

January 30, 2015

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

Dear Dr. Fuchs:

As the sponsoring institution for University Academy, I write to request a five-year renewal of their charter. The current application reflects a rigorous review process of internal and external audits in the areas of governance, finance, organization, and student achievement. In all areas, University Academy has excelled.

This school has maintained strong and consistent governance since its inception. Its student achievement scores remain in the top 10% of the state. Our Center has every reason to believe that this legacy of governance and achievement will continue.

The UMKC Charter School Center is proud to continue this partnership through sponsorship and monitoring for the next five year term.

In service,



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

University Academy	University of Missouri-Kansas City		
Name of Renewing Charter School	Sponsor		
Name of Not-For-Profit 501 (C) (3) Organization Holds the Charter			
Tony Kline	Superintendent & Executive Director		
Primary Contact Organization Person	Title/Relationship To Not-For-Profit		
6801 Holmes Rd, Kansas City	MO	64131	
Contact Mailing Address	City	State	Zip Code
816-412-5901	816-412-5975		
Telephone (Primary)	Telephone (Secondary)		
klinet@universityacademy.org			
Email Address			
N/A			
Education Service Provider (If Applicable)			
6801 Holmes Rd, Kansas City	MO	64131	
Physical Address of School			
KCPSD			
District In Which The School Is Located	Year School Opened Fall 2000		

Performance Contract Cover Sheet *(continued)*

Enrollment Projections

	Grade Level	Projected Enrollment		Grade Level	Projected Enrollment
School Year 1	K-12	1000	School Year 6	K-12	1000
School Year 2	K-12	1000	School Year 7	K-12	1000
School Year 3	K-12	1000	School Year 8	K-12	1000
School Year 4	K-12	1000	School Year 9	K-12	1000
School Year 5	K-12	1000	School Year 10	K-12	1000

At full enrollment, this school intends to serve grade level K to 12 with a projected total enrollment of 1,000.

School Description:

University Academy (UA) is a K-12 college preparatory charter school, which opened in 2000. UA serves approximately 1,000 students, of whom approximately 80% qualify for free or reduced lunch and 96% are African-American. All are residents of the Kansas City Public School District (KCPSD).

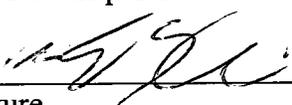
Since its inception, UA’s goal has been to prepare students to succeed in college and life. The mission of University Academy is to prepare students to succeed in an institution of higher education and to become leaders in society. The vision of University Academy is to be the best K-12 college-preparatory charter public school in the country with an emphasis on college preparation, career development, community service and leadership.

Since its first graduating class in 2004, 100% of all UA graduates have been accepted to college. Recently, UA has received many honors for its students’ achievement. The UA Upper School (9-12) has been recognized as one of the “Best Public High Schools” in the country by U.S. News and World Report in 2012, 2013, and 2014. UA received accreditation for grades 6-12 from AdvancED in 2012. The Upper School has ranked in the top 10 of all 510 public high schools in the state since 2011, based on advanced/proficiency scores on EOC exams (*schooldigger.com*).

With the help of the schools founders, Shirley and Barnett Helzberg, Bush Helzberg, Tom Bloch, and Lynne Brown, UA was fortunate to build a state-of-the art facility in 2005. All three of its schools (Lower, Middle, and Upper) occupy the 186,000 square-foot campus. UA is proudly sponsored by the University of Missouri—Kansas City (UMKC). It holds dual credit partnerships with UMKC, Rockhurst University, and MCC Penn Valley.

PERFORMANCE CONTRACT CERTIFICATION

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

 11-21-14

Signature Date

Superintendent and Executive Director

Title/Role

Anthony Kline

Printed Name



University Academy Performance Contract Benchmarks

2015-16	<ul style="list-style-type: none"> • Increase ELA MPI by 4 points, from 365.7 to 369.7 • Increase MATH MPI by 8 points, from 355 to 363 • Increase SCIENCE MPI by 4 points, from 333.3 to 337.3 • Senior class will average 21.25 on ACT
2016-17	<ul style="list-style-type: none"> • Increase ELA MPI by 4 points, from 369.7 to 373.7 • Increase MATH MPI by 8 points, from 363 to 371 • Increase SCIENCE MPI by 4 points, from 337.3 to 341.3 • Senior class will average 21.50 on ACT
2017-18	<ul style="list-style-type: none"> • Increase ELA MPI by 4 points, from 373.7 to 377.7 • Increase MATH MPI by 8 points, from 371 to 379 • Increase SCIENCE MPI by 4 points, from 341.3 to 345.3 • Senior class will average 21.75 on ACT
2018-19	<ul style="list-style-type: none"> • Increase ELA MPI by 4 points, from 377.7 to 381.7 • Increase MATH MPI by 8 points, from 379 to 387 • Increase SCIENCE MPI by 4 points, from 345.3 to 349.3 • Senior class will average 22 on ACT
2019-20	<ul style="list-style-type: none"> • Increase ELA MPI by 4 points, from 381.7 to 385.7, reaching the DESE 2020 goal • Increase MATH MPI by 8 points, from 387 to 395, reaching the DESE 2020 goal • Increase SCIENCE MPI by 4 points, from 349.3 to 353.3, reaching the DESE 2020 goal • Senior class will average 22.1 on ACT

Dr. Phyllis Chase, Director

UMKC Charter School Center

Date

Tony Kline, Superintendent

University Academy

UMKC Charter School Renewal Performance Contract

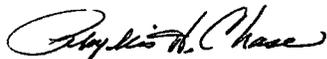
University Academy

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

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

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

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



UMKC Charter School Representative

August 4, 2014

DATE



University Academy Official

11-21-14

DATE

UMKC Charter School Renewal Performance Contract

UMKC Charter School Renewal Performance Contract

University Academy

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

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

AUDIT RESULTS

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

Student achievement results at University Academy, determined by a review of the last three year's of MAP scores , and, as indicated in the UMKC Charter School Center Performance Contract document, classifies University Academy as: **Tier 1 – Fully Accredited**

Table of Contents

A.	Education Plan	
	A.1	Mission, Vision and Goals.....9
	A.1.1	History of UA.....9
	A.1.2	School-Wide Success.....13
	A.1.3	School Improvement Needs.....13
	A.2	Curriculum and Instruction.....17
	A.3	Assessment.....17
	A.4	School Calendar and Daily Schedule.....18
	A.5	Student Population.....18
	A.6	Socio-Economics of Student Population.....19
	A.7	School-Specific Goals and Objectives.....20
	A.7.1	Demonstration of Achievement of Charter Academic Goals and Objectives.....20
	A.7.2	Additional Analyses of Student Achievement.....28
	A.7.3	Demonstration of Other Meaningful, Measurable and Reliable Student Accomplishments.....29
	A.8	School Culture and Discipline.....30
	A.9	Enrichment Programs and Student Activities.....31
B.	Organizational Plan	
	B.1	Governing Body.....35
	B.2	Governing Board Composition.....35
	B.3	Five Year Strategic Plan.....36
	B.4	Management and Operation.....44
	B.5	Staffing and Human Resources.....47
	B.6	Student Recruitment and Enrollment.....47
	B.7	Parent, Community and Educator Involvement.....48
C.	Business Plan	
	C.1	Budget.....49
	C.2	Financial Management.....57
	C.3	Facility.....57

C.4	Transportation.....	57
C.5	Insurance.....	58
D.	Assurances.....	59

A. Education Plan

A.1 Mission, Vision and Goals

Mission

The mission of University Academy is to prepare students to succeed in an institution of higher education and to become leaders in society.

Vision

The vision of University Academy is to be the best K-12 college-preparatory charter public school in the country with an emphasis on college preparation, career development, community service and leadership.

Core values

- All students can achieve at the highest levels
- University Academy will promote students to the next grade only when they can demonstrate the required knowledge (no social promotion)
- All University Academy students are expected to attend and graduate from college
- More time on task benefits students' learning (longer school day and school year)

A.1.1 History of UA

University Academy serves approximately 1,000 students in kindergarten through 12th grade who reside in the Kansas City Public Schools ("KCPS"). Presently, over 90% of the student body is African-American and roughly 75% qualify for free or reduced lunch.

University Academy was founded by Tom Bloch, Lynne Brown, and Barnett and Shirley Helzberg. The founders believe deeply that students living in the Kansas City Missouri School District deserve the opportunity to have an excellent college preparatory education. The founders' initial vision was to establish a school that emphasizes college preparation, career development, community service and leadership. The idea for the school was further developed and refined and eventually a charter school application was written. The University of Missouri-Kansas City (UMKC) agreed to sponsor the school's initial five-year charter. Although University Academy was among the first schools in Missouri to receive a charter under

Missouri's charter school law (passed in 1998), an entire year was spent planning before the school actually opened.

The school opened its doors in 2000, operating in a facility leased from UMKC located at 5605 Troost Avenue. In addition to providing University Academy the initial space for the school to operate and agreeing to sponsor the charter, UMKC has supported University Academy in many ways including providing an additional layer of oversight and guidance for both the board and administration. UMKC's Charter School Center monitors University Academy's performance and the school annually submits a written school improvement plan to UMKC. In 2005, UMKC sponsored University Academy's second charter—this time for 10 years.

As a result of the support and generosity of University Academy's board of directors and the Kansas City community, construction on a new 172,000 square foot state-of-the art facility began in 2004. When the new facility opened in August 2005, enrollment expanded from 300 students in grades 6-12 to roughly 1,000 students in Kindergarten through grade 12. Located at 6801 Holmes Road in Kansas City, Missouri, the school's campus provides a wonderful home for University Academy to pursue its mission of preparing students to succeed in college and become leaders in society.

The learning environment at University Academy is fostered by three core values. These core values are:

- All students can achieve at the highest levels
- University Academy will promote students to the next grade only when they can demonstrate the required knowledge (no social promotion)
- All University Academy students are expected to attend and graduate from college

Additionally, students are required to wear a uniform, which helps create an orderly and focused learning environment. Finally, teachers throughout the school demonstrate their commitment to students and parents by tutoring students numerous hours per week beyond their regular teaching load.

Since the school's inception, parents and guardians have been important stakeholders in the school's college preparatory mission. Each parent or guardian is asked to sign a contract to support their student's education by affirming that they agree to abide by the school's policies, especially those emphasizing high behavioral and academic expectations. Additionally, parents serve in a variety of roles throughout the school—as volunteers, classroom visitors, and members of the parent/teacher association. Other parents hold full-time employment at the school—serving as teachers, teacher aides, security personnel, administrative assistants, etc. This level of involvement, coupled with the fact that sibling preference is built into the lottery admissions system, lends to University Academy the feel of a “neighborhood school.”

The Board is comprised of a committed group of volunteers whose only agenda is to provide the highest quality college-preparatory education to the 1,000 students who walk through University Academy's doors each day. The Board oversees University Academy and works to ensure that the management, programs, and policies of the school result in the achievement of the school's mission and progress towards its vision. The Board's responsibilities include: (1) setting standards for University Academy including its mission and vision, (2) selecting and evaluating the school's superintendent, (3) ensuring University Academy's course offerings are aligned with the school's mission and vision, (4) setting and adopting annual goals for the school, (5) setting and adopting policies for the school and, (6) adopting an annual budget. In reaching decisions, the Board seeks in every case to act in the best interests of the school's students and of the community consistent with the school's mission and vision.

University Academy's seven-member board currently includes the dean of a state university, a retired university president, a retired CEO, as well as four other members with significant business, finance, legal, not-for-profit and corporate governance experience. Three out of the four founders of the school continue to serve on the Board, which provides great continuity in regards to the school's mission and vision.

Important University Academy Milestones

- 1999 – University Academy incorporated as a 501(c)3
- 1999 – UMKC sponsors University Academy’s initial 5 year charter
- 2000 – University Academy opens doors to 218 students in grades 7-9
- 2001 – Second school year begins with grades 6-10
- 2002 – University Academy accredited by NCA / AdvancED
- 2004 – Construction begins on new campus
- 2004 – University Academy graduates its first senior class
- 2005 – University Academy moves into a new 172,000 square foot facility and adds grades K-5
- 2005 – UMKC sponsors a new 10 year charter for University Academy
- 2007 – University Academy accredited by NCA / AdvancED
- 2008 – University Academy engages Bernard Consulting for strategic planning. Board reaffirms mission statement and crafts a new vision statement
- 2009 – University Academy board adopts current vision statement
- 2010 – Friends of University Academy, a separate 501(c)3, is established to support special educational opportunities for University Academy students and alumni, as well as operate an Alumni Support Program
- 2011 – Missouri Department of Elementary and Secondary Education’s (DESE) recognizes University Academy for meeting 14/14 of its performance standards
- 2012 – University Academy Upper School recognized by U.S. News & World Report as one of the nation’s best public high schools
- 2013 - University Academy Upper School recognized by U.S. News & World Report as one of the nation’s best public high schools
- 2014 – University Academy Board of Directors adopts a five year Strategic Plan
- 2014 – University Academy Class of 2014 earns a record \$2.8 million in scholarships
- 2014 - University Academy Upper School recognized by U.S. News & World Report as one of the nation’s best public high schools

A.1.2 School-Wide Success

Recent LEA Achievements

- UA has earned an APR score of 90 or higher for the past three years. In 2011, UA earned a perfect 14/14 on DESE standards.
- 100% of UA graduates have been accepted to college since 2004.
- 54% of UA graduates have earned a bachelor's degrees or higher. The National average is 33%.
- The 2014 building APR score for Upper School is 97.9%.
- The 2014 building APR score for Middle School is 97.1%.
- U.S. News & World Report recognized the Upper School as one of the top public high schools in the country in 2012, 2013, and 2014. Less than 23% of schools receive that honor.
- Upper School has ranked in the top 10 of all 510 Missouri public high schools since 2011, according to Schooldigger.com. Calculation is based on combined advanced/proficient scores in Math and English.
- The average ACT score for graduates has improved from 19 in 2005 to 20.6 in 2014.
- The graduating class of 2014 (54 students) earned a combined \$2.8 million in scholarships.

A.1.3 School Improvement Needs

As a consequence of this self-assessment process and the board's Strategic Plan writing process in early 2014, University Academy has identified a number of challenges that need to be addressed as the school works towards fully realizing its vision. This document and the challenges identified will serve as a valuable resource for the new Superintendent and administration as we plan for the future.

Lower School

The UA Lower School must improve its student performance, as measured by the APR. By 2019, the Lower School will be among the top 25% of all elementary schools in the State. Beginning in 2014, the school started to address its needs by forming data teams with the help of the local Regional Professional Development Center. In addition, the school adopted curriculum standards that better align with the Missouri Learning Standards. In the fall of 2014, the Lower School increased staff capacity by adding a second assistant principal and an instructional coach dedicated to K-5 teachers. Over the next five years, efforts will be made to increase rigor, adopt a standards-based grading system, and extend the school year for struggling students.

Currently from the office of the Assistant Superintendent with assistance from the Instructional Coach, students in kindergarten – 5th grades take five benchmark assessments throughout the year. Data is analyzed and measured for growth.

Long Term Instructional Goals

- Development of Common Instructional Model
 - Develop Common Pacing
 - Develop and utilize progression documents to understand student strengths and needs.
 - Establish Indicators for Success for classroom learning environments, teacher instructional approaches, and student learning actions.
 - Prioritize and provide resources for literacy rich print environments through the utilization of classroom libraries.
 - Refine Math instructional model, embed hands on activities, student to student discourse, common formative math assessments, pacing that allows teachers and students to study concepts utilizing Essential Questions, Enduring Understandings and Big Ideas.
- Streamline and systematize Professional Development that focuses on building teacher professional capacity to provide rigorous learning opportunities and instructional support for students within UA's Instructional Model and Curriculum Framework.

Short Term Solutions:

- Create pacing guides for Math, Reading and Writing.
- Establish Data Teams as a time where teams study
 - where students are
 - where they are going
 - and work to close the gaps by taking risks in changing strategies to insure student success for ALL learners.
- Become Transparent with data system-wide.
- Develop a 5 year School Improvement Plan to serve as a road map of success. This plan will allow us to prioritize and focus teacher work, professional development and monies. Thus, systematizing our work, resource development, supports, and look for's in teaching and learning.
- Required grade level team developed pre assessments.
- District wide summative assessments in Reading, Writing and Math
- Weekly grade level Collaboration and Monthly PD meetings instead of faculty meetings.
- Establish a Standards Based Grading System based off Mastery Learning concepts.
- Ensure Tier 1 instruction meets at least 80% of students needs within each classroom.

- Establish a school-wide intervention block based on intervention and not remediation.
- Build additional time into each schedule for additional reading and ensuring all students have access to 60 minutes of reading per day.
- Develop a Workshop Instructional Model for Reading and Writing.
- Develop system for students/parents to monitor learning and receive timely (electronic) feedback through PowerSchool.
- Establish a school-wide set of celebrations/ incentives for the short term wins built into the School Improvement Plan.

Middle School

The UA Middle School has been among the top middle schools in the state. However, we see a need to increase student achievement in terms of GPA and increase the number of students participating in school activities. Students participating in extra-curriculars tend to have higher GPA's than students who do not. UA Middle School hired an accomplished administrator (Mr. Stacy Graff) in the summer of 2014 after the previous principal was promoted to Assistant Superintendent. Mr. Graff is working on systems to improve access to the ways we teach and assess students, and to make sure we improve our relationships with students and their families as they transition from elementary to upper school.

One recommendation is to begin using the ASPIRE assessment in grades 6-8. ASPIRE aligns to the ACT and will give teachers and students benchmark data in the areas of reading, writing, mathematics and science. Not only will this data allow teachers to continue to have conversations surrounding student achievement, but also it will also nicely align our student's efforts for continued success on the high school ACT exam. Currently, teachers have created common assessments utilizing data director in the form of pre, mid and post exams. Data team work has centered on the examination of student work and the book study Seven Strategies of Assessment for Learning (Jan Chappuis).

In addition, to bridge the gap from Middle to Upper School, we added an Instructional Facilitator for grades 6-12 in the areas of English, mathematics, science and social studies. These facilitators are also classroom teachers who are continuing to practice with teaching and learning as well as offering advice and modeling lessons and best practice to others.

Upper School

ACT Scores

Despite the fact that Upper School students are achieving at high levels on Missouri state assessment tests, average composite ACT scores for seniors have historically been right around 20, which is below the state average of 21.8. The average for Kansas City Public Schools is approximately 15. Given our college preparatory mission, the short term goal is to increase the average composite ACT score to 21.25, which represents the college ready average on the various components of the test (according to ACT). Higher ACT composite scores will obviously provide a broader set of college choices for our graduating seniors. Upper school administration is actively working to address this issue. ACT preparation is now an important component of the curriculum for Junior and Senior seminars. In addition, we provide all seniors with Kaplan ACT prep during the fall of their senior year during the school day. If this strategy does not produce the desired results, other options will be researched for possible adoption.

Programming related to Career Development, Community Service, and Leadership

In its first 15 years, University Academy was more focused on the school's mission than on its vision. Part of this focus has been due to the fact that the school started with grades 7-9. Many of the students who came to the school in the first few years came to University Academy several years behind where they needed to be academically so there was an incredible amount of instructional remediation in the early history of the school.

University Academy has numerous curricular and extra-curricular items in place related to career development, community service, and leadership (e.g. Entrepreneurship and career education classes at the middle school, a 100-hour community service requirement for seniors, as well as leadership opportunities through 20/20 Leadership, National Outdoor Leadership School, etc.). Nonetheless, the self-assessment process has made us recognize that more strategic and comprehensive programs related to career development, community service, and leadership across grades would be beneficial as we seek to fully realize the school's vision as University Academy enters its second decade.

To that end, University Academy has implemented the highly regarded entrepreneurship program of Youth Entrepreneurs Kansas (YEK) as a full credit elective in the Upper School. Our five-year strategic plan has also called for the creation of a K-12 work/life skills curriculum map and correlating assessments to ensure students learn skills such as presentation, debate, software, selling, finance, and management.

More Dual Credit

During the 2013-14 school year, UA forged an agreement with MCC Penn Valley to offer expanded dual credit courses for qualifying students. MCC Penn Valley certified more than half of the existing UA curriculum as dual credit. This speaks to the rigor of UA's Upper School and the qualifications of its staff. By 2019, UA aims to graduate each student with at least one college course complete and each graduate will average nine credit units by graduation.

A.2 Curriculum and Instruction

Students in grades K-12 utilize various curricula as suggested in the Missouri Learning Standards. Missouri Learning Standards reference all state standards and are aligned to the them.

University Academy has a rigorous curriculum that demands high-quality instruction in order to prepare students for success beyond high school graduation in support of our mission. The utilization of cooperative learning, student learning centers and student portfolios are just a few examples of specific instruction methods utilized in our K-8 grade levels. Students in the Upper School utilize curriculum best suited to prepare students for success on the ACT as well as the state assessments. Students at University Academy are afforded opportunities to participate in Dual Credit courses both on and off our campus as well as participate in Advanced Placement courses. Additionally, students have the potential to earn multiple college credits prior to high school graduation. University Academy has recently expanded its Career and Technical education options by adding a two-semester Entrepreneurship class to the Upper School, in addition to the Junior and Senior Seminar classes taught to all students, which include career exploration, job shadowing, and projects.

See appendix for an abbreviated Scope and Sequence, which describes courses and grade level instruction.

A.3 Assessment

University Academy uses a variety of assessments to check for understanding and to guide instruction. Ultimately, the new Smarter Balanced tests will determine our student achievement scores. Over the past two years, UA has implemented a number of new programs in anticipation and in preparation for the new Smarter Balanced platform. UA has formed Data Teams, with the help of the RPDC, to help administrators and teachers formally collect and analyze assessment data, which is then used to modify instruction. UA has also used Data Director as a web-based test item bank, which is used to create Missouri Learning Standard- aligned tests and disaggregate data to show trends by item analysis. Teacher-created benchmark assessments are created in Data Director and given to K-8 students in Math and ELA five times per year. In

addition, K-2 students are assessed in reading, using the Fountas and Pinnell tool. Grades 1-5 are tested with an SRI tool.

The Upper School is in its eighth year of using Mastery Exams at the end of each quarter. Students are given an assessment in each core subject on a quarterly basis. Student must pass at an 80% or higher to advance to succeed in the course. Students are given three opportunities per quarter to pass the mastery test. Over 90% of the Upper School students pass the mastery tests each year. Those that do not pass have the opportunity for credit recovery via summer school.

Mastery learning is based on certain fundamental assumptions:

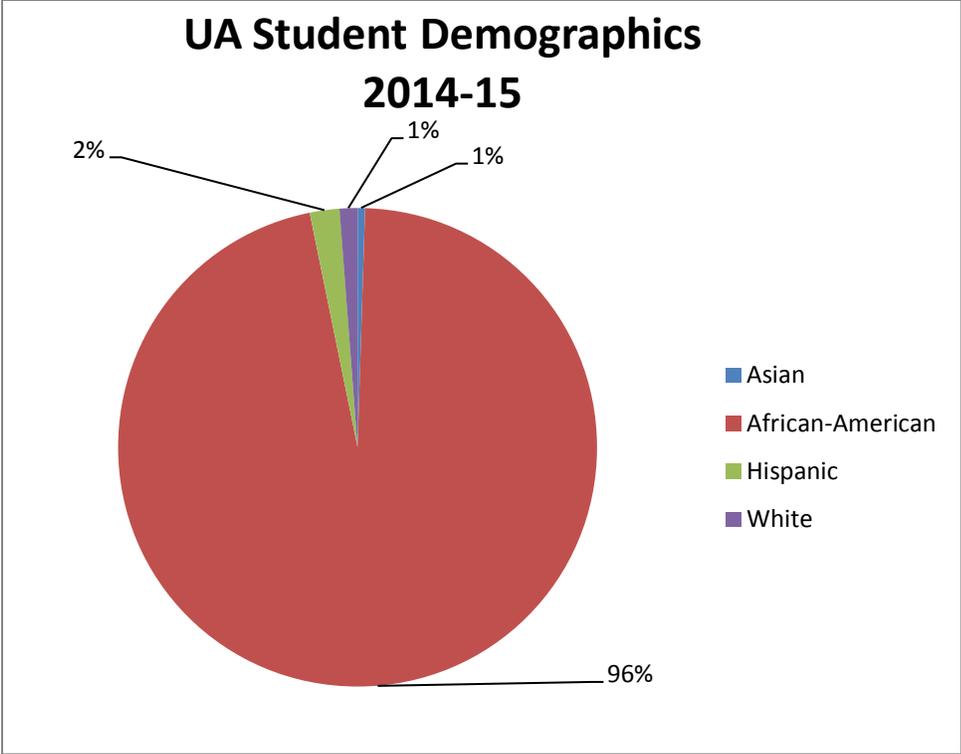
- educational psychology has established that if a subject can manipulate a fact or idea or use a skill correctly 80% of the time, the subject has “mastered”—attained a fair degree of expertise or fluency—in that learning task
- mastery learning (at 80% or greater accuracy) strengthens retention of knowledge and skills, combats the curve of forgetting, accelerates relearning, and establishes a stronger foundation for more advanced learning in subsequent courses
- all students can and must learn to high levels, but not at the same rate of learning
- mastery learning raises achievement for all students

A.4 School Calendar and Daily Schedule

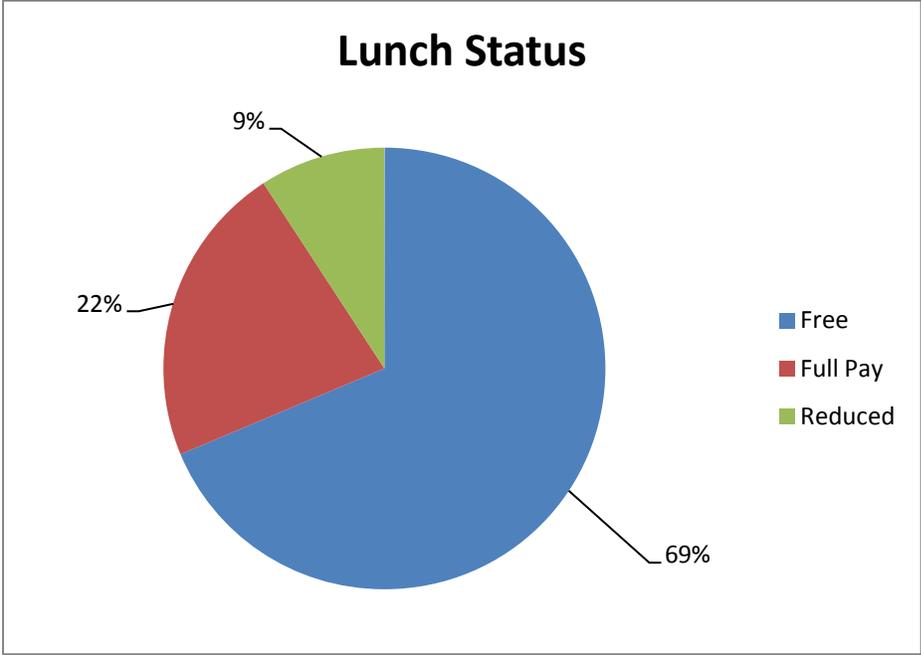
University Academy runs a 180 school year. School begins at 7:30am and ends at 3:00pm. After-school programs and tutoring programs are available. See Appendix for detailed calendar and bell schedule.

A.5 Student Population

University Academy serves approximately 1,000 K-12 students on an annual basis. The students come from many different neighborhoods of Kansas City. Historically, the school has served a population that is approximately 95% African-American and 75% free-reduced lunch. The special education population is approximately 7% on an annual basis.



A.6 Socio-Economics of Student Population



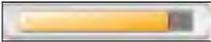
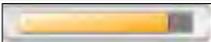
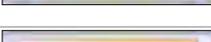
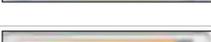
A.7 Student Achievement

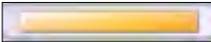
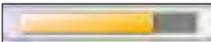
A.7.1 Demonstration of Achievement of Charter Academic Goals and Objectives

**APR Scores
2014 LEA Annual Performance Report (APR) – Final
LEA Summary Report
MSIP 5**

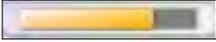
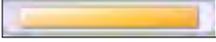
UNIVERSITY ACADEMY (048901)

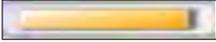
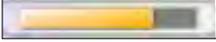
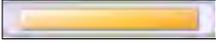
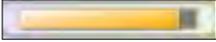
	2013	2014	2015
APR Total Points	135.0/140	127.0/140	
Percent of Points	96.4%	90.7%	

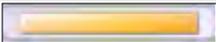
MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement	56.0	48.0		85.7%
2. Subgroup Achievement	14.0	12.0		85.7%
3. College and Career Ready (CCR)	30.0	27.0		90.0%
4. Attendance	10.0	10.0		100.0%
5. Graduation Rate	30.0	30.0		100.0%
Total	140.0	127.0		90.7%

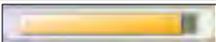
MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement				
English Language Arts	16.0	16.0		100.0%
Mathematics	16.0	12.0		75.0%
Science	16.0	12.0		75.0%
Social Studies	8.0	8.0		100.0%

Total Points Earned	56.0	48.0		85.7%
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2. Subgroup Achievement				
English Language Arts	4.0	3.0		75.0%
Mathematics	4.0	3.0		75.0%
Science	4.0	4.0		100.0%
Social Studies	2.0	2.0		100.0%
Total Points Earned	14.0	12.0		85.7%

3. College and Career Ready (CCR)				
*1-3 CCR Assessments	10.0	9.5		95.0%
*4 Advanced Placement	10.0	7.5		75.0%
*5-6 Postsecondary Placement	10.0	10.0		100.0%
Total Points Earned	30.0	27.0		90.0%

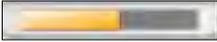
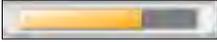
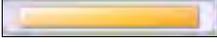
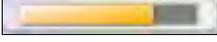
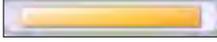
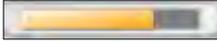
4. Attendance	10.0	10.0		100.0%
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5. Graduation Rate	30.0	30.0		100.0%
Total	140.0	127.0		90.7%

**2014 School Annual Performance Report (APR) - Final
School Summary Report
MSIP 5**

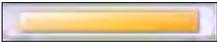
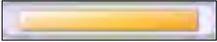
**UNIVERSITY ACADEMY - LOWER K-05 (6965)
UNIVERSITY ACADEMY (048901)**

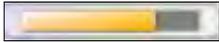
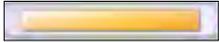
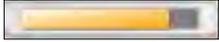
MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	15.0	 93.8%

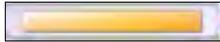
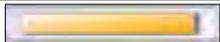
Mathematics	16.0	9.0		56.3%
Science	16.0	9.0		56.3%
Total Points Earned	48.0	33.0		68.8%
2. Subgroup Achievement				
English Language Arts	4.0	4.0		100.0%
Mathematics	4.0	3.0		75.0%
Science	4.0	2.0		50.0%
Total Points Earned	12.0	9.0		75.0%
4. Attendance	10.0	10.0		100.0%
Total	70.0	52.0		74.3%

**2014 School Annual Performance Report (APR) – Final
School Summary Report
MSIP 5**

**UNIVERSITY ACADEMY – MIDDLE 06-08 (3925)
UNIVERSITY ACADEMY (048901)**

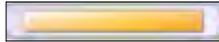
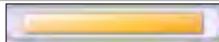
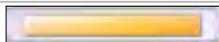
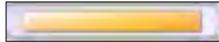
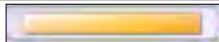
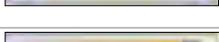
MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
2. Academic Achievement			
English Language Arts	16.0	16.0	 100.0%
Mathematics	16.0	16.0	 100.0%
Science	16.0	16.0	 100.0%
Total Points Earned	48.0	48.0	 100.0%

3. Subgroup Achievement				
English Language Arts	4.0	3.0		75.0%
Mathematics	4.0	3.0		75.0%
Science	4.0	4.0		100.0%
Total Points Earned	12.0	10.0		83.3%

4. Attendance	10.0	10.0		100.0%
Total	70.0	68.0		97.1

**2014 School Annual Performance Report (APR) – Final
School Summary Report
MSIP 5**

**UNIVERSITY ACADEMY – UPPER 09-12 (1915)
UNIVERSITY ACADEMY (048901)**

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
4. Academic Achievement			
English Language Arts	16.0	16.0	 100.0%
Mathematics	16.0	16.0	 100.0%
Science	16.0	16.0	 100.0%
Social Studies	8.0	8.0	 100.0%
Total Points Earned	56.0	56.0	 100.0%
5. Subgroup Achievement			
English Language Arts	4.0	4.0	 100.0%
Mathematics	4.0	4.0	 100.0%
Science	4.0	4.0	 100.0%
Social Studies	2.0	2.0	 100.0%
Total Points Earned	14.0	14.0	 100.0%
6. College and Career Ready (CCR)			
*1-3 CCR Assessments	10.0	9.5	 95.0%
*4 Advanced Placement	10.0	7.5	 75.0%
*5-6 Postsecondary Placement	10.0	10.0	 100.0%
Total Points Earned	30.0	27.0	 90.0%
4. Attendance	10.0	10.0	 100.0%
5. Graduation Rate	30.0	30.0	 100.0%
Total	140.0	137.0	 97.9%



**2014 LEA Annual Performance Report (APR) – Final
LEA Supporting Data
MSIP 5**

UNIVERSITY ACADEMY (048901)

1. Academic Achievement	Points Poss.	Points Earned	Percent Earned	Metric		2012		2013		2014	
						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
English Language Arts											
Status	16.0	12.0		369.2	On Track	59.8%	372.8	57.5%	369.1	54.5%	365.7
Progress	12.0	0.0		-3.6	Floor	Prior 2 Yr Avg = 371.0		Current 2 Yr Avg = 367.4			
Growth	12.0	6.0		50.2 / N	On Track						
Total Points Earned (Status + Progress or Growth)	16.0	16.0	100.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							
						2012		2013		2014	
Mathematics						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	16.0	12.0		368.0	On Track	66.9%	379.8	63.1%	369.2	53.1%	355.0
Progress	12.0	0.0		-12.4	Floor	Prior 2 Yr Avg = 374.5		Current 2 Yr Avg = 362.1			
Growth	12.0	0.0		48.9 / S	Floor						
Total Points Earned (Status + Progress or Growth)	16.0	12.0	75.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							
						2012		2013		2014	
Science						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	16.0	9.0		335.0	Approaching	34.6%	328.6	47.0%	343.2	42.6%	333.3
Progress	12.0	3.0		2.4	Approaching	Prior 2 Yr Avg = 335.9		Current 2 Yr Avg = 338.3			
Total Points Earned (Status + Progress or Growth)	16.0	12.0	75.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

						2012		2013		2014	
Social Studies						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	8.0	8.0		395.1	2020 Target	63.0%	373.9	87.3%	423.6	80.2%	387.7
Progress	6.0	6.0		6.9	Exceeding	Prior 2 Yr Avg = 398.8		Current 2 Yr Avg = 405.7			
Total Points Earned (Status + Progress or Growth)	8.0	8.0	100.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

2. Subgroup Achievement						2012		2013		2014	
Points Poss.	Points Earned	Percent Earned	Metric			% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
English Language Arts											
Status	4.0	3.0		368.5	On Track	59.0%	371.7	57.2%	368.4	54.1%	365.3
Progress	3.0	0.0		-3.2	Floor	Prior 2 Yr Avg = 370.1		Current 2 Yr Avg = 366.9			
Growth	3.0	0.0		49.1 / S	Floor						
Total Points Earned (Status + Progress or Growth)	4.0	3.0	75.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

						2012		2013		2014	
Mathematics						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	4.0	3.0		367.3	On Track	66.4%	379.0	62.6%	368.6	52.9%	354.4
Progress	3.0	0.0		-12.3	Floor	Prior 2 Yr Avg = 373.8		Current 2 Yr Avg = 361.5			
Growth	3.0	0.0		47.7 / S	Floor						
Total Points Earned (Status + Progress or Growth)	4.0	3.0	75.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

						2012		2013		2014	
Science						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	4.0	3.0		334.0	On Track	33.7%	327.6	46.4%	341.3	42.3%	333.0
Progress	3.0	1.0		2.7	Approaching	Prior 2 Yr Avg = 334.5		Current 2 Yr Avg = 337.2			
Total Points Earned (Status + Progress or Growth)	4.0	4.0	100.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

						2012		2013		2014	
Social Studies						% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI
Status	2.0	2.0		393.0	2020 Target	59.5%	369.0	86.8%	422.6	80.0%	387.5
Progress	1.5	1.5		9.3	Exceeding	Prior 2 Yr Avg = 395.8		Current 2 Yr Avg = 405.1			
Total Points Earned (Status + Progress or Growth)	2.0	2.0	100.0%	3 Yr Progress = Average (Current MPI and Year 2 MPI) – Average (Year 2 MPI and Year 3 MPI)							

3. College and Career Ready	Pts Poss.	Pts Earned	% Earned	%		2012			2013			2014		
						% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads
*1-3 CCR Assessments						% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads
Status	10.0	7.5		71.4%	On Track	75.5%	38.50	51	56.9%	22.75	40	81.9%	44.25	54
Progress	7.5	2.0		3.2%	Approaching	Prior 2 Yr Avg = 66.2%			Current 2 Yr Avg = 69.4%					
Total Points Earned (Status + Progress)	10.0	9.5	95.0%	For details on progress please reference the MSIP5 Comprehensive Guide to Missouri School Improvement Program.										
*4 Advanced Placement	Pts Poss.	Pts Earned	% Earned	%		2012			2013			2014		
						% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads	% at or Abv State	# at or Abv State	# of Grads
Status	10.0	7.5		43.3%	On Track	41.5%	21.00	51	41.9%	16.75	40	46.38%	25.25	54
Progress	7.5	0.0		2.8%	Floor	Prior 2 Yr Avg = 41.6%			Current 2 Yr Avg = 44.4%					
Total Points Earned (Status + Progress)	10.0	7.5	75.0%	For details on progress please reference the MSIP5 Comprehensive Guide to Missouri School Improvement Program.										
*5-6 Post-secondary Placement	Pts Poss.	Pts Earned	% Earned	Pct.		% Earning Qual. Score	# Earning Qual. Score	# of Grads	% Earning Qual. Score	# Earning Qual. Score	# of Grads	% Earning Qual. Score	# Earning Qual. Score	# of Grads
Status	10.0	10.0		96.5%	2020 Target	98.0%	50	51	94.1%	48	51	97.4%	38	39
Progress	7.5	0.0		-0.3%	Floor	Prior 2 Yr Avg = 96.1%			Current 2 Yr Avg = 95.8%					
Total Points Earned (Status + Progress)	10.0	10.0	100%	3 Yr Progress = Average (Current Pct and Year 2 Pct) – Average (Year 2 Pct and Year 3 Pct)										
Attendance	Pts Poss.	Pts Earned	% Earned	Pct.		2012			2013			2014		
						Pct Above 90%	Num Above 90%	Num Att.	Pct Above 90%	Num Above 90%	# Att.	Pct Above 90%	Num Above 90%	# Att.
Status	10.0	10.0		71.4%	2020 Target	94%	927.5403	986.8146	56.9%	22.75	40	91.1%	946.3265	1038.3149
Progress	7.5	0.0		-1.5%	Floor	Prior 2 Yr Avg = 93.3%			Current 2 Yr Avg = 91.8%					
Total Points Earned (Status + Progress)	10.0	10.0	100%	3 Yr Progress = Average (Current Pct and Year 2 Pct) – Average (Year 2 Pct and Year 3 Pct)										

5. Graduation Rate	Points Poss.	Points Earned	% Earned	Pct.		2012			2013			2014		
Four-Year Graduation Rate						4-Yr Rate	4-Ytr Grads	4-Yr Adj. Cohort	4-Yr Rate	4-Ytr Grads	4-Yr Adj. Cohort	4-Yr Rate	4-Ytr Grads	4-Yr Adj. Cohort
Status	30.0	30.0		98.1%	2020 Target	94.4%	51	54	100.0%	40	40	100.0%	54	54
Progress	22.5	12.0		2.8%	On Track	Prior 2 Yr Avg = 97.2%			Current 2 Yr Avg = 100.0%					
Total Points Earned (Status + Progress)	30.0	30.0	100.0%	3 Yr Progress = Average (Current Pct and Year 2 Pct) – Average (Year 2 Pct and Year 3 Pct)										
	Points Poss.	Points Earned	% Earned	Pct.		2012			2013			2014		
Five-Year Graduation Rate						5-Yr Rate	5-Ytr Grads	5-Yr Adj. Cohort	5-Yr Rate	5-Ytr Grads	5-Yr Adj. Cohort	5-Yr Rate	5-Ytr Grads	5-Yr Adj. Cohort
Status	30.0	30.0		95.6%	2020 Target	90.7%	49	54	96.2%	51	53	100.0%	40	40
Progress	22.5	22.5		4.6%	Exceeding	Prior 2 Yr Avg = 93.5%			Current 2 Yr Avg = 98.1%					
Total Points Earned (Status + Progress)	30.0	30.0	100.0%	3 Yr Progress = Average (Current Pct and Year 2 Pct) – Average (Year 2 Pct and Year 3 Pct)										
	Points Poss.	Points Earned	% Earned	Pct.					2013			2014		
Six-Year Graduation Rate						6-Yr Rate	6-Ytr Grads	6-Yr Adj. Cohort	6-Yr Rate	6-Ytr Grads	6-Yr Adj. Cohort	6-Yr Rate	6-Ytr Grads	6-Yr Adj. Cohort
Status	30.0	30.0		93.5%	2020 Target	90.7%	49	54	96.2%	51	53	96.2%	51	53
Progress	22.5	22.5		4.6%	Exceeding				Current 2 Yr Avg = 93.5%					
Total Points Earned (Status + Progress)	30.0	30.0	100.0%	2 Yr Progress = Current Pct – Year 2 Pct										
	Points Poss.	Points Earned	% Earned	Pct.								2014		
Seven-Year Graduation Rate						7-Yr Rate	7-Ytr Grads	7-Yr Adj. Cohort	7-Yr Rate	7-Ytr Grads	7-Yr Adj. Cohort	7-Yr Rate	7-Ytr Grads	7-Yr Adj. Cohort
Status	30.0	22.5		90.7%	On Track							90.7%	49	54
Total Points Earned (Status + Progress)	30.0	30.0	75.0%											

A.7.2 Additional Analyses of Student Achievement

2014 LEA Annual Performance Report (APR) Annual LEA Performance Indicators MSIP 5

Annual Performance Indicators by Grade Span					
Grade Spans	ELA	Math	Science	Soc Studies	Attendance
03-05 (Elem)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
06-08 (Mid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
09-12 (High)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

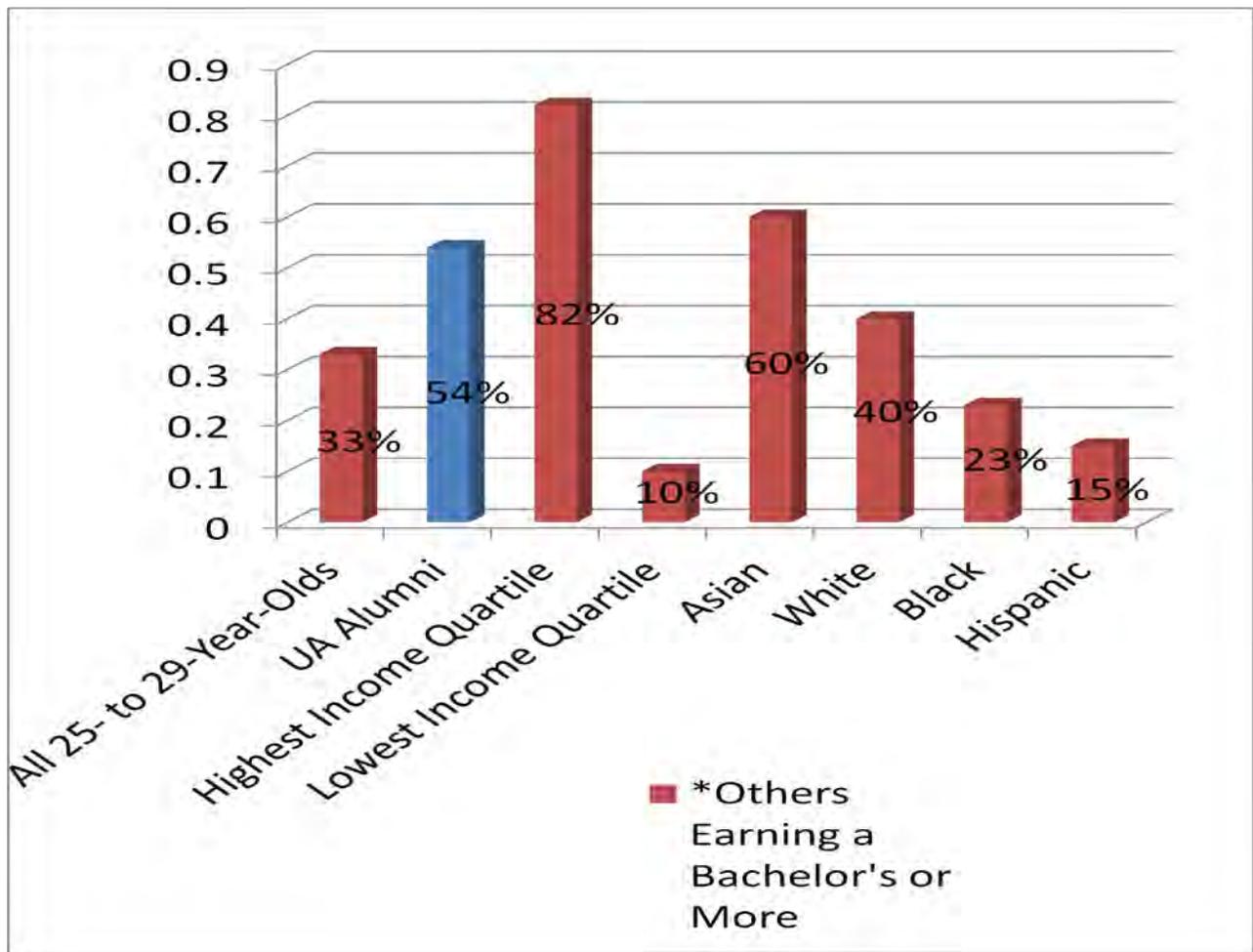
Annual Performance Indicators by Subgroup									
Subgroups	ELA	Math	Science	Soc Studies	S3 1-3	S3 4	S3 5-6	Attendance	Graduation
Asian	~	~	~	~	~	~	~	~	~
Black	▲	▲	□	▲	~	~	~	□	▲
Hispanic	~	~	~	~	~	~	~	~	~
Indian	~	~	~	~	~	~	~	~	~
Multiracial	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~
IEP	~	~	~	~	~	~	~	▲	~
ELL	~	~	~	~	~	~	~	~	~
FRL	□	□	□	▲	~	~	~	□	▲
Total	□	□	□	▲	~	~	~	□	▲

▲ - Performance at or above the 90th percentile.

~ - Number of students is less than 30 for the indicator.

A.7.3 Demonstration of Other Meaningful, Measurable and Reliable Student Accomplishments

UA graduates complete four year degrees at a higher rate than the average American student. UA graduates, who are overwhelmingly low income and African-American, significantly outperform the national averages for those subgroups.



*Sources: "From 8 to 82" Presentation by Vanessa Ramirez and Rian Carkhum. KIPP: Houston Public Schools. TFA Educators Conference; July 17-18, 2014. and "Record Shares of Young Adults Have Finished Both High School and College." http://www.pewsocialtrends.org/files/2012/11/educ_attain_report_FNL.pdf. Pew Research Center. November 5, 2012

A.8 School Culture and Discipline

The culture of University Academy is paramount to our success. The culture is one of structure, opportunity, family, character, love, and high expectations. The school has rigorous protocols in place to ensure order and a calm learning environment. At the same time, we encourage students to express themselves, push themselves, and be participative in their learning. The Administration and Security departments do a good job of setting a tone of respect and protocol. The teachers do an outstanding job of creating relationships with students and parents. The students probably do the best job of creating and maintaining the culture of the school. Most UA students start as Kindergarteners, so the older students in the building are accustomed to the rules and expectations and help to instill our culture throughout the building.

UA has benefitted from the hard work of staff and administration over the past 15 years to instill and continue this unique, winning culture. As students have graduated and demonstrated success

beyond high school, it has further solidified the faith of our families and students that the UA way is one that will prepare them for life after school.

Transparency is something that UA has put a great deal of effort in to improve. Teachers are now loading grades in real time for parents to view online. They are also engaging with parents using a host of digital tools and good old-fashioned conversations. Our policies are being improved to provide clear guidance to every situation that could arise. We continue to look for ways to make parents feel welcomed and involved in the school. That includes the start of a quarterly newsletter from the District Office, a new Facebook page, an updated school web site, multiple parent-teacher conferences, video-streamed athletic events, and dozens of family activity nights.

