limited to the local school board as a sponsor. A charter school
84 operating in a school district identified in subdivision (1) or (2) of
85 subsection 2 of this section may be sponsored by any of the entities
86 identified in subsection 3 of this section, irrespective of the
87 accreditation classification of the district in which it is located. A
88 charter school in a district described in this subsection whose charter
89 provides for the addition of grade levels in subsequent years may
90 continue to add levels until the planned expansion is complete to the
91 extent of grade levels in comparable schools of the district in which the
92 charter school is operated.

93 [3.] 5. The mayor of a city not within a county may request a sponsor
94 under subdivision (2), (3), [or] (4), (5), or (6) of subsection [2] 3 of this section
95 to consider sponsoring a "workplace charter school", which is defined for purposes
96 of sections 160.400 to [160.420] 160.425 as a charter school with the ability to
97 target prospective students whose parent or parents are employed in a business
98 district, as defined in the charter, which is located in the city.

99 [4.] 6. No sponsor shall receive from an applicant for a charter school any
100 fee of any type for the consideration of a charter, nor may a sponsor condition its
101 consideration of a charter on the promise of future payment of any kind.

102 [5.] 7. The charter school shall be **organized** as a Missouri nonprofit
103 corporation incorporated pursuant to chapter 355. The charter provided for
104 herein shall constitute a contract between the sponsor and the charter school.

105 [6.] 8. As a nonprofit corporation incorporated pursuant to chapter 355,
106 the charter school shall select the method for election of officers pursuant to
107 section 355.326 based on the class of corporation selected. Meetings of the
108 governing board of the charter school shall be subject to the provisions of sections
109 610.010 to 610.030[, the open meetings law].

110 [7.] 9. A sponsor of a charter school, its agents and employees are not
111 liable for any acts or omissions of a charter school that it sponsors, including acts
112 or omissions relating to the charter submitted by the charter school, the operation
113 of the charter school and the performance of the charter school.

114 [8.] 10. A charter school may affiliate with a four-year college or
115 university, including a private college or university, or a community college as
116 otherwise specified in subsection [2] 3 of this section when its charter is granted
117 by a sponsor other than such college, university or community college. Affiliation
118 status recognizes a relationship between the charter school and the college or

119 university for purposes of teacher training and staff development, curriculum and
120 assessment development, use of physical facilities owned by or rented on behalf
121 of the college or university, and other similar purposes. [The primary campus of
122 the college or university must be located within the county in which the school
123 district lies wherein the charter school is located or in a county adjacent to the
124 county in which the district is located.] A university, college or community college
125 may not charge or accept a fee for affiliation status.

126 [9.] 11. The expenses associated with sponsorship of charter schools shall
127 be defrayed by the department of elementary and secondary education retaining
128 one and five-tenths percent of the amount of state and local funding allocated to
129 the charter school under section 160.415, not to exceed one hundred twenty-five
130 thousand dollars, adjusted for inflation. [Such amount shall not be withheld
131 when the sponsor is a school district or the state board of education.] The
132 department of elementary and secondary education shall remit the retained funds
133 for each charter school to the school's sponsor, provided the sponsor remains in
134 good standing by fulfilling its sponsorship obligations under sections 160.400 to
135 [160.420] 160.425 and 167.349 with regard to each charter school it sponsors,
136 including appropriate demonstration of the following:

137 (1) Expends no less than ninety percent of its charter school sponsorship
138 funds in support of its charter school sponsorship program, or as a direct
139 investment in the sponsored schools;

140 (2) Maintains a comprehensive application process that follows fair
141 procedures and rigorous criteria and grants charters only to those developers who
142 demonstrate strong capacity for establishing and operating a quality charter
143 school;

144 (3) Negotiates contracts with charter schools that clearly articulate the
145 rights and responsibilities of each party regarding school autonomy, expected
146 outcomes, measures for evaluating success or failure, performance consequences,
147 and other material terms;

148 (4) Conducts contract oversight that evaluates performance, monitors
149 compliance, informs intervention and renewal decisions, and ensures autonomy
150 provided under applicable law; and

151 (5) Designs and implements a transparent and rigorous process that uses
152 comprehensive data to make merit-based renewal decisions.

153 12. Sponsors receiving funds under subsection 11 of this section
154 shall be required to submit annual reports to the joint committee on

155 **education demonstrating they are in compliance with subsection 17 of**
156 **this section.**

157 [10.] **13.** No university, college or community college shall grant a charter
158 to a nonprofit corporation if an employee of the university, college or community
159 college is a member of the corporation's board of directors.

160 [11.] **14.** No sponsor shall grant a charter under sections 160.400 to
161 ~~160.420~~ **160.425** and 167.349 without ensuring that a criminal background
162 check and ~~[child abuse]~~ **family care safety** registry check are conducted for all
163 members of the governing board of the charter schools or the incorporators of the
164 charter school if initial directors are not named in the articles of incorporation,
165 nor shall a sponsor renew a charter without ensuring a criminal background
166 check and ~~[child abuse]~~ **family care** registry check are conducted for each
167 member of the governing board of the charter school.

168 [12.] **15.** No member of the governing board of a charter school shall hold
169 any office or employment from the board or the charter school while serving as
170 a member, nor shall the member have any substantial interest, as defined in
171 section 105.450, in any entity employed by or contracting with the board. No
172 board member shall be an employee of a company that provides substantial
173 services to the charter school. All members of the governing board of the charter
174 school shall be considered decision-making public servants as defined in section
175 105.450 for the purposes of the financial disclosure requirements contained in
176 sections 105.483, 105.485, 105.487, and 105.489.

177 [13.] A sponsor shall provide timely submission to the state board of
178 education of all data necessary to demonstrate that the sponsor is in material
179 compliance with all requirements of sections 160.400 to 160.420 and 167.349.]

180 **16. A sponsor shall develop the policies and procedures for:**

181 **(1) The review of a charter school proposal including an**
182 **application that provides sufficient information for rigorous evaluation**
183 **of the proposed charter and provides clear documentation that the**
184 **education program and academic program are aligned with the state**
185 **standards and grade level expectations, and provides clear**
186 **documentation of effective governance and management structures, and**
187 **a sustainable operational plan;**

188 **(2) The granting of a charter;**

189 **(3) The performance framework that the sponsor will use to**
190 **evaluate the performance of charter schools;**

191 (4) The sponsor's intervention, renewal, and revocation policies,
192 including the conditions under which the charter sponsor may
193 intervene in the operation of the charter school, along with actions and
194 consequences that may ensue, and the conditions for renewal of the
195 charter at the end of the term, consistent with subsections 8 and 9 of
196 section 160.405;

197 (5) Additional criteria that the sponsor will use for ongoing
198 oversight of the charter; and

199 (6) Procedures to be implemented if a charter school should
200 close, consistent with the provisions of subdivision (15) of subsection
201 1 of section 160.405.

202 The department shall provide guidance to sponsors in developing such
203 policies and procedures.

204 [14.] 17. (1) A sponsor shall provide timely submission to the
205 state board of education of all data necessary to demonstrate that the
206 sponsor is in material compliance with all requirements of sections
207 160.400 to 160.425 and section 167.349. The state board of education shall
208 ensure each sponsor is in compliance with all requirements under sections
209 160.400 to [160.420] 160.425 and 167.349 for each charter school sponsored by
210 any sponsor. The state board shall notify each sponsor of the standards for
211 sponsorship of charter schools, delineating both what is mandated by statute and
212 what best practices dictate. [The state board, after a public hearing, may require
213 remedial action for a sponsor that it finds has not fulfilled its obligations of
214 sponsorship, such remedial actions including withholding the sponsor's funding
215 and suspending for a period of up to one year the sponsor's authority to sponsor
216 a school that it currently sponsors or to sponsor any additional school.] The state
217 board shall evaluate sponsors to determine compliance with these
218 standards every three years. The evaluation shall include a sponsor's
219 policies and procedures in the areas of charter application approval;
220 required charter agreement terms and content; sponsor performance
221 evaluation and compliance monitoring; and charter renewal,
222 intervention, and revocation decisions. Nothing shall preclude the
223 department from undertaking an evaluation at any time for cause.

224 (2) If the department determines that a sponsor is in material
225 noncompliance with its sponsorship duties, the sponsor shall be
226 notified and given reasonable time for remediation. If remediation
227 does not address the compliance issues identified by the department,

228 the commissioner of education shall conduct a public hearing and
229 thereafter provide notice to the charter sponsor of corrective action
230 that will be recommended to the state board of education. Corrective
231 action by the department may include withholding the sponsor's
232 funding and suspending the sponsor's authority to sponsor a school
233 that it currently sponsors or to sponsor any additional school until the
234 sponsor is reauthorized by the state board of education under section
235 160.403.

236 (3) The charter sponsor may, within thirty days of receipt of the
237 notice of the commissioner's recommendation, provide a written
238 statement and other documentation to show cause as to why that action
239 should not be taken. Final determination of corrective action shall be
240 determined by the state board of education based upon a review of the
241 documentation submitted to the department and the charter sponsor.

242 (4) If the state board removes the authority to sponsor a currently
243 operating charter school under any provision of law, the [state board]
244 Missouri Charter Public School Commission shall become the [interim]
245 sponsor of the school [for a period of up to three years until the school finds a
246 new sponsor or until the charter contract period lapses].

160.403. 1. The department of elementary and secondary
2 education shall establish an annual application and approval process
3 for all entities eligible to sponsor charters as set forth in section
4 160.400 which are not sponsoring a charter school as of August 28, 2012.
5 No later than November 1, 2012, the department shall make available
6 information and guidelines for all eligible sponsors concerning the
7 opportunity to apply for sponsoring authority under this section.

8 2. The application process for sponsorship shall require each
9 interested eligible sponsor to submit an application by February first
10 that includes the following:

11 (1) Written notification of intent to serve as a charter school
12 sponsor in accordance with sections 160.400 to 160.425 and section
13 167.349;

14 (2) Evidence of the applicant sponsor's budget and personnel
15 capacity;

16 (3) An outline of the request for proposal that the applicant
17 sponsor would, if approved as a charter sponsor, issue to solicit charter
18 school applicants consistent with sections 160.400 to 160.425;

19 **(4) The performance framework that the applicant sponsor**
20 **would, if approved as a charter sponsor, use to guide the establishment**
21 **of a charter contract and for ongoing oversight and a description of**
22 **how it would evaluate the charter schools it sponsors; and**

23 **(5) The applicant sponsor's renewal, revocation, and nonrenewal**
24 **processes consistent with section 160.405.**

25 **3. By April first of each year, the department shall decide**
26 **whether to grant or deny a sponsoring authority to a sponsor**
27 **applicant. This decision shall be made based on the applicant charter's**
28 **compliance with sections 160.400 to 160.425 and properly promulgated**
29 **rules of the department.**

30 **4. Within thirty days of the department's decision, the**
31 **department shall execute a renewable sponsoring contract with each**
32 **entity it has approved as a sponsor. The term of each authorizing**
33 **contract shall be six years and renewable. No eligible sponsor which**
34 **is not currently sponsoring a charter school as of August 28, 2012, shall**
35 **commence charter sponsorship without approval from the state board**
36 **of education and a sponsor contract with the state board of education**
37 **in effect.**

160.405. 1. A person, group or organization seeking to establish a charter
2 school shall submit the proposed charter, as provided in this section, to a sponsor.
3 If the sponsor is not a school board, the applicant shall give a copy of its
4 application to the school board of the district in which the charter school is to be
5 located and to the state board of education, within five business days of the date
6 the application is filed with the proposed sponsor. The school board may file
7 objections with the proposed sponsor, and, if a charter is granted, the school
8 board may file objections with the state board of education. The charter shall be
9 a legally binding performance contract that describes the obligations
10 and responsibilities of the school and the sponsor as outlined in
11 sections 160.400 to 160.425 and section 167.349 and shall also include:

12 **(1) A mission and vision statement for the charter school[.];**

13 **(2) A description of the charter school's organizational structure and**
14 **bylaws of the governing body, which will be responsible for the policy, financial**
15 **management, and operational decisions of the charter school, including the**
16 **nature and extent of parental, professional educator, and community**
17 **involvement in the governance and operation of the charter school;**

18 (3) A financial plan for the first three years of operation of the charter
19 school including provisions for annual audits[.];

20 (4) A description of the charter school's policy for securing personnel
21 services, its personnel policies, personnel qualifications, and professional
22 development plan[.];

23 (5) A description of the grades or ages of students being served[.];

24 (6) The school's calendar of operation, which shall include at least the
25 equivalent of a full school term as defined in section 160.011[, and an outline of
26 criteria specified in this section designed to measure the effectiveness of the
27 school. The charter shall also state:

28 (1) The educational goals and objectives to be achieved by the charter
29 school];

30 **[(2)] (7) A description of the charter school's pupil performance**
31 **standards and academic program performance standards, which shall**
32 **meet the requirements of subdivision (6) of subsection 4 of this**
33 **section. The charter school program shall be designed to enable each**
34 **pupil to achieve such standards and shall contain a complete set of**
35 **indicators, measures, metrics, and targets for academic program**
36 **performance, including specific goals on graduation rates and**
37 **standardized test performance and academic growth;**

38 (8) A description of the charter school's educational program and
39 curriculum;

40 **[(3)] (9) The term of the charter, which shall be [not less than] five**
41 **years[, nor greater than ten years] and shall be renewable;**

42 **[(4)] (4) A description of the charter school's pupil performance standards,**
43 **which must meet the requirements of subdivision (6) of subsection 5 of this**
44 **section. The charter school program must be designed to enable each pupil to**
45 **achieve such standards;**

46 (5) A description of the governance and operation of the charter school,
47 including the nature and extent of parental, professional educator, and
48 community involvement in the governance and operation of the charter school;
49 and]

50 **(10) Procedures, consistent with the Missouri Financial**
51 **Accounting Manual, for monitoring the financial accountability of the**
52 **charter, which shall meet the requirements of subdivision (4) of**
53 **subsection 4 of this section;**

54 **(11) Preopening requirements for applications that require that**
55 **charter schools meet all health, safety, and other legal requirements**
56 **prior to opening;**

57 ~~[(6)]~~ **(12) A description of the charter school's policies on student**
58 **discipline and student admission, which shall include a statement, where**
59 **applicable, of the validity of attendance of students who do not reside in the**
60 **district but who may be eligible to attend under the terms of judicial settlements**
61 **and procedures that ensure admission of students with disabilities in**
62 **a nondiscriminatory manner;**

63 **(13) A description of the charter school's grievance procedure for**
64 **parents or guardians;**

65 **(14) A description of the agreement between the charter school**
66 **and the sponsor as to when a sponsor shall intervene in a charter**
67 **school, when a sponsor shall revoke a charter for failure to comply with**
68 **subsection 8 of this section, and when a sponsor will not renew a**
69 **charter under subsection 9 of this section;**

70 **(15) Procedures to be implemented if the charter school should**
71 **close, as provided in subdivision (6) of subsection 16 of section 160.400**
72 **including:**

73 **(a) Orderly transition of student records to new schools and**
74 **archival of student records;**

75 **(b) Archival of business operation and transfer or repository of**
76 **personnel records;**

77 **(c) Submission of final financial reports;**

78 **(d) Resolution of any remaining financial obligations; and**

79 **(e) Disposition of the charter school's assets upon closure;**

80 **(f) A notification plan to inform parents or guardians of students,**
81 **the local school district, the retirement system in which the charter**
82 **school's employees participate, and the state board of education within**
83 **thirty days of the decision to close;**

84 **(16) A description of the special education and related services**
85 **that shall be available to meet the needs of students with disabilities;**
86 **and**

87 **(17) For all new or revised charters, procedures to be used upon**
88 **closure of the charter school requiring that unobligated assets of the**
89 **charter school be returned to the department of elementary and**
90 **secondary education for their disposition, which upon receipt of such**

91 **assets shall return them to the local school district in which the school**
92 **was located, the state, or any other entity to which they would belong.**
93 **Charter schools operating on August 27, 2012, shall have until August**
94 **28, 2015, to meet the requirements of this subsection.**

95 2. Proposed charters shall be subject to the following requirements:

96 (1) **A charter shall be submitted to the sponsor, and follow the**
97 **sponsor's policies and procedures for review and granting of a charter**
98 **approval, and be approved by the state board of education by December**
99 **first of the year prior to the proposed opening date of the charter**
100 **school;**

101 (2) A charter may be approved when the sponsor determines that the
102 requirements of this section are met, [and] determines that the applicant is
103 sufficiently qualified to operate a charter school, and that the proposed
104 charter is consistent with the sponsor's charter sponsorship goals and
105 capacity. The sponsor's decision of approval or denial shall be made within
106 ninety days of the filing of the proposed charter;

107 [(2)] (3) If the charter is denied, the proposed sponsor shall notify the
108 applicant in writing as to the reasons for its denial and forward a copy to the
109 state board of education within five business days following the denial;

110 [(3)] (4) If a proposed charter is denied by a sponsor, the proposed
111 charter may be submitted to the state board of education, along with the
112 sponsor's written reasons for its denial. If the state board determines that the
113 applicant meets the requirements of this section, that the applicant is sufficiently
114 qualified to operate the charter school, and that granting a charter to the
115 applicant would be likely to provide educational benefit to the children of the
116 district, the state board may grant a charter and act as sponsor of the charter
117 school. The state board shall review the proposed charter and make a
118 determination of whether to deny or grant the proposed charter within sixty days
119 of receipt of the proposed charter, provided that any charter to be considered by
120 the state board of education under this subdivision shall be submitted no later
121 than March first prior to the school year in which the charter school intends to
122 begin operations. The state board of education shall notify the applicant in
123 writing as the reasons for its denial, if applicable; and

124 [(4)] (5) The sponsor of a charter school shall give priority to charter
125 school applicants that propose a school oriented to high-risk students and to the
126 reentry of dropouts into the school system. If a sponsor grants three or more

127 charters, at least one-third of the charters granted by the sponsor shall be to
128 schools that actively recruit dropouts or high-risk students as their student body
129 and address the needs of dropouts or high-risk students through their proposed
130 mission, curriculum, teaching methods, and services. For purposes of this
131 subsection, a "high-risk" student is one who is at least one year behind in
132 satisfactory completion of course work or obtaining [credits for graduation,
133 pregnant or a parent, homeless or has been homeless sometime within the
134 preceding six months, has limited English proficiency, has been suspended from
135 school three or more times, is eligible for free or reduced-price school lunch, or
136 has been referred by the school district for enrollment in an alternative program]
137 **high school credits for graduation, has dropped out of school, is at risk**
138 **of dropping out of school, needs drug and alcohol treatment, has severe**
139 **behavioral problems, has been suspended from school three or more**
140 **times, has a history of severe truancy, is a pregnant or parenting teen,**
141 **has been referred for enrollment by the judicial system, is exiting**
142 **incarceration, is a refugee, is homeless or has been homeless sometime**
143 **within the preceding six months, has been referred by an area school**
144 **district for enrollment in an alternative program, or qualifies as high**
145 **risk under department of elementary and secondary education**
146 **guidelines.** "Dropout" shall be defined through the guidelines of the school core
147 data report. The provisions of this subsection do not apply to charters sponsored
148 by the state board of education.