UA has a rigorous discipline policy, which guides administrators and staff when issues arise (see Appendix). A team of administrators reviews the discipline policy annually using data from the prior year. The goal of the discipline policy is to ensure school safety and to teach students when they make mistakes. UA's suspension rates have consistently been lower than KCPSD. UA has a team of seven school administrators and a team of three security department personnel to ensure proper supervision and follow through.

A.9 Services, Enrichment Programs and Student Activities

Student Services

In pursuit of the mission and vision of the school, University Academy makes the following commitments to the community:

- To achieve advanced educational results
- To add value each year to every student's knowledge base and to increase the student's capacity to learn
- To serve the whole child
- To help students and their families manage challenges that have the potential to detract from the student's opportunity and motivation to learn
- To engage the interest, expertise, and participation of parents in building a school culture that is characterized by these commitments

University Academy provides students a variety of social and academic supports to ensure that every student has the opportunity to succeed and thrive. University Academy employs two full-time counselors in Lower School, one counselor in Middle School, and one in Upper School, as well as a school-wide social worker and special education coordinator. Teachers throughout the school tutor students numerous hours per week beyond their regular teaching load. In addition to the MAP and End of Course (EOC) assessments, students are regularly evaluated

using common formative assessments, performance assessments and the Data Director on-line testing program. Grade-level team leaders frequently meet to analyze student test data. The results of these analyses identify areas of need and drive instruction efforts—teaching and learning. The sharing of results with parents as partners is critical to University Academy’s overall effort to improve student achievement.

Unique Student Needs Services

- An onsite Children’s Mercy Clinic for our students
- Partnerships with Junior League of Kansas City and Harvesters to supply needy families with food
- An onsite UMKC Dental Clinic, which serves over 700 students annually

Special College-Related Programs

- ACT preparation classes and college counseling offered as part of Junior and Senior seminars
- Advanced Placement dual-credit courses through Rockhurst University, University of Missouri Kansas City (UMKC), and Metropolitan Community College (MCC) Penn Valley for Upper School students
- A number of dedicated college scholarships managed by the Ellis Foundation for University Academy graduates, representing thousands of dollars over four years

Friends of University Academy

- Friends of University Academy is a separate 501(c)3 that was established January 1, 2010 to support special programs and educational opportunities for University Academy students and alumni, as well as operate an Alumni Support Program and engage in other activities that (1) support the mission and vision of UA or (2) build community support for UA.
- Friends of UA receives financial support from the community primarily from its annual gala held every spring at University Academy
- Friends of UA employs a dedicated full time Alumni Support Program director whose job is to help University Academy alumni achieve their academic and career goals
- Friends of UA offers a one-of-a-kind College Incentive Program (CIP), which provides all University Academy graduates with the opportunity to receive scholarship awards ranging from \$500 to \$1,000 per semester based on their prior semester college grades. Alumni are eligible to participate for up to 8 semesters
- Friends of University Academy supports a number of summer educational opportunities for University Academy students including:
 - Scholarships for summer camp for middle school students
 - Scholarships for summer study abroad programs with the Experiment in International Living (EIL) for Upper School students

- Scholarships for summer wilderness/leadership courses with the National Outdoor Leadership School (NOLS) for Upper School students

Special Community Partnerships

- 20/20 Leadership
- Alvin Ailey
- B’Nai Jehudah
- Cottey College Summer Leadership Program
- Experiment in International Living
- Fine Arst Academy
- Harvesters
- Junior Achievement of Mid-America
- Junior League of KCMO
- Kansas City Ballet
- Kansas City Symphony
- Kansas City Young Audiences
- Kansas City Zoo
- Kauffman Scholars
- Missouri Boys State
- Missouri Girls State
- Missouri Scholars
- National Outdoor Leadership Program
- Nelson-Atkins Art Museum
- Rotary Club 13 Interact
- Student Diplomacy Corp
- UCM Summer Bridge
- Unitown

Athletics

- Boys Basketball (Lower, Middle School & Upper School JV/Varsity)
- Girls Basketball (Middle School & Upper School JV/Varsity)
- Football (Lower, Middle, Upper School Varsity)
- Boys Track (Middle, Upper School Varsity)
- Girls Track (Middle, Upper School Varsity)
- Baseball (Upper School Varsity)
- Boys Cross Country (Middle, Upper School Varsity)
- Girls Cross Country (Middle, Upper School Varsity)
- Volleyball (Middle, Upper School JV/Varsity)
- Since 2004, 30 UA student athletes have gone on to participate in collegiate athletics. The class of 2014 earned \$124,000 in athletic scholarships, and had many All-District, All-State, and All Academic All State athletes.

Music Program

- K-5 Elementary Music Class
- 6th Grade Band
- 7th -8th Grade Band
- Upper School Band (marching and concert)
- Upper School Jazz Band
- Upper School Orchestra

- Middle School Choir
- Upper School Choir
- Upper School Show Choir

Since 2004, over 15 UA students have gone on to participate in college music programs. The Class of 2014 placed six graduates into university band programs, earning a total of \$54,000 in scholarships.

B. Organizational Plan

During renewal process, UA and UMKC conducted an audit of the organizational practices of UA. The results of that audit are provided in the appendix in detail. UA was found to have “Exceeded Expectations” on the Organizational Plan section of the UMKC audit.

B.1 Governing Body

The Board is comprised of a committed group of volunteers whose only agenda is to provide the highest quality college-preparatory education to the 1,000 students who walk through University Academy’s doors each day. The Board oversees University Academy and works to ensure that the management, programs, and policies of the school result in the achievement of the school’s mission and progress towards its vision. The Board’s responsibilities include: (1) setting standards for University Academy including its mission and vision, (2) selecting and evaluating the school’s superintendent, (3) ensuring University Academy’s course offerings are aligned with the school’s mission and vision, (4) setting and adopting annual goals for the school, (5) setting and adopting policies for the school and, (6) adopting an annual budget. In reaching decisions, the board seeks in every case to act in the best interests of the school’s students and of the community consistent with the school’s mission and vision.

University Academy’s seven-member board currently includes the dean of a state university, a retired university president, a retired CEO, as well as four other members with significant business, finance, legal, and not-for-profit and corporate governance experience. Three out of the four founders of the school continue to serve on the Board, which provides great continuity in regards to the school’s mission and vision.

B.2 Governing Board Composition

Bush Helzberg – Chairman (financial management)
Dr. Gersham Nelson – President (Dean, Univ. of Central Missouri)
Jonathan Angrist – Member (financial management)
Christine Kemper – Member (public relations manager)
Shirley Helzberg – Secretary (philanthropist, business owner)
Barnett Helzberg – Chairman Emeritus (philanthropist, business owner)
Dr. Bernard Franklin – Member (higher education management)

B.3 Five Year Strategic Plan

During the 2013-14 school year, the UA Board of Directors adopted a five-year strategic plan. That plan guides University Academy's management team and serves as a guide for this Charter renewal. The strategic priorities, goals, and actions are as follows:

STRATEGIC PRIORITY 1: Ensure University Academy attracts and retains the highest quality staff and faculty possible for the benefit of its students and the community.

Goal 1.1 Provide opportunities for professional development for faculty and staff.

Objective 1.1.1 By May 31, 2014, develop and improve a new teacher and principal evaluation and compensation system in line with the Missouri Educator Evaluation Law. Accountable: Superintendent

Strategies and Actions:

- Include a 360 assessment in the evaluation of principals and directors.

Objective 1.1.2 By June 1, 2014, set a per capita budget to allow faculty and staff to pursue additional professional training. Accountable: Superintendent

Strategies and Actions:

- Link professional training to the evaluation process.

Goal 1.2 Ensure we consistently provide the highest quality faculty and staff.

Objective 1.2.1 By November 1, 2014, develop and implement a comprehensive recruitment and retention plan. Accountable: Director of Human Resources

Strategies:

- Establish selection criteria
- Establish a process to post every critical new or open position nationally and to vet candidates through a formal screening process.

STRATEGIC PRIORITY 2: Ensure University Academy offers the highest quality college-preparatory program.

Goal 2.1. Ensure a successful transition to the new learning standards and testing program.

Objective 2.1.1 By Aug 6, 2014, each grade level/subject department will meet for one week to develop the yearlong curriculum map. Accountable: Grade Level Lead Chair Person

Objective 2.1.2 By Aug 6, 2014, ensure UA acquires at a minimum an additional 200 student computers. Accountable: Superintendent

Objective 2.1.3 By Aug 6, 2014, establish a calendar of five benchmark tests leading up to official state testing in the spring of 2015. Accountable: Rebecca Gudde

Objective 2.1.4 By July 1, 2014, continuously use information from benchmark tests to adjust instruction to assure high academic success on new state tests and continuous improvement. Accountable: Superintendent

Strategies and Actions:

- Increase the rigor of the high school curriculum based on the longitudinal data, which indicates the best success in college is not ACT scores, but high school GPA and rigorous curriculum.
- See the Carnegie Institute study on what makes for a rigorous high school curriculum.
- We are moving toward dual credit offerings versus AP offerings, noting that this may negatively impact our *U.S. News & World Report* status. (APR points for college preparedness will be earned via dual enrollment)

Goal 2.2 Improve the Academy's rankings and status at the state and national levels.

Objective 2.2.1 By Dec 30, 2019, UA will be the highest performing charter school in Missouri based on state standardized testing scores. Accountable: Superintendent

Objective 2.2.2 By Dec 30, 2019, UA will be in the top 15% of public schools in the nation based on Smarter Balanced consortium test scores. Accountable: Superintendent

Objective 2.2.3 By Dec 30, 2019, UA will have an average senior ACT score higher than the state and national averages. Accountable: Superintendent

Goal 2.3 Implement strategies to improve attendance and punctuality.

Objective 2.3.1 By Aug 1, 2015, implement strategies identified by faculty to rectify the issues of attendance and punctuality. Accountable: Superintendent

Goal 2.4 Ensure a systematic approach is applied to assessment, measurement and continuous improvement for all UA offerings.

Objective 2.4.1 By March 1, 2014, establish a position of Director of Assessment, Evaluation and Compliance to start July 1, 2014. Accountable: Superintendent

Strategies and Actions:

- Develop a written position description to present to the Board at the February meeting.

Objective 2.4.2 By July 1, 2015 implement a formalized process of continuous improvement. Accountable: new Director of Assessment, Evaluation and Compliance

Strategies and Actions:

- Build evidence-based improvement into the culture.
- Measure the rigor of our high school curriculum.

STRATEGIC PRIORITY 3: Significantly improve foundational academic achievement in the Lower School (K-5)

Goal 3.1 Explore and evaluate different models to enhance Lower School academic program.

Objective 3.1.1 By December 31, 2014, complete a comprehensive feasibility analysis to identify the best model to extend the school year. Accountable: Superintendent

Strategies and Actions:

- Include all stakeholders in the analysis.

Objective 3.1.2 By March 1, 2014, examine staff/student ratios in the lower grades to enhance the academic program. Accountable: Superintendent

Strategies and Actions:

- Ensure Lower School has adequate resources and staff to achieve high academic excellence.
- Propose the Lower School staffing plan at the February meeting.

ACTION: Superintendent will gather data and bring it back to the Board for discussion and consideration.

Objective 3.1.3 By Aug 6, 2014, adopt a policy to limit class sizes to no more than 20 in grades K-5 (However, exceptions may be approved by the Board). Accountable: Board of Directors

Strategies and Actions:

- Analyze the economic impact.
- Take a proposal to the board that identifies the ideal number of teachers and administrators needed in the lower grades including the financial impact.

Objective 3.1.4 By July 1, 2017, complete a feasibility study to implement a pre-k program at UA. Accountable: Superintendent

Goal 3.2 The Lower School will test among the top 25% of all Missouri public elementary schools by 2019.

Objective 3.2.1 By December 1, 2014, faculty will develop annual objectives to achieve this goal. Accountable: Superintendent

Goal 3.3 Increase parent/guardian participation in their children's education.

Objective 3.3.1 By August 6, 2014, develop a plan to engage parents/guardians in improving their children's education. Accountable: Chairs of Parent Involvement Committee

Consider:

- Develop a one-pager for each grade level providing expectations of parents/guardians to support their children's education. (e.g. reading to kids a minimum of 20 minutes every night, ideal bedtimes). Present these at a social celebrations of the children. Emphasize the positives and provide evidence from research to explain the value.
- Hold a "Parent University" to educate parents on the role of education and the role they play in it.
- Friday book bag program
- Get volunteers involved [Superintendent will provide some data on current volunteerism]. Provide professional support to volunteers to enhance their experience and impact on students.

Objective 3.3.2 By June 30, 2015, 85% of parents/guardians will access Power School monthly to check their children's grades. Accountable: Superintendent

Strategies and Actions:

- Regularly review PowerSchool access statistics (who, when and how long parents log on to student grades).

Objective 3.3.3 By September 30, 2014, every teacher will post a monthly academic calendar on his/her classroom web page. Accountable: Principals

STRATEGIC PRIORITY 4: Prepare our graduates to succeed in college, the workplace and life.

Goal 4.1 Prepare students to plan for their college education and career.

Objective 4.1.1 By June 30, 2015, all high school students will visit a minimum of one college outside of Kansas City each of their Freshman, Sophomore and Junior years. Accountable: Upper School Principal

Objective 4.1.2 By December 31, 2014, evaluate our electives to ensure they align with preparing students for success in college, the workplace and life. Accountable: Superintendent

Objective 4.1.3 By December 31, 2014, develop an outcomes-based curricular map for K-12 that incorporates work and life skills. Accountable: Superintendent

Competencies: [academic, career, life skills]

- | | |
|--------------------|-----------------------|
| – Goal setting | – Negotiation |
| – Public speaking | – Software skills |
| – Etiquette | – Research basics |
| – Resume writing | – Time management |
| – Typing | – Test taking skills |
| – Personal finance | – Debate skills |
| – Sales Training | – Presentation skills |

Strategies and Actions:

- Link the competencies to the course, activities and elective opportunities offered by the Academy.
- Develop a badge program where students develop and demonstrate certain skills to receive different badges.

Objective 4.1.4 By December 31, 2014, create an assessment mechanism to evaluate success of the curriculum in developing the competencies built into the academic experience. Accountable: Superintendent

Strategies and Actions:

- Demonstration project, exit exam or portfolio for students to demonstrate a skill level
- Develop simulations to demonstrate skill development (e.g., conflict resolution)

Objective 4.1.5 Beginning with the graduating class of 2018, all UA graduates will be required to complete at least one college-level course while at UA. Accountable: Upper School Principal

Objective 4.1.6 By June 20, 2014, develop a guest speaker schedule to ensure each student in grades 8,11, and 12 are exposed to people from different careers six times a year. Accountable: Director of Community Relations

Objective 4.1.7 By August 1, 2016, explore and pursue selected opportunities to partner with local businesses to expose students to future career opportunities. Accountable: Junior / Senior Seminar Teacher

Strategies and Actions:

- CAPs, exposure to work places
- Prioritize liberal arts to provide the foundation.
- At the Upper School level, provide exploratory opportunities for students in different career fields

Note: "career development" means 1) exposing our students to various careers (e.g., guest speakers explaining their career paths) and 2) developing skills that will carry them through any career and in life (e.g., public speaking, teaching, listening, teaching emotional intelligence, debating skills).

STRATEGIC PRIORITY 5: Foster a culture of collaboration, accountability, and innovation to achieve the school's vision and mission.

Goal 5.1: Ensure University Academy values and engages in innovative best practices.

Objective 5.1.1 By April 1 each year, staff and management will develop a best practices research proposal for Board approval. Accountable: Superintendent

Strategies and Actions:

- Proposal will include benchmarking other schools across the country for best practices and piloting them at the Academy (e.g. laboratory for best practices).
- Encourage the Superintendent, staff and faculty (and put resources behind their opportunities) to travel to explore best practices.

Goal 5.2 Encourage and recognize innovation and effectiveness in the work environment.

Objective 5.2.1 By December 31, 2015, establish a mechanism to recognize and drive innovation and effectiveness. Accountable: Superintendent

STRATEGIC PRIORITY 6: Provide best-in-class services, programs, technology and facilities to achieve the mission.

Goal 6.1 Invest in the ongoing maintenance and expansion of the Academy.

Objective 6.1.1 Between 2014 and 2018, allot up to \$1 million out of the reserves for deferred maintenance to the facility and /or one- time program expenses. Accountable: Chief Operations Officer

Strategies and Actions:

- Capitalize on tax breaks/rebates for high efficiency items (e.g., LED lights).

Goal 6.2 Enhance and expand our service offerings to the community.

Objective 6.2.1 By June 30, 2014, management will research and make a recommendation to enhance UA's after-school program. Accountable: Superintendent

Strategies and Actions:

- Consider outsourcing through a partner.
- Consider managing the program internally and hiring additional staff for the program.
- Enhance the program to increase academics.
- Offer elective extracurricular activities through the program.
- Establish criteria we want the program to meet.

Objective 6.2.2 By January 1, 2017, develop scenario plans to address any potential funding gaps to support the service programs. Accountable: Chief Financial Officer

Objective 6.2.3 By January 1, 2017, identify ongoing funding for the Children's Mercy Health Clinic. Accountable: Superintendent

Objective 6.2.4 By December 31, 2015, explore a partnership for eye care for eligible students. Accountable: Director of Community Relations

Goal 6.3 Provide opportunities to broaden the experiences of students.

Objective 6.3.1 By May 1, 2015, management will present a proposal for a comprehensive extracurricular program with the goal of identifying opportunities and resources to maximize student earned college scholarships. Accountable: Superintendent

Strategies and Actions:

- Focus on sports where we could develop a competitive program that benefits the students. (e.g. soccer, lacrosse, girls' basketball, football)
- Performing arts

STRATEGIC PRIORITY 7: Acquire a new five-year charter authorization from UMKC.

Accountable: Superintendent and Board

STRATEGIC PRIORITY 8: Ensure that University Academy has a high-performing Board that is capable of excellent oversight and strategic direction.

Goal 8.1 Ensure we have the human resources needed for effective governance and oversight of the Academy.

Objective 8.1.1 By December 31, 2015, complete a comprehensive, formal board development process. Accountable: Board Chair

Strategies and Actions:

- The process will include
 - Board governance, development and oversight
 - Succession
 - Board member self-evaluation
 - Board make-up
 - Working list of potential Board members that is revisited regularly
 - Criteria for Board membership
 - Identify gaps of expertise/knowledge needed

B.4 Management and Operation

UMKC performed an extensive audit on the management and operational practices at UA. The detailed results of that audit can be found in the appendix. UA received an “Exceeding Expectations” score for its operations and management practices.

The management team consists of the following people:

Tony Kline, Superintendent

Mr. Kline is in his second year as Superintendent of University Academy. In his 14 years in the education sector, he has most notably served as Vice President of Operations for Alliance College-Ready Public Schools (CA), Executive Director of New Millennium Secondary School (CA) and as the Deputy Director for the Governor's (Schwarzenegger) Initiative to Turn Around Failing Schools.

Mr. Kline holds a B.A. in Political Science from Indiana University and an M.A. in Management & Leadership from Webster University. He is a board member for the K&F Baxter Foundation, a member of the Delta Mu Delta Business Honor Society, and was named a *Next Generation Fellow* by the American Assembly of Columbia University.

Rebecca Gudde, Assistant Superintendent of Education Services

Rebecca Gudde is in her fifth year at University Academy. She is in a newly created role as Assistant Superintendent having previously served four years as Middle School Principal. She has a total of 9 years experience as a principal at both the Middle School and High School levels and spent 8 years as a Middle School English teacher earning Teacher of the Year in 2004 in the Raymore-Peculiar School District.

Mrs. Gudde holds a Bachelor of Arts in Literature from the University of Houston-Clear Lake, and a Master of Education as well as a Specialist of Education from William Woods University. She is also certified as an English teacher, K-12 Principal and as a school Superintendent through the Department of Elementary and Secondary Education.

Kelly Bowland, Chief Operations Officer

Ms. Bowland holds a M.A. in Management from Baker University and has held the position of Chief Operations Officer at University Academy for seven years. She previously worked in the non-profit sector and various departments in local county government.

Ron Zigeler, Chief Financial Officer

Mr. Zigeler is in his sixth year as CFO for University Academy. In his 12 years in education sector, he has served as Controller for DeLaSalle Education (high school) that that serviced the Kansas City School District school dropouts. In the prior 32 years of financial work has been in the for-profit organizations including manufacturing, service and retail.

Clem Ukaoma, Upper School Principal

Mr. Clem Ukaoma holds four college degrees: a double major B. A. in Economics and Business Management from Goshen College, a B.S. (Hon) in Business Education from Friends University, an M.B.A. from Emporia State, and a Master's in Educational Administration and Supervision from Wichita State University. Mr. Ukaoma is currently completing a dissertation for a doctorate degree in Educational Leadership at Baker University.

Now in his ninth year at University Academy, Mr. Ukaoma was instrumental in reorganizing the Upper School into a true, 9th through 12th grade high school. Under his leadership, the Upper School has been recognized as a high-achieving school by the Missouri Department of Elementary and Secondary Education and U.S. News & World Report has ranked the Upper School among the top performing high schools in the nation. Before coming to University Academy, Mr. Ukaoma served in various Middle and High School leadership positions in Kansas and Missouri public schools.

Mr. Ukaoma's passion twin passions are: getting teachers to master the art of teaching so that they can help students accept and own the idea that learning is central to a good life. He was recently awarded by the Missouri Public Charter School Association with the honor of School Leader of the Year for 2014 during the organization's fall conference.

Stacy Graff, Middle School Principal

Mr. Graff is in his first year with University Academy as the Middle School Principal. Mr. Graff graduated with his Bachelor of Science Degree in Physical Education and Master's Degree in Educational Administration (K-12) from Fort Hays State University in Hays, KS.

In his 22 years in education, Mr. Graff has served as a Middle Level Educator (4 years), and 18 years in an administrative role. His experience includes roles as Middle School/High School Principal (4 years), a Middle School Assistant Principal (5 years), and an Elementary Principal (8 years). Mr. Graff has served as an administrator in districts throughout Kansas including Deerfield, Blue Valley, and Leavenworth.

Leslie McTighe, Lower School Principal

Leslie is in her ninth year of service at University Academy. She taught for six years in 4th and 5th grade, serving as a lead teacher, curriculum cadre chairperson, Student Council liaison, and Cross Country coach. This is her third year as the Lower School Principal.

Leslie received a Bachelor of Arts in English Literature from the University of Missouri, a Master of Education from Rockhurst University, and her Education Specialist in School Leadership from UMKC.

B.5 Staffing and Human Resources

The key to success at University Academy relies on its ability to attract and retain quality staff. To that end, we go to great lengths to attract applicants, scientifically screen applicants for best fit, and do innovative things to retain those employees.

University Academy is one of the highest paying LEAs in the State. We offer a very attractive starting salary and benefits. Raises are given for both longevity and merit.

University Academy's Director of Human Resources is Lisa Kice. Mrs. Kice has managed the HR department for the past five years. She oversees the recruiting and screening process, employee benefits, and all HR legal related activities.

University Academy currently employs 137 staff members. An organization chart is provided in the appendix

The breakdown of staff is:

- 9 Administrators
- 80 Teachers
- 7 Teacher Assistants
- 7 District Office Directors
- 34 Classified Employees

B.6 Student Recruitment and Enrollment

Admissions

As a charter public school, University Academy admits students on the basis of a random lottery drawn from a pool of applicants. All applicants must reside within the boundaries of the Kansas City Public School District. Open spots are first filled from a preference pool comprised of (1) siblings of current student and children of staff members, (2) applicants who reside in the geographical area between 47th Street to the north and the southern boundary of KCPD to the south, between State Line Rd to the west and Paseo to the east, and finally (3) students that live outside the preferred geographical area but within the KCPD boundaries.

Recruitment and Lottery

UA posts its admissions window on the school's website each year. The window for applications opens in October and closes in late Winter. UA promotes the admissions using social media, preschool visits, newsletters, and word-of-mouth efforts. After 15 years in operations, many students come to UA as the result of previous family members or recommendations from the community. A random lottery is then held to determine entrance. The lottery is open the public. It is filmed and made available for viewing on the UA web site to ensure integrity.

B.7 Parent, Community and Educator Involvement

UA has numerous means and opportunities for parent, community and educator involvement. These include, but are not limited to committees, events, interactive media, and community partnerships.

Parents – Parents are a critical component to the success of the school. We encourage parent involvement in a number of ways. We give parents access to grades and attendance information via PowerSchool. More than 60% of the parent check their children's' grades at least once per month. We have twice-per-year parent-teacher conferences with all parents. We have a PTA, with elected officers and regular meetings. Our parents are also active in our extra-curricular activities, such as music, athletics, and academic teams.

Community – UA is proud to have 23 meaningful community partners, which we work with on a regular basis. The list of partners includes:

- 20/20 Leadership
- Alvin Ailey
- B’Nai Jehudah
- Cottey College Summer Leadership Program
- Experiment in International Living
- Fine Arst Academy
- Harvesters
- Junior Achievement of Mid-America
- Junior League of KCMO
- Kansas City Ballet
- Kansas City Symphony
- Kansas City Young Audiences
- Kansas City Zoo
- Kauffman Scholars
- Missouri Boys State
- Missouri Girls State
- Missouri Scholars
- National Outdoor Leadership Program
- Nelson-Atkins Art Museum
- Rotary Club 13 Interact
- Student Diplomacy Corp
- UCM Summer Bridge
- Unitown

Educators – UA is proud to offer many opportunities for input from our dedicated team of teachers. All teachers participate in department teams, whether it be grade level or subject matter. In addition, we currently have 12 working committees, all chaired by teachers. These committees advise administration on specific issues that are pertinent to the committee. Those committees are:

- Calendar/Schedule
- Staff Advisory
- Staff Culture
- Professional Development
- Spirit
- Staff Selection
- Parent Outreach
- Curriculum Development
- Instructional Technology
- Staff Evaluation

C. Business Plan

During renewal process, UA and UMKC conducted an audit of the financial practices of UA. The results of that audit are provided in the appendix in detail. UA was found to have “Exceeded Expectations” on the Finance section of the UMKC audit.

C.1 Budget

University Academy’s Board and Administration strives to prepare a school budget that will serve as a complete financial plan that states anticipated receipts and expenditures of the school during the planned fiscal year. Management’s intention is to propose a budgeted enrollment that is very conservative.

UA typically has an annual budget of approximately \$12.5 million. UA is fortunate to be debt-free. The school also has a healthy reserve of more than \$3.7 million. Over the next five years (2015-2020), UA plans to spend a portion (\$1 million) of the reserve on building repairs and upgrades.

Currently, the state is funding the formula at the rate of 93% of full funding which results in a rate of approximately \$8,350 per full time student (including the local real estate and property tax collections). We are projecting Weighted Average Daily Attendance to be for the regular term of 979.8; for summer term of 100.5 and the Free-Reduced ADA effect to be 97.6 for FY 2015. The state funding assumptions for formula funding is based on the information provided by DESE (April 2014 Payment).

Below is a chart that shows an overview of UA’s annual budgets from 2015-2020.

**University
Academy**

**Budgeted
FY2015
through FY
2020**

Top Recap

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
3111	Beg Fund Bal 7/1/14	3,965,448	3,965,448	3,965,448	3,965,448	3,965,448	3,965,448
5899	Total Revenue	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990
5999	Total Revenue & Balances	16,785,441	16,913,650	17,043,141	17,173,927	17,306,023	17,439,438
9999	Expenditures	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990
3112	Ending Fund Bal	3,964,448	3,964,448	3,964,448	3,964,448	3,964,448	3,964,448
3412	Restricted Fund Bal	1,000	1,000	1,000	1,000	1,000	1,000

Part II Local Revenue

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
5111	Current Taxes						
5112	Delinquent Taxes						
5113	Prop C Financial	1,083,722	1,094,560	1,105,506	1,116,562	1,127,728	1,139,006
5114	Ins Tax M&M						
5115	Surtax in Lieu of						
5116	Tax City Dales						
5117	Tax Tuition from						
5121	Individuals Summer School						
5122	Tuition Tuition Post						
5123	Sec Transportat ion Fees						
5131	from Patrons Earnings from						
5140	Investment s	12,013	12,134	12,256	12,379	12,503	12,629
5140	General Fund-Reg						
5140	Interest School						
5140	Food						

5140	Student Activities Other General Fund						
5140	Interest						
5150-5164	Food Serv Food Serv-Non Program Student	74,648	75,395	76,149	76,911	77,681	78,458
5165	Activities Community						
5170	Services Other - From Local Sources	51,203	51,716	52,234	52,757	53,285	53,818
5180	Local - Subtotal	64,112	64,754	65,402	66,057	66,718	67,386
5190	Total	397,694	401,671	405,688	409,745	413,843	417,982
5199	Revenues	1,683,392	1,700,230	1,717,235	1,734,411	1,751,758	1,769,279
5899	Revenues	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part II County Revenue

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
5211	Fines, Escheats State Assessed						
5221	Utilities						
5222	County Stock Insurance						
5231	Fed Prop						
5232	Penalties						
5237	Other - County						
5299	County - Subtotal	0	0	0	0	0	0
5899	Total Revenues	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part II State Revenue

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
5311	Basic Formula	9,222,576	9,314,802	9,407,951	9,502,031	9,597,052	9,693,023
5312	Transportation Early Childhood Special Education	112,059	113,180	114,312	115,456	116,611	117,778
5314	Career Ladder Basic Formula-Classroom						
5317	Trust Fund Vocational/At Risk Educational Screening						
5319		395,059	399,010	403,001	407,032	411,103	415,215
5322							
5324							

5325	Small Schools Grant						
5332	Vocational/Technical Aid						
5333	Food Service-State						
5337	Adult Education AEL						
5359	Voc/Tech Ed Enhancement						
5366	MO Dept of Nat Res						
5369	Energy Loan Residential Placement						
5371	Readers for the Blind						
5372	State Emer Management Agency						
5381	High Need Fund						
5382	Missouri Preschool Project						
5397	Other State	8,116	8,198	8,280	8,363	8,447	8,532
5399	State - Subtotal	9,737,810	9,835,190	9,933,544	10,032,882	10,133,213	10,234,548
5899	Total Revenues	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part II Federal Revenue

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
5411	Impact Aid						
5412	Medicaid Reserve	24,298	24,541	24,787	25,035	25,286	25,539
5418	Officer Training Corps						
5421	Special Vocational Projects						
5427	Voc Ed Act- Title I, Basic Grant						
5436	Adult Education AEL						
5437	IDEA Grants Non-IDEA						
5438	Special Education Grants						
5441	Ind with Disabilities Ed (IDEA)	118,644	119,831	121,030	122,241	123,464	124,699
5442	Early Childhood Special Ed-						

Federal							
5445	School Lunch Program	348,362	351,846	355,365	358,919	362,509	366,135
5446	School Breakfast Program	180,951	182,761	184,589	186,435	188,300	190,183
5447	Special Milk Program						
5448	After School Snack Program						
5449	Fresh Fruits & Vegetable Program	1,680	1,697	1,714	1,732	1,750	1,768
5451	Title I - ESEA Title I, Part C - Migrant Education	559,062	564,653	570,300	576,003	581,764	587,582
5452	21st Century Community Learning						
5459							
5462	Title III, ESEA Educ for Homeless Children						
5463	Title II, Part A, ESEA - Teacher & Principal Childcare	103,764	104,802	105,851	106,910	107,980	109,060
5472	Development Federal Emergency Mgt Agency Vocational Rehabilitation Summer Food Service Program	62,030	62,651	63,278	63,911	64,551	65,197
5481							
5483	Headstart						
5484	Pell Grants						
5486	Impact Aid						
5492	Title VI, Part B						
5497	Other Federal						
5499	Federal Subtotal	1,398,791	1,412,782	1,426,914	1,441,186	1,455,604	1,470,163
5899	Total Revenues	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part II Other Revenue

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
5611	Sale of Bonds						
5613	Sale of Bonds - QZAB						

	(ARRA)						
5631	Net Insurance Recovery	0	0	0	0	0	0
5641	Sale of School Buses						
5651	Sale of Other Property	0	0	0	0	0	0
5692	Refunding Bonds						
5699	Other Revenue Subtotal	0	0	0	0	0	0
5810	Tuition From Other Districts						
5820	Area Voc Fees From Other LEA						
5830	Contracted Educational Services						
5841	Transportation from Other LEA	0	0	0	0	0	0
5842	Trans Amt from other LEA						
5843	Trans from other LEA for ECSE						
5898	Receipts Other Districts-Subtotal	0	0	0	0	0	0
5899	Total Revenue	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part III - C Salary & Employee Benefits Expenditures

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
6100	Salaries	7,248,765	7,321,253	7,394,466	7,468,411	7,543,096	7,618,527
6199	Salaries - Subtotal	7,248,765	7,321,253	7,394,466	7,468,411	7,543,096	7,618,527
6211	Teacher Retirement	402,197	407,225	412,316	417,470	422,689	427,973
6221	Non-Teacher Retirement	145,197	147,012	148,850	150,711	152,595	154,503
6231	OASDI - Soc/Sec	445,998	450,458	454,963	459,513	464,109	468,751
6232	Medicare Employee	105,383	106,437	107,502	108,578	109,664	110,761
6240-6270	Benefits	543,328	548,762	554,250	559,793	565,391	571,045
6290	Other Benefits	0	0	0	0	0	0
6299	Employee Benefits - Subtotal	1,642,103	1,659,894	1,677,881	1,696,065	1,714,448	1,733,033
9999	Grand Total	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

**Part III - C Purchase Services & Supplies
Expenditures**

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
6311	Tuition	55,693	55,972	56,252	56,534	56,817	57,102
6312-6314	Professional Services	271,387	272,744	274,108	275,479	276,857	278,242
6315	Audit Services	24,400	24,522	24,645	24,769	24,893	25,018
6316,6318	Technical Services	175,900	176,780	177,664	178,553	179,446	180,344
-6319	Legal Services	35,732	35,911	36,091	36,272	36,454	36,637
6317	Property						
6330-6339	Contracted Trans To and From School	766,243	770,075	773,926	777,796	781,685	785,594
6341	Other Contracted Pupil Trans(Non Route)	666,545	678,346	690,241	702,230	714,321	726,504
6342	Travel	34,272	34,444	34,617	34,791	34,965	35,140
6343-6349	Property Insurance	17,852	17,942	18,032	18,123	18,214	18,306
6351	Liability	23,765	23,884	24,004	24,125	24,246	24,368
6352	Insurance Fidelity	82,512	82,925	83,340	83,757	84,176	84,597
6353	Premium	0	0	0	0	0	0
6359	Judgments Against LEA	0	0	0	0	0	0
6360-6390	Other Purchased Services & Prior Year Adj	762,523	773,961	785,571	797,355	809,316	821,456
6399	Purchased Services - Subtotal	2,916,824	2,947,506	2,978,491	3,009,784	3,041,390	3,073,308
6410	General Supplies	328,538	331,824	335,143	338,495	341,880	345,299
6430	Regular Textbook	31,030	31,341	31,655	31,972	32,292	32,615
6440	Library Books	1,072	1,078	1,084	1,090	1,096	1,102
6450	Periodicals	5,240	5,267	5,294	5,321	5,348	5,375
6460	Warehouse Adjustments	0	0	0	0	0	0
6471	Food Service- Food Only	13,364	13,431	13,499	13,567	13,635	13,704
6480	Energy Supplies/Service	520,264	522,866	525,481	528,109	530,750	533,404
6490	Other Supplies	76,726	77,494	78,269	79,052	79,843	80,642
6499	Supplies - subtotal	976,234	983,301	990,425	997,606	1,004,844	1,012,141
9999	Grand Total	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

Part III - C Capital Outlay & Other Object Expenditures

		FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
6510	Land						
6520	Buildings Improvement	0	0	0	0	0	0
6530	to Sites	0	0	0	0	0	0
6541	Equipment - General	36,067	36,248	36,430	36,613	36,797	36,981
6542	Equipment - Instructional Apparatus	0	0	0	0	0	0
6551	Vehicles(Except School Buses)						
6552	School Buses						
6553	School Buses Purchased with Specific Funds						
6590	Other Capital Outlay						
6599	Capital Outlay - Subtotal	36,067	36,248	36,430	36,613	36,797	36,981
6610	Principal						
6620	Interest						
6630	Other Capital Outlay						
6699	Other Objects - Subtotal	0	0	0	0	0	0
9999	Grand Total	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990
	Part III-C Totals	12,819,993	12,948,202	13,077,693	13,208,479	13,340,575	13,473,990

C.2 Financial Management

University Academy's financial management team is headed by CFO, Ron Zigeler. He is supported by two staff accountants. UA has board-adopted financial policies and procedures in place. Those policies dictate accounting and cash management practices. For the past several years, UA has received clean audits with no findings.

The Finance department is overseen by the superintendent on a day-to-day basis. The superintendent and the CFO report to the Board of Directors' Finance Committee monthly. The Board reviews monthly financial statements at regularly scheduled board meetings.

C.3 Facility

As a result of the support and generosity of University Academy's board of directors and the Kansas City community, construction on a new 172,000 square foot state-of-the art facility began in 2004. The facility opened in August 2005. Located at 6801 Holmes Road in Kansas City, Missouri, the school's campus provides a wonderful home for University Academy to pursue its mission of preparing students to succeed in college and become leaders in society. The school holds all three of University Academy's schools and district office. Inside the building are 87 classrooms, 2 gymnasiums, a theater/auditorium, library and cafeteria that are used by all students.

C.4 Transportation

University Academy, in accordance with state law, provides free transportation for eligible students. The Superintendent or his/her designee shall ensure that the transportation services of University Academy meet all of the guidelines established by the Missouri Department of Elementary and Secondary Education, i.e., Missouri Pupil Transportation Administrative Handbook, Missouri Minimum Standards for School Buses, Missouri Certified Bus Driver Instructor's Manual, and Missouri School Bus Driver Manual, as University Academy's policies and procedures.

For the past several years, University Academy has contracted with Apple Bus Company to provide transportation services for our students.

All eligible students with disabilities are provided bus transportation by University Academy between home and the special education program. Transportation for a student with disabilities are provided between schools if the Individualized Education Plan (IEP) team determines that

such transportation is necessary as a related service due to the student’s disability. Eligibility must be stated in the student’s IEP.

The safety of University Academy students during their transportation to and from school is a shared responsibility between parents/guardians, school bus drivers, and school officials.

Only students living one (1) mile or more from the school are eligible for transportation. Transportation is not available to any location within one (1) mile of the school, including childcare facilities. All transportation requests submitted due to an address change require proof of residency.

C.5 Insurance

University Academy carries a wide-ranging portfolio of insurance policies. Below is a chart of current policies.

Coverage	Type	Exposures	Premium
Property	Total Insurable Values	\$30,030,000	\$22,536
Inland Marine - Computer Coverage	Total Insurable Values	\$1,815,060	\$2,379
General, Educators Prof., Abuse Liability	Students, Employees, & Volunteers	1,218	\$12,112
Automobile	Vehicle Count	1	\$1,656
Workers' Compensation	Remuneration	\$6,362,616	\$53,421
Umbrella	Students, Employees, & Volunteers	1,218	\$8,409
Excess Umbrella	Students, Employees, & Volunteers	1,218	\$8,907
Executive Risk (DOLI & EPL) Liability	Students, Employees, & Volunteers	1,218	\$29,014
Excess Directors & Officers Liability	Students, Employees, & Volunteers	1,218	\$15,012
Crime (3-yr policy; annualized premium)	Students, Employees, & Volunteers	1,218	\$1,348
Cyber Security Liability	Students, Employees, & Volunteers	1,218	\$2,295
Student Accident Basic	Students	1,049	\$4,750
Student Accident Catastrophe	Students	1,049	\$795

D. Assurances



Charter School Assurance Statements

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

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

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

Federal Charter School Law:

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

Insert description of the geographic area, if applicable.

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

Federal – No Child Left Behind Law or subsequent law:

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

Missouri Charter School Law (160.400-160.425)

This public charter school board understands that federal laws and regulations that apply to this school are subject to change, and the school will be responsible for adhering to the changes.

Statutory Reference 160.400	Charter schools, defined, St. Louis City and Kansas City school districts--sponsors--use of public school buildings--organization of charter schools--affiliations with college or university--criminal background check required.	
Statutory Reference 160.400.1, 160.400.2(2)	This public charter school will be an independent public school and operate within the Kansas City Public School district.	
Statutory Reference 160.400.6	UMKC, as the sponsor, shall not receive any fee of any type for the consideration of the charter, nor consideration on the promise of future payment of any kind.	
Statutory Reference 160.400.7.	The charter school shall be organized as a Missouri nonprofit corporation incorporated pursuant to chapter 355. The charter provided for herein shall constitute a contract between the sponsor and the charter school.	
Statutory Reference 160.400.8	This public charter school shall be organized as a Missouri nonprofit corporation pursuant to chapter 355, RSMo, and shall select the method for election of officers pursuant to section 355.326, RSMo, based on the class of corporation selected. Meetings of the governing board of the charter school shall be subject to the provisions of sections 610.010 to 610.030, RSMo, the open meetings law.	
Statutory Reference 160.400.9.	UMKC, as the sponsor, its agents and employees are not liable for any acts or omissions of this public charter school, including acts or omissions relating to the charter submitted by this public charter school, its operation, and/or performance	
Statutory Reference 160.400.10	This public charter school, as that it is affiliated with UMKC, recognizes a relationship for purposes of teacher training and staff development, curriculum and assessment development, use of physical facilities owned by or rented on behalf of the college or university, and other similar purposes. UMKC will not charge or accept a fee for this affiliation status.	
Statutory Reference 160.400.11	UMKC, as the sponsor, will have the expenses associated with this public charter school sponsorship defrayed by the Department of Elementary and	

	Secondary Education by retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school under section 160.415, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation.	
Statutory Reference 160.400.13	This public charter school, as that it is affiliated with UMKC, will not have an employee of the university as a member of its governing board of directors.	
Statutory Reference 160.400.14	This public charter school will conduct criminal background checks and family care safety registry checks for all members of the governing board.	
Statutory Reference 160.400.15	This public charter school will not have members of the governing board hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school. All members of the governing board of the charter school shall be considered decision-making public servants as defined in section 105.450 for the purposes of the financial disclosure requirements contained in sections 105.483, 105.485, 105.487, and 105.489.	
Statutory Reference <u>160.405</u>	Proposed charter, how submitted, requirements, submission to state board, powers and duties--approval, revocation, termination-- definitions--lease of public school facilities, when-- unlawful reprisal, defined, prohibited.	
Statutory Reference 160.405.1	The charter shall be a 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 include:	
	(1) A mission and vision statement for the charter school;	
	(2) A description of the charter school's organizational structure and bylaws of the governing body, which will be responsible for the policy, financial management, and operational decisions of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;	

	(3) A financial plan for the first three years of operation of the charter school including provisions for annual audits;	
	(4) A description of the charter school's policy for securing personnel services, its personnel policies, personnel qualifications, and professional development plan;	
	(5) A description of the grades or ages of students being served;	
	(6) The school's calendar of operation, which shall include at least the equivalent of a full school term as defined in section 160.011;	
	(7) A description of the charter school's pupil performance standards and academic program performance standards, which shall meet the requirements of subdivision (6) of subsection 4 of this section. The charter school program shall be designed to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth;	
	(8) A description of the charter school's educational program and curriculum;	
	(9) The term of the charter, which shall be five years and shall be renewable;	
	(10) Procedures, consistent with the Missouri financial accounting manual, for monitoring the financial accountability of the charter, which shall meet the requirements of subdivision (4) of subsection 4 of this section;	
	(11) Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening;	
	(12) A description of the charter school's policies on student discipline and student admission, which shall include a statement, where applicable, of the validity of attendance of students who do not reside in the district but who may be eligible to attend under the terms of judicial settlements and procedures that ensure admission of students with disabilities in a nondiscriminatory manner;	
	(13) A description of the charter school's grievance procedure for parents or guardians;	

	(14) 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;	
	(15) Procedures to be implemented if the charter school should close, as provided in subdivision (6) of subsection 16 of section 160.400 including:	
	a. Orderly transition of student records to new schools and archival of student records;	
	b. Archival of business operation and transfer or repository of personnel records;	
	c. Submission of final financial reports;	
	d. or repository of personnel records;	
	e. Submission of final financial reports;	
	f. Resolution of any remaining financial obligations; and	
	g. Disposition of the charter school's assets upon closure;	
	h. A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close;	
	i. or repository of personnel records;	
	j. Submission of final financial reports;	
	k. Resolution of any remaining financial obligations; and	
	(16) A description of the special education and related services that shall be available to meet the needs of students with disabilities; and	
	(17) For all new or revised charters, procedures to be used upon closure of the charter school requiring that unobligated assets of the charter school be returned to the department of elementary and secondary education for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.	

160.405.2	Proposed charters shall be subject to the following requirements	
	(1) A charter shall be submitted to the sponsor, and follow the sponsor's policies and procedures for review and granting of a charter approval, and be approved by the state board of education by December first of the year prior to the proposed opening date of the charter school;	
	(2) A charter may be approved when the sponsor determines that the requirements of this section are met, determines that the applicant is sufficiently qualified to operate a charter school, and that the proposed charter is consistent with the sponsor's charter sponsorship goals and capacity. The sponsor's decision of approval or denial shall be made within ninety days of the filing of the proposed charter;	
	(3) If the charter is denied, the proposed sponsor shall notify the applicant in writing as to the reasons for its denial and forward a copy to the state board of education within five business days following the denial;	
	(4) If a proposed charter is denied by a sponsor, the proposed charter may be submitted to the state board of education, along with the sponsor's written reasons for its denial. If the state board determines that the applicant meets the requirements of this section, that the applicant is sufficiently qualified to operate the charter school, and that granting a charter to the applicant would be likely to provide educational benefit to the children of the district, the state board may grant a charter and act as sponsor of the charter school. The state board shall review the proposed charter and make a determination of whether to deny or grant the proposed charter within sixty days of receipt of the proposed charter, provided that any charter to be considered by the state board of education under this subdivision shall be submitted no later than March first prior to the school year in which the charter school intends to begin operations. The state board of education shall notify the applicant in writing as the reasons for its denial, if applicable; and	
	(5) The sponsor of a charter school shall give priority to charter school applicants that propose a school oriented to high-risk students and to the reentry of	

	<p>dropouts into the school system. If a sponsor grants three or more charters, at least one-third of the charters granted by the sponsor shall be to schools that actively recruit dropouts or high-risk students as their student body and address the needs of dropouts or high-risk students through their proposed mission, curriculum, teaching methods, and services. For purposes of this subsection, a "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines.</p>	
<p>Statutory Reference 160.405.4</p>	<p>This public charter school shall:</p> <p>(1) Be nonsectarian in its programs, admission policies, employment practices, and all other operation.</p>	
	<p>(2) Comply with laws and regulations of the state, county, or city relating to health, safety, and state minimum educational standards, as specified by the state board of education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, academic assessment under section 160.518, transmittal of school records under section 167.020, the minimum number of school days and hours required under section 160.041, and the employee criminal history background check and the family care safety registry check under section 168.133.</p>	
	<p>(3) Except as provided in sections 160.400 to 160.425, be exempt from all laws and rules relating to schools, governing boards and school districts;</p>	
	<p>(4) Be financially accountable, use practices consistent</p>	

	<p>with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, provided that the annual financial report may be published on the department of elementary and secondary education's internet website in addition to other publishing requirements, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims. A charter school that receives local educational agency status under subsection 6* of this section shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies and comply with all federal audit requirements for charters with local education agency status. For purposes of an audit by petition under section 29.230, this charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located. For the purposes of securing such insurance, a charter school shall be eligible for the Missouri Public Entity Risk Management Fund pursuant to section 537.700. If this charter school incurs debt shall include a repayment plan in its financial plan.</p>	
	<p>(5)This public charter school shall: Provide a comprehensive program of instruction as specified in its charter</p>	
	<p>(6)(a)Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to section 160.514, establish baseline student performance in accordance with the performance contract during the first year of operation, collect student performance data as defined by the annual performance report throughout the duration of the charter to annually monitor student academic performance, and to the extent applicable based upon grade levels offered by the charter school, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board pursuant to section 160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members,</p>	

	<p>report to its sponsor, the local school district, and the state board of education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to subsection 4 of section 160.410. .</p> <p>No charter school shall be considered in the Missouri school improvement program review of the district in which it is located for the resource or process standards of the program.</p>	
	<p>For charter schools, sponsors shall approve performance curriculum, teaching methods, and services. Sponsors shall develop academic and behavioral measures to determine whether standards on a different time frame as specified in that charter shall be assessed comprehensively to determine whether a charter school has documented adequate student performance. All performance measures shall be based on sponsor-approved comprehensive measures. Annual presentation of charter school performance to the department of elementary and secondary education, the department shall include comprehensive measures of student progress.</p>	
	<p>(c) Nothing in this subdivision shall be construed as permitting a charter school to be held to lower performance standards than other public schools within a district; however, the charter of a charter school may permit students to meet performance standards on a different time frame as specified in its charter. The performance standards for alternative and special purpose charter schools that target high-risk students as defined in subdivision (5) of subsection 2 of this section shall be based on measures defined in the school's performance contract with its sponsors;</p>	
	<p>(7) Comply with all applicable federal and state laws and regulations regarding students with disabilities, including sections 162.670 to 162.710, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794) or successor legislation;</p>	
<p>Statutory Reference 160.405.6</p>	<p>The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor. The sponsor and the governing board and staff of the charter school shall jointly review the school's performance, management</p>	

	<p>and operations during the first year of operation and then every other year after the most recent review or at any point where the operation or management of the charter school is changed or transferred to another entity, either public or private. The governing board of a charter school may amend the charter, if the sponsor approves such amendment, or the sponsor and the governing board may reach an agreement in writing to reflect the charter school's decision to become a local educational agency. In such case the sponsor shall give the department of elementary and secondary education written notice no later than March first of any year, with the agreement to become effective July first. The department may waive the March first notice date in its discretion. The department shall identify and furnish a list of its regulations that pertain to local educational agencies to such schools within thirty days of receiving such notice.</p>	
Statutory Reference 160.405.7	<p>This public charter school shall annually participate in a review of their compliance with statutory standards including:</p>	
	(1) Participation in the statewide system of assessments	
	(2) Completion and distribution of an annual report card	
	(3) Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school;	
	(4) A method to measure pupil progress toward the pupil academic standards	
	(5) Publication of each charter school's annual performance report.	
Statutory Reference 160.405.8	(1) (a) A sponsor's intervention policies shall give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and mandate intervention based upon findings of the state board of education of the following	
	a. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school	

	years unless the school has dropout recovery as its mission;	
	b. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and	
	c. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.	
	(b) A sponsor shall have a policy to revoke a charter during the charter term if there is:	
	a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or	
	b. A violation of the law or the public trust that imperils students or public funds	
	(c) A sponsor shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet the performance contract as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.	
	(2) The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.	
	(3) At least sixty days before acting to revoke a charter, the sponsor shall notify the governing board of the charter school of the proposed action	

	in writing. The notice shall state the grounds for the proposed action. The school's governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice.	
	(4) The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Final decisions of a sponsor from hearings conducted pursuant to this subsection are subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.	
	(5) A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children.	
	(6) A charter sponsor shall make available the school accountability report card information as provided under section 160.522 and the results of the academic monitoring required under subsection 3 of this section.	
Statutory Reference 160.405.9	(1) This public charter school shall provide all information necessary to confirm ongoing compliance with all provisions of its charter and sections 160.400 to 160.425 and 167.349 in a timely manner to its sponsor.	
	(2)(a) This public charter school will maintained results on its annual performance report that meet or exceed the KCSD based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in three of the last four school years;	
	(2)(b) This public charter school will be organizationally and fiscally viable and will maintain a positive balance in its operating funds, a combined balance of more than three percent of the amount expended for such funds during the previous fiscal year, or (and) not have expenditures that exceed receipts for the most recently completed fiscal year;	
	(2)(c) The charter is in compliance with its legally binding performance contract and sections 160.400 to 160.425 and section 167.349.	

Statutory Reference 160.405.10	A school district may enter into a lease with a charter school for physical facilities.	
Statutory Reference 160.405.11	A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee at the school district because the employee is directly or indirectly involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or an educational program.	
Statutory Reference 160.405.12	This public charter school board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. The governing board of a charter school may participate, to the same extent as a school board, in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756.	
Statutory Reference 160.405.13	This public charter school whether public or private, operating, administering, or otherwise, any entity managing the school shall be considered a quasi-public governmental body and subject to the provisions of sections 610.010 to 610.035	
Statutory Reference 160.405.14	This public charter school's chief financial officer school shall maintain:	
	(1) A surety bond in an amount determined by UMKC, as the sponsor, to be adequate based on the cash flow of the school; or	
Statutory Reference <u>160.410</u>	Admission, preferences for admission permitted, when--study of performance to be commissioned by department, costs, contents, results to be made public--move out of school district, effect of.	
Statutory Reference 160.410.1	This public charter school shall enroll: All pupils resident in the district in which it operates;	

	(1) Nonresident pupils eligible to attend a district's school under an urban voluntary transfer program;	
	(2) In the case of a charter school whose mission includes student drop-out prevention or recovery, any nonresident pupil from the same or an adjacent county who resides in a residential care facility, a transitional living group home, or an independent living program whose last school of enrollment is in the school district where the charter school is established, who submits a timely application; and	
	(3) In the case of a workplace charter school, any student eligible to attend under subdivision (1) or (2) of this subsection whose parent is employed in the business district, who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. The configuration of a business district shall be set forth in the charter and shall not be construed to create an undue advantage for a single employer or small number of employers.	
Statutory Reference 160.410.2	This public charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission (if capacity is insufficient to enroll all pupils who submit a timely application) except that the school may:	
	(1) Establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education;	
	(2) Give a preference for admission of children whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of such school; and	
	(3) Give a preference for admission to high-risk students, as defined in subdivision (5) of subsection 2 of section 160.405, when the school targets these students through its proposed mission, curriculum, teaching methods, and services. (Charter alternative and special purpose schools)	

<p>Statutory Reference 160.410.3</p>	<p>This public charter school shall not limit admission based on race, ethnicity, national origin, disability, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given age group or grade level. If this public charter school is a single-gender school, this school may limit admission based on gender only.</p> <p>Students that are present for the January membership count as defined in section 163.011 shall be counted in the performance of the charter school on the statewide assessments in that calendar year, unless otherwise exempted as English language learners.</p>	
<p>Statutory Reference 160.410.4</p>	<p>This public charter school shall participate in the department of elementary and secondary education study of the performance of students at each charter school in comparison with an equivalent group of district students representing an equivalent demographic and geographic population and a study of the impact of charter schools upon the constituents they serve in the districts in which they are located conducted by the joint committee on education <i>if selected.</i></p>	
<p>Statutory Reference 160.410.5</p>	<p>This public charter school shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the district in which the school is located the following information:</p>	
	<p>(1) The school's charter;</p>	
	<p>(2) The school's most recent annual report card published according to section 160.522;</p>	
	<p>(3) The results of background checks on the charter school's board members; and</p>	
	<p>(4) If a charter school is operated by a management company, a copy of the written contract between the governing board of the charter school and the educational management organization or the charter management organization for services.</p>	
<p>Statutory Reference 160.410.6</p>	<p>This public charter school shall allow a student who has been attending this school and who moves out of the boundaries of KCPS to complete the current semester and considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter</p>	

	school.	
Statutory Reference 160.410.7	If a change in school district boundary lines occurs under section 162.223, 162.431, 162.441, or 162.451, or by action of the state board of education under section 162.081, including attachment of a school district's territory to another district or dissolution, such that a student attending a charter school prior to such change no longer resides in a school district in which the charter school is located, then the student may complete the current academic year at the charter school. The student shall be considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.	
Statutory Reference 160.410.8	This public charter school shall comply to the provisions of sections 167.018 and 167.019 concerning foster children's educational rights are applicable to charter schools.	
Statutory Reference <u>160.415</u>	Distribution of state school aid for charter schools--powers and duties of governing body of charter schools.	
Statutory Reference 160.415.1	For the purposes of calculation and distribution of state school aid under section 163.031, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which each pupil resides. Each charter school shall report the names, addresses, and eligibility for free and reduced lunch, special education, or limited English proficiency status, as well as eligibility for categorical aid, of pupils resident in a school district who are enrolled in the charter school to the school district in which those pupils reside. The charter school shall report the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education. Each charter school shall promptly notify the state department of elementary and secondary education and the pupil's school district when a student discontinues enrollment at a charter school.	
Statutory Reference 160.415.2	Except as provided in subsections 3 and 4 of this section, the aid payments for charter schools shall be as described in this subsection.	
	(1) A school district having one or more resident pupils	

	attending a charter school shall pay to the charter school an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers' funds in excess of the performance levy as defined in section 163.011 plus all other state aid attributable to such pupils.	
	(2) The district of residence of a pupil attending a charter school shall also pay to the charter school any other federal or state aid that the district receives on account of such child.	
	(3) If the department overpays or underpays the amount due to the charter school, such overpayment or underpayment shall be repaid by the public charter school or credited to the public charter school in twelve equal payments in the next fiscal year.	
	(4) The amounts provided pursuant to this subsection shall be prorated for partial year enrollment for a pupil.	
	(5) A school district shall pay the amounts due pursuant to this subsection as the disbursal agent and no later than twenty days following the receipt of any such funds. The department of elementary and secondary education shall pay the amounts due when it acts as the disbursal agent within five days of the required due date.	
Statutory Reference 160.415.3	A workplace charter school shall receive payment for each eligible pupil as provided under subsection 2 of this section, except that if the student is not a resident of the district and is participating in a voluntary inter-district transfer program, the payment for such pupils shall be the same as provided under section 162.1060.	
Statutory Reference 160.415.4	A charter school that has declared itself as a local educational agency shall receive from the department of elementary and secondary education an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers funds in excess of the	

	<p>performance levy as defined in section 163.011 plus all other state aid attributable to such pupils. If a charter school declares itself as a local education agency, the department of elementary and secondary education shall, upon notice of the declaration, reduce the payment made to the school district by the amount specified in this subsection and pay directly to the charter school the annual amount reduced from the school district's payment.</p>	
<p>Statutory Reference 160.415.5</p>	<p>If a school district fails to make timely payments of any amount for which it is the disbursal agent, the state department of elementary and secondary education shall authorize payment to the charter school of the amount due pursuant to subsection 2 of this section and shall deduct the same amount from the next state school aid apportionment to the owing school district. If a charter school is paid more or less than the amounts due pursuant to this section, the amount of overpayment or underpayment shall be adjusted equally in the next twelve payments by the school district or the department of elementary and secondary education, as appropriate. Any dispute between the school district and a charter school as to the amount owing to the charter school shall be resolved by the department of elementary and secondary education, and the department's decision shall be the final administrative action for the purposes of review pursuant to chapter 536. During the period of dispute, the department of elementary and secondary education shall make every administrative and statutory effort to allow the continued education of children in their current public charter school setting.</p>	
<p>Statutory Reference 160.415.6</p>	<p>The charter school and a local school board may agree by contract for services to be provided by the school district to the charter school. The charter school may contract with any other entity for services. Such services may include but are not limited to food service, custodial service, maintenance, management assistance, curriculum assistance, media services and libraries and shall be subject to negotiation between the charter school and the local school board or other entity. Documented actual costs of such services shall be paid for by the charter</p>	

	school.	
Statutory Reference 160.415.7	In the case of a proposed charter school that intends to contract with an education service provider for substantial educational services, management services, the request for proposals shall additionally require the charter school applicant to:	
	(1) Provide evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;	
	(2) Provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines; compensation structure, including clear identification of 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;	
	(3) Disclose any known conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;	
	(4) Disclose and explain any termination or nonrenewal of contracts for equivalent services for any other charter school in the United States within the past five years;	
	(5) Ensure that the legal counsel for the charter school shall report directly to the charter school's governing board; and	
	(6) Provide a process to ensure that the expenditures that the educational service provider intends to bill to the charter school shall receive prior approval of the governing board or its designee.	
Statutory Reference 160.415.8	A charter school may enter into contracts with community partnerships and state agencies acting in collaboration with such partnerships that provide services to children and their families linked to the school.	
Statutory Reference 160.415.9	A charter school shall be eligible for transportation state aid pursuant to section 163.161 and shall be free to	

	contract with the local district, or any other entity, for the provision of transportation to the students of the charter school	
Statutory Reference 160.415.10	(1) The proportionate share of state and federal resources generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students by their school district where such enrollment is through a contract for services described in this section. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to charter schools serving such students eligible for that aid.	
	(2) A charter school shall provide the special services provided pursuant to section 162.705 and may provide the special services pursuant to a contract with a school district or any provider of such services.	
Statutory Reference 160.415.11	A charter school may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.	
Statutory Reference 160.415.12	A charter school is authorized to incur debt in anticipation of receipt of funds. A charter school may also borrow to finance facilities and other capital items. A school district may incur bonded indebtedness or take other measures to provide for physical facilities and other capital items for charter schools that it sponsors or contracts with. Upon the dissolution of a charter school, any liabilities of the corporation will be satisfied through the procedures of chapter 355. The department of elementary and secondary education may withhold funding at a level the department determines to be adequate during a school's last year of operation until the department determines that school records, liabilities, and reporting requirements, including a full audit, are satisfied.	
Statutory Reference 160.415.13	Charter schools shall not have the power to acquire property by eminent domain	
Statutory Reference 160.415.14	The governing body of a charter school is authorized to accept grants, gifts or donations of any kind and to expend or use such grants, gifts or donations. A grant, gift or donation may not be accepted by the governing body if it is	

	subject to any condition contrary to law applicable to the charter school or other public schools, or contrary to the terms of the charter.	
Statutory Reference 160.417	Financial stress, review of report information by charter school sponsor, when--criteria for financial stress	
Statutory Reference 160.417. 1.	By October 1, 2012, and by each October first thereafter, the sponsor of each charter school shall review the information submitted on the report required by section 162.821 to identify charter schools experiencing financial stress. The department of elementary and secondary education shall be authorized to obtain such additional information from a charter school as may be necessary to determine the financial condition of the charter school. Annually, a listing of charter schools identified as experiencing financial stress according to the provisions of this section shall be provided to the governor, speaker of the house of representatives, and president pro tempore of the senate by the department of elementary and secondary education.	
Statutory Reference 160.417. 2.	For the purposes of this section, a charter school shall be identified as experiencing financial stress if it:	
	(1) At the end of its most recently completed fiscal year:	
	(a) Has a negative balance in its operating funds; or	
	(b) Has a combined balance of less than three percent of the amount expended from such funds during the previous fiscal year; or	
	(2) For the most recently completed fiscal year expenditures, exceeded receipts for any of its funds because of recurring costs.	
Statutory Reference 160.417. 3.	The sponsor shall notify by November first the governing board of the charter school identified as experiencing financial stress. Upon receiving the notification, the governing board shall develop, or cause to have developed, and shall approve a budget and education plan on forms provided by the sponsor. The budget and education plan shall be submitted to the sponsor, signed by the officers of the charter school, within forty-five calendar days of notification that the charter school has been identified as experiencing financial stress.	

	Minimally, the budget and education plan shall:	
	(1) Give assurances that adequate educational services to students of the charter school shall continue uninterrupted for the remainder of the current school year and that the charter school can provide the minimum number of school days and hours required by section 160.041;	
	(2) Outline a procedure to be followed by the charter school to report to charter school patrons about the financial condition of the charter school; and	
	(3) Detail the expenditure reduction measures, revenue increases, or other actions to be taken by the charter school to address its condition of financial stress.	
Statutory Reference 160.417.4	Upon receipt and following review of any budget and education plan, the sponsor may make suggestions to improve the plan. Nothing in sections 160.400 to 160.425 or section 167.349 shall exempt a charter school from submitting a budget and education plan to the sponsor according to the provisions of this section following each such notification that a charter school has been identified as experiencing financial stress, except that the sponsor may permit a charter school's governing board to make amendments to or update a budget and education plan previously submitted to the sponsor.	
Statutory Reference 160.417.5	The department may withhold any payment of financial aid otherwise due to the charter school until such time as the sponsor and the charter school have fully complied with this section.	
Statutory Reference <u>160.420</u>	Employment provisions--school district personnel may accept charter school position and remain district employees, effect—non-certificated instructional personnel, employment, supervision.	
Statutory Reference 160.420.1	Any school district in which charter schools may be established under sections 160.400 to 160.425 shall establish a uniform policy which provides that if a charter school offers to retain the services of an employee of a school district, and the employee accepts a position at the charter school, an employee at the employee's option may remain an employee of the district and the charter school shall pay to the district the district's full costs of salary and benefits provided to the employee. The district's policy shall provide that any teacher who accepts a position at a charter school and opts to remain an	

	employee of the district retains such teacher's permanent teacher status and retains such teacher's seniority rights in the district for three years. The school district shall not be liable for any such employee's acts while an employee of the charter school.	
Statutory Reference 160.420.2	<p>A charter school may employ non-certificated instructional personnel; provided that no more than twenty percent of the full-time equivalent instructional staff positions at the school are filled by non-certificated personnel. All non-certificated instructional personnel shall be supervised by certificated instructional personnel. A charter school that has a foreign language immersion experience as its chief educational mission, as stated in its charter, shall not be subject to the twenty-percent requirement of this subsection but shall ensure that any teachers whose duties include instruction given in a foreign language have current valid credentials in the country in which such teacher received his or her training and shall remain subject to the remaining requirements of this subsection. The charter school shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee, and the charter school shall ensure that a criminal background check and family care safety registry check are conducted for each employee of the charter school prior to the hiring of the employee under the requirements of section 168.133. The charter school may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the state board of education. Appropriate experience, training and skills of non-certificated instructional personnel shall be determined considering:</p>	
	(1) Teaching certificates issued by another state or states;	
	(2) Certification by the National Board for Professional Teaching Standards;	
	(3) College degrees in the appropriate field;	
	(4) Evidence of technical training and competence when such is appropriate; and	
	(5) The level of supervision and coordination with	

	certificated instructional staff.	
Statutory Reference 160.420.3	Personnel employed by the charter school shall participate in the retirement system of the school district in which the charter school is located, subject to the same terms, conditions, requirements and other provisions applicable to personnel employed by the school district. For purposes of participating in the retirement system, the charter school shall be considered to be a public school within the school district, and personnel employed by the charter school shall be public school employees. In the event of a lapse of the school district's corporate organization as described in subsections 1 and 4 of section 162.081, personnel employed by the charter school shall continue to participate in the retirement system and shall do so on the same terms, conditions, requirements and other provisions as they participated prior to the lapse.	

Additional Standards Required By the University Of Missouri-Kansas City

Strength of the Governing Board:

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

Support of UMKC Sponsored Activities:

1. This public charter school will have the lead administrator, or another appropriate

representative of the school, in attendance at 75% or more of the “Lead Administrator Meetings” called by the UMKC Charter School Center.

2. This public charter school will provide the UMKC Charter School Center the necessary information and data to conduct research and make decisions to support and improve charter schools. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
3. This public charter school will have a student information system in place to provide DESE’s information requirements and will provide the UMKC Charter School Center access to all information on DESE’s MSDS portal. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
4. This public charter school has in place a computer-managed benchmark testing system for collecting and compiling test results and achievement data the correlate with the Missouri Show-Me Standards, Grade Level Expectations (K-8), and End-of-Course Objectives (high schools).
5. This public charter school uses information provided by the computer-managed system to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology this public charter school uses.
6. This public charter school uses the interpretation and analysis of the benchmark data to determine if the curriculum or methodology needs to be adjusted at the school-level, grade-level, disaggregated subgroup-level, or individual student-level.

It is our understanding as a public charter school board that the following will serve as an agreement between this board of education and the UMKC CSC as required by statute 160.405.1(14) RSMo. This outlines the terms under which the UMKC CSC will exercise the center’s responsibility to initiate revocation and/or renewal.

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

Intervention

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

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
2. The charter school’s annual performance report results are below the district’s annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and
3. The charter school is identified as a persistently lowest achieving school by the Department of Elementary and Secondary Education.

Revocation

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

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

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

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

Non-Renewal:

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

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

Public Charter School Name

Public Charter School Name _____

The above statements were agreed to by this Public Charter School Board of Education at its meeting on 11/25/14 as reflected in the enclosed minutes.

Tom Helzer

11/25/14

Charter School Board Authorized Signature

Date

Phyllis H. Chase

9-10-2014

UMKC Authorized Representative's Signature

Date

Notarized Signature _____

Contact Information

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

WEEKLY LESSON PLAN-SPECIALS/TITLE

Content: Mr. Riley Science

Quarter: 1

Week:

Grade	GOALS	ACTIVITIES/RESOURCES	MO STANDARDS	ASSESSMENT
FIRST GRADE	TLW identify various sounds and the source of their vibrations.	TTW review how our ears receive sounds. TTW read "Sound." TTW play various sounds over the speakers for students to guess what they are. http://www.ilovewaves.com/Effects/Animals/Animals.htm TTW then make different sounds with common materials. TLW describe where the vibrations come from when the teacher makes different sounds with different materials. TLW practice making quiet sounds with materials at their desk.	* Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments)	Teacher Observation
SECOND GRADE	TLW identify different methods for sound to travel to the receiver's ear.	TLW view "The Wonder of Sound" TTW lead a discussion on what sound is and how students encounter sounds every day. TLW then make a "kazoo" from an ordinary straw to create sound causing vibrations.	* Identify air, water, and solids as mediums that sound travels through	Teacher Observation
THIRD GRADE	TLW identify how water can be changed into a vapor by the sun's heat energy.	TWL view "Water Smart" to preview the water cycle. TTW deliver a minilesson on evaporation and the effects of the Sun's heat energy on water. The class will wet a sponge and place it under a lamp acting as the sun and observe how the sponge dries out over a couple of minutes illustrating evaporation.	* Identify sources of thermal energy (e.g., Sun, stove, fire, body) that can cause solids to change to liquids, and liquids to change to gas *Identify that liquid water can be	Teacher Observation

A

<p>FOURTH GRADE</p>	<p>TLW identify predators and prey in various food chains</p>	<p>TLW finish the previous week's activity on the food chain. TTW introduce new vocabulary (predator and prey) and TCW discuss various food chains while identifying the producers, consumers (herbivore, omnivore, carnivore) decomposers as well as who is the predator and who is the prey. TLW complete the food chain lab packet.</p>	<p>changed into a gas (vapor) in the air.</p>	
			<p>* Classify populations of organisms as producers and consumers by the role they serve in the ecosystem</p> <p>b. Differentiate between the types of consumers (herbivore, carnivore, omnivore, and decomposer)</p> <p>c. Categorize organisms as predator or prey in a given ecosystem</p>	<p>Teacher Observation</p> <p>Food chain lab form</p>

<p>FIFTH GRADE</p>	<p>TLW identify the steps of the water cycle</p>	<p>TCW discuss what cycles are, and what makes them a cycle. TLW identify the steps of the water cycle through a jigsaw vocabulary activity. Each group will study one key term from the water cycle, and teach their term to the class as a whole. TLW understand the basic mechanics of the water cycle through this lesson.</p>	<p>* Classify matter as a solid, a liquid, or a gas, as it exists at room temperature, using physical properties (i.e., volume, shape, ability to flow)</p>	<p>Teacher Observation</p>
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University Academy MS/Upper Lesson Plan Template
8th Grade U.S. History

November 3-7, 2014
Second Quarter

Teacher's Name: Callie Duhig

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective:	I can demonstrate mastery of the main concepts, events, people, causes, and effects of the Revolutionary War in a play.	I can demonstrate mastery of the main concepts, events, people, causes, and effects of the Revolutionary War in a play.	I can define and use unit vocabulary in context.	I can identify strengths and weaknesses of the Articles of Confederation.	I can determine if the Articles of Confederation had the power to solve real-life situations.
Do Now	None	None	CNN Student News	What does it mean to be an American?	What were the Articles of Confederation? Who had more power: states or federal government? Why?
Lesson Outline:	1. Perform plays	2. Perform plays	1. Do Now 2. Create class Bill of Rights 3. Vocab charts	1. Do Now 2. Guided notes/annotations 3. Weakest Link matching game 4. Exit ticket	1. Do Now 2. Review weaknesses of AofC 3. Analyze case studies
Homework/ Assignments	None	None	Vocab charts	Weakest Link (if necessary)	Case studies
Materials	Pen/pencil, plays, any project materials	Pen/pencil, plays, any project materials	Pen/pencil, paper, vocab charts	Pen/pencil, notes, readings	Pen/pencil, case studies
Special Notes:					Duhig is out

Spanish One, Two and Three

Weekly Lesson Plan

First Semester

Mrs. Nurrenbern

November	10	11	12	13	14
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective:	<p>SI: Students will read, write, speak and listen to and listen to vocabulary for discussing school schedules and subjects. Vocabulary recognition quiz. Students will learn the subject pronouns in Spanish.</p> <p>SII: Students will play the role of a real estate agent and create a detailed tour of the property of their choice.</p> <p>SIII: Students will read, write, speak and listen to vocabulary for places around town and giving directions. Direct object pronouns review</p>	<p>SI: Students will read, write, speak and listen to vocabulary for discussing school schedules and subjects. Students will be able to produce the correct subject pronouns for different subjects. Students will correctly conjugate –ar verbs.</p> <p>SII: Students will play the role of a real estate agent and create a detailed tour of the property of their choice.</p> <p>SIII: Students will read, write, speak and listen to vocabulary for places around town and giving directions. Direct object pronouns quiz.</p>	<p>SI: Students will read, write, speak and listen to vocabulary for discussing school schedules and subjects. Students will correctly use subject pronouns and conjugate –ar verbs in context.</p> <p>SII: Students will rehearse their roles as both a real estate agent and a home buyer to prepare for the mastery.</p> <p>SIII: Students will read, write, speak and listen to vocabulary for places around town and giving directions. Students will use correctly form regular and irregular affirmative tu commands.</p>	<p>SI: Students will read, write, speak and listen to vocabulary for discussing school schedules and subjects. Subject pronoun and –ar verbs quiz.</p> <p>SII: Mastery. Students will play the role of a real estate agent and a home buyer. Students will use recently acquired and previously learned vocabulary in their roles and be able to respond naturally to their partner.</p> <p>SIII: Students will read, write, speak and listen to vocabulary for places around town and giving directions. Students will take a quiz over tu commands and the present progressive regular and irregular forms.</p>	<p>SI: Students will compare and contrast UA to a high school in Ecuador. Teacher led presentation on Ecuador.</p> <p>SII: Mastery. Students will play the role of a real estate agent and a home buyer. Students will use recently acquired and previously learned vocabulary in their roles and be able to respond naturally to their partner.</p> <p>SIII: Students will read, write, speak and listen to vocabulary for places around town and giving directions. Students will take a quiz over tu commands and the present progressive regular and irregular forms.</p>

University Academy MS, per Lesson Plan Template

	direct object pronouns.			
<p>Special Notes:</p>	<p>All Spanish lessons are designed for students to use and understand the target language through comprehensible input. Bell work reviews the previous class period's lesson and/or gauge students' knowledge of the day's topic. After new grammar and vocabulary are introduced, students are required to apply the new concepts in pair and group activities that require both recognition and production of the language. The following activities are regularly used to reinforce new language skills and serve as informal assessments: board races, flash cards, TPRS, Think/Pair/Share, roles plays and SmartBoard activities on Quia and Conjuguemos. Audio CDs and videos are used weekly with comprehension activities in order for students to listen to and interpret information from a variety of Spanish speakers. Homework is designed to prepare students for the weekly vocabulary and grammar quizzes.</p>			

B

5th Grade Schedule

7:00-7:25	Teacher Work Time
7:25-8:00	Lockers/Morning Mtg/Million Minutes
8:00-8:25	Breakfast
8:30-10:45	ELA BLOCK CNN Student News Shared Reading/Guided Reading Writing
10:45 - 12:00	Math (including Everyday Counts)
12:00-12:25	Recess
12:25-12:50	Lunch
1:00 - 1:55	Specials
2:00-2:30	Sci/SS
2:30- 2:50	Interactive Read Aloud

*Schedule may vary due to Chromebook schedule.

*Library is scheduled for Monday @ 11:00.



2014-2015
Middle School Bell Schedule

7:00-7:20	Breakfast
7:30-8:30	Hour 1
8:35-9:35	Hour 2
9:40-10:30	Hour 3
10:30-10:50	MS Lunch
* * * * *	
10:55-11:55	Hour 4
12:00-1:00	Hour 5
1:05-2:05	Hour 6
2:10-3:10	Hour 7

UPPER SCHOOL MASTER SCHEDULE

FALL 2014-2015 (r.7.11.2014)

PERIOD	LUNCH							Bell Schedule:
	1	2	3	4	5	6	7	
BELL SCHEDULE	7:30-8:30	8:35-9:35	9:40-10:35	10:40-11:30	11:30-11:55	12:00-1:00	1:05-2:05	2:10-3:15
TCHER /PERIOD	1	2	3	4	5	6	7	1
BLAKEMORE, A	AMLITT	AMLITT	AMLITT	PLAN	LUNCH	LUNCH	WRLDLITT	730-830
KELSEY, E	COLLEGE READ	COLLEGE READ	DCE110/214	PLAN	LUNCH	LUNCH	COMPLITT	835-935
RINEHART, J					LUNCH	LUNCH	AdvDEBATE	940-1035
KENYON, K	ALGEBRA I	ALGEBRA I	PLAN	ALGEBRA I	LUNCH	LUNCH	COLLEGE ALG	1040-1125
PERSLEY, D	COLLEGE ALG	ALGEBRA II	PLAN	GEOM	LUNCH	LUNCH	GEOM	1130-1155
HAVENS, D	WHIST	WHIST	WHIST	DC-WEST CIV	LUNCH	LUNCH	USHIST	1200-100
SHEEHAN, T	INTRO TO PSY	GOVT	GOVT	GOVT	LUNCH	LUNCH	INTRO TO PSY	105-205
BRADY, J	BIO	BIO	BIO	PHYSICAL SC	LUNCH	LUNCH	A & P	210-315
DOUGLAS, H	PHYSICAL SC	CHEMISTRY	CHEMISTRY	CHEMISTRY	LUNCH	LUNCH	CHEMISTRY	LEGEND:
GALVIN, K				PLAN	LUNCH	LUNCH	DTP 1	New/Add
HEFFLEY, R	PLAN	MIXED PE	MIXED PE	MIXED PE	LUNCH	LUNCH	HEALTH	ADV
WARD, C		CHOIR	PLAN	ENSEMBLE	LUNCH	LUNCH	ENTREP	UPPER
SNURR, D	ORCHESTRA I		ORCHESTRA II	PLAN	LUNCH	LUNCH	JAZZ	MS
HAMMOND, K				PLAN	LUNCH	LUNCH	AP STUDARTS	Plan/Other
NURRENBERN, M	PLAN	SPANISH 2	SPANISH 2	SPANISH 1	LUNCH	LUNCH	SPANISH 1	69
SECK, C	PLAN		FRENCH 1	FRENCH 1	LUNCH	LUNCH	FRENCH 1	62
AKEY, D	COMMSERVE	COMMSERVE	COMMSERVE	COMMSERVE	LUNCH	LUNCH	COMMSERVE	39
TBD	SR SEM in 122	AP STATS	SR SEM in 122	JR SEM in 122	LUNCH	LUNCH	JR SEM in 122	36
SUMMARY:								
TCHER/PERIOD	1	2	3	4	5	6	7	206
BELL SCHEDULE	7:30-8:30	8:35-9:35	9:40-10:35	10:40-11:25	11:30-11:55	12:00-1:00	1:05-2:05	2:10-3:10
9	3	6	5	5		6	6	4
10	4	6	6	6		4	6	5
11	4	4	4	5		5	4	5
12	3	4	3	3		4	3	4

C

UA Academic Calendar for the First Year of the Renewed Charter Term

	Su	Mo	Tu	We	Th	Fr	Sa	Notes
Aug 2015		27	28	29	30	31		Jul 30 - Aug 5: Prof. Development
		3	4	5	6	7		Aug 6: First Day of School
		10	11	12	13	14		
		17	18	19	20	21		
Sep 2015		24	25	26	27	28		
		31	1	2	3	4		
		7	8	9	10	11		Sep 7: No School - Labor Day
		14	15	16	17	18		
Oct 2015		21	22	23	24	25		Sep 25: No Classes - Professional Development
		28	29	30	1	2		
		5	6	7	8	9		Oct 9: End of Quarter 1
		12	13	14	15	16		Oct 12: Start of Quarter 2
Nov 2015		19	20	21	22	23		
		26	27	28	29	30		Oct 29: No Classes - Parent-Teacher Conferences
		2	3	4	5	6		Oct 30: No School - Fall Break
		9	10	11	12	13		
Dec 2015		16	17	18	19	20		
		23	24	25	26	27		Nov 25-27: Thanksgiving Break
		30	1	2	3	4		
		7	8	9	10	11		
Jan 2016		14	15	16	17	18		Dec 18: Early Dismissal; End of Semester 1
		21	22	23	24	25		Dec 21 - Jan 1: Winter Break
		28	29	30	31	1		Jan 4: No Classes - Teacher Work Day
		4	5	6	7	8		Jan 5: Start of Semester 2, Quarter 3
Feb 2016		11	12	13	14	15		Jan 15: No Classes - Professional Development
		18	19	20	21	22		Jan 18: No School - Dr. Martin Luther King Day
		25	26	27	28	29		
		1	2	3	4	5		
Mar 2016		8	9	10	11	12		Feb 12: No Classes - Professional Development
		15	16	17	18	19		Feb 15: No School - Presidents Day
		22	23	24	25	26		
		29	1	2	3	4		
Apr 2016		7	8	9	10	11		
		14	15	16	17	18		Mar 14-18: No School - Spring Break
		21	22	23	24	25		Mar 24: End of Quarter 3
		28	29	30	31	1		Mar 25: No School - Good Friday
May 2016		4	5	6	7	8		Mar 28: Start of Quarter 4
		11	12	13	14	15		
		18	19	20	21	22		
		25	26	27	28	29		
May 2016		2	3	4	5	6		
		9	10	11	12	13		
		16	17	18	19	20		
		23	24	25	26	27		May 27: Early Dismissal - Graduation, Last Day of School
	30	31	1	2	3			

D

Nothing in school policy shall prohibit the school from permitting a Civil War re-enactor from bringing a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

We reserve the right to perform random safety screenings throughout the year. These screenings may include, but are not limited to, the use of metal detectors and/or bag checks.

Prohibition Against Smoking

University Academy believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore, University Academy strictly prohibits the use, sale, transfer, and possession of tobacco products, including electronic cigarettes at school and at school-sponsored activities. University Academy is a smoke-free campus. This includes vehicles parked on the premises.

Scope of Authority

The provisions of the Discipline Guidelines may apply in all situations in which students are involved, including:

- activities on school property;
- travel on school buses or in any vehicle when that vehicle is used to transport students for the District;
- off-site school sponsored activities;
- while walking to or from school, waiting for school-provided transportation or waiting for, or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
- acts of behavior, which occurs off school property, and poses a threat to the safety of students and faculty, or disrupts the learning environment.

Off-campus misconduct that is not school-related (i.e., electronics, social media, etc.) but which adversely affects the educational climate or materially disrupts the education process may also be subject to school-related disciplinary consequences (i.e., long-term suspension and/or expulsion).

***Standards of Student Conduct**

University Academy expects all students attending University Academy to display the highest standards of behavior. Students are encouraged and taught to:

- exercise self-control
- demonstrate a positive attitude
- respect the rights and feelings of others
- take responsibility for school property
- support the learning process

Student Accountability

University Academy expects all students attending school to accept the obligation and responsibility to attend school on a regular basis and to comply with University Academy's Discipline Guidelines and Policies. University Academy holds those students who choose not to fulfill their responsibilities at school accountable for their conduct. To provide a safe and

Student Records (As They Apply To Military Recruiters)

University Academy may notify parents/guardians of secondary school students that it is required to release the student's name, address, and telephone listing to military recruiters and institutions of higher education upon request. Parents/guardians of eligible students may request that the District not release this information and the District shall comply with the request.

***University Academy Code of Conduct**

University Academy believes in and fosters a safe and orderly environment for all students, staff, and visitors.

Therefore, the Board has established a code of conduct for parents, patrons, and visitors on school premises and at school activities. All parents, patrons, and visitors will be expected to conduct themselves in a manner reflective of a positive role model for children, and inappropriate conduct, including but not limited to the following will not be permitted on the school's premises or at school-related activities:

1. Verbally aggressive behavior, which includes, but is not limited to, threats, intimidation, and profanity.
2. Physical or violent behavior.
3. Behavior that, in the judgment of school administrators, is disruptive to the educational environment.
4. Conduct by visitors contrary to these expectations may result in sanctions, which may limit a person's access to school activities and school premises.

The Code of Conduct also applies to telephone and electronic communications.

Parent Contact with Students and Teachers During School Hours

University Academy acknowledges the importance of electronic communication between students and parents but strongly encourages parents to communicate with their child before and after school. If your student forgets lunch money, permission slip, a book, homework, or other items necessary for their day at school, you may bring those items to Central Office. Instructional time is precious and University Academy will protect students from unnecessary disruption. Interruption of classroom instruction will not occur to deliver whatever item or message you bring or send. Central Office staff will ensure your student receives the item(s) during a time when it does not disrupt your child's education and/or the classroom environment.

For the safety of our students and staff, all visitors must report to Central Office upon entering the building and sign in. Visitors must sign the log and place a Visitor's Badge on their clothing. When a parent/guardian needs to conference with a teacher, counselor or to observe a classroom, we require that parents/guardians make an appointment in advance. Groups of visitors wishing to visit the school or facilities shall notify the Superintendent's Office, as far in advance as possible, to arrange, and schedule a visit.

Parents, visitors, and students who trespass are subject to escalation to local law enforcement authorities.

XI. 2014-2015 UNIVERSITY ACADEMY DISCIPLINE GUIDELINES

Introduction

University Academy has the authority to control student conduct that is detrimental to good order, maintain discipline, or the carry out of the mission of the school as provided by state law. Authorized school officials will 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 that affect school discipline.

Students forfeit their right to a public education by engaging in conduct prohibited by school policy. 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; hearing and/or long-term suspension by the Superintendent/designee or expulsion from school by the Board.

Discipline Rubric

University Academy has developed discipline guidelines and a rubric that identifies inappropriate and unacceptable behaviors and the corresponding consequences for engaging in these behaviors. The rubric is a guide for District and individual University Academy administrators. Additional information regarding specific disruptive and inappropriate behaviors, behavior intervention strategies, and discipline consequences specific to a certain grade level are available from University Academy administrators. For determining consequences, occurrences reset each school year. Modifications of consequences may occur to developmentally appropriate levels on a student-by-student basis.

Class I Offenses

1. **Defiance of Authority** – When a student refuses to comply with a reasonable request from school personnel or outside volunteers, or disobeys any general classroom and/or school rule/expectation. Blatant misbehavior results in a second office referral.
2. **Academic Dishonesty** – Cheating on tests, copying assignments or papers, or signing a parent/guardian/teacher's signature on a document. Consequences in addition to those listed below: zero score on specific assignment by the teacher and a mandatory parent conference.
3. **Possession, Exhibition, and/or Distribution of Obscene Literature or Material** – Possessing, exhibiting, or distributing materials that offend common decency or morals.
4. **Disruptive Behavior in the Classroom, School or During School Activity** – Intentional acts or conduct in the classroom, in the school building or upon school grounds, which disrupt the education process. The District considers throwing items within the classroom, making noises, or causing the teacher to stop instruction to address student misconduct a disruption. The District prohibits students from bringing disruptive items to school such as, but not limited to, toys, large amounts of money, cell phones, iPods, or other personal electronic equipment. Any item brought to school that is not school related may be confiscated by school personnel and may be turned over to a school administrator. The retrieval of confiscated items by a parent or guardian will be at the administrator's discretion.

5. Misuse of Computer – Any misuse of inappropriate computer and/or network practices. Automatic suspension of computer privileges is in addition to the consequences listed.
6. Detention Failure – Student refuses and/or fails to serve a detention.
7. Failure to Abide by the University Academy Dress Code – This includes clothing, shoes, jewelry, and backpacks.
8. Conspiracy to Commit a Class I Offense – An agreement and/or concerted effort by two or more persons to commit a Class I Offense.
9. Cell Phone & Other Electronic Device Usage During School Hours – uses of the aforementioned items are prohibited during school hours (7:30 a.m. – 3:00 p.m.).

First Occurrence – Verbal warning and/or confiscation of the device;
 Second Occurrence – Confiscation of device, parent must pick up item; and
 Third Occurrence – Conference with parent and possible in or out of school suspension.

Class I Consequences

Lower School	Middle School	Upper School
1st Occurrence K-5th	1st Occurrence 6th -8th	1st Occurrence 9th -12th
Teacher Options within the Classroom: Administrative Conference, Recovery Room, and/or Character Service	Teacher Options within the Classroom: Administrative Conference, Detention, Recovery Room, 1-3 day ISS/Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Administrative Conference, Saturday School, Recovery Room, 1-3 day ISS/Out-of-School Suspension, and/or Character Service
2nd Occurrence K-5th	2nd Occurrence 6th -8th	2nd Occurrence 9th -12th
Administrative Conference, Recovery Room, 1-5 day Out-of-School Suspension, and/or Character Service	Administrative Conference, Detention, Recovery Room, 1-5 day ISS/Out-of-School Suspension, and/or Character Service	Administrative Conference, Saturday School, Recovery Room, 1-5 day ISS/Out-of-School Suspension, and/or Character Service
3rd Occurrence K-5th	3rd Occurrence 6th -8th	3rd Occurrence 9th -12th
Recovery Room, 5-10 day Out-of-School Suspension, and Character Service	Character Service, and 5-10 day ISS/Out-of-School Suspension	Character Service, and 5-10 day ISS/Out-of-School Suspension

If “Teacher Options within the Classroom” are imposed on the first occurrence, students will receive any of the remaining “1st Occurrence” consequences if he or she is referred to the principal’s office for not correcting the misconduct.

Class II Offenses

1. Use of Abusive, Obscene, Offensive or Profane Language and/or Gestures – The use of any offensive language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures which is offensive to modesty or decency. Any slurs, innuendos, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or natural origin, sexual orientation or disability, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment. Consequences may also include referral to law enforcement authorities.
2. Gambling – Participation in games of chance for money and/or other things of value.
3. Dangerous Behavior – Behaving in such a way that could cause injury to a student, teacher, or other staff member (i.e. running in the building, horse playing, wrestling, inappropriate use of equipment or materials, etc.). This includes violation of posted vehicle restrictions including violation of directional signs, speeding, and parking in unauthorized areas.
4. Truancy – A deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian from compulsory schooling. These are absences by students of their own free will, and do not refer to legitimate "excused" absences, such as ones related to a medical condition as communicated by a parent or guardian to school officials.
6. Conspiracy to Commit a Class II Offense – An agreement and/or concerted effort by two or more persons to commit a Class II Offense.
7. Tardiness – Any excused lateness to class beyond the scheduled time that the class begins. Each school (Lower, Middle, or Upper) determines consequences for tardiness.
8. Display of Affection – Any excessive public, physical demonstration of affection while in the view of others is subject to administrators' discretion.

Class II Consequences

Lower School	Middle School	Upper School
1 st Occurrence K-5 th	1 st Occurrence 6 th -8 th	1 st Occurrence 9 th -12 th
Teacher Options within the Classroom: Administrative Conference Recovery Room 1-3 day Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Administrative Conference Recovery Room 1-3 day ISS/Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Administrative Conference Recovery Room 1-3 day ISS/Out-of-School Suspension, and/or Character Service

Class II Consequences (con't.)

Lower School	Middle School	Upper School
2nd Occurrence K-5 th	2nd Occurrence 6 th – 8 th	2nd Occurrence 9 th – 12 th
Teacher Options within the Classroom: Administrative Conference, Recovery Room, 1-5 day Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Administrative Conference, Recovery Room, 1-10 day ISS/Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Administrative Conference, Recovery Room, 1-10 day ISS/Out-of-School Suspension, and/or Character Service
3rd Occurrence K-5 th	3rd Occurrence 6 th -8 th	3rd Occurrence 9 th -12 th
Recovery Room 5-10 day Out-of-School Suspension Character Service Possible referral for Hearing	Recovery Room 5-10 day ISS/Out-of-School Suspension and/or Character Service Possible referral for Hearing	Recovery Room 5-10 day Out-of-School Suspension and/or Character Service Possible referral for Hearing

If “Teacher Options within the Classroom” are imposed on the first occurrence, students will receive any of the remaining “1st Occurrence” consequences if he or she is referred to the principal’s office for not correcting the misconduct.

Class III Offenses

Serious Violations of the District’s Discipline Policy

University Academy considers all Class III and IV Offenses of the Discipline Guidelines and Policies serious violations of the District’s Discipline Policy.

1. Unauthorized Entry – Allowing or assisting any individual(s) to enter the school or grounds other than through designated entrances, without approval of school personnel.
2. Stealing – Taking something that does not belong to you. Knowingly receiving stolen property or possession of stolen property is included in this offense.
3. Vandalism – Willful or malicious damage to any school building or property. This includes damage to the property of an employee or another student as well as damage to neighborhood property when on a field trip or on any school activity away from the school.
4. Extortion – Obtaining money, other articles of value, or information from someone by coercion or intimidation.
5. Possession and/or Use of Tobacco – Law prohibits the use or possession of tobacco or tobacco products, including electronic cigarettes, by students in the school building, on school grounds, and at school-sponsored activities.

6. Possession of Cigarette Lighters and/or Matches – The use or possession of a cigarette lighter, matches or other device that can be utilized to start a fire, while not in the possession of cigarettes or tobacco products, including electronic cigarettes.
7. Inciting to Fight and/or Contributing to a Disruptive Situation – A student provoking another student with the intentional purpose of disrupting any school function, classroom, or school bus. This offense includes, but is not limited to verbal or physical harassment. Consequences may also include referral to law enforcement authorities and/or long-term suspension (11-180 school days) or expulsion.
8. Chronic Misconduct – The combination of more than four (4) office referrals for Class I and/or Class II Offenses during an academic school year.
9. Conspiracy to Commit a Class III Offense – An agreement and/or concerted effort by two or more persons to commit a Class III Offense.

Class III Consequences

Lower School	Middle School	Upper School
1st Occurrence K-5 th	1st Occurrence 6 th -8 th	1st Occurrence 9 th -12 th
Teacher Options within the Classroom: Parent Conference, Recovery Room, 1-5 day Out-of-School Suspension, and/or Character Service	Teacher Options within the Classroom: Parent Conference, Recovery Room, 1-5 day ISS/Out-of-School Suspension, and/or Character Service Possible Referral to Law Enforcement	Teacher Options within the Classroom: Parent Conference, Recovery Room, 1-5 day ISS/Out-of-School Suspension, and/or Character Service Possible Referral to Law Enforcement
2nd Occurrence K-5 th	2nd Occurrence 6 th -8 th	2nd Occurrence 9 th -12 th
Parent Conference, 3-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing	Parent Conference, 3-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing Possible Referral to Law Enforcement	Parent Conference, 3-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing Possible Referral to Law Enforcement
3rd Occurrence K-5 th	3rd Occurrence 6 th -8 th	3rd Occurrence 9 th -12 th
Parent Conference, 5-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing	Parent Conference, 5-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing Possible Referral to Law Enforcement	Parent Conference, 5-10 day Out-of-School suspension, Character Service, and Possible Referral for Hearing Possible Referral to Law Enforcement

Class IV Offenses

1. **Bullying** – University Academy strictly prohibits bullying. Bullying is defined as acts committed repeatedly and systematically with the intention to make, or which have the effect of making, another person feel intimidated, threatened, fearful or apprehensive for their safety, humiliated, degraded, ostracized or excluded, subservient to another person, less important, or unworthy because of physical appearance, socioeconomic status, academic ability, sexual identity, or other characteristic. Prohibited bullying acts include but are not limited to name calling, taunting, physical movements or aggression, social exclusion, teasing, pranks, gestures, physical attacks, demeaning comments, rumors, and ridicule. Acts of bullying may be committed verbally, non-verbally, physically, in writing, electronically by email or on the Internet, phone messages, text messages, or any other medium of communication or expression.

A person violates this policy by willfully committing an act of bullying, or by knowingly participating in, aiding, assisting, or encouraging any act of bullying. Students who believe they are victims of bullying should immediately report the incident(s) to a teacher, coach, counselor, administrator, or Security. Students may also contact the Safety Hotline at 816.412.WARN (9276) or at <http://www.universityacademy.org>.
2. **Possession of Identifiable Drug Paraphernalia** – Possession of items used to pack, weigh, store or contain a controlled substance at school, on school property or during *ANY* school activity. Confiscation of all items will occur in all instances.
3. **Alcohol/Drug Possession and/or Consumption** – Possession of, or using controlled substances at school, on school property or during *ANY* school activity. Local law enforcement agencies will receive items confiscated from the student in all instances. The student, in no case may attend school or classes under the influence of drugs or alcohol. (See “Prohibition against Drugs and Alcohol” on page 18).
4. **Possession and/or Use of Toxic Substances** – Use of intoxicants, which cause a loss of control or inebriation (i.e. glue, solvent, etc.) at school, on school property or during *ANY* school activity.
5. **Possession of Drugs with Intent to Sell/Distribute** – The possession of a controlled substance that by virtue of the quantity, packaging or other circumstances demonstrates intent or effort to sell or distribute at school, on school property or during *ANY* school activity.
6. **Possession and/or Use of a Simulated Weapon** – The possession, concealing, or display of a simulated weapon including, but not limited to, toy guns and/or cap guns.
7. **Possession of Controlled and Non-Controlled Substances** – All controlled (prescription medication) and non-controlled substances (over the counter medicine) must be turned in to the school Nurse’s Office prior to the start of a school day. Parents/guardians must complete and turn in to the Nurse’s Office a form requesting administration of medication by school personnel. Lower School students may not self-administer any medications including cough drops.