149 3. If a charter is approved by a sponsor, the charter application shall be
150 submitted to the state board of education, along with a statement of finding that
151 the application meets the requirements of sections 160.400 to [160.420] **160.425**
152 and section [167.439] **167.349** and a monitoring plan under which the charter
153 sponsor [will] **shall** evaluate the academic performance of students enrolled in
154 the charter school. The state board of education may, within sixty days,
155 disapprove the granting of the charter. The state board of education may
156 disapprove a charter on grounds that the application fails to meet the
157 requirements of sections 160.400 to [160.420] **160.425** and section 167.349 or that
158 a charter sponsor previously failed to meet the statutory responsibilities of a
159 charter sponsor.

160 4. [Any disapproval of a charter pursuant to subsection 3 of this section
161 shall be subject to judicial review pursuant to chapter 536.

162 5.] A charter school shall, as provided in its charter:

163 (1) Be nonsectarian in its programs, admission policies, employment
164 practices, and all other operations;

165 (2) Comply with laws and regulations of the state, county, or city relating
166 to health, safety, and state minimum educational standards, as specified by the
167 state board of education, including the requirements relating to student discipline
168 under sections 160.261, 167.161, 167.164, and 167.171, notification of criminal
169 conduct to law enforcement authorities under sections 167.115 to 167.117,
170 academic assessment under section 160.518, transmittal of school records under
171 section 167.020, [and] the minimum number of school days and hours required
172 under section 160.041, **and the employee criminal history background**
173 **check and the family care safety registry check under section 168.133;**

174 (3) Except as provided in sections 160.400 to [160.420] **160.425**, be
175 exempt from all laws and rules relating to schools, governing boards and school
176 districts;

177 (4) Be financially accountable, use practices consistent with the Missouri
178 financial accounting manual, provide for an annual audit by a certified public
179 accountant, publish audit reports and annual financial reports as provided in
180 chapter 165, provided that the annual financial report may be published on the
181 department of elementary and secondary education's internet website in addition
182 to other publishing requirements, and provide liability insurance to indemnify the
183 school, its board, staff and teachers against tort claims. A charter school that
184 receives local educational agency status under subsection [6] 7 of this section
185 shall meet the requirements imposed by the Elementary and Secondary Education
186 Act for audits of such agencies **and comply with all federal audit**
187 **requirements for charters with local education agency status.** For
188 purposes of an audit by petition under section 29.230, a charter school shall be
189 treated as a political subdivision on the same terms and conditions as the school
190 district in which it is located. For the purposes of securing such insurance, a
191 charter school shall be eligible for the Missouri public entity risk management
192 fund pursuant to section 537.700. A charter school that incurs debt [must] **shall**
193 include a repayment plan in its financial plan;

194 (5) Provide a comprehensive program of instruction for at least one grade
195 or age group from kindergarten through grade twelve, which may include early
196 childhood education if funding for such programs is established by statute, as
197 specified in its charter;

198 (6) (a) Design a method to measure pupil progress toward the pupil

199 academic standards adopted by the state board of education pursuant to section
200 160.514, [collect baseline data during at least the first three years for
201 determining how the charter school is performing] **establish baseline student**
202 **performance in accordance with the performance contract during the**
203 **first year of operation, collect student performance data as defined by**
204 **the annual performance report throughout the duration of the charter**
205 **to annually monitor student academic performance, and to the extent**
206 **applicable based upon grade levels offered by the charter school,**
207 participate in the statewide system of assessments, comprised of the essential
208 skills tests and the nationally standardized norm-referenced achievement tests,
209 as designated by the state board pursuant to section 160.518, complete and
210 distribute an annual report card as prescribed in section 160.522, which shall also
211 include a statement that background checks have been completed on the charter
212 school's board members, report to its sponsor, the local school district, and the
213 state board of education as to its teaching methods and any educational
214 innovations and the results thereof, and provide data required for the study of
215 charter schools pursuant to subsection 4 of section 160.410. No charter school
216 **[will] shall** be considered in the Missouri school improvement program review of
217 the district in which it is located for the resource or process standards of the
218 program.

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

231 (c) Nothing in this [paragraph] **subdivision** shall be construed as
232 permitting a charter school to be held to lower performance standards than other
233 public schools within a district; however, the charter of a charter school may
234 permit students to meet performance standards on a different time frame as

235 specified in its charter. **The performance standards for alternative and**
236 **special purpose charter schools that target high-risk students as**
237 **defined in subdivision (5) of subsection 2 of this section shall be based**
238 **on measures defined in the school's performance contract with its**
239 **sponsors;**

240 (7) [Assure that the needs of special education children are met in
241 compliance] **Comply with all applicable federal and state laws and regulations**
242 **regarding students with disabilities, including sections 162.670 to**
243 **162.710, the Individuals with Disabilities Education Act (20 U.S.C.**
244 **Section 1400) and Section 504 of the Rehabilitation Act of 1973 (20**
245 **U.S.C. Section 794) or successor legislation;**

246 (8) Provide along with any request for review by the state board of
247 education the following:

248 (a) Documentation that the applicant has provided a copy of the
249 application to the school board of the district in which the charter school is to be
250 located, except in those circumstances where the school district is the sponsor of
251 the charter school; and

252 (b) A statement outlining the reasons for approval or disapproval by the
253 sponsor, specifically addressing the requirements of sections 160.400 to [160.420]
254 160.425 and 167.349.

255 **5. (1) Proposed or existing high risk or alternative charter**
256 **schools may include alternative arrangements for students to obtain**
257 **credit for satisfying graduation requirements in the school's charter**
258 **application and charter. Alternative arrangements may include, but**
259 **not be limited to, credit for off-campus instruction, embedded credit,**
260 **work experience through an internship arranged through the school,**
261 **and independent studies. When the state board of education approves**
262 **the charter, any such alternative arrangements shall be approved at**
263 **such time.**

264 (2) **The department of elementary and secondary education shall**
265 **conduct a study of any charter school granted alternative arrangements**
266 **for students to obtain credit under this subsection after three years of**
267 **operation to assess student performance, graduation rates, educational**
268 **outcomes, and entry into the workforce or higher education.**

269 6. The charter of a charter school may be amended at the request of the
270 governing body of the charter school and on the approval of the sponsor. The

271 sponsor and the governing board and staff of the charter school shall jointly
272 review the school's performance, management and operations [at least once every
273 two years] **during the first year of operation and then every other year**
274 **after the most recent review** or at any point where the operation or
275 management of the charter school is changed or transferred to another entity,
276 either public or private. The governing board of a charter school may amend the
277 charter, if the sponsor approves such amendment, or the sponsor and the
278 governing board may reach an agreement in writing to reflect the charter school's
279 decision to become a local educational agency [for the sole purpose of seeking
280 direct access to federal grants]. In such case the sponsor shall give the
281 department of elementary and secondary education written notice no later than
282 March first of any year, with the agreement to become effective July first. The
283 department may waive the March first notice date in its discretion. The
284 department shall identify and furnish a list of its regulations that pertain to local
285 educational agencies to such schools within thirty days of receiving such notice.

286 **7. [(1)] Sponsors shall annually review the charter school's**
287 **compliance with statutory standards including:**

288 **(1) Participation in the statewide system of assessments, as**
289 **designated by the state board of education under section 160.518;**

290 **(2) Assurances for the completion and distribution of an annual**
291 **report card as prescribed in section 160.522;**

292 **(3) The collection of baseline data during the first three years of**
293 **operation to determine the longitudinal success of the charter school;**

294 **(4) A method to measure pupil progress toward the pupil**
295 **academic standards adopted by the state board of education under**
296 **section 160.514; and**

297 **(5) Publication of each charter school's annual performance**
298 **report.**

299 **8. (1) (a) A sponsor's intervention policies shall give schools**
300 **clear, adequate, evidence-based, and timely notice of contract**
301 **violations or performance deficiencies and mandate intervention based**
302 **upon findings of the state board of education of the following:**

303 **a. The charter school provides a high school program which fails**
304 **to maintain a graduation rate of at least seventy percent in three of the**
305 **last four school years unless the school has dropout recovery as its**
306 **mission;**

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

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

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

317 **a. Clear evidence of underperformance as demonstrated in the**
318 **charter schools annual performance report in three of the last four**
319 **school years; or**

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

322 **(c) A sponsor shall revoke a charter or take other appropriate remedial**
323 **action, which may include placing the charter school on probationary status for**
324 **no more than twelve months, provided that no more than one**
325 **designation of probationary status shall be allowed for the duration of**
326 **the charter contract, at any time if the charter school commits a serious**
327 **breach of one or more provisions of its charter or on any of the following grounds:**
328 **failure to meet [academic performance standards] the performance contract**
329 **as set forth in its charter, failure to meet generally accepted standards of fiscal**
330 **management, failure to provide information necessary to confirm compliance with**
331 **all provisions of the charter and sections 160.400 to [160.420] 160.425 and**
332 **167.349 within forty-five days following receipt of written notice requesting such**
333 **information, or violation of law.**

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

338 **(3) At least sixty days before acting to revoke a charter, the sponsor shall**
339 **notify the governing board of the charter school of the proposed action in**
340 **writing. The notice shall state the grounds for the proposed action. The school's**
341 **governing board may request in writing a hearing before the sponsor within two**
342 **weeks of receiving the notice.**

343 (4) The sponsor of a charter school shall establish procedures to conduct
344 administrative hearings upon determination by the sponsor that grounds exist to
345 revoke a charter. Final decisions of a sponsor from hearings conducted pursuant
346 to this subsection are subject to [judicial review pursuant to chapter 536] **an**
347 **appeal to the state board of education, which shall determine whether**
348 **the charter shall be revoked.**

349 (5) A termination shall be effective only at the conclusion of the school
350 year, unless the sponsor determines that continued operation of the school
351 presents a clear and immediate threat to the health and safety of the children.

352 (6) A charter sponsor shall make available the school accountability report
353 card information as provided under section 160.522 and the results of the
354 academic monitoring required under subsection 3 of this section.

355 **[8.] 9. (1)** A sponsor shall take all reasonable steps necessary to confirm
356 that each charter school sponsored by such sponsor is in material compliance and
357 remains in material compliance with all material provisions of the charter and
358 sections 160.400 to [160.420] **160.425** and 167.349. Every charter school shall
359 provide all information necessary to confirm ongoing compliance with all
360 provisions of its charter and sections 160.400 to [160.420] **160.425** and 167.349
361 in a timely manner to its sponsor.

362 **(2) The sponsor's renewal process of the charter school shall be**
363 **based on the thorough analysis of a comprehensive body of objective**
364 **evidence and consider if:**

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

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

373 **a. A negative balance in its operating funds;**

374 **b. A combined balance of less than three percent of the amount**
375 **expended for such funds during the previous fiscal year; or**

376 **c. Expenditures that exceed receipts for the most recently**
377 **completed fiscal year;**

378 **(c) The charter is in compliance with its legally binding**

379 performance contract and sections 160.400 to 160.425 and section
380 167.349.

381 (3) (a) Beginning August first during the year in which a charter
382 is considered for renewal, a charter school sponsor shall demonstrate
383 to the state board of education that the charter school is in compliance
384 with federal and state law as provided in sections 160.400 to 160.425
385 and section 167.349 and the school's performance contract including but
386 not limited to those requirements specific to academic performance.

387 (b) Along with data reflecting the academic performance
388 standards indicated in paragraph (a) of this subdivision, the sponsor
389 shall submit a revised charter application to the state board of
390 education for review.

391 (c) Using the data requested and the revised charter application
392 under paragraphs (a) and (b) of this subdivision, the state board of
393 education shall determine if compliance with all standards enumerated
394 in this subdivision has been achieved. The state board of education at
395 its next regularly scheduled meeting shall vote on the revised charter
396 application.

397 (d) If a charter school sponsor demonstrates the objectives
398 identified in this subdivision, the state board of education shall renew
399 the school's charter.

400 [9.] 10. A school district may enter into a lease with a charter school for
401 physical facilities.

402 [10.] 11. A governing board or a school district employee who has control
403 over personnel actions shall not take unlawful reprisal against another employee
404 at the school district because the employee is directly or indirectly involved in an
405 application to establish a charter school. A governing board or a school district
406 employee shall not take unlawful reprisal against an educational program of the
407 school or the school district because an application to establish a charter school
408 proposes the conversion of all or a portion of the educational program to a charter
409 school. As used in this subsection, "unlawful reprisal" means an action that is
410 taken by a governing board or a school district employee as a direct result of a
411 lawful application to establish a charter school and that is adverse to another
412 employee or an educational program.

413 [11.] 12. Charter school board members shall be subject to the same
414 liability for acts while in office as if they were regularly and duly elected

415 members of school boards in any other public school district in this state. The
416 governing board of a charter school may participate, to the same extent as a
417 school board, in the Missouri public entity risk management fund in the manner
418 provided under sections 537.700 to 537.756.

419 [12.] 13. Any entity, either public or private, operating, administering,
420 or otherwise managing a charter school shall be considered a quasi-public
421 governmental body and subject to the provisions of sections 610.010 to 610.035.

422 [13.] 14. The chief financial officer of a charter school shall maintain:

423 (1) A surety bond in an amount determined by the sponsor to be adequate
424 based on the cash flow of the school; or

425 (2) An insurance policy issued by an insurance company licensed to do
426 business in Missouri on all employees in the amount of five hundred thousand
427 dollars or more that provides coverage in the event of employee theft.

160.410. 1. A charter school shall enroll:

2 (1) All pupils resident in the district in which it operates;

3 (2) Nonresident pupils eligible to attend a district's school under an urban
4 voluntary transfer program; [and]

5 (3) **In the case of a charter school whose mission includes student**
6 **drop-out prevention or recovery, any nonresident pupil from the same**
7 **or an adjacent county who resides in a residential care facility, a**
8 **transitional living group home, or an independent living program**
9 **whose last school of enrollment is in the school district where the**
10 **charter school is established, who submits a timely application; and**

11 (4) In the case of a workplace charter school, any student eligible to
12 attend under subdivision (1) or (2) of this subsection whose parent is employed
13 in the business district, who submits a timely application, unless the number of
14 applications exceeds the capacity of a program, class, grade level or building. The
15 configuration of a business district shall be set forth in the charter and shall not
16 be construed to create an undue advantage for a single employer or small number
17 of employers.

18 2. If capacity is insufficient to enroll all pupils who submit a timely
19 application, the charter school shall have an admissions process that assures all
20 applicants of an equal chance of gaining admission except that:

21 (1) A charter school may establish a geographical area around the school
22 whose residents will receive a preference for enrolling in the school, provided that
23 such preferences do not result in the establishment of racially or

24 socioeconomically isolated schools and provided such preferences conform to
25 policies and guidelines established by the state board of education; [and]

26 (2) A charter school may also give a preference for admission of children
27 whose siblings attend the school or whose parents are employed at the school or
28 in the case of a workplace charter school, a child whose parent is employed in the
29 business district or at the business site of such school; and

30 (3) **Charter alternative and special purpose schools may also give**
31 **a preference for admission to high-risk students, as defined in**
32 **subdivision (5) of subsection 2 of section 160.405, when the school**
33 **targets these students through its proposed mission, curriculum,**
34 **teaching methods, and services.**

35 3. A charter school shall not limit admission based on race, ethnicity,
36 national origin, disability, [gender,] income level, proficiency in the English
37 language or athletic ability, but may limit admission to pupils within a given age
38 group or grade level. **Charter schools may limit admission based on**
39 **gender only when the school is a single-gender school. Students of a**
40 **charter school that are present for the January membership count as**
41 **defined in section 163.011 shall be counted in the performance of the**
42 **charter school on the statewide assessments in that calendar year,**
43 **unless otherwise exempted as English language learners.**

44 4. The department of elementary and secondary education shall
45 commission a study of the performance of students at each charter school in
46 comparison with an equivalent group of district students representing an
47 equivalent demographic and geographic population and a study of the impact of
48 charter schools upon the constituents they serve in the districts in which they are
49 located, to be conducted by the joint committee on education. The charter school
50 study shall include analysis of the administrative and instructional practices of
51 each charter school and shall include findings on innovative programs that
52 illustrate best practices and lend themselves to replication or incorporation in
53 other schools. The joint committee on education shall coordinate with individuals
54 representing charter [public] schools and the districts in which charter schools
55 are located in conducting the study. The study of a charter school's student
56 performance in relation to a comparable group shall be designed to provide
57 information that would allow parents and educators to make valid comparisons
58 of academic performance between the charter school's students and an equivalent
59 group of district students representing an equivalent demographic and geographic

60 population. The student performance assessment and comparison shall include,
61 but may not be limited to:

62 (1) Missouri assessment program test performance and aggregate growth
63 over several years;

64 (2) Student reenrollment rates;

65 (3) Educator, parent, and student satisfaction data;

66 (4) Graduation rates in secondary programs; and

67 (5) Performance of students enrolled in the same public school for three
68 or more consecutive years. The impact study shall be undertaken every two years
69 to determine the impact of charter schools on the constituents they serve in the
70 districts where charter schools are operated. The impact study shall include, but
71 is not limited to, determining if changes have been made in district policy or
72 procedures attributable to the charter school and to perceived changes in
73 attitudes and expectations on the part of district personnel, school board
74 members, parents, students, the business community and other education
75 stakeholders. The department of elementary and secondary education shall make
76 the results of the studies public and shall deliver copies to the governing boards
77 of the charter schools, the sponsors of the charter schools, the school board and
78 superintendent of the districts in which the charter schools are operated.

79 5. A charter school shall make available for public inspection, and provide
80 upon request, to the parent, guardian, or other custodian of any school-age pupil
81 resident in the district in which the school is located the following information:

82 (1) The school's charter;

83 (2) The school's most recent annual report card published according to
84 section 160.522; [and]

85 (3) The results of background checks on the charter school's board
86 members; and

87 (4) **If a charter school is operated by a management company, a**
88 **copy of the written contract between the governing board of the**
89 **charter school and the educational management organization or the**
90 **charter management organization for services.** The charter school may
91 charge reasonable fees, not to exceed the rate specified in section 610.026 for
92 furnishing copies of documents under this subsection.