8. Distribution and/or Purchase of Controlled and Non-Controlled Substances – Possession, distribution, attempts to distribute, or possession with intent to distribute a non-controlled or controlled substance will merit consequences. Consequences may also include referral to law enforcement authorities and/or long-term suspension (11-180 school days) or expulsion. The Kansas City Police Department will be notified and informed of the offense. School administration will follow their recommendations for further action.
9. Threatening Another Student or School Personnel – Any verbal, written, or physical threat to do violence to another student or school personnel.
10. Fighting – Mutual combat in which both parties have contributed to the conflict, either verbally or physically, regardless of who initiated physical contact.
11. Assault of Another Student or School Personnel – A student's participation in any actual act or intentional touching or striking of another student or school personnel causing physical harm, or an attempt to do the same or placing a person in apprehension of immediate physical injury. Note: This offense includes, but is not limited to, biting, spitting, kicking, stepping on, stabbing/slashing, pushing/throwing students against a locker, wall or to the ground, cutting another student's hair and/or urinating on another student.
12. Sexual Harassment – Actual or simulated conduct for the purpose of sexual stimulation, including but not limited to, fondling, touching, indecent exposure, or the engagement in any heterosexual or homosexual act or depiction at school, on school property, or during ANY school activity. University Academy prohibits sexual jokes or comments, requests for sexual favors and other unwelcome verbal conduct of a sexual nature on school property, during school functions or at school-sponsored activities.
13. Sexual Misconduct – Actual and/or intentional touching or fondling, which would constitute sexual contact. This offense also includes any heterosexual or homosexual act. A student's consent or voluntary participation in any sexual act or form of sexual misconduct is irrelevant, and all students found to have engaged in sexual misconduct will receive the same consequences.
14. Possession, Use, and/or Sale of Explosives – The carrying, concealing, use, or sale of a bomb, dynamite or other deadly explosives including fireworks. An explosive is defined as any explosive, incendiary, bomb or similar device designed or adapted which causes death, serious physical injury, or substantial property damage; or any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, firebombs, etc.).
15. Possession and/or Use of a Firearm – Possession and/or use of a firearm or gun of any kind that injures someone or places someone in fear or apprehension of bodily harm.

In compliance with the "Gun Free Schools Act" (Federal) and RSMo.160.261: Any student who is determined to have brought a weapon (as defined in this subparagraph) to school in violation of this policy shall be suspended for a period of not less than one (1) year or expelled and will be referred to the appropriate legal authorities. The principal

may modify such suspension on a case-by-case basis. For the purpose of this subparagraph the term "weapon" shall mean a "firearm" as defined under 18 U.S.C. 921:

Any weapon, which will or is designed to, or may readily be converted to expel a projectile by the action of an explosive or other propellant:

- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive; incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled.

16. Possession and/or Use of Weapon Other than a Firearm – Possession and/or use of an instrument, device, or projectile that could reasonably be used to attack or defend against another person; or any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. A weapon may include but is not limited to the following:

- Knife (i.e. pocket knife, pen knife, or anything with a blade)
- Projectile weapon (i.e. pellet gun, BB gun, slingshot, bow, crossbow, etc.)
- Blackjack
- Brass knuckles
- Pepper spray
- Mace
- Laser pointer
- Normal school supplies, household items, or other materials (i.e. scissors, nail file, chains, etc.), which are used for attack, defense, to threaten, intimidate, or inflict physical injury or harm to another person.

17. False Alarms – Pulling a fire alarm when there is no fire or smoke and/or making false bomb reports or intentionally dialing 911.

18. Arson – Starting a fire or causing an explosion with the intent to damage the personal property and/or buildings (i.e. setting papers/books on fire, placing lighted matches, or burning paper in trash container, exploding fireworks/bombs, setting property or buildings on fire, etc.).

19. Conspiracy to Commit a Class IV Offense – An agreement and/or concerted effort by two or more persons to commit a Class IV Offense.

20. Unauthorized Entry – Allowing or assisting any individual(s) to enter the school or grounds other than through designated entrances, without approval of school personnel.

Class IV Consequences

Lower School	Middle School	Upper School
1st Occurrence K-5th	1st Occurrence 6th -8th	1st Occurrence 9th -12th
Teacher Options within the Classroom: Parent Conference, 5-10 day Out-of-School suspension, Character Service, and referral to law enforcement (if applicable) Possible expulsion Possible referral for Hearing	Teacher Options within the Classroom: Parent Conference, 5-10 day Out-of-School suspension, Character Service, and possible referral to law enforcement (if applicable) Possible expulsion Possible referral for Hearing	Teacher Options within the Classroom: Parent Conference, Recovery Room, 5-10-day Out-of-School suspension, possible referral for a hearing, and referral to law enforcement (if applicable) Possible expulsion Possible referral for Hearing
2nd Occurrence K-5th	2nd Occurrence 6th -8th	2nd Occurrence 9th -12th
Parent Conference, 11-180 day Out-of-School suspension, Character Service, possible referral for Hearing, and referral to law enforcement (if applicable) Possible expulsion	Parent Conference, 11-180 day Out-of-School suspension, Character Service, possible referral for Hearing, and referral to law enforcement (if applicable) Possible expulsion	Parent Conference, 11-180 day Out-of-School suspension, Character Service, possible referral for Hearing, and referral to law enforcement (if applicable) Possible expulsion

Prohibition Against Bullying

University Academy strictly prohibits any form of bullying or intimidation by students toward School personnel or students on school grounds, at a school sponsored activity, on a school bus, or in a school-related context. University Academy defines bullying as an intentional action by an individual or group of individuals to make physical contact with another person with the intent to intimidate or to inflict physical, emotional, or mental harm, or inflict physical, emotional, or mental suffering on another individual or group of individuals.

Bullying occurs when a student:

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

E

Policy 19: Public Complaints

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

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

1. Teacher
2. Principal
3. Superintendent/Designee

Excerpt from the Board Policy Manual, page 8-9

STATE OF MISSOURI



Rebecca McDowell Cook
Secretary of State

CORPORATION DIVISION
CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

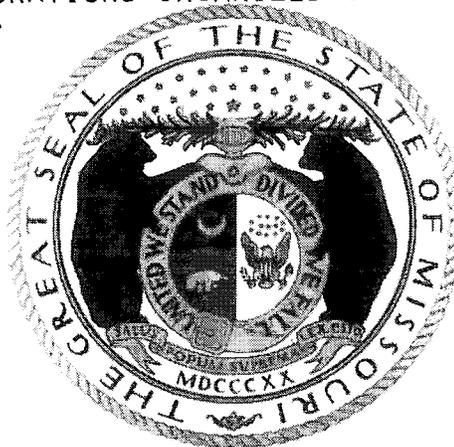
WHEREAS, DUPLICATE ORIGINALS OF ARTICLES OF INCORPORATION OF
UNIVERSITY LEADERSHIP ACADEMY

HAVE BEEN RECEIVED AND FILED IN THE OFFICE OF THE SECRETARY OF
STATE, WHICH ARTICLES, IN ALL RESPECTS, COMPLY WITH THE
REQUIREMENTS OF MISSOURI NONPROFIT CORPORATION LAW;

NOW, THEREFORE, I, REBECCA MCDOWELL COOK, SECRETARY OF STATE
OF THE STATE OF MISSOURI, BY VIRTUE OF THE AUTHORITY VESTED IN
ME BY LAW, DO HEREBY CERTIFY AND DECLARE THIS ENTITY A BODY
CORPORATE, DULY ORGANIZED THIS DATE AND THAT IT IS ENTITLED TO
ALL RIGHTS AND PRIVILEGES GRANTED CORPORATIONS ORGANIZED UNDER
THE MISSOURI NONPROFIT CORPORATION LAW.

IN TESTIMONY WHEREOF, I HAVE SET MY
HAND AND IMPRINTED THE GREAT SEAL OF
THE STATE OF MISSOURI, ON THIS, THE
22ND DAY OF JANUARY, 1999.

Rebecca McDowell Cook
Secretary of State



\$25.00

ARTICLES OF INCORPORATION
OF
UNIVERSITY LEADERSHIP ACADEMY

FILED AND CERTIFICATE OF
INCORPORATION

JAN 22 1999

The undersigned, desiring to form a charitable corporation under the General Not for Profit Corporation Law of the State of Missouri, does hereby certify:

ARTICLE I

NAME

The name of the Corporation shall be the University Leadership Academy (hereinafter the "Corporation").

ARTICLE II

ADDRESS AND REGISTERED AGENT

The address of the initial registered office and Registered Agent of the Corporation in the State of Missouri is: Barnett C. Helzberg, Jr., 4520 Main, Suite 1050, Kansas City, Missouri 64111-1816.

ARTICLE III

PURPOSES

The purpose of the Corporation is to establish a charter school which prepares students for entry into institutions of higher education and to administer the charter school for such purposes.

The Corporation is a public-benefit corporation and is organized and shall be operated exclusively for charitable, educational, religious, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations

under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempt to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on: (a) by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue code or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE IV

NO BENEFIT TO MEMBERS

The Corporation has no members. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to the Corporation's directors, trustees, officers or private individuals, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

FILED AND CERTIFICATE OF
INCORPORATION ISSUED

JAN 22 1999

ARTICLE V

TAX-EXEMPT STATUS

It is intended that this Corporation shall have the status of a corporation which is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly.

[Handwritten signature]
SECRETARY

ARTICLE VI
INCORPORATOR

The name and place of residence of the incorporator is as follows:

Lynne Brown
10206 Delmar
Overland Park, KS 66207

ARTICLE VII
DURATION

The duration of the Corporation is to be perpetual.

ARTICLE VIII
DISTRIBUTION UPON DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, by majority vote, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation (i) exclusively for the purposes of the Corporation in such manner as the Board of Directors shall determine (ii) to such organization or organizations organized and operated exclusively for charitable, educational, religious, scientific or literary purposes, which qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, or (iii) to the federal government, or to a state or local government for a public purpose. Any of such assets not so distributed shall be distributed by the Circuit Court in the county in which the principal office of the Corporation is at the time located, exclusively for the aforesaid purposes of the Corporation or to such qualified organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

FILED AND CERTIFICATE OF
INCORPORATION FILED

JAN 22 1999

STATE OF KANSAS
RECORDS & COPIES

ARTICLE IX

FIRST BOARD OF DIRECTORS

The number of directors to constitute the first Board of Directors is four (4). The persons who shall serve the Corporation as the Board of Directors until the first annual meeting, or until such other meeting called to elect the Board of Directors, are:

Barnett Helzberg
4520 Main, Suite 1050
Kansas City, MO 64111

Shirley Helzberg
4520 Main, Suite 1050
Kansas City, MO 64111

Thomas Bloch
830 W. 51st Street
Kansas City, MO 64112

Lynne Brown
10206 Delmar
Overland Park, KS 66207

FILED AND CERTIFICATE OF
INCORPORATION ISSUED

JAN 22 1999

SECRETARY

ARTICLE X

MAJOR DECISIONS

As further provided in the Bylaws of the Corporation, the affirmative vote of at least two-thirds (2/3) of all Directors, at any annual or special meeting, shall be required to adopt or approve any of the following actions:

- (i) Liquidation or dissolution of the Corporation;
- (ii) Merger, consolidation or transfer of all or substantially all of the assets of the Corporation; and
- (iii) Repeal, modification, amendment in whole or in part, or addition to the Articles of Incorporation or Bylaws of the Corporation, or adoption of new Articles of Incorporation or Bylaws for the Corporation.

ARTICLE XI

INTERNAL REVENUE CODE

All references in these Articles to Sections of the Internal Revenue Code (or simply "Code") shall be considered references to the Internal Revenue Code of 1986, as from time to time amended, and to the corresponding provisions of any similar law subsequently enacted.

IN WITNESS WHEREOF, I have hereunto subscribed my name at Kansas City, Missouri, this 14 day of Jan., 1999.

INCORPORATOR:

Lynne K. Brown
Lynne K. Brown

FILED AND CERTIFICATE OF
INCORPORATION

JAN 22 1999

No. N00060545

STATE OF MISSOURI



Rebecca McDowell Cook
Secretary of State

CORPORATION DIVISION
CERTIFICATE OF AMENDMENT
OF A
MISSOURI NONPROFIT CORPORATION

WHEREAS,

UNIVERSITY ACADEMY

Formerly,

UNIVERSITY LEADERSHIP ACADEMY

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me duplicate originals of Articles of Amendment of its Articles of Incorporation and has in all respects complied with 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 have set my hand and imprinted the GREAT SEAL of the State of Missouri, on this, the 31st day of JANUARY, 2000.



Rebecca McDowell Cook
Secretary of State

\$10.00

CERTIFICATE OF AMENDMENT TO ARTICLES OF INCORPORATION
OF
UNIVERSITY LEADERSHIP ACADEMY

FILED AND CERTIFICATE
ISSUED
JAN 31 2000

John M. Smith, Jr.
SECRETARY OF STATE

The undersigned, being a member of the Board of Directors of the UNIVERSITY LEADERSHIP ACADEMY, a Missouri Not For Profit Corporation, (the "Corporation"), and whose registered agent and registered office is Barnett C. Helzberg, Jr., 4520 Main, Suite 1050, Kansas City, Missouri 64111-1816, does hereby certify that the Board of Directors of the Corporation adopted a resolution setting forth the following amendment to the Articles of Incorporation:

1. Article One of the Articles of Incorporation is hereby deleted in its entirety and replaced as follows:

ARTICLE ONE

The name of the corporation is: University Academy.

Furthermore, the undersigned hereby certifies that said amendment was adopted and approved by Unanimous Consent of all of the members of the Board of Directors of the Corporation on January 11, 2000, and that such amendment was duly adopted in accordance with the Bylaws of the Corporation.

IN WITNESS WHEREOF, this Certificate of Amendment has been signed this 11th day of January, 2000.

Lynne K. Brown

Director and Secretary

STATE OF Missouri)
) ss.
COUNTY OF Jackson)

I, Marcella A. Frankland, a Notary Public, do hereby certify that on the 11th day of January, 2000, personally appeared before me, Lynne K. Brown who being by me first duly sworn acknowledged and declared that he/she is the person who signed the foregoing document as a Director of University Leadership Academy, and that the statements therein contained are true.

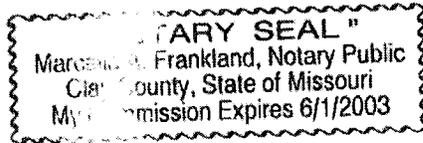
IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my official seal the day and year last above written.

(SEAL)

Marcella A. Frankland
Notary Public

My Commission Expires:

6-1-2003



STATE OF Missouri)
) ss.
COUNTY OF Jackson)

I, Marcella A. Frankland, a Notary Public, do hereby certify that on the 11th day of January, 2000, personally appeared before me, Lynne K. Brown who being by me first duly sworn acknowledged and declared that he/she is the person who signed the foregoing document as a Director of University Leadership Academy, and that the statements therein contained are true.

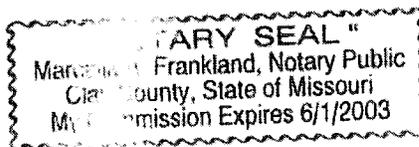
IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my official seal the day and year last above written.

(SEAL)

Marcella A. Frankland
Notary Public

My Commission Expires:

6-1-2003



SECOND AMENDED AND RESTATED BYLAWS

OF

UNIVERSITY ACADEMY

(A Missouri Not For Profit Corporation)

SECOND AMENDED AND RESTATED BYLAWS

OF

UNIVERSITY ACADEMY

Table of Contents

	<u>Page</u>
ARTICLE I OFFICES	1
ARTICLE II DIRECTORS	1
Section 1. General Powers	1
Section 2. Number	1
Section 3. Advisory Directors	2
Section 4. Election and Term of Office	2
Section 5. Annual and Regular Meetings.....	2
Section 6. Special Meetings	2
Section 7. Notice.....	2
Section 8. Quorum and Voting	3
Section 9. Manner of Acting	3
Section 10. Removal; Vacancies	3
Section 11. Compensation.....	3
Section 12. Telephone Meetings	3
ARTICLE III OFFICERS.....	3
Section 1. Number	3
Section 2. Election and Term of Office	4
Section 3. Duties of Officers	4
Section 4. Removal.....	4
Section 5. Vacancies	4
Section 6. Compensation.....	4
ARTICLE IV COMMITTEES OF THE BOARD	4
Section 1. Duties of Committees	5
ARTICLE V CONTRACTS, LOANS, CHECKS, DEPOSITS, CUSTODIANS	5
Section 1. Contracts	5
Section 2. Loans	5
Section 3. Checks, Drafts, Etc.....	5
Section 4. Deposits	5
Section 5. Custodians.....	5
ARTICLE VI INDEMNIFICATION OF OFFICERS, TRUSTEES AND OTHER	6
Section 1. Right to Indemnification.....	6
Section 2. Determination of Indemnification	7
Section 3. Claimant's Enforcement of Right to Indemnification.....	7

	<u>Page</u>
Section 4. Non-Exclusivity of Rights	7
Section 5. Insurance	7
ARTICLE VII DISBURSEMENTS FOR ELEEMOSYNARY PURPOSES	8
ARTICLE VIII CONFLICT OF INTEREST - PROHIBITED TRANSACTIONS	8
Section 1. Conflict of Interest Procedure	8
Section 2. Prohibited Transactions	9
ARTICLE IX AMENDMENTS	10
ARTICLE X NON-DISCRIMINATION	10
ARTICLE XI CERTIFICATE	10

SECOND AMENDED AND RESTATED BYLAWS

OF

UNIVERSITY ACADEMY
(f.k.a. University Leadership Academy)

A Missouri Not For Profit Corporation

ARTICLE I

OFFICES

The principal office of the corporation in the State of Missouri shall be located at 6801 Holmes, Kansas City, Missouri 64131. The corporation may have such other offices, either within or without the State of Missouri, as the activities of the corporation may require from time to time.

Pursuant to the General Not For Profit Corporation Act of Missouri, the corporation must continuously maintain in the State of Missouri a registered office with the same address as that of the registered agent. The registered agent may be an individual who resides in this state and whose office is identical with the registered office, or a domestic business or nonprofit corporation whose office is identical with the registered office, or a foreign business or nonprofit corporation authorized to transact business in this state whose office is identical with the registered office.

The corporation may change its registered office or registered agent by delivering to the secretary of state for filing a statement of change that satisfies the requirements of Section 355.166 of the General Not For Profit Corporation Act.

ARTICLE II

DIRECTORS

Section 1. General Powers: The affairs of the corporation shall be managed by its Board of Directors.

Section 2. Number: The number of directors of the corporation shall be seven (7); provided, however, that the number of directors may at any time and from time to time be increased to any number not more than ten (10) and decreased to any number not less than three (3), by the adoption of a resolution to such effect or by an affirmative vote of a majority of the directors in office.

Section 3. Advisory Directors: One or more Advisory Directors may be elected by a unanimous vote of the Board of Directors. Advisory Directors are elected for the purpose of providing advice, counsel and assistance to the Board of Directors and shall have no right to vote. Advisory Directors shall not, as such, receive any stated compensation for their services, but by resolution of the Board of Directors may be reimbursed for their expenses of attendance at meetings of the Board; provided, that nothing herein contained shall be construed to preclude any Advisory Director from serving the corporation in any other capacity and receiving reasonable compensation for personal services actually rendered.

Section 4. Election and Term of Office:

(a) Perpetual Directors. Three members of the Board of Directors shall be elected for three-year terms, with each director being eligible to serve an unlimited number of terms. The perpetual directors shall be Barnett C. Helzberg, Jr., Shirley Bush Helzberg and Bush C. Helzberg. In the event of the death, resignation or removal of a perpetual director, a successor perpetual director shall be elected by a majority vote of the entire Board of Directors.

(b) Non-Perpetual Directors. The remaining four directors of the Corporation shall be elected for three-year terms, with each director being eligible to serve no more than two consecutive full terms.

(c) Commencement of Term, Election of Directors. The term of a director shall begin at the conclusion of the annual meeting at which such Board member is elected and terminate at the end of that member's term or upon the director's earlier death, resignation or removal. The members of the Board of Directors at each annual meeting shall have the voting rights to elect the Board of Directors whose term begins upon the adjournment of such meeting; and such directors, as electors, shall have the full power and authority to re-elect any, several or all of the directors to succeed themselves in office, subject to the above term limits. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors.

Section 5. Annual and Regular Meetings: The annual meeting of the Board of Directors shall be held in Kansas City, Missouri, on a date set by the Board. Such meeting shall be held for the purpose of electing directors and for transacting such other business as may come before the meeting. If the election of directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting as soon thereafter as conveniently may be. The Board of Directors may determine the time and place (within the State of Missouri) for the holding of regular meetings, other than the annual meeting.

Section 6. Special Meetings: Special meetings of the Board of Directors may be called by the Chairman of the Board, by the President, or by a majority of the directors.

Section 7. Notice: The Board will give notice of the annual meeting, any regular meeting or special meeting, including the time, date and place of the meeting and its tentative agenda, in a manner reasonably calculated to advise the public of the matters to be considered, as required by Missouri law.

Section 8. Quorum and Voting: A majority of the Board of Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; provided that if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. Each director present shall be entitled to one vote upon each matter submitted to a vote at any such meeting.

Section 9. Manner of Acting: The act of the majority of the directors present at a meeting of the directors at which a quorum is present shall be the act of the Board of Directors.

Section 10. Removal; Vacancies: A director may be removed, with or without cause, upon the affirmative vote of two-thirds of the directors then in office. In the event of the removal of a director, or in the event of the death or resignation of a director, a majority of the remaining directors may fill such vacancy or vacancies. A director elected to fill a vacancy shall serve as such until the next annual meeting of the Board of Directors.

Section 11. Compensation: Directors, as such, shall not receive any stated compensation for their services, but by resolution of the Board of Directors may be reimbursed for their expenses of attendance at meetings of the Board; provided, that nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity and receiving reasonable compensation for personal services actually rendered.

Section 12. Telephone Meetings: Members of the Board of Directors may participate in a meeting by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting. Any business transacted at such a meeting shall be deemed to have been duly and lawfully transacted at a meeting duly convened and held, unless any member of the Board shall protest, prior to the commencement of discussion upon the business objected to, the holding of such meeting in such manner; and in the absence of any such protest, the Secretary or other appropriate officer may certify any action taken at such a meeting to any interested party as action taken at a meeting duly and lawfully convened and held.

Section 13. Notice of Telephone Meetings. If all Members of the Board of Directors intend to participate in a meeting by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, the Board will give notice of the meeting, including a statement that the meeting will be held by telephone, the time, date and place where the public may observe and attend the meeting and its tentative agenda, in a manner reasonably calculated to advise the public of the matters to be considered, as required by Missouri law.

ARTICLE III

OFFICERS

Section 1. Number: The officers of the corporation shall be a Chairman of the Board, a President, a Treasurer, a Secretary and such other officers or associates as may be

elected to fill positions created by resolution of the Board of Directors or created by the Board of Directors signing the corporation's minutes. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office: The officers of the corporation shall be elected annually by the Board of Directors at its annual meeting for one year terms commencing upon the conclusion of the annual meeting at which they are elected and expiring upon the conclusion of the next annual meeting of the Board of Directors; provided, however, that each officer shall hold office until such officer's successor shall have been duly elected and qualified or until his death or until he shall resign or shall have been removed.

Section 3. Duties of Officers: The duties of the officers shall be such that usually attach to such offices and, in addition thereto, such further duties as may be designated from time to time by the Board of Directors. The Board of Directors shall delegate to one of the officers the responsibility for preparing minutes of the directors' meetings and authenticating records of the corporation.

Section 4. Removal: Any officer or agent elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 5. Vacancies: A vacancy in any office because of death, resignation, removal or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 6. Compensation: The compensation of the officers, if any, shall be fixed from time to time by the Board of Directors and no officer shall be prevented from receiving such compensation by reason of the fact that he is also a director of the corporation; provided, however, that such compensation shall include only reasonable compensation for personal services actually rendered.

ARTICLE IV

COMMITTEES OF THE BOARD

Section 1. Appointment of Committees: The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate one or more committees, each of which shall have and exercise the authority of the Board in the management of the corporation to the extent provided in the designating resolution; provided, however, that the designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed upon it or them by law.

Other committees not having the authority of the Board of Directors in the management of the corporation may be designated by a resolution adopted by a majority of the Directors

present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the Board of Directors.

Section 2. Duties of Committees: Each Committee shall exercise such authority as granted by the Board. A committee of the Board may not: (1) authorize distributions to members, directors, officers, agents or employees, except in exchange for value received; (2) approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all of the corporation's assets; (3) unless otherwise stated in the Bylaws or Articles of Incorporation, elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or (4) adopt, amend or repeal the Articles or Bylaws.

Section 3. Notice. The committees will give notice of any meetings, including the time, date and place of the meeting and its tentative agenda, in a manner reasonably calculated to advise the public of the matters to be considered, as required by Missouri law.

ARTICLE V

CONTRACTS, LOANS, CHECKS, DEPOSITS, CUSTODIANS

Section 1. Contracts: Except as otherwise provided in these Bylaws or in the Articles of Incorporation, the Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute any instrument in the name of, and on behalf of, the corporation, and such authority may be granted generally or confined to specific instances. Unless so authorized by the Board of Directors or in these Bylaws or in the Articles of Incorporation, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose in any amount whatsoever.

Section 2. Loans: No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, Etc.: All checks or instruments for the payment of money and all notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate. If no such designation is made, and unless and until the Board otherwise provides, the President and Secretary, the President and Treasurer or the Treasurer and Secretary, shall have power to sign all such instruments for, on behalf of and in the name of the Corporation, which are executed or made in the ordinary course of the corporation's business.

Section 4. Deposits: All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 5. Custodians: The Board of Directors may from time to time designate a bank, trust company, or other depository as custodian of all funds and properties of the corporation. Such custodian shall maintain a record of all receipts, expenditures, income and

expenses of the corporation, and/or perform such ministerial duties as the Board of Directors by written direction may instruct, and/or receive such fees for its services as may from time to time be agreed upon by the Board of Directors and the custodian.

ARTICLE VI

INDEMNIFICATION OF OFFICERS, TRUSTEES AND OTHER

Section 1. Right to Indemnification:

(a) Actions Brought By Corporation: In an action or suit brought by or in the right of the corporation to procure a judgment in the corporation's favor, the corporation may indemnify any person ("indemnitee") who was or is a party or is threatened to be made a party to any threatened, pending or completed action by the corporation to procure judgment in its favor by reason of the fact that the indemnitee is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, and amounts paid in settlement actually and reasonably incurred by him in connection with the defense or settlement of the action or suit, if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation; except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation, unless and only to the extent, that the court in which the action or suit was brought determines upon application that, despite the adjudication of liability and in view of all circumstances of the case, the indemnitee is fairly and reasonably entitled to indemnity for such expenses which the court deems proper.

(b) Other Actions: In actions, other than ones brought by or in the right of the corporation, the corporation may indemnify any person ("indemnitee") who was or is threatened to be made a party to any such threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against all expenses, (including attorneys' fees, judgments, fines, and amounts paid or to be paid in settlement actually and reasonably incurred or suffered by such indemnitee) in connection with any such action, suit or proceeding; provided, however, the indemnitee acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

(c) Indemnification When Successful: To the extent that a director, officer, employee or agent of the corporation has been successful on the merits or in defense of any action, suit, or proceeding referred to in subsections (a) and (b) of this Section, or in defense of any claim, issues or matter therein, he shall be indemnified against expenses, including attorneys' fees, actually and reasonably incurred by him in connection with the action, suit or proceeding. Such right shall be a contract right and shall include the right to be paid by the corporation in advance of the final disposition of any proceeding; provided, however, that the payment of such expenses incurred by such indemnitee in the capacity of a director, officer, employee or agent (and not in any other capacity in which service was or is rendered by such indemnitee while a director, officer, employee or agent of the corporation, including, without limitation, service to an employee benefit plan) in advance of the final disposition of such proceeding, shall be made only upon delivery to the corporation of an undertaking, by or on behalf of such indemnitee, to repay all amounts so advanced if it should be determined ultimately that such indemnitee is not entitled to be indemnified under this Article VI.

Section 2. Determination of Indemnification: All indemnification under subsections (a) and (b) of Section 1, unless ordered by a court, shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in this Article. The determination shall be made by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding. If such a quorum is not obtainable, or even if obtainable, a quorum of disinterested directors may direct independent legal counsel to prepare a written opinion stating whether indemnification is proper under this Article VI.

Section 3. Claimant's Enforcement of Right to Indemnification: An indemnitee claiming indemnification pursuant to the provisions of this Article VI shall be entitled to enforce such claim against the corporation. A claimant's expenses, including attorneys' fees, incurred in attempting to enforce the rights of indemnification granted herein shall be reimbursed by the corporation if, as a result of any final disposition of such enforcement proceeding, indemnification, in whole or in part, is made to the claimant.

Section 4. Non-Exclusivity of Rights: The rights conferred by this Article VI shall not be exclusive of any other right which such indemnitee may have or hereafter acquire under any statute, provisions of the Articles of Incorporation, Bylaws, agreement, vote of disinterested directors or otherwise.

Section 5. Insurance: The corporation may, at its option, maintain insurance at its expense to protect itself and any director, officer, employee or agent of the corporation or another corporation, partnership, joint venture, trust or other enterprise against any such expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under Missouri law.

ARTICLE VII

DISBURSEMENTS FOR ELEEMOSYNARY PURPOSES

All income and properties of the corporation shall be devoted exclusively to charitable, scientific, literary, or educational purposes as provided in Article III of the Articles of Incorporation. Subject to and except as otherwise provided under Missouri law, the Board of Directors may adopt such procedures governing the management and/or disbursement of funds for such eleemosynary purposes as in its opinion are reasonably calculated to carry out such purposes as set forth in said Article III; provided, however, that until such time as the Internal Revenue Service has by appropriate action recognized this corporation as one organized and operating exclusively for charitable, scientific, literary, or educational purposes, the expenditures of this corporation for the eleemosynary purposes aforesaid shall be made only to such charitable, scientific, literary, or educational corporations, trusts, community chests, funds, or foundations as are exempt under Section 501(c)(3), of the Internal Revenue Code of 1986, or applicable provisions of prior revenue acts, or to such States, territories, possessions or political subdivisions thereof, or such other organizations, contributions to which are deductible under the provisions of Section 170 of said Internal Revenue Code, or applicable subsequent legislation.

ARTICLE VIII

CONFLICT OF INTEREST - PROHIBITED TRANSACTIONS

Section 1. Conflict of Interest Procedure: At no time may a director, officer, employee or agent of the corporation enter into any transaction with the corporation in which that director, officer, employee or agent has a material interest unless the transaction is approved in advance by a vote of the Board of Directors. Such approval will occur only if:

- (a) the material facts of the transaction and the director's, officer's, employee's, or agent's interest are disclosed to the Board; and
- (b) the directors approving the transaction in good faith reasonably believe that the transaction is not unfair to the corporation.

For purposes of this Section, any transaction with the corporation in which a director, officer, employee or agent of the corporation has a material interest shall be authorized, approved or ratified if it receives the affirmative vote of a majority of the directors on the Board who have no direct or indirect interest in the transaction, but such a transaction shall not be authorized, approved or ratified under this Section by a single director. If a majority of the directors on the Board, who have no direct or indirect interest in the transaction, vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Section. The presence of, or a vote cast by, a director with a material interest in the transaction does not affect the validity of any action taken under this Section, if the transaction is otherwise approved as provided in this Section.

Section 2. Prohibited Transactions: Notwithstanding the conflict of interest procedure set forth in this Article VIII, no provision of the Articles of Incorporation or these Bylaws shall in any way be construed as permitting the corporation, whether through its Board of Directors, its officers, employees, agents, or other party acting in its behalf, to:

(a) lend any part of its income or principal to its officers or directors, or to any other disqualified person; or

(b) lend any part of its income or principal without the receipt of adequate security and a reasonable rate of interest; or

(c) pay any compensation, in excess of a reasonable allowance for salaries or other compensation for personal services actually rendered; or

(d) make any part of its services or facilities available on a preferential basis to a disqualified person; or

(e) make any substantial purchase of securities or any other property, for more than adequate consideration in money or money's worth; or

(f) sell any substantial part of its securities or other property for less than adequate consideration in money or money's worth; or

(g) engage in any other transaction which results in a substantial diversion of its income or principal; or

(h) sell or exchange, or lease property between the corporation and a disqualified person; or

(i) transfer to, or use by or for the benefit of, a disqualified person any income, principal or assets of the corporation.

For purposes of this Section, "disqualified person" shall include: (i) the incorporators; (ii) a director, officer, employee or agent of the corporation; (iii) a substantial contributor (as defined in Section 507(d)(2) of the Internal Revenue Code of 1986); (iv) an owner of more than 20 percent of the total combined voting power of a corporation, the profits interest of a partnership, or the beneficial interest of a trust or unincorporated enterprise, which is a substantial contributor to the corporation; (v) a member of the family (as defined in Section 4946(d) of the Internal Revenue Code of 1986) of any individual described in subparagraphs (ii), (iii) and (iv); (vi) a corporation, partnership, trust or estate of which the persons described in subparagraphs (i) through (v) own directly or indirectly more than 35 percent of the total combined voting power of all classes of stock entitled to vote, the profits interests of a partnership, or the beneficial interest in the trust or estate. For purposes of determining stock ownership under subparagraphs (iv) or (vi), there shall be taken into account indirect stockholdings as defined in Section 4946(a)(3) of the Internal Revenue Code. For purposes of

subparagraphs (iv) or (vi), the ownership of profits or beneficial interests shall be determined in accordance with Section 4946(a)(4) of the Internal Revenue Code.

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended or repealed and new by-laws may be adopted at any meeting of the Board of Directors called for that purpose by the affirmative vote of a majority of the Board of Directors.

ARTICLE X

NON-DISCRIMINATION

The Corporation will not discriminate on the basis of race, color, national or ethnic origin. The following Statement of Policy will be included in all brochures and catalogues relating to the Corporation: "The University Academy admits students of any race, color and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its education policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs."

CERTIFICATE

The undersigned hereby certifies that the foregoing Bylaws were adopted by the Directors of the corporation as of the 27th day of January, 2015.

Dated as of the 27th day of January, 2015.


Shirley Bush Helzberg, Secretary

H

INTERNAL REVENUE SERVICE
O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 09 2000

UNIVERSITY ACADEMY
C/O PETER W. BROWN
HUSCH & EPPENBERGER, LLC
1200 MAIN STREET SUITE 1700
KANSAS CITY, MO 64105

Employer Identification Number:
43-1867721

DLN:

17053083010000

Contact Person:

RICHIE HEIDENREICH

ID# 75891

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Form 990 Required:

Yes

Addendum Applies:

No

Dear Applicant:

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 section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. 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 Code sections 2055, 2106, and 2522.

Letter 947 (DO/CG)

-2-

UNIVERSITY ACADEMY

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

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

You need an employer identification number even if you have no employees.

Letter 947 (DO/CG)

-3-

UNIVERSITY ACADEMY

If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation 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,



Steven T. Miller
Director, Exempt Organizations

I

ACS DATA SEARCH

Unlock the Truth

PHONE: (913) 849-1771 or (800) 521-9082

To: BUSH HELZBERG
File #: 409518

RECOMMEND/STATUS: Completed Report

Employment Screening Report

10/19/2010

FAX: (913) 849-1882 or (800) 521-4632

Date in: 8/24/2010

Completed: 8/25/2010

APPLICANT INFORMATION

Applicant: ANGRIST, JONATHAN C

SSN: 000-00-5942

ADDRESS HISTORY

Address: 6332 WENONGA RD, MISSION HILLS, KS 66208
Address: 854849 METAVANTE WY, SIOUX FALLS, SD 57186
Address: PO BOX 854849, SIOUX FALLS, SD 57186

On App: YES
On App: NO
On App: NO

CREDIT SUMMARY

# Accta	Pos	Neg	% Pos	Open Bal.	Monthly Pmt
22	22	0	100	\$481,385.00	\$2,369.00

Comments:

SOCIAL SECURITY NUMBER SUMMARY

SSN Verified: Verified Valid through National Credit Reporting Agency.

Comments:

CRIMINAL CONVICTION SEARCH

Record: N
ACS has performed a criminal conviction search in the following areas:
Areas: KC-7 county search, Johnson-KS, MO-Multi County, KS-Multi County, Wyandotte-KS, Statewide-SD, MO-Multi County2, Add Trace/Social Search, KS-Sex Off. / National SOF, Federal-KS District, Federal-SD

OUR FINDINGS ARE:

No record of conviction identifiable with this applicant.

GENERAL COMMENTS

Notice of Confidentiality: The documents accompanying this telecopy transmission contain confidential and privileged information intended only for the use of the individual or entity named above. If you are not the intended recipient, please note that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone and return the original message to the following address via the U.S. Postal Service, P.O. Box 12587, Overland Park, KS 66282-2587.



PHONE: (913) 649-1771 or (800) 521-9082

To: BUSH HELZBERG
File #: 412626
RECOMMEND/STATUS: Completed Report

Employment Screening Report

11/10/2010
FAX: (913) 649-1882 or (800) 521-4632
Date In: 11/8/2010
Completed: 11/10/2010

APPLICANT INFORMATION

Applicant: NELSON, GERSHAM A

SSN: 000-00-2441

ADDRESS HISTORY

Address: 515 FOUNTAIN HILL DR, WARRENSBURG, MO 64093
Address: 47675 ASHFORD DR, CANTON, MI 48188
Address: 1301 VEST DR, # A, WARRENSBURG, MO 64093

On App: YES
On App: NO
On App: NO

CREDIT SUMMARY

Table with 6 columns: # Accts, Pos, Neg, % Pos, Open Bal., Monthly Pmt. Values: 38, 38, 0, 100, \$148,912.00, \$1,852.00

Comments:

SOCIAL SECURITY NUMBER SUMMARY

SSN Verified: Verified Valid through National Credit Reporting Agency.

Comments:

CRIMINAL CONVICTION SEARCH

ACS has performed a criminal conviction search in the following areas:

Record: N Areas: MO-Multi County, MO-Multi County2, MI-Multi County, MO-Sex Off. / National SOF, Federal-MO Western Dist., Federal-MI Eastern Dist.

OUR FINDINGS ARE:

No record of conviction identifiable with this applicant.

GENERAL COMMENTS

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- [Enter Applications](#)
- [Employment](#)
- [Criminal &/or SSN only](#)
- [Waiting to Submit](#)
- [Reports](#)
- [Pending & Completed](#)
- [Client Area](#)
- [Client Area Home](#)
- [Add/Edit Users](#)
- [Application Search](#)
- [Change Password](#)
- [Logout](#)
- [ACS Home](#)

BUSH HELZBERG

Employment Screening Report [[Printer Friendly Version](#)]

To: BUSH HELZBERG **Date In:** 6/20/2012
File #: 435863 **Completed:** 6/22/2012
RECOMMEND/STATUS: Completed Report

APPLICANT INFORMATION

Applicant: FRANKLIN, EARL B **SSN:** 000-00-6706

ADDRESS HISTORY

Address: 1404 RUBY AVE, KANSAS CITY, KS 66103 **On App:** YES
Address: 3919 SW KING ARTHURS RD, TOPEKA, KS 66610 **On App:** NO

CREDIT SUMMARY

# Accts	Pos	Neg	% Pos	Open Bal.	Monthly Pmt
41	38	3	93	\$245,280.00	\$3,482.00

Comments:

SOCIAL SECURITY NUMBER SUMMARY

SSN Verified: *Verified Valid through National Credit Reporting Agency.*
Comments:

CRIMINAL CONVICTION SEARCH

ACS has performed a criminal conviction search in the following areas:

Record: N **Areas:** KC-7 county search, Wyandotte-KS, Johnson-KS, KS-Multi County, MO-Multi County, MO-Multi County2, Add Trace/Social Search, Alias Check, KS-Sex Off. / National SOF, Federal-KS District

OUR FINDINGS ARE :
No record of conviction identifiable with this applicant.

GENERAL COMMENTS

Notice of Confidentiality: The documents accompanying this telecopy transmission contain confidential and privileged information intended only for the use of the individual or entity named above. If you are not the intended recipient, please note that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone and return the original message to the following address via the U.S. Postal Service, P.O. Box 12587, Overland Park, KS 66282-2587.

For technical assistance: E-mail: [Technical support](#) | Technical support phone: 800-521-9082

D. Kent King
Acting Commissioner of Education



DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102-0480

MEMORANDUM

TO: University Leadership Academy
FROM: Gary Jones, Professional Conduct and Investigations *GWJ*
DATE: Tuesday, August 29, 2000
SUBJECT: Results of Fingerprint Criminal History Background Checks

Candidates Name: Barnett C Helzberg

Social Security No: 490-34-4169

Date of Birth: 12/29/1933

- 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.



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

M E M O R A N D U M

TO: UNIVERSITY LEADERSHIP ACADEMY
FROM: Educator Certification/Conduct and Investigations
DATE: March 29, 2006
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: BUSH C HELZBERG
Social Security No: Ending In -8417
Date of Birth: 01/15/1971
Employee Status Code: N

- 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. 2005, 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."

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: UNIVERSITY ACADEMY
FROM: Educator Certification/Conduct and Investigations
DATE: March 02, 2007
SUBJECT: Results of FBI/Missouri Highway Patrol Fingerprint Checks

Candidates Name: SHIRLEY MAY HELZBERG
Social Security No: Ending In -6848
Date of Birth: 09/29/1941
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 six (6) months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2005, 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."

J

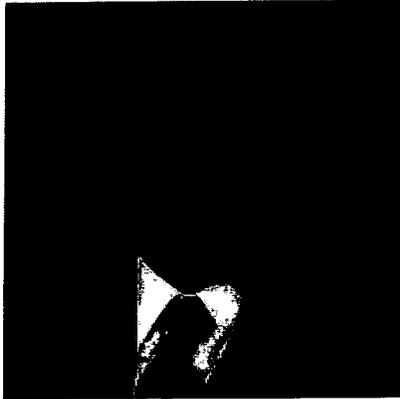


Jonathan C. Angrist

President, Chief Investment Officer

[View Bio >>](#)

Mr. Angrist is the Co-Founder, President and Chief Investment Officer of Cognios Capital. He oversees all of the investment operations of the firm. Mr. Angrist is also Chief Investment Officer of Brandmeyer Enterprises. Prior to co-founding Cognios, Mr. Angrist was a Co-Owner and Portfolio Manager of Helzberg Angrist Capital ("HAC"), the predecessor firm to Cognios. HAC was an alternative asset investment firm specializing in deep value, long/short equity hedge fund management. Prior to HAC, Mr. Angrist was a Portfolio Manager at Kornitzer Capital Management, the investment adviser of the Buffalo Funds family of mutual funds. Mr. Angrist spearheaded the development and led the portfolio management of the firm's Buffalo Micro Cap Fund. Previously, Mr. Angrist was a Principal with Harvest Partners, a private equity firm in New York City. At Harvest Partners, Mr. Angrist was part of the management team that sponsored middle-market leveraged buyouts (LBO's). Prior to Harvest, Mr. Angrist was a Senior Consultant with Sibson & Company, a management consulting firm. At Sibson, Mr. Angrist focused on developing and implementing value-investing based business management programs. Mr. Angrist's educational background includes an MBA and a B.S. (Summa Cum Laude and Phi Beta Kappa) from Tulane University.



Bernard Franklin, Ph.D.

Assistant VP Student Life, Kansas State U
Kansas City, Kansas

Professional Training & Coaching

<u>Current</u>	<u>Kansas State University,</u> <u>Center for Imagineering Leadership</u>
<u>Previous</u>	<u>Junior Achievement of Middle America,</u> <u>MCC Penn Valley Community College,</u> <u>Kauffman Foundation</u>
<u>Education</u>	<u>Kansas State University</u>

At a very young age, Dr. Bernard Franklin demonstrated exceptional leadership skills and strong ambition. As an undergraduate at Kansas State University, he became the first black student ever elected President of the Student Government Association. At the age of 24, Franklin made Kansas history by becoming the youngest person ever appointed to the Kansas State Board of Regents and the youngest Chair of the Board at age 28. Franklin has been a Fellow for the Study of the United States Presidency and has served on an advisory commission to President Carter's Administration with Martin Luther King III and other prominent African Americans.

Franklin has been employed with AT&T and Commerce Bank in Kansas City, MO, and as a banker in San Antonio, TX. In 1984, he began his higher education career at the University of South Alabama as Director of Student Activities and Minority Student Affairs and followed with a similar position at Rollins College, Winter Park, FL. From 1990-96, he served as Assistant Dean of Student Life and Director of Leadership Development Programs at his alma mater, Kansas State University.

At the National Center for Fathering, Franklin served as Vice President and Urban Director from 1996-99, where he was on the cutting edge in establishing education efforts to urban men. He completed a two-month journey to West Africa to research the fathering heritage of African American men. Franklin recently published a chapter in the book *The Faith Factor in Fatherhood: Renewing the Sacred Vocation of Fathering*. The Morehouse College Research Institute presented Franklin the Vision Award for his "pioneering work in the area of educating men on the importance of fatherhood."

Franklin served as Executive Director of Kauffman Scholars, a unique \$70 million, 20-year initiative funded by the Ewing Marion Kauffman Foundation to guide and support urban Kansas City 7th graders to high school graduation and then support them through college graduation.

Franklin is the former President of Metropolitan Community College-Penn Valley in Kansas City, MO.

For over 20 years, Franklin has advised and worked with undergraduate men's fraternities and other male organizations. He is currently on the Board of Directors as President of Delta Upsilon International Fraternity.

Franklin has served as a member of the NFL Kansas City Chiefs professional counseling team.

The Mayor of Kansas City appointed Franklin to co-chair the Mayor's task force on Race and the Latin American Community. He was selected as a "Midwest Voices" columnist for the Kansas City Star (2006).

In 1998 and 2009, Franklin was honored as one of the 100 Most Influential African Americans in Kansas City. His work and contributions to urban boys was recognized in the opening chapter of Bill Cosby's book, *Come On People* (2008). The Greater Kansas City Chamber of Commerce honored him with their distinguished Leadership Award (2009) for contributions to urban education. Franklin is also a past recipient of the Urban Hero award presented by the Downtown Kansas City Council.

Franklin serves on the Board of Directors of the Partnership for Children; the Community Development Advisory Council for the Federal Reserve Bank, Midwest Region; Truman Medical Center; and the Health Care Foundation of Greater Kansas City. Franklin is also chair of the Board of the Satchel Paige Foundation (KC), which provides financial assistance to low income single parents who are working to improve their income potential.

Franklin received his bachelor's degree in Political Science from Kansas State University. In 1989, he received his masters in Counseling and Behavioral Studies from the University of South Alabama, and in 1996 a Ph.D. in Counseling and Higher Education Administration with an outside emphasis in Family Studies from Kansas State University. Franklin has consulted on a wide range of topics including leadership, diversity, urban education, and urban father and family issues on a local, national, and international level. He is regarded as a leader in articulating the issues of urban men, youth, and families. Franklin's main desire is to be a loving father of a daughter and three sons as well as empower people to act and to change the world...one person at a time!

BIOGRAPHY

BARNETT HELZBERG, JR.

A Kansas City area native, Barnett Helzberg, Jr. is a graduate of Pembroke Country Day School and received his Bachelor of Business Administration from the University of Michigan.

MEMBER

World Presidents' Organization
Chief Executives Organization

OFFICES

Co-founder and Board Member - University Academy
Chairman of the Board – Helzberg Entrepreneurial Mentoring Program
Past President - Diamond Council of America
Past Chairman-Kansas City Chapter/Young Presidents' Organization
Past President-Board of Trustees of Pembroke Country Day School

HONORS

Pembroke Hill School - Distinguished Alumni recipient
National Jeweler Magazine - Retailer Hall of Fame Award
American Jewish Committee - Human Relations Award
University of Missouri-Kansas City - Entrepreneur of the Year Award
Entrepreneur of the Year Institute - Master Entrepreneur of the Year Award
The Council on Philanthropy - "Philanthropist of the Year Award"
The Gillis Center - 1997 Kansas City Spirit Award
Parkinson Association "Conrad J. K. Eriksen Award" 1997
Baker University "Distinguished Civic Service" Award 1997
University of Michigan Business School 1999 Alumni Achievement Award
Greater Kansas City Chamber of Commerce - 2001 Kansas Citians of the Year
Young Presidents' Organization – Legacy Award

HISTORY

Former Chairman of the Board at Helzberg Diamonds.

Expanded the company from 15 units in 1962 into the third largest jewelry retailer in 23 states when sold to Berkshire Hathaway (Warren Buffett) in 1995.

Creator of the I Am Loved® theme and co-creator with Dr. Rich Davis of the book titled "I Am Loved"® published in 2001.

Author of the book titled "What I Learned Before I Sold to Warren Buffett" published in 2003.

Co-author, with Deborah Shouse, the book titled "Entrepreneurs + Mentors = Success; 22 Convincing Stories published in 2012.

CURRENT ACTIVITIES

Chairman and Founder of the Helzberg Entrepreneurial Mentoring Program

Chairman and Co-founder of the University Academy K-12 Charter School

Partner and Co-founder of PhonyInvoices.com

Adjunct Professor at Rockhurst University

Barnett lives with his wife, Shirley, and they have two adult sons, Barnett III and Bush, six brilliant grandsons, and one gorgeous and brilliant granddaughter.

BUSH C. HELZBERG

EXPERIENCE

- 2009-present **EXPEDITION CAPITAL, LLC** Kansas City, MO
Managing Partner
- Manage three limited partnerships and separate accounts which invest in public securities.
 - Outperformed benchmarks in all three limited partnerships since inception.
 - Work with certain clients as an advisor on asset allocation, as well as external investment manager selection and evaluation.
- 2003-2009 **HELZBERG ANGRIST CAPITAL, LLC** Kansas City, MO
Co-founder & Portfolio Manager
- Started Private Value Arbitrage Fund, LP to take advantage of differences in value between what private equity firms are willing to pay to own whole businesses versus public valuations.
 - Hired as an advisor by One Equity Partners (JP Morgan's private equity firm) on \$1.2 billion public-to-private leveraged buyout of NCO Group, Inc.
 - Returned capital in November, 2007 with the belief that the debt markets were not going to be receptive to LBO transactions for a protracted period.
 - Formed a joint venture with Tortoise Capital Advisors, LLC in 2008 and launched an energy infrastructure (MLP) long/short hedge fund.
- 2000-2003 **LEHMAN BROTHERS** New York, NY
Associate, Financial Sponsors Group
- Worked with LBO firms and sponsor portfolio companies on transactions including leveraged buyouts, M&A assignments, initial public offerings, high yield offerings, and leveraged loans.
 - Worked on thirty acquisition finance projects with financial sponsor clients across a variety of industries. Primary responsibility for valuation analyses, LBO modeling, due diligence, and leveraged loan and high yield commitment committee processes.
 - Developed leveraged buyout investment theses for several industries, identified attractive target companies, and created associated presentation materials.
 - Elected as sole representative of associate class on firm-wide Global Advisory Committee (GAC). Appointed co-captain of Michigan MBA recruiting team.
- 1994-1996 **UNITED STATES PEACE CORPS** Mali, West Africa
Volunteer
- Initiated and managed the establishment of a savings and credit bank in a community of 10,000 people with no previous financial infrastructure.
 - Designed and supervised a 30 acre rice production project funded by the United States Agency for International Development.
 - Worked with the Malian Ministry of Health to transform a state run rural clinic into a self-funding health center.

EDUCATION

- 9/96-5/00 **STANFORD LAW SCHOOL** Palo Alto, CA
J.D., May 2000.
Emphasis on tax, securities regulation, and mergers and acquisitions law.
- 1/98-5/99 **COLUMBIA BUSINESS SCHOOL** New York, NY
MBA, Finance, May 1999.
Beta Gamma Sigma Honor Society and Dean's List.
- 7/89-5/93 **UNIVERSITY OF MICHIGAN** Ann Arbor, MI
Bachelor of Arts, May 1993.
Golden Key National Honor Society, Project Community, Sigma Nu fraternity.

PHILANTHROPIC ACTIVITIES

- 2007-present **UNIVERSITY ACADEMY** Kansas City, MO
Chairman
- Work closely with Superintendent to ensure University Academy is providing an excellent college-preparatory education to its students.
 - High School was awarded a bronze medal by U.S. News & World Report in 2012, 2013 and 2014.
 - Founded separate 501 c 3 organization in 2010 to support special programs and educational opportunities for University Academy students and alumni.
 - Implemented new Internal Dispute Resolution Program in 2012.
 - Worked with legal counsel to completely revamp the school's operating policies in 2012.
 - Partnered with UMKC Dental School to open an on-site dental clinic in 2012.
- 2010-present **FRIENDS OF UNIVERSITY ACADEMY** Kansas City, MO
President
- Friends of University Academy supports special programs and educational opportunities for University Academy students and alumni.
 - Also operates an Alumni Support Program which helps UA alumni achieve their academic and career goals with an emphasis on college completion.

PREVIOUS PHILANTHROPIC ACTIVITIES

- 2005-2012 **JEWISH COMMUNITY FOUNDATION OF GREATER KC** O.P., KS
Board Member
- Served as Treasurer in 2011 and 2012.
 - Served on investment sub-committee which oversees a \$100 million portfolio of investments.
- 2009-2012 **SAINT LUKE'S HOSPITAL OF KANSAS CITY** Kansas City, MO
Board Member
- Served on investment sub-committee which oversees a \$500 million portfolio of investments.
 - Served on system-wide Finance and Real Estate Committee.
- 2010-2012 **NELSON-ATKINS MUSEUM** Kansas City, MO
Committee on Collections
- Served as member of committee that approves all purchases, de-accessions, and gifts of art.
- 2008-2011 **STANFORD LAW SCHOOL** Palo Alto, CA
Board of Advisors
- Strengthened alumni relations in Kansas City.
- 1998-2009 **NATIONAL OUTDOOR LEADERSHIP SCHOOL** Lander, WY
Advisory Council
- Actively involved in helping the school recruit minority students for courses.
- 1999-2005 **WORLD LEARNING** Brattleboro, VT
Trustee
- Served on executive, finance, investment (\$38 million endowment), and audit committees.

BIOGRAPHY
4/24/14
SHIRLEY BUSH HELZBERG

(Mrs. Barnett C. Helzberg, Jr.)
4520 Main, Suite 1060
Kansas City, MO 64111-1816
(816) 753-5531 fax (816) 753-5676

CURRENT ACTIVITIES:

Chair, Board of Trustees – Nelson-Atkins Museum of Art
Chairman Emerita - The Kansas City Symphony
Chairman - Heart of America Shakespeare Festival
Founding Chairman – The Arts Council of Metropolitan Kansas City/ArtsKC

CURRENT BOARD MEMBER:

Chair, Board of Trustees, The Nelson-Atkins Museum of Art
The Kansas City Symphony – Chairman Emerita
Heart of America Shakespeare Festival - Chairman
ArtsKC – Executive Committee
University Academy Charter School – Co-Founder and Secretary of the Board
The Kauffman Center for the Performing Arts - Treasurer
Starlight Theatre Association of Kansas City
Village Shalom
The Shirley and Barnett Helzberg Foundation – Vice President and Treasurer
The Kansas City Ballet
Icon Museum
University Academy Supporting Foundation - President

CLUB MEMBERSHIPS:

Junior League of Kansas City

HONORS:

Kansas City Association for Mental Health Community Leadership Award 1986
American Jewish Committee - Human Relations Award 1987
Rose Brooks Center - Margit Lasker Award for Purpose of Ending Domestic Violence 1991
Gillis Center and The Kansas City Star Company - Kansas City Spirit Award 1992
Best of Theater - Footlight Award 1992
Park College Founders Day Distinguished Community Service Award 1994
Starlight Theatre - Star Award 1994
National Kidney Foundation - Galaxy Award 1994
William Jewell College - W. F. Yates Medallion for Distinguished Service 1995
The Council on Philanthropy - “Philanthropists of the Year Award” 1995
The Hyman Brand Hebrew Academy “Civic Service Award” 1995

The National Conference of Christians and Jews "Citation Award" 1995
 Ingram's "Local Hero" Award 1995
 Parkinson Association "Conrad J. K. Eriksen Award" 1997
 Baker University "Distinguished Civic Service" Award 1997
 FBI Citizens' Academy Graduate - 2000
 Missouri Arts Council - Missouri Arts Award - 2001
 Kansas Citizens of the Year - Shirley and Barnett Helzberg - 2002
 Community Service Award – Junior League of Kansas City, MO 2002
 Parkinson Foundation – "Hats off to Mothers" – Honoree - 2004
 Missouri Citizens of the Arts – Frederick H. Laas Memorial Award – 2005
 American Citizen Award – Southtown – 2005
 Centurions – VIP Leadership Award of the Greater Kansas City Chamber of Commerce -
 Co-recipient with Barnett – 2007
 UMKC Orthopedic Surgery Program – Rex L. Diveley Chair Community Recognition
 Award – 2007
 City Union Mission – honored as "Women Who Have Changed the City" Gala – 2008
 Make a Wish Gala – Honorary Chairman – January 2010
 First Lady Award - Honoring Missouri Women Who are Making History - nominee - 2008
 City Union Mission – honored as "Women Who Have Changed the City" Gala – 2008
 Bonner Springs High School – Hall of Fame – February 2010
 Temple B'nai Jehudah 140th Anniversary – Honorary Chair – June 2010
 ArtsKC Ripple Effect Inspiration Breakfast – Honorary Chair – October 2010
 Rotary Club 13 – Downtown Business Recognition – March 2011
 Trudy Award – Kansas City Young Audiences – September 2012
 J. Philip Kirk Award in honor of Downtown Stewardship and Community Vision – Downtown
 Council – December 2012
 Westport Chapter of the Daughters of the American Revolution Certificate – April 2014

PAST PRESIDENT OR CHAIRMAN:

Chairman – The Kansas City Symphony 1995-2013
 President - Starlight Theatre Association of Kansas City 1991-1993
 President - Kansas City Chapter Brandeis University National Women's Committee
 President - Heart of America Shakespeare Festival
 President - The Arts Council of Metropolitan Kansas City
 Chairman – Della Lamb Community Services

PAST GENERAL CHAIRMAN:

Jewish Community Foundation Gala at The William Rockhill Nelson Gallery
 establishing the Judiac Art Fund
 The Variety Club/Saks Gala benefiting 10 Children's Charities 1987
 Distinguished Artists Series, Temple B'nai Jehudah 1987
 Founder of Cabaret Concert for Rose Brooks Center - "An Evening with Michael
 Feinstein" 1988
 Founder of the Pembroke Hill School Awesome Auction 1988
 Starlight Theatre Circus Gala 1989
 The Variety Club "Mr. and Mrs. Bridge Benefit" 1990

KEMPER & COMPANY



Christine Kemper brings to her clients twenty years of experience in marketing, market research, public relations, strategic communications and entrepreneurship. Among her clients are financial institutions, health care providers, restaurants, retailers, manufacturers, educational organizations, municipalities, real estate developers and global hospitality service providers.

Prior to founding Kemper and Company in 2003, she served as director of corporate communications for an e-commerce company; vice president of business development and client account supervisor for an advertising and public relations agency; and as the lead development officer for a major institution of higher education. Other highlights include a year in Tokyo, Japan and another in Los Angeles, with an entertainment design company; a year in Washington, DC, with the U.S. Department of Justice; a year with Bob Kerrey's successful 1988 bid for the U.S. Senate, and several years on her own as a marketing/public relations consultant for a number of clients.

Her decision to create Kemper & Company came from her recognition that she could develop a unique business model utilizing strategic partnerships and leveraging technology to deliver large-agency services with the customer service-oriented style of a small shop. Marrying these characteristics has led to a successful, satisfying experience for Kemper, her team and her clients.

In addition to running her own enterprise, Kemper and her husband launched The Collectors Fund in 2007, a private museum/private equity fund that as of Q1 2009 had assets of \$10 million in art and investments and nearly 200 members. Prior to that, the two launched Perfect Commerce (formerly eScout), a web-based procurement solution that became the largest business-to-business on-demand solution of its kind.

She holds a BA degree in English from the University of Nebraska-Lincoln. At present, she provides leadership and marketing direction to numerous not-for-profit organizations. Kemper has four children with her husband, Sandy, and lives on a farm with several dozen sheep, five horses, three dogs, a handful of chickens, some bunnies and a cat.

Curriculum Vitae
Gersham A. Nelson, Ph.D.

Current Position

Dean of the College of Arts, Humanities, and Social Sciences, University of Central Missouri

Education

- Ph.D. 1987 Latin American History
University of Illinois at Chicago, Illinois
- M.A. 1980 African History
University of Illinois at Chicago, Illinois
- B.Ed. 1977 Educational Psychology, & History
University of Manitoba, Winnipeg, Manitoba, Canada

Selected Professional Development Programs

- American Council on Education (ACE) Fellowship, 2004-2005
Council of Colleges of Arts and Sciences seminar on Fund-Raising, 2007
Strategic Planning (ACE Seminar) September, 2004
Responsibility Centered Budgeting Seminar, Iowa State University, February 2005

Academic And Administrative Appointments

- 2007- Dean, College of Arts, Humanities, and Social Sciences
University of Central Missouri, Warrensburg, Missouri
- 2005 – 2007 Executive Associate to the Provost and Vice President for Academic Affairs
Eastern Michigan University, Ypsilanti, Michigan
- 2004--2005 ACE (American Council on Education) Fellow Iowa State University, Ames, Iowa
- 1997-2005 Professor and Head, Department of History and Philosophy
Eastern Michigan University, Ypsilanti, MI
- 1991-1995 Chair, Department of History, Frostburg State University, Frostburg, MD

1991-1997	Associate Professor, Frostburg State University
1988-1991	Assistant Professor, Frostburg State University
1987-1988	Visiting Lecturer, Frostburg State University
1985-1987	Lecturer, Illinois Benedictine College, Lisle, Illinois
1982-1987	Lecturer, Columbia College, Chicago, Illinois

Selected Administrative Accomplishments

2007- Dean, College of Arts, Humanities, and Social Sciences, (CAHSS) University of Central Missouri

As Dean of this College I guided the development of a strategic plan, assumed responsibility for and integrated a twenty year old Performing Arts Series into the CAHSS. This required consolidation of box office functions, unifying mailing lists and programming to meet the internal and external educational missions of the College and University.

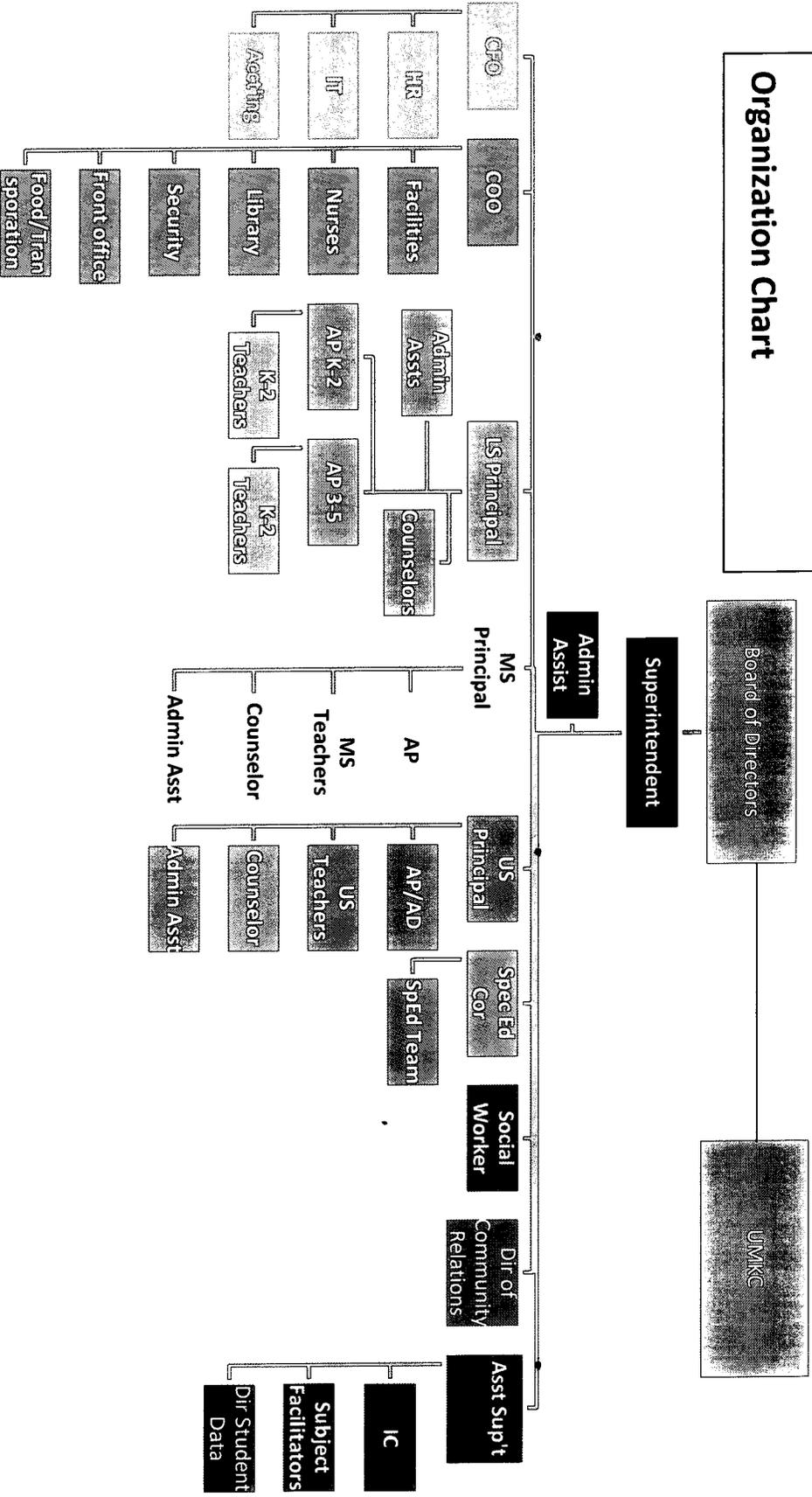
In addition to developing a College Advisory Board consisting of internal and external stake-holders, we launched several initiatives to strengthen scholarship and at the same time we sought to assess and improve learning. Funds for scholarly/creative activity were doubled in keeping with our commitment to the teacher/scholar model, and assessment efforts increased through more focused faculty development efforts.

The CAHSS has made impressive progress on several fronts. We have launched a new academic major in International Studies; introduced a Dance Program; developed a Musical Theatre Program; strengthened Women's Studies by adding a full-time faculty position; secured external funds in support of our Children's Repertory Theatre; established an endowed professorship; founded Renaissance, the college magazine; established an Artist in Residence program; and launched a talent recruitment initiative that is already yielding gratifying rewards.

Other promising aspects of our work in the CAHSS involve regional and international collaborations in pursuit of shared interests. One example of regional collaboration is ongoing work with Arrow Rock, (one of Missouri's historic treasures) in pursuit of a joint professorship. Another is the "Show-Me-Justice Film Festival" which was successfully coordinated by the College 2011. International collaboration includes partnership with more than five institutions in four countries.

2005-2007 Executive Associate to the Provost and Vice President for Academic Affairs Eastern Michigan University, Ypsilanti, Michigan

2014-15 University Academy Organization Chart





POSITION: Assistant Superintendent – Educational Services

PURPOSE OF JOB: To provide each student in their class or under the teacher's case management responsibilities with a program that will enable the student to reach his or her fullest physical, emotional, cognitive, and behavioral potential.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

ASSESSMENT

- Coordinates the district's in-house assessment program and district benchmark assessments.
- Provide leadership in implementing district-wide academic assessment program as a coordinated process that improves student learning outcomes.
- Ensure benchmark assessments are valid and reliable, aligned to curriculum, administered correctly, and that all student scores are recorded in a timely manner.
- Collaborate with school leaders to ensure continuity and consistency benchmark assessments across classrooms and grade levels.
- Work with schools to develop and implement benchmark assessment goals and objectives.
- Develop the District Assessment Calendar, including district benchmarks, state testing, and college-readiness (ACT, Compass, SAT) exams.
- Maintains liaison with local, state, regional and national organizations promoting educational evaluation and assessment.

PROFESSIONAL DEVELOPMENT

- Plans a continuous staff development program to keep knowledge and practices in harmony with new laws, improved techniques, state mandates, and changing community needs.
- Coordinates training in the principles of sound assessment for teachers and administrators.
- Provides overall coordination of professional development, including maximizing the use of a variety of funds, developing and maintain the district's professional development calendar, and organizing the process by which the professional development program is evaluated for effectiveness.
- Hire, train, and evaluate Instructional Coaches to support teachers throughout the district.
- Visit schools and classrooms to assist site administrators in monitoring effective program implementation.
- Recommend formal and informal staff development/trainings related to both current research and best practices and align those trainings to areas of specific needs, based on data from assessments.

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322

CATEGORICAL PROGRAMS

- Explores alternative funding sources including Federal, State, private and local, and prepares proposals and applications.
- Prepares necessary reports as required by the Board of Directors, UMKC, the State, and Federal government.
- Provide district leadership and guidance on all categorical programs (Title I, Title II, Title III)
- Serve as a resource person to principals, resource teachers, and school advisory councils regarding the regulations, guidelines, compliance and evaluation issues related to categorical programs.
- Maintains liaison with local, state, regional and national organizations promoting educational evaluation and assessment.
- Develop, coordinate and monitor improvement strategies and evaluation procedures for school and district programs (including categorical programs).
- Facilitate completion of mandated state and federal reports and forms associated with consolidated applications, grants and other related requirements.
- In conjunction with district Business Manager and other pertinent staff, develop and monitor the disbursement and use of appropriate budgets directly related to the control of the position.
- Keep abreast of current laws and regulations relating to categorical programs and disseminate current and appropriate information to pertinent staff.

STUDENT DATA

- Ensure MOSIS reports are submitted accurately and timely.
- Ensure district SIS contains accurate information.

LEADERSHIP

- Serve as member of the UA management team. Attend monthly Leadership Team meetings, monthly board meetings, and advise the Superintendent on all matters relating to assessment, professional development, categorical programs, and student information.
- Supervise up to two instructional coaches and district SIS administrator.
- Other duties as assigned, including occasional student supervision.

MINIMUM QUALIFICATIONS:

- Missouri Administrator Certification
- Master's degree or higher
- 5+ years of school or district leadership experience
- High School experience preferred
- Knowledge of: Common Core State Standards, Smarter Balance Assessments , MSIP 5 Scoring Calculations, Federal Categorical Programs, Gifted and Talented Education (GATE), Response to Intervention (RtI), Missouri and Federal Education Law, Missouri DESE Data Teams Grant, ACT, Compass, SAT and ASVAB, and MOSIS

REPORTS TO: Superintendent

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322



POSITION: Chief Financial Officer

PURPOSE OF JOB: Responsible for advising the superintendent and school board on the financial budget matters of the district. The chief financial officer prepares and administers the district budget, guides the development of long-term capital financing methods, directs and supervises all business/finance functions including accounting, payroll, budgeting, accounts payable, purchasing, warehousing and grants while adhering to district policies and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- This position has sole responsibility for developing, administering, monitoring, and coordinating the district budget and approving department requisitions. Also responsible for participating and recommending all budgets district wide board approval. Responsible for developing, coordinating, monitoring, and administering budgets in the areas of finance, accounting, accounts payable, payroll, budget, purchasing, warehouse, grants management, nutrition services, audit, banking, and debt services.
- Prepares financial reports to school board finance committee monthly.
- Presents financial report to school board.
- Negotiates and manages broad arrange of insurance policies, including but not limited to, property, liability and employee health insurance.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Accounts for and manages various state, federal and local funds
- Collaborates with the accounting service and with all appropriate state and federal agencies.
- Prepares for financial audits and maintains financial records
- Ensures revenue and expenditures are balanced
- Provides staff development to school when appropriate on budgeting and utilizing the budget
- Supervises and evaluates General Ledger Accountant, Accounting Clerk, Director of Human Resources and Director of Technology.
- Oversees effective payroll processing procedures
- Gathers necessary reports for directors regarding labor costs, expenditure and revenue reports
- Communicates effectively with superintendent and ensures superintendent remains informed about budget forecasts and financial matters
- Develops and maintains financial policies for University Academy.

MINIMUM QUALIFICATIONS:

- Bachelor's degree in business, accounting, finance, public or education administration
3+ years of managing an annual budget of at least \$5M

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6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322

Desirable Experience:

- Over five and up to and including seven years of experience in public sector financial management including increasing supervisory responsibility and administration of governmental accounting systems.
- Knowledge of and experience with practices and trends in Missouri school business service areas. Ability to work collaboratively and in a collegial leadership team. Advanced interpersonal communication skills, including written and oral communications. Experience in planning, evaluation, governmental accounting and financial systems, budgeting, reporting, payroll, public school finance, purchasing and warehousing, nutrition services, and grants management.
- Operating knowledge and experience with personal computer systems, financial systems and basic office equipment.

REPORTS TO: Superintendent

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322



POSITION: Chief Operations Officer

PURPOSE OF JOB: The role of the Chief Operations Officer is responsible for advising the superintendent and school board on the operational matters of the district and to work closely with the CFO regarding any financial matters. The Director of Operations is to manage maintenance, custodial, food service, and transportation activities to ensure efficient and lawful functioning of University Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Responsible for and manages transportation services, custodial services, food service, Director of Security, Director of Facilities, School Nurse and Front Office staff.
- Submit monthly food service reimbursement claims to DESE.
- Responsible for maintaining and reviewing facility request processes.
- Researches and proposes policies, when needed, in areas relating to transportation, food services, security, medical services, and front office operations.
- Facilitates routine meetings between service providers and superintendent
- Reviews contractual services and ensures efficiencies are implemented to reduce costs for outsource services
- Ensures food service applications are properly completed, direct certified applications are efficiently processed and all federal program requirements are met
- Expands food service offerings in a manner that adequately meets the needs of students
- Accounts for all applicable funds collected in operational programs, including but not limited to food services and facility rentals.
- Ensures menus are properly posted and distributed on web pages and in hard copy formats
- Actively negotiates contractual terms that are competitive with surrounding districts and with other state and local vendors
- Communicate effectively with parents, students, and staff. Solve problems in accordance with University Academy effectively
- Implement a formal feedback system to solicit feedback from parents, students, and staff
- .
- Assist school administrators with supervision of students in the afternoon when boarding buses.
- Other duties as assigned by the Superintendent.

MINIMUM QUALIFICATIONS:

- Bachelor's Degree in Business Management
- 2-3 years supervisory experience

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Desirable Experience/Education:

- Masters Degree in Business Management
- Experience in public school transportation, food service, maintenance, security, and front office operations)
- 5 years supervisory experience
- School administrator experience

REPORTS TO: Superintendent

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Director of Facilities Management (Building Manager)

PURPOSE OF JOB: Management and operation of building and grounds that include all aspects of heating, cooling, electrical, plumbing, building finishes, fixtures, building safety and fire prevention, custodial, grounds, receiving, shipping, and moves. Responsible for all staff hiring, discipline, and terminations. Annually prepare and manage facilities operation and maintenance budget. Monitor utility usage and prepare utility spread sheets for the Chief Operations Officer, Superintendent and Board with monthly updates. Continue to pursue and implement energy conservation measures. The Director is on-call 24 hours per day.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

Responsible and directly involved with the operation, maintenance and repair of the following:

- HVAC systems (chillers, condensers, compressors, VAV motors, air handlers, controls, thermostats, building automation system, electric heat coils, rooftop units, exhaust fans).
- Plumbing - water lines, traps, sinks, toilets, urinals, showers, sewer lines, kitchen grease pit, etc., fire sprinkler system, and chilled water loop.
- Electrical - distribution, transformers, panels, light fixtures, receptacles, switches, dimmers, gym scoreboards, electrical apparatus for volleyball and basketball, and electric hot water boilers.
- Kitchen - includes water softeners, and kitchen walk-in freezers, walk-in coolers, refrigerators, warmers, ovens, dishwasher, etc.
- Building Interior - repair and maintenance of walls, ceilings, floor systems, doors, door hardware including locks, closers, and panic bars, theater seating, classroom seating, student desks, teachers desks, file cabinets, fixed cabinets, signage, lockers including systematic changing of combinations, whiteboards, and bulletin boards.
- Building exterior – repair and maintenance of roof systems and flashing, masonry building envelope, doors and windows, and exterior building lighting.
- Grounds - repair and maintenance of walks, curbs, drives, parking lots, parking lot lighting, signage, gates, perimeter fencing, lawn care including seed, fertilizer, herbicide application, insecticide application, mowing, shrub beds, trees, athletic field, playground, and all snow and ice removal . Note: Snow and ice removal, depending on the accumulations, require early start times i.e. 2:00 a.m. to 3:00 a.m. in order to have the building ready for school by 6:00 a.m. (responsible for calling the Superintendent by 5:00 a.m. if conditions are severe enough for the Superintendent to call a snow day).
- Receiving and distribution of all building deliveries (books, supplies, equipment).
- Special and routine event set-up and take-down including floor protective covering, tables, chairs, podium, PA system, projection screens, security gates, event electrical and technology. Note: The annual Gala requires set-up, ongoing event services, take-down, and cleaning (usually 30 hours for the weekend in order to have the building ready for the start of school the following Monday morning).

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- Responsible for building key management and control including key check-out and check-in. Additionally repair, maintain, and replace door hardware including locks, closers, and panic hardware.
- Responsible for opening the building for kitchen staff at 5:00 a.m., hallway lights at 6:00 a.m. while inspecting building prior to start of school day.
- Building automation system monitoring on weekends and holidays from home.
- Set-up and coordination of semi-annual and annual fire safety tests, backflow preventer tests, rolling fire door tests, smoke shutter tests, sprinkler system and fire hydrant tests, kitchen hood extinguishing test, and city and state elevator and lift inspections.
- Set-up annual inspection with the Kansas City Fire Department and secure a Building Occupancy Permit.
- Develop Building Emergency Plan and handle building emergencies i.e. power outages (resulting in a loss of heat or cooling), roof damage due to high winds, etc. require immediate attention regardless of time and day.
- Responsible for building work over breaks (primarily floor finishing and wall painting).

MINIMUM QUALIFICATIONS:

An engineering degree or equivalent combination of formal education and experience. Ten to fifteen years in facilities management administration, operations, maintenance, and supervision with a multi-skilled trade's background. Experience with building automation systems and controls are a plus. Due to the limited staff, the Director must be able to operate lift, skid-loader, truck with snow plow, and tractor.

REPORTS TO: Superintendent, Chief Operations Officer, and the Board.

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Director of Human Resources

PURPOSE OF JOB: The Director of Human Resources plans, organizes and monitors the day to day personnel activities as well as planning, implementing, directing and maintaining the district's personnel services. The HR Director serves as a resource and maintains staffing to ensure that personnel functions conform to the district state and federal requirements.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Acts as an advisor to administrators, managers and supervisors on issues related to employee discipline and employment for the purpose of ensuring consistent application to policy.
- Administers a wide variety of personnel policies and programs for the purpose of conforming to district policies, relevant laws and agreements.
- Advise the Superintendent on a variety of employment topics/concerns for the purpose of ensuring he/she is current on relevant concerns.
- Develops and implements an annual recruiting plan.
- Manages the HR department budget.
- Develop, plan and evaluate HR procedures and policies for the purpose of ensuring department is operating effectively and efficiently.
- Directs certification processes for the purpose of ensuring certificated staff are properly certified per state and federal regulation.
- Directs compensation and benefit programs for the District for the purpose of ensuring the District is in compliance with applicable state and federal regulations.
- Directs employee background and fingerprinting process for the purpose of ensuring the District is in compliance with applicable state regulation.
- Directs employee insurance programs for the purpose of ensuring open enrollment, billing and claims, COBRA conversions are processed in a timely and accurate manner.
- Direct workers compensation program to ensure all work related injuries are properly reported, employees receive necessary safety information, medical treatment and are returned to full work duties as quickly as possible.
- Provide counseling, as needed, to certified and classified employees to resolve complaints and other matters relating to personnel management.
- Develop and prepare applicable reports for monthly Board of Directors meeting.
- Consults with legal counsel as appropriate.
- Coordinates health/wellness program.
- Monitors unemployment claims and appeals.
- Serve as the District Title IX and Civil Rights Coordinator.
- Investigates grievances and/or complaints from employees and reach a resolution that provides a healthy work environment.
- Plans, organizes, and implements the District's certified recruitment program.
- Serves as custodian of all personnel files.

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- Coordinates and administers the on-line applicant tracking system for certified and classified personnel.
- Conducts safety training for all staff to ensure the safety and minimize injuries to staff.
- Coordinate any training for administrators/supervisors.
- Conduct substitute teacher orientation annually.
- Submit OSHA 300A report annually.
- Serves as liaison with the payroll department to include coordination of personnel action forms and other data necessary for the effective operations of both the HR and payroll department.
- Advises administrators and supervisors in matters concerning employee problems and/or complaints.
- Develop and maintain a Retention and Recruitment Strategy for University Academy.
- Some nights and weekends required.
- Other duties as assigned by the Chief Financial Officer.

MINIMUM QUALIFICATIONS:

- Bachelor's Degree in Human Resources Management
- Minimum of five (5) years of HR generalist experience; minimum of two (2) years direct management experience
- 2-3 years supervisory experience.

REPORTS TO: Chief Financial Officer

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Director of Security

PURPOSE OF JOB: The Director of Security is responsible for ensuring a safety and security plan is in place and is effectively implemented at the academy. The director of security oversees any school safety and security officers or SROs and oversees safety programs for the school community. The director collaborates on-site with the school administration and staff to investigate crime on school property, incorporate crime prevention into the school curriculum and enhance communication with the community through the school setting.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Responsible for the daily management of all security officers
- Takes all action necessary to train and correct security officers in the performance of their duties and responsibilities
- Knowledgeable and responsible for ensuring all security officers are knowledgeable and compliant with University Academy policies and procedures
- Ensures security officers equipment is available and in working condition
- Reviews all written reports by security officers
- Prepares and completes all payroll matters for security officers reports all absences, concerns, performances and other issues to the Chief of Operations
- Responsible for staffing University Academy with security officers while the building is in use
- Responsible for distributing & maintaining staff identification access badges and student identification
- Responsible for assisting all principals vice principals & directors in maintaining a secure environment
- Conducts field investigations such as but not limited to residency checks and deliver board packets
- Initiates monthly emergency drills
- Takes necessary actions to ensure the fire alarm, security system, and surveillance equipment is functioning.
- Ensures response for after hour emergency notifications
- Performs other duties assigned by the Chief of Operations

MINIMUM QUALIFICATIONS:

Licensing/Certification:

Missouri POST A Certification

All certifications required by the Kansas City Police Department

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Desirable Experience / Education:

- Have a Bachelors Degree
- 5-10 years experience as a security officer
- Experience as a police officer

REPORTS TO:

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Director of Technology

PURPOSE OF JOB: The Director of Technology oversees and administers University Academy platforms, technology and strategies. The Director of Technology also identifies information system enhancements that will improve business and support future business needs. This position manages computer resources within University Academy, ensuring that computers are available and secure for use. The Director of IT also oversees any technical support or help desk divisions that maintain and troubleshoot problems.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Processes and manages copy maintenance contracts, orders printers and ensures technology equipment is adequately serviced
- Oversees and evaluates technology staff.
- Acts as the liaison with technology vendors and consultants
- Coordinates and submits E-rate application
- Writes and maintains an updated technology plan
- Places as needed appropriate technology in instructional settings and assess needs
- Trouble shoots matters school wide
- Assists with school and community events
- Establishes an environment encouraging creative and independent use of instructional technology.
- Coordinates and/or provides training to school staff in network and software use. Coordinates activities of outside vendors, consultants and trainers.
- Encourages student development of skills in the use of instructional technology resources.
- Models effective use of technology in the classroom and media center for teachers and students.
- Models effective use of technology in the classroom and media center for teachers and students.
- Assists with the planning, design and installation of future network expansions as growth demands.
- Performs all functions and procedures necessary to install and maintain school network hardware and software.
- Configures local workstations as needed.
- Develops and maintains network procedures to ensure regular system backups on a timely basis.
- Trains and supports backup network operator.
- Facilitates staff participation in the evaluation and selections of new software, hardware, and materials to support instructional objectives.
- Maintains software library and necessary documentation to include, but not to be limited to, network wiring, hardware and software.
- Maintains inventory of hardware and related peripherals.
- Follows troubleshooting procedures for hardware and software. Maintains hardware and arranges for timely repair. Maintains repair history and file server performance statistics.
- Ensures software in the school is properly licensed and maintains related records.
- Establishes and/or maintains network security.
- Works cooperatively with the school staff, the school improvement teams and the instructional technology office.
- Incorporates principles of district instructional technology plan into school technology planning. Further, ensures that technology is an integral part of the school improvement plan and supports the school's curriculum and instructional program.

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- Works with the school technology committee to create a budget. Makes the technology budget recommendation to school administration.
- Coordinates use of technology with all school personnel.
- Interprets the school's instructional technology program for staff, parents and members of the community.
- Some nights and weekends required as needed.
- Performs other duties as assigned.

MINIMUM QUALIFICATIONS:

- 3 + years as an IT administrator
- Bachelors Degree

Desirable Experience / Education:

- Masters degree
- Successful technical training or experience administering local area networks required. Working knowledge of curriculum and the alignment of technology with the district strategic directions.
- Experience in providing training for adults.
- Demonstrated ability to establish and maintain harmonious working relationships with teachers, administrators and district staff
- Evidence of leadership and organizational skills.
- Considerable working knowledge of computer operating systems used in the school
- Experience with local area networks such as Ethernet and training in NT Server and/or AppleShare networking software.
- Familiarity with and certification with print, graphics and publishing technology

REPORTS TO: Superintendent

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Lower School Assistant Principal

PURPOSE OF JOB: To promote the academic, civic, cultural, personal and social growth of students through collaboration with building administration, teachers, students, and families.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

CULTURAL LEADERSHIP

- Embrace and advance the mission of University Academy, which is to prepare students to succeed in college and become leaders in society.
- Embody core values of excellence, respect, and self-improvement.
- Build and maintain effective relationships with staff, students, and families by promoting core values through frequent and clear communication and intentional actions.

INSTRUCTIONAL LEADERSHIP

- In conjunction with the principal, formally evaluate between twelve and eighteen classroom teachers twice annually.
- Assist and support teachers in determining their individual goals for instructional improvement and developing clear strategies for reaching goals.
- Observe teachers frequently to provide formative feedback and determine areas in which to focus their professional goals and development.
- Work with principal to plan for and lead meetings that focus on developing teachers' knowledge of highly effective instructional practices and meaningful curriculum and building positive culture among staff and students.

CURRICULUM AND ASSESSMENT

- Work with principal and teachers to evaluate existing curriculum, determine areas for improvement, and implement changes.
- Participate in the data team process, which includes determining objectives to assess and analyzing the effectiveness of instructional strategies and practices.
- Collaborate in the evaluation and planning of a comprehensive school-wide assessment program.

STUDENT SUPPORT

- Collaborate with principal, counselor, teachers, and parents to promote positive character development and embodiment of core values within students.
- Assist in the ongoing development and support of a school-wide positive behavior program.
- Oversee student discipline records; determine outcomes for student disciplinary actions.
- Assist teachers in establishing effective and frequent communication plans between themselves and their students' families.
- Maintain student confidentiality in all contexts.

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GENERAL:

- Have proficient knowledge of all school, state, and federal guidelines, including but not limited to, special education regulations.
- Supervision of students during school hours, i.e. cafeteria, transportation, as well as after school events.
- Work with principal on determining budget allocations for staff development and instructional programming.

PREFERRED QUALIFICATIONS:

- Demonstrated success of raising student achievement
- Experience working in an urban school environment
- Excellent communication skills
- Natural inclination to work collaboratively
- Masters degree in Educational Leadership
- Missouri administrative certification
- Five or more years of teaching experience

REPORTS TO: Building Principal

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Principal

PURPOSE OF JOB: Provide effective instructional and organizational leadership to school faculty, staff, and students in all areas. Work effectively with all school personnel, students, parents and community members. Be cognizant of all state and district requirements in serving the needs of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Organizes and monitors school planning process in which cooperative working relationships are facilitated in developing goals and objectives that are transferable to programmatic implementation.
- Monitors the curriculum and identifies progress toward stated goals and objectives.
- Assists in designing procedures to evaluate student progress in relation to instructional objectives.
- Uses evaluation findings and assessment information to make decisions to expand, revise or suspend curricular programs.
- Provides a variety of instruction programs consistent with district curriculum goals to meet individual learner needs to the extent that resources are available.
- Directs and supervises the business operations of the school including budget, requisitions and accounting.
- Sets high standards of conduct and monitors all facets of school life to ensure that all persons strive to meet these standards.
- Makes regular systematic and accurate appraisals of teachers' performance through scheduled and unscheduled classroom observations.
- Provide staff development activities designed to assist staff in accomplishing school, district, and state objectives.
- Establishes and supervises procedures for the security of school facilities and safety of all personnel and students.
- Discharges assigned responsibility for selection, orientation, evaluation, transfer, reappointment or dismissal of school personnel by following school regulations regarding each of these functions.
- Sets effective procedures and standards for evaluation and supervision of support personnel.
- Keep students and parents informed of school, district and state goals, policies and activities.
- Insures that parents are provided with regular reports of their child's progress.
- Enthusiastically informs the community about school, district, and state purposes, accomplishments and needs through regular written and verbal communications.
- Provides leadership in guiding the various programs sponsored with the public, i.e. boosters, social agencies, School Advisory Committees, Area Attendance Council, P.T.A., and etc.
- Establishes and maintains a harmonious multicultural, multiethnic educational environment.
- Attends and participates in regularly required Staff Development Activities as provided by the School.

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- Performs any or all Medicaid Administrative Case Management duties, which serve to inform children and their families how to effectively access, use and maintain participation in all health resources under the Federal Medicaid program.

SUPERVISORY RESPONSIBILITIES: Yes

Minimum Qualifications

Education and/or Experience:

Masters Degree

- Five (5) years of teaching experience
- Hold, or be eligible for Missouri Certification in Elementary or Secondary school teaching
- Hold, or be eligible for Missouri Administrative Certification

Preferred Qualifications

- Education Specialist and/or Doctorate Degree in Secondary School Administration.
- Experience in curriculum articulation, development, and coordination.
- Experience as building administrator.
- Two (2) years administrative experience in urban secondary schools.

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

Salary: DOQ

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POSITION: Middle School Principal

PURPOSE OF JOB: Provide effective instructional and organizational leadership to school faculty, staff, and students in all areas. Work effectively with all school personnel, students, parents and community members. Be cognizant of all state and district requirements in serving the needs of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Organizes and monitors school planning process in which cooperative working relationships are facilitated in developing goals and objectives that are transferable to programmatic implementation.
- Monitors the curriculum and identifies progress toward stated goals and objectives.
- Assists in designing procedures to evaluate student progress in relation to instructional objectives.
- Uses evaluation findings and assessment information to make decisions to expand, revise or suspend curricular programs.
- Provides a variety of instruction programs consistent with district curriculum goals to meet individual learner needs to the extent that resources are available.
- Directs and supervises the business operations of the school including budget, requisitions and accounting.
- Sets high standards of conduct and monitors all facets of school life to ensure that all persons strive to meet these standards.
- Makes regular systematic and accurate appraisals of teachers' performance through scheduled and unscheduled classroom observations.
- Provide staff development activities designed to assist staff in accomplishing school, district, and state objectives.
- Establishes and supervises procedures for the security of school facilities and safety of all personnel and students.
- Discharges assigned responsibility for selection, orientation, evaluation, transfer, reappointment or dismissal of school personnel by following school regulations regarding each of these functions.
- Sets effective procedures and standards for evaluation and supervision of support personnel.
- Keep students and parents informed of school, district and state goals, policies and activities.
- Insures that parents are provided with regular reports of their child's progress.
- Enthusiastically informs the community about school, district, and state purposes, accomplishments and needs through regular written and verbal communications.
- Provides leadership in guiding the various programs sponsored with the public, i.e. boosters, social agencies, School Advisory Committees, Area Attendance Council, P.T.A., and etc.
- Establishes and maintains a harmonious multicultural, multiethnic educational environment.
- Attends and participates in regularly required Staff Development Activities as provided by the School.
- Performs any or all Medicaid Administrative Case Management duties, which serve to inform children and their families how to effectively access, use and maintain participation in all health resources under the Federal Medicaid program.

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SUPERVISORY RESPONSIBILITIES: Yes

Minimum Qualifications

Education and/or Experience:

Masters Degree

- Five (5) years of teaching experience
- Hold, or be eligible for Missouri Certification in Elementary or Secondary school teaching
- Hold, or be eligible for Missouri Administrative Certification

Preferred Qualifications

- Education Specialist and/or Doctorate Degree in Secondary School Administration.
- Experience in curriculum articulation, development, and coordination.
- Experience as building administrator.
- Two (2) years administrative experience in urban secondary schools.

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

Salary: DOQ

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POSITION: Assistant Principal

PURPOSE OF JOB: The role of the Assistant Principal is to work with students, parents, staff, teachers and administration in promoting the academic, civic, cultural, personal and social growth of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Deals with student problems in cooperation with Principals and Counselors
- Contacts parents about student problems
- Maintains and periodically reviews student discipline records
- Works with administrative staff to maintain school discipline plan
- Keeps administrative staff informed of all activities
- Maintains and reviews student attendance records
- Maintains documentation relative to bus discipline issues
- Fosters environment conducive to learning
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary
- Meets professional responsibilities;
- Participates in Professional Development activities as required by the position
- Follows rules, policies and procedures as specified
- Maintains confidentiality
- Accepts other duties and responsibilities as assigned by Principal or Superintendent

PREFERRED QUALIFICATIONS:

- Masters Degree in Educational Leadership
- Missouri Administrative Certification
- Five years of teaching experience

REPORTS TO: Building Principal

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

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POSITION: Middle School Teacher

PURPOSE OF JOB: Provide effective instruction to students in all areas. Work effectively with all school personnel, students, parents and community members, and be cognizant of all state and district requirements in serving the needs of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Meets and instructs assigned classes at the times designated
- Plans a program of study, that, as much as possible, meets the individual needs, interests, and abilities of students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals, and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement by instruction and action and the schools philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Confers with and seeks assistance of school administrators regarding possible learning disabilities of a student.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains accurate, complete, and correct records as required by law, school policy, and administrative regulation.
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom in fair and just manner.
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plans and supervises purposeful assignments for teacher aides/volunteers and cooperatives with department heads.
- Strives to maintain and improve professional competence.
- Attends staff meetings and serves on staff committees as required.
- Works with designated team to plan and determine appropriate steps to meet student needs. Teams are required to meet at least three times each week.
- Participates with appropriate content area for purposes of planning a minimum of three times a week.

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- Demonstrates effective human relations and communication skills and maintains student confidentiality.
- Complies with good safety practices.
- Complies with all district rules, regulations, and policies.
- Other duties/responsibilities deemed necessary may be assigned.

SUPERVISORY RESPONSIBILITIES: No

Minimum Qualifications:

- Bachelor's Degree
- Hold or be eligible for Missouri Teaching Certificate
- Degree(s) required in area of major study
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Middle School Principal

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

Salary: DOQ

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POSITION: Principal

PURPOSE OF JOB: Provide effective instructional and organizational leadership to school faculty, staff, and students in all areas. Work effectively with all school personnel, students, parents and community members. Be cognizant of all state and district requirements in serving the needs of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Organizes and monitors school planning process in which cooperative working relationships are facilitated in developing goals and objectives that are transferable to programmatic implementation.
- Monitors the curriculum and identifies progress toward stated goals and objectives.
- Assists in designing procedures to evaluate student progress in relation to instructional objectives.
- Uses evaluation findings and assessment information to make decisions to expand, revise or suspend curricular programs.
- Provides a variety of instruction programs consistent with district curriculum goals to meet individual learner needs to the extent that resources are available.
- Directs and supervises the business operations of the school including budget, requisitions and accounting.
- Sets high standards of conduct and monitors all facets of school life to ensure that all persons strive to meet these standards.
- Makes regular systematic and accurate appraisals of teachers' performance through scheduled and unscheduled classroom observations.
- Provide staff development activities designed to assist staff in accomplishing school, district, and state objectives.
- Establishes and supervises procedures for the security of school facilities and safety of all personnel and students.
- Discharges assigned responsibility for selection, orientation, evaluation, transfer, reappointment or dismissal of school personnel by following school regulations regarding each of these functions.
- Sets effective procedures and standards for evaluation and supervision of support personnel.
- Keep students and parents informed of school, district and state goals, policies and activities.
- Insures that parents are provided with regular reports of their child's progress.
- Enthusiastically informs the community about school, district, and state purposes, accomplishments and needs through regular written and verbal communications.
- Provides leadership in guiding the various programs sponsored with the public, i.e. boosters, social agencies, School Advisory Committees, Area Attendance Council, P.T.A., and etc.
- Establishes and maintains a harmonious multicultural, multiethnic educational environment.
- Attends and participates in regularly required Staff Development Activities as provided by the School.
- Performs any or all Medicaid Administrative Case Management duties, which serve to inform children and their families how to effectively access, use and maintain participation in all health resources under the Federal Medicaid program.

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322

SUPERVISORY RESPONSIBILITIES: Yes

Minimum Qualifications

Education and/or Experience:

Masters Degree

- Five (5) years of teaching experience
- Hold, or be eligible for Missouri Certification in Elementary or Secondary school teaching
- Hold, or be eligible for Missouri Administrative Certification

Preferred Qualifications

- Education Specialist and/or Doctorate Degree in Secondary School Administration.
- Experience in curriculum articulation, development, and coordination.
- Experience as building administrator.
- Two (2) years administrative experience in urban secondary schools.