93 **6. When a student attending a charter school who is a resident**
94 **of the school district in which the charter school is located moves out**
95 **of the boundaries of such school district, the student may complete the**

96 current semester and shall be considered a resident student. The
97 student's parent or legal guardian shall be responsible for the student's
98 transportation to and from the charter school.

99 7. If a change in school district boundary lines occurs under
100 section 162.223, 162.431, 162.441, or 162.451, or by action of the state
101 board of education under section 162.081, including attachment of a
102 school district's territory to another district or dissolution, such that
103 a student attending a charter school prior to such change no longer
104 resides in a school district in which the charter school is located, then
105 the student may complete the current academic year at the charter
106 school. The student shall be considered a resident student. The
107 student's parent or legal guardian shall be responsible for the student's
108 transportation to and from the charter school.

109 8. The provisions of sections 167.018 and 167.019 concerning
110 foster children's educational rights are applicable to charter schools.

160.415. 1. For the purposes of calculation and distribution of state
2 school aid under section 163.031, pupils enrolled in a charter school shall be
3 included in the pupil enrollment of the school district within which each pupil
4 resides. Each charter school shall report the names, addresses, and eligibility for
5 free and reduced lunch, special education, or limited English proficiency status,
6 as well as eligibility for categorical aid, of pupils resident in a school district who
7 are enrolled in the charter school to the school district in which those pupils
8 reside. The charter school shall report the average daily attendance data, free
9 and reduced lunch count, special education pupil count, and limited English
10 proficiency pupil count to the state department of elementary and secondary
11 education. Each charter school shall promptly notify the state department of
12 elementary and secondary education and the pupil's school district when a
13 student discontinues enrollment at a charter school.

14 2. Except as provided in subsections 3 and 4 of this section, the aid
15 payments for charter schools shall be as described in this subsection.

16 (1) A school district having one or more resident pupils attending a
17 charter school shall pay to the charter school an annual amount equal to the
18 product of the charter school's weighted average daily attendance and the state
19 adequacy target, multiplied by the dollar value modifier for the district, plus local
20 tax revenues per weighted average daily attendance from the incidental and
21 teachers' funds in excess of the performance levy as defined in section 163.011

22 plus all other state aid attributable to such pupils.

23 (2) The district of residence of a pupil attending a charter school shall also
24 pay to the charter school any other federal or state aid that the district receives
25 on account of such child.

26 (3) If the department overpays or underpays the amount due to the
27 charter school, such overpayment or underpayment shall be repaid by the public
28 charter school or credited to the public charter school in twelve equal payments
29 in the next fiscal year.

30 (4) The amounts provided pursuant to this subsection shall be prorated
31 for partial year enrollment for a pupil.

32 (5) A school district shall pay the amounts due pursuant to this subsection
33 as the disbursal agent and no later than twenty days following the receipt of any
34 such funds. The department of elementary and secondary education shall pay the
35 amounts due when it acts as the disbursal agent within five days of the required
36 due date.

37 3. A workplace charter school shall receive payment for each eligible pupil
38 as provided under subsection 2 of this section, except that if the student is not a
39 resident of the district and is participating in a voluntary interdistrict transfer
40 program, the payment for such pupils shall be the same as provided under section
41 162.1060.

42 4. A charter school that has declared itself as a local educational agency
43 shall receive from the department of elementary and secondary education an
44 annual amount equal to the product of the charter school's weighted average daily
45 attendance and the state adequacy target, multiplied by the dollar value modifier
46 for the district, plus local tax revenues per weighted average daily attendance
47 from the incidental and teachers funds in excess of the performance levy as
48 defined in section 163.011 plus all other state aid attributable to such pupils. If
49 a charter school declares itself as a local education agency, the department of
50 elementary and secondary education shall, upon notice of the declaration, reduce
51 the payment made to the school district by the amount specified in this
52 subsection and pay directly to the charter school the annual amount reduced from
53 the school district's payment.

54 5. If a school district fails to make timely payments of any amount for
55 which it is the disbursal agent, the state department of elementary and secondary
56 education shall authorize payment to the charter school of the amount due
57 pursuant to subsection 2 of this section and shall deduct the same amount from

58 the next state school aid apportionment to the owing school district. If a charter
59 school is paid more or less than the amounts due pursuant to this section, the
60 amount of overpayment or underpayment shall be adjusted equally in the next
61 twelve payments by the school district or the department of elementary and
62 secondary education, as appropriate. Any dispute between the school district and
63 a charter school as to the amount owing to the charter school shall be resolved by
64 the department of elementary and secondary education, and the department's
65 decision shall be the final administrative action for the purposes of review
66 pursuant to chapter 535. During the period of dispute, the department of
67 elementary and secondary education shall make every administrative and
68 statutory effort to allow the continued education of children in their current
69 public charter school setting.

70 6. The charter school and a local school board may agree by contract for
71 services to be provided by the school district to the charter school. The charter
72 school may contract with any other entity for services. Such services may include
73 but are not limited to food service, custodial service, maintenance, management
74 assistance, curriculum assistance, media services and libraries and shall be
75 subject to negotiation between the charter school and the local school board or
76 other entity. Documented actual costs of such services shall be paid for by the
77 charter school.

78 7. **In the case of a proposed charter school that intends to**
79 **contract with an education service provider for substantial educational**
80 **services, management services, the request for proposals shall**
81 **additionally require the charter school applicant to:**

82 (1) **Provide evidence of the education service provider's success**
83 **in serving student populations similar to the targeted population,**
84 **including demonstrated academic achievement as well as successful**
85 **management of nonacademic school functions, if applicable;**

86 (2) **Provide a term sheet setting forth the proposed duration of**
87 **the service contract; roles and responsibilities of the governing board,**
88 **the school staff, and the service provider; scope of services and**
89 **resources to be provided by the service provider; performance**
90 **evaluation measures and time lines; compensation structure, including**
91 **clear identification of all fees to be paid to the service provider;**
92 **methods of contract oversight and enforcement; investment disclosure;**
93 **and conditions for renewal and termination of the contract;**

130 of chapter 355. **The department of elementary and secondary education**
131 **may withhold funding at a level the department determines to be**
132 **adequate during a school's last year of operation until the department**
133 **determines that school records, liabilities, and reporting requirements,**
134 **including a full audit, are satisfied.**

135 [12.] 13. Charter schools shall not have the power to acquire property by
136 eminent domain.

137 [13.] 14. The governing body of a charter school is authorized to accept
138 grants, gifts or donations of any kind and to expend or use such grants, gifts or
139 donations. A grant, gift or donation may not be accepted by the governing body
140 if it is subject to any condition contrary to law applicable to the charter school or
141 other public schools, or contrary to the terms of the charter.

160.417. 1. By October 1, 2012, and by each October first
2 thereafter, the sponsor of each charter school shall review the
3 information submitted on the report required by section 162.821 to
4 identify charter schools experiencing financial stress. The department
5 of elementary and secondary education shall be authorized to obtain
6 such additional information from a charter school as may be necessary
7 to determine the financial condition of the charter school. Annually,
8 a listing of charter schools identified as experiencing financial stress
9 according to the provisions of this section shall be provided to the
10 governor, speaker of the house of representatives, and president pro
11 tempore of the senate by the department of elementary and secondary
12 education.

13 2. For the purposes of this section, a charter school shall be
14 identified as experiencing financial stress if it:

- 15 (1) At the end of its most recently completed fiscal year:
16 (a) Has a negative balance in its operating funds; or
17 (b) Has a combined balance of less than three percent of the
18 amount expended from such funds during the previous fiscal year; or
19 (2) For the most recently completed fiscal year expenditures,
20 exceeded receipts for any of its funds because of recurring costs.

21 3. The sponsor shall notify by November first the governing
22 board of the charter school identified as experiencing financial
23 stress. Upon receiving the notification, the governing board shall
24 develop, or cause to have developed, and shall approve a budget and
25 education plan on forms provided by the sponsor. The budget and

26 education plan shall be submitted to the sponsor, signed by the officers
27 of the charter school, within forty-five calendar days of notification
28 that the charter school has been identified as experiencing financial
29 stress. Minimally, the budget and education plan shall:

30 (1) Give assurances that adequate educational services to
31 students of the charter school shall continue uninterrupted for the
32 remainder of the current school year and that the charter school can
33 provide the minimum number of school days and hours required by
34 section 160.041;

35 (2) Outline a procedure to be followed by the charter school to
36 report to charter school patrons about the financial condition of the
37 charter school; and

38 (3) Detail the expenditure reduction measures, revenue
39 increases, or other actions to be taken by the charter school to address
40 its condition of financial stress.

41 4. Upon receipt and following review of any budget and
42 education plan, the sponsor may make suggestions to improve the
43 plan. Nothing in sections 160.400 to 160.425 or section 167.349 shall
44 exempt a charter school from submitting a budget and education plan
45 to the sponsor according to the provisions of this section following each
46 such notification that a charter school has been identified as
47 experiencing financial stress, except that the sponsor may permit a
48 charter school's governing board to make amendments to or update a
49 budget and education plan previously submitted to the sponsor.

50 5. The department may withhold any payment of financial aid
51 otherwise due to the charter school until such time as the sponsor and
52 the charter school have fully complied with this section.

160.420. 1. Any school district in which charter schools may be
2 established under sections 160.400 to [160.420] 160.425 shall establish a uniform
3 policy which provides that if a charter school offers to retain the services of an
4 employee of a school district, and the employee accepts a position at the charter
5 school, an employee at the employee's option may remain an employee of the
6 district and the charter school shall pay to the district the district's full costs of
7 salary and benefits provided to the employee. The district's policy shall provide
8 that any teacher who accepts a position at a charter school and opts to remain an
9 employee of the district retains such teacher's permanent teacher status and
10 retains such teacher's seniority rights in the district for three years. The school

11 district shall not be liable for any such employee's acts while an employee of the
12 charter school.

13 2. A charter school may employ noncertificated instructional personnel;
14 provided that no more than twenty percent of the full-time equivalent
15 instructional staff positions at the school are filled by noncertificated personnel.
16 All noncertificated instructional personnel shall be supervised by certificated
17 instructional personnel. A charter school that has a foreign language immersion
18 experience as its chief educational mission, as stated in its charter, shall not be
19 subject to the twenty-percent requirement of this subsection but shall ensure that
20 any teachers whose duties include instruction given in a foreign language have
21 current valid credentials in the country in which such teacher received his or her
22 training and shall remain subject to the remaining requirements of this
23 subsection. The charter school shall ensure that all instructional employees of
24 the charter school have experience, training and skills appropriate to the
25 instructional duties of the employee, and the charter school shall ensure that a
26 criminal background check and [child abuse] family care safety registry check
27 are conducted for each employee of the charter school prior to the hiring of the
28 employee **under the requirements of section 168.133**. The charter school
29 may not employ instructional personnel whose certificate of license to teach has
30 been revoked or is currently suspended by the state board of
31 education. Appropriate experience, training and skills of noncertificated
32 instructional personnel shall be determined considering:

- 33 (1) Teaching certificates issued by another state or states;
- 34 (2) Certification by the National [Standards] Board for Professional
35 **Teaching Standards;**
- 36 (3) College degrees in the appropriate field;
- 37 (4) Evidence of technical training and competence when such is
38 appropriate; and
- 39 (5) The level of supervision and coordination with certificated
40 instructional staff.

41 3. Personnel employed by the charter school shall participate in the
42 retirement system of the school district in which the charter school is located,
43 subject to the same terms, conditions, requirements and other provisions
44 applicable to personnel employed by the school district. For purposes of
45 participating in the retirement system, the charter school shall be considered to
46 be a public school within the school district, and personnel employed by the

47 charter school shall be public school employees. In the event of a lapse of the
48 school district's corporate organization as described in subsections 1 and 4 of
49 section 162.081, personnel employed by the charter school shall continue to
50 participate in the retirement system and shall do so on the same terms,
51 conditions, requirements and other provisions as they participated prior to the
52 lapse.

53 **[4.** The charter school and a local school board may agree by contract for
54 services to be provided by the school district to the charter school. The charter
55 school may contract with any other entity for services. Such services may include
56 but are not limited to food service, custodial service, maintenance, management
57 assistance, curriculum assistance, media services and libraries and shall be
58 subject to negotiation between the charter school and the local school board or
59 other entity. Documented actual costs of such services shall be paid for by the
60 charter school.

61 5. A charter school may enter into contracts with community partnerships
62 and state agencies acting in collaboration with such partnerships that provide
63 services to children and their families linked to the school.

64 6. A charter school shall be eligible for transportation state aid pursuant
65 to section 163.161 and shall be free to contract with the local district, or any
66 other entity, for the provision of transportation to the students of the charter
67 school.

68 7. (1) The proportionate share of state and federal resources generated
69 by students with disabilities or staff serving them shall be paid in full to charter
70 schools enrolling those students by their school district where such enrollment is
71 through a contract for services described in this section. The proportionate share
72 of money generated under other federal or state categorical aid programs shall
73 be directed to charter schools serving such students eligible for that aid.

74 (2) A charter school district shall provide the special services provided
75 pursuant to section 162.705 and may provide the special services pursuant to a
76 contract with a school district or any provider of such services.

77 8. A charter school may not charge tuition, nor may it impose fees that a
78 school district is prohibited from imposing.

79 9. A charter school is authorized to incur debt in anticipation of receipt
80 of funds. A charter school may also borrow to finance facilities and other capital
81 items. A school district may incur bonded indebtedness or take other measures
82 to provide for physical facilities and other capital items for charter schools that

83 it sponsors or contracts with. Upon the dissolution of a charter school, any
84 liabilities of the corporation will be satisfied through the procedures of chapter
85 355.

86 10. Charter schools shall not have the power to acquire property by
87 eminent domain.

88 11. The governing body of a charter school is authorized to accept grants,
89 gifts or donations of any kind and to expend or use such grants, gifts or
90 donations. A grant, gift or donation may not be accepted by the governing body
91 if it is subject to any condition contrary to law applicable to the charter school or
92 other public schools, or contrary to the terms of the charter.]

**160.425. 1. The "Missouri Charter Public School Commission" is
2 hereby created with the authority to sponsor high quality charter
3 schools throughout the state of Missouri.**

4 **2. The commission shall consist of nine members appointed by
5 the governor, by and with the advice and consent of the senate. No
6 more than five of the members shall be of the same political party. No
7 more than two members shall be from the same congressional
8 district. The term of office of each member shall be four years, except
9 those of the members first appointed, of which three shall be appointed
10 for a term of one year, two for a term of two years, two for a term of
11 three years, and two for a term of four years. At the expiration of the
12 term of each member, the governor, by and with the advice and consent
13 of the senate, shall appoint a successor.**

14 **3. The appointees to the commission shall be selected as follows:**

15 **(1) One member selected by the governor from a slate of three
16 recommended by the commissioner of education;**

17 **(2) One member selected by the governor from a slate of three
18 recommended by the commissioner of higher education;**

19 **(3) One member selected by the governor from a slate of three
20 recommended by the president pro tempore of the senate;**

21 **(4) One member selected by the governor from a slate of three
22 recommended by the speaker of the house of representatives; and**

23 **(5) Five additional members appointed by the governor, one of
24 whom shall be selected from a slate of three nominees recommended by
25 the Missouri School Boards Association.**

26 **4. Members appointed to the commission shall collectively
27 possess strong experience and expertise in governance, management**

28 and finance, school leadership, assessment, curriculum and instruction,
29 and education law. All members of the commission shall have
30 demonstrated understanding of and commitment to charter schooling
31 as a strategy for strengthening public education.

32 5. The commission shall annually elect a chairperson and vice
33 chairperson, who shall act as chairperson in his or her absence. The
34 commission shall meet at the call of the chairperson. The chairperson
35 may call meetings at such times as he or she deems advisable and shall
36 call a meeting when requested to do so by three or more members of
37 the commission. Members of the commission are not eligible to receive
38 compensation.

39 6. The commission may approve proposed charters for its
40 sponsorship under sections 160.400 to 160.425 and shall:

41 (1) Comply with all of the requirements applicable to sponsors
42 under sections 160.400 to 160.425;

43 (2) Exercise sponsorship over charters approved by the
44 commission under sections 160.400 to 160.425, including receipt of
45 sponsorship funding under subsection 11 of section 160.400.

46 7. Charter schools sponsored by the commission shall comply
47 with all of the requirements applicable to charter schools under
48 sections 160.400 to 160.425.

49 8. The commission shall conduct its business in accordance with
50 chapter 610.

51 9. The department of elementary and secondary education shall
52 provide start-up funding for the commission to operate. The
53 commission shall reimburse the department's costs from any funds it
54 receives as sponsor under section 160.400.

55 10. The commission is authorized to receive and expend gifts,
56 grants, and donations of any kind from any public or private entity to
57 carry out the purposes of sections 160.400 to 160.425, subject to the
58 terms and conditions under which they are given, provided that all
59 such terms and conditions are permissible under law.

✓

UMKC Charter School Center

Renewal Application

AGENDA

Date
Time
Location

- Introductions
- Overview of the Agenda
- Additional Agenda Items
- Purpose of the Meeting
 - Renewal Philosophy
 - Renewal Process
 - Renewal Products
 - Renewal Time lines
- Meeting Time lines
- DESE representative introduction
 - Questions/comments for DESE representative
- Questions/comments for CSC
- Next Steps

Appendix C

Board Member Questionnaire

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 RSMo 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. 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).	Yes/No

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	Yes/No



Exhibits

- Exhibit 1 – Original Charter Approval
- Exhibit 2 – Renewal Approval Letter from Sponsor
- Exhibit 3 – Education Service Provider Contract
- Exhibit 4 – Board of Directors Involvement
- Exhibit 5 – Corporate By Laws
- Exhibit 6 – High School Course Offerings
- Exhibit 7 – Student Code of Conduct
- Exhibit 8 – Five Years School Budget

Missouri State Board of Education

P.O. Box 480, Jefferson City, Missouri 65102-0480 • Phone: 873.751.4446 • Fax: 873.751.1170

MINUTES OF MEETING OF THE STATE BOARD OF EDUCATION March 26, 2009

The Missouri State Board of Education met on March 26, 2009, in Jefferson City, Missouri.