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

Salary: DOQ

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6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322



POSITION: Middle School Assistant Principal

PURPOSE OF JOB: The role of the Middle School Assistant Principal is to work with students, parents, staff, teachers and administration in promoting the academic, civic, cultural, personal and social growth of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- First point of contact with student problems/discipline in cooperation with Principals and Counselors
- Contacts parents about student problems/discipline
- Maintains and periodically reviews student discipline records
- Works with administrative staff to maintain school discipline plan
- Keeps administrative staff informed of all activities
- Maintains and reviews student attendance records
- Maintains documentation relative to bus discipline issues
- Monitors Middle School lunch
- Is visible in the halls during passing time as well as before and after school
- Fosters environment conducive to learning
- Fosters a positive climate and culture
- Practices consistency when issuing disciplinary consequences
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary
- Meets professional responsibilities;
- Participates in Professional Development activities as required by the position
- Follows rules, policies and procedures as specified
- Maintains confidentiality
- Accepts other duties and responsibilities as assigned by Principal or Superintendent

PREFERRED QUALIFICATIONS:

- Masters Degree in Educational Leadership
- Missouri Administrative Certification
- Five years of teaching experience

REPORTS TO: Middle School Principal

Benefits: Retirement Program, Health, Dental, and Life Insurance are provided.

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322



POSITION: Teacher

PURPOSE OF JOB: Provide effective instruction to students in all areas. Work effectively with all school personnel, students, parents and community members, and be cognizant of all state and district requirements in serving the needs of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following (other duties may be assigned):

- Meets and instructs assigned classes at the times designated
- Plans a program of study, that, as much as possible, meets the individual needs, interests, and abilities of students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals, and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement by instruction and action and the schools philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Confers with and seeks assistance of school administrators regarding possible learning disabilities of a student.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains accurate, complete, and correct records as required by law, school policy, and administrative regulation.
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom in fair and just manner.
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plans and supervises purposeful assignments for teacher aides and volunteers and cooperatively with department heads.
- Strives to maintain and improve professional competence.
- Attends staff meetings and serves on staff committees as required.
- Works with designated team to plan and determine appropriate steps to meet student needs.
- Demonstrates effective human relations and communication skills.
- Complies with good safety practices.
- Complies with all district rules, regulations, and policies.

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, Missouri 64131 tel. (816)412-5900 fax (816)410-0322

2014-2015 UNIVERSITY LEADERSHIP ACADEMY EMPLOYEE HANDBOOK

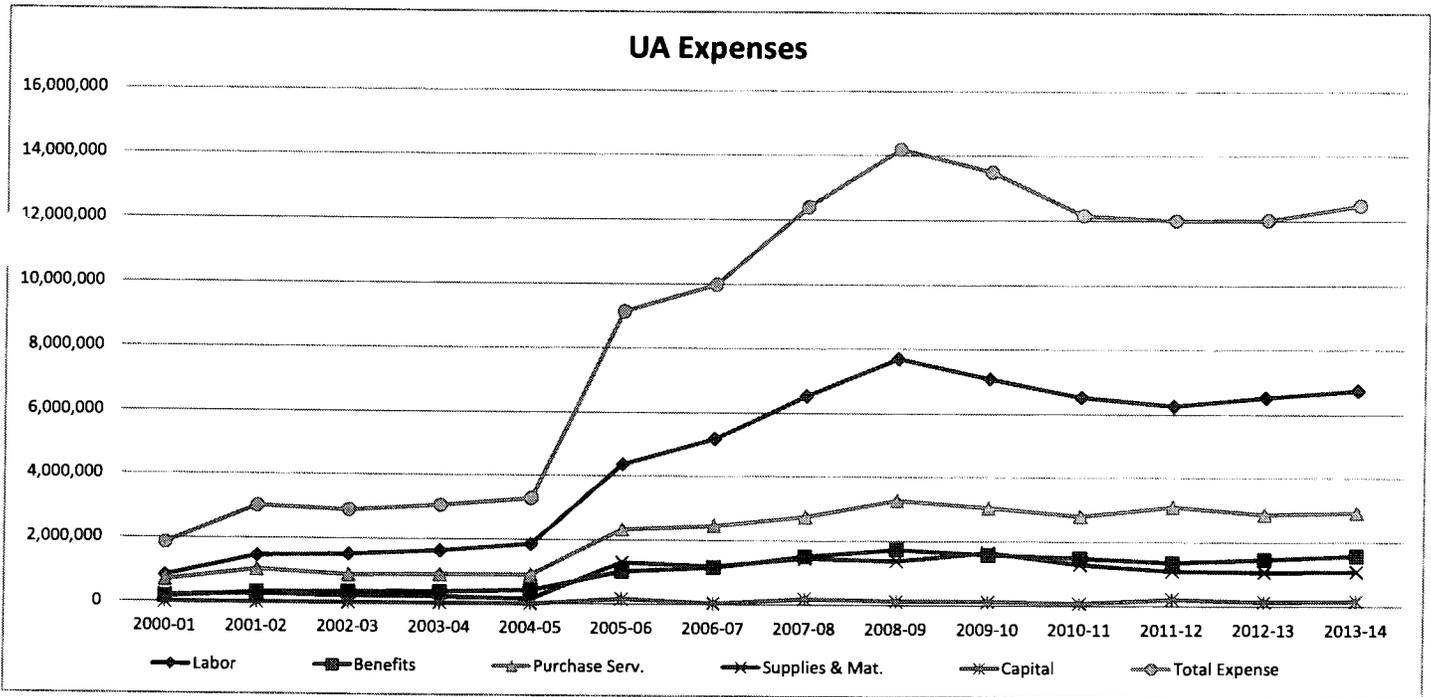
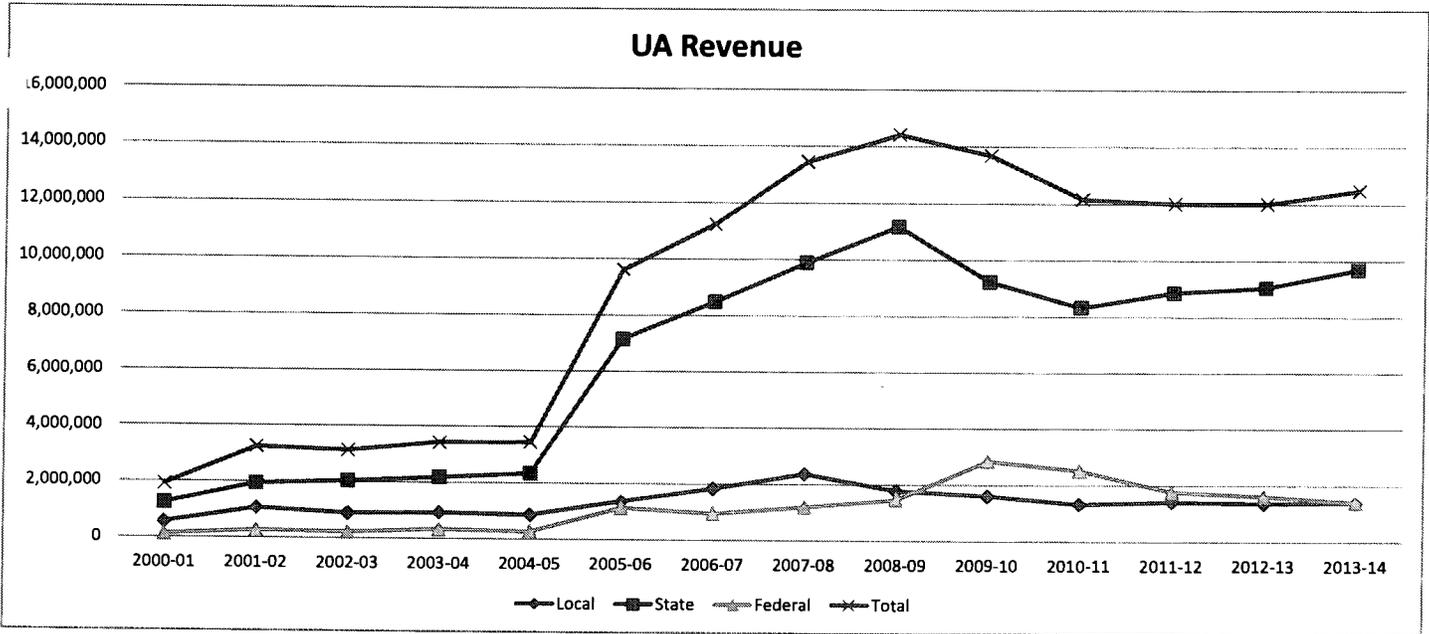


6801 Holmes Road
Kansas City, Missouri 64131
816.412.5900

Mr. Tony Kline
Superintendent and Executive Director

The **mission** of University Academy is to prepare students to succeed in an institution of higher education and to participate as leaders in society.

University Academy's **vision** is to be the best K-12 college-preparatory charter school in the country, with an emphasis on college preparation, career development, community service, and leadership.



Policy 37: Admission and Withdrawal

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

If the capacity of University Academy is insufficient to enroll all pupils who submit a timely application at any grade level, University Academy will use a lottery admissions process that assures all applicants of an equal chance of gaining admission except that:

1. University Academy gives a preference for admission to children whose siblings attend the school or whose parents are employees of the school and reside in the school district. If there are fewer openings at a grade level than students on the waiting list from Category #1, a lottery is used to determine which children will be admitted. If the number of pupils from the Category #1 waiting list is equal to or less than the opening at a grade level, all Category #1 pupils will be admitted. If there are still openings, Category #2 will be used to fill remaining openings.
2. University Academy gives preferential enrollment to pupils who reside closest to the school. If after pupils from Category 1 are enrolled and there are fewer openings at a grade level than students on the waiting list from Category 2, a lottery is used to determine which students will be admitted. If after selected pupils from Category 2 are admitted and there are still openings, Category 3 will be used to fill any remaining openings.

All pupils on the school's waiting list will fill remaining vacancies by grade level. If after enrolling pupils from Categories 1 and 2 above and there are fewer openings at a grade level than students on the waiting list from Category 3, a lottery will determine which children will be admitted.

Policy 38: Entrance Age**Entrance Age for Kindergarten**

To be admitted to Kindergarten or to attend Summer School prior to the student's regular term, a student must be five (5) years old by August 1st preceding entrance.

Policy 41: Homeless Students

The Board is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as provided to other students.



UNIVERSITY ACADEMY DISTRICT ASSESSMENT SCHEDULE



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KINDERGARTEN /GRADE 1/GRADE 2 BENCHMARKS

Testing Windows	September 15 th - October 23 rd Data Due 10/20	December 1 st - December 4 th Data Due 12/3	January 19 th - January 22 nd Data Due 1/23	March 30 th - April 7 th Data Due 4/3	May 11 th - May 14 th Data Due 5/15
K-2 MATH	Data Team Cycle 1 Assessment	Data Team Cycle 2 Assessment	Data Team Cycle 3 Assessment	Data Team Cycle 4 Assessment	Data Team Cycle 5 Assessment
K-2 ELA	Reading F & P	Writing PE	Reading F & P	Writing PE	Reading F & P

GRADE 3/ GRADE 4/ GRADE 5 BENCHMARKS

Testing Windows	October 5 th - October 10 th Data Due 10/13	November 12 th - November 17 th Data Due 11/13	December 10 th - December 15 th Data Due 12/10	February 2 nd - February 5 th Data Due 2/6	April 6 th - April 9 th Data Due 4/10
MATH 3-5	Data Director Data Team Cycle 1 Assessment	Data Director Data Team Cycle 2 Assessment	Data Director Data Team Cycle 3 Assessment	Data Director Data Team Cycle 4 Assessment	Data Director Data Team Cycle 5 Assessment
ELA 3-5	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment
SCIENCE	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment

MIDDLE SCHOOL BENCHMARKS

Testing Windows	September 24 th - October 1 st Data Due 10/1	December 1 st - December 4 th Data Due 12/3	February 2 nd - February 9 th Data Due 2/12	April 1st - April 8 th Data Due 4/3	May 18 th - May 21 st Data Due 4/17
MATH 6-8	Data Director Cycle 1 Assessment	Data Director Cycle 2 Assessment	Comprehensive Assessment	Comprehensive Assessment	Comprehensive Assessment
ELA 6-8	Data Director Cycle 1 Assessment	Data Director Cycle 2 Assessment	Comprehensive Assessment	Comprehensive Assessment	Comprehensive Assessment
SCIENCE	Data Director Comprehensive Assessment	Data Director Comprehensive Assessment	Comprehensive Assessment	Comprehensive Assessment	Comprehensive Assessment

UPPER SCHOOL BENCHMARKS

Testing Windows	September 29 th - October 9 th Data Due 10/10	October 27 th - November 13 th Data Due 11/14	December 1 st - December 18 th Data Due 12/19	February 9 th - February 26 th Data Due 2/27	March 30 th - April 16 th Data Due 4/17
ENGLISH I	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4
ENGLISH II	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4
ALGEBRA I	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4
ALGEBRA II	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4
GOVERNMENT	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4
BIOLOGY	Mastery Assessment Quarter 1	Mastery Assessment Quarter 2	Finals	Mastery Assessment Quarter 3	Mastery Assessment Quarter 4

Inch/Feet/Yards: <ul style="list-style-type: none"> • <u>inch, feet & yards games</u> • <u>inch, feet, and yards games</u> 			
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*****Fact Fluency 5 minutes/ 3x week minimum.

3rd Grade Mathematics Curriculum Resources and Interventions

Unit 1: Place Value and Operations within 1,000 (12 teaching days)	Unit 2: Addition and Subtraction within 10,000 (17 teaching days)	Unit 3: Multiplication (17 teaching days)	Unit 4: Division (21-22 teaching days)
<p>Chapter 1 (12 days) Chapter 2 (10 days)</p> <p>Big Idea: The learner will demonstrate an understanding of the base-ten number system.</p> <p>Teaching Points/Resources:</p> <p>Counting to 10,000: Literature: How Much, How Many, How Far, How Heavy, How Long, How Tall is 1,000? by: Helen Nolan and Tracy Walker</p> <p><u>Place Value within 10,000</u></p> <p>Comparing and Ordering Numbers: Learn Zillion: <u>Identify Patterns on a Hundreds Chart</u></p> <p>Mental Addition: Learn Zillion: <u>Solve addition problems with numbers up to 1,000: regrouping</u></p> <p>Mental Subtraction: Learn Zillion: <u>Solve</u></p>	<p>Chapter 3 (8 days) Chapter 4 (10 days) Chapter 5 (7 days)</p> <p>Big Idea: The learners will add and subtract fluently within 10,000.</p> <p>Teaching Points/Resources:</p> <p>Addition to 10,000 Learn Zillion: <u>Use addition and subtraction fact families to solve for unknown amounts</u></p> <p>Subtraction to 10,000 Learn Zillion: <u>Solve subtraction problems: using regrouping</u></p> <p>Bar Models Learn Zillion: <u>Solving two-step word problems using a model</u></p>	<p>Chapter 6 (5 days) Chapter 7 (9 days)</p> <p>Big Idea: The learners will use multiplication models and multiplication facts to multiply and divide.</p> <p>Teaching Points/Resources:</p> <p>Multiplication Properties Learn Zillion: <u>Solve for unknowns: using commutative property</u></p> <p>Learn Zillion: <u>Solve multiplication problems: using distributive property</u></p> <p>Learn Zillion: <u>Solve multiplication problems: using associative property</u></p> <p>Multiplication Learn Zillion: <u>Multiply by multiples of 10 using arrays</u></p> <p>Learn Zillion: <u>Multiply by multiples of 10 by breaking apart the multiple of ten into 2</u></p>	<p>Chapter 8 (9 days) Chapter 9 (12 days)</p> <p>Big Idea: The learners will multiply and divide 2- and 3-digit numbers with and without regrouping and apply this knowledge to two-step real-world problems.</p> <p>Teaching Points/Resources:</p> <p>Division Learn Zillion: <u>Interpret division as an unknown factor problem using arrays</u></p> <p>Multiplication and Division with Bar Models Learn Zillion: <u>Interpret division as an unknown factor problem using a bar model</u></p>

<p><u>subtraction problems: using regrouping</u></p> <p>Rounding: Learn Zillion: <u>Round to the nearest ten using a number line</u> <u>Rounding Worksheet</u></p> <p>Estimation/ Front End Estimation: Learn Zillion: <u>Assess reasonableness of an answer using front end estimation</u></p> <p>Learn Zillion: <u>Estimate solutions to two-step word problems</u></p>		<p><u>factors</u></p>	
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Unit 5: Measurement Distance and Length (7 days)	Unit 6: Graphs and Data (7 days)	Unit 7: Fractions (15 days)	Unit 8: Time, Temperature (14 days)
<p>Chapter 11 (8 days) Chapter 12 (7 days)</p> <p>Big Idea: The learners will use metric units of measurement to measure length, mass, and volume and to solve multi-step problems.</p> <p>Teaching Points/Resources</p> <p>Meters and Centimeters Kilometers and Meters Kilograms and Grams</p> <p>Learn Zillion: <u>Find the mass of an object using a balance scale</u> Liters and Milliliters:</p> <p>Learn Zillion: <u>Find the</u></p>	<p>Chapter 13 (7 days)</p> <p>Big Idea: The learners will understand how to create and read bar graphs and line plots.</p> <p>Teaching Points/Resources</p> <p>Bar Graphs: Learn Zillion: <u>Draw bars on a graph</u></p> <p>Learn Zillion: <u>Draw bars on a graph</u> <u>Create Interactive Bar Chart</u></p> <p>Line Plots: Learn Zillion: <u>Interpret data on a line</u></p>	<p>Chapter 14 (15 days)</p> <p>Big Idea: The learners will describe parts of a region and parts of a set using fractions.</p> <p>Teaching Points/Resources</p> <p>Fractions Learn Zillion: <u>Partition a shape into equal shares</u></p> <p>Learn Zillion: <u>Write unit fractions as a number</u></p> <p>Using Fraction Strips Learn Zillion: <u>Count the unit fractions of</u></p>	<p>Chapter 15 (13 days) Chapter 16 (11 days)</p> <p>Big Idea: The learners will use customary units to measure length, weight, and capacity and can use their understanding of time and temperature to describe real-world situations.</p> <p>Teaching Points/Resources</p> <p>Elapsed Time : Learn Zillion: <u>Identifying the start time, change of time, and end time in real-world elapsed time problems</u></p> <p>Learn Zillion: <u>Solving</u></p>

<u>volume of liquids</u> <u>Measuring to the Nearest 1/2 & 1/4 Inch</u> <u>(pgs. 66-71)</u>	<u>plot</u> Learn Zillion: <u>Collect and show data on a line plot</u>	<u>one whole using fraction strips</u> <u>Make Your Own Fraction Strips</u> <u>Comparing Fractions</u> Learn Zillion: <u>Compare different fractions by observing the size of the whole</u> <u>Math is Fun Fraction Number Line</u> <u>Comparing to find Equivalent Fractions</u>	<u>elapsed time word problems to the nearest hour</u> Learn Zillion: <u>Solving elapsed time word problems to the nearest five minutes</u> Learn Zillion: <u>Solving elapsed time word problems to the nearest minute</u> <u>Showing Time on Digital and Analog Clocks</u>
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Unit 3: Geometry (14 days)

Chapter 17 (8 days)
Chapter 18 (7 days)
Chapter 19 (7 days)

Big Idea: The learners will recognize angles and lines, classify polygons, and find area and perimeter of figures in metric & customary units.

Teaching Points/Resources:

2D shapes:
Identify rectangles
Identify rhombuses
Identify squares

Area/ Perimeter
Area:
Learn Zillion: Cover the area of a shape using square units

Learn Zillion: Find the area of a shape using square units

Perimeter:
Learn Zillion: Find the perimeter of a square or rectangle by adding side lengths

Learn Zillion: Find the perimeter of a polygon

4th Grade Mathematics Curriculum with Resources

Unit 1: Place Value and Whole Numbers (23 days)	Unit 2: Multiplication and Division (21 days)	Unit 3: Fractions and Mixed Numbers (22-26 days)	Unit 4: Decimals (25-29 days)
Chapter 1 (14 days)	Chapter 3 (22 days)	Chapter 6 (24 days)	Chapter 7 (15 days)

<p>Chapter 2 (10 days)</p> <p><i>Big Idea:</i> The learner will read, compare and order numbers, and use factors and multiples to estimate.</p> <p><u>Teaching Points/Resources:</u></p> <p>Comparing Whole Numbers <u>Comparing Numbers Chart</u>- worksheet generator</p> <p><u>Comparing numbers to 10,000,000</u>- worksheets</p> <p><u>Comparing within 1,000,000</u>-Common Core Sheets</p> <p>Place Value <u>Identifying Place Value Worksheets</u>- Find the missing value and place value</p> <p><u>Understand Place Value as Values of 10-</u></p> <p>Learn Zillion Lessons <u>Word Form-</u></p> <p>Learn Zillion Lessons <u>Find the value of the number-</u> worksheets</p> <p>Rounding and Estimation</p> <p><u>Round Multi-Digit whole number to any place-</u></p> <p>Learn Zillion Lessons</p> <p><u>Rounding numbers to the nearest 1,000-</u> worksheets</p> <p><u>Rounding numbers to the nearest 10,000-</u> worksheets</p>	<p><i>Big Idea:</i> The learner will use place value to multiply and divide multi-digit numbers and use estimation to check for reasonableness.</p> <p><u>Teaching Points/Resources:</u></p> <p>Multiplication <u>Solve Multiplication Problem-</u></p> <p>Learn Zillion Lessons <u>2 digit x 1 digit multiplication - printable worksheets</u></p> <p><u>2 digit x 2 digit multiplication- printable worksheets</u></p> <p>Division</p> <p><u>Dividing with up to 4-digit dividends-</u></p> <p>Learn Zillion Lessons <u>Dividing with 1 digit divisors-</u> worksheets</p> <p><u>Preparing for Long Division-</u> Common Core Sheets</p> <p>Estimation <u>Estimation of multiplication and Division-</u></p> <p>Learn Zillion Lessons</p> <p><u>Estimate products- Lessons and worksheets</u></p>	<p><i>Big Idea:</i> The learner will use fractions and mixed numbers to name, add, and subtract wholes and parts of a whole.</p> <p><u>Teaching Points/Resources:</u></p> <p>Add and Subtract Fractions</p> <p><u>Adding Proper Fractions- Worksheets</u></p> <p><u>Subtract Proper Fractions- Worksheets</u></p> <p><u>Add and Subtract Fractions Word Problems- Learn Zillion Lessons</u></p> <p>Mixed Numbers and Improper Fractions</p> <p><u>Mixed Numbers and Improper Fractions- Common Core Sheets</u></p> <p><u>Converting Mixed Numbers to Improper Fractions- Worksheets</u></p> <p><u>Simplifying Improper fractions- Worksheets</u></p> <p><u>Understand Multiplication of Fractions by Whole Number- Learn Zillion Lessons</u></p> <p><u>Word Problems for Multiplying fractions by a whole number- Learn Zillion Lessons</u></p> <p><u>Comparing Fractions Fractions- Worksheet</u></p>	<p>Chapter 8 (12 days)</p> <p><i>Big Idea:</i> The Learner will understand decimals as an extension of place-value notation and add and subtract decimals.</p> <p><u>Teaching Points/Resources:</u></p> <p>Decimals and Fractions</p> <p><u>Convert Fractions to Decimals- Common Core Sheets</u></p> <p><u>Fraction and Decimal Equivalent- Common Core Sheets</u></p> <p><u>Convert Fractions and Decimals- Learn Zillion Lessons</u></p> <p><u>Add and Subtract Decimals</u></p> <p><u>Add and Subtract 10th and 100th- Common Core Sheets</u></p> <p><u>Understanding Decimals-</u></p> <p><u>Decimals- Virtual examples and explanation</u></p> <p><u>Compare Decimals</u></p> <p><u>Compare two decimals to hundredths- Learn Zillion Lessons</u></p> <p><u>Compare Decimals- Worksheets</u></p> <p>Round Decimals</p> <p><u>Round hundredths to a whole number- Worksheets</u></p>
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<p>Factors and Multiples</p> <p>Factors and Multiples- Learn Zillion Lessons</p> <p>Factors and Multiples- Virtual examples</p>		<p><u>Understanding Fractions- Math Drills Worksheets</u></p>	<p><u>Add decimals- Worksheets</u></p>
<p>Unit 7: Factors and Multiples (13-15 days)</p>	<p>Unit 8: Quadrilaterals and Angles (13-15 days)</p>	<p>Unit 7: Mass, Volume, and Time (24-30 days)</p>	<p>Unit 8: Symmetry and Tessellations (13-20 days)</p>
<p>Chapter 9 (14 days)</p> <p><i>Big Idea:</i> The learner will understand that angles can be seen and measured when two rays or sides of a shape meet.</p> <p><u>Teaching Points/ Resources:</u></p> <p>Measure Angles <u>Measure angles from 5 degrees to 355 degrees- Worksheets</u></p> <p><u>Understand Angles and Angle Measurements- Learn Zillion Lessons</u></p> <p><u>Find Angle Measurements- Worksheets</u></p> <p>Draw angles to 180 degrees</p> <p>Angles- Common Core Sheets</p> <p><u>Draw Angles- Learn Zillion Lessons</u></p>	<p>Chapter 10 (8 days) Chapter 11 (10 days)</p> <p><i>Big Idea:</i> The learner will understand that line segments can go up and down, from side to side, and in every direction.</p> <p><u>Teaching Points/ Resources:</u></p> <p>Properties of Squares and Rectangles</p> <p>Properties- IXL Practice problems</p> <p><u>Quadrilateral Examples- Virtual Examples and Explanation</u></p> <p>Draw perpendicular and parallel lines</p> <p><u>Drawing Lines and Angles- Learn Zillion Lessons</u></p> <p><u>Identifying lines- Common Core Sheets</u></p>	<p>Chapter 12 (12 days) Chapter 13 (14 days)</p> <p><i>Big Idea:</i> The learners will measure length, weight, volume, distance of things and time lapse</p> <p><u>Teaching Points/ Resources:</u></p> <p>Length <u>Estimating Distance- Common Core Sheets</u></p> <p><u>Determine Appropriate Measurement- Common Core Sheets</u></p> <p>Mass <u>Solve Word Problems with Mass- Learn Zillion Lessons</u></p> <p>Mass and Volume- Interactive examples and problems</p> <p>Weight, Mass, Volume and Time</p> <p><u>Relative Sizes of Measurement- Learn Zillion Lessons</u></p> <p><u>Measurement Conversion Word Problems- Learn Zillion Lessons</u></p>	<p>Ch 14 (10 days) Ch 15 (8 days)</p> <p><i>Big Idea:</i> The learner will understand line symmetry, rotational symmetry, and how to make symmetric shapes and patterns.</p> <p><u>Teaching Points/ Resources:</u></p> <p><u>Symmetry Recognize and Draw Lines of Symmetry- Learn Zillion Lessons</u></p> <p><u>Lines of Symmetry- Scholastic Video Clip</u></p> <p><u>Tessellations What are Tessellations?- Online Examples</u></p> <p><u>Math is Fun- Pictures of tessellations</u></p>

		<p><u>Word Problems- Learn Zillion Lessons</u></p> <p>Perimeter and Area</p> <p><u>Area of Rectangles- Worksheets</u></p> <p><u>Area and Perimeter- Learn Zillion Lesson</u></p>	
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*****Fact Fluency 5 minutes/ 3x week minimum.

5th Grade Mathematics Curriculum

Unit 1: Whole Numbers and Operations with Base Ten	Unit 2: Fractions and Decimals	Unit 3: Operations with Fractions and Decimals	Unit 4: Operations with Whole Numbers and Decimals
<p>Chapter 1 (12 days) Chapter 2 (23 days)</p> <p><i>Big Idea:</i> The learner will demonstrate an understanding of the base-ten number system.</p> <p><u>Teaching Points/Resources:</u></p> <p>Comparing whole numbers: Georgia Standards: <u>Place Value</u> activities (can be used throughout)</p> <p><u>Comparing Numbers</u> worksheet generator</p> <p><u>Ordering Whole Numbers</u> printable worksheet (intervention practice with place value chart)</p> <p>Rounding whole numbers:</p>	<p>Chapter 3 (14 days) Chapter 4 (18 days)</p> <p><i>Big Idea:</i> The learner will demonstrate an understanding of fractions.</p> <p><u>Teaching Points/Resources:</u></p> <p>Adding and subtracting fractions with unlike denominators: Georgia Standards: <u>Fraction</u> activities (can be used throughout)</p> <p>Learn Zillion: <u>+/- Fractions with Unlike Denominators</u> lesson</p> <p>StudyJams: <u>+/- Fractions with Unlike Denominators</u> tutorial</p> <p>Adding and subtracting mixed numbers: <u>Add/Subtract Mixed</u></p>	<p>Chapter 5 (5 days)</p> <p><i>Big Idea:</i> The learner will develop, understand, and apply numerical and algebraic concepts.</p> <p><u>Teaching Points/Resources:</u></p> <p>Determining the value of variables: <u>Solving for variables</u> worksheet</p> <p><u>Equation</u> worksheet generator</p> <p>Simplifying algebraic expressions: BrainPop: <u>Solving Equations with Variables</u> video</p> <p><u>Algebraic Expressions</u> worksheets</p> <p><u>Algebraic Equations</u></p>	<p>Chapter 8 (14 days) Chapter 9 (20 days)</p> <p><i>Big Idea:</i> The learner will demonstrate an understanding of the base-ten number system.</p> <p><u>Teaching Points/Resources:</u></p> <p>Place value to thousandths: Georgia Standards: <u>Decimal</u> Activities (can be used throughout)</p> <p>StudyJams: <u>Decimal Place Value</u> tutorial</p> <p>Estimating decimals: StudyJams: <u>Rounding Decimals</u> tutorial</p> <p><u>Estimating Decimal Sums and Differences</u> worksheets</p> <p>Comparing decimals: <u>Comparing Decimals</u> worksheets</p> <p>BrainPop: <u>Comparing prices</u> video</p>

<p><u>Common Core Sheets</u> - printable worksheets on rounding</p> <p><u>Place Value and Rounding</u> printable worksheets</p> <p>Multiplying whole numbers: <u>Multiplication</u> worksheet generator</p> <p><u>Multiplication & Division</u> worksheets and videos</p> <p>Dividing Whole Numbers: <u>How to do Long Division</u> video</p> <p><u>AAA Math Division</u> worksheets menu</p> <p>Exponents: <u>Exponent Worksheets</u> (various)</p> <p><u>Exponent Worksheet</u> generator</p>	<p><u>Number</u> guided practice</p> <p><u>Add/Subtract Mixed Number</u> worksheets</p> <p>Multiplying and Dividing Fractions: Georgia Standards: <u>Fraction</u> activities</p> <p><u>Mathing fraction</u> worksheets</p> <p><u>Multiplying Fractions</u> Learn Zillion</p>	<p>worksheet generator</p> <p>Order of operations: <u>Order of Operations</u> song/video</p> <p><u>Order of Operations</u> worksheet</p> <p><u>StudyJams Order of Operations</u> tutorial</p> <p><u>Order of Operations</u> worksheet(s)</p>	<p>Converting between decimals and fractions: BrainPop: <u>Converting fractions and decimals</u> video</p> <p>Discover Ed: <u>converting decimals/fractions</u></p> <p>Multiplying decimals: <u>Multiplying Decimals</u> worksheet(s)</p> <p>Learn Zillion: <u>Multiplying decimals</u> lesson</p> <p>Dividing decimals: <u>Dividing Decimals</u> worksheets</p> <p>StudyJams: <u>Dividing decimals</u> tutorial</p> <p>Metric Conversions: Learn Zillion: <u>Converting Metric Units</u> lesson</p> <p>BrainPop: <u>Metric Units</u> video</p> <p>Exponents: Scientific Notation Learn Zillion: <u>Scientific Notation</u> lesson</p> <p>BrainPop: <u>Scientific Notation</u> video</p>
<p>Unit 6: Data Analysis (17 teaching days)</p>	<p>Unit 8: Fractions (17 teaching days)</p>	<p>Unit 7: Surface Area/Volume (17 teaching days)</p>	<p>Unit 8: Percents/Ratios (17 teaching days)</p>
<p>Chapter 11 (12 days)</p> <p>Big Idea: The learner will understand, develop, and interpret data.</p> <p>Teaching Points/Resources:</p> <p>Bar Graphs: DiscoverEd: <u>Using Bar Graphs</u> video</p>	<p>Chapter 13 (10 days) Chapter 14 (8 days) [Chapter 12 (6 days): To be added at the end of the 2014-2015 school year and fully implemented during the 2015-2016 school year.]</p> <p>Big Idea: The learner will classify and identify two-dimensional and three-dimensional</p>	<p>Chapter 15 (20 days)</p> <p>Big Idea: The learner will understand and apply concepts of measurement.</p> <p>Teaching Points/Resources:</p> <p>Measuring surface area: Worksheet Works -</p>	<p>Chapter 7 (5 days) Chapter 10 (10 days)</p> <p>Big Idea: The learner will interpret, convert, and compare various representations of data.</p> <p>Teaching Points/Resources:</p> <p>Changing fractions to percents: StudyJams:</p>

<p>Learn Zillion: Bar Graphs (various videos to target interventions needed)</p> <p>Probability: BrainPop: Understanding Probability video</p> <p>Probability worksheets</p> <p>Graphing Equations: Learn Zillion: Equations lesson</p> <p>Graphing Equations worksheet generator</p> <p>Coordinate grid: Learn Zillion: Using a Coordinate Grid lesson</p> <p>PBS Learning Media: Graphing on a Coordinate Grid video</p> <p>Using a Coordinate Grid interactive</p>	<p>figures, based on their properties.</p> <p><u>Teaching Points/Resources:</u></p> <p>Classifying triangles: StudyJams: Classifying Triangles tutorial (can be used throughout)</p> <p>BrainPop: Types of Triangles video</p> <p>Measuring angles: Measuring Angles worksheet</p> <p>Identifying Angles worksheet(s)</p> <p>Identifying quadrilaterals: Georgia Standards: 2-Dimensional Shapes activities</p> <p>Learn Zillion: Classifying Quadrilaterals lesson</p> <p>Learn Zillion: Classifying Quadrilaterals lesson</p> <p><u>Review 3D shapes and properties:</u> Exploring 3D Shapes interactive</p> <p>Learn Zillion: Identifying 3D Shapes lesson</p>	<p>Worksheet generator</p> <p>BrainPop: Finding Area video</p> <p>Measuring Volume with a formula (LxWxH): Learn Zillion: Finding Volume (LxWxH) video</p> <p>Finding Volume of Solid Figures lesson & worksheets</p> <p>Measuring volume in square units: Learn Zillion: Counting Cubes</p> <p>Finding Volume of 3D Figures worksheets</p> <p>Construct/Draw 3D shapes: Constructing 3D Shapes</p> <p>Customary Units of Measure: BrainPop: Customary Units of Measurement video</p> <p>Customary Units of Measurement Matching Game</p>	<p>decimals/Fractions/Percents video</p> <p>Discover Ed: comparing fractions/decimals/percents</p> <p>Finding percentages of whole numbers: Graphic Representation of Percentages of Whole Numbers</p> <p>Quick Examples for Classroom Instruction</p> <p>Finding Ratios: AAA Math Ratio lessons/activities</p> <p>Ratio Blaster Game</p> <p>Finding equivalent ratios: Learn Zillion: Equivalent Ratios lessons</p> <p>Video on how to find equivalent ratios</p>
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6th Grade Mathematics

Introductory Course into Algebra and Developing Middle School Math

Course Description:

The purpose of this course will be to introduce the new abstract concepts of Algebra, while developing deeper understanding of previously introduced concepts. Students will be able to solve problems while applying abstract and quantitative reasoning. Students will be able to construct arguments based off viable mathematical models. Students should be able to utilize procedures appropriately dependant on the concept or task. Students should begin to derive expressions and formulas from patterns generated by real world experiences. Topics include but are limited to linear functions, data collection, simple probability, ratios, proportions, percentages, conversion of units both conventional and metric, operational math, integer operations, and geometry. These experiences will then be mastered throughout the student's middle school path onto high school.

7th Grade Math Curriculum Second Middle School Course

Course Description:

The 7th grade math class is designed so that students can demonstrate progress toward college and career readiness in mathematics. As leaders and lifelong learners, students must become proficient or advanced in four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) draw inferences about populations based on samples.

8th Grade Math (Pre-Algebra) Third Middle School Course

Course Description:

The 8th grade math is designed to facilitate student leadership and growth in three critical areas: (1) formulating and reasoning about expressions and equations, including modeling and association in bivariate data with linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three- dimensional space and figures using distance, angle, and congruence, and understanding and applying the Pythagorean Theorem.

Course Text/Materials:

Cavendish, Marshall. *Math in Focus*. Marshall Cavendish Education, 2013.
Buckle Down
Missouri and New York Released items

6th Grade English Language Arts- Middle School

Course Description:

This course will focus on the development of critical analysis skills through reading and writing. Students will be able to demonstrate their understanding of literary techniques, figurative language and the writing process.

7th Grade English Language Arts

Course Description:

ELA is designed to facilitate student leadership and growth in the areas of reading, writing, vocabulary development, speaking/listening, research, and grammatical skills. As leaders and lifelong learners, students must become proficient and/or advanced in their ability to assimilate information from a variety of sources and communicate clearly. Students will have a chance to look at the world of language and literature from their own point of view. They will learn how to support their own ideas with evidence from a variety of pre-selected reading materials. They will also discover why grammar is important and how it fits into their everyday lives.

8th Grade English Language Arts

Course Description:

In 8th Grade English Language Arts, students will explore the society in which they live. They will discover historic triumphs and tragedies, as they read both fiction and non-fiction literary works that bring each topic to life. Students will learn to read, write, and speak with standard grammar that uses text-based evidence to support their claims to any given prompt. Lastly, culminating assessments will demonstrate to students, parents, and instructors the students' knowledge and understanding.

Science Curriculum First Middle School Science Course

6th Grade

Course Description:

This science course will serve as a foundation to challenge students to think critically in science. Students will take an in depth look at the methods of science including safety procedures, tools and measurement, and experimental design. In this course, students will study matter, energy, characteristics of living organisms, changes in ecosystems and interactions of organisms with their environments, and a brief discussion on the impact of humans on Earth's resources.

7th Grade Science

Order of course in Middle School

Course Description:

The 7th Grade Science class is designed to facilitate student leadership and understanding in the area of science. As leaders and lifelong learners, students must become proficient and/or advance in their ability to problem solve and process skills to understand science knowledge as well as to develop an understanding and appreciation for the interactions of science, technology, and society. In this class, the students study forms of energy, energy transformation, force and motion, weather and climate (Earth Systems), objects and their motion in the solar system, and inquiry.

8th Grade Science

Third Middle School Science Course

Course Description:

The 8th Grade Science class is designed to facilitate student leadership and understanding in the area of science. As leaders and lifelong learners, students must become proficient and/or advance in their ability to problem solve, process skills to understand science knowledge and develop an understanding and appreciation for the interactions of science, technology, and society. In this class, the students study physical and chemical properties and changes of matter, cells and body systems, disease, reproduction and heredity, the rock cycle and plate tectonics, and inquiry.

**World Geography Curriculum
6th grade required course**

1 unit of credit

Prerequisites: none; typically 6th grade standing

When Offered: annually

Course Description:

World Geography provides a broad sampling of the various connections of the five themes of geography. Together these themes along with the six essential elements of geography students will be able to get an understanding of the eighteen geography standards needed to understand the study of specific civilizations across time and continents; students will examine the various components of a human culture how to use maps, physical and humans characteristics, the physical processes that shape the Earth, the characteristics and migration of human populations, how humans modify the physical environment, and how to apply geography to interpret the past. The course will also analyze how people create regions, the distribution of ecosystems, patterns of human settlement, and how to apply geography to the present and future. Students will acquire a breadth of understanding of the human experience over time, giving them foundations for deeper understanding of the geographical world and the human experience in general.

**World History Curriculum
7th grade required course
1 unit of credit**

Prerequisites: 6th grade World Geography

When Offered: Annually

Course Description:

World History provides a broad sampling of the various civilizations that have, over more than five millennia of recorded history, contributed to shaping the world as we know it today. Through the study of specific civilizations across time and continents, students will examine the various components of a human culture: its governance system, military achievements, religion, philosophy and cultural values, family structure, economic system, arts and intellectual achievements, and contributions to subsequent civilizations or eras. The course will also analyze the durability, decline, and fall of various civilizations. Students will acquire a breadth of understanding of the human experience over time, giving them foundations for deeper understanding of the modern world and the human experience in general.

U. S. History Curriculum
8th grade required course

1 unit of credit

Prerequisites: 7th grade World History

When Offered: Annually

Course Description:

The United States has evolved over four centuries from a cluster of struggling British colonies along the Atlantic seaboard to a global economic, military, and cultural superpower. This course surveys key human actors, events, trends, and debates in that remarkable evolution. The course will focus primarily on developments from early American societies and colonization through Civil War and Reconstruction. Students should acquire a rich historical context for subsequent study of United States history in high school.

Algebra I Curriculum Beginning Upper School Math Course

Prerequisites: Successful Completion of Pre-Algebra Course (7th or 8th grade)

When Offered: Annual

State Testing Status: Mandated yearly test

Mastery Testing Plan: Each curricular unit as described below is assessed by a mastery test of appropriate size and scope. A full description of the mastery system appears in the Appendix.

Literacy Requirement: This course should include no less than two 1-3 day reading based units appropriate to the concept at hand. These units may range from explicitly mathematically based sources e.g. historical algebraic texts to fictional math related texts e.g. science fiction to directly mathematics based application sources e.g. narrative accounts of individuals using mathematics. These units should be taught at a level commensurate to the rigor of the course and the text chosen to convey the level of text complexity appropriate to the 9-10 grade band.

Course Description: Students will master algebraic skills essential for the study for higher mathematics. This course is designed to bring together past experiences in algebraic concepts and extend these experiences through the real number system. The course stresses understanding of the structure of different number systems and learning to appreciate the need for precision of language. Topics include the real number system; first-degree equations and inequalities; polynomials; applications of factoring, statistics, probability and geometry; functions; relations; graphs, quadratic equations and inequalities.

What Students Should Know:

- In-depth understanding of linear relationships
- How to model and describe real-life situations mathematically
- Graphically analyze functions and average rate of change via key features
- Algebraically solve second degree one-variable polynomials
- Use exponential functions to explain and solve real-life situations

Appendix to the Algebra I Curriculum

Mastery Learning:

Since at least the 1990s, the K-12 education in the United States has increasingly emphasized a “no excuses” standards-based approach to learning. Federal education law, state testing regimes, and the Common Core State Standards initiative all exist to 1) define crucial and often rigorous standards—knowledge and skills alike—necessary for college and career readiness; and 2) to require rigorous state or national assessments that seek to ensure **all** students’ mastery of those standards.

To meet this challenge, University Academy upper school has adopted a mastery-learning model of assessment of each student’s learning of the curricular standards in each course. Except when waived by the upper school principal, all high school teachers are required to implement this model, adapting it appropriately to their specific courses. Upper schoolteachers, especially new or beginning, will be trained annually in the mastery approach. What follows is only a brief overview of the theory and practice of mastery learning.

Mastery learning is based on certain fundamental assumptions:

- educational psychology has established that if a subject can manipulate a fact or idea or use a skill correctly 80% of the time, the subject has “mastered”—attained a fair degree of expertise or fluency—in that learning task
- mastery learning (at 80% or greater accuracy) strengthens retention of knowledge and skills, combats the curve of forgetting, accelerates relearning, and establishes a stronger foundation for more advanced learning in subsequent courses
- all students can and must learn to high levels, but not at the same rate of learning
- mastery learning raises achievement for all students

The mastery learning process at UA:

1. Each teacher identifies from the standards-aligned course curriculum specific units, skills, or core competencies to be mastered by all students. This is a selective process; practically speaking, not all essential standards can be assessed through the mastery approach. A **minimum of three mastery assessments per semester** must be administered in each course.
2. The selected learning should **focus more on higher levels of learning** (Bloom’s applying, analyzing, evaluating, or synthesizing/creating; DOK levels 2-4) than on lower level recall/recognition of facts (Bloom’s remembering or understanding; DOK 1). If a unit test is the means of assessment, ideally it should be a balanced assessment, containing both objective and constructed response items requiring significant higher-level thinking.
3. The teacher must **make the standards for mastery clear to the students** (analyzing models of mastery/approaching mastery/non-mastery work are recommended); students should also clearly understand why the particular mastery learning task is central to the course and their overall education.

4. After thorough instruction and formative assessments of the learning task, students complete a summative “mastery” assessment. They must demonstrate **at least 80% accuracy or proficiency** on that assessment.
5. Students not attaining 80% on the first attempt will be given **up to two additional attempts to demonstrate mastery**, typically after school. A reasonable deadline (recommended: a week or less) should be imposed, to avoid a flurry of by-then-meaningless mastery retakes in the final week of the course.
6. Students not mastering should be able to clearly identify their areas of weakness and **receive assistance in attaining mastery**, either through review of the first mastery assessment, in-class individual help, peer tutoring, and/or after-school tutoring. In the end, however, it is primarily (but not exclusively) the student’s responsibility to master the learning.
7. **Mastery “retakes”** should be altered to avoid memorization of the first mastery test but **must assess the same standards as the original form of the test**.
8. If the student masters on the second or third attempt, **the recorded grade for that assessment is the average of the student’s first attempt and the successful mastery attempt**. Example: Monique scores 60% correct on the first attempt. No grade is entered in the official grade record. On the second attempt, she scores 90%. The average of the two scores, 75% (or its raw score equivalent), is then entered in the official grade record. If the student requires a third attempt, it is left to the teacher’s discretion whether to average all three scores or only the initial score and final mastery score. Some form of averaging, however, is essential to avoid students’ “blowing off” the first attempt and using it only to make their belated study for the second attempt easier.
9. If the student fails to demonstrate 80% proficiency after three attempts, the **official grade recorded for that assessment is a zero**. This establishes that **mastery learning is a “high stakes” enterprise** and that “close,” isn’t good enough in mastering standards crucial for college and careers.
10. In calculating the final grade for the course, **mastery assessments must be weighted between 40-60%** of the grade. More than one failure to master may well cause the student to fail the course. This is appropriate and not meant to be punitive. It merely identifies students whose learning is too weak to permit them to progress through the curriculum without retaking the course.
11. The teacher’s **mastery policy must be explicitly explained in the course syllabus and through classroom instruction** over the course of the year. Because subtle differences in procedure will exist from course to course and teacher to teacher, many students will experience understandable confusion. It is the teacher’s job repeatedly to clarify the procedures used in a specific course. Throughout the process, there should be no mystery to mastery.

Sources:

Bloom, Benjamin. “Learning for Mastery.” *Evaluation Comment*. UCLA-Center for the Study of Evaluation of Instructional Programs. 1968. Reprinted at <http://ruby.fgcu.edu/courses/ikohn/summer/PDFfiles/LearnMastery2.pdf>

Gentile, J. Ronald, and James P. Lalley. *Standards and Mastery Learning*. Thousand Oaks, CA: Corwin. 2003.

Algebra II Curriculum Third Upper School Math Course

Prerequisites: Successful Completion of Algebra Course

When Offered: Annual

State Testing Status: Optional Missouri End of Course exam (2014), Math End of High School Test to occur at end of junior year (2015)

Mastery Testing Plan: Each curricular unit as described below is assessed by a mastery test of appropriate size and scope. A full description of the mastery system appears in the Appendix.

Literacy Requirement: This course should include no less than two 1-3 day reading based units appropriate to the concept at hand. These units may range from explicitly mathematically based sources e.g. written explanations of Cardano's solution to the cubic to mathematically based application sources e.g. evaluating statistical methods in research studies or the monitoring of various environmental phenomena as it relates to rational functions. These units should be taught at a level commensurate to the rigor of the course and the text chosen so as to convey the level of text complexity appropriate to the 11-12 grade band.

Course Description: This course serves as the third course in the Upper School mathematics sequence. It is designed for students who have completed the Geometry course, yet still show struggle to perform at an identified level on appropriately applied metrics. While the content of this course does include all of the necessary curricular components as outlined by the Common Core State Standards in preparation for the Math End of High School test, it is designed to be approached at a pace requisite to the students in the course. The focus is on the manipulation of polynomials, functions and sequences and series to both solve and analyze for key features. As well, it is the first time students are introduced to unit circle trigonometry as well as a utilization of the normal distribution to make statistically based analyses.

Advanced Placement Statistics Curriculum Fourth Year Upper School Math Course

Prerequisites: Successful Completion of Algebra II Course and instructor recommendation

When Offered: Annual

State Testing Status: Students may opt to take the national AP Statistics exam for college credit. This test occurs in the second or third week of May depending on the schedule as determined by the College Board. Sitting for this exam is not a requirement of the course, however, preparation for students taking the exam is a portion of the course.

Mastery Testing Plan: Mastery testing not required

Course Description: This course covers topics integral to a collegiate level statistics course. As such, it follows the prescribed curriculum as outlined by the College Board through their Advanced Placement division. Major topics include the arrangement of data into chart and graphical organizations, linear relationships of bivariate data, probability and expected value, probability distributions, binomial distributions, sampling distributions, inferential statistics by way of confidence intervals and hypothesis testing as well as the chi-square distribution.

College Algebra Curriculum
Third Year/Fourth Year Upper School Math Course

Prerequisites: Successful Completion of Geometry Course

When Offered: Annual

State Testing Status: For students who are not taking Algebra II, Math End of High School Test is required. For students who have taken Algebra II, no state testing is required.

Mastery Testing Plan: Mastery testing not required

Literacy Requirement: This course should include no less than two 1-3 day reading based units appropriate to the concept at hand. These units may range from explicitly mathematically based sources, e.g. DeMoivre's explanation and subsequent proofs of probability to the cubic to mathematically based application sources e.g. evaluating statistical methods in research studies or the monitoring of various environmental phenomena as it relates to rational functions to works of creative non-fiction e.g. a chapter of Charles Seife's Zero covering the origin of number systems. These units should be taught at a level commensurate to the rigor of the course and the text chosen to convey the level of text complexity appropriate to the 11-12 grade band.

Course Description: College Algebra serves a dual purpose of the in the sequence of mathematics courses. For students who are advanced in mathematics with instructor approval, College Algebra takes the place of an Algebra II Course. For students who have taken Algebra II, yet still struggle with mathematics, College Algebra serves as a fourth preparatory math course. This course is designed to mimic the content and scope of a traditional collegiate level college algebra course with added units of unit circle trigonometry and basic inferential statistics.

Geometry Curriculum
Second Upper School Math Course

Prerequisites: Successful Completion of Algebra Course

When Offered: Annual

State Testing Status: Optional test

Mastery Testing Plan: Each curricular unit as described below is assessed by a mastery test of appropriate size and scope. A full description of the mastery system appears in the Appendix.

Literacy Requirement: This course should include no less than two 1-3 day reading based units appropriate to the concept at hand. These units may range from explicitly mathematically

based sources e.g. written proofs of geometric theorems e.g. William Dunham's account of Euclid's Proof of the Pythagorean theorem to logic based texts e.g. Socratic Dialogues or the work of Descartes to directly mathematics based application sources e.g. the use of geometric concepts in construction. These units should be taught at a level commensurate to the rigor of the course and the text chosen to convey the level of text complexity appropriate to the 9-10 grade band.

Course Description: Students are provided the opportunity to extend knowledge in algebraic concepts through the study of geometric relationships. Students communicate mathematical ideas and geometric arguments by a variety of means including proofs, flowcharts, paragraphs and indirect arguments. The information about geometric relationships and the variety of communication strategies and logic skills should prove extremely valuable in future courses in mathematics as well as other fields of knowledge. Topics include transformations; congruence; linear equations; right triangle trigonometry; the basic ideas of coordinate geometry; direct and indirect proofs; and applications of formulas, ratio and proportion, statistics and probability.

Pre-Calculus Curriculum Fourth Year Upper School Math Course

Prerequisites: Successful Completion of Algebra II Course and instructor recommendation

When Offered: Annual

State Testing Status: None

Mastery Testing Plan: Mastery testing not required

Course Description:

This course is a dual-credit course taught in conjunction with the University of Missouri-Kansas City High School College Partnerships office. The list of curricular topics to be covered is prescribed by the Mathematics and Statistics Department at UMKC. The topics covered are a mix of College Algebra and Unit Circle Trigonometry concepts. This course is taught as a stretch course, meaning that it is taught over the course of a year, but eligible students receive a semester's worth of college credit, Math 120 (5 hours). Students receiving a C or higher in the first semester of the course that meet University Academy and UMKC's eligibility requirements have the opportunity to enroll in the Math 120 course at UMKC for the second semester.

Curriculum design:

This course covers the curricular components outlined by the Mathematics and Statistics Department Math 120 course at UMKC. A list of Precalculus topics is attached as an appendix

Sources:

UMKC Pre-Calculus topics list

World Literature Curriculum

9th grade required course

1 unit of credit

Course Description:

The World Literature course emphasizes the study and consideration of literary, cultural, and human significance of selected works of Western and non-Western literary traditions. The main goal of this course is to expose students to multiple cultures and ideologies. This course promotes an understanding of each work and how they function as a part of a particular historical and cultural context. Course topics include finding value in racial discrepancies, understanding the importance of cultural identity, recognizing unjust alienation, defining gender roles, and coping with our differences.

American Literature Curriculum

10th grade required course

1 unit of credit

Course Description:

American Literature is a course that details the continued progress of students' understanding of American culture and history. Students will explore the evolution of American society and its literature through the analysis of novels, historical documents, poetry, and short stories. This course surveys key authors, events, trends, and ideologies in that remarkable evolution. Building upon students' prior knowledge, the course will focus primarily on developments from the end of the 1880s through the Twenty-first Century. Students should acquire a rich historical context for understanding contemporary American society and the issues we confront today.

Close readings of the texts will be required.

Students will complete formal or informal writing assignments each week

Comparative Literature
Required course for juniors

Course Description:

The study of comparative literature examines connections between history, literary criticism, various schools of thought, and critical theory; it works toward an understanding of the socio-cultural functions of literature. Interpretive methods from other disciplines also play a role in the comparative study of literature; among these are philosophy, history, religion, gender studies, cultural studies, and music.

As juniors, students are asked to study literature on a college-prep level. Throughout the course, there are consistent elements of reading, critical thinking, speaking, and writing. Students regularly study vocabulary, hone presentation skills, analyze literature, and connect issues in literary texts to social issues of today. Much of the learning will be project based, and almost all assessments involve some form of writing. Assessments also focus primarily on critical thinking and synthesizing ideas rather than information recall.

College Reading

12th Grade English

Course Description:

This course is designed to prepare seniors for college-level English. Students will study literature and non-fiction on a college-prep level, with special attention to rhetorical analysis. Throughout all units of study, there will be consistent elements of reading, critical thinking, speaking, and writing. Vocabulary study, college-level writing, presentation and speaking skills and relevant social issues are also essential to the class. The ultimate goal is for students to function at the college level and look forward to a successful college experience when they leave University Academy.

Dual-Credit English Curriculum
Fourth Year Upper School English Course

Prerequisites: Successful Completion of 11th grade English Course (Comparative Literature) and instructor recommendation

When Offered: Annual

State Testing Status: None

Mastery Testing Plan: Mastery testing not required

Course Description:

This course is a dual-credit course taught in conjunction with the University of Missouri-Kansas City High School College Partnerships office. The list of curricular topics covered is prescribed by the English Department at UMKC. The reading material is primarily nonfiction, yet literature will be included as well. This course is taught as a stretch course, meaning that it is taught over the course of a year, but eligible students receive a semester's worth of college credit, English 110 (5 hours). Students receiving a C or higher in the first semester of the course that meet University Academy and UMKC's eligibility requirements have the opportunity to enroll in the English 110 course at UMKC for the second semester.

Curriculum design:

This course covers the curricular components outlined by the UMKC English Department for English 110: Introduction to Academic Prose.

Texts:

- Capote, Truman. *In Cold Blood*. 1964. Reprint. New York: Random House, 1994. Print.
- Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. Boston: Bedford Books of St. Martin's Press, 1995. Print.
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ANATOMY

Fourth course in Upper School

Course Description:

Anatomy involves the study of the location, appearances and relationships of body parts. Physiology explains the mechanisms that operate bodily activities. Anatomy and Physiology course students spend a great deal of time memorizing body parts and functions. Students are expected to read the textbook and be willing to work inside and outside of class. Dissection compliments course work. This course is designed for college preparation, especially for biology and health career majors. We will also incorporate organizational and study skills designed to increase learning and performance. An emphasis will be placed on developing the students' problem-solving skills and applying the various areas of science we study to real-world situations. An understanding of the current revolution in science and technology is important to our student's future.

Biology

Second Science Course in Upper School

Course Description:

Biology principally consists of the study of chemistry of life, cell biology, genetics and biotechnology, evolution and ecology. The following topics will be included: cell structure and function, cellular respiration, gene expression, gene technology, population genetics and classification of organisms. These will provide a solid foundation for subsequent in-depth study in Chemistry, Physics and college science courses. We will also incorporate organizational and study skills designed to increase learning and performance. An emphasis will be placed on developing the students' problem-solving skills and applying the various areas of biology we study to real-world situations. An understanding of the current revolution in biology and technology is important to our student's future.

PHYSICAL SCIENCE

First course in Upper School

Course Description:

Physical Science principally consists of the study of energy and matter. The following topics relating to energy will be explored: force, motion, energy and work, machines, heat, waves, sound, light, electricity and magnetism. The following topics relating to matter will be explored: density, atoms, compounds and mixtures, chemical formulas, chemical reactions (including reactions within the body), and acids, bases and salts. These will provide a solid foundation for subsequent in-depth study in Biology, Chemistry, and Physics. An emphasis will

be placed on developing the students' problem-solving skills and applying the various areas of physical science we study to real-world situations.

World History Curriculum
9th grade required course
1 unit of credit

Prerequisites: none; typically freshman standing

When Offered: annually

Course Description:

World History provides a broad sampling of the various civilizations that have, over more than five millennia of recorded history, contributed to shaping the world as we know it today. Through the study of specific civilizations across time and continents, students will examine the various components of a human culture: its governance system, military achievements, religion, philosophy and cultural values, family structure, economic system, arts and intellectual achievements, and contributions to subsequent civilizations or eras. The course will also analyze the durability, decline, and fall of various civilizations. Students will acquire a breadth of understanding of the human experience over time, giving them foundations for deeper understanding of the modern world and the human experience in general.

U. S. History Curriculum
10th grade required course
1 unit of credit

Prerequisites: World History; typically sophomore standing

When Offered: annually

Course Description: The United States has evolved over four centuries from a cluster of struggling British colonies along the Atlantic seaboard to a global economic, military, and cultural superpower. This course surveys key human actors, events, trends, and debates in that remarkable evolution. Building upon students' prior knowledge from 8th grade U.S. History, the course will focus primarily on developments from the end of the Civil War through the Twentieth Century. Students should acquire a rich historical context for understanding contemporary American society and the issues we confront today.

U. S. Government Curriculum
11th grade required course
Missouri End of Course (EOC) exam required of all students for graduation
½ unit of credit

Prerequisites: World History, U.S. History; typically junior standing

When Offered: annually, fall semester; paired with Personal Finance/Economics in the spring semester

Course Description: Through this intensive, one-semester study of the American structure of government and its political system, students will acquire the knowledge and understanding necessary to become active, informed participants in American politics and society. The course examines key concepts in political science and law and guides students to apply these concepts to specific events in American political life. Students will build upon their prior knowledge of American history as they examine the historical development of the Constitution, American institutions of government, landmark Supreme Court cases, and the evolution of the American political process. Pursuant to Missouri law, students must pass comprehensive exams over Missouri government and the federal Constitution to satisfy graduation requirements. They must also demonstrate proficiency in government on the Missouri End of Course Exam in U.S. Government.

Personal Finance/Economics Curriculum
11th grade required course
½ unit of credit

Prerequisites: World History, U.S. History; typically junior standing

When Offered: annually, spring semester, following fall semester U.S. Government

Course Description: Personal finance is the study of the best practices individuals should follow in managing their money and making wise financial decisions in a market economy. Through studying goal-setting and planning, decision-making, income, money management, spending and credit, and savings and investing, students will be empowered to manage their present and future wealth more effectively. The primary goal of effective personal finance is to increase individual financial freedom—the power to make a broader array of choices in life without the crippling constraints of high debt or bad credit.

Personal finance is a branch of economics, the study of how societies distribute scarce resources. Individuals make personal financial decisions within a larger microeconomic and macroeconomic world. Thus, the study of personal finance is contextualized in this course by an overview of major economic concepts such as economic decision-making, laws of the marketplace, market structures, business principles, profits and losses, money and banking, and taxation. Major goals of the study of economics include helping students make rational economic decisions and empowering them to understand and use the economic system to their best advantage.

Successful completion of this course is required for graduation both by University Academy and the state of Missouri.

Psychology Curriculum
11th-12th grade elective course
1 unit of credit

Prerequisites: World History, U.S. History, U.S. Government, Personal Finance/Economics; typically senior standing

When Offered: annually or according to student interest and instructor availability; the course may also be reduced to ½ unit of credit and offered in tandem with another elective, such as African-American studies

Course Description: Psychology seeks to apply scientific methodology to human thinking, behavior, personality, and development. The course is an elective intended for students, typically seniors, who have completed their three required units of social studies. Students will analyze, apply, and evaluate a variety of theoretical approaches to topics such as sensory perception, human development, personality, consciousness, learning, social interaction, and psychological disorders. Because psychology is a fairly young science with many different theoretical approaches, a major goal of the course is to encourage critical thinking in students.

African American History Curriculum
11th-12th grade elective course
½ unit of credit

Prerequisites: World History, U.S. History, U.S. Government, Personal Finance/Economics; typically senior standing

When Offered: annually or according to student interest and instructor availability; the course may also be paired with a ½ unit of Psychology to fulfill the fourth credit requirement in social studies.

Course Description: African American history is a specialized study of the roles and contributions of African Americans throughout the history of the United States, from 1619 to the present. The African American experience has truly been a story of triumph over adversity. The course builds upon the foundations laid in World History and U.S. History, but with a more exclusive focus. Major institutions, individuals, cultural achievements, and events particular to African American experiences will be examined in depth.

Table of Contents

SECTION 1: INTRODUCTION	1
1.1 Welcome to University Academy!	3
1.2 Introduction	3
SECTION 2: OVERVIEW	5
Commitment by Stakeholders	8
Commitment by the Staff (including administrators)	8
University Academy Strategic Plan Summary	8
2.1 About University Academy	9
2.2 Mission Statement	9
2.3 Vision Statement and Philosophy	9
SECTION 3: EMPLOYMENT POLICIES.....	13
3.1 Confidentiality	15
3.2 Conflict of Interest	15
3.3 Dress and Personal Appearance	15
3.4 Employee Grievance Procedure	17
3.5 Equal Employment and Anti-Harassment.....	21
3.6 Equal Employment Opportunity Statement	21
3.7 General Professional Development.....	21
3.8 Harassment, Including Sexual Harassment.....	22
3.9 Immigration Law Compliance	23
3.10 Notice to All Employees Regarding Discrimination and Harassment	24
3.11 Sexual Harassment Prohibition Notice	25
3.12 Staff Lunch Time	25
SECTION 4: EMPLOYMENT STATUS AND RECORDS	27
4.1 At-Will Employment	29
4.2 Background Checks and Fingerprinting	31
4.3 Exit Interviews and Procedures.....	31
4.4 Hours of Work	31
4.5 Job Postings	32
4.6 Performance Standards/Evaluations	32
4.7 Reassignments and Transfers.....	32

4.8	Resignations and Separations.....	33
4.9	Salaries.....	33
SECTION 5: EMPLOYEE CONDUCT		35
5.1	Animals and Pets.....	37
5.2	Associations and Political Activities.....	37
5.3	Attendance Standards.....	37
5.4	Code of Conduct	38
5.5	Employee Fraternalization	38
5.6	Entry and Exit	39
5.7	Facilities.....	39
5.8	Facilities Use.....	39
5.9	Key Access.....	39
5.10	Smoking	40
5.11	Student Supervision	40
5.12	Substance Abuse	40
5.13	Work Orders.....	41
SECTION 6: COMPENSATION		43
6.1	Administering Wage Assignments and Garnishments.....	45
6.2	Bonus Program.....	45
6.3	Direct Deposit	45
6.4	Expense Reimbursement.....	46
6.5	Holiday Pay.....	46
6.6	Overtime Pay/Compensatory Time.....	46
6.7	Paydays and Paychecks.....	46
6.8	Pay Practices	47
6.9	Payroll Deductions.....	47
6.10	Unauthorized/Unpaid Leave	48
SECTION 7: EMPLOYEE BENEFITS AND SERVICES		49
7.1	403(b) Plan.....	51
7.2	Bereavement Leave.....	51
7.3	Conferences and Travel	51
7.4	Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985.....	51
7.5	Family and Medical Leave Act.....	51

7.6	Group Insurance.....	52
7.7	Health Insurance Portability and Accountability Act (HIPPA) Privacy.....	52
7.8	Jury or Witness Duty	52
7.9	Lactation/Breastfeeding	53
7.10	Leave.....	54
7.11	Meal Accounts for Staff.....	56
7.12	Military Leave.....	57
SECTION 8: WORK ENVIRONMENT AND CONDITIONS.....		59
8.1	Closing Due to Inclement Weather.....	61
8.2	Fires and Emergencies	61
8.3	Media Relations	62
8.4	PC and Virus Protection Policy	62
8.5	Visitors.....	62
8.6	Volunteers	62
8.7	Workplace Safety.....	63

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Section 1: Welcome and Introduction

1.1 Welcome to University Academy!

You are a valued employee of University Academy. We appreciate your continued support of the mission of University Academy, which is *“To prepare students to succeed in an institution of higher education and to participate as leaders in society.”*

In this Handbook, you will find various policies, regulations, and other informational items. A complete set of policies and regulations is available for your review in the administrative office of your assigned level (Lower, Middle, or Upper School) or in the Media Center/Library.

We look forward to an exciting and productive 2014-2015 school year filled with high achievement and great accomplishments.

1.2 Introduction

This Handbook serves as a reference guide for University Academy’s policies and procedures. It does not reference all University Academy policies and procedures in this Handbook and provides only summaries. Board-approved manuals containing policies and procedures are available for any employee’s review in each principal’s office and in the Media Center/Library.

While the intention of this Handbook is to be accurate, it is subject to change. Do not consider it a substitute for the official policies and procedures approved by the Board of Directors. This Handbook does not constitute a contract of employment, does not amend existing contracts of employment, and does not alter the status of those persons employed at-will by University Academy. District policies and procedures can change periodically. Therefore, if you have any questions or you want to obtain more information, please ask your supervisor or contact Human Resources.

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2014-2015 Work Schedules for All Employees

Reporting date for 12-month employees is July 1, 2014 and the end date is June 30, 2015.

All 12-month employees' (Administration, Central Office staff, Principals, Assistant Principals, Secondary Dean of Students, and Instructional Coordinators) **non-reporting dates** are as follows with the exception of the Maintenance Department who follows the schedule set by the Maintenance Supervisor, Gary Swanson:

July 4, 2014	January 1-2 & 19, 2015
September 1, 2014	February 16, 2015
October 31, 2014	March 16 – 20, 2015
November 26-28, 2014	April 3, 2015
December 22-31, 2014	May 25, 2015

Reporting date for 10-month employees (Teachers, Supporting Teachers, and the Social Worker) is August 4, 2014 and end the school year on May 28, 2015.

All 10-month employees' **non-reporting dates** are:

July 4, 2014	January 1-2 & 19, 2015
September 1, 2014	February 16, 2015
October 31, 2014	March 16 – 20, 2015
November 26-28, 2014	April 3, 2015
December 22-31, 2014	May 25, 2015

Reporting date for Counselors may be adjusted to report July 28, 2014 and end the school year on June 5, 2015.

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SECTION 3: EMPLOYMENT POLICIES

3.1 Confidentiality

Employee Records

Employee records are confidential and must be treated as such. Employee records maintained by University Academy must be kept in a secure location, except when they are being reviewed or supplemented by an authorized employee. Employee records never leave the Human Resources Office, except as permitted by the Director of Human Resources.

All Missouri Statutes regarding data privacy protect employees. Employees maintain the right to request inspection of respective personnel files and to file, in writing, for an informal hearing with the Superintendent as to the accuracy of the data contained therein.

3.2 Conflict of Interest

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of University Academy. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Nepotism policy

3.3 Dress and Personal Appearance

The University Academy Board of Directors expects that all staff conduct themselves with a high level of professionalism and dress in a manner that reflects positively on the individual, the school, and the education profession. Personal appearance has direct bearing on the authority, confidence, and self-esteem of teachers, administrators, and staff. University Academy employees are expected to dress appropriately for your position as you also serve as role models for the students and as representatives of University Academy. It is important for all employees to project a professional image while at work by being appropriately dressed. University Academy expects all employees to be neat, clean and well-groomed while on the job. Clothing must be appropriate to the type of work you perform.

The standard for the expectation of appropriate dress is business casual. The establishment of appearance guidelines enables employees to project a professional image while feeling comfortable in less restrictive attire. The following guidelines should assist you in determining what is appropriate to wear to work. Not all-casual attire is suitable for the classroom or office. There may be certain days during the school

year that are called “Dress Down Days” when jeans (not torn, ripped, or faded) may be acceptable. No dress code is able to address all clothing issues, so administrators/supervisors may determine what is or is not acceptable in your position.

You may choose to wear the University Academy uniform. It consists of navy blue or khaki colored slacks/skirts worn with a white or navy blue polo-style shirt with a collar. Sweaters may be worn, preferably white or navy blue.

Wearing hats and head coverings in the classroom or office is inappropriate. When honoring religious events or cultural traditions, it may be permissible. During medical treatments, modest, temporary head coverings are appropriate.

Slacks/Pants/Skirts

Cotton (ex. Dockers) or synthetic blend fabric, wool, flannel (not pajama bottoms), and Capri pants/slacks may be worn. Inappropriate slacks/pants/skirts include jeans, sweatpants, exercise pants, shorts of any type, overalls, and any form-fitting pants (bike clothing). Leggings/jeggings of any type are inappropriate work attire unless worn under an appropriate dress. Physical Education staff may wear clothing appropriate for their position with exceptions being tank tops, mesh, and muscle shirts.

Skirts/Dresses/Skirted Suits

Skirts and dresses should be no shorter than two (2) inches above the knee or a “publically appropriate” length for sitting comfortably. Dresses and/or skirts with splits/slits below the knee are acceptable. Regardless of length, spaghetti-strap/sun/beach dresses are inappropriate attire.

Shirts, Tops, Blouses and Jackets

Most non-sheer fabric casual shirts, tops, and blouses are acceptable. In cooler weather, turtlenecks, UA sweatshirts, and sweaters are acceptable. Sport coats/jackets are also acceptable for school and office wear. T-shirts and sleeveless tops/blouses may be worn under a jacket. Unacceptable tops include midriff tops, halter-tops, clothing with potentially offensive words, logos, pictures, etc. Clothing where cleavage is exposed is inappropriate and unacceptable attire.

Shoes and Footwear

Acceptable footwear includes loafers, boots, flats, clogs, dress heels, and dress shoes. Clean well-kept athletic shoes (sneakers) are acceptable. Unacceptable footwear such as beach-type flip-flops and slippers are inappropriate. Shoes with closed toes and heels are mandatory for Facilities staff due to the nature of work performed.

Attire for Meetings

For meetings inside or outside the District, professional attire is the expectation. This is also the expectation for conferences, professional development days, parent meetings, etc., unless otherwise directed by administrators/supervisors. Administrators/supervisors have the final decision concerning attire for meetings that do not involve students or parents, as these may be less formal and outside of the normal contract/work schedule.

Body Piercing and Tattoos

Board policy considers visible tattoos and body piercings, other than ears, inappropriate for an academic setting as it may cause a distraction or draw attention from the learning process. University Academy expects that you cover any visible tattoos during instruction time when students attend.

University Academy is confident that employees will use their best judgment regarding attire and appearance. Management reserves the right to determine appropriateness. Any employee who is improperly dressed will be counseled or in severe cases may be sent home to change clothes. Continued disregard of this policy may be cause for disciplinary action, which may result in termination.

3.4 Employee Grievance Procedure

The Board of Directors has adopted a formal process for internal dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file grievances under the Policy 4810—Sexual Harassment, or Policy 1310—Civil Rights, Title IX, Section 504.

Internal Dispute Resolution Program

UNIVERSITY ACADEMY INTERNAL DISPUTE RESOLUTION PROGRAM

Program Description

People occasionally encounter situations at work that can be difficult or frustrating to resolve. Some of these situations might include:

- Problems with your supervisor or another member of University Academy's management team
- Problems with a co-worker
- Feeling that you are being harassed or discriminated against
- Feeling like you are not being treated fairly

Our goal is that our employees will be able to resolve most problems on their own. University Academy recognizes, however, that sometimes even with our best efforts, not all disputes can be resolved without the Administration's assistance. Accordingly, University Academy has established this internal dispute resolution program designed to provide an informal, quick, economical, and fair means for resolving disputes arising out of, or relating to, your employment with University Academy.

It is the expectation that every employee will fully exhaust the procedures described in this program before pursuing any legal remedies for resolving the employee's concerns. Please direct any questions about this program to University Academy's Director of Human Resources.

A special note about sexual harassment: University Academy is committed to maintaining a work environment for its employees that is free from sexual harassment. If you believe that you are being subjected to sexual harassment, you should report the harassment using the procedures contained within University Academy's Regulation 4810 (a copy of which is available in the office of the Director of Human Resources and University Academy's library), in addition to utilizing the procedures described within this internal dispute resolution program.

STEP ONE – Resolving Issues on Your Own.

Every situation has its own circumstances, and it would be naïve to believe that every dispute can be handled according to a rigid procedure. We do suggest, however, that you take these actions as a first-step towards resolving a workplace dispute:

- 1. Talk to your supervisor or department head.** Talk to your supervisor, especially if you have been trying to work things out on your own. Your supervisor may be able to suggest other alternatives that you have not considered. Many times supervisors have information that would be helpful to you. You and your supervisor may be able to develop a resolution together.
- 2. Talk to the Director of Human Resources.** If your supervisor or department head cannot resolve your concern, or if your supervisor or department head seems to be a part of the problem, you should contact the Director of Human Resources to discuss your concern. The Director of Human Resources can help develop strategies for talking to your supervisor or co-worker about a situation.
- 3. Call University Academy's Employee Assistance Program.** University Academy has a contract with the Lincoln Financial *Employee Connect Services* program, an independent Employee Assistance Program ("EAP"), to assist employees with a variety of issues, including counseling on how to deal with conflict. EAP services are available at no or low cost to our employees. EAP services are confidential. You may make an appointment to speak with a counselor at University Academy's EAP by calling 1-877-757-7587. EAP's professional counselors are good resources for creative problem solving, especially when challenging problems involve co-workers, managers, or even family members. EAP's counselors may also be able to suggest other resources to

be of assistance to you. To learn more about the Lincoln Financial *Employee Connect Services* program, visit www.capadvantage.com (password = connect).

STEP TWO – Talk to the Superintendent.

If your efforts described in Step 1 have not resolved the dispute to your satisfaction, you should make an appointment to meet with University Academy’s Superintendent to address your concern.

If you believe that University Academy’s Superintendent is the cause of the problem, you should bring your concerns to the attention of University Academy’s Board of Directors by mailing a letter to both: (1) University Academy Board Chair, 6801 Holmes Road, Kansas City, MO 64131; and (2) University Academy Board Secretary, 6801 Holmes Road, Kansas City, MO 64131. Be sure to include in your letter your name and a telephone number where you may be reached. A representative of University Academy’s Board of Directors will follow up with you following receipt of your letter to discuss your problem.

STEP THREE – Request Mediation.

Mediation is a voluntary process in which two or more parties involved in a dispute work together with an impartial party, *i.e.*, the mediator, to generate their own solutions to settle their conflict. Unlike a judge or an arbitrator who make decisions in which one party “wins” and the other side “loses,” mediation is about finding a solution that works for both parties.

If your effort described in Step 1 and Step 2 has not resolved the dispute to your satisfaction, you may request that University Academy schedule a mediation of the dispute. You should deliver a written statement to the Director of Human Resources specifically stating that you are requesting mediation pursuant to University Academy’s internal dispute resolution program. Your written statement should also contain: (1) the name(s) of the individuals who are the subject of your dispute; (2) a detailed description of the nature of the dispute that you would like mediated; and (3) the efforts you undertook to resolve the dispute before requesting mediation.

University Academy shall retain the sole discretion to decide whether to accept your request for mediation. In the event that University Academy determines that mediation would be beneficial, the Director of Human Resources shall retain a qualified mediator – who is usually an outside counselor, human resources professional, or lawyer – to work with the parties in an attempt to resolve the dispute. University Academy will pay for the costs of the mediator’s services.

The independent mediator assigned to try to resolve the dispute will schedule a mutually convenient time and place to try to resolve the dispute. During this informal conference, everything said by you and representatives of University Academy will be completely confidential and may not be used for any other purpose, including in any arbitration or legal proceedings.

Agreements reached by the parties as a result of mediation will be reduced to writing and signed by both parties, who will then be bound by their agreement.

If University Academy denies your request for mediation, you may proceed with Step 4 if your dispute involves legal claims against University Academy (or its agents).

STEP FOUR—Binding Arbitration.

Not all disputes involve legal claims. If your complaint does not give rise to a legal claim and it is not resolved during the internal dispute resolution program to your satisfaction, we encourage you to continue trying to resolve your dispute through your supervisor and University Academy's administration.

Some disputes may give rise to legal claims. Claims such as unlawful discrimination, harassment on a characteristic prohibited by law, and wrongful discharge are examples of legal claims that ordinarily proceed through legal forums.

University Academy wants to focus on its mission of preparing students to succeed in an institution of higher education and to become leaders in society. Because UA wants to avoid the cost, distraction, and disruption of protracted litigation through the court system, University Academy has adopted a policy of entering into arbitration agreements with its employees. Arbitration is a procedure in which a dispute is submitted, by an agreement of the parties, to an experienced neutral person who makes a binding decision on the legal dispute.

In choosing Arbitration, the parties choose to resolve their legal disputes through the private dispute resolution procedure instead of going to court.

All new hires of University Academy as of February 13, 2012 will be required to enter into an arbitration agreement as a condition of employment with University Academy.

The arbitration agreement is a legally binding and enforceable contract between you and University Academy. This contract will require you and University Academy to submit to final and binding arbitration any legal claims that may arise between you and University Academy and its agents (other than those claims specifically excluded in the arbitration agreement, such as claims for workers' compensation benefits and/or unemployment compensation benefits). Nothing in the arbitration agreement will alter, however, the "at will" nature of your employment relationship with University Academy in any way.

If, after following Step One, Step Two, and Step Three of this program, you remain unsatisfied with the outcome of the dispute, and if your dispute gives rise to legal claims against University Academy and/or its agents, then you may initiate arbitration proceedings by filing a claim with the American Arbitration Association ("AAA"). You may visit the AAA's website at www.adr.org to learn more about how to file your arbitration claim. The AAA under its National Rules will administer the arbitration for the Resolution of Employment Disputes, which is widely recognized as providing a

speedy and fair procedure for resolving legal claims arising out of your employment relationship with University Academy.

No Retaliation

Retaliation against an employee for making a good faith use of the internal dispute resolution program will not be tolerated. Retaliation will result in discipline, up to and including termination of employment, of the offending employee(s). Any employee with any complaint of retaliation has a responsibility under this policy to immediately report such conduct directly to the Director of Human Resources. False accusations or complaints made in bad faith under this program may result in disciplinary action, however, up to and including the termination of employment of the person making false or bad faith complaints.

3.5 Equal Employment and Anti-Harassment

The purpose of this policy is to maintain learning and working environments that are free from religious, racial or sexual harassment and violence. University Academy prohibits any form of religious, racial or sexual harassment and violence.

3.6 Equal Employment Opportunity Statement

University Academy is an equal opportunity employer. The Board of Directors is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board of Directors commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, national origin, ethnicity, religion, age, sex, genetic information, or disability. All decisions with regard to employment shall comply with applicable state and federal laws.

3.7 General Professional Development

University Academy encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist

each employee to make a maximum contribution to University Academy's effort to provide quality educational programs and services for all students.

3.8 Harassment, Including Sexual Harassment

It is the policy of University Academy to maintain a safe learning environment for all students. University Academy prohibits all forms of unlawful harassment and discrimination because of race, color, national origin, ethnicity, religion, age, sex, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of University Academy policy for any student, teacher, administrator or other school personnel of this school to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by school policy.

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

For purposes of University Academy policy, sexual harassment is defined as unwelcome sexual advances or requests for sexual favors and contains one or more of the following elements:

- either verbal or physical;
- submission to sexual advances is made (explicitly or implicitly) a condition of a student's academic status;
- submission or rejection of sexual advances is used as a basis for evaluating a student's performance;
- interferes with a student's educational performance; or
- creates an intimidating, hostile, or offensive educational environment

Reporting Procedures

1. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a student or an employee of University Academy, or any third person with knowledge or belief of conduct which may constitute harassment or violence should report the alleged acts immediately to an appropriate University Academy official as designated by this policy. University Academy encourages the reporting party or complainant to use the report form available from the principal or available from the University Academy office, but oral reports shall be considered

complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer.

2. Ms. Lisa Byard, Human Rights/Compliance Officer, is the receiving individual of reports or complaints of religious, racial or sexual harassment or sexual, religious, or racial violence.
3. Your immediate supervisor is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence. Any adult University Academy personnel, who receives a report of religious, racial, or sexual harassment or violence shall promptly inform their immediate supervisor.
4. Upon receipt of the report, the supervisor will forward a written statement of the facts alleged to the District Human Rights/Compliance Officer immediately, without screening or investigating the report. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action. If the complaint involves a supervisor, the reporting party or complainant shall file the complaint directly with the District Human Rights/Compliance Officer. If the complaint involves the Human Rights/Compliance Officer, the complaint shall be filed directly with the Board of Directors Chairperson.
5. University Academy shall conspicuously post the name of the Human Rights/Compliance Officer, including a mailing address and telephone number.
6. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
7. Use of formal reporting forms is not mandatory.
8. University Academy will respect the privacy of the accuser, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with University Academy's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.

3.9 Immigration Law Compliance

The Board of Directors is required by the Immigration Reform and Control Act to employ only American citizens and undocumented persons who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally permitted to have them.

3.10 Notice to All Employees Regarding Discrimination and Harassment

NOTICE TO ALL EMPLOYEES AND STUDENTS REGARDING DISCRIMINATION AND HARASSMENT

University Academy is committed to an academic and work environment in which all students and employees are treated with dignity and respect. The District does not discriminate based on race, color, sex, age, national origin, ethnicity, or disability or perceived sexual orientation in its programs and activities. Discrimination and harassment of students and employees, whether committed by supervisors, employees, or students and regardless of whether the victim is an employee or student, will not be tolerated.

Inquiries, complaints or grievances from students and their parents and employees regarding discrimination and harassment may be directed to:

Ms. Lisa Byard, District Human Rights/Compliance Officer
6801 Holmes Road
Kansas City, Missouri 64131
(816) 412-5918

Other offices dealing with these complaints:

Missouri Commission for Human Rights
Department of Labor & Industrial Relations
P. O. Box 1129
3315 W. Truman Road
Jefferson City, Missouri 65102-3325
www.dorir.state.mo.us/hr

U.S. Department of Education
Office of Civil Rights
Customer Service Team
Mary E. Switzer Building
330 C Street, SW
Washington, DC 20202
(800) 421-3481
OCR@ed.gov

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Washington, DC 20530-0001
(202) 353-1555

3.11 Sexual Harassment Prohibition Notice

SEXUAL HARASSMENT PROHIBITED

NOTICE

TO ALL EMPLOYEES AND STUDENTS REGARDING SEXUAL HARASSMENT

The University Academy is committed to an academic and work environment in which all employees treat each other with dignity and respect. Sexual harassment of employees whether committed by supervisors, employees, or students and regardless of whether the victim is an employee or not will not be tolerated.

Sexual harassment includes but is not limited to:

1. Sexual slurs, threats, verbal abuse and sexually degrading descriptions
2. Graphic verbal comments about an individual's body
3. Sexual jokes, notes, stories, drawings, pictures or gestures
4. Spreading sexual rumors
5. Touching an individual's body or clothes in a sexual way
6. Displaying sexually suggestive objects
7. Covering or blocking of normal movements
8. Unwelcomed sexual flirtation or proposition
9. Acts of retaliation against a person who reports sexual harassment

Inquiries, complaints or grievances from students and their parents and employees regarding sexual harassment or compliance with Title IX may be directed to the District's Title IX Coordinator, or the Director of the Office of Civil Rights, Department of Education, Washington, D.C. The District's Compliance Officer is Ms. Lisa Byard.

Employees understand any co-worker who engages in the sexual harassment of anyone while on school property, or while in the employment of the District off school property, will be subject to disciplinary action, up to and including dismissal.

3.12 Staff Lunch Time

Certificated employees will follow their school's lunch schedule, including supervisory duties as assigned by the principal. Teachers may take their lunch during the same time allotted for their students. Non-certificated employees are afforded a lunch break of an amount of time consistent with their departments.

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SECTION 4: EMPLOYMENT STATUS AND RECORDS

4.1 At-Will Employment

University Academy employs staff members on an at-will basis, regardless of any other verbal or written statements, policies, or perceived practices. Unless otherwise required by law. University Academy does not offer tenured or guaranteed employment. University Academy and its employees each may terminate the employment relationship at any time, for any lawful reason.

Before the beginning of each school year, University Academy may provide instructional employees with a notice of their projected salaries and positions for that school year. Any such representations are informational only and are subject to change, and nothing in that information alters the right of both the instructional employee and University Academy to terminate the employment relationship at any time.

University Academy may employ certain certificated individuals on a part-time basis, as needed. Such part-time instructional employees will also be employed on an at-will basis, as described above. Part-time instructional employees will be employed on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees. In addition, part-time instructional employees who do not teach at least four hours per day will not be eligible for pension benefits.

There is a lot of confusion regarding the differences between exempt and nonexempt employees. According to FindLaw.com,

“A *nonexempt* employee must be paid the minimum wage and overtime pay for any time worked beyond 40 hours in a given week. Under the federal Fair Labor Standards Act (FLSA) rules, nonexempt employees are entitled to time and one-half of their regular pay rates for each hour of overtime.

Exempt employees are not granted the protections of the FLSA and are therefore not entitled to overtime pay. Some types of jobs are considered exempt by definition under the law, including outside sales staff and airline employees. However, for most professions, an individual is an exempt employee if he or she meets the following three tests:

1. Is paid at least \$23,600 per year (or \$455 per week)
2. Is paid on a salary basis
3. Performs exempt job duties

The salary requirement does not apply to certain professions that pay on an hourly basis, including physicians and schoolteachers.

Determining exempt employees is more complicated as there are additional stipulations. For example, the type of work you do can determine whether you are considered an exempt employee. FLSA breaks it down into three main categories: executive, professional, and administrative.

FindLaw.com explains it this way:

Exempt Job Duties: Executive

An employee is exempt from FLSA rules as an executive if he or she regularly performs all of the following:

1. Supervises two or more other employees
2. Primary duty of the position is management
3. Has genuine input into other employees' job status (hiring, firing, assignments, etc.)

This determination is made on a case-by-case basis, as each duty leaves room for interpretation. As a rule of thumb, an employee working exempt executive duties is 'in charge' or considered 'the boss.'

Exempt Job Duties: Professional

Exempt professional employees include lawyers, physicians, **teachers**, architects, **registered nurses** and other employees performing work requiring advanced education or training. These typically are intellectual jobs requiring specialized education and involving the use of discretion and judgment. This exemption does not include skilled trades, mechanical arts or other work that does not require a college or postgraduate degree.

Exempt Job Duties: Administrative

This exemption is for employees whose main duties involve the support of the business, such as human resources staff, public relations or payroll and accounting. As a rule of thumb, administrative employees do not directly produce what the company sells; however, they are a much higher level than those performing simple clerical work.

The FLSA defines exempt administrative job duties as follows:

- a) office or non-manual work, which is
- b) directly related to management or general business operations of the employer or the employer's customers, and
- c) a primary component of which involves the exercise of independent judgment and discretion about
- d) matters of significance."

Termination of Employment

Instructional Staff are employed at will and may be dismissed from their position at any time, for any lawful reason, with or without notice.

Support Staff are employed at will and may be dismissed from their position at any time, for any lawful purpose, with or without notice.

4.2 Background Checks and Fingerprinting

University Academy shall require that persons applying for positions at University Academy who receive an offer of employment must submit to a criminal history background and child abuse check. The offer of employment shall be conditioned upon a determination by University Academy that an applicant's criminal history does not preclude the applicant from employment with the University Academy.

4.3 Exit Interviews and Procedures

Employees leaving the District are to contact the Director of Human Resources to obtain instructions on completing an exit interview. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the District with a forwarding address and phone number. **All District keys, books, property, and equipment must be returned upon separation from employment. The District may withhold the cost of any item not returned from the employee's final paycheck.**

Any employee terminating employment will receive their last paycheck no later than the next regular stated payday or as soon thereafter as the employee returns to University Academy all property of the school in the employee's possession.

4.4 Hours of Work

Instructional Staff

The school year is set annually by the Board of Directors. The start and end date of the upcoming school year are provided before the end of the previous school year. Instructional staff hours are 7:00 a.m. to 3:30 p.m. The expectation is that certificated staff will attend grade level and departmental meetings, be available for students as needed for tutoring, attend occasional evening and weekend events, as well as attend occasional school-wide meetings.

Support Staff

The school year and work calendars are set annually by the Board of Directors. Work hours may be changed by the Superintendent as needed.

Instructional employees may be asked to provide sponsorship and coaching duties as recommended by the Superintendent and approved by the Board. Compensation for such extra duties beyond the employee's regular salary must be approved by the Board.

4.5 Job Postings

Announcements of job vacancies by position and location are posted on the school's website, MOREAP, and other applicable locations. Procedures for applying for job vacancies are listed on the school's website at www.universityacademy.org.

4.6 Performance Standards/Evaluations

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. University Academy's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Evaluation of an employee's job performance is a continuous process that focuses on improvement. The performance evaluations are based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Evaluations will be completed according to District policy. Reports, correspondence, and memoranda can also be used to document performance information. All employees will receive a copy of their evaluation, have a performance conference with their supervisor and will be given the opportunity to respond to the evaluation.

4.7 Reassignments and Transfers

All personnel are subject to assignment and reassignment by the Superintendent. Reassignment is a transfer to another position or department that does not necessitate a fundamental change in employment. When reassignments are due to enrollment shifts or program changes, the Superintendent has final placement authority. Extracurricular or supplemental duty assignments may be reassigned at any time. Employees who object to a reassignment may follow the District process for employee complaints, as outlined in this Handbook and District policy.

Employees with the required qualifications for a position may request a transfer to another position or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. Transfers are not automatically granted upon request. Teachers requesting transfers will be considered in the pool of applicants. The most qualified person for the position will be hired.

4.8 Resignations and Separations

The administration requests that any employee terminating employment should submit a written resignation to the Superintendent fourteen (14) working days prior to the effective date. When possible, more advanced notice is encouraged so that services to students are not adversely affected. Failure to provide the required notice shall be recorded in the employee's permanent file.

Certificated staffs (teachers, principals, etc.) not planning to return to University Academy for the following academic year are asked to notify their supervisors/administrator of their intent **not** to return by May 1 of the current school year.

4.9 Salaries

The Superintendent will prepare salary schedules annually for all non-administrative employee groups. These schedules will be submitted to the Board for approval. Salary recommendations for all administrators will be prepared and submitted to the Board annually. Administrative salaries will be based upon a variety of factors including job performance, educational preparation, years of service within University Academy, and within public education, years of service as an administrator at each administrative level, years of service within University Academy, regional comparisons to similar schools, length of the school year, administrative responsibilities, and salaries of other school administrators within the relevant category (e.g., building, central office, etc.). Consideration will be given to administrators' previous salary for all newly hired administrators.

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SECTION 5: EMPLOYEE CONDUCT

5.1 Animals and Pets

Animals and pets are prohibited inside University Academy, on school grounds, and at school sponsored events and activities. The prohibition against pets includes time before and after regular school hours. If an animal is required as part of an educational activity or is a service animal the student, parent, and staff member must obtain permission from the Superintendent *prior* to the animal being brought on school grounds.

5.2 Associations and Political Activities

University Academy will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association affiliated with a specific political party. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

5.3 Attendance Standards

General Attendance

Regular attendance is essential in order to maintain a high quality educational program. Eligible instructional and support staff will have ten (10) days of sick leave per school year and two (2) personal days. Sick leave not used within a year will carry over to the following contract year, up to a *maximum* of 60 days; however, personal days will not carry over.

When employees are absent more than five (5) days in any semester or more than 10 days per school year, their absence is considered excessive. The Superintendent/ designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination.

Employees should turn in leave requests (other than sick leave) at least two (2) weeks in advance for consideration of approval. If a teacher is sick or will be tardy, it is expected that they follow procedures as outlined by their administrator, i.e., calling Kelly Services. Non-certificated employees should contact their supervisor.

5.4 Code of Conduct

The Board of Directors requires all staff members to serve as positive role models for students. The school exists to provide quality, cognitive, and effective education for all students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

- Properly prepare for student instruction.
- Fully utilize instructional time for learning activities.
- Maintain students under active supervision at all times.
- Assess student performance in a regular and accurate manner.
- Modify instructional goals to meet the needs of each student.
- Comply with administrative directives.
- Motivate students to achieve learning objectives.
- Communicate with students in a professional and respectful manner.
- Maintain relationships with students in a professional teacher-student model.
- Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
- Properly operate and maintain District property.
- Utilize District technology solely for school District business.
- Maintain required records and submit requested reports in a timely manner.
- Comments regarding student performance must be recorded on quarterly grade cards.
- Comply with all safety guidelines and directives.
- Refrain from the use of profane and obscene language.
- Dress in a professional manner.
- Attend to all duties in a punctual manner.
- Maintain courteous and professional relationships with students, parents/guardians, other employees, and all patrons of the District.

5.5 Employee Fraternalization

University Academy prohibits any sexual relationship, sexual contact, or sexually suggestive or nuanced behavior/communication (verbal, non-verbal, written, etc.) between administrative school staff members, school instructional, and support staff while the individuals are employed at University Academy. The prohibition extends to administrative staff of the opposite sex or the same sex, and applies regardless of whether the instructional/support staff is the initiator of the behavior and whether or not the staff member welcomes or reciprocates the attention.

Any dating relationship between University Academy administrators and University Academy employees is strictly prohibited.

5.6 Entry and Exit

Students, parents, and other visitors to the school must use the front entrance. Staff should not give access to students, parents, or visitors through other entrances unless it is approved by an Academy administrator.

Administrators are not to approve entry from other locations unless there is a scheduled school event using another entrance or the Superintendent has given approval to do so.

5.7 Facilities

Please consult with your administrator regarding approved adhesive materials used in hanging items on walls. Items may not be posted on doors and tape or other adhesives may not be used on doors. Windows may not be covered up and it is encouraged that classroom doors remain open unless it is necessary due to test taking when the doors are closed. When students are present, the door should not be locked. When staff exits a room, the door should be closed, locked and lights turned off. Please refrain from storing food in your classrooms.

Refrigerators and other electronic appliances must be approved by the Director of Facilities prior to being placed in classrooms or offices.

5.8 Facilities Use

Staff must use a "Use of Facilities Request" form to reserve facility spaces for events, particularly those during non-school hours. This form may be found on University Academy's H:/drive and should be submitted to the administrative assistant to the Chief Operations Officer *at least two (2) weeks* prior to requested date of use. Once approved, you will receive confirmation of approval via email from Operations.

Requests submitted prior to 48 hours of an event may be considered on a case-by-case basis. All requests must be approved by signature of administrators prior to submitting the request to the Chief Operations Officer. If Finance is involved, you must submit your request no later than two (2) weeks before the event to allow sufficient time to process payment. It is suggested that you make a copy of the request for your records.

5.9 Key Access

The key card access to University Academy for teachers ends at 6 p.m. and the parking lot closes at 7 p.m. Unless scheduled to work, staff should exit the building by 7 p.m. for safety. There is a \$5 cost for replacement of an access badge. If an access badge is misplaced, it is critical that it is reported to the supervisor and Security immediately to disable access of that badge. If a key is misplaced, it is also critical that it also be reported to your supervisor and Security.

5.10 Smoking

University Academy strictly prohibits the use, sale, transfer, and possession of tobacco products, including electronic cigarettes at school or on school property (i.e. parking lot, bus lot, etc.) and at school activities.

5.11 Student Supervision

Board policy requires students to be under supervision of the professional staff at all times during school hours and at school-sponsored activities.

It is the responsibility of the principal of each school to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students must be under adult supervision during the *entire* school day, whether in instructional areas or on the playground.

5.12 Substance Abuse

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in Schedules I through V or Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15, before, during or after school hours in school or in any other school District location as defined below. Use of alcohol at the annual Gala is permitted; however, no employee shall become intoxicated at any event held within the school or that is school-sponsored.

“School District location” means in any school building or on any school premise; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of University Academy; or during any period of time such employee is supervising students on behalf of University Academy or otherwise engaged in school business.

As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his/her supervisor in writing of his/her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a federal grant for University Academy is performed no later than five (5) calendar days after such conviction.

Any employee who violates the terms of this policy is subject to disciplinary action, including suspension or termination as deemed appropriate by the Board of Directors. In

addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by University Academy and approved by insurance. Any employee who fails to satisfactorily participate in and complete such a program is subject to non-renewal, suspension, or termination as deemed appropriate by the Board of Directors. Sanctions against employees including suspension and termination shall be pursuant to and in accordance with applicable statutory authority and University Academy policies. Each employee shall be provided a copy of this policy.

5.13 Work Orders

When facility repairs are needed, a work order form should be completed by the administrator and submitted to the Director of Facilities.