Present: Russell Thompson, Columbia, President
David Liechti, St. Joseph, Vice President
Rev. Stan Archie, Kansas City, Member
Deborah Demien, Wentzville, Member
Shirley Langley Hindman, Harviell, Member
Sybil Slaughter, Lebanon, Member
Bert Schulte, Interim Commissioner of Education
Jeanne Kujath, Executive Assistant to the State Board
Associate Commissioner Gerri Ogle, Assistant Commissioners
Heidi Atkins Lieberman, Charles Brown, Jeanne Loyd, Tom
Quinn, and Stan Johnson; Mark Van Zandt, General Counsel;
Jim Morris, Director of Public Information; and Robin
Collman, Assistant to the Commissioner

Absent: Peter F. Herschend, Branson, Member

No. 11307 President Thompson called the business meeting of the Missouri State
Call to Order Board of Education to order at 9:05 a.m. The meeting was held in the State
3/26/09 Board of Education meeting room on the first floor of the Jefferson State Office
Building, Jefferson City, Missouri.

No. 11308 President Thompson reported that Governor Nixon has announced the
President's Report appointment of Mr. Michael Ponder to the State Board of Education. Mr.
Ponder resides in Cape Girardeau; and, upon confirmation of the Senate, will

No. 11319
Compliance
of Charter
School
Proposal:
Frontier
School of
Innovation
3/26/09

The Department received a charter school proposal, approved by the University of Missouri-Kansas City for a charter term of five years. The Frontier School of Innovation anticipates opening within the boundaries of the Kansas City 33 School District for the 2009-2010 school year. The mission of the Frontier School of Innovation is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing reading, math, science and technology.

A Department team has reviewed the proposal and determined that the requirements of the law have been met.

It was moved by Rev. Archie, seconded by Ms. Slaughter, to authorize Frontier School of Innovation to commence operations pursuant to the charter granted by the University of Missouri-Kansas City.

Motion carried. (Exhibit 7)

No. 11320
Compliance
of Charter
School
Proposal:
Grand
Community
School

The Department received a charter school proposal, approved by the University of Missouri-St. Louis, for a term of five years. The Grand Community School anticipates opening within the boundaries of the St. Louis City Public School District for the 2009-2010 school year. The mission of the Grand Community School is to ensure that all students acquire the skills, knowledge, and personal qualities needed for success in middle and high school.

Grand Community School will begin operation during the 2009-2010 school year serving students in kindergarten and 1st grade. The first year target enrollment is 90 students with a pupil teacher ratio of 15/1. At capacity, Grand

Bert Schulte
Interim Commissioner of Education



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

Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

June 11, 2009

Steve McClure, Ph.D.
Assistant Director, Charter Schools
UMKC Charter School Center
5306 Holmes Street
Kansas City, Missouri 64110

Dear Dr. McClure:

This is to confirm receipt of a letter from you regarding assigning a district number as well as attendance centers in your school district. The following changes will be effective for the **2009-2010** school year.

Add LEA/district number 048-922 Frontier School of Innovation
Suites 150 & 250
Lakeside Plaza II Office Building
6700 N. Corporate Drive
Kansas City, MO 64120

Add building 6975 Frontier School of Innovation, grades K-05
Suites 150 & 250
Lakeside Plaza II Office Building
6700 N. Corporate Drive
Kansas City, MO 64120

Please note that this information should be used in the completion of all Core Data and School Food Services reports. If you have any questions, please let us know.

Sincerely,

A handwritten signature in black ink that reads "Tom Ogle".

Tom Ogle, Director
School Core Data

dr
cc Tony Stansberry
School Foods
Federal Grants Management



School of Education
UMKC Charter School Center

November 19, 2013

Dr. Curt Fuchs
Coordinator, Office of Quality Schools
Department of Elementary and Secondary Education
205 Jefferson Street
Jefferson City, MO 65102

RE: Assurance Letter for Frontier School System Renewal Application

Dear Dr. Fuchs:

This letter is to verify that the UMKC Charter School Center has determined and verified that the Frontier School System has demonstrated merit in the implementation of its initial charter, and demonstrates the capacity in its organization, financial, governance, and academic achievement that warrants its consideration for renewal.

As such, the UMKC Charter School Center submits this renewal application without reservation.

Sincerely,

Phyllis A. Chase
Director, UMKC Charter School Center

UNIVERSITY OF MISSOURI-KANSAS CITY

UMKC Charter School Center • 5306 Holmes • Kansas City, MO 64110 • p 816 235-6376
<http://education.umkc.edu> • Hayward@umkc.edu
an equal opportunity/affirmative action institution

Exhibit 3

SCHOOL SERVICES AGREEMENT

THIS SCHOOL SERVICES AGREEMENT (this "Agreement") is entered into as of **September ____, 2013** for the **2013-2014** school year July 1, 2013, ("Effective Date"), by and between Harmony Public Schools, a Texas Nonprofit Corporation ("**Provider**"), and Frontier Schools Inc. dba **Frontier Schools System.**, a **Missouri** Nonprofit Corporation ("School").

WITNESSETH:

WHEREAS, Organization has made application to the University of Missouri – Kansas City (the "**Sponsor**") to operate[s] a charter school proposed to be located at **Frontier School System**(the "**School**");

WHEREAS, Provider has an educational concept called "Harmony Education Model" whereby Provider provides a rigorous (prepares students for college), relevant (reinforces core subject skills including STM courses) education for all students. Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement.

WHEREAS, Organization desires to obtain Provider's services in connection with its school programs to be offered by the School pursuant to the terms and conditions contained herein; and

WHEREAS, concurrently herewith Provider and Organization have entered into that certain Intellectual Property License Agreement which provides the School the right (but not the obligation) to use the name, logo, "H-SIMS" school database and "HPS STEM Program " in its education programs;

WHEREAS, Provider is able and willing to provide the Services (as defined below) and shall provide such services in accordance with the Charter (as defined below) and Applicable Law (as defined below);

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, and for other good and valuable consideration the sufficiency of which is hereby acknowledged, Organization and Provider (together, the "Parties" and each a "party"), do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. **ENGAGEMENT.** Organization hereby engages Provider on the terms and conditions hereinafter set forth to provide the Services (as defined below) to the School and Provider hereby agrees to provide the services to Organization pursuant to the terms hereof.
2. **TERM.** This Agreement shall commence upon the date hereof and shall continue for a period of one year with an automatic renewal of three (3) consecutive school years expiring on **June 30, 2016, if the Organization's renewal charter is approved by the State of Missouri in 2014**. If the Charter is not renewed in 2014, this Agreement will terminate effective June 30, 2014. This Agreement may be extended by written mutual agreement of the parties in form substantially similar to that attached hereto as Exhibit A and incorporated herein by this reference.

EXHIBIT B SCHOOL SUPPORT SERVICES LIST

HPS Support Services Include But Are Not Limited To The Following:

1. Consulting Services: □ Operation and business solutions. □ Finance solutions. □ School personnel solutions. □ Facility solutions □ Performance base budget preparations. □ “Project Base Learning” aligned to “Common Core”. □ Curriculum organization and implementation. □ Loan, federal grants applications and planning. □ Policy and policy amendments planning
2. Educational Technology solutions □ Instructional technology services. □ Distance learning instructional methodologies. □ Technology application skills. □ Software maximization. □ System requirement definition and software selection.
3. Data Network Solutions □ Multidimensional data visualization. □ “Dashboard”- direct access to information and analysis. □ Data tracking and reporting. □ Web design, set up and supporting. □ HR database (portal) set up and support. □ Technical assistance. □ Videoconferencing network.
 - Administrator/advisor meeting, video conference.
 - “District to District” team teaching.
 - Advance degree courses and trainings.
- 4. Efficiency Analysis □ Organization studies. □ Cost saving analysis. □ Process improvement. □ Evaluation of cost-effectiveness of instructional projects. □ Survey design and development. □ Program evaluation. □ Internal compliance audit. □ System feasibility assistance.
- 5. Strategic Planning □ Evaluating the existing plan. □ Development of curriculum plans. □ Facilitating and writing the strategic plan. □ Guiding plan implementations. □ Monitoring plan progress. □ Guiding district public relations. □ Building and running effective idea development about curriculum (common core). □ Modifying HPS projects scope to the network school.
- 6. Coaching Key Leadership and Teacher trainings □ Communication and community relationships. □ Organizational leadership and management. □ Support system and physical plant management. □ Initial group curriculum trainings □ Ongoing teacher support and training.

EXHIBIT C SUPPORT SERVICES FEE SCHEDULE

SUPPORT SERVICES	PROFFESIONAL STAFF HOURLY FEE *	ADM./CLERICAL STAFF HOURLY FEE*	FREQUENCY
1. Consulting Services:			
- Operation and business solutions.	\$120.00	\$80.00	Per request
- Finance solutions.	\$120.00	\$80.00	Per request
- School personnel solutions.	\$120.00	\$80.00	Per request
- Facility solutions.	\$120.00	\$80.00	Per request
- Performance base budget preparation.	\$120.00	\$80.00	Per request
- Policy and policy amendments planning.	\$120.00	\$80.00	Per request
- Project Based Learning aligned to Common Core.	\$120.00	\$80.00	Per request
- Curriculum organization and implementation.	\$120.00	\$80.00	Per request
- Loan, Federal Grants applications and planning.	\$120.00	\$80.00	Per request
2. Educational Technology Solutions			
- Instructional technology services.	\$120.00	\$80.00	Per request
- Distance learning instructional methodologies.	\$120.00	\$80.00	Per request
- Technology application skills.	\$120.00	\$80.00	Per request
- Software maximization.	\$120.00	\$80.00	Per request
- System requirement definition and software selection.	\$120.00	\$80.00	Per request
3. Data Network Solutions			
- Multidimensional data visualization.	\$120.00	\$80.00	Per request
- Dashboard- Direct access to information and analysis.	\$120.00	\$80.00	Per request
- Data tracking and reporting.	\$120.00	\$80.00	Per request
- Web design, set up and supporting.	\$120.00	\$80.00	Per request
- HR database set up and support.	\$120.00	\$80.00	Per request
- Technical assistance.	\$120.00	\$80.00	Per request
- Videoconferencing network.	\$120.00	\$80.00	Per request
* Administrator/advisor meeting, video conference.			
* District to District team teaching.			
* Advance degree courses and trainings.			
4. Efficiency Analysis			
- Organization studies.	\$120.00	\$80.00	Per request
- Cost saving analysis.	\$120.00	\$80.00	Per request
- Process improvement.	\$120.00	\$80.00	Per request
- Assistance for Purchasing.	\$120.00	\$80.00	Per request
- Evaluation of Cost-Effectiveness of instructional projects.	\$120.00	\$80.00	Per request
- Survey design and development.	\$120.00	\$80.00	Per request
- Program evaluation.	\$120.00	\$80.00	Per request
- Internal compliance audit.	\$120.00	\$80.00	Per request
- System Feasibility assistance.	\$120.00	\$80.00	Per request
5. Strategic Planning			
- Evaluating the existing plan.	\$120.00	\$80.00	Per request
- Development of curriculum plans.	\$120.00	\$80.00	Per request
- Facilitating and writing the strategic plan.	\$120.00	\$80.00	Per request
- Guiding plan implementations.	\$120.00	\$80.00	Per request
- Guiding district public relations	\$120.00	\$80.00	Per request
- Monitoring plan progress.	\$120.00	\$80.00	Per request
- Building and running effective idea development	\$120.00	\$80.00	Per request
- Modifying HPS projects scopes to the network school.	\$120.00	\$80.00	Per request
6. Coaching Key Leadership and Teacher Trainings			
- Communication and community relationship	\$120.00	\$80.00	Per request
- Organizational leadership and management.	\$120.00	\$80.00	Per request
- Support system and physical plant management.	\$120.00	\$80.00	Per request
- Initial group curriculum trainings.	\$120.00	\$80.00	Per request
- Ongoing teacher support and training	\$120.00	\$80.00	Per request
7. Reimbursement for Service Provider Mileage	55 cents	55 cents	/ mile

*The above hourly rates will be billed in thirty (30) minute increments.

For any services provided pursuant to the School Services Agreement, not described above, that are performed by Provider's professional staff (as defined by Provider), the applicable hourly rate = \$120.00. For any services not described above performed by Provider's administrative/clerical staff (as defined by Provider), the applicable hourly rate = \$80.00. Such matters will also be billed in thirty (30) minute increments.

TRADEMARK & INTELLECTUAL PROPERTY LICENSE AGREEMENT

This TRADEMARK & INTELLECTUAL PROPERTY LICENSE AGREEMENT (the “Agreement”) is entered into as of **July 1, 2013** for the **2013-2014** school year (“Effective Date”), by and between Harmony Public Schools, a Texas-based non-profit organization (“Licensor”), and **Frontier Schools, Inc.**, a Missouri not-for-profit corporation (“Licensee”). Each of Licensor and Licensee are sometimes referred to hereinafter as a “Party” and collectively, as the “Parties.”

RECITALS

Whereas, Licensor’s mission includes operating and supporting high quality public schools that provide students with skills and knowledge needed for success in college and the workplace; and

Whereas, Licensor holds and owns, by common law, the trade names, trademarks, service marks, trade dress and/or associated applications or registrations identified on Schedule A (“Licensed Marks”), and has currently or will soon apply for state and/or federal registration of such marks;

Whereas, Licensor owns the intellectual property described and identified on Schedule B (“Licensed Intellectual Property”);

Whereas, Licensee desires the right to use the Licensed Marks and Licensed Intellectual Property in connection with certain non-profit educational activities in the territory identified herein; and

Whereas, Licensee and Licensor are mutually committed to creating and supporting public schools where educationally underprivileged students develop the knowledge, skills, and character needed to succeed in top-quality schools, colleges/universities and the competitive world beyond;

NOW, THEREFORE, in consideration of the premises and the mutual promises herein made, and in consideration of the representatives, warranties, covenants, conditions and agreements herein contained, the Parties hereby agree as follows:

ARTICLE 1 DEFINITIONS

As used in this License Agreement, the following capitalized terms shall have the meanings set forth below:

1.1 “Educational Activities” shall mean non-profit educational activities and programs, encompassing grades K-12, which are financially sustainable and designed to assist students to develop the knowledge, skills, and character needed to succeed in top-quality schools, colleges/universities and the competitive world beyond.

1.2 “Licensed Marks” means the marks (including trademarks, service marks, design marks, trade names, domain names, registrations and/or applications for registration thereof, and any common law rights pertaining thereto belonging to Licensor) identified on Schedule A. “Licensed Intellectual Property” means the property described and identified on Schedule B. Collectively the Licensed Marks and Licensed Intellectual Property are referred to hereafter as the “Licensed Property.”

1.3 “Territory” means Kansas City, Missouri, and its greater metropolitan area.

ARTICLE 2 LICENSE GRANT AND RESTRICTIONS

2.1 License. As of the Effective Date, and subject to the terms and conditions of this License Agreement, Licensor hereby grants to Licensee a, fully-paid up license (the “License”). The License cannot be transferred, sub-licensed, or assigned by Licensee. The License is not exclusive to Licensee. Licensee may use, reproduce, or display the Licensed Property in the Territory in connection with Educational Activities.

Namely, Licensee may use the Licensed Property for school related purposes and activities and in the operation of the Licensee's charter school(s) in the Territory, and may use the Licensed Marks on packaging, manuals and documentation used in connection with the Educational Activities, and on promotional, advertising, marketing and related materials associated with the Educational Activities, and to distribute and display the foregoing in the Territory. Licensee will provide and perform Educational Activities directed to elementary and secondary grade school children, and may expand these grade levels ranging from nursery school through the twelfth grade, as Licensee may determine, subject to Licensor's review and approval, from time to time, which approval shall not be unreasonably withheld.

2.2 Licensor Ownership. Except if and to the extent that Licensor assigns the Licensed Property back to Licensee under Section 4.2 of the Assignment Agreement, Licensee acknowledges and agrees that:

- (a) the Licensed Property, all goodwill associated therewith, and all applications and registrations thereof, are owned solely by Licensor, and Licensee shall never directly or indirectly contest such ownership;
- (b) all use of the Licensed Property shall inure solely to the benefit of and be on behalf of the Licensee and Licensor;
- (c) the Licensed Property and any and all registrations, copyrights or patents thereof (under common law, state or federal law) have been represented as valid by Licensor, and Licensee shall never directly or indirectly contest their validity;
- (d) the License granted herein is not intended to be and shall not be construed as an assignment, and, further, that nothing herein confers on Licensee any right, title or interest in the Licensed Property other than the limited right to use same in accordance with this Agreement;
- (e) Licensor retains the right to use or to license the use of the Licensed Property for any reason and to any other persons;
- (f) Licensee further acknowledges that Licensor shall also exclusively own any derivative works, innovations or improvements made to any of the Licenses Property by Licensee or any other person. Licensee agrees to sign any such documents as may be necessary to confirm Licensor's ownership of same subject to a fee for said derivative works, innovations or improvements, payable to Licensee and as further described below.
- (g) Licensee shall assist and cooperate with Licensor as to any action Licensor determines is necessary to perfect, enforce, or secure Licensor's rights, title and interest in the Licensed Property, and Licensee shall use its best efforts to protect the Licensed Property and to report promptly to Licensor any infringement of any of the Licensed Property of which Licensee has become aware.

2.3 License Restrictions. Licensor grants no rights other than those expressly granted herein. Without limitation of the foregoing, Licensee agrees that the License shall be subject to the following:

- (a) Licensee shall not use, apply to register, or own any trade name, trademark, service mark, domain names, or trade dress which incorporates, is likely to be confused with, or would tend to dilute, any of the Licensed Property (provided, however, that this subsection (a) shall not apply to Licensee's use of the trade names "H-SIMS" Database and "HPS STEM Program" so long as Licensee has not materially breached this Agreement; and
- (b) Licensee shall not assign, transfer, sublicense or permit any third party the right to use any of the Licensed Marks, in whole or in part, without the prior written approval of Licensor upon such terms and conditions as Licensor may require, except as expressly permitted in Section 2/5 hereof;
- (c) Licensee shall not apply for registration in its own name for any of the Licensed Marks or any mark, name, logo, or other designation, which is confusingly similar to or dilutes the distinctiveness of any of the

Licensed Marks;

(d) Licensee shall not knowingly use any of the Licensed Marks or Licensed Intellectual Property in any manner or commit any other act that would jeopardize or impair Licensor's rights in any of the Licensed Property, including knowingly using the Licensed Marks in a manner that may cause them to become generic or merely descriptive, or take any action that is intended to have the effect of invalidating any of Licensor's registrations, or applications for registration for, any of the Licensed Marks;

(e) Licensee shall not use the Licensed Property in a manner that is intended to disparage, or harm the goodwill associated with, the Licensed Marks or Licensed Intellectual Property, or in any manner which intentionally implies or indicates a partnership or other relationship between the Parties other than the Parties' relationship as contemplated under this License Agreement (for purposes of this subsection (e), the word "intent," or any version of this word, shall mean with the motive and design to bring about the result, or with knowledge that one's actions would bring about the result);

(f) Licensee will use reasonable efforts to use the Licensed Marks in material compliance with Licensor's reasonable trademark guidelines that are made applicable to all licensees, which may be developed by Licensor and furnished to Licensee from time to time;

(g) the quality of any and all goods and services with which Licensee uses the Licensed Marks shall be in compliance with the Quality Control provisions of Article 3;

(h) Licensee's foregoing acknowledgements, covenants and admissions shall survive the termination of this Agreement if the Agreement has been terminated for Licensee's material breach.

2.4 Future Claims.

(a) In the event that (i) there is a claim or demand made against Licensor or Licensee with respect to any Licensed Property, or (ii) there is a determination by a court of competent jurisdiction or by another governing authority that the right to use one or more of the Licensed Marks or Licensed Intellectual Property is unenforceable, or (iii) Licensor reasonably believes that it may be unable to obtain or maintain right to one or more of the Licensed Marks in a given jurisdiction, or (iv) Licensor reasonably believes that the use of one or more of the Licensed Marks or Licensed Intellectual Property could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying the right to use the relevant Licensed Property. In the event of such notice of termination or modification, Licensee shall be permitted a reasonable period of time from the notice to stop or modify the use of the Licensed Property in accordance with the notice, but in no event shall such reasonable time be deemed to exceed thirty (30) days from the date of the notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of the Licensed Property after this period of time, and indemnify Licensor for any claim, demand, penalty or damages arising from its continued use of the Licensed Property, as stated in Article 5. Licensor shall not request that only Licensee (as opposed to other licensees) cease or modify use of the Licensed Property unless there are bona fide reasons for directing the request only to Licensee, including but not limited to, potential liability with respect to use only within the Territory or with respect to a use of the Licensed Property only undertaken by Licensee and not other licensees.

(b) Notwithstanding subsection (a) above, if a court or another governing authority enjoins Licensor from using or licensing the Licensed Property, then upon notice from Licensor, Licensee shall immediately cease using the Licensed Property. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of the Licensed Property after such notice, and indemnify Licensor

for any claim, demand, penalty or damages arising from its continued use of the Licensed Property, as stated in Article 5.

2.5 No Sublicense Rights. Licensee shall **NOT** have the right to sublicense the Licensed Property to any third party without the express written consent of Licensor, subject to Licensor's sole discretion.

2.6 Review of Licensed Marks. Upon request, Licensee shall, at no charge to Licensor, provide Licensor with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, marketing or other materials that bear any of the Licensed Marks or that Licensee intends to use or distribute in connection with the Marks. Licensee agrees that the quality of any goods and services with which it uses the Licensed Marks shall be comparable to the quality of goods and services with which the Licensor uses the licensed Marks, including but not limited to Licensee's compliance with Article 3 below (Quality Control) and any trademark guidelines that Licensor may issue from time to time.

ARTICLE 3 QUALITY CONTROL

3.1 Quality Control. In addition to any and all provisions of Article 2, and in order to maintain the quality of the Educational Activities and goodwill associated with the Licensed Property, Licensee agrees to the following provisions.

(a) Licensee shall comply with and be committed to Licensor's standards and philosophy of education as set forth in Schedule C ("Harmony Education Model"). Licensor hereby acknowledges that Licensee's operations and implementation of standards and philosophy of education at **Frontier Schools, Inc.** are, as of the date of this Agreement, in compliance with and do meet the Harmony Education Model;

(b) Licensee shall comply in all material respects with the known applicable laws relating to the implementation, performance, production, promotion, or distribution of any products or services related to the Educational Activities;

(c) Upon reasonable notice, and not more than once per year, Licensor may make a formal site visit to the facilities at which Licensee conducts Educational Activities to assure that the Educational Activities conform to the standards and philosophy of education as set forth in Schedule C. Licensee's school leaders must use their best efforts to attend any such meetings scheduled by Licensor. Licensee shall maintain complete records of its activities, and allow Licensor or its designee to review and inspect such records on reasonable notice to confirm Licensee's compliance with this Agreement. Licensor shall also require that Licensee's school leaders (as designated by Licensee) responsible for implementing and utilizing the Licensed Property to attend training provided by Licensor at least annually and/or from time to time at Licensor's reasonable discretion. The cost of this training is included in the Annual License Fee (defined below); however, Licensee shall be responsible for any travel, lodging or meal costs incurred for attending the training.

(d) If Licensor determines that Licensee has failed to comply with any of the above provisions, Licensor may notify and require Licensee to undertake the appropriate corrective action that is reasonably necessary to comply with the above provisions. Should Licensee fail or be unable to take such corrective action with respect to a failure to comply with Sections 3.19b) or 3.1(c) within the ninety (90) day period specified in Article 6. Should Licensee fail or be unable to take such corrective action with respect to a failure to comply with Section 3.1(a) within the ninety (90) day period specific in Article 6 plus an additional 270 days (i.e., for a total cure period of 360 days), subject to the other provisions thereof, then Licensor may terminate this Agreement as stated in Article 6. Licensee shall use reasonable efforts to take corrective action in a prompt

matter;

(e) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the Licensed Property shall conform to the standards set by Licensor. In order to safeguard the integrity of the Licensed Property, and to maintain the uniformity and quality of public charter schools associated with the Licensed Property, Licensee shall only purchase and utilize tools, software, and other items related to the Educational Activities and Licensed Property of the Licensee from sources approved in advance by Licensor. Licensor has the right to request quality control tests to determine whether the Educational Activities and financial viability meet the disclosed standards set by Licensor. Licensor hereby acknowledges that the ultimate evaluation of the educational activities and financial viability of the Licensee rests with the governing board of Frontier Schools, Inc. and the sponsor for the Frontier Schools, Inc. charter;

(f) Licensee shall participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by Licensor. This evaluation team will assess the quality of Licensee's Educational Activities and its compliance with the terms of this Agreement. Licensee's school leaders must use their best efforts to attend any such meetings scheduled by Licensor. If the evaluation team is to be in the schools interacting with students, the team members must provide proof that a criminal background check and the equivalent of Missouri's Family Care Safety Registry (FCSR) have been completed before said interaction can take place;

(g) Licensee shall record, respond to and resolve any complaints by parents, students or teachers regarding its Educational Activities, and shall provide Licensor, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee's Board of Directors except those documents that are subject to attorney-client privilege or attorney work product or where full access would violate state and federal law, including but not limited to FERPA. Licensee shall submit any other information related to its Educational Activities to Licensor at its request, unless otherwise prohibited by applicable federal or state law, including but not limited to FERPA or that are subject to attorney-client privilege or attorney work product.

(h) To protect the integrity of the Licensed Property, Licensee must promptly seek approval from Licensor for any proposed change in its programs or Educational Activities that involves, may use or impact the Licensed Property.

(i) To protect the integrity of the Licensed Property, Licensee recognizes the unique character of Licensor's educational program in connection with the Licensed Property, and should Licensor decide to make any changes to the educational program, Licensee shall implement all such changes directed by Licensor, to the extent permitted by law.

3.2 Trademark Enforcement and Prosecution.

(a) If Licensee learns of any third party trade name, trademark, domain name, or trade dress which is likely to cause confusion with or to dilute any of the Licensed Marks, Licensee shall immediately notify Licensor in writing with all relevant information and details. Licensee's failure to comply with this section, provided the failure is not intentional, shall not constitute grounds for termination of this Agreement.

(b) Licensor shall have the right in its sole discretion to decide what if any action to take and whether to institute and prosecute any actions or proceedings. However, if Licensor determines that Licensee must be a party to any legal actions, Licensee cannot institute or prosecute any action without vote of its governing board.

(c) If Licensor elects not to institute an action or proceeding, Licensee may do so only with prior written

approval of Licensor.

(d) If Licensor elects to institute an action or proceeding, it may do so in its own name alone, but if desires to join Licensee as a party, the governing board for the Licensee shall determine whether or not to allow said joinder.

(e) Any litigation shall be prosecuted solely at the cost and expense of the party initiating same, and all sums recovered, whether by settlement, judgment or otherwise in excess of the amount of reasonable attorney fees and other out-of-pocket expenses, shall be awarded to the party initiating the action in accordance with the above, unless a joint action is pursued in which case the parties shall divide any award based upon the respective costs incurred by the parties.

(f) Upon request of the party initiating the litigation, and at its expense, the other party shall furnish all documents and information, execute all papers, testify on all matters and otherwise cooperate in prosecuting the litigation.

(g) Licensee shall provide to Licensor all information, documents and assistance reasonable necessary for Licensor to create, maintain and enforce its rights in the Licensed Marks, including but not limited to information, documents and assistance reasonable necessary for applying for, registering or renewing the Licensed Marks, and Licensee shall execute any and all instruments reasonably necessary for these purposes.

3.3 Compliance with this Agreement. If Licensor determines, in its sole discretion, that Licensee has failed to comply with any provisions of this Agreement, Licensor may notify Licensee and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonable necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to the Licensee's Educational Activities and/or restrictions on the Licensee's use of Licensed Property. With respect to a determination by Licensor that an Educational Activity of Licensee does not comply with the provisions of this Agreement, and a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective action within 90 days, Licensor may unilaterally terminate this Agreement.

ARTICLE 4 LIMITATION ON LIABILITY

4.1 Limitations On Liability. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY DIRECT OR INDIRECT LOST PROFITS OR SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT.

ARTICLE 5 INDEMNIFICATION

5.1 Indemnification by Licensee. Licensee shall indemnify, defend, and hold Licensor harmless from any losses, damages, liabilities, settlements, reasonable attorney's fees, or reasonable costs that may or does arise as a result of any actions, causes of action, demands, claims or proceedings arising from or related to its continued use of the Licensed Property as described in Section 2.4, provided that Licensor gives Licensee: a) prompt written notice of any such actions, claims or proceedings; (b) sole control, subject to Section 5.3 below, of any such actions, claims or proceedings, provided that Licensee agrees and acknowledges that the action, claim or proceeding is fully covered by Licensee's indemnification obligations herein; and (c)

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

5.2 Other License Obligations. Licensee shall promptly notify Licensor of any actions, claims, or proceedings of which it becomes aware that relate to the Licensed Property. Licensee shall consult with Licensor regarding settlement negotiations for any action, claim or proceeding relating to the Licensed Property, including those for which Licensee must indemnify Licensor pursuant to Section 5.1; however Licensee has the right to settle said action, claim or proceeding relating to the Licensed Property without obtaining Licensor's prior written consent.

5.3 Licensor Participation. Licensor shall have the right to directly participate in any actions, claims or proceedings arising under this Article 5. If Licensor directly participates in an action, claim or proceeding it shall bear its own attorney's fees and costs.

ARTICLE 6 TERM & PAYMENT

6.1 Term. This License Agreement shall become effective upon the Effective Date for twelve (12) months and shall automatically renew for additional one-year terms annually thereafter for three years, subject to the termination provisions set forth in this Agreement.

6.2 Termination for Breach. Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor herein with respect to any Licensed Property, at any time in the event of a material breach by Licensee of such license or a term or restriction applicable to such license or the Licensed Trademark, which remains uncured after ninety (90) calendar days written notice from Licensor or such longer period as is provided in Section 3.1(d). Notwithstanding the above, Licensor may immediately terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor herein with respect to any Licensed Property, if Licensee: (1) permanently discontinues or dissolves its operations or ceases to use the Licensed Marks for a period of twelve (12) consecutive months; or, (2) fails to maintain its tax exempt status under Internal Revenue Code Section 501(c)(3).

6.3 Termination at Will. Licensor may terminate this Agreement, for any reason with or without cause upon ninety (90) days written notice to Licensee.

6.3 Post Termination. Subject to Licensee re-acquiring the Licensed Property under Section 4.2 of the Assignment Agreement, upon termination of this Agreement, Licensee shall use reasonable efforts to immediately cease all use of the Licensed Property, however, in no event shall Licensee use the Licensed Property after one-hundred twenty (120) days from the termination of this Agreement; in addition, Licensee shall indemnify and hold Licensor harmless for any action arising out of Licensee's failure to cease use of the Licensed Property upon termination of this Agreement shall constitute infringement of the Licensed Property and entitle Licensor, without limitation, to equitable relief by way of temporary restraining order and/or preliminary or permanent injunction.

6.4 Effect of Termination. Upon termination, resignation or expiration of this Agreement for any reason, Licensee will not have any right to make any use whatsoever of the Licensed Property, except as described above. To the extent that Licensee's corporate name or any Licensee property includes any of the Licensed Marks or other Licensed Property, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Licensed Marks, or any portion of same, following termination or expiration of this Agreement. Licensee may voluntarily relinquish its license

rights pursuant to this Agreement following its initial one-year term by notifying Licensor in writing no later than ninety (90) days prior to the expiration of any subsequent one-year term. In the event that Licensee voluntarily elects to terminate the Agreement, and to forgo its future relationship with Licensor, it shall reimburse to Licensor a termination fee, not to exceed **\$10,000.00**, intended to reimburse Licensor for a portion of the internal and external costs it has incurred in training the Licensee's school staff with the very specialized knowledge required to utilize and operate the Licensed Property.

6.5 Payment. As consideration for the licensing of the Licensed Marks and Licensed Intellectual Property, Licensee shall pay to Licensor an annual fee of **\$105,000.00** (the "Annual License Fee"). The first Annual License Fee paid from Licensee to Licensor shall be due and payable on of execution of this Agreement. For subsequent renewal terms, the Annual License Fee shall be paid quarterly per schedule below for the months of a year:

1st payment: September 1st

2nd payment: December 1st

3rd payment: March 1st

4th payment: June 1st Page

Any failure by Licensee to timely make the require payments to Licensor pursuant to this Section shall give rise to an additional obligation of the Licensee to pay interest to Licensor on the delinquent amounts owed at the compounding rate of 5% per annum. Any failure by Licensee to pay the Annual License Fee within ninety (90) days shall be material breach subject to immediate termination of this Agreement as described herein.

ARTICLE 7 GENERAL PROVISIONS

7.1 Governing Law. This License Agreement and any dispute arising from the performance or breach hereof or thereof shall be governed by and construed and enforced in accordance with, the laws of the State of Missouri, without reference to conflicts of laws. The parties hereto agree to venue, subject matter and personal jurisdiction in Jackson County, Kansas City, Missouri.

7.2 Notices. All notices, requests and other communications under this License Agreement shall be in writing and shall be personally delivered or sent by registered or certified mail, return receipt requested, postage prepaid, or by commercial overnight courier service with tracking capabilities, costs prepaid, in each case to the address specified in the spaces below the parties' respective signatures on this Agreement or such other address as the receiving party may request. Any notice required or permitted hereunder will be deemed to have been effectively given: (i) immediately upon personal delivery to the parties to be notified, 9ii) one (1) day after deposit with a commercial overnight courier service with tracking capabilities, or (iii) three (3) days after deposit with the United States Postal Service, by registered or certified mail, postage prepaid.

7.3 Severability. In the event any provision of this License Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, the parties shall negotiate in good faith a valid, legal and enforceable substitute provision that most nearly reflects the original intent of the parties and all other provisions hereof shall remain in full force and effect in such jurisdiction and shall be liberally construed in order to carry out the intentions of the parties hereto as nearly as may be possible. Such invalidity, illegality or unenforceability shall not affect the validity, legality or enforceability of such provision in any other jurisdiction.

7.4 Modification; Waivers. No amendment, modification or waiver of any provision of this License

Agreement shall be effective unless made in writing signed by all parties hereto. No provision of this License Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance or any other matter not set forth in an agreement in writing and signed by all parties.

7.5 Counterparts; Third Party Beneficiaries. This License Agreement may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument. No provision of this License Agreement is intended to confer upon any person or entity other than the parties hereto any rights or remedies hereunder.

7.6 Assignment. This License Agreement shall not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. This License Agreement shall be binding upon and inure to the benefit of the parties, and, to the extent permitted herein, their successors and assigns. Nothing herein shall be construed to limit the right of Licensor to transfer or assign the Licensed Marks or Licensed Intellectual Property or this Agreement, provided that the transferee or assignee agrees in writing to be bound by terms and conditions of this Agreement.

7.7 No Implied Waivers; Rights Cumulative. No failure on the part of any party to exercise and no delay in exercising any right under this License Agreement, or provided by statute or at law or in equity or otherwise, shall impair, prejudice or constitute a waiver of any such right, nor shall any partial exercise of any such right preclude any other or further exercise thereof or the exercise of any other right.

7.8 Independent Contractors. Nothing contained in this License Agreement is intended implicitly, or is to be construed, to constitute the Parties as partners in the legal sense. No party hereto shall have any express or implied right or authority to assume or create any obligations on behalf of or in the name of any other party or to bind any other party to any contract, agreement or undertaking with any third party.

7.9 Entire Agreement. Except as provided in the Assignment Agreement, this License Agreement embodies the entire understanding between the Parties with respect to the Licensed Property and supersedes all previous communications, representations or understandings with respect thereto, either oral or written.

7.10 Network of Schools. Licensor will afford Licensee an opportunity to become a member of the HPS Network of Schools, subject to the same terms, standards, and conditions as are applied to all other members or applicants of the HPS Network of Schools. Any written agreement required of Licensee for membership in the HPS Network of Schools will not supersede any terms of this Agreement.

7.11 Written Notices. Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing and personally delivered or sent by certified or registered mail, or by commercial overnight courier service with tracking capabilities, costs prepaid, to the following addresses:

To Licensor:

Harmony Public Schools
Yalcin Akyildiz, CFO
9321 W Sam Houston Pkwy S
Houston, Texas 77099

To Licensee:

Frontier Schools Inc.
Sean Isik, Superintendent
30 W. Pershing Road, Suite 402
Kansas City, Missouri 64108

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

LICENSOR

Harmony Public Schools

Organization

By: _____

Name: Yalcin Akyildiz

Title: CFO, Associate Superintendent of Schools

LICENSEE

Frontier Schools, Inc.

Organization

By: _____

Name: Gene Augustine

Title: President

10/14/13

Schedule A

(“Licensed Marks”)

“H-SIMS” Database

“HPS STEM Program”

“Harmony Education Model”

Schedule B

(“Licensed Intellectual Property”)

“H-SIMS” Database

“HPS STEM Program”

“Harmony Education Model”

Schedule C

Licensors’ Standards and Philosophy of Education

HARMONY EDUCATION MODEL

College Prep Begins in Kindergarten

A college-bound education starts in the elementary grades at Harmony schools. Beginning in kindergarten, each school focuses on developing proficiency in core subjects, and this approach continues throughout a Harmony education.

Quality Curriculum in all Core Subjects

Harmony has developed, and continues to improve; its curriculum and all core subjects meet the state's Distinguished Achievement Program criteria and exceed the Recommended High School Program.

Early Emphasis on Math and Science Education

Students attending Harmony schools begin their specialized math and science instruction in the fourth grade, enabling them to receive a strong math and science foundation from highly qualified teachers at an early age.

Safe, Small, Caring School Environments

The small classroom environment found at Harmony Schools creates an inviting, safe and purposeful environment in which students can learn to their maximum potential. The friendly and wholesome atmosphere encourages creative expression and a desire for knowledge.

In addition to academic endeavors, character education and leadership development programs are also taught at each Harmony school. Harmony's Character Education class encourages students to take responsibility for their actions, and familiarizes students with positive character traits. The program positions teachers as role models, and provides guidance on becoming productive citizens.

Home Visits and Parental Engagement

Home visits are an essential part of Harmony's parental engagement component. Every student has a home visit, and all visits are tracked and included in teacher evaluations.

Science for All

Science fairs are a tradition at Harmony. Every student works on a project of their interest in math, science, computers or engineering. We have found our students' science fair projects have been a valuable means of applying the concepts of scientific research, as well as creating a fun learning experience for our students.

Extended School Hours and Days

At Harmony, we believe every student can master the skills they need to succeed. Students who need additional academic instruction or support are provided extended after school and Saturday tutorials. These tutorials use computer-based learning aids, and dedicated educators help students understand the concepts with which they are

having difficulty.

Extended hours are not just for individuals needing additional help; gifted, talented and advanced students also receive extended, advanced instruction.

Efficient Performance Management

Harmony has developed a comprehensive database to empower our school community stakeholders, including students, parents, teachers and administrators.

The elements of the database are adjusted to best suit the needs of each school and the network.

- Our parent portal gives Harmony parents real-time access to student grades, homework, transcripts, discipline records and library data.
- Administrators have the information and analytical tools they need to produce reports, track student progress and follow teacher assessments.
- Teachers can share classroom resources with other teachers.
- The Test Analysis module gives teachers and administrators the opportunity to customize the student's remedial work. This enables teachers to provide individualized attention to students.

Frontier Schools, Inc. Board Member Documentation of Involvement and Support

Event	Date	Participant(s)
2012-13 August Professional Development	August 9, 2012	Eugene Augustine
College Readiness and Leadership Program Leadership Talk Series Speaker	November 5, 2012	Eugene Augustine
School-wide Science Fair	December 8, 2012	Anthony Springfield Muharrem Ali Tunc Serkan Toy Mehmet Barut Bayram Yildirim
2012-13 Serkan Toy sent her son to the school; attended open houses, parent teacher conferences	2012-13	Serkan Toy
2013 Commencement, Frontier School of Excellence	May 25, 2013	Eugene Augustine Anthony Springfield
2013-14 August Professional Development	August 9, 2013	Eugene Augustine

EXHIBIT - 5

Corporate By-Laws

**BYLAWS FOR
FRONTIER SCHOOLS, INC.**



**REVISED AND ADOPTED
JANUARY 19, 2013**

BYLAWS

FRONTIER SCHOOLS, INC.

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Missouri shall be located at 5605 Troost Kansas City, MO 64110. The Corporation may have such other offices, either in Missouri or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Missouri. The registered office may, but need not, be identical with the Corporation's principal office in Missouri. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number, Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be shall not exceed nine (9) or as subsequently amended by majority vote of the directors. Directors need not be residents of Missouri.

Nomination of Directors

- 2.03. At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, the board may consider any nominations made by a Nominating Committee, if one is appointed. The nominees' names and or the Nominating Committee's report shall be included with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may be elected to succeed himself or herself as director. Directors shall serve three (3) year terms. Directors may serve multiple terms.

Vacancies

- 2.05. Any vacancy occurring in the Board of directors shall be filled by the affirmative vote of a majority of the remaining Board of directors. When a vacancy on the Board exists, nominations for new members may be received from present Board members one week in advance of a Board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the second Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this Bylaw.

Regular meeting

- 2.07. Regular meetings of the Board shall be held at a location determined by the Board. The number of meetings may be increased or decreased by agreement of the Board. The Board can also hold meetings via phone conference or video-conferencing. The president or the secretary shall give neither written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this Bylaw.

Special and Emergency Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five or more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this Bylaw.

Emergency meetings of the Board of Directors may be called by or at the request of the president or any two directors when emergency occurs at or in relation to one of the schools. An emergency includes but is not limited to: serious illness or death of key personnel; destruction or serious damage to the facilities; or physical welfare or well-being of students is in jeopardy.

Notices

- 2.09. Annual, Regular, and Special Meetings notices must be in writing. The written notices must be

posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. If the meeting is to be held via phone conference or video conferencing or other electronic meetings including via the Internet the notice shall include the dial-in information for the phone conference or the address where the public can join the video conferencing.

Emergency Meeting notices must be provided to the Board of Directors at least twenty-four (24) hours prior to the meeting via email, fax or phone message. Notice must be posted no less than twenty-four (24) hours before the meeting and shall post a written notice for the general public as required for Emergency Meetings in 2.09 of this Bylaw. The written notice must be posted and must be readily accessible by the general public at the time of the posting and until the meeting occurs. The posted notice shall include the nature of the emergency, the date, time and place of the emergency meeting.

All meeting notices shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice. A quorum must be present for the transaction of business at an emergency meeting. A quorum can be achieved via a director giving his/her proxy to a fellow Board member.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they have duly considered and not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an accountant or an attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these Bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. A director may give his/her proxy to a fellow Board member in the following manner: the director must notify the president and secretary in writing of his/her intent to give his proxy and to whom the proxy will be given via email or fax only; the director giving his/her proxy must notify the recipient director in writing that the proxy is being given. A director is limited to two proxies per

year—one during the first six months of the fiscal year and a second during the last six months of the fiscal year. Copies of the Director's written notice of proxy must be provided and attached to the minutes of the meeting for which the proxy is given.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the State law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the Bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda and the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of the majority of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

- 3.01. The officers of the Corporation shall be a president, a vice president, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

Removal

- 3.03. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the Bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice-President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice-president shall perform the duties of the president. When a vice-president acts in place of the president, the vice-president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice-president, the vice-presidents shall act in place of the president in the order of the votes received when elected. A vice-president shall perform other duties as assigned by the president or Board of directors.

Treasurer

- 3.07. The treasurer shall:
- **Financial transactions** – Oversee who has access to the organization’s funds, and any outstanding bills or debts owed, as well as developing systems for internal controls for the finances and keeping cash flow manageable.
 - **Budgets** – Oversee the development of the annual budget and presenting the same to the Board for approval, as well as, having provided to the Board reports regarding the actual revenues and expenses incurred against the budget.
 - **Financial Policies** – Oversee the development and observation of the organization’s financial policies.
 - **Reports** – Provide the Board on a regular basis information regarding key financial events, trends, concerns, and assessment of fiscal health in addition to completing required financial reporting forms in a timely fashion as required by law and making these forms available to the Board.
 - **Finance Committee** (if applicable) – Serve as Chair of the Finance Committee.

Secretary

- 3.08 The secretary shall:
- **Notices**—Oversee the notices regarding meetings compliant with State laws, regulations and the policies and Bylaws of the Board. The Secretary may designate staff or legal counsel to post the required notices, as needed.
 - **Minutes**—Oversee the Minutes are properly recorded and distributed to the Board. The Secretary may designate staff or legal counsel to actually record and maintain said Minutes.
 - **Corporate Records**—Maintain or ensure that the corporate records and the seal of the Corporation are maintained. The Secretary may designate staff or legal counsel to maintain the corporate records or seal of the Corporation.
 - **Register**—Oversee the maintenance of the Board of Directors’ Register which includes the names and mailing addresses of each director.
 - **Perform Duties** as assigned by the president.

ARTICLE 4
COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated. Any authority delegated to a committee shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the Articles of Incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the Bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 3.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. There shall be the following committees: Finance, Faculty and External Affairs, and Governance and others as needed or determined by the Board. The Board of Directors shall define the activities and scope of authority of each committee.

The Finance Committee shall be chaired by the Treasurer. The role of the finance committee is primarily to provide financial oversight for the organization. The Finance Committee may include non-board members with financial expertise.

- The Finance Committee duties shall include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. In addition the Finance Committee shall:
 1. Oversee the development of an annual operating budget with staff.
 2. Provide a recommend budget for approval to the Board.
 3. Monitor adherence to the budget.
 4. Set long-range financial goals along with funding strategies to achieve them.
 5. Develop multi-year operating budgets that integrate strategic plan objectives and

initiatives.

6. Present all financial goals and proposals to the board of directors for approval.

The Faculty and Academic Affairs Committee (FAAC) shall be chaired by appointment of the President. The FAAC shall serve a dual purpose—overseeing personnel issues and academic issues for the organization. Each shall be addressed in turn.

- The FAAC shall oversight over personnel issues of the organization, including hiring of the superintendent; approval of all staff hires; and development of the personnel policies and handbooks. The FAAC shall:
 1. Advise the Board on matters concerning personnel administration;
 2. Make any investigation which it deems advisable concerning the administration of personnel and report its findings and recommendations to the Board;
 3. Recommend to the Board policy rules and procedures pertaining to personnel administration;
 4. Recommend to the Board compensation and benefit packages for faculty and staff; and
 5. Review and obtain bids every three years on benefit packages to be provided to staff and recommended for approval by the Board.
- The FAAC shall have oversight of the curricular aspects of the organization, including the articulation of the academic mission of the charter school, the quality of the faculty and staff, the quality of the academic program, and activities that support the academic mission of the charter. The primary duties and responsibilities of the Committee with regards to Academics shall be to:
 1. Have oversight of the shaping and reviewing of policies affecting the overall curricular program;
 2. Monitor the academic programs and academic support programs which increase learning and improve test scores;
 3. Monitor faculty and staff development programs and opportunities; and
 4. Make recommendations to the Board with respect to promotion and pay increases for faculty and staff.

Governance Committee shall be chaired by appointment of the President. The role of the Governance Committee is to assess the Board's current composition and identifying missing qualities and characteristics; drafting a recruitment plan and continuously cultivating new prospects; developing job descriptions for board members; orienting new board members and continuing to educate all members on their responsibilities and ensuring that the board regularly engages in self-assessment.

- The Governance Committee shall provide oversight for the board and organization to ensure consistent management, cohesive policies, guidance, processes and decision-rights for any given area of responsibility. The Governance Committee shall:

1. Monitor emerging corporate governance trends and oversee and evaluate the organization's corporate governance policies and programs and recommend to the Board such changes as the Committee believes desirable;
2. Develop and recommend to the Board a set of corporate governance principles applicable to the organization and review these principles at least annually; and
3. Review periodically, as it deems appropriate, but at least annually, the organization's Conflict of Interest Policy for board members, recommend to the Board any modifications to the Policy that the Committee deems desirable.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

4.04. Members of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than seven nor more than thirty days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.

4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the Bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the Bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Corporation shall follow the statutes governing Charter School Boards and their contract making authority.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the Bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction. Additionally, the Board of Directors shall be subject to the conflict of interest provisions of the Law. Board members will execute an acknowledgment of the Board's conflicts of interest policy, as well as, completing any State required conflicts of interest forms or information.

Prohibited Acts

5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

- (a) Do any act in violation of the Bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6 BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

- (a) A file-endorsed copy of all documents filed with Missouri Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
- (b) A copy of the Bylaws, and any amended versions or amendments to the Bylaws.
- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names, addresses, e-mail addresses and fax numbers of the directors, officers and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7 FISCAL YEAR

7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
- (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.
- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (d) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(b), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote is not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaken shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail E-mail or Fax

- 9.01. Any notice required or permitted by the Bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by email it shall be deemed to be delivered when sent to the person at his or her e-mail address as it appears in the records of the Corporation. If given by fax it shall be deemed to be delivered when sent to the person at the fax number as it appears in the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the Articles of Incorporation or the Bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Missouri Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or Bylaws, members of the Board of directors of the corporation, or members of any committee designated by such Board may participate in and hold a meeting of such members, Board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.
- B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01. The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted by a majority vote by the Board of Directors. The notice of any meeting at which the Bylaws are altered, amended, or repealed, or at which new Bylaws are adopted shall include the text of the proposed Bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12 MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

12.01. The Bylaws shall be construed in accordance with the laws of the State of Missouri. All references in the Bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.02. If any Bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalid, illegal, or unenforceable provision shall be excluded as if it had not been included and the remaining provisions and the Bylaws shall continue in full force.

Headings

12.03. The headings used in the Bylaws are used for convenience and shall not be considered in contorting the terms of the Bylaws.

Gender

12.04. Wherever the context requires, all words in the Bylaws in the male gender shall be deemed to include female or neutral gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.05. The Board of Directors may provide for a corporate seal. The corporate seal would require approval of the Board and should include the corporate name as filed with the Missouri Secretary of State.

Power of Attorney

12.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

12.07. The Bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the Bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

13.01. It is the policy of Frontier Schools, Inc. not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

-----End of the text-----

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Frontier Schools, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on January 19, 2013.

02/23/2013 [Signature of Secretary] Date (mm. dd, yyyy)

Print Name: _____

EXHIBIT 6 High School Course Offerings

PSAT/NMSQT (High School)

Frontier School of Excellence is dedicated to providing a comprehensive college preparatory program that facilitates each student's ambition to pursue higher education at the nation's top university and colleges. As a part of this process, students in grades 9-11 are required to take Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying ("PSAT/NMSQT") Test each fall. The most common reason for taking the PSAT/NMSQT is to receive feedback on student strengths and weaknesses so that students can focus their preparation on those areas that could most benefit from additional study or practice. This test also gives a student chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

National Honor Society (High School)

High school students who have maintained a minimum GPA of 3.25 during their high school career are eligible for nomination to the school's local chapter of the National Honor Society. Students seeking admission should contact the sponsor for admission guidelines. The student must have been enrolled in the current school for at least one semester.

Selection for membership is based upon a student's evidence of scholarship, service, citizenship, leadership, and character. Selection will be made by a faculty council appointed by the Principal. Discipline referrals and excessive absences will constitute evidence of deficiencies in character and leadership.

Service contributions are determined by completion of a service form by the nominee and scored by the faculty council. Induction is held only once during each academic year.

High School Graduation Standards

To graduate from high school, students entering the 9th grade in the 2007-2008 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements of the Recommended High School Program ("RHSP") or the Distinguished Achievement Program ("DAP").

In order to obtain a diploma, graduating seniors must also:

1. Complete state-mandated end-of-course tests (EOC);
2. Show proof of completion of 100 hours of community service; and
3. Show proof of admission by a four-year college.

Courses offered by the school that satisfies the requirements for graduating under the RHSP or DAP are set forth below:

Discipline	Recommended High School Program (RHSP)	Distinguished Achievement Program (DAP)
English	<p style="text-align: center;">Four Credits must consist of:</p> <ul style="list-style-type: none"> ➤ English I or English for Speakers of Other Languages ➤ English II or English II for Speakers of Other Languages ➤ English III or AP English Language and Composition ➤ English IV or AP English Literature and Composition 	<p style="text-align: center;">Four Credits must consist of:</p> <ul style="list-style-type: none"> ➤ English I or English I for Speakers of Other Languages ➤ English II or English II for Speakers of Other Languages ➤ English III or AP English Language and Composition ➤ English IV or AP English Literature and Composition

<p>Mathematics</p>	<p>Four Credits must consist of:</p> <ul style="list-style-type: none"> ➤ Algebra I ➤ Geometry ➤ Algebra II ➤ The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: <ul style="list-style-type: none"> ○ Mathematical Models with Applications ○ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ➤ The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> ○ Pre-calculus or AP Statistics or AP Calculus or AP Computer Science or Engineering Mathematics (CTE) 	<p>Four Credits must consist of:</p> <ul style="list-style-type: none"> ➤ Algebra I ➤ Geometry ➤ Algebra II ➤ An additional course for which Algebra II is prerequisite such as Precalculus or AP Statistics or AP Calculus AB or AP Calculus BC or AP Computer Science or Independent Study or Engineering Mathematics (CTE)
<p>Science</p>	<p>Three Credits must consist of:</p> <ul style="list-style-type: none"> ➤ A biology credit (Biology or AP Biology) ➤ A chemistry credit (Chemistry or AP Chemistry) ➤ A physics credit (Physics or AP Physics (B or C) or Principles of Technology I) ➤ The fourth credit must be selected from the following <ul style="list-style-type: none"> ○ Astronomy, Aquatic Science, Environmental Science, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B or C, and AP Environmental Science ○ 	<p>Four Credits must consist of:</p> <ul style="list-style-type: none"> ➤ A biology credit (Biology or AP Biology) ➤ A chemistry credit (Chemistry or AP Chemistry) ➤ A physics credit (Physics or AP Physics (B or C)) ➤ After successful completion of a biology, a chemistry, and a physics course, the fourth credit may be selected from the following: <ul style="list-style-type: none"> ○ Astronomy, Aquatic Science, Environmental Science, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B or C, and AP Environmental Science

Social Studies	<p>Three credits must consist of:</p> <ul style="list-style-type: none"> ➤ World Geography or AP Human Geography (one-half credit) ➤ World History or AP World History (one credit) ➤ US History or AP US History (one credit) ➤ US Government or AP US Government (one-half credit) 	<p>Three credits must consist of:</p> <ul style="list-style-type: none"> ➤ World Geography or AP Human Geography (one-half credit) ➤ World History or AP World History (one credit) ➤ US History or AP US History (one credit) ➤ US Government or AP US Government (one-half credit)
Personal Finance	<p>One-half credit:</p> <ul style="list-style-type: none"> ➤ Personal Finance 	<p>One-half credit:</p> <ul style="list-style-type: none"> ➤ Personal Finance
Physical Education	<p>One credit must consist of:</p> <ul style="list-style-type: none"> ➤ Foundations of Personal Fitness ➤ Adventure/Outdoor Education ➤ Aerobic Activities ➤ Team or Individual Sports 	<p>One credit must consist of:</p> <ul style="list-style-type: none"> ➤ Foundations of Personal Fitness ➤ Adventure/Outdoor Education ➤ Aerobic Activities ➤ Team or Individual Sports
Languages other than English	<p><i>Two Credits</i> must consist of any two levels in the same language. An AP course can also be substituted for each level (must also be the same language).</p>	<p><i>Two Credits</i> must consist of any two levels in the same language. An AP course can also be substituted for each level (must also be the same language).</p>
Health	<p>One-half credit:</p> <ul style="list-style-type: none"> ▫ Health 	<p>One-half credit:</p> <ul style="list-style-type: none"> ▫ Health
Fine Arts	<p>One credit choose one from the followings:</p> <ul style="list-style-type: none"> ➤ Art (I,II,III) ➤ Dance (I,II,III) ➤ Music (I,II,III) ➤ Theatre (I,II,III) ➤ AP Music Theory ➤ AP Studio Arts ➤ AP Art History 	<p>One credit choose one from the followings:</p> <ul style="list-style-type: none"> ➤ Art (I,II,III) ➤ Dance (I,II,III) ➤ Music (I,II,III) ➤ Theatre (I,II,III) ➤ AP Music Theory ➤ AP Studio Arts ➤ AP Art History

Elective Courses	Five credits from: <ul style="list-style-type: none"> ➤ AP Psychology ➤ AP European History Creative Writing <ul style="list-style-type: none"> ➤ Debate ➤ Journalism ➤ Multiculturalism ➤ Psychology ➤ Photography ➤ Sociology ➤ Computer Science ➤ Desktop Publishing ➤ Digital Graphics ➤ Multimedia ➤ Video Technology ➤ Web Mastering ➤ BCIS ➤ AP Computer Science A ➤ Or any other course approved by Frontier School System 	Five credits from: <ul style="list-style-type: none"> ➤ AP Psychology ➤ AP European History ➤ Creative Writing ➤ Debate ➤ Journalism ➤ Multiculturalism ➤ Psychology ➤ Photography ➤ Sociology ➤ Computer Science ➤ Desktop Publishing ➤ Digital Graphics ➤ Multimedia ➤ Video Technology ➤ Web Mastering ➤ BCIS ➤ AP Computer Science A ➤ Or any other course approved by Frontier School System
Advanced Measures	None	A student must receive any combination of four advanced measures.
Community Service	100 Hours	100 Hours
Senior Capstone Project	Successful completion of the Senior Capstone Project within the English IV curriculum.	Successful completion of the Senior Capstone Project within the English IV curriculum.
College Admission	Proof of admission by a 4-year college is required	Proof of admission by a 4-year college is required
State Testing	All students must satisfactorily complete the required state mandated tests for the graduation.	

Course-by-Credit Summary	Regular Graduation Plan	Advanced Graduation
	RHSP Credits	DAP Credits
Communication Art	4.0	4.0
Mathematics	4.0	4.0
Science	3.0	4.0
Social Studies	3.0	3.0
Personal Finance	0.5	0.5
Physical Education	1.0	1.0
Languages Other Than English	2.0	3.0
Fine Arts	1.0	1.0
Health	0.5	0.5
Elective Courses	5.0	5.0
TOTAL	24	26

Advanced Measures for the Distinguished Achievement Program

The DAP recognizes students who demonstrate levels of performance equivalent to college students. As a college preparatory system, Frontier School of Excellence strongly encourages students to follow the DAP. In order to graduate with advanced measures under the DAP, a student must complete any combination of four of the following advanced measures:

1. Original research/project that is:
 - a. Judged by a panel of professionals in the field that is the focus of the project; or
 - b. Conducted under the direction of mentor(s) and reported to an appropriate audience; and c. Related to the required curriculum relating to Essential Knowledge and Skills;
2. Test data where a student receives:
 - a. A score of three or above on the College Board advanced placement examination;
 - b. A score of four or above on an International Baccalaureate examination; or
 - c. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or
3. College academic courses, advanced technical credit courses, and dual credit courses with a grade of 3.0 or higher.

Valedictorian/Salutatorian (High School)

Selection method to determine the valedictorian for a graduating senior class:

1. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate and Declaration will also serve as valedictorian.
2. In the event no student meets the criteria to receive the Honor Graduate Certificate, a valedictorian will be selected who meets all of the following criteria:
 - a. The student must have been enrolled with the school campus for no less than three calendar semesters or all semesters the school has been opened if less than three calendar semesters; and
 - b. By the date of graduation the student must have met all Missouri State Graduation Requirements applicable to him/her including meeting all state assessment requirements; and
 - c. The student with the highest cumulative grade point average graduating under the Recommended or Distinguished Program will be selected as valedictorian, with the second ranking student serving as salutatorian. Under no circumstance will a student with a higher GPA who is graduating under the Minimum Graduation Program rank higher than a student graduating under the Recommended or Distinguished Program; or
 - d. In the case where no students are graduating under either the Recommended or Distinguished Program, the student with the highest cumulative grade point average out of all graduating seniors will be selected valedictorian, and the student with the next highest GPA will serve as salutatorian.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade Point Average will be calculated in accordance with the existing policy adopted by the Board of Directors.

Student Transcript/Academic Achievement Record (High School)

Each eligible high school graduate will be awarded a diploma. The student's transcript or academic achievement record, rather than the diploma, records individual accomplishments, achievements and courses completed, and displays appropriate graduation seals.

State and Local Credit Courses

All courses which are to be counted toward graduation must be state approved courses. Local credit courses are courses in which a student may participate without receiving state credit towards graduation, unless the course is required by a Special Education Committee for students receiving special education services. Local credit courses are, however, calculated as part of a student's GPA.

- ☐ PSAT/SAT Prep Course.
- ☐ College Prep Transition Math.
- ☐ Career Education.
- ☐ Supplementary AP hours.
- ☐ Writing.
- ☐ Senior project.

Awarding Credit

Students earn one-half credit per semester and one credit per year for successful completion of a course. Courses vary from one to two semesters in length.

Transfer of Credit

Credits earned by students in accredited school districts (including summer school programs and credit by exam) or through correspondence courses are transferable and accepted by the school. Credits earned through home schooling and at non-accredited private schools may not be transferrable. These students may be asked to earn credit through taking an exam.

GPA and Course Weight

Grade Point Average is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.

Beginning with the 2008-2009 freshman class, all semester grades for courses attempted will count toward a student's GPA. Courses are weighted as follows:

Course Grade	Regular/Pre-AP Course Weight	AP Course Weight
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

College Days (High School)

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- ☐ The student must be on track to graduate on time.
- ☐ The student must be classified as a junior or senior based upon credits earned.
- ☐ The student must be passing all course work.
- ☐ The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

EXHIBIT 7

SECTION IV: STUDENT CODE OF CONDUCT

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. This includes an appreciation for the rights of others. Frontier School System is committed to helping every student fulfill his or her intellectual, social, physical, and emotional potential. To foster an orderly and distraction-free environment, Frontier School System has established this Student Code of Conduct (“the Code”). The Code outlines prohibited behaviors and consequences for such behavior. Frontier School System has the responsibility and authority to enforce the Code, question students, counsel them, and assign discipline when appropriate.

The Code does not define all types and aspects of student behavior. The Board of Directors and the Superintendent may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, each Principal, within his or her own school, may establish certain rules and regulations not inconsistent with those established by the Board and the Superintendent.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Principal’s office to maintain effective discipline in the classroom. In addition, a teacher may remove from class as student:

1. Who has been documented by the teacher to repeatedly interfere with the teacher’s ability to communicate effectively with the students in the class or with the ability of the student’s classmates to learn; or
2. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the students in the class or with the ability of the student’s classmates to learn.

The Board of Directors has authorized detention, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Directors has also given authority to the Superintendent or designee to use any of these disciplinary actions which, in his or her judgment, is appropriate for the violation.

When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization’s expectations, student behavior and consequences.

Jurisdiction

The school may discipline a student:

1. For any violation of the Code committed while a student is
 - a. On school property;
 - b. In transit to and from school;
 - c. Attending any school-related or school-sponsored activity, so long as the student is under the direction of a school employee;
 - d. On the school property of another Missouri school district;
2. Attending another district’s school-sponsored or school-related activity;
3. When a school employee or volunteer is a victim of retaliation no matter when or where it takes place;

- or
4. When a felony is committed.

Note

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

Standards for Student Conduct

Classroom Rules

Students shall:

- Be in assigned seat and ready to work before the tardy bell rings.
- Bring pencils, pens, paper, books and all assigned materials to class.
- Not disrupt classroom activities.
- Follow instructions and directives immediately.
- Not chew gum or bring food or drink in the building, except in designated food service areas.
- Raise hand and be recognized before speaking. Stand to speak once recognized (excluding normal class discussions).
- Not leave class without permission. Any student leaving class must have a hall pass.

School-Wide Rules

Students shall:

- Demonstrate courtesy at all times.
- Behave in a responsible manner, always exercising self-discipline and control.
- Attend all classes, regularly and on time.
- Be prepared for each class.
- Meet school standards for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights of others, including property and facilities of the school.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.
- Adhere to all requirements of the currently-adopted Code.

Responsibilities of Parents

Parents are expected to:

- Serve as a model for students by showing respect for themselves, students, teachers, other parents, and school staff;
- Ensure their student's compliance with school attendance requirements and promptly report and explain absences and tardies to the school;
- Assist their student in being properly attired;
- Take an active interest in the overall school program;
- Communicate regularly with the school concerning their student's conduct and progress;
- Discuss report cards and work assignments with their student;
- Bring to the attention of school authorities any problem or condition which affects their student;
- Maintain up-to-date home, work, and emergency telephone numbers at the school;
- Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system; and
- Respond promptly when notified by campus to pick up student due to medical or disciplinary problems.
- Respond promptly when notified of student disciplinary matters.

Discipline Point System

Frontier School System has implemented a Discipline Point System (“DPS”) in which students are given “DPS points” for unacceptable behavior. All teachers and staff will use this system. Parents will be notified when conduct results in consequences under the DPS system.

Rules of Discipline Point System

1. Every unwanted behavior has a numerical point.
2. Every teacher is required to mention the DPS system in his or her syllabus and implement the system.
3. If a student has at least one discipline point and does not receive any discipline points within five consecutive school days, the student’s discipline points will be reduced by one the following school day.
4. A teacher can give points only once for the same incident per class period. The teacher shall fill out a Discipline Referral Form if the same behavior and contact an Assistant Principal.
5. An accrual of ten or more points within a semester? month may result in attending Saturday or After School Detention.
6. An accrual of 20 or more points within a quarter may result in attending second Saturday or After School Detention. Students required to attend Saturday or After School Detention are rewarded five points for attending and obeying the rules of conduct for Saturday or After School Detention. Students may receive more DPS points, however, for unwilling behavior. Failing to attend a Saturday or After School Detention without any confirmed excuse may result in a one day out of school suspension.
7. Accrual of 25 or more points within a semester may result in a one day out of school suspension.
8. Accrual of 50 or more points within a semester may result in two days out of school suspension.
9. Accrual of 70 or more points within a semester period may result in a three day out of school suspension.
10. Accrual of 75 or more points within a semester may result in expulsion.

Discipline Point Cases - This looks different than our current DPS system. Is it changing?

Following is a list of student conduct that will result in the accrual of DPS points.

CASE	POINTS	CASE	POINTS
Lack of materials	1	Not dressing for Gym class	1
Not turning in assigned work or homework		Vulgarity	2
Unexcused tardy	1	Not being in assigned location	1
Inappropriate behavior towards another student	1	Dress code violation	1
Sleeping in class	1	Talking back to teacher	2
Running in hallway	1	Gossiping/spreading tale	1
Lack of cooperation	1	Backpack in the classroom	1
Leaning back in chair	1	Wednesday envelope missing	1
Antagonistic behavior	1	Humming/singing/making noises	1
Excessive talking	1	Leaving the classroom without permission	2
Inappropriate cafeteria behavior	1	Leaving paper/trash on the floor	1
Eating/drinking in class	1	Being in the hallway without a pass	1
Chewing gum	1	Disturbing class	1
Tapping	1	Using profanity	2
Horse-playing	1	Not receiving any DPS points within a school day	-1
Throwing things in class/hallway/cafeteria	1		

Offenses and Consequences

Corporal punishment is **never** an acceptable disciplinary measure.

Level I Offenses:
Prohibited Conduct

1. Computer system violations, including violations of the school's Acceptable Use policy.
2. Dress and grooming code violations.
3. Engaging in offensive conduct of a sexual nature, whether verbal or physical, directed toward another student or any other person.
4. Failing to comply with directives of school personnel.
5. Failing to attend (unexcused) class or tutorial sessions.
6. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense.
7. Offensive language, orally or in writing.
8. Parking infractions or violations of campus vehicle operation regulations.
9. Possessing a laser pointer on school property or at school-sponsored events.
10. Possessing/selling "look-alike" drugs/dispensing medicine violation.
11. Possessing/distributing/exhibiting/transmitting obscene materials, including pornography.
12. Possession of any electronic devices without permission (i.e., CD players; MP3 players; iPod; Game Boys; Nintendos; or other video, listening, or entertainment device) during school hours.
13. Profanity/obscene gestures toward other students.
14. Scuffling.
15. Single acts of disruptive behavior, including non-compliance and insubordination.
16. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
17. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class.
18. Use of a paging device/cellular phone during the school day.
19. Use of a skateboard, scooter, and/or roller blades while on school property.
20. Verbal or written abuse, i.e., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment.
21. Accumulating five or more, but less than ten, tardies to school or to class.
22. Accumulating up to 20 discipline points within a semester.
23. Posting materials or holding student gatherings without school approval.
24. Accessing restricted areas.
25. Any violations of "Standards for Student Conduct" (see page).

Disciplinary Consequences (not in order of progressive disciplinary measures)

1. Lunch Detention.
2. After School Detention.
3. Saturday Detention.
4. In School Suspension.
5. Assignment of school duties such as scrubbing desks or picking up litter.
6. Behavioral contracts or individually developed behavior management plans.
7. Confiscation of cell phone; a fee of \$10.00 may be charged for the return of the phone. The school is not liable for lost or stolen cell phone. All confiscated phones must be turned in to the Principal's office immediately, if possible, or as soon as practicable the day the phone is confiscated.
8. Classroom management techniques.
9. Community service.
10. Cooling-off time or "time-out."
11. Counseling by teachers, counselors, or administrative personnel.
12. Demerits.
13. Confiscation of electronic devices used during the instructional day.
14. Grade reductions for academic dishonesty.
15. Parent/guardian contracts to restrict home privileges.
16. Parent/guardian observations in student's classes.
17. Parent/guardian conference with teacher or Principal.
18. Peer mediation.

19. Placement in another appropriate classroom.
20. Restitution/restoration, if applicable.
21. School-assessed and school-administered probation.
22. Seating changes within the classroom.
23. Temporary confiscation of items that disrupt the educational process.
24. Verbal correction.
25. Voluntary peer mediation/family management classes/community service.
26. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses:

Prohibited Conduct

1. Abusing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event.
2. Academic dishonesty. (See Page)
3. Accumulating fifteen-twently tardies to school or to class.
4. Accumulating twenty-five to seventy-five discipline points within a semester.
5. Assault- student on student.
6. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, as defined by Missouri Education Code.
7. Bullying. Bullying will be considered, but not limited to, any of the following: verbal or physical harassment or threat thereof, taunting, hazing, intimidating or any other action whereby one or more individuals deliberately single out another student for cruel, mean and/or humiliating treatment.
8. Dating Violence or Retaliation as defined herein.
9. Disrespect to teacher such as rolling eyes, sucking teeth, etc.
10. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
11. Failure to comply with rules of bus safety or disturbing others.
12. False accusation of the commission of a misdemeanor or felony.
13. Falsification of school records.
14. Fighting or Arranging a Fight: School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. Students who involve themselves in fighting will, at a minimum, be suspended for the remainder of the day.
15. Forgery of school documents at school or otherwise.
16. Gambling or playing cards. Gambling includes but is not limited to card playing, dice shooting and/or sports pools and involves the transfer of money or other personal belongings or assistance from one person to another. Bringing, trading, or playing with any cards are prohibited. Playing cards will be confiscated.
17. Gang activity.
18. Harassment under Missouri Educational Code
19. Hazing under Missouri Educational Code
20. Hit list under Missouri Educational Code
21. Intentionally providing incorrect information
22. Knife possession
23. Leaving school classroom/grounds/events without permission.
24. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
25. Possessing a stun gun, mace, or pepper spray.
26. Possessing ammunition.
27. Possessing, exhibiting, or threatening with a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or

- other weapon.
- 28. Possession of stolen property.
- 29. Possession or use of fireworks or other explosive devices.
- 30. Possession or use of tobacco or related products on school property or at school-related events.
- 31. Profanity/obscene gestures toward personnel.
- 32. Refusal to follow directions from a teacher/administrator/staff.
- 33. Repetitive Level I Offenses - i.e., two or more Level I offenses within a semester.
- 34. Secret society activity.
- 35. Sending or posting abusive, obscene, sexually oriented, threatening, harassing, defamatory or illegal electronic messages
- 36. Sexual harassment/sexual abuse not defined as a Level III or IV offense by the Missouri Penal Code
- 37. Stealing/theft.
- 38. Suspicious drug/alcohol involvement.
- 39. Threats - student on personnel/facility.
- 40. Threats - student on student.
- 41. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
- 42. Vandalism/criminal mischief not a felony.

Disciplinary Consequences

1. Any applicable Level I Disciplinary Consequence.
2. Out-of-school suspension.
3. Expulsion (upon Discipline Committee recommendation).

Disciplinary actions may be used individually or in combination for any offense.

Level III Offenses

Prohibited Conduct

1. Accumulating 75 or more DPS points within a semester.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault
6. Any discretionary or mandatory expulsion violation under Missouri Education Code.
7. Any offense listed in the Missouri Education Code, no matter when or where the offense takes place.
8. Arson.
9. Assault.
10. Burglary of a motor vehicle on campus.
11. Capital murder.
12. Commission of a felony offense listed under Title 5, Missouri Penal Code.
13. Conduct punishable as a felony.
14. Criminal attempt to commit murder or capital murder.
15. Criminally negligent homicide.
16. Deliberate destruction or tampering with school computer data or networks.
17. False alarm or report.
18. Felony criminal mischief against school property, another student, or school staff.
19. Gang activity (violent).
20. Inappropriate sexual conduct.
21. Indecency with a child.
22. Indecent exposure or inappropriate public displays of affection, including kissing, hugging, physical conduct, etc.
23. Issuing a false fire alarm. Manslaughter.
24. Murder.
25. Persistent Level I offenses (four Level I offenses).
26. Persistent Level II offenses (four Level II offenses).

27. Possessing, selling, distributing, or being under the influence of inhalants.
28. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
29. Public lewdness.
30. Required registration as a sex offender.
31. Retaliation against any school employee or volunteer at any time or place.
32. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marihuana, controlled substance, dangerous drug, or alcoholic beverage.
33. Setting or attempting to set fire on school property (not arson).
34. Sexual abuse of a young child or children.
35. Sexual assault.
36. Targeting another individual for bodily harm.
37. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon.

Disciplinary Consequences

1. Any applicable Level I or Level II Disciplinary Consequence
2. Out of school suspension for five-ten days.
3. Expulsion for up to one year.

Consequences

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted. There are two types of detention: After School and Saturday.

After School Detention

1. Students will bring materials to work on - homework or books to read from the Library; only school acceptable materials are permitted. Classroom materials may be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Do not address staff, teachers, or other students.
5. Students should use the restroom before detention starts and be prepared to stay in the detention room for the entire length of time, except during an emergency.
6. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
7. Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.
8. Detention time will be assigned within twenty-four hours of the Assistant Principal meeting with the student. This allows the parent time to make transportation arrangements.
9. Students placed on after school detention will not be permitted to participate in any extra-curricular activities that day.
10. If a student arrives to detention room five minutes after designated time without a confirmed excuse, the student will not be allowed into detention room, and the miss will be considered unexcused. This will result in one day out of school suspension, and the student will be required to make up the detention.
11. If a student does not turn in a Parent Notification Form on the due date without a confirmed excuse, he or she will have one day out of school suspension.

Saturday Detention

Saturday Detention serves as an alternative to in school suspension for violation of school rules, and prevents

students from losing instruction time. During the hours of detention, students work to increase academic skills, engage in activities to improve self-concept, and address discipline issues.

Students who attend Saturday Detention may receive academic assistance and may be given the opportunity to do homework, make-up or remedial work, under the supervision of a teacher. Each student will be given a Behavior Modification Packet which may help students to understand why their misbehavior through introspection. This counseling will guide students toward acceptable behavior alternatives through goal setting exercises. Students may also do some physical exercises during detention.

Written notification of a Saturday detention is sent home with the student. This notification lists the cause for and date of the detention. The only acceptable excuse for not attending a Saturday detention is a verified (doctor's note) illness of the student.

Rules

1. Saturday Detention will be held 8:00 a.m. to 11:00 p.m. in the school cafeteria. Parents are expected to provide transportation to and from detention, and students are required to wear their school uniforms. Should a student arrive late for a Saturday Detention without a note for an "emergency excuse," he or she will be assigned the next scheduled Saturday Detention. A second late arrival to an assigned Saturday Detention will result in out-of-school suspension beginning on the following Monday, plus attendance at the next Saturday Detention.
2. If an emergency arises and the student cannot attend, the parent must contact the Assistant Principal. If the reasons are acceptable, the detention will be rescheduled. If a student does not participate in scheduled Saturday detention without any confirmed excuse, the student will receive one day out of school suspension plus attendance at the next scheduled Saturday detention.
3. Students left at the school after 11:30 p.m. will be unsupervised. The school is not responsible for students who are left after 11:30 p.m.
4. Students may be asked to bring appropriate materials with which to work.
5. No radios, food, beverage, candy, comic books, etc. allowed during Saturday Detention.
6. Students will be expected to work the entire time while at Saturday Detention. Any student not working will be removed from the detention and referred to the Assistant Principal. Any student acting disruptively will be removed from Saturday Detention and be referred to the Assistant Principal for further disciplinary action. Parents will be notified regarding the infraction immediately.
7. No student is permitted to sleep during Saturday Detention.
8. Lavatory privileges will be at discretion of the Saturday Detention administrator.
9. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he or she will have one day out of school suspension.

Failure to follow these guidelines may result in one day of out of school suspension, plus attendance at the next scheduled Saturday Detention or any other Level I offense.

Suspension

The school utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension:

1. Students must report to the detention room at 8:30 a.m. Students arriving after 8:35 a.m. will be counted as absent. In school suspension will be run from 8:30 a.m. until dismissal time.
2. Students will bring materials to work on, including an in school suspension assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students must sign in when reporting to the detention room, and sign out when the suspension period is over. Students may not leave the detention room without permission from an Assistant Principal. Without assistant principal permission, a student cannot go out of detention room. Students are to keep clean the detention room.

4. No talking or conversations. Students must be seated at all times. No physical contact of any kind between students is allowed.
5. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
6. Students will not be permitted to go to lunch. They will have their lunch in detention room. Students may not bring food or drink into the detention room.
7. No disruptive behavior will be allowed.
8. Unexcused absences from suspension will be referred to the Assistant Principal.
9. No visits by parents, relatives or other students are allowed.
10. Sleeping is prohibited.
11. Transportation to the in-school suspension site is the responsibility of the student and his or her parent(s). Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.
12. Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
13. A student who misses a scheduled in school suspension without a confirmed excuse will be assigned one day out of school suspension. The missed in school suspension period will be rescheduled. If a student misses more than one scheduled in school suspension without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Assistant Principal for further action, which may include up to three days of out of school suspension or any other Level I offense.

Disciplinary Process

The Principal will designate one Assistant Principal as the campus Dean of Discipline. The Dean of Discipline will form a Discipline Committee to review decisions regarding student discipline at the request of the Principal. The Discipline Committee may review all offenses under the Code of Conduct. The Principal will review the Discipline Committee's recommendation and issue an appropriate consequence. For all decisions not involving out of school suspension lasting five or more days or expulsion, the Principal's decision is final. Special rules apply when the Discipline Committee recommends out of school suspension lasting five or more days or expulsion.

Conferences, Hearings and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Process for Suspensions Lasting Under Five Days

In addition to the above list of Code of Conduct violations, the Discipline Committee and/or Principal have the authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days and Expulsion

Notice

When the Discipline Committee and/or the Principal determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of the school's evidence;
4. May be accompanied by his or her parent(s); and
5. May be represented by an attorney.

Hearing Before Principal

The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Principal may audio record the hearing.

Immediately following the hearing, the Principal will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Principal's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Principal in writing within seven calendar days of the date of receipt of the Principal's decision. The Board will review the audio or transcribed record from the hearing before the Principal at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Principal or designee may order immediate removal of the student. Immediate suspension may be imposed by a Principal or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

Suspension/Expulsion Requirement

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without IEP Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the school and parents agree otherwise.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

1. Any weapon - including a starter gun - which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon - other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes - by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

Positive Reinforcement System

Frontier School System is excited to announce its new Positive Reinforcement System ("PRS")! PRS is specially designed to give students the opportunity to be recognized and rewarded for good behavior.

Each time a student is observed performing a random act of kindness, helping a classmate, or assisting a teacher, he or she will be rewarded with a PRS point. (In addition to these examples, there are several other ways to earn PRS points.) Points are accumulated throughout the school year, and students can use them to participate in field trips, free dress days, and other fun activities. PRS points can even be used to reduce DPS

points!

Please help us encourage your child to earn PRS points. A full listing of PRS point-eligible behavior can be found in the chart below.

PRS-Helping Teacher without being asked
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PRS-Being a positive role model
PRS-Academic Improvement
PRS-Behavioral Improvement

FRONTIER SCHOOL SYSTEM

Electronic Communication Device Commitment Form (Regulation of Electronic Communication Devices)

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment Form grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include, but are not limited to cellular phones, pagers, PDAs, computer pads and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

1. The possession and use of cellular phones, pagers, PDAs, computer pads and other electronic communication devices by a student on school property or at school-related events is a privilege and not a right.
2. Students are required to keep all electronic communication out of sight and turned off during school hours.
3. In consideration for the privilege to possess and use such devices on school property and at school-related events, the school is authorized and has my full consent to confiscate, power on or off,

manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy or regulation.

4. I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

Disciplinary Process

The Principal will designate one Assistant Principal as the campus Dean of Discipline. The Dean of Discipline will form a Discipline Committee to review decisions regarding student discipline at the request of the Principal. The Discipline Committee may review all offenses under the Code of Conduct. The Principal will review the Discipline Committee's recommendation and issue an appropriate consequence. For all decisions not involving out of school suspension lasting five or more days or expulsion, the Principal's decision is final. Special rules apply when the Discipline Committee recommends out of school suspension lasting five or more days or expulsion.

Conferences, Hearings and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Process for Suspensions Lasting Under Five Days

In addition to the above list of Code of Conduct violations, the Discipline Committee and/or Principal have the authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Principal or designee determines the student's conduct warrants suspension during the school day, the

Principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Ten Days and Expulsion

Notice

When the Discipline Committee and/or the Principal determine that a student's conduct warrants suspension for more than Ten days or expulsion, but prior to taking any expulsion action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of the school's evidence;
4. May be accompanied by his or her parent(s); and
5. May be represented by an attorney.

Hearing Before Principal

The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends.

Immediately following the hearing, the Principal will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period;
- and
3. The right to appeal the Principal's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Principal in writing within seven calendar days of the date of receipt of the Principal's decision. The Board will review the audio or transcribed record from the hearing before the Principal at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Principal or designee may order immediate removal of the student. Immediate suspension may be imposed by a Principal or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

Suspension/Expulsion Requirement

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without Special Education Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the school and parents agree otherwise.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

1. Any weapon - including a starter gun - which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon - other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes - by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

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PRS-Being a positive role model
PRS-Academic Improvement
PRS-Behavioral Improvement

The school has designated the following categories of information as directory information:

- ☐ Student's name.
- ☐ Parent/Guardian name.
- ☐ Address.
- ☐ Current campus of attendance

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and/or businesses or members of the public seeking information about a student under the Missouri Public Information Act. In addition, two federal laws require the school to provide military recruiters, upon request, with student names, addresses and telephone listings, unless a parent or eligible student has advised the school that they do not want the student's information disclosed without prior written consent.

Any parent or eligible student who does not want the school to disclose directory information from the student's education records without prior written consent must notify the school in writing by completing and returning the "Use of Student Photos and Directory Information Opt Out Form" no later than the end of the first week of instruction after the student is enrolled.

Exhibit 8 5 Years Budget Projection

Frontier School System Budget Projection		2014-15	2015-16	2016-17	2017-2018	2018-19
		Year 1	Year 2	Year 3	Year 4	Year 5
		Projected	Budget	Budget	Budget	Budget
Revenues						
5100	Local	\$ 148,857.18	\$ 164,852.91	\$ 183,448.20	\$ 198,583.02	\$ 218,552.32
5200	County	\$ -	\$ -	\$ -	\$ -	\$ -
5300	State	\$ 13,486,898.40	\$ 14,835,889.24	\$ 16,318,147.87	\$ 17,851,061.77	\$ 19,746,167.95
5400	Federal	\$ 1,877,784.09	\$ 2,175,573.50	\$ 2,383,130.85	\$ 2,632,443.94	\$ 2,895,888.33
5600	Non-Current Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
5800	Other LEA	\$ -	\$ -	\$ -	\$ -	\$ -
9999	GRAND TOTAL REVENUES	\$ 15,614,649.69	\$ 17,176,114.66	\$ 18,893,726.32	\$ 20,783,898.73	\$ 22,861,408.61
Expenditures						
1100	Regular Programs	\$ 4,938,036.40	\$ 5,431,840.04	\$ 5,975,024.04	\$ 6,572,528.45	\$ 7,228,779.09
1191	Summer School (Regular)	\$ 495,000.00	\$ 544,500.00	\$ 588,950.00	\$ 658,845.00	\$ 734,729.50
1192	Juvvenile Program	\$ -	\$ -	\$ -	\$ -	\$ -
1200	Special Programs	\$ 1,453,474.00	\$ 1,588,821.40	\$ 1,758,703.94	\$ 1,934,573.89	\$ 2,128,031.28
1300	Career Education Programs	\$ -	\$ -	\$ -	\$ -	\$ -
1400	Student Activities	\$ 68,944.70	\$ 75,839.17	\$ 83,423.08	\$ 91,785.40	\$ 100,841.84
1600	Adult/Continuing Education Programs	\$ 1,760.00	\$ 1,938.00	\$ 2,129.80	\$ 2,342.58	\$ 2,576.82
1900	Payments to Other Districts	\$ -	\$ -	\$ -	\$ -	\$ -
1999	TOTAL INSTRUCTION (K-12)	\$ 6,957,215.10	\$ 7,652,838.61	\$ 8,418,230.27	\$ 9,260,053.30	\$ 10,186,058.63
2100	Support Services - Pupils	\$ 444,510.00	\$ 488,861.00	\$ 537,887.10	\$ 591,642.81	\$ 650,907.09
2200	Support Services - Instructional Staff	\$ 647,680.00	\$ 712,448.00	\$ 783,892.80	\$ 862,082.08	\$ 948,268.29
2300	Support Services - General Administration	\$ 489,089.11	\$ 538,008.02	\$ 581,869.92	\$ 630,990.91	\$ 676,080.00
2400	Support Services - School Administration	\$ 1,781,480.80	\$ 1,959,628.88	\$ 2,155,591.77	\$ 2,371,150.94	\$ 2,606,266.04
2500	Operation and Maintenance of Plant Services	\$ 2,318,070.70	\$ 2,548,877.77	\$ 2,804,885.55	\$ 3,085,352.10	\$ 3,393,887.31
2550	Pupil Transportation	\$ 845,187.20	\$ 928,705.82	\$ 1,022,876.51	\$ 1,124,944.16	\$ 1,237,436.58
2560	Food Services	\$ 751,718.10	\$ 828,891.01	\$ 909,580.11	\$ 1,000,538.12	\$ 1,100,591.93
2998	TOTAL SUPPORT SERVICES	\$ 7,277,748.91	\$ 8,005,521.88	\$ 8,806,873.76	\$ 9,686,831.13	\$ 10,655,348.24
3000	Community Services	\$ 18,982.00	\$ 18,891.20	\$ 20,560.32	\$ 22,618.35	\$ 24,877.88
4000	Facilities Acquisition and Construction Services	\$ 700,000.00	\$ 770,000.00	\$ 847,000.00	\$ 931,700.00	\$ 1,024,870.00
5000	Long and Short Term Debt	\$ 135,637.00	\$ 148,090.70	\$ 163,888.77	\$ 180,399.75	\$ 198,438.72
9998	TOTAL NON-INSTRUCTIONAL AND	\$ 852,529.00	\$ 937,781.90	\$ 1,031,560.09	\$ 1,134,718.10	\$ 1,248,187.71
9999	GRAND TOTAL EXPENDITURES	\$ 15,087,491.01	\$ 16,586,240.11	\$ 18,255,864.12	\$ 20,081,450.53	\$ 22,089,595.58
Total Revenue Over / Total Expense		\$ 527,158.68	\$ 578,874.55	\$ 637,862.01	\$ 701,648.21	\$ 771,813.03
Beginning Balance, July 1		\$ 1,189,304.00	\$ 1,716,462.68	\$ 2,296,337.23	\$ 2,934,199.24	\$ 3,635,847.45
Ending Balance, June 30		\$ 1,716,462.68	\$ 2,286,337.23	\$ 2,934,199.24	\$ 3,635,847.45	\$ 4,407,880.48

LOCAL REVENUE WORKSHEET		Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail	Projected	Projected	Projected	Projected	Projected
5140						
	5141 Earnings from Temporary Deposits	0	0	0	0	0
5150						
	5151 Sales to Pupils	8933.1	9826.41	10909.051	11889.9561	13078.95171
5160						
	5161 Sales to Adults					
	5165 Food Services - Non-Program					
5170						
	5171 Admissions					
	5172 Bookstore Sales					
	Student Organization Membership					
	5173 Dues and Fees					
	5179 Other Pupil Activity Income	52528.784	57781.6624	63559.82864	69915.8115	76907.39265
5180						
	5181 Community Services					
5190						
	5191 Rentals					
	5192 Gifts					
	5195 Prior Period Adjustment	76725.308	84397.8388	92837.62298	102121.3849	112333.5234
	5196 Net Receipts from Clearing Accounts					
	5198 Miscellaneous Local Revenue	11770	12947	14241.7	15665.87	17232.457
5199	Local Revenue - Subtotal	\$ 149,957	\$ 164,953	\$ 181,448	\$ 199,593	\$ 219,552

COUNTY REVENUE WORKSHEET		Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail	Projected	Projected	Projected	Projected	Projected
5230	Other County Revenue					
	5237 Other County Revenue					
5299	County Revenue - Subtotal	\$ -				

STATE REVENUE WORKSHEET		Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail	Projected	Projected	Projected	Projected	Projected
5310	Foundation Formula, State Aid					
	5311 Basic Formula - State	\$ 11,593,235.66	\$ 12,752,559.45	\$ 14,027,815.39	\$ 15,430,596.93	\$ 16,973,656.63
	5312 Transportation	\$ 194,588.68	\$ 214,047.55	\$ 235,452.30	\$ 258,997.53	\$ 284,897.29
	Basic Formula - Classroom					
	5319 Trust Fund	\$ 462,736.56	\$ 509,010.22	\$ 559,911.24	\$ 615,902.36	\$ 677,492.80
	5322 Career Education/At-Risk - Educational and Screening Program Entitlement/Parents as Teachers					
	5324 as Teachers					
5330	State Revenue					
	5387 Other State Revenue	\$ 1,236,337.30	\$ 1,359,971.03	\$ 1,495,968.13	\$ 1,645,564.95	\$ 1,810,121.44
5399	State Revenue - Subtotal	\$ 13,486,898.40	\$ 14,835,588.24	\$ 16,319,147.07	\$ 17,951,061.77	\$ 19,746,167.95

FEDERAL REVENUE WORKSHEET		Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail	Projected	Projected	Projected	Projected	Projected
5410-39	Grants-in-Aid – Unrestricted, Direct					
5411	Impact Aid					
5420-59	Grants-in-Aid - Restricted, Federal Through State					
5441	Individuals with Disabilities Act (IDEA)	\$ 147,912	\$ 162,703	\$ 178,973	\$ 195,870	\$ 216,557
5442	Early Childhood Special Education - Federal					
5445	School Lunch Program	\$ 503,760	\$ 554,142	\$ 508,565	\$ 670,511	\$ 737,863
5446	School Breakfast Program	\$ 197,864	\$ 217,672	\$ 239,439	\$ 263,985	\$ 289,722
5447	Special Milk Program					
5448	After-School Snack Program	\$ 136,019	\$ 149,621	\$ 164,583	\$ 181,042	\$ 199,148
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	\$ 627,340	\$ 910,074	\$ 1,001,081	\$ 1,101,189	\$ 1,211,308
5460-79	Other Federal Restored, Through the State					
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
5482	Title III, ESEA - English Language Acquisition and Academic Achievement	\$ 48,478	\$ 53,326	\$ 58,656	\$ 64,524	\$ 70,977
5483	Education for Homeless Children and Youth					
5485	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships	\$ 116,397	\$ 128,036	\$ 140,840	\$ 154,924	\$ 170,416
5480-89	Other Grants-in-Aid-Restricted, Federal					
5481	Department of Health Food Service Program					
5499	Federal Revenue – Subtotal	\$ 1,977,794	\$ 2,175,574	\$ 2,393,131	\$ 2,632,444	\$ 2,895,688