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SECTION 6: COMPENSATION

All employees are strongly encouraged to participate in the Direct Deposit Program. Employees are paid in accordance with the University Academy Compensation Plan adopted by the Board of Directors. All University Academy positions are classified as exempt or non-exempt according to federal law. Professional and administrative employees are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as non-exempt and are paid based on hourly wages or salary and provided compensatory time or overtime pay for each overtime hour worked beyond forty (40) hours in a workweek. (See Overtime Pay/Compensatory Time 6.6)

Classroom teachers, full-time librarians, full-time counselors, and full-time nurses will be paid no less than the minimum state salary schedule. Employees who perform extracurricular duties may be paid a stipend in addition to their salary according to the University Academy's supplemental duty pay guidelines. Stipends require prior authorization from administrators and/or the Superintendent and Chief Financial Officer.

Employees with concerns about possible violations of wage and hour laws should contact the Director of Human Resources or the Chief Financial Officer.

6.1 Administering Wage Assignments and Garnishments

University Academy complies with all court orders to garnish or otherwise withhold amounts from employees' paychecks.

6.2 Bonus Program

A Bonus Program is approved annually by the Board of Directors. The Bonus Program is primarily based on the goals established and approved by the Board the previous academic year. To qualify for the Bonus Program, staff must remain employed at University Academy the following year, staff members must have had satisfactory performance, attendance and improved achievement.* The Superintendent has the discretion to determine bonus eligibility and awards. The Board adopts new goals annually.

*Part-time employees are eligible for a pro-rated bonus award.

6.3 Direct Deposit

Direct deposit allows employees to have their paycheck automatically deposited in their checking or savings account on payday. With automatic deposit, an employee's paycheck is immediately available on the pay date. Direct deposit is strongly encouraged. We can accommodate split deposits. A notification period of five (5) days prior to the monthly pay date is necessary to activate this service. Please contact the Director of Human Resources for the appropriate forms.

6.4 Expense Reimbursement

Pre-approved purchase orders, receipts and supervisor approval are required for all reimbursements. Contact Finance with questions pertaining to reimbursement.

6.5 Holiday Pay

The Board of Directors annually adopts a calendar that will provide for the following holidays University Academy observes:

January 1, New Year's Day
Second Monday in January, Dr. Martin Luther King, Jr. Birthday observance
Third Monday in February, Presidents' Day
Last Monday in May, Memorial Day
July 4, Independence Day
First Monday in September, Labor Day
Fourth Wednesday, Thursday (Thanksgiving Day), and Friday in November
December 25

If the first day of January or the fourth day of July falls on a Sunday, the following Monday is a legal holiday and shall be so observed; and if any such day falls on a Saturday, the preceding Friday is a legal holiday and shall be so observed.

Employees may not take personal leave the day *before* or the day *after* any major holiday or school breaks unless authorized by the Superintendent. Violations to this policy will result in a reduction of pay for those days before and after the holiday.

6.6 Overtime Pay/Compensatory Time

Nonexempt staff who works overtime, must receive prior authorization from their immediate supervisors.

6.7 Paydays and Paychecks

All employees are paid **monthly**. Payday is the 25th of the month. If the 25th falls on a weekend, the payroll date may be on the Friday prior to payday. For other arrangements, contact Human Resources.

University Academy will not release paychecks to any person other than the UA employee named on the check without the employee's written authorization. During summer break, direct deposit stubs are mailed to the employee's home address unless otherwise instructed, in writing, by the employee.

An employee's payroll statement contains detailed information including deductions and withholding information.

6.8 Pay Practices

It is the policy of University Academy to abide by all federal and state wage and hour laws. University Academy prohibits improper pay practices and improper deductions. Employees may not make school purchases on credit or deduct purchases from future payrolls. Employees with concerns about possible violations of wage and hour laws should contact the Director of Human Resources at 816-412-5918. Every effort will be made to investigate concerns and promptly rectify any inadvertent errors.

6.9 Payroll Deductions

Automatic payroll deductions for the Kansas City Public School Retirement System (KCPSRS), applicable income tax, Social Security and Medicare are required for all permanent full-time employees. Below is additional information about the various payroll deductions:

Credit Union and Tax-Sheltered Plans

Credit union and tax-sheltered plans will be deducted under the terms of the respective contracts.

Kansas City Public School Retirement System (KCPSRS)

Retirement provisions for all eligible employees will be in accordance with the provisions of the Kansas City Public School Retirement System (KCPSRS).

All regular full-time employees whose compensation is provided by the School District of Kansas City, Missouri, the Kansas City Public Library, and the Public School Retirement System of the School District of Kansas City, Missouri or Charter Schools within the boundaries of the Kansas City, Missouri School District must become members of the Retirement System as a condition of employment.

A regular full-time employee is a person employed in an established position requiring service of not less than twenty-five (25) hours per week, and not less than nine (9) calendar months a year.

Any plan of group health insurance shall include a provision allowing persons who retire, or who have retired, to become members of the plan if they are eligible to receive benefits under KCPSRS, by paying premiums at the same rate as other members of the group.

Employees who retire or who have retired and who are eligible for retirement benefits from the KCPSRS Plan are eligible to participate in the University Academy health benefit programs. In addition, the spouse and/or unmarried dependent children of any employee may also participate in University Academy's health benefit programs if these family members are receiving or are eligible to receive retirement benefits from the KCPSRS. The retiree must apply

for insurance coverage within the first year he/she is eligible to receive retirement benefits.

Information that is more detailed may be found at their website: www.kcpsrs.org.

Tax-Sheltered Annuities

University Academy provides for payroll deduction and processing for employees participating in tax-sheltered annuities.

Withholding Taxes

A Federal withholding tax is retained for the Collector of Internal Revenue as payment on Federal Income Tax for the current year. The amount withheld is determined by salary and the number of dependents. No salary checks will be issued until all withholding forms are submitted.

A State withholding tax is retained for the Missouri Department of Revenue. The amount withheld is determined in the same manner as the Federal Income Tax. Employees may authorize an additional sum to be withheld by notifying the G/L Accountant in writing and completing a new W-4 Form indicating the additional amount to be withheld each pay period. No salary checks will be issued until all withholding forms are submitted.

A local withholding tax is retained for the City Director of Finance. The amount withheld is 1% of each employee's adjusted gross income.

Additional Deductions

Any staff member may authorize additional voluntary deductions for payment of tax-sheltered annuities, dues to professional organizations, credit unions and dependent coverage for medical coverage for medical benefits.

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental and life insurance.

Purchases on credit to be deducted from payroll at University Academy such as lunch purchases are not permissible as the Academy follows all State and Federal payroll regulations.

6.10 Unauthorized/Unpaid Leave

Payroll automatically processes salary deductions for unauthorized or unpaid leave, which may be considered job abandonment and cause for termination.

SECTION 7: EMPLOYEE BENEFITS AND SERVICES

7.1 403(b) Plan

403(b) plans are available through Human Resources.

7.2 Bereavement Leave

An employee who wishes to take off due to the death of an immediate family member should notify his/her supervisor immediately. Bereavement leave will be granted unless there are unusual business needs or staffing requirements.

Paid bereavement leave is granted according to the following schedule:

- Employees are allowed five (5) days of paid leave in the event of the death of the employee's spouse, child, father, father-in-law, mother, mother-in-law, brother, sister, stepfather, stepmother, stepbrother, stepsister, stepson or stepdaughter.
- Employees are allowed three (3) days of paid leave in the event of death of the employee's brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, uncle, grandparent, grandchild or spouse's grandparent.
- Employees are allowed up to four (4) hours of bereavement leave to attend the funeral of an employee or retiree of University Academy.

Funeral leave requires the use of sick leave for death in the immediate family and is subject to the approval of the Superintendent or designee.

7.3 Conferences and Travel

The Superintendent may authorize professional leave for attendance of personnel at state, regional, and national meetings without pay deduction. The number of absences allowable for professional leave is a judgment value on the part of the Superintendent and is subject to budget limitations for employing substitutes and reimbursement for travel, meals, lodging, and registration.

7.4 Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985

Employees are entitled to have their insurance continue after employment ends; commonly referred to as COBRA. Employees receive information regarding COBRA benefits at times of unemployment and separation.

7.5 Family and Medical Leave Act

University Academy has adopted detailed procedures to ensure compliance with the Family and Medical Leave Act (FMLA) of 1993. As provided by Board regulations, eligible employees are entitled to use up to twelve (12) workweeks of unpaid leave for family and medical reasons. The Board of Directors has designated the Director of

Human Resources to act as FMLA Compliance Officer. As part of its compliance program, University Academy will notify each employee of the name, address and telephone number of the school's FMLA Compliance Officer and will provide a statement of commitment to adhere to FMLA regulations. The FMLA Compliance Officer will regularly evaluate the school's FMLA compliance to ensure fair and equitable opportunities for all eligible employees.

Please see the Director of Human Resources for more information regarding the Family Medical Leave Act. Anything not included in the policy that is covered by federal or state regulations will be adhered to according to the law.

7.6 Group Insurance

University Academy will provide all employees with the opportunity to participate in medical group insurance coverage. The Superintendent/designee will solicit proposals and make recommendations to the Board for approval of the insurance provider.

Employees shall be given information regarding COBRA benefits following separation from employment.

The contract for medical insurance will be submitted for competitive bidding at least once every three (3) years.

University Academy provides medical and dental group insurance coverage for full-time, permanent employees. Life and Accidental Death and Dismemberment (AD&D) insurance is also provided to full-time, permanent employees.

At the beginning of each new school year (August), open enrollment is available to each University Academy employee. During open enrollment, you may enroll in the various options available and make any necessary changes at that time.

7.7 Health Insurance Portability and Accountability Act (HIPPA) Privacy

University Academy benefit carriers have HIPPA policies specific to their companies. Contact the Director of Human Resources for policy information.

7.8 Jury or Witness Duty

Upon receipt of notification from the state or federal courts of an obligation to serve on a jury, employees must notify their supervisor and provide him/her with a copy of the jury summons. The company will pay regular full-time and regular part-time employees for time off for jury duty up to one week of pay.

If a state employee is subpoenaed to testify in court, the employee shall receive both the employee's regular salary from the state without loss of leave credits and witness fees. If the employee is subpoenaed by either party to testify in any civil or criminal proceeding

because of his/her official capacity, he/she shall receive his/her regular salary without loss of leave credits and may not receive witness fees. If an employee is a party to or witness who has not been subpoenaed for private litigation, the employee must use vacation leave or leave without pay. If a state employee is summoned to serve on a jury, the employee shall receive his/her regular salary without loss of leave credits and the per diem and mileage provided for by Board of Directors' policy. A state employee summoned either as a witness, or a juror, shall notify his/her employer at once.

7.9 Lactation/Breastfeeding

Section 7(r) of the Fair Labor Standards Act – Break Time for Nursing Mothers Provision

Effective March 23, 2010, the Patient Protection and Affordable Care Act amended the FLSA to require employers to provide a nursing mother reasonable break time to express breast milk after the birth of her child. The amendment also requires that employers provide a place for an employee to express breast milk.

Section Seven (7) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207) is amended by adding at the end the following:

- (r)(1) An employer shall provide—
 - B. a reasonable break time for an employee to express breast milk for her nursing child for one (1) year after the child's birth each time such employee has need to express the milk; and
 - C. a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.
- (2) An employer shall not be required to compensate an employee receiving break time under paragraph (1) for any work time spent for such purpose.
- (3) An employer that employs less than 50 employees shall not be subject to the requirements of this subsection, if such requirements would impose an undue hardship by causing the employer significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the employer's business.
- (4) Nothing in this subsection shall preempt a State law that provides greater protections than the protections provided for under this subsection.

Missouri State Law

In 1999 legislation passed in Missouri that would allow a mother, with as much discretion as possible, to breastfeed her child in any public or private location where the mother is otherwise authorized to be.

For up to one (1) year after a child's birth, any employee who is breastfeeding her child will be provided reasonable break times as needed to express breast milk for her baby. University Academy has designated the Dressing Room behind the stage for this purpose. A small refrigerator reserved for the specific storage of breast milk is also available. Any breast milk stored in the refrigerator must be labeled with the name of the employee and the date of expressing the breast milk. Any nonconforming products stored in the refrigerator may be disposed of. Employees storing milk in the refrigerator assume all responsibility for the safety of the milk and the risk of harm for any reason, including improper storage or refrigeration and tampering. Nursing mothers wishing to use this room must request/reserve the room by contacting Human Resources. Additional rules for use of the room and refrigerator storage are posted in the room.

7.10 Leave

University Academy understands that there are times when one needs to arrive a little late or leave a little early due to appointments that cannot be scheduled outside of regular working hours. University Academy recognizes this and is willing to accommodate employees within reason. Effective January 1, 2014, employees who request one (1) hour or less of leave for a scheduled appointment that could not be made outside of regular working hours will not be required to submit a half-day leave request. However, abuse of this policy will not be tolerated and employees who request leave of one (1) hour or less *more than five (5) times per semester* will be considered excessive and will be subject to disciplinary action. Employees are required to give notice to their supervisor prior to his/her leave and are subject to approval from building principal/supervisor.

Full-time, ten (10) and eleven (11)-month employees are eligible to receive twelve (12) leave days per year. Ten (10) days are designated for sick leave and two (2) days for personal leave.

Full-time twelve (12) month employees are eligible to receive ten (10) vacation days, two (2) personal days, and ten (10) sick days. Unused sick leave days are carried over to the next year up to a maximum of 60 days. Employees may accumulate up to 60 sick leave days. An employee may be required to provide medical documentation for any absence requiring utilization of sick days beyond the ten (10) sick leave days granted each fiscal year. If an employee is sick, it is expected that they call their supervisor as soon as possible. Leave Request Forms must be signed prior to using leave or 24 hours after returning to work. Failure to turn in signed leave forms on a timely basis may result in the employee being charged with leave without pay. A Personal Day Request form should be turned in at least two (2) weeks in advance for consideration of approval.

If an employee realizes he or she will be tardy, it is the responsibility of the employee to contact his or her immediate supervisor as soon as possible.

Notification of an absence shall be given to the employee's immediate supervisor or the administrator *prior* to the employee's normal starting time for the day involved.

Unapproved absences may be cause for dismissal due to job abandonment. Unauthorized and unreported absences shall be absence without leave, and deduction of pay shall be made for the period of absence. This also may be cause for disciplinary action.

Sick, Vacation and Personal Days have no cash value. There is no compensation for employees leaving University Academy for unused days. University Academy does not compensate employees leaving for any unused days.

Personal Leave

All full-time employees are eligible to receive two (2) Personal days. Employees may not carry personal days into the next school year. A personal leave request form should be turned in to your immediate supervisor or administrator at least two (2) weeks in advance for consideration of approval.

Employees may not use personal days during the following unless authorized by the Superintendent:

- The day *before* or *after* any major holiday or school break
- The first and last week of the school year
- Days scheduled for state testing or final exams

Unauthorized absences that fall under any of the restrictions outlined above may be cause for disciplinary action. Failure to adhere to this policy will result in a reduction of pay for those days before and after the holiday.

Personal Days have no cash value. There is no compensation for employees leaving University Academy for unused days. University Academy does not compensate employees leaving for any unused days.

Sick Leave

Sick leave may be granted for personal illness, pregnancy and related disabilities, exposure to contagious disease that would endanger the health of fellow employees and students, required eye and dental care, required medical examination and in-house counseling care. Reminder to staff: Sick leave forms are to be turned in *after* doctor appointments, not prior to.

An employee who has been ill for three (3) consecutive days or longer is required to have a letter from his/her doctor indicating the employee's ability to return to work fully and/or with any restriction (lifting restrictions, number of hours able to work, etc.). Failure to provide this information to one's supervisor immediately upon return to work may result in disciplinary action.

Sick leave is a privilege and should not be abused. The Superintendent and the Director of Human Resources have the authority to investigate the use of sick leave. If it is found

that sick leave has been used for purposes other than what is stated above, the time off will be changed to leave without pay, and may be cause for disciplinary action. If it is verified that sick leave has been used for other purposes, the employee in question may make an appeal, in writing, to the Superintendent and Director of Human Resources.

Sick leave can only be taken during days in which the employee was actually scheduled for work.

Excessive tardy arrival or unapproved leave may result in leave time being deducted from the staff members' payroll in addition to other disciplinary action being applied.

Sick Days have no cash value. There is no compensation for employees leaving University Academy for unused days. University Academy does not compensate employees leaving for any unused days.

Vacation

Full time, twelve (12) month employees are eligible to receive ten (10) vacation days. Vacation shall be scheduled in compliance with the Board of Directors' guidelines and is subject to the Superintendent's approval.

Twelve-month employees may not carry unused vacation days forward into the new fiscal year; however, they may take their vacation days in July after summer school ends. Twelve-month employees are encouraged to use at least five (5) consecutive days of vacation during the year.

Employees must submit leave requests to your supervisor/administrator for approval. Unapproved absences may be cause for dismissal due to job abandonment. Unauthorized and unreported absences shall be absence without leave, and deduction of pay shall be made for the period of absence. This may also be cause for disciplinary action.

Unauthorized absences that fall under any of the restrictions outlined above may be cause for disciplinary action.

Vacation Days have no cash value. There is no compensation for employees leaving University Academy for unused days. University Academy does not compensate employees leaving for any unused days.

7.11 Meal Accounts for Staff

Beginning the first day of school, University Academy will serve breakfast and lunch to staff and students. Breakfast is \$2.35 and lunch is \$3.45.

Adults pay the full price for "seconds" of any food item, including milk and juice.

All meals are pre-paid through the MyPaymentsPlus online system. The Food Service Program Coordinator is available to accept payments. Forms of payments include cash, money order, or credit card—**NO CHECKS**. To pay by credit card, please call 816-412-5994. www.mypaymentsplus.com accepts online payments. To gain access to your student's account, contact 816-412-5994.

7.12 Military Leave

Any eligible employee of University Academy, who is called for training or active duty in the uniformed services of the United States, is eligible for military leave, provided the employee gives notice of his or her military obligations. In carrying out the terms of this policy and in all its dealings with employees regarding military leave issues, our system complies fully with all federal and state laws granting leave and employment rights to employees serving in any branch of military or other uniformed services of the United States.

Compensation Procedures

Active military employees may choose from the following five (5) options or a combination of these options:

1. Up to 15 days of unused military training leave
2. Up to 40 hours of unused personal leave
3. Accrued vacation leave
4. Active military duty status without pay
5. Separation

In the case of military training leave or personal leave, the employee must not have already exhausted his or her annual allotment. All restrictions regarding these types of leave will apply.

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SECTION 8: WORK ENVIRONMENT AND CONDITIONS

8.1 Closing Due to Inclement Weather

In cases of University Academy needing to close due to inclement weather, it may result in extending the school year by adding missed days to the end of the academic year.

Twelve-month employees may be required to report at a time designated by the Superintendent.

In the event school is closed, information on the closing will appear on local television station scrolls: WDAF Fox-4, KCTV-5, KMBC-9, and KSHB-41, in addition to the school's website.

University Academy utilizes an automated calling system, Connect-ED, which contacts all families and employees at the numbers on file.

8.2 Fires and Emergencies

All emergency policies are in the Security Office and administrators' offices. Staff is responsible for ensuring maps, emergency procedures and health and safety procedures are posted in each room. The Director of Security will coordinate all school drills and safety training to promote a safe and secure learning environment. University Academy will hold emergency drills throughout the year. Please report all emergencies to Security immediately. Parents shall receive notification of drills prior to the execution of drills.

A. Bomb/Terroristic Threat

University Academy may hold bomb/terroristic threat drills throughout the year. Bomb or terroristic threats must be reported to Security immediately. State and federal laws require suspension, referral to police and optional recommendations for expulsion. A copy of the policy is available in each administrators' office and in the Superintendent's office.

B. Fire Drills

University Academy may hold fire drills throughout the year. Drill procedures are posted in each classroom. Teachers shall educate students on drill procedures. An emergency may cause exits to be blocked. Please be prepared to take an alternative route.

C. Lockdown Drills

University Academy may hold lock down drills throughout the year. Drill procedures are posted in each classroom. Teachers shall educate students on drill procedures.

D. Tornado Drills

University Academy may hold tornado drills throughout the year. Teachers shall educate students on drill procedures.

E. Earthquake Drills

University Academy may hold earthquake drills throughout the year. Teachers shall educate students on drill procedures.

8.3 Media Relations

University Academy's designated office for media contact is the Superintendent or his/her designee.

8.4 PC and Virus Protection Policy

In accordance with the Children's Internet Protection Act (CIPA), University Academy will install appropriate technology resources to protect students and employees from inappropriate Internet content. This system will restrict access to electronic systems, which contain information pertaining to pornography, hacking, unauthorized chat rooms, and any other content considered harmful to minors. This system will also restrict access to sites that seek to solicit personally identifiable information. Students and employees who wish to appeal restricted access to certain sites must submit this request to their instructor or supervisor. If the instructor or supervisor determines the restricted content is appropriate for school use, he or she must submit a formal request to the Information Technology Department for further inspection.

To protect the confidentiality of school matters, school email may not be forwarded to personal email accounts unless approval is given by the Superintendent.

8.5 Visitors

All visitors **must** report to Central Office upon entering the building and sign the visitor log. When a parent/guardian needs to conference with a teacher and/or counselor, an appointment shall be made in advance. Groups of visitors wishing to visit the school or facilities shall notify the Superintendent/designee as far in advance as possible to receive approval and schedule a visit time.

All persons who do not obtain prior permission from Central Office to visit the school, or visitors who create distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

8.6 Volunteers

University Academy encourages participation of parents and community members to volunteer and serve as additional resources to the teachers and students. Prior to serving

as a volunteer, each individual must complete an application for the position, have a satisfactory background criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Family Services.

YouthFriends, a school-based mentoring network that connects adult mentors with young people, is collaborating with University Academy to provide volunteer screening and placement. It is open to students in grades K-12. Mentors, who range from college students to senior citizens, typically spend one (1) hour per week with one or more students. In addition to mentoring activities, mentors may provide academic tutoring, literacy support, online mentoring and mentoring English as a Second Language (ESL) students. High school students also have the opportunity to mentor elementary students at University Academy. There is no fee charged for youth or volunteer participation.

University Academy does not participate in "Take Your Child to Work Day." As an issue of safety and liability, staff may not bring their children to work with them that day. Your cooperation is greatly appreciated.

8.7 Workplace Safety

University Academy has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, co-workers, and students, and to protect and conserve University Academy's equipment, employees must comply with the following requirements:

- Observe all safety rules
- Keep work areas clean and orderly at all times
- Immediately report all accidents to your principal/supervisor
- Operate only equipment or machines for which you have training and authorization



November 24, 2014

University Academy
6801 Holmes Road
Kansas City, MO 64131

RE: Letter of Support and Commitment

To Whom It May Concern:

The PrivateBank is eager to support University Academy's (UA) charter renewal. We remain committed to working in a collaborative partnership with UA and have a strong relationship between our organizations.

The Private Bank is entering into its 2nd year of partnering with UA and we plan to continue our partnership with this school in future years.

Sincerely,

A handwritten signature in black ink, appearing to read "Zach Strube".

Zach Strube
Associate Managing Director
The PrivateBank



Friends of UNIVERSITY ACADEMY

November 24, 2014

University Academy
6801 Holmes Road
Kansas City, MO 64131

RE: Letter of Support and Commitment

To Whom It May Concern:

Friends of University Academy is eager to support University Academy's (UA) charter renewal. We remain committed to working in a collaborative partnership with UA and have a strong relationship between our organizations.

Friends of University Academy is entering into its 5th year of partnering with UA and we plan to continue our partnership with this school in future years.

Sincerely,

Maria Dickson
Director of External Relations
Friends of University Academy

*Friends of University Academy is a 501(c)3 organization.
Contributions are tax deductible as allowed by law.*



BAPTIST TRINITY LUTHERAN
LEGACY FOUNDATION

BOARD OF DIRECTORS

Rich Jones
Chair

November 24, 2014

Shelly D. Iseman
Vice Chair

University Academy
6801 Holmes Road
Kansas City, MO 64131

Cheryl Anderson
Secretary

RE: Letter of Support and Commitment

Liz Deckert
Treasurer

To Whom It May Concern:

Sara Colt
Immediate Past Chair

Baptist-Trinity Lutheran Legacy Foundation is eager to support University Academy's (UA) charter renewal. We remain committed to working in a collaborative partnership with UA and have a strong relationship between our organizations.

Jim Carr
Virginia Coppinger
ette Croes
James B. Earnest, MD
Roger Gieschen
Sara Goodburn
Susan M. Herzberg, MD
Susie Law
Marti K. Lee
Jackie Powell
Craig Roeder
Jane P. Rues, Ed D
Stephen Salanski, MD
Al Tikwart, Jr.
Michelle Word

Baptist-Trinity Lutheran Legacy Foundation is in its 10th year of partnering with UA and we plan to continue our partnership with this school in future years.

Sincerely,

Becky M. Schaid
Executive Director

Becky Schaid
Executive Director



HARVESTERS
COMMUNITY FOOD NETWORK

3801 Topping Avenue
Kansas City, MO 64129

215 SE Quincy Street
Topeka, KS 66603

Toll-Free 877.353.6639
www.harvesters.org

November 24, 2014

University Academy
6801 Holmes Road
Kansas City, MO 64131

RE: Letter of Support and Commitment

To Whom It May Concern:

Harvesters-The Community Food Network is eager to support University Academy's (UA) charter renewal. We remain committed to working in a collaborative partnership with UA and have a strong relationship between our organizations.

Through Harvesters' partnership with University Academy and the Junior League of Kansas City, Missouri, here are some of the things we were able to provide to University Academy students during the 2013-2014 school year:

- ▶ **BackSnack:** The BackSnack program provided 4,950 backpack kits filled with nutritious, child-friendly food to 150 University Academy students. This provided 15,943 meals.
- ▶ **Nutrition Club:** The Nutrition Club at University Academy distributed 4,332 pounds of food to students in need, equaling 2,314 meals
- ▶ **Teen Eats:** Teen Eats is a six-session program that teaches youth ages 14 to 18 nutrition education and hands-on cooking skills, along with tackling teen "hot topics" including body image, eating from vending machines and messages from the media. Teen Eats provided 413 participant visits to students at University Academy.

Harvesters is entering into its 5th year of partnering with UA and we plan to continue our partnership with this school in future years.

Sincerely,

Julie Louk
Nutrition Services Coordinator





2401 Gillham Road
Kansas City, Missouri 64108
(816) 234-3000

November 24, 2014

University Academy
6801 Holmes Road
Kansas City, MO 64131

RE: Letter of Support and Commitment

To Whom It May Concern:

Children's Mercy is eager to support University Academy's (UA) charter renewal. We remain committed to working in a collaborative partnership with UA and have a strong relationship between our organizations.

Children's Mercy is entering into its 10th year of partnering with UA and we plan to continue our partnership with this school in future years.

Sincerely,

Daryl A. Lynch, MD, FAAP, FSAHM
Vice Chair, Ambulatory Medicine, Department of Pediatrics
Director, Division of Adolescent Medicine

Revenue

**University Academy
FY 2015 Budget-All Departments**

Revenue:		Non Certified	Certified	Capital	FY2015 Tot Budget
State Aid; Teachers Fund	# of Enroll	1,026.0			1,026.0
	Attd%	0.955			0.955
	ADA	979.8			979.8
	Summer ADA	100.5			100.5
	Total ADA	1,080.3			1,080
	# of Free/Reduce	810			810
	Threshold 38.8%	419.1			419.1
	25% of Excess	97.6			97.6
	WADA	1,177.9			1,177.9
	0 State/Local Rate	8,601			8,601
	State/Local \$\$\$	10,131,216			10,131,216
	Less Sponsor % and Adjustment	(125,000)			(125,000)
0.6065	Total State/Local \$\$\$	10,006,216	3,936,836	6,069,110	10,005,946
Prop C - Prior Yr WADA		1,162.40			
Rate		880			
Revenue					
State-Medicaid		505,503	517,409		1,022,912
State-Transportation		14,100	0		14,100
State-Other - Remedial & Social Worker		125,000	0		125,000
		30,640	0		30,640
		0	0		0
Federal-Title I.a		573,265	0		573,265
Federal-Title II.a		106,631	0		106,631
Federal-School Improve.		0	0		0
Federal-SPED		120,000	0		120,000
Federal-Food	Lunch	354,618	0		354,618
	Breakfast	179,087	0		179,087
	Snacks-Fruits/Veg	28,900	0		28,900
	Summer	79,058	0		79,058
Ala Carte & Student Meals		77,121	0		77,121
Rate		0	0		0
Gifts/Grants/GALA		312,500	0		312,500
Activity Fees		48,955	0		48,955
Duel Credit Courses		35,000	0		35,000
After School Program		124,874	0		124,874
Investment Income		19,000	0		19,000
Other		10,500	0		10,500
	Total Revenue	6,681,588	6,586,520		13,268,108

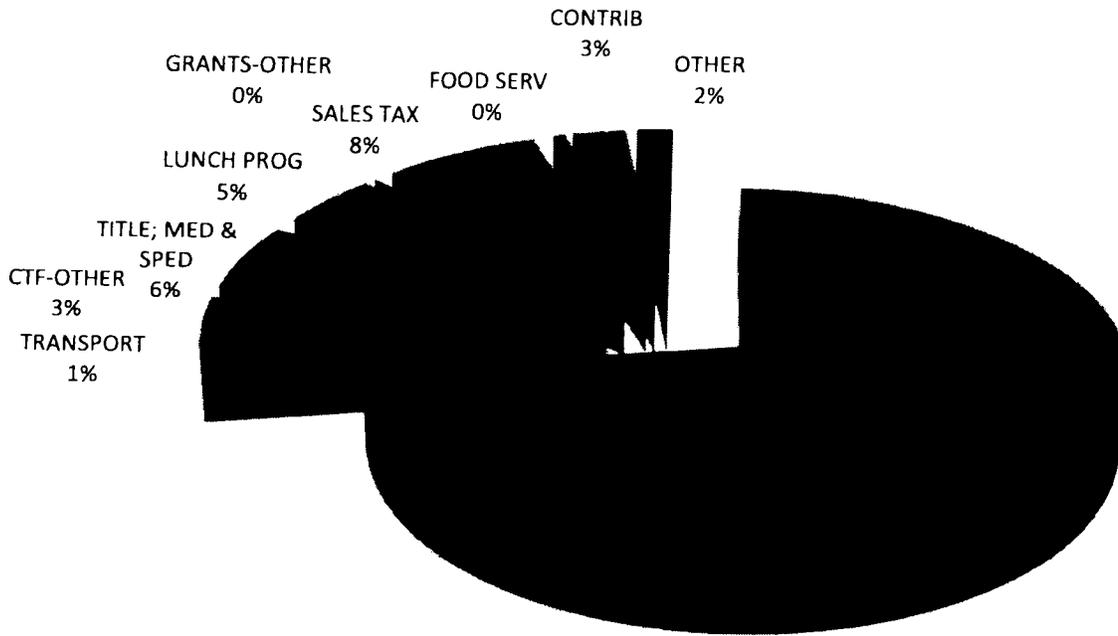
Expense:		EFT	Non Certified	Certified	Capital	Total
Labor-		41.3	1,936,051			1,936,051
		100.0		5,420,190		5,420,190
	Total Labor	141.3	1,936,051	5,420,190		7,356,240
	Base Labor		1,912,251	5,012,415		6,924,666
	Extra Duty Labor		23,800	407,775		431,575
Benefits-	Soc Security	6.20%	131,739	324,348		456,087
	Medicare	1.45%	30,810	75,855		106,665
	Pension - Base Wages Only	7.50%	151,137	377,993		529,131
	Health Ins	363.39	148,262	366,294		514,556
	Dental Ins; Life & ADD	21.60	9,850	24,365		34,214
	Unempl Ins	235.30	12,145	25,739		37,884
	Workmans Comp	0.00848	18,011	44,343		62,354
			501,954	1,238,938		1,740,891

University Academy
 FY 2015 Budget-All Departments

		Non Certified	Certified	Capital	FY2015 Total Budget
Purchase Services-					
	Instructional Services	6311	261,495		261,495
	Instructional Program Improve.	6312	73,650		73,650
	Pupil Services (Health,Dental,etc)	6313	69,430		69,430
	Background checks	6314	6,000		6,000
	Audit/tax Services	6315	24,400		24,400
	IT Services	6316	60,215		60,215
	Legal Services	6317	80,000		80,000
	Professional Development	6319	78,672		78,672
	Cleaning	6331	1,350		1,350
	Repair & Maintenance	6332	47,500		47,500
	Rentals-Building	6333	620,000		620,000
	Rentals-Equipment	6334	38,500		38,500
	Water & Sewer	6335	48,000		48,000
	Trash	6336	6,000		6,000
	Property Services	6339	0		0
	Pupil Transportation	6341	678,637		678,637
	Non-route Transportation	6342	45,048		45,048
	Travel	6343	12,225		12,225
	Property Insurance	6351	24,300		24,300
	Liability Insurance	6352	83,900		83,900
	Workmans Comp Insur	6354	0		0
	Telephone	6361	12,000		12,000
	Advertising	6362	12,000		12,000
	Printing & Binding	6363	0		0
	Dues and Memberships	6371	25,109		25,109
	Field Trips	6381	1,250		1,250
	Other Purchase Services	6390	8,000		8,000
	Contracted Food Services	6392	696,275		696,275
	Other Outside Services	6398	118,515		118,515
			3,132,470		3,132,470
aterials-					
	General Supplies	6411	234,261		234,261
	Classroom Resource Materials	6412	49,850		49,850
	Building Maintenance Materials	6413	77,670		77,670
	Office Supplies	6414	20,900		20,900
	Postage	6415	9,400		9,400
	Textbooks	6431	26,450		26,450
	Library Books	6441	6,600		6,600
	Library Resource Materials	6451	7,500		7,500
	Food	6470	10,400		10,400
	Food Supplies	6471	15,000		15,000
	Electricity	6481	490,400		490,400
	Natural Gas	6482	2,000		2,000
	Gasoline & Diesel	6486	1,000		1,000
	Other Supplies	6490	34,826		34,826
			986,257		986,257
Capital-					
	Improvements	6531		0	0
	Equipment	6541		52,250	52,250
	Capital Maintenance	6542		0	0
				52,250	52,250
Total Expense by Fund					
Grand Total of Expenses		6,556,731	6,659,127	52,250	13,268,108
Surplus (Deficit)		13,268,108			(0)

University Academy FY 2015 Budget Revenue Assumptions

FY 2015 UA Revenue



STATE AID =	\$9,615,947	TRANSPORT =	\$ 125,000
CTF_OTHER =	\$ 390,000	TITLE; MED; SPED =	\$ 813,996
LUNCH PROG =	\$ 641,663	GRANTS/OTHER =	\$ 0
SALES TAX =	\$1,022,912	FOOD SERV =	\$ 77,121
CONTRIB =	\$ 347,500	OTHER =	\$ 233,969
TOTAL REVENUE = \$13,268,109			

University Academy FY 2015 Budget Revenue Assumptions

The following Chart Details the UA revenue by Department by source:

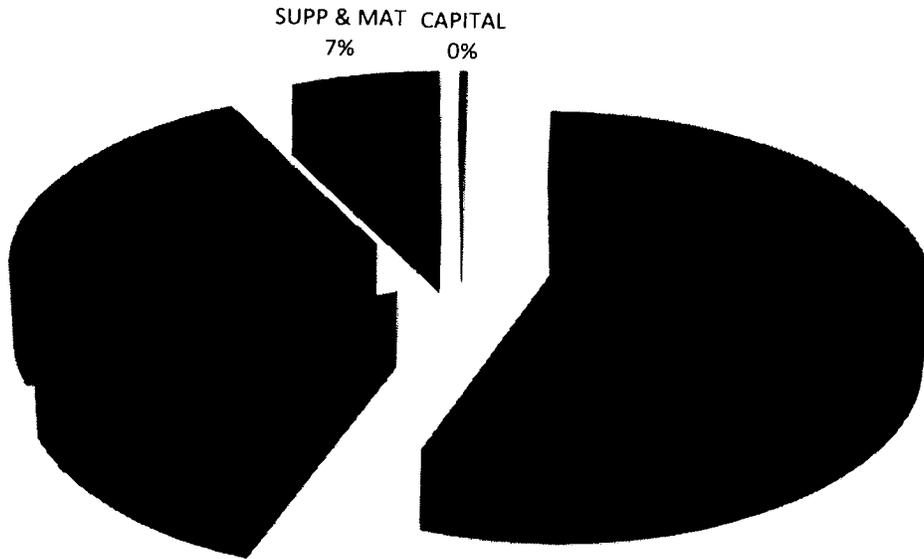
University Academy FY 2015 Budget-Income by Department

Department	State	Federal	Local	Total	% of Total
Lower School	5,440,725	693,996	575,046	6,709,767	50.57%
Middle School	1,901,300	0	212,648	2,113,948	15.93%
Upper School	1,906,347	0	249,244	2,155,591	16.25%
Summer School	780,213	79,058	65,362	924,634	6.97%
SPED	0	120,000	0	120,000	0.90%
Title Programs – incl. in Lower School	0	0	0	0	0.00%
ASP	0	0	118,680	118,680	0.89%
Nurse & Health	0	0	0	0	0.00%
Social Work	8,000	0	0	8,000	0.06%
Library	0	0	500	500	0.00%
Education Services	0	0	0	0	0.00%
Front Office	0	0	0	0	0.00%
Transportation	125,000	0	0	125,000	0.94%
Food Services	0	562,606	76,121	638,726	4.81%
Maintenance	0	0	0	0	0.00%
Athletic	0	0	29,261	29,261	0.22%
IT-Power School	0	0	0	0	0.00%
Copy Center	0	0	0	0	0.00%
Security	0	0	0	0	0.00%
Human Resources	0	0	0	0	0.00%
Finance	0	0	0	0	0.00%
Registra-Comm	0	0	0	0	0.00%
Superintendent	0	0	324,000	324,000	2.40%
	10,161,586	1,455,660	1,650,862	13,268,108	100.00%

Expense

University Academy FY 2015 Budget Expense Assumptions

FY 2015 UA Expenses



LABOR =	\$7,356,240	BENEFITS =	\$1,740,891
PUR.SERV =	\$3,132,470	SUPP & MAT =	\$ 986,258
CAPITAL =	\$ 52,250		
TOTAL EXPENSES = \$13,268,109			

University Academy FY 2015 Budget Expense Assumptions

The following is listing of the expense assumptions used in constructing the FY 2015 University Academy budget:

Labor:

The following chart reflects the number of employees included in the UA FY2015 Budget:

University Academy FY 2015 Budget-Headcount by Department

Department	Teaching		School Admin.	Operations		Total
	Teaching Staff	Support Staff		Support Staff	Operations Manage.	
Lower School	21.0	6.5	5.0			32.5
Middle School	22.0	1.0	3.0			26.0
Upper School	13.5	1.0	2.5			17.0
Summer School	17.3	7.0	0.0			24.3
SPED	0.0	3.0	1.0			4.0
Nurse & Health	0.0	2.5	0.0			2.5
Social Work	0.0	0.0	0.0	0.0	1.0	1.0
Library	0.0	2.0	0.0			2.0
Educational Services	0.0	2.0	1.0			3.0
Front Office				1.5		1.5
Transportation				0.0	0.5	0.5
Food Services				2.0	0.5	2.5
Maintenance				14.0	1.0	15.0
Athletic	0.0	36.0	0.5			36.5
IT				0.5	1.0	1.5
Copy Center				0.5		0.5
Security				2.0	1.0	3.0
Human Resources				0.0	1.0	1.0
Finance				2.0	1.0	3.0
Registra-Comm				0.0	1.0	1.0
Superintendent				1.0	1.0	2.0
Total by category	73.8	61.0	13.0	23.5	9.0	180.3
Totals W/O Sum/Athl.	56.5	18.0	13.0	23.5	9.0	120.0

University Academy FY 2015 Budget Expense Assumptions

The Labor budget includes the following new positions in comparison to the FY 2014 Budget:

Position	Department	Base Salary	Total Compensation
1. Asst Superintendent	Ed. Services	\$ 100,000	\$ 121,353
2. Nurse	Nurse/Health	\$ 45,000	\$ 57,279
3. Teacher*	Lower School	\$ 47,000	\$ 59,609
4. Teacher*	Lower School	\$ 47,000	\$ 59,609
5. Teacher*	Lower School	\$ 55,000	\$ 68,929
6. Teacher*	Lower School	\$ 55,000	\$ 68,929
7. Asst Principal	Lower School	\$ 68,000	\$ 84,074
8. Admin. Asst.	Lower School	\$ 36,400	\$ 47,260
9. Mech. Tradesman	Maintenance	\$ 47,033	\$ 59,567
10. Security Officer	Security	<u>\$ 27,243</u>	<u>\$ 36,541</u>
Totals		\$ 527,676	\$ 662,850

The * positions above are to be filled only if the ADA is higher to offset the costs.

The FY 2014 Labor Budget contains labor for substitutes for the three schools of \$72,400. For FY 2015, we are using Kelly Services. As a result, we are transferring the expense from labor to the purchase service expenses.

The FY 2015 has increase in the labor for the Summer Program. With the inclusion of July and total 27 days of summer school, the labor has increased from \$72,800 (FY 2014 budget) to \$135,652 for 2015.

The outsourcing of the After School program will save \$60,000 on budgeted basis.

Benefits:

Retirement expense will increase due to the rate increase effective Jan 1st, 2014 from 7.5% to 8.0%.

Social Security; Medicare and Unemployment Tax rates are the same as prior year budget. No changes are expected.

The **health insurance** (Coventry) expenses are expected to rise based on the agency reporting. I have anticipated a 14.7% increase effective on September 1st, 2014. The dental contract (Lincoln) is up for renewal as of September 1st. I am including a cost increase of 9.6% over the 2014 rate.

The **Workman's Compensation** insurance is renewed on July 1st each year. Last year we had a major increase of \$22,570. I am not anticipating major increase this year.

Overall, the benefit costs have jumped significantly due to the higher rates and the higher level of employment. The increase is \$241,709 higher than the FY 2014 budget amount.

University Academy FY 2015 Budget Expense Assumptions

Purchase Services:

The **Instructional Services/Instructional Program Improvements** costs are higher than the FY 2014 Budget due to the following items:

1. Teach for America fees	\$ 24,000
2. Substitutes for schools	\$ 73,950
3. Curriculum – Common Core	\$ 47,000
4. ACT Prep – Upper School	\$ 17,500
5. Duel Credit	<u>\$ 20,000</u>
Total	\$182,450

The **Professional Development** expenses are higher due to Leading Educator expense of \$30,600. The other PD expenses are as follows:

Lower School	\$12,000
Middle School	5,000
Upper School	4,800
SPED	2,172
Educational Serv.	6,500
HR	6,000 (includes Wellness program)
Superintendent	2,000
All other departments	<u>9,600</u>
Total PD	78,672

Building rent expense is anticipated to remain at the current lease rate of \$54,000 per month. UA Supporting Foundation will contribute a gift of \$285,000 to offset the lease expense.

The **Pupil Transportation** (Apple Bus) is scheduled to have a 4.9% increase the daily bus rates. However, we budgeting to have 14 buses which is one less than was budgeted in FY 2014. This line has risk because the growth in students may require a 15th bus which will cost additional \$42,632.

Food expense is expected to drop due to bidding the service. I am using a lunch meal cost of \$2.88 per meal and breakfast rate of \$1.88. The prior year was \$3.42 and \$1.98 each. The 2015 budget is estimating 108,689 breakfasts and 137,164 lunches. We will save \$10,869 on breakfasts and \$74,069 on lunches. I have allocated half the savings for ERA fee.

The **Advertising budget** has been increased from \$7,000 to \$12,000 for 2015. Both the Registra/Comm and Superintendent's Office budgets are \$5,000 each.

University Academy FY 2015 Budget Expense Assumptions

Materials and Supplies:

General Supplies and Classroom Resource Materials are budgeted at \$257,242. The following is the detail for the three schools:

Lower school	\$42,100	
Middle school	\$23,250	
Upper School	\$10,750 plus the \$94,950 listed below:	

Upper school materials for Activities and by subject

Activities:		Art	
Freshman			4,000
Orientation	5,000	Chemistry	2,000
Academic Decathlon	11,000	Choir Teacher	750
National Honor Society	12,000	College & Community Liaison	750
Prom	6,500	Comm. Arts	750
Booster Club	2,300	Computers	750
Band	11,000	English	750
Debate	500	French Teacher	750
Color Guard	400	Math	750
Graduation	20,000	Math	750
Other	2,000	Math	750
Parties	1,000	Music/Band	1,000
	71,700	PE	750
		Principal & Office	4,000
		Science/Biology	2,000
		Social Studies	750
		Social Studies	750
		Spanish	750
		Upper School Counselor	500
			23,250

Athletics general supplies budget is \$25,575 and the copy paper budget is \$30,000. This leaves \$30,617 for all other departments.

Textbooks budgets for total of \$26,450 are as follows:

Lower school	\$8,000	
Middle school	\$9,000	
Upper school	\$9,450	

The **Other Supplies budget** is primarily the cost of student incentive cards of \$27,725.

University Academy FY 2015 Budget Expense Assumptions

The following is comparison the departmental budgets vs. 2014 budgets:

University Academy FY 2015 Budget-Expense by Department

Department	Certified Labor	Non-Cert. Labor	Benefits	Purchase Serv.	Materials & Supplies	Capital	2015 Budget Total	2014 Budget Total
Lower School	2,295,349	73,296	602,394	157,655	65,418	0	3,194,113	3,003,847
Middle School	1,115,825	51,131	280,751	68,275	46,725	0	1,562,706	1,490,627
Upper School	992,155	41,493	257,065	115,075	142,150	0	1,547,938	1,490,853
Summer School	261,455	0	24,447	186,187	700	0	472,789	170,622
SPED	233,147	0	57,438	15,081	1,200	0	306,866	289,581
Title - incl. in Lower	0	0	0	0	0	0	0	161,642
ASP	93,600	5,000	10,661	5,250	2,920	0	117,430	
Nurse & Health	0	89,247	24,194	58,600	3,818	0	175,859	144,697
Social Work	0	52,817	13,468	1,200	1,600	0	69,084	66,962
Library	99,525	0	21,578	1,000	16,100	0	138,203	146,797
Educational Services	159,758	79,350	53,761	39,596	1,800	0	334,265	108,715
Front Office	0	34,957	10,314	0	8,500	0	52,771	51,292
Transportation	0	47,642	8,016	613,655	1,000	0	670,313	689,338
Food Services	0	92,492	19,645	681,352	17,500	0	810,989	844,129
Maintenance	0	584,554	146,894	740,000	572,570	0	2,044,018	2,093,878
Athletic	100,808	18,800	16,805	88,430	37,375	0	262,218	276,225
IT	0	98,216	23,298	37,469	9,700	37,250	205,933	222,606
Copy Center	0	29,649	7,262	37,400	30,200	0	104,511	130,426
Security	0	146,169	43,255	5,400	7,249	15,000	217,073	166,561
Human Resources	0	79,350	17,794	36,320	5,500	0	138,964	121,574
Finance	0	180,807	39,688	136,425	3,900	0	360,819	347,881
Registra-Comm	68,567	0	16,036	5,600	2,200	0	92,402	88,173
Superintendent's Off.	0	231,080	46,127	102,500	8,133	0	387,840	333,009
Total by category	5,420,189	1,936,051	1,740,891	3,132,470	986,258	52,250	12,268,108	12,439,430
2014 Budget Totals	5,036,340	1,990,961	1,587,924	2,805,415	949,840	68,950		12,439,430

February 2, 2015

Tony Kline, Superintendent & Executive Director
University Academy
6801 Holmes Rd
Kansas City, MO 64131

Dear Mr. Kline,

As the charter school sponsor representative for the School of Education at the University of Missouri-Kansas City, I have received your Board's request to change its attendance boundary thereby amending its 2014 charter renewal application. Missouri Revised Statutes, Section 160.405.6 states "*The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor.*" I am in receipt of your Board of Directors' September 23, 2014 agenda and approved minutes verifying this request.

As your sponsor, this request is approved and will be placed with your 2014 renewal application.

In service,



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

Cc: Dr. Chris Brown, Interim Dean
Dr. Curt Fuchs, Charter School Director, DESE

School Board

University Academy Charter School

SUBJECT: Expand Preferred
Neighborhood Boundaries for Lottery
Selection

DATE: September 23, 2014

Previous Item:

ENCLOSURE(S):

INITIATED BY: Tony Kline

Background:

At the time of the last charter (2005) the preferred attendance boundaries for UA were set at 47th Street to the north, Oak St to the west, the southern border of KCPSD to the south, and Prospect Ave to the east. UA was located at 55th and Troost at the time, which was fairly central to those parameters.

Since 2005, UA has been located just two blocks east of its western border (Oak St).

Currently, 171 of 1,003 UA students reside within the preferred boundaries. Just 26 of 1,003 UA students reside to the west of Oak St.

While there are five charter schools to the immediate east of UA, there is only one to the west.

Recommendation:

UA amend its 2014 charter renewal application to expand the preferred neighborhood pool by moving the western border from Oak St to State Line Rd. The northern, southern and eastern borders will stay the same. This will approximately double the preferred neighborhood zone.

Action: