

**KANSAS CITY**  
PUBLIC SCHOOLS



9/30/2015

Dr Curt Fuchs  
Coordinator, Office of Quality Schools  
Missouri Department of Elementary and Secondary Education  
205 Jefferson Street; P.O. Box 480  
Jefferson City MO, 65102

Dear Dr. Fuchs,

On behalf of the Board and Superintendent of Kansas City Public Schools we are pleased to serve as sponsor for the proposed Kansas City Neighborhood Academy Charter School. The Kansas City Public Schools Charter Sponsor Advisory Committee reviewed and recommended the KCNA application to the KCPS School Board, and the KCPS School Board voted its approval of sponsorship and submission of the application to the State Board of Education at its August Board meeting.

The Kansas City Neighborhood Academy is designed to transform educational outcomes for children within Kansas City's urban core. A STEAM school, KCNA is committed to equipping each of its students with the skills and knowledge necessary to thrive as 21<sup>st</sup> century citizens. A school-wide focus on language development and literacy underpins the school academic model, and KCNA students will be creative problem solvers, skilled communicators and reflective thinkers. Each aspect of the school's design has been thoughtfully crafted to support this vision for success.

Please feel free to contact me if you have any questions regarding our sponsorship and this application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jerry Kitzi', is written over a faint, light-colored signature line.

Jerry Kitzi  
Charter Sponsor Liaison  
KCPS Office of Early and Extended Learning

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

Kansas City Neighborhood Academy

NAME OF PROPOSED CHARTER SCHOOL

Kansas City Neighborhood Academy, Inc.

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

Dianne Cleaver

Board Chair

PRIMARY CONTACT PERSON

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

2700 E. 18th St., Suite 261

MAILING ADDRESS

816-231-0822

TELEPHONE (PRIMARY)

TELEPHONE (SECONDARY)

dcleaver@uni-kc.org

EMAIL ADDRESS

n/a

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

n/a

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

Kansas City Public Schools - 33

Fall 2016-17

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20\_\_

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-2	180	SCHOOL YEAR 6 *	K-6	504
SCHOOL YEAR 2	K-3	240	SCHOOL YEAR 7 *	K-6	504
SCHOOL YEAR 3	K-4	328	SCHOOL YEAR 8 *	K-6	504
SCHOOL YEAR 4	K-5	416	SCHOOL YEAR 9 *	K-6	504
SCHOOL YEAR 5	K-6	504	SCHOOL YEAR 10 *	K-6	504

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 6 WITH A PROJECTED TOTAL ENROLLMENT OF 504.

## **SCHOOL DESCRIPTION (1 page maximum)**

The mission of Kansas City Neighborhood Academy (KCNA) is to build a community of students, teachers, staff, and families that works together to prepare all students to be successful as 21st century learners and leaders. KCNA is applying to open a K-6 school in Kansas City, MO. KCNA will start small with a focus on building a strong school culture and clear, consistent school systems and processes. In its first year of operation, the school will serve approximately 180 students in grades K-2. The school will then add a grade each year until it serves approximately 504 students in grades K-6.

A STEAM school - or a school with a thematic focus on Science, Technology, Engineering, Arts and Math - KCNA will be committed to equipping each of its students with the skills and knowledge necessary to thrive as a 21<sup>st</sup> century citizen. KCNA will emphasize creativity and innovation through STEAM as the focus comes to life within core-subject classroom through Project-Based Learning. A school-wide focus on language development and literacy will underpin the school's academic model. KCNA students will be creative problem solvers, skilled communicators, and reflective critical thinkers. Each aspect of the school's design – including grade structure, staffing plan, and intervention model– has been thoughtfully crafted to support this vision of success.

The first of its kind in Kansas City, KCNA will exist as part of a larger effort aimed at ending the cycle of intergenerational poverty through mixed-income housing, cradle-to-career educational opportunities, and research-informed wraparound services, such as health services, job training, and out-of-school time programs. The school will operate in partnership with the Urban Neighborhood Initiative, a nonprofit organization established to support the revitalization of a swath of neighborhoods east of Troost Avenue in Kansas City.

The school is based on a proven model. KCNA's educational model is deeply aligned with that of the award-winning Charles R. Drew Charter School in Atlanta, GA. Serving over 1,500 students in grades PK-11, Drew was founded in 2000 as Atlanta's first charter school and is the centerpiece of the nationally renowned East Lake community revitalization effort. East Lake Meadows was one of the most crime-ridden and dilapidated neighborhoods in the metro area. Over the years, Drew has grown from a start-up school with the lowest test scores in the Atlanta Public School system to one of the highest performing schools in the state of Georgia. Today, East Lake is one of the safest neighborhoods in Atlanta, and Drew is among the district's most sought after schools.

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

**SCHOOL DESCRIPTION (1 pages maximum)**

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

**APPLICATION CERTIFICATION**

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



SIGNATURE

Kansas City Neighborhood Academy Board Chair

TITLE/ROLE

9/30/15

DATE

Dianne Cleaver

PRINTED NAME

The Kansas City Neighborhood Academy Performance Contract

**The Kansas City Neighborhood Academy Performance Contract  
2016-2021**

The following set of academic goals assumes that the current state accountability structure and system, including the Missouri School Improvement Program (MSIP-5), remain in place through 2020-21.

**Academic Goals**

**Goal 1.1** KCNA will make clear progress towards closing the achievement gap

- Method(s) of assessment: Missouri Assessment Program (MAP) in Communications Arts and Mathematics
- Benchmarks:
  - Year 3 (2018-19): The percentage of KCNA students scoring “Proficient” or above will exceed the Kansas City Public Schools district average for schools with similar demographics.<sup>1</sup>
  - Year 4 (2019-20): The percentage of KCNA students scoring “Proficient” or above will exceed the Kansas City Public Schools district average.
  - Year 5 (2020-21): The percentage of KCNA students scoring “Proficient” or above will exceed the Missouri state average of schools serving similar demographics.<sup>2</sup>

KCNA has set performance targets that are rigorous yet realistic given current performance in the state. In 2015, the Missouri Department of Elementary and Secondary Education (DESE) reported a Missouri state average of 57.4%<sup>3</sup> elementary students<sup>4</sup> scoring “Proficient” or above on the 2014-2015 MAP ELA test. Kansas City Public Schools (KCPS) reported an elementary school average of 31.0%<sup>5</sup>. In 2015, an average of 44.6%<sup>6</sup> of elementary students in the state scored “Proficient” or above on the 2014-15 MAP Math test while KCPS reported an elementary school average of 21.4%<sup>7</sup>. As shown in the table below, the majority of schools to which students in the Urban Neighborhood Initiative are currently zoned report proficiency rates below state and district averages.

<u>School</u>	<u>% of students scoring “Proficient” or above on the 2014-15 MAP ELA test</u>	<u>% of students scoring “Proficient” or above on the 2014-15 MAP Math test</u>
Attucks ES	20%	14%
Faxon ES	14%	12%
Longfellow ES	33%	14%
King ES	14%	8%

<sup>1</sup> “Similar demographics” here is defined as schools with +/-10% of Free and Reduced Lunch population vs. KCNA

<sup>2</sup> “Similar demographics” here is defined as schools with +/-10% of Free and Reduced Lunch population vs. KCNA

<sup>3</sup> Missouri Comprehensive Data System. State Report Card. 2015.

<sup>4</sup> “Elementary students” here is defined as MAP scores for grades 3, 4, 5, 6

<sup>5</sup> Missouri Comprehensive Data System. District Report Card. 2015.

<sup>6</sup> Missouri Comprehensive Data System. State Report Card. 2015.

<sup>7</sup> Missouri Comprehensive Data System. District Report Card. 2015.

The Kansas City Neighborhood Academy Performance Contract

Wendell Phillips ES	41%	17%
Tolbert Community Academy	43%	18%
Source: Missouri Comprehensive Data System. School Report Cards. 2015.		

**Goal 1.2** Increase the percentage of students scoring at or above the mean Student Status Norm on the NWEA Measure of Academic Progress (MAP) test or similar test in reading and mathematics by an average of 3 percentage points each year. If the percentage points of students at or above the mean Student Status Norm is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage point each year thereafter.

- Method(s) of assessment: Multiple administrations (3 times per year) of the NWEA MAP test in reading and mathematics
- Benchmarks:
  - Year 1 (2016-2017): Establish a benchmark of students scoring at or above the mean Student Status Norm.
  - Year 2 (2017-2018) through Year 5 (2020-2021): Increase the percentage of students scoring at or above the mean Student Status Norm by an average of 3 percentage points each year. If the percentage points of students at or above the mean Student Status Norm is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage points each year thereafter.

**Goal 1.3** KCNA will earn an Annual Performance Report that meets or exceeds the state standard and that reaches at least 70% by the school's fifth year of operation.

- Method(s) of assessment: School Annual Performance Report
- Benchmarks:
  - Year 3 (2018-19): APR will reach at least 50%
  - Year 4 (2019-20): APR will reach at least 60%
  - Year 5 (2020-21): APR will reach at least 70%

In 2015, Kansas City Public Schools reported a district Annual Performance Report (APR) percent of 63.9<sup>8</sup>. As shown in the table below, 1 of the schools to which students in the Urban Neighborhood Initiative are currently zoned report an APR above 70%.

School	Type of School	2015 Annual Performance Report (APR) Percent Earned
Attucks ES	Traditional Public School	55.7%
Faxon ES	Traditional Public School	53.6%

<sup>8</sup> Missouri Comprehensive Data System. MSIP5 LEA Final APR 2015.

## The Kansas City Neighborhood Academy Performance Contract

Longfellow ES	Traditional Public School	58.6%
King ES	Traditional Public School	37.1%
Wendell Phillips ES	Traditional Public School	88.6%
Tolbert Community Academy	Public Charter School	58.8%
Source: Missouri Comprehensive Data System. MSIP 5 Summary Report – School. 2015.		

### Attendance Goals

**Goal 2.1** Students at KCNA will be engaged and invested students who attend school regularly. At least 90% of KCNA students will attend school at least 90% of the time.

- Method of assessment: Attendance rates calculated by MSIP 5 Performance Standard 4 where the percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement

### Staff Learning Goals

**Goal 3.1** Staff will participate in professional learning that is ongoing, is relevant, is consistent with industry standards and is driven by the mission of the school. Each year, 100% of teachers and administrators will develop and complete individual professional development plans.

- Method of assessment: Staff professional development plans

### Parent Engagement Goals

**Goal 4.1** Families will be invested in the school's mission and operate as effective advocates for their children's learning and development.

- Method(s) of assessment: Parent contracts, parent/teacher conference tracking
  - 75% percent of caregivers of KCNA students will participate in at least one parent/teacher conferences in Academic Year 2016-17 and participation will increase by 5 percentage points per year thereafter up to 95%.
  - The families of 95% of KCNA students will sign "Family/School Contracts" in Academic Year 2016-17 and participation will increase by at least 1 percentage point per year thereafter up to 100 percent.

### Operational and Financial Management Goals

**Goal 5.1** KCNA will prioritize prudent financial management and overall operational effectiveness. The school will operate within its means, maintain an operating reserve of at least 3%, and receive a "clean" opinion its independent financial audit each year.

- Method(s) of assessment: annual budgets, a clean opinion on the audited financial statements and maintenance of an operating reserve.

## The Kansas City Neighborhood Academy Performance Contract

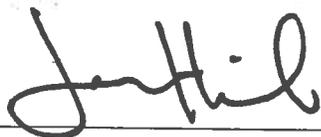
### **Spread and Scale Goals**

**Goal 6.1** Starting in year four, KCNA will ensure that a member of its leadership team takes on the role of a neighborhood education coordinator and helps to share best practices between KCNA and neighboring traditional and charter schools.

**SIGNATURES ON THE FOLLOWING PAGE.**

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The Kansas City Neighborhood Academy Performance Contract



Signature

Jonathan Hile  
Board Chair  
Kansas City Public Schools

11-11-15

Date



Signature

Dianne Cleaver  
Board Chair  
Kansas City Neighborhood Academy Charter School

11-10-15

Date

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

### **Kansas City Neighborhood Academy: An Overview**

Kansas City Neighborhood Academy (KCNA) is a K-6 public charter school designed to transform educational outcomes for the children of Kansas City's urban core. A STEAM school - or a school with a thematic focus on Science, Technology, Engineering, Arts and Math - KCNA is committed to equipping each of its students with the skills and knowledge necessary to thrive as 21<sup>st</sup> century citizens. A school-wide focus on language development and literacy underpins the school's academic model. Our students will be creative problem solvers, skilled communicators, and reflective critical thinkers. Each aspect of the school's design – including grade structure, staffing plan, and intervention model– has been thoughtfully crafted to support this vision of success.

At its core, KCNA is a school that:

- 1. ...is part of a larger, community-driven neighborhood revitalization effort**
- 2. ...was born out of an innovative partnership**
- 3. ...is focused on helping students break the cycle of poverty through the acquisition of 21<sup>st</sup> century skills and a STEAM model**
- 4. ...and is backed by committed partners and a proven model.**

As is found in many urban and rural school districts across the country, a statistically significant achievement gap exists in Kansas City. Schools in the KCNA target area are underperforming, reporting achievement levels substantially below state and district averages. The vision for KCNA was born out of a community desire to see this achievement gap eliminated and is modeled after a school that has effectively done so in its own community.

Drew Charter School, serving over 1,500 primarily low-income, African-American students (62% free and reduced lunch in 2013-14, 85% African-American in 2013-14) started in 2000 as the lowest performing school in the Atlanta Public Schools system (69th of 69 schools), but now ranks as one of the highest-performing schools in the state of Georgia serving low-income African American children. 99% of Drew's students meet or exceed state reading standards. KCNA has embraced this successful model and aims to provide the same educational opportunities for the students and families of Kansas City. With the permission of Drew's Board of Directors, KCNA has designed its educational plan using the Drew model.

### **1. KCNA anchors a larger, community-driven neighborhood revitalization effort.**

#### **A Community-Driven Vision for Neighborhood Revitalization**

Kansas City Neighborhood Academy (KCNA) will exist as part of a comprehensive neighborhood revitalization effort aimed at (1) helping families break the cycle of intergenerational poverty and (2) attracting additional families to those Kansas City neighborhoods hardest hit by population loss. Life outside of the school day can impact a child's educational achievement and overall school experience. External factors driven by concentrated poverty - such as food instability, high crime, and unstable housing - can impede growth among students. The school will anchor a comprehensive effort designed to link school improvement with a holistic neighborhood revitalization plan intended to tackle such negative external factors. The school will operate in partnership with the Urban Neighborhood Initiative (UNI), the Kansas City based nonprofit organization coordinating the revitalization effort.

UNI was established to help improve the quality of life for thousands of residents living within a target area of Kansas City's urban core. Formed as a partnership between the United Way of Greater Kansas City and the Greater Kansas City Chamber of Commerce, UNI works with ten neighborhood organizations and their residents, and has built collaborative relationships with business, industry, government and community organizations. UNI, together with its partners, has made a commitment to transform some of Kansas City's most historic neighborhoods in a footprint spanning from 18th Street to 52 Street and from Troost Avenue to Prospect Avenue in Kansas City. A map of UNI's target area can be found in Appendix A.1-1.

Working hand-in-glove with community members and neighborhood representatives, UNI has developed an ambitious vision for community transformation. During the first twelve months of its existence, UNI held over 16 community conversations in targeted neighborhoods, effectively engaging over 700 Kansas City residents. UNI's work - born out of these community conversations - can be defined by three strategic priority areas: prosperity, health/safety, and education. To ensure that community voice continues to be amplified in the organization's work, UNI formed an advisory board of neighborhood partners. The neighborhood partners' advisory board meets on a monthly basis and provides strategic direction and feedback to UNI staff.

In 2012, according to the direction of its neighborhood partners' advisory board, UNI began exploring the Purpose Built Communities model - a place-based, holistic approach to community development based on the successful revitalization of the East Lake neighborhood in Atlanta, GA. The proven model - which is currently being implemented in thirteen cities across the country- knits together mixed-income housing, a high quality cradle-to-college educational pipeline, and community wellness services to accelerate lasting neighborhood revitalization. Additional information on UNI and Purpose Built can be found in Appendix A.1-2.

UNI hopes to replicate the success of the Purpose Built model in Kansas City. KCNA will serve as the anchor school for the Kansas City revitalization effort, in a similar way that Drew Charter School anchors the East Lake neighborhood in Atlanta. Over the next decade, UNI will work to build out the other components of the revitalization effort: mixed-income housing and research-informed wraparound services, such as health services, job training, and out-of-school time programs.

## **2. KCNA was born out of an innovative partnership.**

### **Partnership with Kansas City Public Schools and the Charter Development Process**

The Kansas City Neighborhood Academy (KCNA) charter application is the result of a pioneering partnership between the Urban Neighborhood Initiative (UNI), the neighborhoods represented within UNI, and the Kansas City Public School district (KCPS). The parties believe that a partnership between a traditional public school system, on the one hand, and a non-profit partnering with Kansas City's business community, civic structure, and neighborhood residents, on the other, could serve as a powerful model for school improvement across the state of Missouri and beyond. KCNA was created out of the desire to design a public charter school that would:

- Lead students to achieve at the highest academic levels
- Increase student enrollment in KCPS
- Attract new residents to the Kansas City urban core
- Provide the cornerstone to a comprehensive neighborhood revitalization effort; and
- Help break the cycle of poverty in the city's urban core.

In October 2013, UNI board and committee members, KCPS staff, and a cross-section of community stakeholders came together to begin designing KCNA's innovative school model. The 18-month school design and application development process was structured according to the following work plan:

- Phase I: Assemble work teams of content area experts according to application requirements and areas of school design. Work teams included:
  - o Education Plan (3 teams)
    - Curriculum, Assessment and Accountability
    - School Culture
    - Special Populations
  - o Organizational Plan (1 team)
    - Governance/Staffing
  - o Business Plan (1 team)
    - Facility/Transportation
    - Budget
- Phase II: Conduct demographic study of UNI footprint to better understand the school's target population
- Phase III: Conduct a facilities study to better understand available school buildings within the KCPS portfolio
- Phase IV: Conduct a learning tour of highly regarded traditional public and public charter schools to mine best practices
- Phase V: Engage work teams in the application drafting and revision process
- Phase VI: Recruit and develop the KCNA founding board

The partnership effort was designed to highlight what can be achieved when a charter school and large public school system work collaboratively for the best interest of children. In particular, there are opportunities for partnership on enrollment procedures, facilities, group purchasing, and leveraging specialized district staff within the school. At the same time, it is the intent of all partners involved that KCNA will operate independently with all autonomous rights and protections of a charter school under Missouri law, subject to the oversight provisions as outlined within CSR 20-100.260, et seq., DESE's administrative rules and regulations for Charter Sponsorship.

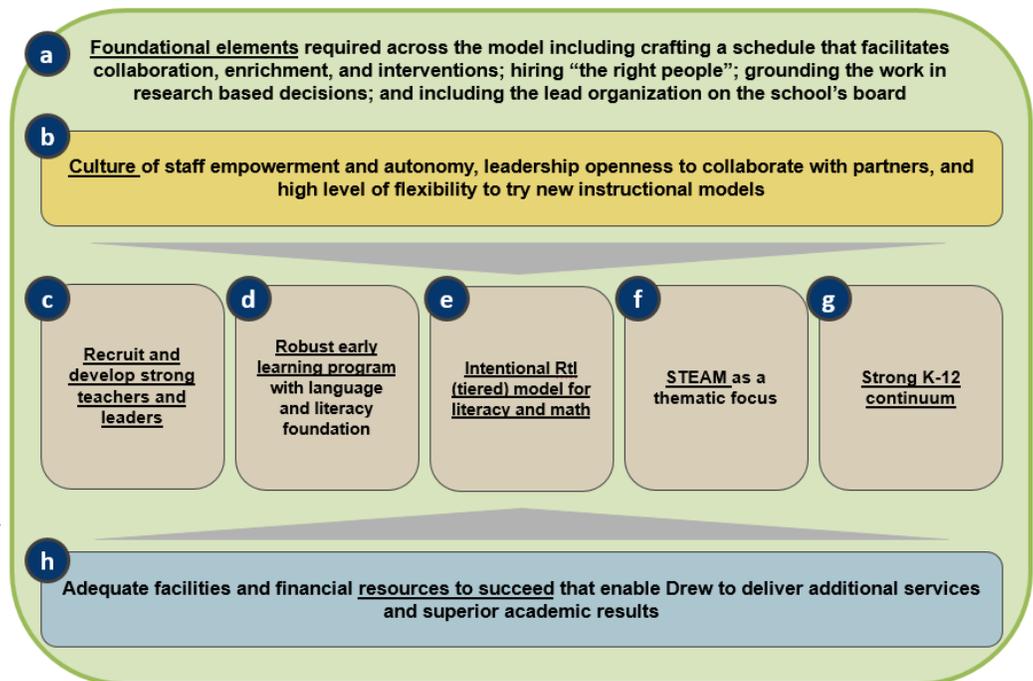
**3. KCNA is focused on helping students break the cycle of poverty through the acquisition of 21<sup>st</sup> century skills and a STEAM model.**

KCNA will emphasize creativity and innovation through STEAM - or the integration of Science, Technology, Engineering, Arts, and Math. The STEAM model utilizes research-based educational practices to prepare students for 21st-century citizenship. By leveraging what The Partnership for 21st Century Skills refers to as the “4Cs” (critical thinking/problem solving, communication, collaboration and creativity/innovation), KCNA students will drive their own education experiences and compete with top students locally, regionally, and nationally. Robust enrichment courses will build students’ capacity for design thinking. Within core-subject classrooms, this STEAM focus will come to life through Project-Based Learning. Students will apply their content knowledge to authentic real-world problems within their community. Strategic partnerships with local universities, artists, and designers will support this STEAM focus.

#### 4. KCNA is backed by committed partners and a proven model.

##### Accelerating the success of the Drew model: Partnership with UNI and Purpose Built Communities

The KCNA charter application faithfully tracks the proven Drew Charter School model that has put low-income, minority children on a path to college and success. An extensive analysis of Drew’s success by the Boston Consulting Group in 2014 revealed a few key elements as the driving force behind the school’s differential academic outcomes. KCNA intends



to follow this model with fidelity and aims to provide the same educational opportunities for the students and families of Kansas City. An extensive overview of Drew’s results can be found in Appendix A.1-3.

To ensure KCNA has the level of success worthy of the students, families, and communities depending on it, the school and its faculty will receive guidance and coaching from the same teachers, researchers, leaders, and professional development organizations who helped Drew Charter School to achieve its outstanding and nationally-recognized results. In many instances, these services will be coordinated by Purpose Built Communities (Purpose Built), a non-profit consulting firm charged with helping local leaders replicate the success of the East Lake revitalization, inclusive of the Drew Charter model, in other parts of the country. Offering all of its services at no-cost to its clients, Purpose Built provides technical assistance and support in the areas of mixed-income housing, cradle-to-college education, organizational planning and community wellness services.

As a partner in the Kansas City Neighborhood Academy (KCNA) school design process, Purpose Built served as the liaison between Drew Charter School and KCNA, building out the KCNA model to reflect not only Drew’s key tenets but also the local Kansas City context.

KCNA will start small with a focus on building a strong school culture and clear, consistent school systems and processes. In its first year of operation, the school will serve approximately 180 students in grades K-2. While this small size will allow the school principal to be very intentional in culture building and the development of school norms, it also limits the school's opening year budget. The Urban Neighborhood Initiative is committed to seeking out philanthropic support for KCNA over the charter term. At no cost to the school, Purpose Built will layer on additional human capital and planning support for KCNA. Purpose Built will also provide expertise and professional development in a number of areas while the school is in the process of reaching scale.

### **Kansas City Neighborhood Academy - Mission**

The mission of Kansas City Neighborhood Academy is to build a community of students, teachers, staff, and families that works together to prepare all students to be successful as 21<sup>st</sup> century learners and leaders.

### **What does it mean to be a 21<sup>st</sup> century learner and leader?**

The nation has taken a shift in the 21<sup>st</sup> century from a manufacturing-based economy of the past to a knowledge-based economy. One of the fundamental characteristics of the 21<sup>st</sup> century is “ever-accelerating change”. Through the use of technology, information is multiplying and new information is sprouting as quickly as it becomes obsolete. Simultaneously, our world is becoming increasingly interdependent. To become an educated person in the 21<sup>st</sup> century, our students will be expected to navigate a global society that is collaborative and innovative.

KCNA defines “an educated person in the 21<sup>st</sup> century” as one who is able to navigate networks in order to make sense of the world and act within it in creative ways: by listening, reading, writing, talking, problem-solving, understanding perspectives, empowering others, leading, and most importantly, by connecting cross-disciplinary issues.

We define a 21st-century learner and leader as one who:

- *Communicates Effectively.* Writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums.
- *Learns Continually.* Seeks to develop skills and acquire knowledge at all times, examines multiple perspectives, maintains an open-mind and a willingness to change in response to data, reflects on new experiences and information in order to expand their understanding of the world.
- *Perseveres.* Maintains focus and self-discipline, works through struggles and setbacks, attempts repeated trials, examines errors in order to improve in future attempts, tries harder, tries differently, tries again even when problems cannot be solved readily or when faced with criticism or disappointment.
- *Thinks Critically.* Uses a discerning mind to make competent decisions and informed choices in the face of continually evolving expectations and competing, sometimes conflicting, information; uses critical thinking skills to discern facts and quality resources from biased information.
- *Solves Problems.* Independently and collaboratively creates innovative solutions to problems small and large, using the full suite of 21<sup>st</sup> century skills to approach challenges.
- *Develops Science, Technology, Engineering, Arts, and Mathematics (STEAM) Skills.*

Demonstrates fluency across the STEAM disciplines to ensure ability to be technologically and financially literate throughout life and work; uses skills to adapt in increasingly technical workplaces

- *Demonstrates Cultural Competence.* Has an awareness and appreciation of cross-cultural differences and the ability to engage in productive and respectful cross-cultural relations, while honoring and carrying forward her/his own traditions and values in an increasingly diverse and global culture.<sup>1</sup>
- *Leads.* Combines the skills defined above to become active and engaged citizens and workplace leaders with a highly developed moral compass and a deep toolkit for adapting to new challenges as they arise.

### **Kansas City Neighborhood Academy - Vision**

By the end of the school's first charter term in 2021, KCNA will be a vibrant, high-performing community school. Students will be achieving at the highest levels with a sense of purpose and agency. KCNA classrooms will be defined by their joyful approach to teaching and learning. Students will have numerous opportunities to connect with local experts, solve problems and present their work. Teachers at KCNA will feel supported by the instructional leadership team as they continue to grow according to individual development goals. Parents will be actively engaged and feel valued by school leadership and staff.

Students will feel a strong sense of ownership over their own learning and academic trajectories. The school will have built strong partnerships with area early learning centers to build a strong cradle-to-elementary pipeline. Additionally, KCNA will have Pre-K classrooms on-site that combine philanthropy, public funding, and if necessary, a manageable fee, to ensure that Kindergarteners begin their school year ready to learn to read.

In ten years there will be a palpable culture of collaboration and high expectations among staff. Students approach their learning with a sense of curiosity and freedom to explore. All students feel valued and supported and free to explore identities in a safe, nurturing environment. Students are immersed in a variety of activities that promote 21<sup>st</sup> century skills. Parents and families embrace the school as a community anchor. The school is recognized as a leader in project-based learning and STEAM. The school will have a roster of master teachers who can provide continuity in the school experience. The school will be a destination for educators as it will be recognized as a school that prioritizes not only the development of the whole child but also teacher-leader development and teacher quality of life. Best practices are being shared between neighboring schools and KCNA. KCNA's neighborhood is recognized as an "education destination" in Kansas City.

In order to reach this vision, the school design team crafted a set of ambitious, yet feasible, school performance goals. These goals, described further in section *A.7 School Specific Goals and Objectives*, are the result of an intensive review of school performance trends in Kansas City and across the state of Missouri. These goals reflect our commitment to accountability and the measurable review of academic strength.

- **Academic Goal #1:** KCNA will make clear progress towards closing the achievement gap.

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<sup>1</sup> Brustein, W.I. (2007). The global campus: Challenges and opportunities for higher education in North America. *Journal of Studies in International Education*. 11(3/4): 382-391.

- **Academic Goal #2:** KCNA will increase the percentage of students scoring at or above the mean Student Status Norm on the NWEA Measure of Academic Progress (MAP) test.
- **Academic Goal #3:** KCNA will earn an Annual Performance Report that meets or exceeds the state standard and that reaches at least 70% by the school's fifth year of operation.
- **Staff Learning Goal:** 100% of teachers and administrators will develop and complete personal professional development plans.
- **Spread and Scale Goal:** Starting in year four, KCNA will ensure that a member of its leadership team takes on the role of a neighborhood education coordinator and helps to share best practices between KCNA and neighboring traditional and charter schools.

## A.2 Curriculum and Instruction

This section details the Kansas City Neighborhood Academy (KCNA) approach to teaching and learning through the lenses of instructional strategies, curriculum and professional development. In partnership with the school's founding board, the principal and instructional leadership team will build upon this framework to further solidify the school's curriculum and policies.

### The Kansas City Neighborhood Academy Instructional Model and Approach to Teaching and Learning

Kansas City Neighborhood Academy (KCNA) is designed to be a school that will provide superior, life-changing educational opportunities to Kansas City's most underserved populations. Our classrooms will be dynamic, child-centered environments where students engage in cross-curriculum learning that encourages the development of 21<sup>st</sup> century skills. Student curiosity and inquisitiveness will be nurtured through engaging course offerings, curricula, and instructional strategies. This section highlights unique components of the KCNA academic model that make such learning possible.

#### **Intentional School-Wide Focus on Language Development and Literacy**

35% of our nation's fourth graders were performing at the proficient level or above in Reading, as measured by the National Assessment for Education Progress (NAEP), in 2013. When disaggregated according to family income, there is a clear gap between low-income students and their more affluent peers. 51% of 4<sup>th</sup> grade students *not* eligible for free/reduced were performing at or above the proficient level in 2013, while only 18% of students qualifying for free lunch and 30% of students qualifying for reduced lunch were performing at or above the proficient level.<sup>2</sup>

To help eliminate this gap, KCNA was designed with a focus on early literacy and language development as a foundation of all other learning. A collective commitment to improving students' literacy outcomes will be embedded into the school culture through targeted professional development for staff and a tiered, balanced approach to literacy instruction. KCNA will adopt an intensive daily program at every grade level in reading. A variety of fiction and non-fiction texts will be used in all grades, including pre-K, to support critical thinking and analytical skills. Daily instruction in language arts will include explicit, systematic instruction in code- and comprehension-based skills, with both narrative and nonfiction text, differentiated or responsive instruction, and written expression, including emergent writing skills for the youngest learners. In addition, reading and writing skills will be embedded throughout the curriculum at every grade level. Specific information about the curriculum and instructional strategies that will support this school-wide focus on language and literacy can be found in the *KCNA Academic Model* section.

#### **Science, Technology, Engineering, Arts, Math (STEAM)**

KCNA will emphasize creativity and innovation through a thematic STEAM - or Science, Technology, Engineering, Arts, and Math - focus. The STEAM model utilizes research-based educational practices to prepare students for 21st-century citizenship. This approach, with its strong focus on literacy, creativity and innovation, will prepare KCNA students to compete with top students locally, regionally, and nationally. The Partnership for 21st Century Skills encourages schools to prepare students for college and life by fusing core subjects (Reading, Writing, and Math) with the 4Cs (critical thinking/problem solving, communication, collaboration and creativity/innovation). STEAM supports the development of the 4Cs by presenting students with real-world problems/applications that are complex and require higher-order thinking skills to solve. Through the STEAM model, students are asked to collaborate with others and

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<sup>2</sup> The Nation's Report Card. N.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013. "[http://www.nationsreportcard.gov/reading\\_math\\_2013/#/student-groups](http://www.nationsreportcard.gov/reading_math_2013/#/student-groups)"

apply their knowledge across disciplines. KCNA is committed to a STEAM model that truly leverages the power of the arts in education. KCNA will collaborate with the rich fine arts community in Kansas City to provide critical instructional and enrichment opportunities for students.

### **Project-Based Learning**

Project-based learning (PBL) is an inquiry-based instructional approach that engages students in authentic learning activities designed to answer a question or solve a problem. We believe that PBL's emphasis on collaboration, creativity, critical thinking and problem-solving will effectively prepare our students for the 21<sup>st</sup> century.

### **Social and Emotional Learning**

Social and Emotional Learning (SEL) serves as the foundation for teaching the whole child in an effective and supportive learning environment. The five SEL competencies –self-awareness, self-management, social awareness, relationship skills, and responsible decision making– play a critical role in a student's ability to navigate relationships with peers and adults within a school setting.<sup>3</sup> KCNA will adopt a developmentally appropriate SEL framework to support student learning and to create a safe, secure and joyful school culture.

### **Research-Based Interventions**

Through the implementation of a research-based Response to Intervention (RtI) model, which will serve as a Multi-Tier System of Supports structure for the school, KCNA is committed to helping all learners make significant academic gains. RtI is a collaborative problem-solving model for providing tiered instruction. As part of the RtI model, KCNA will use continuous progress monitoring to inform instruction and interventions. On-going professional development for teachers will ensure appropriate use of data for teaching teams to identify students' needs and to respond with appropriate research-based interventions.

### **Abundant Enrichment Options for Students**

KCNA will balance academic rigor with a vast array of enrichment offerings. All students K-6 will have the opportunity to attend two enrichment classes - choices may include (but are not limited to) art, dance, drama, chorus, band, engineering, robotics, physical fitness, foreign language. These enrichment offerings not only allow space for students to discover their passion but it also builds in time for daily professional development for teachers. Core curriculum teachers have that time for grade-level and independent planning and professional learning.

### **Longer School Day and School Year**

KCNA will operate with both a longer school day and school year. The annual calendar includes 180 instructional days. The school day will run from 8:00 AM to 4:00 PM for all grades K-6. This schedule allows for students to receive additional needed support and/or enrichment time while teachers receive daily common planning. The school's annual calendar and proposed daily schedule are described in more detail in *A.4 School Calendar and Daily Schedule*. While the teacher hours and salaries associated with a longer school day may initially require some external funding, the school will become financially sustainable as it reaches scale.

### **School Design Approach and Partnership with Purpose Built Communities**

The Kansas City Neighborhood Academy (KCNA) is part of a broader revitalization effort in the Kansas City urban core. As part of its academic model, the Kansas City Neighborhood Academy will seek to

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<sup>3</sup> Collaborative for Academic, Social and Emotional Learning 2015. <http://www.casel.org/social-and-emotional-learning/outcomes>

learn best practices from other high-performing schools that have also been at the center of neighborhood revitalization efforts. One particularly successful school that has inspired much of the pedagogical model for KCNA is Charles R. Drew Charter School in Atlanta, which has combined the authenticity of the local neighborhood and community with research-based academic practices. With its combination of local leadership and world-class teaching practices, Drew Charter School has closed the achievement gap: its students qualifying for free/reduced lunch perform at or above the levels of their more affluent peers across the city and state.

To ensure KCNA has the level of success worthy of the students, families, and communities depending on it, the school and its faculty will often receive guidance and coaching from the same teachers, researchers, leaders, and professional development organizations who helped Drew Charter School to achieve its outstanding and nationally-recognized results. In many instances, these services will be coordinated by an organization called Purpose Built Communities (Purpose Built) a non-profit consulting firm charged with helping local leaders replicate the success of the East Lake revitalization, inclusive of the Drew Charter model, in other parts of the country. Offering all of its services at no-cost to its clients, Purpose Built provides technical assistance and support in the areas of mixed-income housing, cradle-to-college education, organizational planning and community wellness services. As a partner in the Kansas City Neighborhood Academy (KCNA) school design process, Purpose Built served as the liaison between Drew Charter School and KCNA, building out the KCNA model to reflect not only Drew’s key tenets but also the local Kansas City context.

KCNA will start small with a focus on building a strong school culture and clear, consistent school systems and processes. In its first year of operation, the school will serve approximately 180 students in grades K-2. While this small size will allow the school principal to be very intentional in culture building and the development of school norms, it also limits the school’s opening year budget. The Urban Neighborhood Initiative is committed to seeking out philanthropic support for KCNA over the charter term. Purpose Built will layer on additional human capital and planning support for KCNA, providing expertise and professional development in a number of areas while the school is in the process of reaching scale.

The following table illustrates the anticipated types of support that Purpose Built and UNI will collaborate to provide, at no cost to the school:

<u>Type of Support</u>	<u>Year Zero</u>	<u>Year One</u>	<u>Ongoing Support</u>
<b>Human resources</b>	Sourcing the highest quality school leader and founding leadership team	Ensuring key structural elements (culture, pay, schedule, growth opportunities) are in place to recruit and retain the best talent	Support identifying talent to join the team of the growing school
<b>Curriculum development</b>	Developing a detailed plan on how to roll out the academic model	Coordinating key initial professional development elements, supporting teacher teams	Sharing key research findings, supporting with professional development

<p><b>Building an intentional school-wide focus on literacy</b></p>	<p>Helping to hire a best-in-class literacy director, supporting summer institutes for staff</p>	<p>Coordinating professional development to ensure masterful classroom literacy instruction and that all staff are equipped to support in literacy instruction within a research-based tiered RtI model</p>	<p>Supporting with the onboarding of new school staff to support the literacy focus</p>
<p><b>Developing a tiered approach to literacy and math instruction</b></p>	<p>Developing a detailed plan on the implementation of the Response to Intervention model (i.e. MTSS structure)</p>	<p>Developing a high-capacity teacher corps, masterful at delivering standards-based Tier 1 instruction, and supporting the creation of Tier 3 intervention centers</p>	<p>Reinforcing Tier 1 and Tier 3 while also developing a data-driven teacher corps, skilled at designing and delivering Tier 2 interventions</p>
<p><b>Project-based learning and the integration of STEAM</b></p>	<p>Helping to hire best-in-class enrichment teachers, identifying key STEAM partnerships, identifying or developing potential STEAM leadership</p>	<p>Supporting with the integration of STEAM topics into a strong foundation of literacy, language and math</p>	<p>Crafting a position within the school leadership team to support ongoing professional development on inquiry-based learning, supporting a phased implementation of Project-Based Learning</p>

<b>School operations and planning</b>	Supporting with fundraising, helping to hire a partnerships director, an operations director, and a technology specialist, supporting in the initial set-up of the school	Ongoing support as needed	Ongoing support as needed
<b>School governance</b>	Support in recruiting and preparing a diverse board to govern the school	Ongoing support as needed	Ongoing support as needed

The additional support provided by Purpose Built and UNI will alleviate the demands placed on the principal during the school’s early years of operation. All of these services will provided at no cost to the school.

**Curriculum Mapping**

The KCNA academic model described below is organized by subject area and presents a detailed overview for our core academic program. Although each subject is discussed separately, KCNA strives to connect learning across disciplines. Prior to school launch, or Year Zero, Purpose Built Communities and Drew Charter School will support the KCNA instructional leadership team in understanding and developing plans to implement the KCNA academic model. The Missouri Learning Standards will be embedded across interdisciplinary units in alignment with the school’s STEAM thematic focus. Grade level teams will collaborate to develop unit and lesson plans within curricular frameworks.

KCNA will continually review new curriculum and reserves the right to modify and enhance existing curriculum during the term of the charter to better serve the needs of our students or bring even greater alignment with the Missouri Learning Standards.

**KCNA Academic Model**

The academic model at Kansas City Neighborhood Academy (KCNA) is aligned with the Missouri Learning Standards. KCNA will extend student performance within the standards, by adapting resources designed to promote critical thinking, develop writing skills and encourage interdisciplinary application. In partnership with the school’s founding board, the principal and instructional leadership team will build upon this model to strengthen the school’s curricular and instructional programs.

All students will be expected to demonstrate, at a minimum, state competency levels in all core subjects in alignment with the newly adopted Missouri Learning Standards as measured on the Missouri Assessment Program (MAP). Students will be encouraged to exceed these standards through an educational program that identifies individual strengths and areas of need, and provides opportunities for all students to be highly successful learners.

**Intentional School-wide Focus on Literacy**

Closing the literacy gap is central to KCNA’s vision of academic success. We believe that a strong foundation in language (i.e. the vocabulary and structure of oral and written language) and literacy is a prerequisite for student success in all academic areas. Students must be able to effectively use and

interpret language when interacting with the world around them. In order to support all students in reaching this vision, KCNA will foster an intentional school-wide focus on literacy. On a day-to-day implementation level, this focus is translated through the following collective goals:

1. KCNA students will be able to comprehend complex texts.
2. KCNA students will be able to respond both orally and in writing to complex texts.
3. KCNA students will transition from *learning to read* in grades K-2 to *reading to learn* in third grade and beyond.

### **KCNA's Tiered Literacy Model**

In order to support all students in literacy, KCNA will adopt a tiered literacy model defined by:

1. a focus on supporting teachers through ongoing professional development to deliver quality core instruction in Tier 1 and
2. delivering targeted and responsive interventions for struggling readers in Tiers 2 and 3.

A diagram of KCNA's tiered instructional model can be found in Appendix A.2-2.

#### **Tier 1 – Quality Core Instruction**

KCNA teachers will be masterful in teaching literacy. Professional development for all faculty will be designed to support a deep understanding of language development and pedagogy for the teaching of reading and writing aligned with standards. Prior to each school year, teachers will spend time unpacking the Missouri Learning Standards in Literacy. Through the Literacy task force, teachers across grade levels will collaborate to ensure vertical alignment between grades so students experience a seamless transition from pre-literacy to literacy.

KCNA will adopt a balanced approach to literacy development including instruction of both code-based and comprehension strategies. Literacy instruction will include the five essentials of reading – phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension and writing.

Teachers will use a variety of research-based curricular materials – such as *Reading Street*, *Text Talk* and *6+1 Traits* – that leverage both fiction and non-fiction texts and are aligned with Missouri Learning standards to support instruction.

A toolkit of universal screeners and diagnostic tools – such as *Pearson's AIMSweb*, *DIBELS Next*, *6+1 Traits* and diagnostic assessments from the *Really Great Reading Company* - will be used to assess reading skill levels and monitor student progress.

#### **Tier 2 – Creative, targeted small-group intervention building on the foundation of Tier 1 instruction**

Tier 2 students at KCNA will be supported through targeted, small-group interventions in addition to Tier 1 instruction. Teachers will administer and analyze the results of progress monitoring tools with guidance from the Literacy Coordinator. During daily grade-wide intervention blocks, students will be strategically placed into small groups according to needs and/or strengths. The intervention block will be staffed to allow for students to receive interventions in small groups. Student grouping will be fluid as continuous progress monitoring data will inform student placement.

#### **Tier 3 Support – The Literacy Center and High Capacity Tier 3 Interventions**

At KCNA, each grade-level will have two enrichment periods. While students attend enrichment classes, teachers will have the opportunity to collaborate with grade level teams around literacy. Students who are struggling with literacy proficiency will be identified using multiple data points. Students needing Tier 3 interventions will receive services through the Literacy Center in lieu of one enrichment class each day.

The Center will be staffed by a certified teacher (Literacy Coordinator) and two paraprofessionals. The center is designed to offer supplementary support, or a “double dose” of literacy. Students will receive small group or one-on-one instruction utilizing specialized curriculum designed to meet the needs of struggling readers. Possible interventions include *The Really Great Reading Company’s* Phonics Suite programs – *Phonics Blast* (grades K-2) and *Phonics Boost* (Grades 2-4) or Wilson Reading System.

An individualized intervention program and timeline of instruction will be devised for each student. Each student’s progress will be carefully monitored, and instructional interventions will be adjusted according to the student’s current needs and progress. Students will be assessed on a weekly basis using progress monitoring tools. Students will help set fluency and accuracy goals and track their own progress along with center staff. As students’ reading skills improve, they will be transitioned out of the center, and the staff will continue to monitor each student’s progress to determine if further intervention is necessary. There will be frequent and consistent communication between literacy center staff and classroom teachers to share student progress, troubleshoot literacy concerns in the classroom, and to design interventions that will best meet ongoing individual students’ needs.

### Mathematics

KCNA will adopt a similar tiered approach to math instruction. The school’s parallel structures in literacy and math will facilitate a deep understanding of needs-based instruction among teachers.

The Missouri Learning Standards will be the foundation of KCNA’s mathematics curriculum. Through ongoing professional development all KCNA teachers of math will be supported in unpacking and developing a deep understanding of the Missouri Learning Standards.

Multi-modal learning will be at the foundation of KCNA’s approach to math instruction. In order to meet the needs of all students, KCNA teachers will incorporate multiple representations of mathematical ideas during instruction. Math instruction at KCNA will be defined by a Concrete-Pictorial-Abstract (CPA) progression approach. Teachers will plan instruction that will allow students to move from the concrete (using hands-on manipulatives) to the representational or pictorial (using model drawing) to the abstract (using numbers and symbols alone to communicate mathematic ideas). This instructional approach supports all students in building conceptual understandings in math; and has been shown to be particularly effective with students with learning difficulties.<sup>4</sup> KCNA teachers will use techniques from *Singapore Math* to support CPA progression.

In alignment with the school’s STEAM vision, math instruction and learning will not happen within a silo. Students with deep conceptual understanding of math and math reasoning are able to apply concepts across disciplines. KCNA students will be able to express themselves mathematically -in both conversation and writing – in a variety of settings. To support students, KCNA teachers will incorporate robust math vocabulary into instruction. Teachers and students at KCNA will engage in conversations around math problems. Teachers will model mathematical decision-making and deliberately incorporate math vocabulary into their lessons. Through conversation and writing, students will present, explain and justify their mathematical decisions.

Tier 2 math students at KCNA will be supported through targeted, small-group interventions in addition to Tier 1 instruction. Teachers will work collaboratively to analyze student and class-level data to understand students’ needs and/or strengths. During grade-wide intervention blocks, students will be strategically placed into small groups. Student grouping will be fluid as continuous progress monitoring data will inform student placement.

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<sup>4</sup> Jordan, L., Miller, M., and Mercer C. (1998) The effects of concrete to semi-concrete to abstract instruction in acquisition and retention of fraction concepts and skill. *Learning Disabilities: A Multidisciplinary Journal*, 9(3) 115-122.

Students needing Tier 3 interventions will receive services through the Math Lab in lieu of one enrichment class each day. The Math Lab will be a key strategy to target students who are performing below grade level in math. Students will receive additional support in building both conceptual understanding and math fluency through targeted lab tutorials and access to research-based, adaptive math software programs. The lab will be staffed by a certified teacher and two paraprofessionals. Students will be identified through multiple data points. As in the literacy center, each student will have an individualized intervention program and timeline. Progress will be monitored according to this plan. Interventions will be adjusted according to student needs and progress towards goals.

### **Science**

KCNA students will be curious thinkers that will discover scientific concepts through inquiry. All science instruction will be grounded in the Missouri Learning Standards. While covering the essential components of a science curriculum aligned to Next Generation Science Standards, students will experience the importance of scientific studies for the development of critical thinking skills, habits of mind, and methodical analysis and diagnosis. Students will be provided with authentic learning experiences that widen their understanding of themselves and the world around them. Students will be introduced to basic scientific concepts that allow them to develop an understanding of how the world of living and nonliving things works. In the early grades, KCNA students must be able to not only make sense of the world, but to also be able to articulate their thinking about it. Students will be exposed to rich science content and vocabulary through inquiry-driven learning opportunities. Projects designed around real-world problems will allow them to apply this understanding and to explain their thinking to public audiences.

### **Social Studies**

The goal of the social science curriculum will be to provide an understanding of, and appreciation for, the subject of history and its related disciplines. Instruction will be inquiry-based so that students may authentically engage with the subject matter at hand. Students will work individually and in cooperative-learning groups on projects that are interdisciplinary. A multicultural perspective and respect for diversity will guide instruction.

### **Enrichment**

All students K-6 will have the opportunity to attend two enrichment classes - choices may include (but are not limited to) art, dance, drama, chorus, band, engineering, robotics, physical fitness, foreign language. These enrichment offerings not only allow students to explore their interests, but it also builds in time for daily professional development for teachers. Elements of design thinking will be embedded throughout our enrichment courses to support the school's STEAM focus.

### **Differentiated instruction**

KCNA teachers will differentiate instruction to meet the needs of all students. At KCNA, we recognize that each of our students will bring unique strengths, needs, learning styles, and experiences to the classroom. Teachers at KCNA will differentiate by "... (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels."<sup>5</sup>

### **Project-Based Learning**

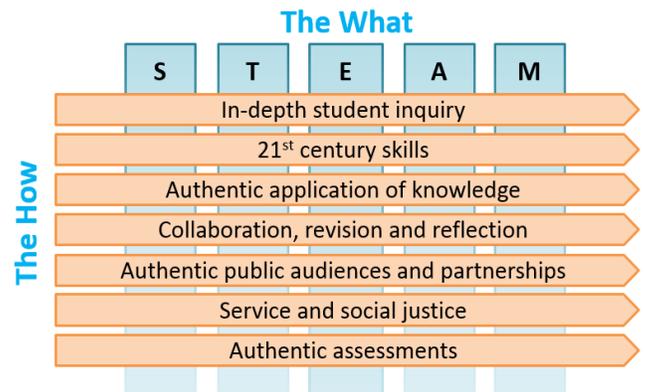
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<sup>5</sup> Tomlinson, Carol Ann. "Differentiation in the Elementary Grades". ERIC Digest. August 2000.

Project-Based Learning (PBL) is an instructional approach that engages students in authentic learning activities designed to answer a question or solve a problem. Students leverage 21<sup>st</sup> century skills as they learn core content through rigorous, inquiry-based experiences. Students use technology tools in ways that professionals do – to communicate, collaborate, research, analyze, create, and publish their work for authentic audiences.

According to the Buck Institute, PBL:

- Is intended to teach key knowledge, understanding, and success (21st century) skills.
- Requires sustained inquiry as part of the process of learning and creating something new.
- Is organized around a challenging problem or solution.
- Allows student voice and choice.
- Includes processes for students to reflect on what they’re learning, how they’re learning, and what they’ve accomplished.
- Engages students in authentic learning throughout the entire project process.
- Engrosses both students and teachers in a process of critique and revision.
- Involves an authentic, public product.



KCNA will work closely with Drew Charter School to further refine its approach to Project-Based Learning. At Drew, STEAM content is brought to life through Buck’s project based learning components. A copy of Drew Charter School’s Project-Based Learning vision that will serve as the foundation for KCNA’s approach can be found in Appendix A.2-3.

### Professional Development Plan

The prevailing belief at KCNA is that teacher quality is the single most important factor driving student achievement. A rich, comprehensive professional learning model is integral to the success of our school and will include training through summer institute for teachers; embedded, ongoing professional development; daily, dedicated collaboration time for teachers; professional development workshop days; and post-planning professional development opportunities. We believe that educational leaders and teachers deserve quality professional learning opportunities to develop and perfect their pedagogy. During Year Zero, the KCNA principal will develop a flexible school-wide professional development plan that will be adjusted as the school grows. Professional learning opportunities for KCNA staff will be informed by student data and teacher need. KCNA will also send faculty to a variety of conferences so that teachers and members of the leadership team can interact with national thought leaders in education. This section provides an overview of proposed professional development opportunities at KCNA.

### Summer Institute

At the beginning of each school year, the KCNA instructional team will come together for an intensive Summer Institute. In Year 1, during this immersive experience, the KCNA team will focus on building the foundation for a strong staff and student culture and effective data-driven classroom instruction. The

instructional leadership team and school partners will provide a variety of training opportunities for teachers. Areas of focus may include, but are not limited to, delivering high-quality standards-based Tier 1 instruction to support the RtI model; administering and scoring assessments; creating effective and positive learning environments; identification, modification and accommodation for students with different learning needs; embedding literacy across disciplines; and integrating technology into daily lessons.

### **Embedded, Ongoing Professional Development**

At KCNA, we believe it is necessary to follow professional development workshops with support for teachers throughout the school year (i.e. collaborative learning communities, instructional coaching, teacher mentoring). Additionally, Purpose Built Communities will support school leadership in providing ongoing support to staff, especially in the areas of RtI and Project Based Learning. This support will be provided at no cost to the school.

### **Daily dedicated collaboration time**

Daily, dedicated collaborative planning time during student enrichment class periods will provide opportunity for regular collaborative team meetings. With the support of the school leadership, teachers will analyze student data, share and reflect on teaching practices, plan for differentiated instruction to address students' needs and design assessment protocols. This daily planning block will also allow for ongoing professional development to occur during the school day.

### **Professional development days**

The proposed KCNA annual school calendar (found in Appendix A.4-2) also includes 4 workdays dedicated to staff professional development. The instructional leadership team and school partners will deliver high-quality workshops according to school-level data trends and teacher need. Teachers will be able to work within and across grade-levels to build connections, problem solve and action plan.

### **Post-Planning**

The proposed KCNA annual school calendar also includes 5 days of post-planning. During post-planning the KCNA instructional team can reflect on school progress and preview school priorities for the upcoming school year. The school reserves the right to amend the school calendar and professional development projections according to school and community needs.

### **A.3 Assessment**

Kansas City Neighborhood Academy (KCNA) is committed to evaluating student performance as an integral part of our school's instructional program. KCNA will use data to evaluate educational strategies. School, class, and student-level data will drive instruction, interventions and professional development. Teachers will regularly use formal and informal standards-based (Missouri Learning Standards) assessments to capture student-level data and will adjust instructional support accordingly. Such regular assessment will allow for frequent and consistent feedback to parents and guardians on student performance and progress towards goals.

Our assessment process encourages teacher collaboration as teachers come together to dissect student data trends, adjust instruction, and determine which instructional strategies are impactful on student learning. The sections below provide an overview of the assessment tools and strategies KCNA will employ as a part of its academic program. These include state mandated tools, norm-referenced assessment tools, diagnostic assessments, as well as curriculum-based assessments.

#### **State Mandated Assessment Tools**

In accordance with state policy and Missouri Revised Statutes §160.518, KCNA will administer all standardized state approved assessment tools including the Missouri Assessment Program (MAP) or any successor approved by the Missouri Department of Elementary and Secondary Education. As prescribed in state policy and Missouri Revised Statutes §160.522 and §160.410(4), KCNA will complete and distribute an annual report card detailing student performance and progress towards goals.

As part of its accountability process, KCNA will also use data from standardized tests to evaluate the effectiveness of the school's educational program. Accommodations, as specified in either a student's IEP or 504 plan will be implemented.

#### **National Norm-Referenced Assessment Tools**

KCNA will administer nationally-normed measures such as the Northwest Evaluation Association's Measures of Academic Progress assessment (NWEA MAP) in reading and math at least twice a year.

#### **Diagnostics and Progress Monitoring**

In order to ensure that KCNA is on track to meet its ambitious academic goals, periodic assessments in reading, language arts and math will be administered to track student growth.

At the beginning of each school year, KCNA teachers will use universal screeners and diagnostic tools to determine student proficiency and to identify students who may need additional support within the tiered RtI model (i.e. MTSS structure) in the areas of reading and math. As described in *A.2 Curriculum and Instruction*, assessments from *Really Great Reading Company*, *Pearson's AIMSweb* and *DIBELS Next* are examples of measures that may be used to both diagnose and monitor student progress in alignment with the school's tiered RtI model.

Formal and informal class assessments, project-based assessments, and unit assessments will be used to monitor student mastery on state standards. The instructional leadership team will support teachers in analyzing the resulting student data. Teachers will then be able to identify students who may need additional support as well as standards that may need to be retaught and reassessed. Additionally, the instructional leadership team will review student data to inform the school's professional development calendar and collaborative planning cycle.

#### **Reporting Student Progress**

In order to continually improve its academic program, KCNA will collect and monitor student data while also adopting consistent and transparent processes for communicating progress to all stakeholders (parents, board members, school partners).

Parent/teacher learning conferences will be held four times a year. During this time, teachers will review with parents assessment data as well as student work. Teachers will review methods of assessment, student performance, and data from any support the student has received. When appropriate, students are encouraged to be active participants in conferences as parent, student, and teacher work together to understand progress and set goals for the upcoming quarter. Teachers will be encouraged to build strong relationships with parents outside of regularly scheduled conferences. Teachers will use a variety of forums (e.g., website, newsletters, weekly folders) to inform parents on student progress on an ongoing basis.

The Principal, in conjunction with the instructional leadership team, will develop a performance dashboard reflecting academic outcomes, student attendance, parent engagement, and management/organizational performance metrics to inform the KCNA Board of Directors.

### **Grade-Level Promotion and Retention<sup>6</sup>**

Promotion and retention guidelines are designed to establish a procedure for providing an appropriate academic intervention and/or enhancement program for each student. It is the professional responsibility of every educator to recognize and assist struggling students at each academic level. The professional educator is trained to understand and apply models for intervention at the onset of academic deficiencies or attendance concerns.

In determining promotion, the following factors will be considered:

- For Kindergarten and 1<sup>st</sup> grade:
  - Readiness: A child's readiness for learning will be considered.
  - Attendance: Students are expected to be in attendance daily. A student who has more than 15 unexcused absences during the school year may be retained in the same grade for the following year. Any extenuating circumstances will be determined and documented by the principal.
- For 2<sup>nd</sup> grade – 6<sup>th</sup> grade:
  - Core Subjects: Students being considered for promotion must receive passing grades in 3 out of 4 core subjects: English Language Arts, Mathematics, Social Studies, Science; at least 2 of the 3 must be in the basic skills of English Language Arts and Mathematics.
  - Attendance: Students are expected to be in attendance daily. A student who has more than 15 unexcused absences during the school year may be retained in the same grade for the following year. Any extenuating circumstances will be determined and documented by the principal.

Careful attention will be given to the number of times a student is retained in elementary school. A total of two retentions in elementary school should be considered a maximum, and no student will have consecutive retentions within the same grade. The district's Director of Elementary Education must be consulted before making a recommendation to retain a child a second time in elementary school.

Procedure for the Recommendation to Retain a Student:

*Elementary School:*

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<sup>6</sup> This section reflects the Kansas City Public Schools Administrative Policies, [www.kcpublicschools.org](http://www.kcpublicschools.org)

As soon as the teacher determines a child demonstrates at-risk behavior, the following process will be followed. Timelines may need to be adjusted for exceptions, such as transfers.

1. By the end of the first nine weeks, all struggling students should be referred to the Multi-Tier Student Support Team (MTSST). Parents will be kept informed of the students' progress through the use of progress reports, report cards, parent/teacher conferences, and/or parent contact logs.
2. Parents of students who are at risk of retention must be notified by a letter stating the reasons for the possible retention, and a conference must be held. Parents will be informed of deficiencies and receive a Notice of Possible Retention no later than February 6<sup>th</sup>.
3. During the retention conference, a plan of action will be created in cooperation with the parents, student, and school staff. The plan should include specific timelines and action steps for all stakeholders. The goal of the retention conference should be to develop a plan that places a student in good standing to be promoted.
4. Students who are at risk of retention must receive extensive documented intervention and MTSST referral at the outset of academic difficulties. Students who are at risk of retention for attendance must have a documented referral to the attendance committee for intervention.

*Special Education Students:*

Special Education students working in the regular education curriculum, with or without inclusion support, will be evaluated for retention through the IEP process. This decision must be finalized in an IEP team meeting.

*Section 504 Students:*

Any student with a Section 504 plan will be evaluated for retention through a Section 504 committee meeting. Teachers are legally required to implement the Section 504 plan.

*ELL Students:*

ELL students should not have failing grades based only on their inability to speak English. No ELL enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:

- The teacher has modified instruction and assessment to be in alignment with the Can-Do descriptors appropriate for the student's level
- The student has not made reasonable effort despite appropriate language level accommodations
- On-going consultation has been made with the building ESL teacher(s) regarding the appropriateness of assessments and modified instruction strategies as they relate to students' levels of language development
- Parent outreach
- If an ELL teacher or content/grade teacher assigns a "D" or an "F" to an ELL student in any subject area, the teacher must submit documentation for the student to the principal and MTSST (which should include an ELL teacher) prior to giving the failing grade. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, and interventions. Included documentation must prove that language was not the reason for the failing mark.

## A.4 School Calendar and Daily Schedule

### Annual School Calendar

Kansas City Neighborhood Academy (KCNA) will operate according to an extended school year calendar. The KCNA calendar will include 180 instructional days or 1,440 instructional hours. The school design team has also built in 6 inclement weather make-up days. The proposed school calendar of 186 days (inclusive of 6 inclement weather days) and 1,440 instructional hours meets the requirements set out by RSMo 171.031.1.

KCNA will make every effort to align its holiday and break calendar with that of Kansas City Public Schools to alleviate parent concern. KCNA's proposed annual calendar can be found in Appendix A.4-2. The school year includes extensive professional development time for teachers. Prior to school opening, teachers will be immersed in a two week Summer Institute. Four days during the school year have been set aside for professional development. In addition, as described in the *Daily Schedule* section below, teachers will have daily planning time during student enrichment blocks. At this time, KCNA does not intend to offer summer school. The KCNA Board reserves the right to modify the calendar in the best interest of student learning, families and faculty in accordance with the State and sponsor guidelines.

### Daily School Schedule

The KCNA school day will run from 8:00 AM to 4:00 PM. Under an annual school calendar that includes 180 instructional days, students at KCNA will receive 1,440 instructional hours. A copy of the proposed KCNA daily schedule can be found in Appendix A.4-1.

The proposed daily schedule supports the school's vision and academic model through:

- **Extended blocks for project-based learning:** The daily schedule has been designed to accommodate the school's project-based learning approach.
- **Daily professional development time for teachers:** Teachers will have dedicated daily planning blocks while students are in enrichment courses. This allows time for shared planning, data analysis team meetings, classroom observation as well as mentoring and team teaching.
- **Abundant opportunities for student enrichment courses:** Students have multiple opportunities for enrichment classes. To support the school's STEAM focus, enrichment course offerings may include (but are not limited too): engineering, fine arts, orchestra, band, dance, robotics or chorus. Students will also have the opportunity to participate in physical education, foreign language, and/or debate.
- **Daily recess for all grades:** Students' overall wellness is important to our school. Our daily schedule allows each student to have dedicated time for recess each day.
- **Dedicated intervention block in lower elementary grades:** The extended day allows for dedicated Response to Intervention time as needed.

### Compliance with Missouri Revised Statutes

KCNA's school calendar and daily schedule were designed according to the requirements outlined in Missouri Revised Statutes 160.011 and 160.041. In accordance with Missouri Revised Statutes 171.033.2, the school will set aside a minimum of six (6) days for inclement weather redemption days.

## A.5 Target Population

This section provides an overview of Kansas City Neighborhood Academy’s (KCNA) target student population. The first of its kind in Kansas City, KCNA will exist as part of a larger effort aimed at ending the cycle of intergenerational poverty through mixed-income housing, cradle-to-career educational opportunities, and research-informed wraparound services, such as health services, job training, and out-of-school time programs. With this larger vision for neighborhood transformation, it is imperative that the KCNA student body reflect the neighborhood within which the school is to be located.

KCNA will be located within the defined boundaries of its partner, the Urban Neighborhood Initiative (UNI). Those boundaries, are defined as:

- **North to South:** 18<sup>th</sup> Street to 52<sup>nd</sup> Street
- **West to East:** Troost Avenue to Prospect Avenue

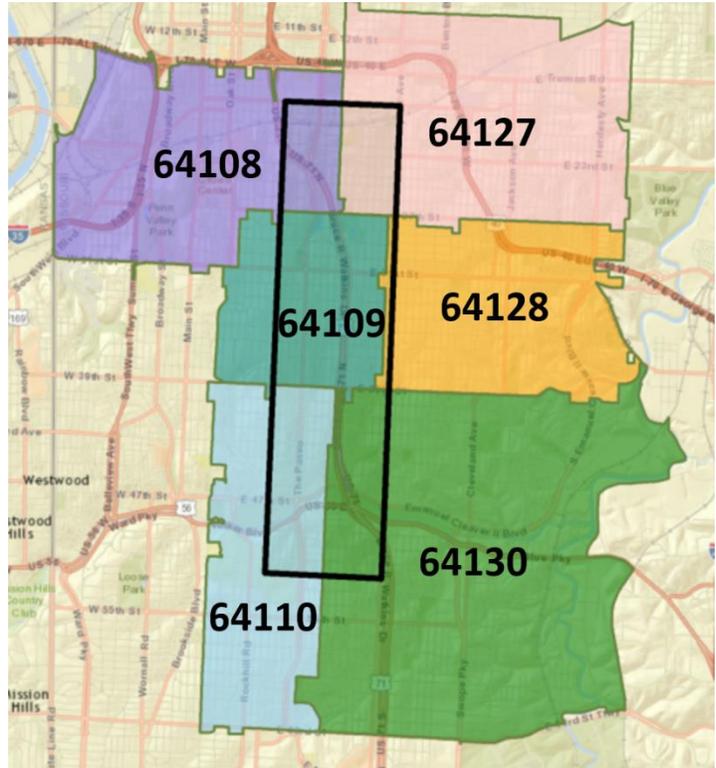


Figure 1: UNI Footprint and Corresponding Zip Codes

### Demographic Study of the UNI Footprint

KCNA enrollment projections and growth strategy were developed after careful review of population trends and current KCPS enrollment. For the purposes of this demographic study, the design team analyzed population trends in the 6 zip codes represented by the UNI footprint: 64108, 64109, 64110, 64127, 64128, 64130 (as shown in Figure 1). According to the 2010 U.S. Census there are over 22,000 children aged under 19 living within the 6 zip codes represented by the UNI footprint.

Table 1: Population by Age, UNI Zip Codes. Source: 2010 US Census (ESRI ArcGIS Community Analyst)

Zip Code	Population Ages 0-4	Population Ages 0-19	Total Population
64108	467	1,500	7,567
64109	680	2,376	9,796
64110	906	3,613	14,790
64127	1,635	5,866	18,218
64128	891	3,381	11,527
64130	1,522	6,076	21,443
<b>Total</b>	<b>6,101</b>	<b>22,812</b>	<b>83,341</b>

As part of its analysis, the design team also studied current enrollment trends and capture rates at existing KCPS schools located within the UNI footprint. From this analysis, the design team believes that the District and KCNA could potentially attract over 570 students living within the

UNI boundary that do not currently attend KCPS schools. The design team believes that the population of the UNI footprint and surrounding zip codes will support KCNA enrollment projections (as shown in table 2).

Table 2: KCNA Project Enrollment by Grade, Years 1-5

Grade Level	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
<b>K</b>	60	60	88	88	88
<b>1</b>	60	60	60	88	88
<b>2</b>	60	60	60	60	88
<b>3</b>		60	60	60	60
<b>4</b>			60	60	60
<b>5</b>				60	60
<b>6</b>					60
<b>Total</b>	180	240	328	416	<b>504</b>

This enrollment model may change according to the capacity of the KCPS facility that is yet to be identified. The school’s budget also builds in attrition to encourage a responsible budgetary model. However, KCNA will prioritize monitoring and investigating student attrition. Any seats that may open during the school year will be filled according to the school’s waiting list.

### Achieving Target Enrollment Projections

Providing high-quality educational opportunities to low-income students is primary to KCNA’s mission. In alignment with Section 160.405.2(4) RSMo, KCNA expects to serve the following “high risk” student populations as a part of its target enrollment:

#### Students who are “eligible for free or reduced-price lunch”

The school design team analyzed the free and reduced lunch rates for the elementary schools to which students living within the UNI footprint are currently zoned. It is a high probability that KCNA will serve a large number of students qualifying for free and reduced lunch.

Table 3: Enrollment and Free/Reduced Lunch Percentages for UNI zoned KCPS elementary schools (2014) Source: Missouri Comprehensive Data Systems, School Report Cards, 2014

School Name	Total K-6 Enrollment (2014)	FRL% (2014)
Attucks Elementary School	245	95.7%
Faxon Elementary School	209	96.6%
King Elementary School	469	96.6%
Longfellow Elementary School	177	95.0%

Wendell Phillips Elementary School	245	94.3%
Tolbert Community Academy	536	91.4%

**Students who are “at least one year behind in satisfactory completion of course work”**

The school design team analyzed the student achievement scores for the elementary schools to which students living within the UNI footprint are currently zoned. Table 4 presents this analysis below:

Table 4: Percentages of students scoring “Proficient” or above on the MAP tests in ELA and Math (2015) Source: Missouri Comprehensive Data Systems, School Report Cards, 2015

<u>School</u>	<b>% of students scoring “Proficient” or above on the 2014-15 MAP ELA test</b>	<b>% of students scoring “Proficient” or above on the 2014-15 MAP Math test</b>
Attucks ES	20%	14%
Faxon ES	14%	12%
Longfellow ES	33%	14%
King ES	14%	8%
Wendell Phillips ES	41%	17%
Tolbert Community Academy	43%	18%

When conducting this analysis, the school design team considered a score of “Proficient” or above as representative of satisfactory completion of course work. After review of the student achievement scores in the area, the school design team concluded that it is a high probability that many of the students in UNI footprint will be at least one year behind in academic progress.

In order to ensure that (1) the school’s enrollment mirrors that of its neighborhood and (2) the school continues to serve its target population over time, the school will establish priority attendance zones for enrollment. The primary attendance zone for the School shall include the neighborhood immediately surrounding the school facility. Any student residing in the primary attendance zone shall have first right to attend the school, subject only to a lottery should there be insufficient spaces to meet demand. This attendance zone is specifically designed to include the proposed mixed-income housing development to be developed and sponsored by UNI. The school’s secondary attendance zone will be comprised of the UNI boundaries at large. Students residing in the secondary attendance zone shall be eligible for any open seats (subject to a lottery as outlined above) should enrollment from the primary attendance zone be insufficient to fill the school. If school enrollment is not filled by students from the primary and secondary attendance zones, then any child within KCPS district boundaries may attend the school according to KCPS’s existing attendance policies (subject to a lottery).

KCNA shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, or ancestry. The school will not selectively admit students based on income, special education designation, or prior school record.

**Meeting the Needs of the Target Population**

KCNA is designed to be a school that will provide superior, life-changing educational opportunities to the children of the Troost corridor and Kansas City urban core at large. As is found in many urban and rural school districts across the nation, a statistically significant achievement gap exists in Kansas City. The Troost Corridor, as a whole, is among the most economically distressed areas in the city of Kansas City. Schools in the area are currently underperforming, reporting achievement levels substantially below state and district averages.

The vision for KCNA was born out of a community desire to see this achievement gap eliminated and is modeled after a school that has effectively done so in Atlanta, GA. Drew Charter School, serving over 1,600 primarily low-income, African-American students (62% free and reduced lunch, 85% African-American) started in 2000 as the lowest performing school in the Atlanta Public Schools system (69th of 69 schools), but is now ranked consistently among the highest performing schools in Atlanta.

Drew is one of the most successful schools in the state of Georgia serving predominantly low-income, African-American children with 99% of students meeting or exceeding state standards. KCNA has embraced this successful model and aims to provide the same educational opportunities for the students and families of Kansas City. With the permission of Drew's Board of Directors, KCNA has designed its educational plan using the Drew model.

KCNA, like Drew, is committed to providing each student with the skill sets, knowledge and tools necessary to thrive as 21<sup>st</sup> century citizens. At its core, the school is committed to transforming the educational trajectory for students born into poverty. Equipping students with the skills necessary to navigate 21st century society will be a key lever in achieving this mission. The Partnership for 21st Century Skills identifies critical thinking/problem solving, communication, collaboration and creativity as the four essential skill-sets for success in 21st century society. As a result, and in order to meet the needs of its target population, the KCNA model will differ from that of typical public school in a variety of ways, as follow:

- a) The school will exist as part of a coordinated, comprehensive revitalization effort aimed at breaking the cycle of poverty for families. Life outside of the school day can significantly impact a child's educational achievement and overall school experience. Out-of-school factors such as food instability, high crime, and unstable housing often impede educational outcomes for students living in concentrated poverty. KCNA will anchor an education village designed to link school improvement with a holistic neighborhood revitalization designed to tackle such negative external factors.
- b) The school will exist as part of a seamless, vertically aligned cradle-to-6<sup>th</sup> grade pipeline. In response to community needs and extensive research on the benefits of early learning education, KCNA will partner with a high quality early learning provider to ensure that all students enter Kindergarten ready to learn. UNI will be responsible for developing a partnership between KCNA and high-quality early learning partner. The timing will be dependent on the quality of providers in the Kansas City metropolitan area. Every piece of the pipeline – early learning, Pre-K, K-6, will be vertically aligned to reflect a common culture and aligned curriculum. Community partners of the highest quality will strengthen the pipeline at every level.
- c) The pipeline will be defined by a culture of excellence. KCNA believes that children naturally attain the standards and expectations set for them. The school will establish a culture of high expectations, beginning with the school leadership and staff. Principal and teacher evaluation processes will include a focus on meeting school, individual, and classroom goals as established each school year. High student expectations will be embedded within the curriculum and daily classroom instruction.

- d) The school recognizes the importance of wrap-around support including access to health and mental health services, home visitation programs, and out-of-school time programs. In partnership with the Urban Neighborhood Initiative, KCNA will support students through a high-quality wellness infrastructure that includes a nurse and social worker on campus. The Urban Neighborhood Initiative will broker additional programs and support as student and family needs are assessed.
- e) KCNA will operate on both an extended school day and school year calendar. The school day will run from 8:00 a.m. to 4:00 p.m. each day. The school year will be 180 instructional days. Benefits of the extended school day and school year include the ability for students to participate in a variety of enrichment activities while teachers can experience additional common collaborative planning time. Teachers can also use this time for mentoring, team teaching, and other professional learning.

### **Partnership with Kansas City Public Schools (KCPS): Alignment with the District’s Master Plan**

KCNA, as a result of its innovative partnership with Kansas City Public Schools (as described in *A.1 Mission, Vision and Goals*), will be a charter school unlike any other in the state of Missouri. As a district-sponsored charter school, KCNA’s design is grounded in a deep sense of collaboration and partnership. In 2014, in parallel with the KCNA school design process, Kansas City Public Schools launched a District-wide master planning study aimed at “maximiz[ing] opportunities for student achievement and...increas[ing] enrollment”.<sup>7</sup> KCNA will align its school facility search with the District’s final master planning recommendations to ensure that the school is located in an area that:

- Falls within the UNI geographic footprint
- Positions KCNA to serve a “high risk” student population as described in RSMo 160.405.2
- Currently reports a low KCPS K-6 capture rate with the potential to attract new families to KCPS
- Does not currently have a variety of school choice options for parents and families
- Positions KCNA to serve as a driver of neighborhood-wide change

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<sup>7</sup> Kansas City Public Schools. 2015. “KCPS Master Plan Process: Next Steps” <http://www.kcpublicschools.org/masterplan>

## A.6 Special Populations

KCNA is committed to identifying student needs early and supporting diverse needs to help all learners make significant academic gains (i.e., KCNA will use a Response to Intervention (i.e. MTSS) model). Our school's RtI model will provide remediation and supplemental education services as needed to assist students in grades K-6 in all academic areas, with a focus on literacy and math. KCNA will ensure that students with identified special needs will be afforded their right to a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE) according to federal and state law. The school will also ensure compliance with the McKinney Vento Homeless Assistance Act.

As part of the school's RtI model, the following strategies will be used to ensure that the needs of all students are met:

- Differentiated instruction in all subject areas as part of the general education classroom, including differentiating by content, process and product.
- Small flexible groups for instruction and/or intervention will be used according to student data trends
- An Intervention Block for grades K-2 will be scheduled to provide math and literacy instruction targeted to individual student needs, including students who are gifted.
- A Literacy Center and Math Lab to support Tier 1 instruction and coordinate and/or provide interventions in Tiers 2 and 3. Professional learning will be provided to support teachers' efforts to differentiate and meet the needs of all students.
- Continuous use of progress monitoring data will be used to inform instruction and interventions for students in Tiers 2 and 3.

### Students with Disabilities

KCNA will establish an Exceptional Child Department with a qualified coordinator (i.e., Special Education Coordinator) responsible for monitoring individual case management of all students eligible to receive and be evaluated for special education services (i.e., ensuring due process) and establishing the appropriate services as required by their Individualized Education Program (IEP). The Special Education Coordinator will also be charged with designing and delivering professional learning experiences for teachers in both special and general education (e.g., supporting the needs of all learners, school referral and identification processes, accommodations and modifications, and co-teaching models for inclusion). The Special Education Coordinator will hold all necessary certification to be deemed Highly Qualified in the state of Missouri.

The school is committed to serving all students with identified special needs in the "least restrictive environment". All students will be afforded their right to a Free and Appropriate Public Education (FAPE). The school also believes that all students have potential to learn and can achieve when appropriate supports and systems are in place.

In order to meet the needs of all students in special education, regardless of exceptionality, KCNA teachers will differentiate instruction. This will allow teachers to meet each student according to individual need and scaffold instruction with the necessary supports to ensure mastery of IEP objectives. In addition to this, students with identified special needs will receive the appropriate instructional supports and related services as specified in their IEPs. KCNA will embrace a co-teaching, inclusion model and will provide supplemental interventions (e.g. additional pull-out) as needed, according to students' IEPs. The Special Education Coordinator and Principal will lead professional learning opportunities to better support teachers in reaching all students. Teachers will also participate in workshops focusing on positive behavior interventions and supporting students with the development of learning strategies (e.g., organization, study skills and test-taking).

KCNA will ensure that all aspects of a student's IEP are followed and all legal mandates are fulfilled. Where possible, the school will seek to offer services in an inclusion setting. In order to ensure that students with special needs receive a Free and Appropriate Public Education the school will –

- Meet the requirements mandated within a student's IEP, ensure that all aspects are followed.
- The school will hire certified special education teachers to provide services to eligible students.
- Staff will participate in workshops (e.g., Compliance for the Classroom teacher, Adaptive Instruction, Study of Marzano and other thought leaders, Effective Co-Teaching) and/or training to continually improve practice.
- The school will comply with Section 504 by providing the appropriate accommodations and equipment to ensure that all students have equal access to the school environment and curriculum
- One of the hallmarks of the school will be instruction differentiated to meet the needs of a diverse student population, targeted professional development for staff regarding students with exceptionalities, and supports in classroom (consistent behavioral systems, attention to direct instruction on organizational skills, and behavior modifications).

Parents will receive a copy of their rights as parents, IEP progress monitoring reports (as outlined in their students IEP), and prior written notice to attend the child's annual review of IEP progress and services. Related services will be provided to the student or the student's family. Related services will be administered according to explicit, written IEP goals for any necessary service. These goals will dictate the timeline, duration, and location for each service the child needs to be successful. KCNA is committed to providing the necessary personnel to meet these needs.

### **English Language Learners**

KCNA will follow the state guidelines to identify students using the Home Language Survey (HLS). Staff will use the State designated World-Class Instructional Design and Assessment (WIDA) ACCESS placement test to determine the level of services and assessments and the length of time students are to be involved in the ELL program. Immersion in the regular classroom will be the preferred model for mastering the English language. Identified ELLs (English Language Learners) will be given appropriate support based on their English Proficiency level. Students whose English proficiency is below level 5 of state adopted WIDA ACCESS placement Test will be eligible for language assistance services. English Language Learners will receive individualized instruction by ESOL (English to Speakers of Other Languages) certified teachers through pull-out and/or in-class support, depending on the students individualized plan. The purpose of this program is to assist such students in developing proficiency in the English language, including listening, speaking, reading and writing, sufficient to effectively perform at their currently assigned grade level.

Grades K-3 will receive no less than 225 minutes instructional time per week with an ESOL endorsed teacher per week; grades 4-6 will receive no less than 250 minutes instructional time per week with an ESOL endorsed teacher. All students will be instructed using the state recommended SIOP Model (Sheltered Instruction Observation Protocol) as well as through the use of modified materials from content area classes with an emphasis on language learning.

Classroom teachers that teach English Language Learners will be trained to modify their lessons and teaching strategies to meet students' individual needs. In addition, teachers will receive the appropriate materials and professional development necessary to effectively meet the needs of ESOL students. Students receiving ESOL services will be assessed annually by the state adopted test ACCESS, except to the extent that the LEP (Limited English Proficiency) students may receive deferment from tests administered during the 12-month periods following their initial entry into U.S. schools if testing is not in their best interest. English Language Learners who score at or above proficiency level 5 on ACCESS (tier

C) and at or above proficiency on state assessment of reading comprehension will be considered English proficient and not in need of language assistance service. However, students who have exited the ESOL program will be monitored for two years to ensure they are successful in their core curriculum classes.

### **The McKinney Vento Homeless Assistance Act**

The Kansas City Neighborhood Academy will ensure full compliance with the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under MO Rev. Statute §167.020.1. All students will already be receiving an education that leverages the Response to Intervention model that meets students where they are, regardless of their background. A more comprehensive homeless policy for KCNA is under development and will be approved by the Board. It will include the following; a process for identification of homeless students; an outline of enrollment/placement of homeless students in their school of origin versus the school of residency; an outline of provision of comparable services to homeless students; process for transportation of homeless students and records keeping; a designation of a homeless liaison and specification of duties under McKinney-Vento; immunization of (and exceptions made for) homeless students; and a dispute resolution procedure.

KCNA's homeless liaison will be approved by the Board and submitted to the Department of Elementary and Secondary Education (DESE) through the district contact personnel during the August cycle of the core data collection system. The homeless liaison will be responsible for assisting homeless children and youth with enrolling and accessing school services; informing parents, school personnel and others of the rights of homeless children and youth; and collaborating with Missouri's state homeless coordinator, the Kansas City community, and fellow LEA personnel. The liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. KCNA will ensure that public notices of the educational rights of homeless children and youth are posted on the school site and in appropriate places within the UNI defined boundary.

## A.7 School Specific Goals and Objectives

The following set of academic goals assumes that the current state accountability structure and system, including the Missouri School Improvement Program (MSIP-5), remain in place through 2020-21.

### Academic Goals

**Goal 1.1** KCNA will make clear progress towards closing the achievement gap

- Method(s) of assessment: Missouri Assessment Program (MAP) in Communications Arts and Mathematics
- Benchmarks:
  - Year 3 (2018-19): The percentage of KCNA students scoring “Proficient” or above will exceed the Kansas City Public Schools district average for schools with similar demographics.<sup>8</sup>
  - Year 4 (2019-20): The percentage of KCNA students scoring “Proficient” or above will exceed the Kansas City Public Schools district average.
  - Year 5 (2020-21): The percentage of KCNA students scoring “Proficient” or above will exceed the Missouri state average of schools serving similar demographics.<sup>9</sup>

KCNA has set performance targets that are rigorous yet realistic given current performance in the state. In 2015, the Missouri Department of Elementary and Secondary Education (DESE) reported a Missouri state average of 57.4%<sup>10</sup> elementary students<sup>11</sup> scoring “Proficient” or above on the 2014-2015 MAP ELA test. Kansas City Public Schools (KCPS) reported an elementary school average of 31.0%<sup>12</sup>. In 2015, an average of 44.6%<sup>13</sup> of elementary students in the state scored “Proficient” or above on the 2014-15 MAP Math test while KCPS reported an elementary school average of 21.4%<sup>14</sup>. As shown in the table below, the majority of schools to which students in the Urban Neighborhood Initiative are currently zoned report proficiency rates below state and district averages.

<u>School</u>	% of students scoring “Proficient” or above on the 2014-15 MAP ELA test	% of students scoring “Proficient” or above on the 2014-15 MAP Math test
Attucks ES	20%	14%
Faxon ES	14%	12%
Longfellow ES	33%	14%
King ES	14%	8%
Wendell Phillips ES	41%	17%

<sup>8</sup> “Similar demographics” here is defined as schools with +/-10% of Free and Reduced Lunch population vs. KCNA

<sup>9</sup> “Similar demographics” here is defined as schools with +/-10% of Free and Reduced Lunch population vs. KCNA

<sup>10</sup> Missouri Comprehensive Data System. State Report Card. 2015.

<sup>11</sup> “Elementary students” here is defined as MAP scores for grades 3, 4, 5, 6

<sup>12</sup> Missouri Comprehensive Data System. District Report Card. 2015.

<sup>13</sup> Missouri Comprehensive Data System. State Report Card. 2015.

<sup>14</sup> Missouri Comprehensive Data System. District Report Card. 2015.

Tolbert Community Academy	43%	18%
Source: Missouri Comprehensive Data System. School Report Cards. 2015.		

**Goal 1.2** Increase the percentage of students scoring at or above the mean Student Status Norm on the NWEA Measure of Academic Progress (MAP) test or similar test in reading and mathematics by an average of 3 percentage points each year. If the percentage points of students at or above the mean Student Status Norm is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage point each year thereafter.

- Method(s) of assessment: Multiple administrations (3 times per year) of the NWEA MAP test in reading and mathematics
- Benchmarks:
  - Year 1 (2016-2017): Establish a benchmark of students scoring at or above the mean Student Status Norm.
  - Year 2 (2017-2018) through Year 5 (2020-2021): Increase the percentage of students scoring at or above the mean Student Status Norm by an average of 3 percentage points each year. If the percentage points of students at or above the mean Student Status Norm is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage points each year thereafter.

**Goal 1.3** KCNA will earn an Annual Performance Report that meets or exceeds the state standard and that reaches at least 70% by the school’s fifth year of operation.

- Method(s) of assessment: School Annual Performance Report
- Benchmarks:
  - Year 3 (2018-19): APR will reach at least 50%
  - Year 4 (2019-20): APR will reach at least 60%
  - Year 5 (2020-21): APR will reach at least 70%

In 2015, Kansas City Public Schools reported a district Annual Performance Report (APR) percent of 63.9<sup>15</sup>. As shown in the table below, 1 of the schools to which students in the Urban Neighborhood Initiative are currently zoned report an APR above 70%.

School	Type of School	2015 Annual Performance Report (APR) Percent Earned
Attucks ES	Traditional Public School	55.7%
Faxon ES	Traditional Public School	53.6%
Longfellow ES	Traditional Public School	58.6%

<sup>15</sup> Missouri Comprehensive Data System. MSIP5 LEA Final APR 2015.

King ES	Traditional Public School	37.1%
Wendell Phillips ES	Traditional Public School	88.6%
Tolbert Community Academy	Public Charter School	58.8%
Source: Missouri Comprehensive Data System. MSIP 5 Summary Report – School. 2015.		

### Attendance Goals

**Goal 2.1** Students at KCNA will be engaged and invested students who attend school regularly. At least 90% of KCNA students will attend school at least 90% of the time.

- Method of assessment: Attendance rates calculated by MSIP 5 Performance Standard 4 where the percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement

### Staff Learning Goals

**Goal 3.1** Staff will participate in professional learning that is ongoing, is relevant, is consistent with industry standards and is driven by the mission of the school. Each year, 100% of teachers and administrators will develop and complete individual professional development plans.

- Method of assessment: Staff professional development plans

### Parent Engagement Goals

**Goal 4.1** Families will be invested in the school’s mission and operate as effective advocates for their children’s learning and development.

- Method(s) of assessment: Parent contracts, parent/teacher conference tracking
  - 75% percent of caregivers of KCNA students will participate in at least one parent/teacher conferences in Academic Year 2016-17 and participation will increase by 5 percentage points per year thereafter up to 95%.
  - The families of 95% of KCNA students will sign “Family/School Contracts” in Academic Year 2016-17 and participation will increase by at least 1 percentage point per year thereafter up to 100 percent.

### Operational and Financial Management Goals

**Goal 5.1** KCNA will prioritize prudent financial management and overall operational effectiveness. The school will operate within its means, maintain an operating reserve of at least 3%, and receive a “clean” opinion its independent financial audit each year.

- Method(s) of assessment: annual budgets, a clean opinion on the audited financial statements and maintenance of an operating reserve.

### Spread and Scale Goals

**Goal 6.1** Starting in year four, KCNA will ensure that a member of its leadership team takes on the role of a neighborhood education coordinator and helps to share best practices between KCNA and neighboring traditional and charter schools.

## A.8 School Climate and Discipline

KCNA is committed to promoting a rigorous yet joyful school culture with a special focus on collaboration, empathy, and encouragement. We will cultivate a school culture that normalizes creativity, perseverance, and collaboration with peers to solve problems. At KCNA, we believe that school climate must be thoughtfully and strategically developed to reinforce student learning.

Our approach to school culture will be informed by the tenets of social and emotional learning (SEL). A growing body of research supports the importance of intentional SEL development in student achievement in the elementary and middle school settings. The five SEL competencies – self-awareness, self-management, social awareness, relationship skills, and responsible decision making – play a critical role in a student’s ability to navigate relationships with peers and adults within a school setting.<sup>16</sup>

A meta-analysis<sup>17</sup> of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **Improved academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **Improved attitudes and behavior:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and improved classroom engagement;
- **Fewer negative behaviors:** disruptive behaviors decreased significantly, as did disciplinary referrals and aggression; and
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress and social withdrawal.<sup>18</sup>

KCNA’s leadership team will be charged with developing and refining the school culture plan according to an in-depth community-led process described below. In its conversations with the community, KCNA will draw on evidence-based interventions - such as those provided by the Pacific Institute or the Second Step curriculum - to shape its school culture approach and philosophy. The KCNA leadership team will also share elements from the Drew model that have been informed by the Pacific Institute and SEL competencies in the project-based learning classroom. The school design team has highlighted the following elements of the Drew model that may be incorporated into the school culture plan:

- **School uniforms**
- **A focus on student-goal setting and celebration of goals:** Teachers will support students in setting and tracking individual academic and behavioral goals. Classes will have monthly celebrations of progress towards goals.
- **School contracts including school expectations and parent/student rights:** This includes an overview of the KCNA model, school expectations, school goals, school policies and the rights and of parents and students at the school. This document is non-binding but is a way for teachers,

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<sup>16</sup> Collaborative for Academic, Social and Emotional Learning 2015. <http://www.casel.org/social-and-emotional-learning/outcomes>

<sup>17</sup> Durlak, J.A.; Weissberg, R.P.; Dymnicki, A.B et al (2011). “The impact of enhancing a student’s social and emotional learning a meta-analysis of school based universal interventions” Child Development 82(1) pgs 405-432

<sup>18</sup> The Positive Impact of Social and Emotional Learning for Kindergarten to student in Eighth grade (2008). <http://www.lpfch.org/sel/casel-narrative.pdf>

administrators and parents to come together at the beginning of each school year to discuss the KCNA experience.

- **Predictability: Routines, procedures and systems:** There will be clear and consistent school-wide systems, routines to provide a sense of predictability and guidance for students and teachers.
- **Family engagement:** Frequent communication with families on student progress, multiple opportunities to build rapport with families/amplify family voices.

### **Developing Equitable and Effective Discipline Policies: A Community-Driven Approach**

Our school vision will be best achieved when educators, school leaders, parents, families, community partners, and community residents act collectively and take responsibility for the success of all children. Our commitment to family and community engagement stems from our core beliefs and is integral to our school culture. We know meaningful family engagement is critical and we also recognize that families, parents, and community stakeholders will play a key role in making the school successful.

Prior to school launch, the KCNA Board of Directors and its sponsor will host a number of community conversations around school discipline, parent/student rights, and equitable discipline policies. School leadership will form a School Climate and Discipline Design committee made up of KCNA board members and designees, Kansas City Public Schools (KCPS) staff, members of KCPS parent advisory organizations, and prospective KCNA parents. This committee, through a series of facilitated meetings, will be charged with developing the school's discipline policies, student conduct code, and a statement of parent/student rights. When developing these policies the committee will be informed by:

- Missouri statute (RSMo 160.261 and all applicable suspension/expulsion statute) and the Missouri Safe Schools Act. All KCNA policies will comply with state law regarding school discipline.
- Evidence-based, equitable interventions – Committee members will explore methods with proven track records of success such as the Pacific Institute. The Pacific Institute provides a set of principles firmly rooted in social cognitive theory. Their methods focus on habits, attitudes, beliefs, and expectations that drive student and teacher behaviors. Appropriate behavior plans will be explored for students with Individualized Education Plans (IEP).

The founding school principal will be charged with finalizing the committee's recommended deliverables and integrating them into a larger school culture plan. The principal will also ensure compliance with all laws and regulations relating to student discipline under RSMo 160.261 and notification of criminal conduct under RSMo 168.071.

### **Ongoing Parent Engagement**

KCNA places high value on parental engagement and involvement. As described in further detail in *B.6 Parent, Community and Educator Involvement*, we will utilize a variety of strategies and outlets to maximize parent involvement at KCNA. We will actively engage families, parents, and community members to support student learning and create not only an environment for learning in the classroom and the school, but also an environment that fosters education beyond the campus. We will offer a number of opportunities for parents to connect with school leadership, teachers, and community partners. Parents and families will receive frequent and consistent updates on the progress of their student including frequent informal communication through a variety of forums, as well as quarterly Parent-Teacher conferences.

At the beginning of each school year, KCNA will host a series of Back to School Nights during which parents can connect with KCNA staff and learn more about the school's approach, procedures, and ways

to get involved at the school. The KCNA leadership team, with feedback from parents, will develop an annual calendar of parent events including workshops, leadership meet and greet events, volunteer opportunities, and project-based learning exhibition nights. A description of proposed opportunities can be found in B.6 Parent, Community and Educator Involvement.

## B.1 Governing Body

Kansas City Neighborhood Academy (KCNA) is organized as a Missouri nonprofit corporation incorporated pursuant to the Missouri Nonprofit Corporation Act (R.S. MO §355). The school's Articles of Incorporation can be found in Appendix item B.1-1. The founding board has adopted a set of corporate by-laws which are included as Appendix item B.1-2. Documentation of Incorporation is provided in Appendix item B.1-3. Finally, a note explaining the relationship between KCNA and UNI is included as Appendix item B.1-4. The by-laws set forth the method of election of officers of the Board, consistent with R.S. MO §355.326. Kansas City Public Schools (KCPS) shall serve as the school's Local Education Agency (LEA), and also as the authorizer and sponsor of the school. All KCNA student enrollment and academic performance data shall be attributed to KCPS as the LEA. KCNA shall have a governing body that shall be responsible for carrying out the terms of the charter. As provided in the By-Laws and Articles of Incorporation of the Kansas City Neighborhood Academy, Inc., the governing of body of KCNA will be its Board of Directors. The Kansas City Neighborhood Academy, Inc Board of Directors will ensure that school operates pursuant to Missouri law regarding charter school operation and conduct. The Board of Directors will fully comply with the State of Missouri Sunshine Law related to board and committee meetings and all state ethics requirements.

Kansas City Neighborhood Academy, Inc. Board of Directors will have governing and policy-making authority for the school. The Board of Directors will abide by all state statutes regarding charter school governance, including applicable items contained in the following:

- 105.450 (conflict of interest, decision-making public servants)
- 105.483, 105.485, 105.487, 105.489 (financial disclosure)
- 160.400 (charter schools defined)
- 160.405 (charter application, operation, and oversight)
- 160.410 (admissions and public information)
- 160.420 (employment, contracts, and certification)
- 537.700 – 537.756 (Missouri public entity risk management fund)
- 610.010 – 610.035 (quasi-public govt. body, Sunshine Law)
- 355, RSMo (nonprofit corporation)
- 355.326 (election of officers)

The Board of Directors will uphold the school's mission and vision, review and appraise the principal's performance, ensure effective organizational planning and help ensure financial stability. Further, the Board of Directors is empowered to:

- Ensure that the school adheres to its charter, as well as state and federal laws and policies.
- Develop and adopt policy for the school.
- Hire and hold the Principal accountable for the academic and fiscal responsibility of the school.
- Approve and monitor programs offered at the school.
- Provide support to the school for additional fundraising, marketing and other services as needs arise.
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

## **B.2 Governing Board Composition**

To ensure the viability and success of KCNA, the Board of Directors will be comprised of a diverse group of individuals, each strategically recruited for respective skill-sets and experiences. In order to meet the demands of operating a sound and high functioning charter school, the following skill-sets will be sought out in the recruitment of board members: human resources, finance/budget, education and law/policy. This carefully designed group will be able to leverage a diverse body of expertise in the overall management of the school. It is important to the Board of Directors that it is representative of the community that the school serves. The board will prioritize recruitment of parents as it adds members. While their attendance is not mandatory, all KCNA parents and staff will be encouraged to attend board meetings. Kansas City Neighborhood Academy, Inc. reserves the right to amend its By-Laws in the future and will forward a copy of the amended By-Laws to its sponsor.

### **Founding Board of Directors**

The founding KCNA board will be comprised of a small number of individuals to allow for nimble and informed decision-making leading up to and during school launch. The founding board will work in concert with the Urban Neighborhood Initiative (UNI) Purpose Built Task Force – which is made up of community leaders as well as business/civic leaders – to ensure a successful school launch. Following application approval, the founding board will determine the most appropriate timeline and method for board expansion according to the organization’s bylaws. Board member resumes can be found in Appendix B.2-1 and requests for additional information forms can be found in Appendix B.2-2.

### ***Dianne Cleaver, Executive Director, Urban Neighborhood Initiative***

Dianne Cleaver is a civic leader and community activist who has over 30 years of experience working in health, human services and education. She has a Bachelor of Arts in Sociology from Bryn Mawr College and a Master of Arts in Social Psychology from the University of Missouri, Kansas City. She is licensed as a psychologist in the state of Missouri. Mrs. Cleaver is Executive Director of the Urban Neighborhood Initiative. Previous positions include: President of Symmetry Consulting LLC specializing in human services, educational reform and cultural competence; Chief Administrative Officer for the Kansas City Missouri School District; Coordinator of Governor Bob Holden’s State-wide Initiative for Families and Children; Director of Community Development for Truman Medical Center; and Mental Health Director at Swope Parkway Health Center, where she lead the center in development of a wide array of programs for adults and children. She currently serves on the Board of Trustees of University of Missouri at Kansas City; and the Jacob and Ella Loose Foundation; and on Advisory Boards for the Kansas City STEM Alliance and Women’s Foundation of Greater Kansas City.

### ***Art Chaudry, President, Swope Community Builders***

Art is a respected business and community leader who has worked effectively with a broad range of community, public and private sector stakeholders. He is on the Board of the Urban League of Greater Kansas City, where he previously served as its Chairman. He works tirelessly to promote causes that build bridges across racial, religious and ethnic lines, and improve the quality of life for people in the metropolitan area. He is also a member of the Board of Directors of the Advancement Board of the University of Kansas Medical Center and Hospital, the Greater Kansas City Interfaith Council and the Urban Neighborhood Initiative. He currently is the President and Chief Executive Officer of Swope Community Builders. Art received a B. S. Degree in Civil Engineering from the University of Illinois in Champaign-Urbana. He also has an MBA in Management from the Loyola University of Chicago. In addition, he has done post graduate work at Northwestern, Stanford, Columbia and Wharton School of Business. He is the recipient of numerous community, social and humanitarian services awards.

***Ebony Edwards, Associate Researcher, Center for Public Partnerships and Research, University of Kansas***

Ebony is an Associate Researcher at KU-CPPR, serving as the lead evaluator on the Kansas Reading Roadmap evaluation and as the Center’s cost-analysis expert. Dr. Edwards is a researcher and program evaluator in the content areas of education and social services for children, youth, and families. She assists in multiple evaluations that include a cost-analysis component and is currently leading the development of cost-analysis briefs and tools to be used by Community-Based Child Abuse Prevention agencies and grantees. Outside of her professional work, Ebony is also working with her husband on urban core revitalization across different initiatives.

***John James, President, Wendell-Phillips Neighborhood Association***

John James is the current President of the Wendell Phillips Neighborhood Association. John has extensive experience in the information technology field in the private and public sectors, including 20 years of technology work for the United States Air Force. He is currently employed by the City of Kansas City, Missouri in the City’s Information Technology Division. John James is also a bishop serving the Victory Way Church in Kansas City.

As required by 160.400.14 RSMo., each of the KCNA board members will complete a criminal background check as well as a family-care safety check. This is a required condition of service for all KCNA board members. The four founding members have begun this process and documentation will be submitted to our sponsor upon completion.

**Board Professional Development**

The Board of Directors embraces life-long learning as a key value. In keeping with this value, the board of KCNA will incorporate dedicated time into each board meeting for board education and development, either specific to the school or about best practices in good governance. Each board member will also be provided with a comprehensive on-boarding literature packet and will participate in a formal orientation to the board and the organization. The board orientation will include a brief history of the community initiative, the principles and philosophy of education that undergird the school, and an understanding of the ongoing relationship between KCNA and partnering organizations.

Kansas City Neighborhood Academy is a proud member of the Missouri Charter Public School Association (MCPSA). Through its partnership with Charter Board Partners, MCPSA offers extensive board training opportunities. KCNA board members will participate in these trainings for professional learning purposes.

Requirements for professional learning participation will be set according to board resolution. A tentative timetable of professional development opportunities has been provided below. The Board of Directors reserves the right to amend this timetable according to school and community needs. In addition to the formal opportunities found below, the Board will also utilize online trainings provided by National Charter School Resource Center (NCSRC) and other relevant organizations. NCSRC hosts a variety of trainings and online webinars for charter school board members. Example topics from the NCSRC include running effective board meetings, strategic recruiting of board members, special education and charter school boards, developing board committees.

**Initial Board Meeting**

- Election of officers
- Areas of focus
  - Setting a vision
  - Overview of key board roles

- Overview of the board's legal roles and responsibilities
- Having purposeful meetings and review of Open Meeting Laws
- Immersion in school model
- Setting board priorities during pre-launch year (staffing, establishing board policies, etc)
- Role of key partnerships

### **November – MCPSA Missouri Charter Schools Conference**

- Representatives from the Board of Directors will attend the MCPSA conference and learn from leaders in the Missouri charter school space.

### **June/July - National Alliance for Public Charter Schools Annual Conference**

- Representatives from the Board of Directors will learn from national thought leaders and make connections with other charter board members.

### **Board Retreat**

- Areas of focus
  - Implementing committee structures with purpose
  - Evaluation criteria for school leadership
  - Board self-evaluation and measuring effectiveness
  - Overview of employment law and hiring practices
  - Board role in communication and advocacy
  - Overview of strategic planning process

The Board of Directors of Kansas City Neighborhood Academy, Inc. aspires to achieve the highest levels of professional excellence and service to the school and community in accomplishing its mission and goals. The Board of Directors has adopted the following conflict of interest policy that will protect the schools interest. Each Director will review and sign a conflict of interest form to acknowledge their understanding and agreement with the adopted policy.

### **Conflict of Interest**

No director or officer of Kansas City Neighborhood Academy, Inc., (the "Corporation"), or any family member of such director or officer, or any corporation, partnership, association, trust or other entity in which such director or officer, or family member of such director or officer, serves as director, officer, partner or trustee, or has financial interest, shall be permitted to enter into any contract or transaction with the Corporation unless:

- Such director or officer discloses to the Board of Directors of the Corporation the material facts as to his or her or his or her family members relationship or interest in the entity proposing to enter in the contract or transaction with the Corporation, and the Board of Directors authorizes the contract or transaction by the affirmative vote of a majority of the disinterested directors (even though the disinterested directors may constitute less than a quorum);
- The contract or transaction is fair to the corporation; and
- The requirements of this paragraph shall not apply to any nonprofit corporation or trust organized and operative exclusively for charitable purposes within the meaning of Section 501(c)3 of the Internal Revenue Code of 1986 in which a director or officer of the Corporation serves as an uncompensated director, officer, or trustee.

### **Remedies for Violation of Conflict**

If a director or officer of the Corporation, or any family member of such a director or officer or any corporation, partnership, association, trust, or any other entity in which such director, officer or family of such director or officer serves as a director, officer partner or trustee or has financial interest, enters into any contract or transaction with the Corporation without complying with the requirements described above, the Board of Directors may, as its sole discretion:

- Void the contractor transaction in its entirety and recover from such director or officer any damages and expenses suffered or incurred by the Corporation as a result of the contract or transaction; or
- Modify the price and terms of the contract so that Corporation receives a price and terms comparable to what the Corporation would receive in an arm's length negotiation.

### **Meeting Quorum Definition and Guidelines**

A majority of the Directors in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Directors present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Articles of Incorporation, or by the organization's By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Director. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

### **Fingerprints, Background Checks, and the Family Care Safety Registry**

The codes used to register fingerprints and background checks, along with confirmations of completion for the Family Care Safety Registry, are provided in the Appendix item B.2-3.

### B.3 Management and Organization

The Principal will report directly to the Board of Directors. The Board may ask the Principal to serve as a de-facto Executive Director and sit on the Board as a non-voting member. It will be the responsibility of the Principal to recruit and hire all other staff members. All other faculty and staff will be employees of the corporation; however, the Principal will be the only staff member that will be hired and evaluated directly by the Board.

The Board will task the Principal with developing a robust teacher recruitment and hiring strategy reflective of school and community needs. A Human Resources Committee will be created to aid in this process. Board members will be an integral component of this team and will operate in an advisory capacity should issues of governance, fiduciary, or policy arise. However, the Principal and his or her team will oversee the day-to-day operations of the committee and process. Each year, the Board will review the school's talent recruitment plan (as prepared by the Principal and Human Resources Committee). This plan must be comprehensive and thorough in order to ensure that KCNA is able to recruit and retain teachers of the highest quality. A copy of the school's organizational chart can be found in Appendix B.3-1.

The staffing plan below details the proposed on-boarding timeline for all KCNA staff. It is based purely off of public funding – some roles may be on-boarded earlier than indicated if the requisite philanthropy can be raised.

	Year 1 2016-17	Year 2 2017-2018	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Grades Served	K-2	K-3	K-4	K-5	K-6
Projected Enrollment	180	240	328	416	504
Principal	1	1	1	1	1
Dean of Students	-	-	1	1	1
Director of Teaching and Learning	-	-	-	1	1
Kindergarten	3	3	3	3	3
1 <sup>st</sup> Grade	3	3	3	3	3
2 <sup>nd</sup> Grade	3	3	3	3	3
3 <sup>rd</sup> Grade	-	3	3	3	3
4 <sup>th</sup> Grade	-	-	3	2	2
5 <sup>th</sup> Grade	-	-	-	2	2

6 <sup>th</sup> Grade	-	-	-	2	2
Literacy Coordinator	-	1	1	1	1
SPED Coordinator	1	1	1	1	1
SPED teachers	-	-	1	1	1
Foreign Language	.25	.25	.50	1	1
Band	.25	.25	.50	1	1
Chorus	.25	.25	.50	1	1
Dance	.25	.25	.50	1	1
Engineering	.25	.25	.50	1	1
Physical Education	.25	.25	.50	1	1
Art	.25	.25	.50	1	1
Media Specialist	.25	.25	.50	1	1
Guidance Counselor	-	-	-	1	1
Remedial/Gifted Teacher	-	-	1	2	2
Kindergarten Teacher's Assistant	3	3	3	3	3
1 <sup>st</sup> grade Teacher's Assistant	3	3	3	3	3
Literacy Aide	-	1	1	1	1
Social Worker	1	1	1	1	1
Nurse	-	1	1	1	1
Office Assistant	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
IT Director	-	-	.5	1	1
Maintenance	-	-	1	1	1
Number of Employees	22	26	36.5	44	46

## Identifying the KCNA Leadership Team

KCNA will hire the Principal in the months following charter approval. KCNA will partner with the Urban Neighborhood Initiative and Purpose Built Communities to facilitate a national principal search. In partnership with the Urban Neighborhood Initiative KCNA will seek additional grant funding to hire the Literacy Coordinator and other key positions prior to school launch. Early onboarding for these roles is currently not included in the attached budget, as the budget is intended to reflect how the school could operate on purely public funds – however, the hope is that with the appropriate funds, some key positions would be on-boarded earlier than currently indicated. A draft principal job description can be found in Appendix B.3-2. The principal will work with Purpose Built Communities and Drew Charter School to draft similar job descriptions for all KCNA positions.

## Principal

The Principal of KCNA must be deeply invested in the mission and vision for the school. The Principal is responsible for executing this mission at the school level and will serve as the school’s instructional leader. This individual must be able to create and maintain a school culture of accountability, collaboration, and high expectations for both children and adults. The successful candidate must be able to operate comfortably in a variety of settings and among diverse constituencies. He or she must champion the continued intellectual and professional development of the faculty and staff of the school. A detailed description of the principal’s responsibilities can be found below:

### Pre-Launch Year (2015-2016)

The Principal will work with strategic partners to:

- Understand the KCNA Model and the model of its inspiration school, Drew Charter School.
- Guide the development of the curriculum, school policies, systems, and structures.
- Hire instructional staff.
- Develop a relationship with future parents, students, and the local community, including helping to ensure enrollment will sustain appropriate financing for the school.
- Connect the school community with the larger educational community, including other charter, public and independent schools in greater Kansas City.
- Identify partners (companies, “artists-in-residence”, non-profits, leaders) that have the potential to amplify the success of the school.
- Plan professional development including summer institute for new staff.

### School Opening and Beyond

Beginning in the August of 2016, the founding Principal’s core responsibilities include:

- Develop, implement and manage the school’s academic program in a manner consistent with the school’s vision and charter.
- Guide the development, implementation, and ongoing revision of a high-quality standards-based academic curriculum.
- Help develop and implement instructional programs, structures, and decision-making processes that support the school’s vision, mission, charter, and instructional philosophy.

- Lead the faculty in a process of ongoing improvement guided by a thoughtful, consistent approach to delivering a 21<sup>st</sup> Century learning environment built on research-based instructional methods.
- Recruit, hire, supervise, support, and evaluate instructional staff.
- Collaborate with strategic partners to actively recruit and hire a high-quality and diverse staff.
- Support teachers in their use of student achievement data to reflect on their teaching practices, making formal and informal decisions about instructional success.
- Create and implement effective systems that provide ongoing formative feedback to teachers for their professional growth, and conduct yearly evaluations of all instructional staff.
- Plan, implement, and support professional development programs for instructional staff as part of the school's overall professional development plan.
- Nurture and promote teacher leadership in support of the school's mission and continued growth and sustainability.
- Collaborate with the faculty to establish clear student achievement goals and provide the guidance to all instructional staff as they strive to support and fulfill the goals outlined in the school's charter.
- Assume responsibility for monitoring student learning: supervise and delegate the collection and analysis of multiple sources of data and use the results to continually improve learning and engagement among all students.
- Implement and maintain high standards for character development built upon the school's stated values.
- Oversee and delegate the design and implementation of extracurricular and summer programs, and assure the alignment of the programs with the school's academic mission.
- Ensure timely and accurate reporting of academic data to families, school sponsor, and the broader community.

### **Dean of Students**

The Dean of Students is responsible for providing the operational, and administrative leadership necessary to ensure the success of the school. Areas of responsibility include management of the student recruitment and enrollment process, facilitation of group planning and problem-solving sessions, providing coaching and support for teachers in maintaining high behavioral expectations, overseeing the management of individual behavior plans, and ensuring that the school environment reinforces the school's culture and vision.

### **Chief Operating Officer**

The Chief Operating Officer (COO) is responsible for all matters of school administration that do not directly relate to instruction or student behavior. The COO will have day-to-day responsibility for the financial management, reporting, facilities management and other areas of operational compliance for the school. The COO will be properly credentialed, with supervision provided by the Principal and the back-office provider's controller. The COO develops and maintains internal controls to ensure compliance with generally accepted accounting principles, school policy and federal and state regulations.

### **Staffing Structure**

KCNA will strive to minimize class sizes and lower student-teacher ratios. Each Kindergarten and first grade teacher will be supported by a dedicated, full-day teacher's assistant. Teachers' assistants will also provide additional support, especially in core areas of literacy and math, in grades 2 and 3.

In order to provide more specialized instruction in the core grades as well as ease the transition to middle school, KCNA will be departmentalized beginning in the 4th grade. Students will rotate between 4 core content teachers for math, English/language arts, science, and social studies.

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

### **Teacher Recruitment**

KCNA will leverage existing strategic partnerships to continue building its local presence and brand. Through partnerships with local schools of education, KCNA will be able to leverage a high-quality pool of student teachers and an extensive alumni network. KCNA will also work closely with a variety of other alternative teacher preparation programs with demonstrated histories of success. KCNA will continue to participate in teacher recruitment and hiring fairs. The school will provide a variety of stipends throughout the year for completion of certain professional learning opportunities as well as for those teachers who have earned National Board Certification. The schools' professional learning program will serve as an integral component of sustainability. The principal will be charged with designing a staff sustainability plan to encourage work/life balance.

### **Teacher Selection**

KCNA will adopt an intensive interview process in order to gauge teacher fit and potential. All candidates will submit a writing sample for review. Successful candidates will then take part in a preliminary phone or in-person team interviews. The principal, Dean of Students and the Human Resources committee will select a representative pool of interviewers. The school will use a carefully designed rating/feedback system. In the next round, candidates will teach a sample lesson at KCNA. The sample lesson will be assessed by both representatives from the KCNA leadership team and teachers. Those candidates that successfully complete a sample lesson will then be interviewed by the school principal. The school principal will then make the final hiring decision. Prospective staff members must pass both a reference and background check before a final offer of employment can be made. All KCNA employees will sign a one-year contract including an "at will" provision. This agreement means that the employee is not guaranteed employment for any fixed or definite length of time and that either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice.

### **Compensation**

In order to attract and retain teachers of the highest quality, KCNA is committed to a competitive salary schedule. The school has budgeted to use the KCPS salary schedule as a base salary and will provide additional compensation as a result of the longer school day and work year.

### **Special Populations Staffing**

KCNA is committed to meeting the learning needs of all students. The school's talent recruitment plan will prioritize teachers who have the necessary certifications and experience in teaching students with exceptionalities, ELL and gifted students. Core subject teachers with dual general education and exceptional needs certifications will also be preferred. KCNA will staff a Special Education Coordinator and additional special education teachers to ensure that a free and appropriate education is provided to all students with exceptional needs. KCNA will also support faculty through professional learning opportunities aimed at designing lessons to meet the needs of all learners. The school has allocated funds to a contingency reserve that will allow for additional contracted capacity if the need arises for expanded services beyond staff projections.

### **Staffing Qualifications**

KCNA will comply with all teacher certification requirements for charter schools prescribed by Missouri law. All teachers at KCNA will have a Bachelor's degree, a Missouri teaching certificate, and demonstrated core academic subject matter competence. KCNA will not employ instructional staff with revoked or suspended certificates of license. All KCNA staff must pass a criminal and family care safety registry background check.

## B.5 Student Recruitment and Enrollment

KCNA will adopt and execute a robust marketing and communication plan. UNI has already begun to establish rapport with community leaders, families, and strategic partners. See Appendix item B.5-1 for a sample of letters of support received in the early stages of establishing the school.

Further marketing efforts will include (but are not limited to):

- **Flyers, brochures, door hangers, and other school literature:** KCNA will invest in a comprehensive body of print materials for dissemination to families. These materials will outline the following:
  - the school's educational philosophy mission and values,
  - the student enrollment process,
  - contact information for the school principal,
  - Employment process for potential employees.
  - All materials will also be translated into native languages of families we look to serve.
- **Community Open Houses/Interest Meetings:** As the school begins to concentrate on student recruitment and enrollment, KCNA will host additional community interest meetings to connect with potential parents and families. During this time, parents and families will have the opportunity to meet the school principal, hear more about the school's educational philosophy/mission, and ask questions about the school experience. These meetings will be held in easily accessible community meeting spaces such as public libraries, YMCAs or other recreation centers. These meetings will be advertised online, through flyers/brochures, and announcements at local churches/other community anchor institutions.
- **Door-to-door recruitment:** In order to meet the needs of families without access to the internet, KCNA will communicate on an individual level through door-to-door recruitment. The KCNA principal and other school representatives will spend time in communities across the geography sharing information about the school and passing out enrollment packets.
- **Leveraging of community partners:** KCNA will work in collaboration with its community partners in attracting families and raise awareness about the school. For instance, KCNA will work with the management company of the mixed-income residences to be built to market to new families upon move-in. KCNA will collaborate with community partners to sponsor/be involved with existing community events (wellness fairs, health expos, summer camps, etc).
- **School website:** KCNA will maintain a school website with parent/family information, calendar of events, and enrollment information. The school will also announce board meetings here and welcome families to attend. KCNA will also post the school's annual report on the website.
- **Social media:** In conjunction with its website, KCNA will leverage social media outlets such as Facebook, Twitter, Instagram, and YouTube to raise awareness and share school events.
- **School mascot contest:** KCNA will invest families in school culture by inviting feedback/ideas on the school's mascot.
- **Newspapers, radio advertisement and community blogs:** KCNA will utilize print and radio media to raise awareness among the target population.
- **ParentAssist:** Parents can sign up for text and phone message alerts from the school.

### Attendance Zones and Enrollment Priorities

KCNA will adhere to all admission provisions as outlined in the R.S. MO 160.410. KCNA will be located within the defined boundaries of its partner, the Urban Neighborhood Initiative (UNI). Those boundaries, are defined as:

- **North to South:** 18<sup>th</sup> Street to 52<sup>nd</sup> Street
- **West to East:** Troost Avenue to Prospect Avenue

### Demographic Study of the UNI Footprint

KCNA enrollment projections and growth strategy were developed after careful review of population trends and current KCPS enrollment. For the purposes of this demographic study, the design team analyzed population trends in the 6 zip codes represented by the UNI footprint: 64108, 64109, 64110, 64127, 64128, 64130 (as shown in Figure 1). According to the 2010 U.S. Census there are over 22,000 children aged under 19 living with the 6 zip codes represented by the UNI footprint.

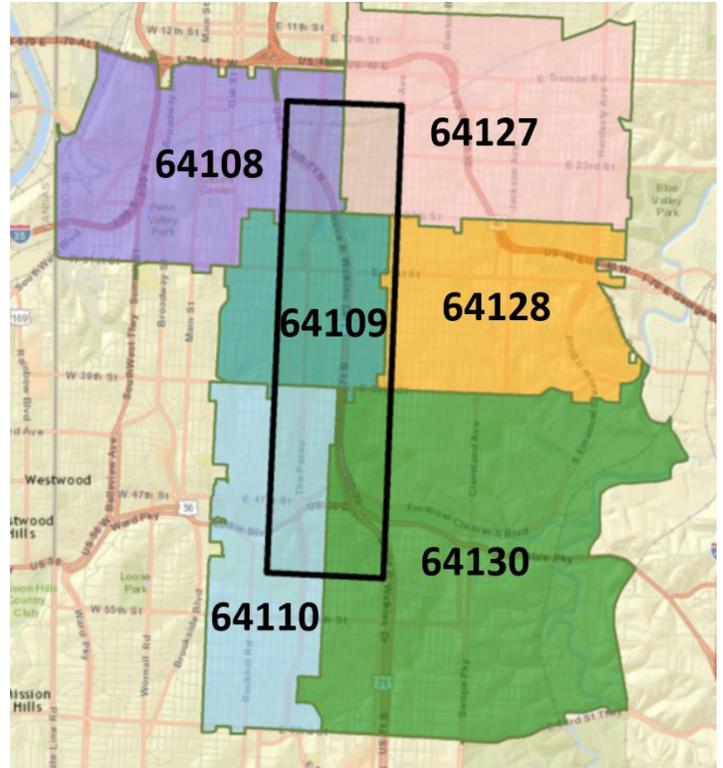


Table 1: Population by Age, UNI Zip Codes. Source: 2010 US Census (ESRI ArcGIS Community Analyst)

Zip Code	Population Ages 0-4	Population Ages 0-19	Total Population
64108	467	1,500	7,567
64109	680	2,376	9,796
64110	906	3,613	14,790
64127	1,635	5,866	18,218
64128	891	3,381	11,527
64130	1,522	6,076	21,443
<b>Total</b>	<b>6,101</b>	<b>22,812</b>	<b>83,341</b>

As part of its analysis, the design team also studied current enrollment trends and capture rates at existing KCPS schools located within the UNI footprint. From this analysis, the design team believes that the District and KCNA could potentially attract over 570 students living within the UNI boundary that do not currently attend KCPS schools. The design team believes that the population of the UNI footprint and surrounding zip codes will support KCNA enrollment projections (as shown in table 2).

Table 2: KCNA Project Enrollment by Grade, Years 1-5

Grade Level	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
<b>K</b>	60	60	88	88	88
<b>1</b>	60	60	60	88	88

<b>2</b>	60	60	60	60	88
<b>3</b>		60	60	60	60
<b>4</b>			60	60	60
<b>5</b>				60	60
<b>6</b>					60
<b>Total</b>	180	240	328	416	<b>504</b>

This enrollment model may change according to the capacity of the KCPS facility that is yet to be identified. The school’s budget also builds in attrition to encourage a responsible budgetary model. However, KCNA will prioritize monitoring and investigating student attrition. Any seats that may open during the school year will be filled according to the school’s waiting list.

In order to ensure that (1) the school’s enrollment mirrors that of its neighborhood and (2) the school continues to serve its target population over time, the school will establish priority attendance zones for enrollment. The primary attendance zone for the school shall include the neighborhood surrounding the KCNA facility. Any student residing in the primary attendance zone shall have first right to attend the school, subject only to a lottery should there be insufficient spaces to meet demand. This attendance zone is specifically designed to include the proposed mixed-income housing development to be developed and sponsored by UNI.

The school’s secondary attendance zone will be comprised of the UNI boundaries at large. Students residing in the secondary attendance zone shall be eligible for any open seats (subject to a lottery as outlined above) should enrollment from the primary attendance zone be insufficient to fill the school. If school enrollment is not filled by students from the primary and secondary attendance zones, then any child within KCPS district boundaries may attend KCNA according to KCPS’s existing attendance policies (subject to a lottery).

Any student living within the defined attendance zones may attend KCNA provided space is available within the respective grade level (expected enrollment levels are outlined below). There shall be no restrictions on school enrollment other than residency in the attendance zone and available space.

KCNA shall maintain a written waitlist for those students who were not enrolled due to lack of space. Any openings during the school year will be filled according to this written waitlist. Parents may withdraw or transfer their students at any time throughout the school year. Upon a student’s withdrawal or transfer, KCNA will forward student records to the student’s receiving school. If a parent chooses to re-enroll his or her student at KCNA, the parent must follow the schools standard enrollment process.

**Student Enrollment**

KCNA will adhere to all admission provisions as outlined in the R.S. MO 160.410. KCNA will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

KCNA will hold an enrollment period (for the following school year) in January – April of each year. Parents new to the school seeking to enroll their children must submit an application during this enrollment period. From the resulting pool of applications, students shall be enrolled for the following school year subject to the following process/priorities:

- (1) Students who attended KCNA during the previous school year;
- (2) Siblings of students who attended KCNA during the previous school year;
- (3) Students residing in the school's primary attendance zone who did not attend KCNA in the previous school year;
- (4) Students residing in the school's secondary attendance zone (UNI footprint) who did not attend KCNA in the previous school year;
- (5) Children of current, full-time KCNA employees that meet Kansas City Public Schools residency requirements;
- (6) Students residing within the Kansas City Public Schools (KCPS) boundaries who did not attend KCNA in the previous school year;

For the 2016-2017 academic year, KCNA will begin the enrollment process in January of 2016. The enrollment period will continue through July 2016, though the school may hold an intermediate lottery in April of 2016 to understand how many available seats remain within the school. Parents seeking to enroll their children must submit an enrollment form during this enrollment window. From the resulting pool of enrollment forms, students shall be enrolled for the 2016-2017 school year subject to the above process/priorities. Note that according to the above policy's first priority, all 2015-2016 Kindergarten and 1<sup>st</sup> grade students attending the current KCPS school where KCNA will be located will be guaranteed a spot in the school's 1<sup>st</sup> and 2<sup>nd</sup> grade classes.

If the number of applications exceeds the school's capacity, a lottery will be held to determine which students will be enrolled in the school. Verification of residency shall be required for all students. In the case of a lottery, the date and time of the lottery will be advertised on the school website. Parents that submitted applications during the enrollment window will be notified directly. All completed applications will be entered into the lottery and drawn at random at a public meeting. The school shall maintain a written waitlist of registered students who were not admitted during the lottery due to lack of space. KCNA may accept new applications for the waitlist outside of the enrollment period. KCNA will follow the same preferences stated above for placing on the waitlist those applications received outside of the enrollment period. Openings created during the school year shall be filled from the waitlist.

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

Kansas City Neighborhood Academy (KCNA) is deeply committed to establishing meaningful relationships with families and community members. KCNA has already begun to establish itself as a community asset through its partnership with the Urban Neighborhood Initiative (UNI).

### **KCNA and Urban Neighborhood Initiative Community Involvement**

Working hand-in-hand with community members and neighborhood representatives, UNI has developed an ambitious vision for community transformation. During the first twelve months of its existence, UNI held over 16 community conversations in targeted neighborhoods, effectively engaging over 700 Kansas City residents. UNI's work - born out of these community conversations - can be defined by three strategic priority areas: prosperity, health/safety, and education. To ensure that community voice continues to be amplified in the organization's work, UNI formed an advisory board of neighborhood partners. The neighborhood partners advisory board meets on a monthly basis and provides strategic direction and feedback to UNI staff.

This commitment to community involvement and feedback has defined the KCNA design process. The timeline below provides an overview of KCNA's community involvement efforts to date:

- September 2012 – UNI neighborhood partners and residents of the UNI footprint visit Charles R. Drew Charter School and discuss the academic model and the holistic approach to neighborhood revitalization
- January 2013 – Purpose Built Communities/UNI presentation to neighborhood partners (representing 9 neighborhoods within UNI footprint) and community stakeholders discussing school model and neighborhood revitalization
- Spring 2013 – UNI neighborhood partners agree to move forward in pursuing a Purpose Built community including a K-6 charter school
- Ongoing (Fall 2013 – Present) – Monthly updates to UNI neighborhood partners on charter application development process
- August 2014 – Initial presentation to Kansas City Public Schools (KCPS) Board of Education at a public meeting describing the KCNA model and vision
- December 2014 – KCNA design team shares KCNA model and vision with MGT (master planning consultants for KCPS) to ensure alignment with feedback gleaned from KCPS master planning public meetings
- June 2015 – KCNA design team meets with Wendell Phillips Neighborhood Association to share school vision and glean feedback
- June 2015 – Members of the KCNA design team attend the EdFuel Kansas City Leadership Labs and deepen relationship with leaders in the Kansas City education space
- July 2015 – At the invitation of the Urban League of Greater Kansas City, members of the KCNA design team share the school vision with local civic leaders
- August 2015 – UNI and KCNA design team hosts a community town hall inviting parents from schools within the UNI footprint. The event attracts ~130 parents and students as the design team shares more about the KCNA model.
- September 2015 – KCNA design team members share more about the KCNA model and glean feedback from Troostwood and Manheim residents at community meetings

In alignment with the KCPS master plan timeline, KCNA expects to finalize a facility location in late 2015. After a facility is confirmed, we look forward to deepening our community engagement focusing specifically on neighborhood parents and families living in close proximity to the school. After a facility is confirmed, we will intensify our community engagement efforts so that we can better understand the perspectives and needs of the children and families most directly impacted by our school.

We will also use a variety of print, digital, and radio outlets to raise awareness around the school and engage families. The school's principal and Board of Directors will also be tasked in building the school's profile and establishing rapport with the community. During the pre-launch year, the KCNA design team and principal will deepen relationships with community partners that may support the KCNA educational experiences. A snapshot of community partnerships at Drew Charter School can be found below. KCNA strives to attract similar local partnerships to support our students' learning experiences.

- **Georgia State University School of Music:** Georgia State partners with Drew through the Sound Learning program, which maximize students' potential for learning through music and has been proven to improve test scores. Georgia State faculty teach Drew students, provide professional development for Drew teachers and host field trips, integrating academics and music.
- **Cool Girls, Inc:** Cool Girls provides leadership opportunities for Drew girls in grades 3-8 through Cool Scholars, Cool Sisters, Cool Girls Club and Cool Tech Programs.
- **East Lake Family YMCA:** The YMCA serves as the physical education partner for the school and offers recreational and community programs.
- **Georgia Tech Center for Education, Integrating Science, Mathematics and Computing (CEISMC):** Provides support to Drew faculty and students in science, mathematics, engineering and technology.

### **KCNA Parent Involvement**

KCNA places high value on parental engagement and involvement. The school will utilize a variety of strategies and outlets in its efforts to maximize parental involvement.

- **Parent/Teacher Conferences:** Parents and staff will meet four times a year to discuss student performance and growth. In between these meetings, KCNA teachers and administrators will maintain regular, ongoing communication with parents and families.
- **Parent-Teacher Association:** KCNA will form a Parent-Teacher Association to provide programming for families and bolster school culture. The Parent-Teacher association will meet on a regular basis and provide ample opportunity for families to engage with the school.
- **Parent Workshops:** The school will host a variety of parent workshops throughout the year where parents can learn more about educational programs specific to the school (i.e. Singapore Math strategies or Project-Based Learning strategies) so that families are able to better support their students at home.
- **Carpool Support:** KCNA will work with the Parent-Teacher Association to establish a carpool support team for those parents not far enough from the school to benefit from provided transportation. This team will consist of parents and volunteers and will help connect families looking to carpool to school. Staff members will not be allowed to transport students in personal vehicles.
- **Volunteer Program:** KCNA will institute a robust Parent Volunteer program. The program will empower parents to interact with the school in meaningful, supportive ways at different times throughout the year.

- **Leadership Meet and Greet Events:** The KCNA leadership team will host a variety of before and after school meetings for parents (i.e. “Donuts with Dads” or “Muffins with Moms”). During these events, parents and families will have the opportunity to interact on a more personal level with the leadership team.
- **School website/social media:** KCNA will maintain a school website that parents can use for updates and informational purposes. KCNA will also utilize a variety of social media outlets to share updates and events
- **Board Meetings:** Board meetings will be advertised both online and on school grounds. While attendance is not mandatory, parents will be invited and encouraged to attend board meetings. The KCNA Board of Directors will actively solicit parental involvement in the decision-making process of the school. Examples of such parent involvement at Drew Charter School include:
  - During the school’s most recent Principal Search, two parents served as members of the Principal Search Committee throughout the interview and selection process. Other parents provided feedback on the challenges facing the school to inform the search committee as it prepared a position description. Another group of parents met with the two principal candidate finalists and provided their insights to the Search Committee.
  - Drew’s Board of Directors informed Drew parents of the charter renewal petition process, inviting comments as well as volunteers interested in serving on the Charter Renewal Parent Advisory Committee. Eleven dedicated parents served on the committee. Members of the Parent Committee collaborated with members of the Board of Directors via a series of meetings and reviewed a number of documents related to the charter renewal process. Drew’s parents helped clarify and update goals and performance measures to ensure Drew’s continued success in the next charter terms
  - KCNA looks to model its own approach to parent involvement after the Drew experience.

### KCNA Teacher Involvement

The prevailing belief at KCNA is that teacher quality and investment are the most important factors driving student achievement. These factors trump demographics, curriculum and parental involvement. In order to encourage a sense of ownership and responsibility, teachers at KCNA will have numerous and varied leadership opportunities that will impact the overall direction of the school. A snapshot of such opportunities are provided below:

- **Curriculum Development and Lead Teachers:** Teachers will work in concert with the academic leadership team to build-out and refine the KCNA curriculum. Teachers will work on grade level teams and will also plan across grade levels through subject-area vertical task forces. Each grade level will have a Lead Teacher that will take on a leadership role on the hall and work closely with the administrative team.
- **Involving KCNA teachers in prospective staff interviews:** The founding instructional staff at KCNA will be selected by the founding principal and instructional leadership team. However, KCNA teachers will be involved in interviewing prospective staff as the school grows. Along with the leadership team, teachers will serve on interview panels and observe demonstration lessons.
- **Professional Development:** KCNA teachers will be given the opportunity to lead professional development sessions with peers in areas of demonstrated expertise.

## **C.1 Budget**

The Kansas City Neighborhood Academy (KCNA) budget is a reflection of the school's mission and commitment to preparing students for success in 21st century society. The school's budget, based on public funding sources and conservative assumptions, can be seen in Appendix item C.1-1. To ensure this alignment, the school design team prioritized the following areas when developing the budget:

### **High Quality Teachers and Leaders**

In order to attract and retain a faculty of the highest quality, KCNA will make a significant investment in professional learning.

### **Staffing model**

In order to maximize support in the lower grades, KCNA will staff a teacher and teacher's assistant in every Kindergarten and first grade classroom. Teacher's assistants will also support 2nd and 3rd grade teachers. The school has also allocated funds for remedial and gifted support teachers.

### **STEAM/Focus on Literacy**

Through its partnership with Drew Charter School and Purpose Built Communities, KCNA will gain additional in-kind support around curriculum development particularly in the areas of literacy and STEAM (as described in section A.2 *Curriculum and Instruction*). The school has also planned for investments in high quality instructional equipment and appropriate classroom technology.

### **Wraparound services**

Urban Neighborhood Initiative (UNI) has committed to providing funding to support a school-based nurse and social worker as these are vital component of the wraparound services model. KCNA will support a portion of those positions' cost with its per-pupil allotment.

### **Support from the Urban Neighborhood Initiative (UNI)**

The Urban Neighborhood Initiative (UNI) is committed to supporting KCNA in the school's start-up and growth phases. During the school's critical start-up years, UNI will raise funds to support staff hiring, instructional supports, and school wrap-around services. As shown in Appendix C.1-2, KCNA's year 1 Cash Flow Forecast assumes a \$200,000 beginning cash balance prior to the school's first funding allotment in August 2016. UNI is committed to raising these funds so that KCNA can begin delivering superior instruction for students from day one. The school design team projects that the school's financial model will be wholly sustained by public state, local and federal funds by the 5<sup>th</sup> year of operation.

### **Overview of the budget development process**

#### **Assumptions**

KCNA has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management. In drafting its budget, KCNA has worked with EdOps, a business management firm with expertise in Kansas City charter schools, and the Missouri Charter Public School Association (MCPSA). The school design team also reviewed a number of resources provided by the Missouri Department of Elementary and Secondary Education. The budget was developed to align with the availability of public funds, recognizing that the actual staffing, revenue, and spending may be different if additional philanthropy can be secured.

An overview of the revenue and expenses assumptions can be found below. The school's budget builds in 5% attrition to encourage a responsible budgetary model. However, the school will backfill any seats that may open up during the school year according to the school's waiting list.

## Revenue

- **State:** The budget includes basic formula payments of \$8750 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. Kansas City charter schools are each receiving basic formula payments of \$8750 per WADA in the 2014-15 school year, according to February 2015 DESE payment transmittal calculations. KCNA has not built any basic formula revenue increases into our five-year budget.
- **Local:** From year 2 onwards, the budget assumes Proposition C funding at \$916 per prior year WADA (14-15 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.
- **Federal:** Title 1, Title 2, and SPED Part B funding has been projected using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates.

## Expenses

- **Salaries:** Salaries have been projected using KCPS salary schedule information. Because our desire is to recruit and retain experienced teachers, we have included a 2% yearly salary increase for all KCNA staff.
- **Benefits:** Benefits have been projected in the following way: 7.65% of salaries for FICA/Medicare, 9% retirement, 1.3% unemployment, and 350/month/employee allocation for health/dental premiums.
- **Classroom Instruction (1111):** Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs.
- **Board Services (2311):** Includes allocations for audit, legal services, and liability insurance based on comps from other charters.
- **Building Principal Services (2411):** Salaries reflect principal years 1 through 5. Minimal allocations have been made for discretionary spending as relates to memberships and staff appreciation.
- **Food (2563):** KCNA expects to participate in the CEP program, but has nonetheless built in a 5% cushion for food expenses to exceed revenue - and to be conservative we have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$6/day per students for 155 days, which is equivalent to 90% utilization.

## **C.2 Financial Management**

### **Financial management and oversight**

At all times, KCNA shall maintain appropriate governance and management procedures and financial controls. The school will have full autonomy over its budget and expenditures. The school's financial management will be under the direct control and supervision of qualified business personnel. KCNA will research, bid for, and contract with a third-party back-office provider to further refine its financial policies to ensure that record keeping is adequate and accurate, that a clear segregation of duties exists, and all assets are safeguarded.

The Chief Operating Officer (COO) will have day-to-day responsibility for the financial management, reporting, facilities management and other areas of operational compliance for the school. The COO will have the appropriate experience, with supervision provided by the Principal and the back-office provider's controller. In order to ensure the school's compliance with all state reporting and accounting practices as described in the Missouri Financial Accounting manual, the school's COO will attend all applicable school finance trainings provided by DESE. The COO will also attend professional development opportunities provided by the Missouri Association of School Business Officials (MoASBO) and the Missouri Charter Public School Association (MCPSA).

The Principal, COO, Finance Committee and back-office provider will work together to establish certain check and balances to ensure fiscal soundness. Prior to school launch the school leadership team, along with the KCNA Board of Directors, will draft the school's internal control policies such as budget development, reporting timelines and procedures, accounting procedures, signature authorities, cash management, access to records, and procurement. The key written documents for KCNA's OMNI policy will be included in these, including written procedures for Allowability, Cash Management, Procurement, and Travel.

### **Student tracking and data reporting**

Prior to school launch, KCNA will identify and procure a student information system (SIS) to track student enrollment, student attendance, free and reduced priced lunch eligibility, special education and limited English proficiency enrollment as well as student assessment data and grades. Additional software will be identified to track special education eligibility, Individualized Education Programs (IEPs), relevant evaluations, behavioral data and progress monitoring. The school's information systems will align with all DESE CORE data reporting requirements and will reflect the financial coding system prescribed by the Missouri Financial Manual. The COO will be responsible for ensuring that the school maintains an efficient and compliant student records system. Student records may include attendance, student disciplinary records, standardized test results, immunization records, academic performance records, as well as any documentation required under federal and state law regarding the education of students with disabilities. Any requests for records made to KCNA will be addressed within five business days of receipt. In compliance with Missouri statute, KCNA will request student records for any newly enrolled KCNA student within two business days of that student's enrollment at KCNA.

### **Internal controls, financial reporting and audits**

As necessary, KCNA will procure additional services to ensure the school's compliance with Missouri state statute as it pertains to financial management and operational soundness. In accordance with R.S. Mo 160,405.5, KCNA will contract with a reputable accounting firm to conduct an independent financial audit each year. The financial audit will comply with all state and federal requirements as well as any additional conditions that may be determined by the school's sponsor. Prior to school launch, the Board of Directors will select an accounting firm with experience in the Missouri charter school landscape.

KCNA will work with a third-party back-office provider and/or accounting firm for support in preparing necessary financial reports, documenting approved Board internal controls policies, as well as preparing and submitting its Annual Secretary of the Board Report. In compliance with Missouri statute, KCNA will prepare and submit an Annual Secretary of the Board Report that meets all requirements set forth by DESE.

### C.3 Facility

Kansas City Neighborhood Academy (KCNA) shall enter into a use agreement with Kansas City Public Schools (KCPS) for a District-owned facility located within the Urban Neighborhood (UNI) geographical footprint. At the time of this application, the KCNA has not yet entered into any use agreements related to a specific KCPS facility.

#### KCNA Facility Needs and Alignment with the KCPS Master Plan

As described in *A.1 Mission, Vision, and Goals*, the KCNA charter application is the result of a pioneering partnership between the UNI, the neighborhoods represented within the UNI, and KCPS. KCNA has aligned its school facility search with the District’s master planning timeline and recommendations. As such, KCNA and KCPS are working to identify a facility location that not only meets the facility criteria to support the KCNA educational plan, but also helps contribute to KCPS’ effort to increase enrollment and increase academic achievement for all KCPS students.

The school design team has prioritized the following parameters in defining KCNA facility needs:

#### Location

The ideal facility is one that:

- Is located within the UNI boundaries as described in *B.5 Student Recruitment and Enrollment*
- Provides a safe and secure student learning environment
- Positions KCNA to serve a “high risk” student population as described in Section 160.405.2(4) RSMo
- Currently reports a low KCPS K-6 capture rate with the potential to attract new families to KCPS
- Is located in an area that does not currently have a variety of school choice options for parents and families
- Positions KCNA to serve as a driver of neighborhood-wide change

#### Size

The school design team anticipates the following space needs to support the KCNA academic model and five-year enrollment projections:

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
<b>Projected Enrollment</b>	180	240	328	416	504
<b>Sq. Ft.</b>	14,400	19,200	26,240	33,280	40,320

#### School Space/Configuration

The ideal facility is one that:

- Is fully ADA compliant
- Has adequate classroom space for the school’s various enrichment courses and intervention centers as described in *A.2 Curriculum and Instruction*
- Has ample outdoor space for student play and outdoor learning experiences
- Has adequate space for dedicated bus and carpool lanes
- Has adequate parking for staff and visitors

### Facility Planning and Research

The KCNA facilities/transportation work team, comprised of UNI staff, KCPS staff and external consultants, began facility planning and research in February 2014. The timeline below provides an overview of the facilities study process:

- February 2014 – **Needs Assessment.** Work team reviews the KCNA academic model and projected enrollment to develop facilities parameters and initial school facilities needs assessment.
- February 2014 – **Review of closed KCPS school buildings.** The work team identifies and assesses closed KCPS school buildings in and around the UNI footprint.
- April 2014 – **School building tours.** The work team begins touring facility options to assess fit with KCNA needs assessment and overall building condition.
- October 2014 – **Launch of KCPS master plan.** KCPS contracts with MGT Consulting to conduct District-wide master plan.
- November 2014 – February 2015 **KCPS community engagement around master plan.** KCPS and MGT conduct three rounds of community conversations related to the master plan, gathering feedback from over 2,500 people.
- December 2014 – **Engaging the MGT team.** The KCNA school design team meets with MGT consultants to share school vision and receive feedback on KCNA needs assessment/identified facilities options.
- April 2015 – **MGT presentation to KCPS Board of Education.** MGT presents initial findings to the KCPS Board of Directors, highlights the UNI/KCPS partnership as innovative and consistent with stakeholder feedback.

During the facilities study, the design team evaluated and/or toured the following KCPS facilities:

Facility	Square Footage	Condition
Crispus Attucks ES	46,562	Operational, facility score of 68.8
Faxon ES	61,160	Operational, facility score of 63.9
Franklin ES	79,640	Not currently operational; HVAC system needs to be replaced
KCMSA	94,314	Operational, facility score of 83.3
Wendell Phillips ES	55,550	Operational, facility score of 61.4

In alignment with the KCPS master plan timeline, KCNA expects to finalize a facility location in late 2015. This timeline will ensure that the school location is determined prior to KCNA kicking off its recruitment and enrollment process.

## **C.4 Transportation**

KCNA will contract with a high-quality vendor to provide transportation to all students living beyond walking distance but within the primary attendance zone. The school design team, made up of representatives from the Kansas City Public Schools operations and transportation teams, has allocated sufficient funds within the school budget to support transportation. In Year 1 with 180 students enrolled, the design team projects the school will need 2 buses with a projected cost of \$50,000 for each bus. By Year 5, the design team projects the school will need 5 buses to support its transportation policy.

Families living along pedestrian-friendly routes to the school will be encouraged to walk/escort their children to school. Secure bike parking options will be available for students and faculty. Carpool transportation will also be heavily encouraged and utilized. KCNA will host a number of carpool meetings at the opening of each school year to help parents plan and arrange carpools.

If the need arises, KCNA may contract with a local agency to provide additional bus transportation to and from school each day for eligible families beyond the primary attendance zone, depending on need and available resources. As reflected in the proposed budget, contingency funds have been allocated to assure students will be served in extraordinary situations as approved by the school's Board of Directors and according to Missouri state law.

KCNA will only contract with a company that maintains compliance with all applicable U.S. Department of Transportation rules and regulations and state laws, rules and regulations governing vehicle safety equipment, inspections, and licenses. If appropriate to the situation, KCNA will ensure a bid is held to determine the appropriate vendor.

## C.5 Insurance

During the charter application development process, KCNA engaged Charter First Insurance of Arthur J. Gallagher & Company to better understand the school's insurance needs. The KCNA budget reflects adequate allocations for acquisition of the following coverage:

- Directors' and Officers' Liability
- Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation
- Educator's Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits)
- Automobile Liability
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability)
- Workers Compensation Liability
- Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

A copy of the school's quote for projected coverages can be found in Appendix C.5-1. The estimated premium in Year 1 is \$14,541. The estimated premium for Year 5 is \$35,077.

The KCNA Board of Directors will secure service contracts, inclusive of insurance coverage, prior to the start of the school year. KCNA will only contract with insurance carriers rated "A" providers by the AM Best rating guidelines.

## **C.6 School Closure Plan**

During the charter development process, KCNA worked together with our sponsor, Kansas City Public Schools, to develop a comprehensive school closure plan. In the event of a school closure determination, KCNA's first priority will be to ensure a smooth and supportive transition for students, families and staff. Our school closure plan provides for:

- Continuity of instruction until the closure date;
- Identifying new school options for students;
- Meeting the school's financial, legal, and operational obligations in the best interest of all parties.

The complete plan can be found in Appendix C.6-1.

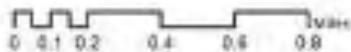


**Appendix A.1 - 1**  
**Map of the Urban Neighborhood Initiative Boundaries**

# Urban Neighborhood Initiative



-  Neighborhood Boundaries
-  Cemetery
-  Park





**Appendix A.1 - 2**  
**Urban Neighborhood Initiative Overview**  
**Purpose Built Communities Overview**

## URBAN NEIGHBORHOOD INITIATIVE OVERVIEW

*Partners Growing Kansas City's core.*

The Urban Neighborhood Initiative (UNI) is an independent 501.c.3 dedicated to revitalizing neighborhoods in the urban core to help establish a more vibrant Kansas City community. It evolved as one of the Greater Kansas City Chamber's "Big 5" initiatives and from work of Greater Kansas City United Way. UNI works in partnership with neighborhood organizations and residents and through collaborative relationships with business, industry, government and community organizations.

The UNI partners with ten neighborhood organizations and with others working in the community and across the region to increase prosperity and improve health and safety and education for current residents and generations to come.

### Prosperity Action Items

- Create more jobs for residents, opportunities for employment at livable wages in the area, and thriving businesses
- Identify education and training opportunities for adults and career development and/or job opportunities for young adults
- Create an access point for comprehensive approach to asset-building supports and services
- Attract mixed income housing and mixed use development to the area
- Strengthen neighborhood restoration and redevelopment of housing and grounds (ex. steps, sidewalks) and infrastructure (ex. curbing, street lighting)

### Safety and Health

- Strengthen neighborhood engagement in fighting crime
- Identify and/or creating more safe places for recreation and exercise
- Develop more healthy food options
- Provide greater access to technology
- Support the development of community gathering places

### Education

- Strengthen the efforts and capacity of parents, community organizations and schools to support school readiness and early learning
- Promote positive child and youth development opportunities for school age children and youth
- Prepare young people for college and careers

UNI strives to build upon and tell the story of the ongoing work done and tremendous progress being made by neighborhood residents to transform their communities.

**Neighborhood/Organizational Partners:** Beacon Hill, Blue Hills, Center City, Ivanhoe, Manheim, Boston Heights/Mt. Hope, Squier Park, Wendell Phillips, 49-63/Troostwood, Key Coalition and Blue Hills Community Services and NHS (Neighborhood Homes Solutions).



PURPOSE  
BUILT  
COMMUNITIES

*Changing neighborhoods.  
Changing lives.*

PURPOSE BUILT COMMUNITIES HELPS LOCAL LEADERS TRANSFORM STRUGGLING NEIGHBORHOODS WITH A PROVEN MODEL TO BREAK THE CYCLE OF INTER-GENERATIONAL POVERTY IN URBAN AMERICA.

Partnering with a local "community quarterback" organization focused on a defined neighborhood, Purpose Built Communities utilizes a three-pronged approach as our model for holistic people + place-based revitalization:

**Mixed-Income Housing**

*Create high-quality mixed-income housing where all residents can thrive.*

**Cradle-to-College Education**

*Establish a seamless cradle-to-college education pipeline that ensures student growth, learning and achievement at every level.*

**Community Wellness**

*Introduce community wellness programs and facilities that promote healthy living and productive lives.*



**A clear purpose,  
with proven results.**

The Purpose Built Communities Model was pioneered in the East Lake neighborhood in Atlanta, starting in the mid-1990s. In 2009, Tom Cousins, Warren Buffett and Julian Robertson founded Purpose Built Communities as a pro-bono consulting firm to help local leaders replicate the success of the East Lake revitalization in other parts of the country. Former Atlanta Mayor Shirley Franklin serves as Executive Chair of the Board of Directors, leading an expert team of consultants with decades of experience.

*The tremendous success of the East Lake revitalization is demonstrated by the following measures →*

<p><b>EAST LAKE MEADOWS IN 1995</b></p>	<p>EDUCATION</p> <p><b>5%</b></p> <p>Of fifth graders met state math standards</p>	<p>EMPLOYMENT</p> <p><b>13%</b></p> <p>Rate of employment; median household income of \$4,536</p>	<p>SAFETY</p> <p><b>18x</b></p> <p>Crime rate 18 times higher than the national average</p>
	<p><b>VILLAGES OF EAST LAKE TODAY</b></p>	<p>EDUCATION</p> <p><b>99%</b></p> <p>Of fifth graders meet or exceed state reading and language arts standards. 94% meet or exceed state math standards among top performing schools in city. (source: Georgia DOE, 2014 CRCT Results)</p>	<p>EMPLOYMENT</p> <p><b>100%</b></p> <p>Of working age adults are employed, going to school, or disabled. Median household income of \$20,000 for working families receiving housing subsidy. (source: internal data, Villages of East Lake, April 2015)</p>

## Our Network Members

*Our growing network creates new possibilities for thousands of people across the country.*

**Atlanta:** East Lake Foundation

**Birmingham:** Woodlawn United

**Charlotte:** Renaissance West Community Initiative

**Columbus:** Partners Achieving Community Transformation

**Fort Worth:** Renaissance Heights Development Group

**Houston:** Connect@6800 Bellaire

**Indianapolis:** Meadows Community Foundation

**New Orleans:** Bayou District Foundation

**Oakland:** Castlemont Community

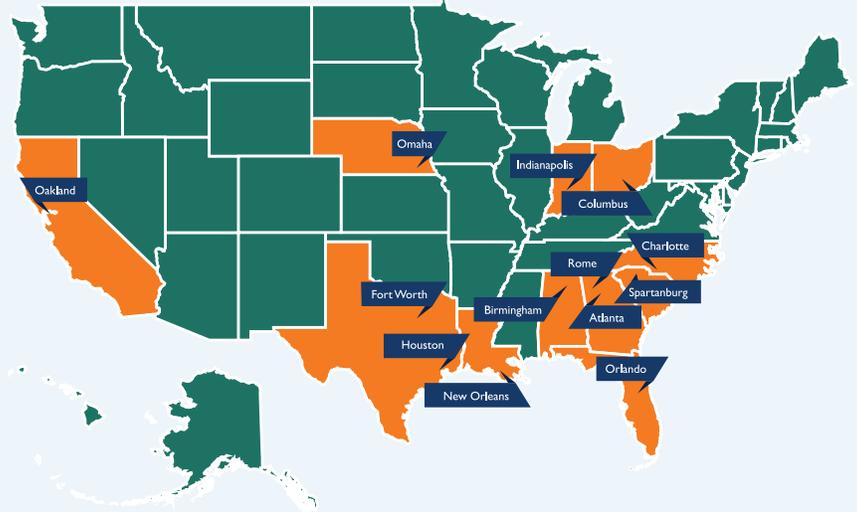
**Omaha:** Seventy Five North Revitalization, Inc.

**Orlando:** LIFT Orlando

**Rome:** South Rome Redevelopment Corporation

**Spartanburg:** Northside Development Group

## A Network of Partners Sharing a Vision for a Better Future



*“Anyone could take this idea and make it work in any community. The model is there, and the barrier has been broken.”*

*~ Former U.N. Ambassador and Former Atlanta Mayor Andrew Young*

OUR MODEL FOR HOLISTIC  
REVITALIZATION CREATES PATHWAYS  
OUT OF POVERTY AND  
BUILDS STRONG, ECONOMICALLY  
DIVERSE COMMUNITIES.

### LEARN MORE

#### General Information

Linda Roberts  
lroberts@purposebuiltcommunities.org  
404.591.7537

#### Media Contact Information

Ethan Davidson  
Vice President of Communications  
edavidson@purposebuiltcommunities.org  
404.591.0923

Like us on Facebook: Purpose Built Communities  
Follow us on Twitter: @PurposeBuiltCS



PURPOSE  
BUILT  
COMMUNITIES

3445 PEACHTREE ROAD NE  
SUITE 175  
ATLANTA, GA 30326  
404.591.1400  
purposebuiltcommunities.org



**Appendix A.1 - 3**  
**2014 Charles R. Drew Charter School Data Summary**

*2014 test scores confirm....*

# Drew students continue to outperform their peers, achieve remarkable results



## Drew Charter School and its students are celebrating another successful year:

- Charles R. Drew Charter School received prestigious “Dispelling the Myth” award from the Education Trust
- Drew was recognized by the Department of Education as a Reward School for Highest Academic Performance, among the top 5% of the State’s Title I schools over the past three years
- Elementary Academy team won 1st place for all classifications at the Sea Perch Invitational Robotics Competition
- Junior Academy Band earned “excellent” ratings and the Senior Academy Band and Orchestra earned “superior” ratings at spring performance competitions
- Senior Academy students placed 2nd and 3rd in their first APS Academic Decathlon
- Girls Soccer and Basketball won 2<sup>nd</sup> place in the district athletic league

All Georgia students, grades 3-8, take the **Georgia Criterion Reference Competency Test (CRCT)**.

The latest scores\* reflect Drew students’ impressive accomplishments and demonstrate their knowledge, proficiency and achievement.

The percentage of Drew students (grades 3-8) who met or exceeded state standards in 2014 testing:	98%	<b>Reading</b>
	98%	<b>Language Arts</b>
	94%	<b>Math</b>
	88%	<b>Science</b>
	93%	<b>Social Studies</b>

## 2014 CRCT Scores

### % of Drew Charter Students Who Meet or Exceed State Standards

Grade	Reading	Language Arts	Math	Science	Social Studies
3	98%	95%	95%	84%	92%
4	98%	94%	97%	93%	93%
5	99%	99%	94%	90%	96%
6	98%	98%	93%	78%	93%
7	97%	100%	90%	94%	95%
8	100%	100%	96%	90%	91%

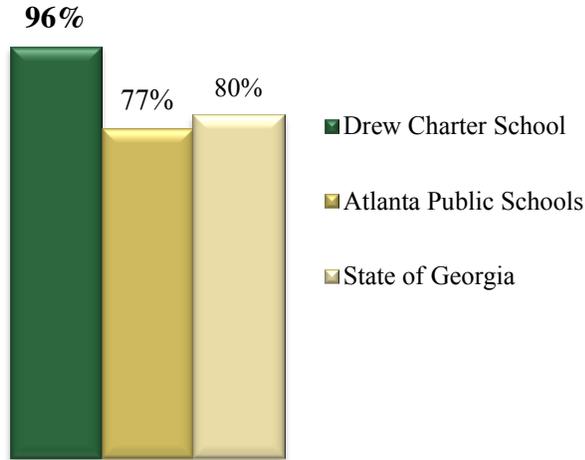
# 2014 test scores confirm...

## Drew students continue to outperform their peers, achieve remarkable results



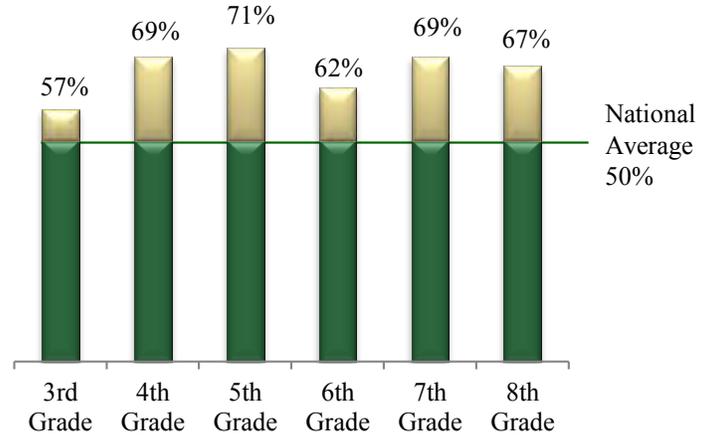
### Students excel in language and literacy

Consider the performance of the 2014 Drew eighth grade class % who meet or exceed standards on the Georgia Writing Assessment:



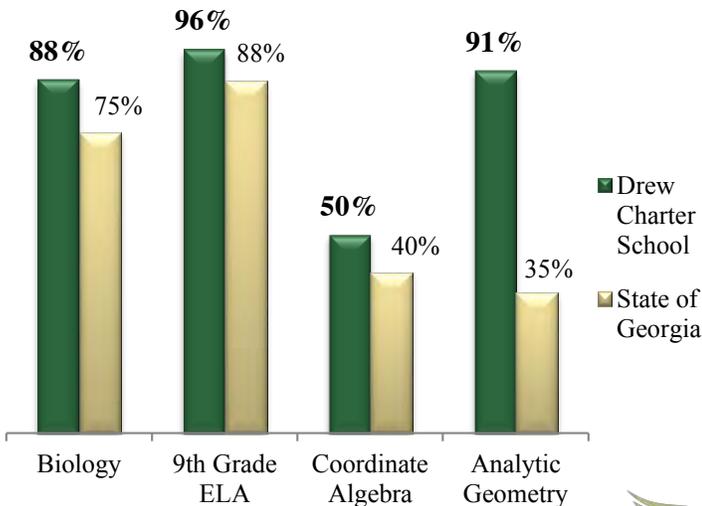
### Iowa Test of Basic Skills (ITBS)

Drew students are competitive with the nation in all subjects. Below is the percent of students that scored at or above the nation in Social Studies:



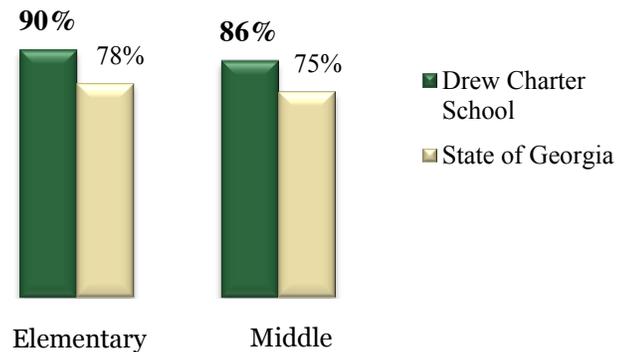
### Senior Academy students excelled in state End of Course Tests (EOCT)

Consider the % of Drew 9<sup>th</sup> grade students who met/exceeded standards compared to the State of Georgia:



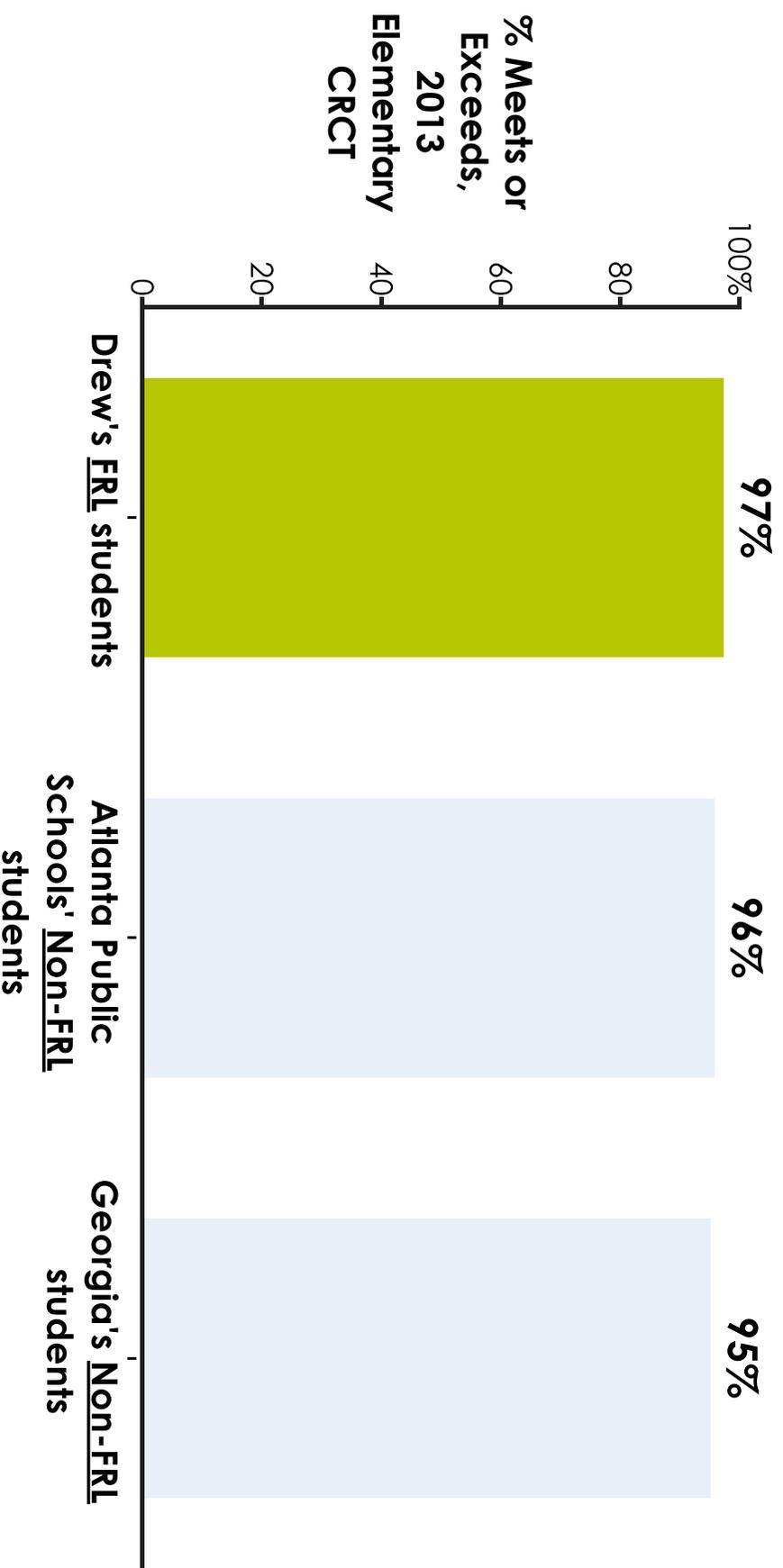
### Georgia Department of Education College and Career Ready Performance Index (CCRPI)

Drew compared favorably to the State on CCRPI which takes into consideration test data as well as other measures of success:



# ...Drew has closed the achievement gap...

Drew's low-income students perform better than city / state higher-income students



Source: GA Department of Education (CRCT scores – 2013).

# Drew's African-American boys achieve at the highest levels, defying national trends

## National Trends

- Reading scores of 8<sup>th</sup> grade African-American boys were barely higher than the scores of 4<sup>th</sup> grade white girls.
- White boys were almost twice as likely to achieve “basic” or higher-level skills in math than their African-American peers.

## Achievement of African-American boys at Drew

- 100% of Drew's African-American boys in 8<sup>th</sup> grade met expectations on the reading CRCT and most, 59%, exceeded expectations
- The Drew difference is especially pronounced in math, science, and social studies. Drew's African-American boys outperform APS and State all student averages by a wide margin.

### Drew African-American Boys' Performance Relative to District/State: CRCT % meet/exceed in Math, Science, Social Studies Grades 6-8

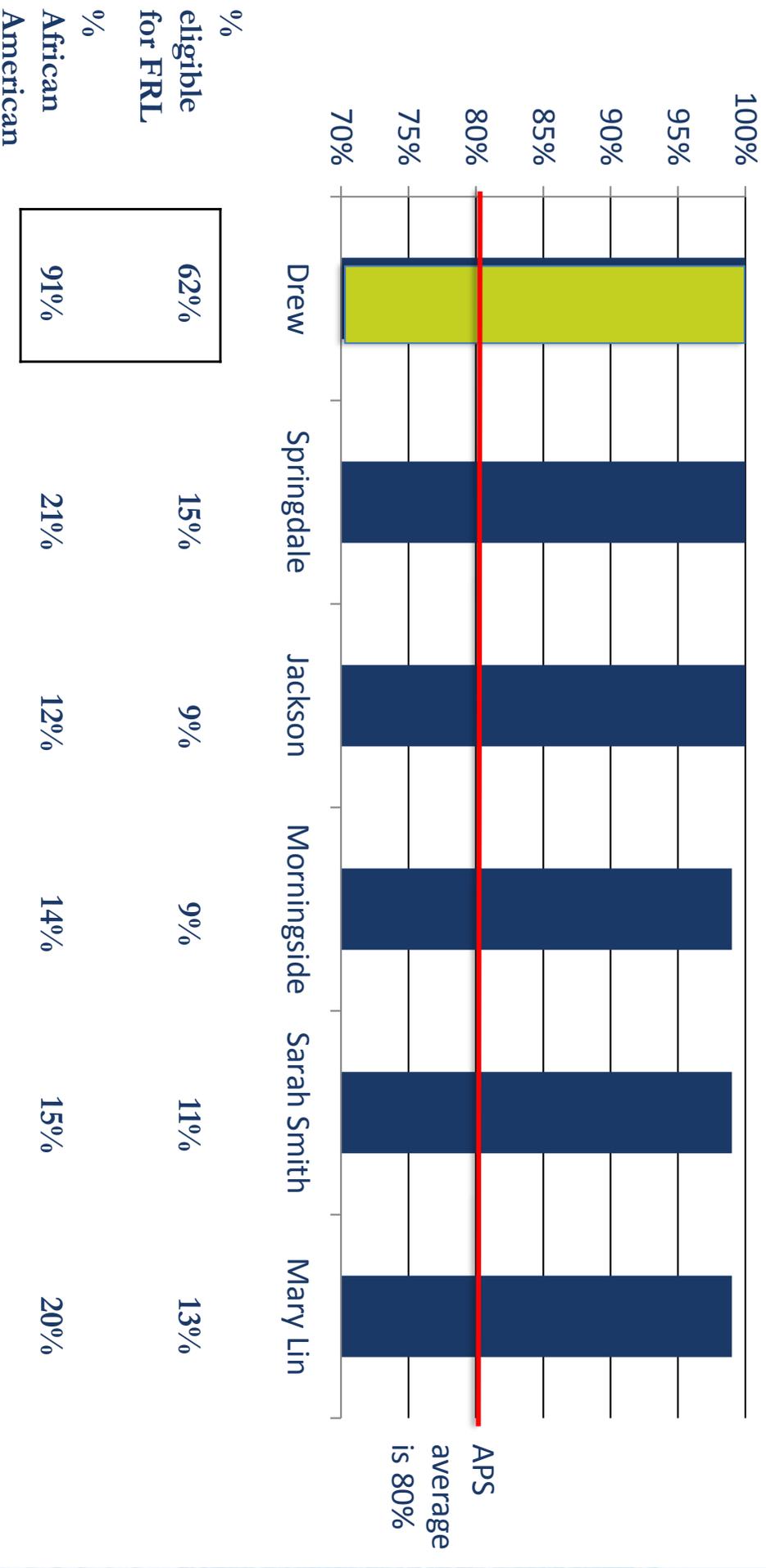
Subject	Math	Science	Social Studies
APS	+20	+24	+26
State	+10	+11	+14

**Notes:** National trends (according to NAEP): 46% of African-American boys achieved “basic” or higher-level skills in math compared with 82% for white boys

**Source:** Drew internal analysis of GA Department of Education CRCT data, 2013-4; National Assessment for Educational Progress (NAEP), PBS, National Affairs

# Educational Equity: Drew's results are equal to or higher than the best (and wealthiest) APS schools

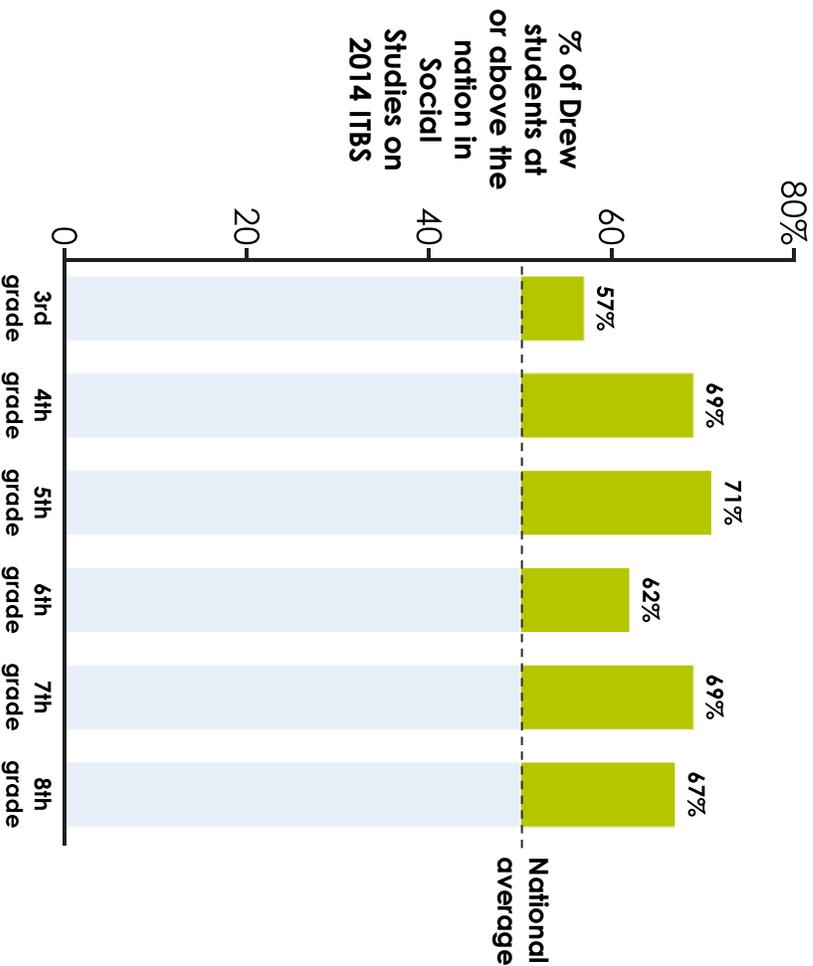
Percentage of Drew 3<sup>rd</sup> graders who meet or exceed standards on the Reading CRCT (2012)



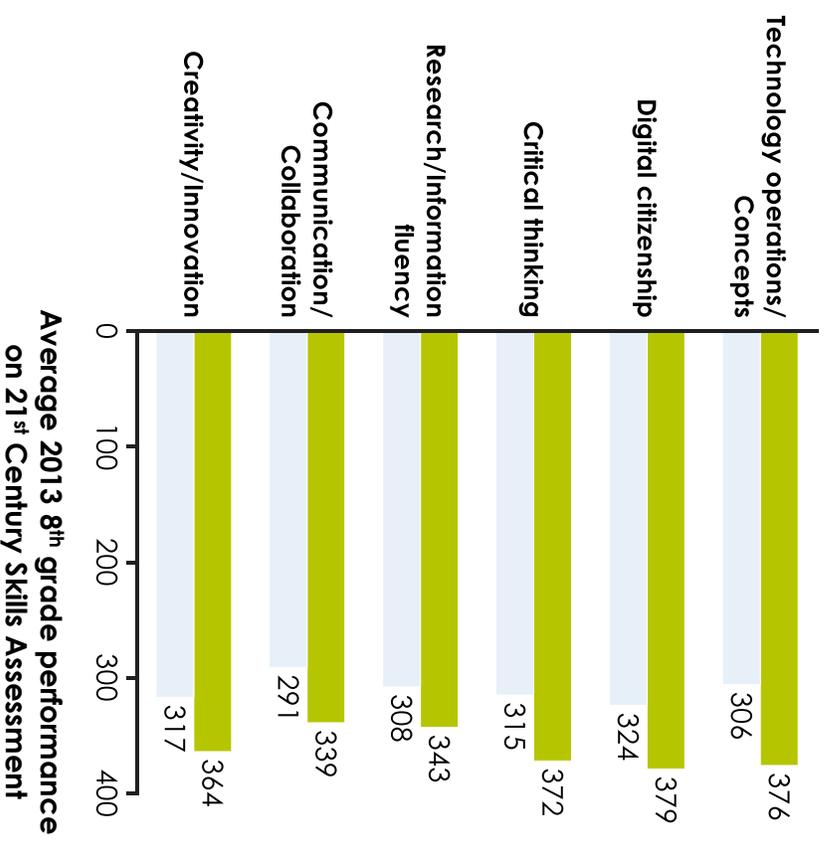
Source: GA Department of Education (CRCT scores – 2012); FRL: GA Department of Education Report Card 2011.

... and made Drew's students nationally and globally competitive.

**Nationally competitive on the Iowa Test of Basic Skills**



**Globally competitive on 21<sup>st</sup> Century Skills assessment**



Average 2013 8<sup>th</sup> grade performance on 21<sup>st</sup> Century Skills Assessment

■ Drew average    ■ Global average

# Drew Charter School's model has earned it national praise

One of Scholastic's "25 coolest schools" in America



THE COOLEST SCHOOLS IN AMERICA

What's hotter than the STEM curriculum you've heard so much about? In Georgia, they're betting on STEAM

— an approach that adds an "A" for Arts into the traditional STEM focus on Science, Technology, Engineering, and Math. **Leading the way is Drew, an award-winning charter school that's already seen success transforming young lives in one of Atlanta's toughest neighborhoods.** A \$1 million innovation grant from the state allows the school to partner with two top area universities in creating the new curriculum: Georgia State, which guides its music programs, and Georgia Tech, which guides the school's robotics program.

National recognition for consistent results



WASHINGTON (November 10, 2014) — The Education Trust will honor three outstanding public schools at the Twelfth Annual Dispellling the Myth Awards ceremony on Thursday, Nov. 13. **These schools have shown success in educating students from diverse racial and socioeconomic backgrounds — effectively dispelling the myth that these students' challenges are insurmountable.**

"No child's future should be determined by her zip code or skin color," said Kati Haycock, president of The Education Trust. "Through their hard work and diligence, **the educators and staff in these schools have proven that all students can succeed when they have the right resources, committed educators, and adequate support.** The Dispellling the Myth Award recipients affirm that closing gaps and boosting achievement is not only attainable but also well within reach."



**Appendix A.2 - 1**  
**Sample Lesson Plans**

# Lesson Plan (5-E Model):

## (3<sup>rd</sup>) Freedom Fighters

<i>E's</i>	<i>Activity</i>	<i>Notes</i>
<p><b>Engagement</b></p> <hr/> <p>Object, event or question used to engage students.</p> <p>Connections facilitated between what students know and can do.</p>	<p>The students will study the following Freedom Fighters:</p> <p><i>Paul Revere, Frederick Douglass, Mary McLeod Bethune, Susan B. Anthony, Franklin Roosevelt, Eleanor, Roosevelt, Lyndon B. Johnson, Thurgood Marshall, Cesar Chavez</i></p> <p>Teacher used a variety of engaging activities to stimulate student learning.</p> <p>*Videos: Liberty Kids, Safari Montage, Brain Pop</p>	<p>The students were interested in learning more about the varying Freedom Fighters after watching bio- clips and/or cartoons depicting the importance of these persons of history.</p>
<p><b>Exploration</b></p> <hr/> <p>Objects and phenomena are explored.</p> <p>Hands-on activities, with guidance.</p>	<p>The students explored Biography books on the Freedom Fighters. Using the information obtained in the biography books, the students created Facebook pages.</p> <ul style="list-style-type: none"> <li>The Facebook page format was similar to the screen shot of an actual Facebook page posting. (see page 7)</li> </ul>	<p>Showing students a sample Facebook posting allowed them a better understating of how to later create a Facebook posting for each Freedom Fighter.</p>
<p><b>Explanation</b></p> <hr/> <p>Students explain their understanding of concepts and processes.</p> <p>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</p>	<p>Teacher explained the difference and similarities shared between the Freedom Fighters. Students were able to compare and contrast the importance of each person's contribution to society.</p> <p>Explore and explain the specific contributions to society made by each Freedom Fighter.</p> <p>(See pages 8-11 for different graphic organizers for compare and contrast)</p> <p><a href="#">Harvey Silver, Compare and Contrast</a>, ASCD</p>	<p><b><u>Compare and Contrast strategy:</u></b></p> <p>Students use to conduct a comparative analysis using criteria to draw conclusions and infer possible causes and effects Reference Harvey Silver, Strategic Teacher.</p>

	<a href="#">Read Write Think, Compare and Contrast Organizer</a>  <a href="#">Worksheets Work.com Compare and Contrast Organizer</a>	
<p><u>Elaboration</u></p> <p>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</p>	<p>Students worked in groups to play the Freedom Fighter game</p> <p>*ATTACH SB game</p>	
<p><u>Evaluation</u></p> <p>Students assess their knowledge, skills and abilities.</p> <p>Activities permit evaluation of student development and lesson effectiveness.</p>	<p>Formative/Informal assessment:</p> <p>*Facebook page (see page 7)</p> <p>*Freedom Fighter biography booklet</p> <p>*Freedom Fighter Project (see page 4)</p> <p>*Freedom Fighter Project Rubric (see page 6)</p> <p>*Study Island: Americans who Expanded Democracy subtest (Multiple choice 20 questions)</p>	<p>Assessment date was used in Pre- and Post Test data</p>



# Freedom Fighters Project

For the next several weeks, we will be studying American leaders who helped expand people's rights and freedoms. We will also discuss and elaborate on how they have influenced and impacted our society.

Each student will be responsible for completing the following steps outlined in the procedures.

## Procedure:

- 1.) **Cover page:** The cover page will include the name of the freedom fighter; important dates and/or birth date: written by: \_\_\_\_\_ (see example)
- 2.) Draw a portrait of the freedom fighter and glue/add it to the cover page.
- 3.) **Page 1:** write a description of the freedom fighter. Include their hometown and facts about where they are from.
- 4.) **Page 2:** Write a description including information about "Why is the freedom fighter famous?" and "What did he/she do to become so famous?"
- 5.) **Page 3:** Write a description about their impact on society. "What would our country be like without this person's contributions to America? Explain."
- 6.) **Page 4:** Each person represents one of the following words of freedom: (*Liberty, Diligence, Freedom of Expression, Cooperation, Freedom of Conscience, Tolerance, Justice, Respect*) Choose **3** words that correctly resemble our freedom fighter and describe why they represent the words.

\*Here is a list of options for completing this assignment:

- Microsoft PowerPoint presentation
- Prezi
- [www.readwritethink.org](http://www.readwritethink.org) (site has various options; choose one option from the list below)

\*Site navigation tips:

- 1.) Teacher resources 3<sup>rd</sup>-4<sup>th</sup> (found on the bottom of the screen)
- 2.) Student Interactives (click to see all interactive)

\*OPTIONS from this site:

- Bio Cube and Interactive timeline
- character trading cards

-flipbook

- Booklet (using construction paper)

Decide which option works best for you. The completed project is due XXXXXX. If you have any questions, please let me know.

## Freedom Fighter project Rubric

	EXCEEDS	MEETS	DOES NOT MEET
<b>Cover page</b>	The cover page includes the name of the Freedom fighter, important dates; birth date	The cover page includes the name of the Freedom fighter, <b>some</b> important dates/birth date	The cover page is <b>missing</b> the name of the Freedom fighter, or all important dates/birth date
Portrait of the freedom fighter	Portrait of the freedom fighter is <b>COMPLETE</b>	<b>PARTIAL</b> portrait of the freedom fighter is drawn	<b>DOES NOT</b> draw a portrait of the freedom fighter
<b>Page 1</b>	Writes a <b>COMPLETE</b> description of the freedom fighter. Include their hometown and facts about where they are from	Writes a <b>PARTIAL</b> description of the freedom fighter. Include their hometown and facts about where they are from	<b>DOES NOT</b> write a description of the freedom fighter. Include their hometown and facts about where they are from
<b>Page 2</b>	Writes a <b>COMPLETE</b> description including information about "Why is the freedom fighter famous?" and "What did he/she do to become so famous?"	Writes a <b>PARTIAL</b> description including information about "Why is the freedom fighter famous?" and "What did he/she do to become so famous?"	<b>DOES NOT</b> Write a description including information about "Why is the freedom fighter famous?" and "What did he/she do to become so famous?"
<b>Page 3</b>	Writes a <b>COMPLETE</b> description about their impact on society. "What would our country be like without this person's contributions to America? Explain."	Writes a <b>PARTIAL</b> description about their impact on society. "What would our country be like without this person's contributions to America? Explain."	<b>DOES NOT</b> Write a description about their impact on society. "What would our country be like without this person's contributions to America? Explain."
<b>Page 4</b>	Each person represents one of the following words of freedom: ( <i>Liberty, Diligence, Freedom of Expression, Cooperation, Freedom of Conscience, Tolerance, Justice, Respect</i> ) Choose <b>3</b> words that correctly resemble our freedom fighter and	Each person represents one of the following words of freedom: ( <i>Liberty, Diligence, Freedom of Expression, Cooperation, Freedom of Conscience, Tolerance, Justice, Respect</i> ) Choose <b>2-1</b> words that correctly resemble our freedom	Each person represents one of the following words of freedom: ( <i>Liberty, Diligence, Freedom of Expression, Cooperation, Freedom of Conscience, Tolerance, Justice, Respect</i> ) Choose <b>0</b> words that correctly resemble our freedom fighter and

	describe why they represent the words.	fighter and describe why they represent the words.	describe why they represent the words.
--	--	--	--

# Lesson Plan (5-E Model):

## (3<sup>rd</sup>) U.S. Government Made Simple...

<i>E's</i>	<i>Activity</i>	<i>Notes</i>
<p><u>Engagement</u></p> <p>Object, event or question used to engage students.</p> <p>Connections facilitated between what students know and can do.</p>	<p>We played a collective game called “Count to 10”. This game involved a few simple rules:</p> <p>(1) Each class will work together to count to 10 without anyone repeating a number.</p> <p>(2) If any # is repeated, the entire group must begin again from the beginning.</p> <p>(3) Discuss the results and decisions made by the group at the end of play.</p>	<p>After having to reset/restart the counting repeatedly during the intro-game, the students determined that there was a need for some type of organization of their efforts (in order to become more efficient and effective in completing the simple objective to count to 10).</p>
<p><u>Exploration</u></p> <p>Objects and phenomena are explored.</p> <p>Hands-on activities, with guidance.</p>	<p>They examine a history of governance (through ancient and modern civilizations) and why people need to be organized in order to be civilized. Resources will vary...I began with this one- <a href="http://mocomi.com/a-brief-history-of-governance/">http://mocomi.com/a-brief-history-of-governance/</a> (see project at the end).</p> <p>We viewed this Brain POP video about one of the first known civilizations, the Sumerians: <a href="http://www.brainpop.com/socialstudies/worldhistory/sumerians/preview.weml">http://www.brainpop.com/socialstudies/worldhistory/sumerians/preview.weml</a></p>	<p>The project referenced in the first resource (to the left) is worth engaging in and discussing with the class during/after the lesson is completed.</p>
<p><u>Explanation</u></p> <p><b><u>Mind Mapping: First Instructional Strategy</u></b></p> <p>Students explain their understanding of concepts and processes.</p> <p>New concepts and skills are introduced as conceptual clarity</p>	<p>Discuss the similarities and differences between current practices within a structured governmental system (as in the U.S.) and those in other parts of the world.</p> <p>Explore and explain new governmental structures (i.e. oligarchy, monarchy, etc.) and their unique characteristics.</p> <p><a href="http://mocomi.com/types-of-government/">http://mocomi.com/types-of-government/</a></p> <p>Use mind mapping to organize understanding of these systems.</p>	<p><b>Mind Mapping Strategy</b>-Explain Mind Mapping and the benefits thereof; along with how to complete one using one of the new forms of government you have heard about.</p> <p>(Complete together with teacher at first...watch video: <a href="http://www.youtube.com/watch?v=wLWV0XN7K1g">http://www.youtube.com/watch?v=wLWV0XN7K1g</a>)</p> <p>Also, see Michael Gelb’s book, <a href="#">How to Think Like Leonardo da Vinci</a></p>

<p>and cohesion are sought.</p>		<p><a href="#">Mind Tools, how to do mind-mapping.</a></p>
<p><b><u>Elaboration</u></b></p> <p>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</p> <p><b><u>Reading for Meaning: Second Instructional Strategy (included)</u></b></p>	<p>Students work in small groups of 3-4. Employ Jigsaw strategy (Harvey Silver’s Strategic Teacher)- Write skits and act them out for class to reveal a demonstration of a possible scenario within the assigned governmental system.</p> <p>Study the U.S. levels and branches of government using mind mapping as an effective note-taking strategy that will be updated on a regular basis throughout the unit.</p>	<p><b><u>Reading for Meaning Strategy-</u></b> Explore related topic of debt as it relates to the U.S. Government. (See <i>resources, article students read and the Reading for Meaning Template they used, on pages 4-7</i>)</p>
<p><b><u>Evaluation</u></b></p> <p>Students assess their knowledge, skills and abilities.</p> <p>Activities permit evaluation of student development and lesson effectiveness.</p>	<p>Formative/Informal assessment: Mind-Mapping...Build and update a mind map about the U.S. government organization (Branches and levels).</p> <p><a href="http://mocomi.com/types-of-government/">http://mocomi.com/types-of-government/</a></p> <p>(See Team project and write a personal reflection based upon the facts and feelings associated with these structures.)</p>	<p>Assessment options vary. (Optional: Study Island-GPS Social Studies Level and Branches of Government subtests/Economics subtest(s))</p>

## Reading for Meaning

### Debt Debate: Six Keys to Understanding the Issue

Name \_\_\_\_\_

Date \_\_\_\_\_

Proof For	Statement	Proof Against
	<p>Our government will find a way to pay back all that it owes in a relatively short amount of time.</p> <p><input type="checkbox"/> Agree   <input type="checkbox"/> Disagree</p>	
	<p>My mom and dad will be able to retire comfortably and so will I if I remain in this country.</p> <p><input type="checkbox"/> Agree   <input type="checkbox"/> Disagree</p>	

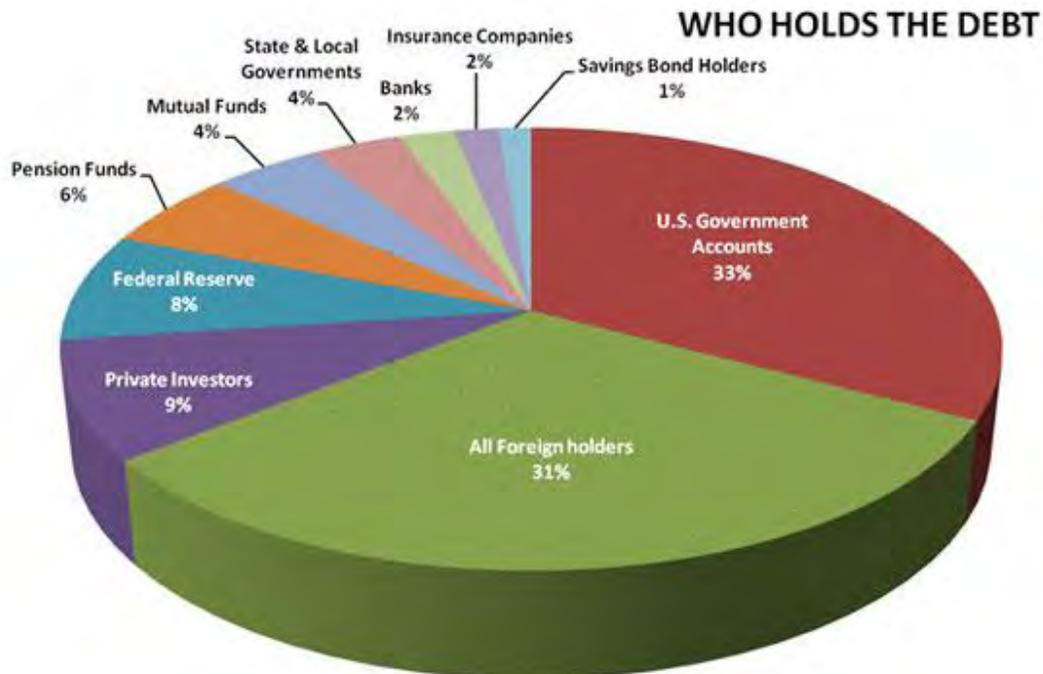
	<p>Other countries trust the U.S. Government and our ability to pay others back.</p> <p><input type="checkbox"/> Agree    <input type="checkbox"/> Disagree</p>	
<p>1. If you were advising the president, what possible solutions would you suggest as a way to get out of debt?</p>		

## Debt Debate: Six Keys to Understanding the Issue

July 8, 2011

By Z. BYRON WOLF and DAN ARNALL

A guide to who holds U.S. Debt and Why the Debate in Washington is important.



The American government is broke. Rather, like many American families, it uses borrowed money to operate on a daily basis. But unlike the average American, the government doesn't ask a bank or credit card company for more money; it can sell more debt on the open market and raise its own credit limit.

The government has sold debt almost since the [beginning of the Republic](#). You can buy it in the form of Savings Bonds. Institutions, governments and professional investors from around the world also buy debt, but in much larger quantities. The Social Security system owns the most U.S. debt. Foreign governments, including China, own 31 percent.

With government spending and taxes key political issues, the Republicans and the Democrats cannot agree on how much more money to spend and borrow. If an individual wanted to borrow more, he would ask his bank to raise his credit limit. The government can do this by getting Congress to raise the debt ceiling.

And so White House and Congressional negotiators have been in closed-door negotiations for months trying to figure out a way to change the way the government spends money before they agree to borrow more.

***Here's a simple guide to some key points of the debate:***

### **How much money does the government owe?**

The U.S. government owes more than [\\$14.34 trillion dollars](#) and counting. The average citizen's share of that debt is about \$46,000. The government reached the legal debt ceiling on May 16, when it owed \$14.29 trillion, but the Treasury Department has averted default by placing IOUs in some federal worker retirement accounts. On Aug. 2, this will no longer be permissible, according to Treasury Secretary Timothy Geithner. Congress has to approve raising the debt ceiling before then in order for the government to be able to pay all its bills.

### **How much more does the government need to borrow?**

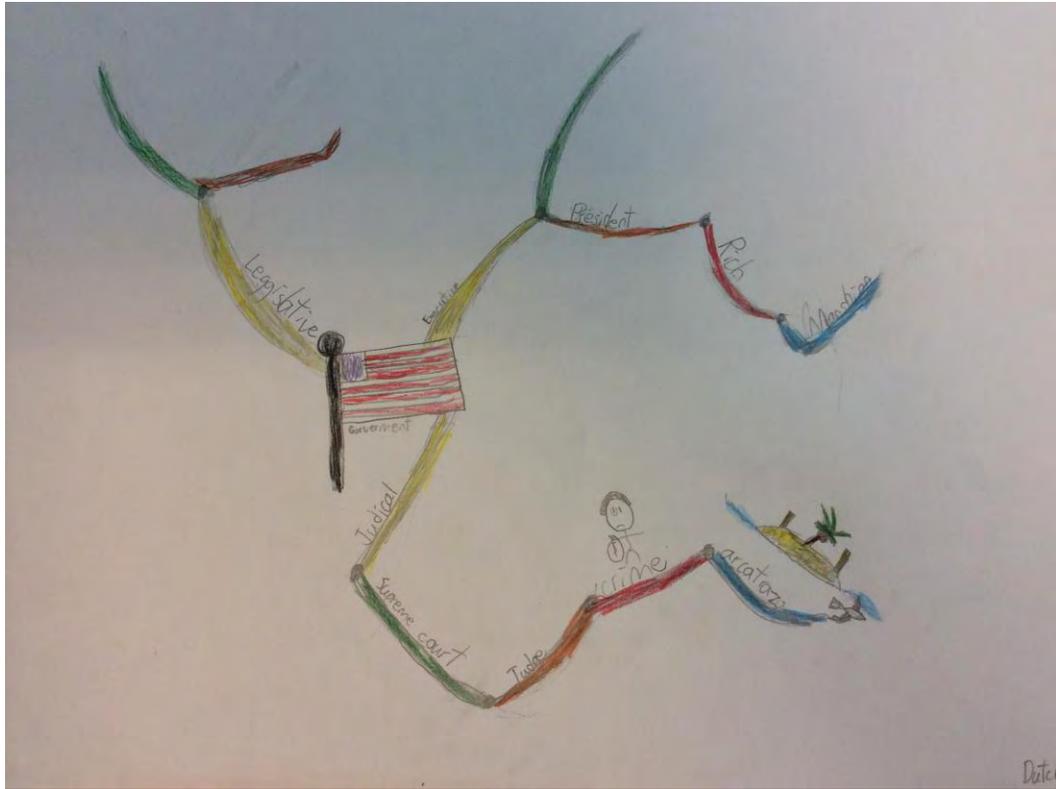
The figures are astronomical. The government pays more than \$1 billion each day just on interest on the debt. Overall federal spending is more than \$10 billion a day for all the services the government provides.

To keep up with all that spending, the nonpartisan government accountant (the Congressional Budget Office) estimates that the U.S. will add about \$6.7 trillion to the national debt during the next decade. That's an increase of 47 to 50 percent in just 10 years.

Everyone seems to agree that this is an unsustainable path.

The Baby Boom generation is just beginning to qualify for Medicare and Social Security, and those programs will be overcome within decades because there aren't enough workers paying into the system to support the people retiring. CBO has said the size of the government's debt could equal what the [entire U.S. economy generates](#) within a decade.





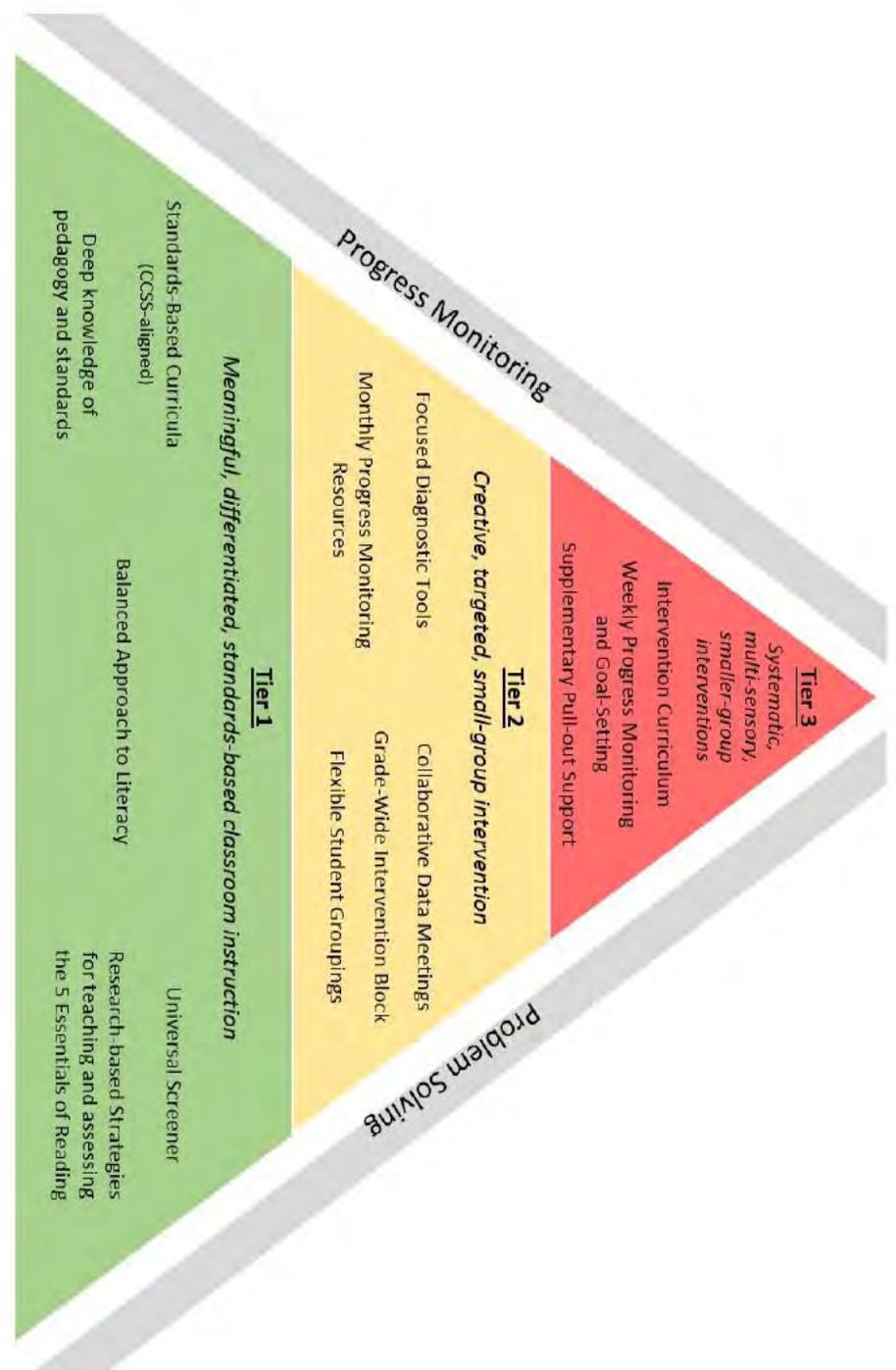


**Appendix A.2-2**

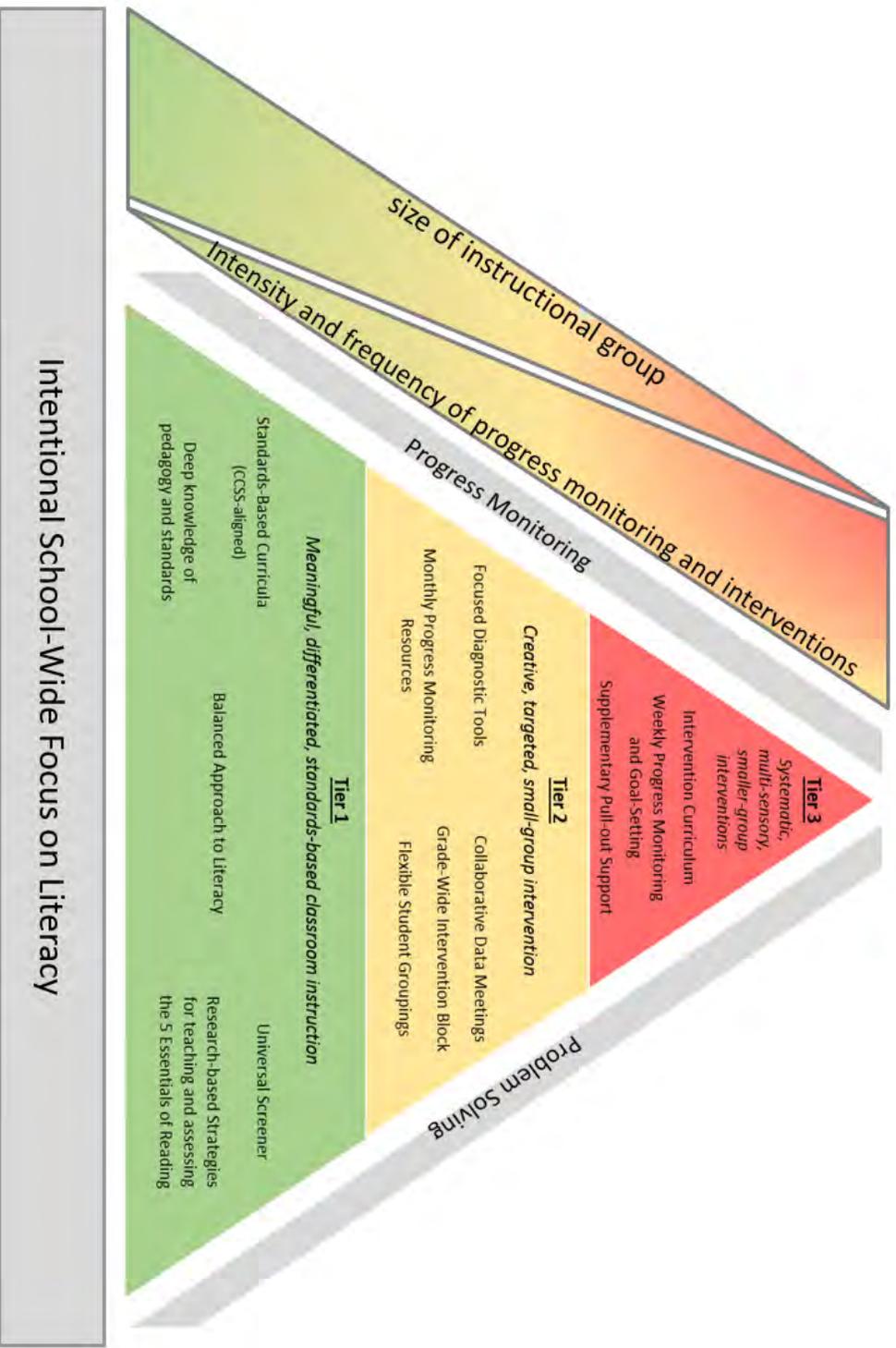
**KCNA Tiered Approach to Literacy and Math Instruction**



# KCNA Tiered Approach to Literacy Instruction



# KCNA Tiered Approach to Math Instruction





**Appendix A.2-3**  
**Drew's Project-Based Learning Vision**



*Welcome to Project-Based Learning at Charles R. Drew Charter School! The purpose of this document is to serve as a vision for project-based learning (PBL), as it is implemented at Drew and how it supports the mission and vision of the school. It outlines the goals and values of our school and our culture. It is not intended to be a list of rules to comply with, but to be a document that outlines our shared values.*

# What is Project-Based Learning?

PBL is an instructional approach that engages students in authentic learning activities designed to answer a question or solve a problem. Students learn 21<sup>st</sup> century skills as they learn core content through rigorous, hands-on experiences. Unlike projects that are sent home in addition to the “real” work, in a PBL environment, projects are the centerpieces of the lesson. Teaching occurs *through* the project, rather than teaching and then doing a project. PBL is the main course, not the dessert. Students use technology tools in ways that professionals do – to communicate, collaborate, research, analyze, create, and publish their work for authentic audiences.

In a traditional school students learn **about** something. In a PBL school, students are using content to **do** something.

According to the Buck Institute, PBL should include the following components:

- Is intended to teach key knowledge, understanding, and success (21<sup>st</sup> century) skills.
- Requires sustained inquiry as part of the process of learning and creating something new.
- Is organized around a challenging problem or solution.
- Allows student voice and choice.
- Includes processes for students to reflect on what they’re learning, how they’re learning, and what they’ve accomplished.
- Engages students in authenticity throughout the entire project process.
- Engrosses both students and teachers in a process of critique and revision.
- Involves an authentic, public product.

**NEW MODEL for GOLD STANDARD PBL:**



# Why Project-Based Learning?

*“Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead, the individuals who are emerging as the new ‘winners’ – the new thrivers – of the twenty-first century are those who possess above-average creativity, strong analytical skills, a knack for foresight, and – surprise – good people skills. As Daniel Pink and others are asserting, it is the right-brainers who are taking over the present economy. They are the inventors, the designers, the listeners, the big-picture thinkers, the meaning makers, and the pattern recognizers – those who know how to optimize and creatively maneuver the facts, not just memorize or regurgitate them. All this they do while knowing how to effectively team with others.”*

-Stephen R. Covey, The Leader in Me

From the very beginning, Drew’s mission has been simple – **Create a community school that breaks the cycle of poverty.** In addition to helping students develop as lifelong learners, they need to be prepared to be lifelong *earners*. This work extends beyond the walls of the school building to creating a support system that ensures our students are prepared to take advantage of the opportunities that exist beyond K-12 years.

Studies show that employers are looking for more than just content knowledge. They are looking for individuals who can creatively solve problems, communicate, and collaborate.

## TIME

“The gap in these “soft” skills is very real. Professionalism/work ethic, teamwork/collaboration, and oral communication rank among the top five skills valued by employers hiring candidates at any educational level, according to [one study](#). Yet employers rank significant portions of those entering the workforce deficient on all these dimensions.”

<http://time.com/3198142/here-are-the-crucial-job-skills-employers-are-really-looking-for/>

## Forbes/NACE

“Are you able to work effectively in a team? That’s the skill employers most want when they are recruiting new college grads. The next most important skill: ability to make decisions and solve problems.

1. Ability to work in a team
2. Ability to make decisions and solve problem
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally with people inside and outside an organization
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others”

<http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/>

Studies have shown that while the economic landscape has changed, traditional methods of instruction were not yet preparing students with skills employers desired most. To ensure that Drew students graduate career and college-ready, school transformation was necessary. In response to the need to prepare students for a new economic landscape, Drew moved

forward with project-based learning as its primary instructional strategy K-12. Drew strongly believed that PBL would be the vehicle to help our students master content standards and develop 21<sup>st</sup> century skills along the way.

## **Common Core**

Changes in standardized assessment were also looming on the horizon. A changing economic landscape made rigorous standards that are consistent across states necessary to ensure that all students have the skills and knowledge they need to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad. Moving to Common Core standards and the potential for national assessments necessitated a change in instructional practice.

### Business News Daily

“With competition for new jobs at an all-time high, employees must have the skills employers are targeting.

From the ability to communicate effectively to the willingness to wear multiple hats around the office, employers today seek workers with a variety of the skills. Here are 10 skills employers look for most in today's fast-paced, technologically advanced workplace:

1. Commitment
2. The Extra Mile
3. Wear Multiple Hats
4. Positive Attitude
5. Decision Makers
6. Passion
7. Organized
8. Dependable
9. Communication
10. Conscientiousness”

<http://www.foxbusiness.com/personal-finance/2013/03/14/10-job-skills-every-employer-wants/>

Common Core standards focus on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. In order to facilitate student mastery of Common Core standards, instruction needs to evolve. PBL is one strategy that is believed to facilitate this evolution.



**Core Components  
of PBL at DCS**

**Service & Social Justice**

**Authentic Public Audiences  
& Partnerships**

**Collaboration, Revision, &  
Reflection**

**Authentic Application**

**21<sup>st</sup> Century Skills**

**In-depth Student Inquiry**

**Research-Based Best Practices**

## In-depth Student Inquiry

In the simplest terms, students do the thinking. Rather than being presented with information, students are presented with a problem or a challenge. They ask questions and synthesize information to analyze, evaluate and solve these problems or challenges.



### PBL SNAPSHOT GRADE 7

*Driving Question: Is a peaceful solution possible for the Palestinians and Israelis?*

*This question lends itself to high levels of student inquiry. Throughout the unit, students should be given opportunities to synthesize and evaluate content and learning experiences to develop an informed opinion and answer this question.*

Inquiry takes place throughout the project, but begins with the Driving Question and Entry Event. Traditionally, students are presented with the objectives they are to learn and are told what their assignments will be. In PBL, students are first presented with a complex and authentic question, problem, or challenge. Once students engage with the problem, they begin to wrestle with a driving question. This engages and hooks students, gives them the opportunity to begin to think critically, and sets a deeper purpose for learning. Instruction thereafter helps students acquire the content knowledge and 21<sup>st</sup> century skills they will need to answer the Driving Question.



### PBL SNAPSHOT 3<sup>RD</sup> GRADE

*Driving Question: How can we prepare for Atlanta's change in weather?*

*What did we learn from the "Snowpocalypse"? 3<sup>rd</sup> grade partnered with community members and experts to learn how people in Atlanta were affected by unexpected winter weather last year. Then students explored how heat is produced, transferred, and measured. Through this work they learned important Math, Science, and Language Arts content. Using this knowledge, students designed creative solutions to community problems involving heat for specific audiences, including emergency workers, families, and members of the homeless population. Students designed community action kits that included information and prototypes of survival products invented by the students. Prototypes were reviewed by a representative of Georgia Power.*

## 21st Century Skills

According to the Partnership for 21<sup>st</sup> Century Learning,

*“All learners need and deserve 21st century learning opportunities to thrive as tomorrow’s leaders, workers, and citizens. A profound gap exists between the knowledge and skills most students learn in school and the knowledge and skills they need for success in their communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments.”*

Simply put, in order to make sure students are truly college and career ready, they need to develop “soft skills” that the Partnership for 21<sup>st</sup> Century Learning calls the 4C’s - communication, collaboration, critical thinking, and creativity. The Buck Institute now refers to these skills as simply “success skills.”

In addition, Drew focuses on the development of other skills that impact student success, such as grit, resilience, agency and self-efficacy. To support this work, Drew Charter partners with The Pacific Institute, a company designed to help organizations and individuals reach their full potential.



### PBL SNAPSHOT 2<sup>ND</sup> GRADE

**Driving Question:** *Do you know what’s in your food?*

*To explore how changes can take place through the government levels, leaders, and voting process, students explored the content of our food. They researched:*

*\*What’s in your food?*

*\*Who controls what’s in your food?*

*\*What should be in your food? What should you be eating?*

*\*What can you do to make sure you’re getting the food you should be?*

*These investigations helped students understand how government helps all levels of communities and why government is important. Students completed scientific investigations of fast food and explored how citizens interact with government leaders to solve authentic problems they discovered by researching the content of the food we eat. Through inquiry, students interacted with government leaders to make improvements to the quality of our food.*

This focus on 21<sup>st</sup> Century Skills can be seen through the use of New Tech Network’s Learning Outcomes. In grades 6-12, students are not only graded on content knowledge, but on the following learning outcomes:

- Knowledge and Thinking
- Oral Communication
- Written Communication
- Collaboration
- Agency



### PROJECT SHOWCASE 8<sup>th</sup> Grade Science

**Driving Question:** *How can we change the look of scientists in the eyes of kids?*

*Students collaborated with a prominent film producer to create movie trailers and a music video integrating energy concepts to encourage younger students to pursue science.*

## Authentic Application

Why do students need to learn the content? How is it applied in the real world? These are the questions that are answered for students when they are engaged in authentic learning experiences. Typically, when teachers think of projects, they are actually thinking of a **product** they want students to create. PBL, in contrast, engages students in a **process** of learning that allows students to engage in the world outside of the walls of their school, to experience a deeper purpose for learning content than passing a test or getting a grade.

Authentic application can be seen in a variety of ways throughout a project:

- The driving question
- Entry events
- Partnerships with authentic and public audiences
- The tasks and products students complete
- The dialog and discourse that happens in the classroom

***If you can throw it away at the end of the unit, it probably wasn't project-based learning.***

PBL means that rather than simply learning **about** something, students are **doing** something for an authentic purpose. There needs to be a greater purpose to completing the tasks and assignments of a project than just because “my teacher told me to.” Specific assignments and activities play an important role in PBL, but the ultimate result of these activities is to provide students practice with the skills and content they need to ultimately answer a Driving Question.

Inauthentic	Authentic
<p><b>Students create a “Wanted” poster explaining the role of a particular bacteria strain.</b></p> <p>The poster board is created solely for the teacher’s review. It is unrealistic and doesn’t represent real ways that the content is used in the world outside of the school. The student completes the assignment based on the demands of the teacher and receives a grade, after which the poster is thrown away. It doesn’t contribute to the greater understanding or solution of a problem, answer a challenge, or impact any other issues or individuals.</p>	<p><b>Through a partnership with a public place, students develop advertisements that teach patrons how to prevent infectious diseases. The advertisements are evaluated by professionals and are selected to be displayed in public.</b></p> <p>Instead of completing a “fake” poster, this product will be used in a public location for an authentic audience. The advertisement serves a purpose greater than simply getting a grade. Its impact lasts longer than the unit and extends beyond classmates and the teacher.</p>
<p><b>Students create a Natural History museum about rocks, soil, minerals, fossils, and mining.</b></p> <p>Ultimately, this “Natural History Museum” is really just a collection of random crafts and products. It is not connected to current real-world application of the content. While the products may be “crafty and cute” they are not authentic or relevant to students.</p>	<p><b>Students examine the impact of conflict diamond mining on the environment, economy, and humanity. They make recommendations to businesses and consumers based on their learning.</b></p> <p>This project allows students to see a much greater relevance for their learning. They connect to the content through empathy and concern, making learning more meaningful and impacting students far beyond the project or even the school year. Student learning allows them to make a contribution to a relevant current issue in a meaningful way.</p>

## Collaboration, Revision, and Reflection

Both students and teachers need opportunities to collaborate, revise, and reflect on their work for maximum performance. It not only provides an opportunity for students to develop 21<sup>st</sup> century skills, but it engages them in the iterative process used by professionals to be productive and successful.

### Students

Students work together to engage in dialog, complete tasks, create products, and provide feedback for each other. It is important to note the difference between **cooperative** learning and **collaborative** learning. During cooperative learning, students work on individual tasks in proximity to each other. They may be in a group that has that opportunity to discuss an assignment, but may still be working on an individual assignment. During collaborative learning, students work together for a common goal. Members of the group take on specific roles and work shared norms, agreements, or contracts, to complete a task. Collaborative grouping tasks require the participation and inclusion of each member. By contrast, cooperative learning tasks can be completed with or without additional group members.

Several features make student collaboration more effective in a PBL environment;

- Roles
- Collaborative grouping norms
- Group agreements – contracts, work plans
- Continuous feedback
- Clear expectations

Throughout the project, students have the opportunity to reflect upon and revise their work. Assignments and assessments are not simply a way to “catch” students, but are used to truly assess progress. Students have the opportunity to reflect on their work with feedback from peers, teachers, and experts, and use that feedback to revise their work.

## Teachers

Not only do students collaborate in the learning process, but teachers collaborate with each other during the planning, implementation, and revision process. Colleagues provide valuable feedback to each other through collegial coaching, project evaluation, and collaborative planning.

Like students, teachers also engage in revision and reflection to improve their instructional practice and meet the needs of learners. Teams work together in a continuous loop of planning, feedback, implementation, reflection, and revision. Teachers have the opportunity to provide feedback and learn from each other through collegial coaching, collaborative planning, team and individual reflections, gallery walks, etc.



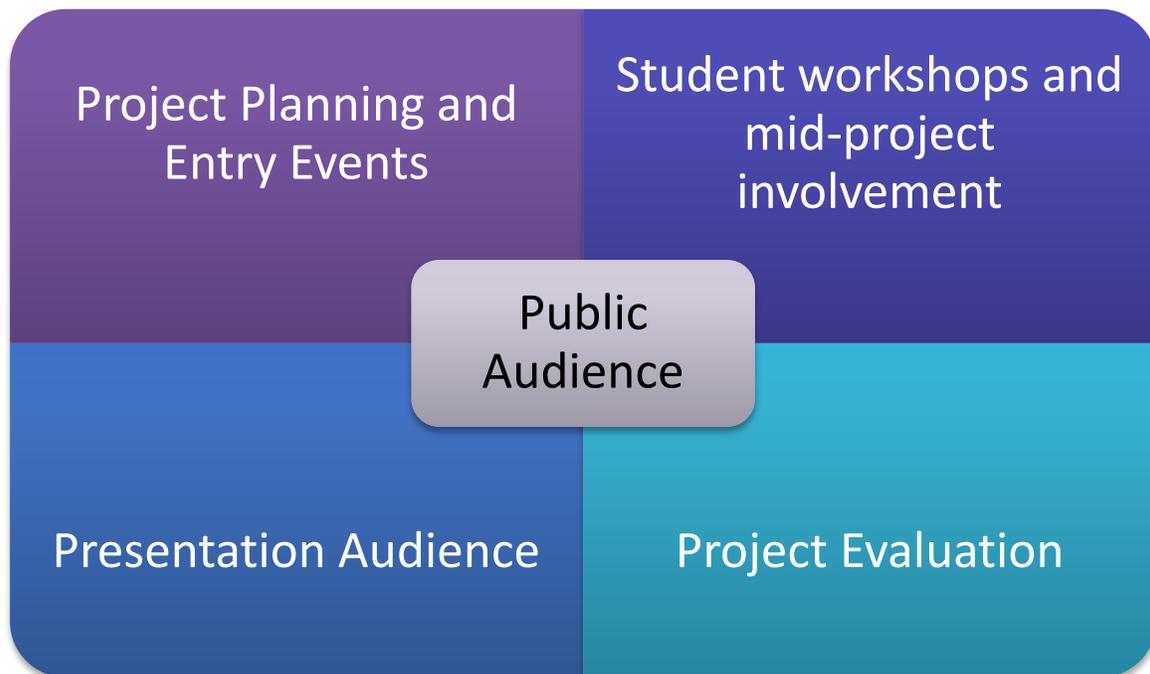
### **PBL SNAPSHOT**

*“In order to lay a foundation for engaging instruction and authentic student connections, it’s important that teams effectively collaborate together. Coming together from different cultures and backgrounds, diverse teams are able to provide a plethora of ideas that are creative and intriguing to students. Constructive collaboration institutes checks and balances for the teachers. The accountability helps ensure a rigorous learning environment and sets the precedence for collaborative teams within the classroom.”*  
*Natasha Jenkins-Jones, Team Lead*

## Authentic Public Audiences and Partnerships

Partnering with an authentic and public audience benefits student learning in a project in a variety of ways.

- It increases the level of authenticity, making the project more relevant and meaningful.
- It raises the level of accountability for students, often increasing their level of performance.
- It can increase student motivation and participation.
- Students have the opportunity to learn how their content is applied by experts, consumers, etc.



Presenting to classmates, teachers, and parents can be a great opportunity to practice oral communication skills. However, for an audience to be true authenticity, **the audience should be comprised of experts in the field, or the actual consumers of student products and information.**



## PROJECT SNAPSHOT 5<sup>TH</sup> GRADE SHARK TANK

***Driving Question: How can I design business that makes money?***

*Students worked with local entrepreneurs to develop a comprehensive portfolio for a business they designed. After developing a business idea, students met with real entrepreneurs to get feedback on their plans. Then, as students mastered the economics, math, and research skills of the unit, they developed a business plan to get started. They presented their business plan and portfolio to real entrepreneurs in the Drew Eagle “Shark Tank”, where they attempted to persuade the “sharks” to invest in their business. Winning students were given real gift cards to invest in their business and make it a reality. At Showcase Night, guests get to shop in the 5th grade market.*

## PROJECT SHOWCASE 4<sup>TH</sup> GRADE ZOO ATLANTA

***Driving Question: How can we redesign exhibit space to preserve endangered animals?***

*Students collaborated with Zoo Atlanta officials to research animals and redesign exhibit space for endangered animals. As an Entry Event, Zoo Atlanta officials visited 4<sup>th</sup> graders at Drew to share the history, mission, and future goals of the zoo. Students then visited the zoo to examine exhibit space. At the end of the project, students presented their redesigns, integrating math, science, and ELA to Zoo Atlanta officials for evaluation.*



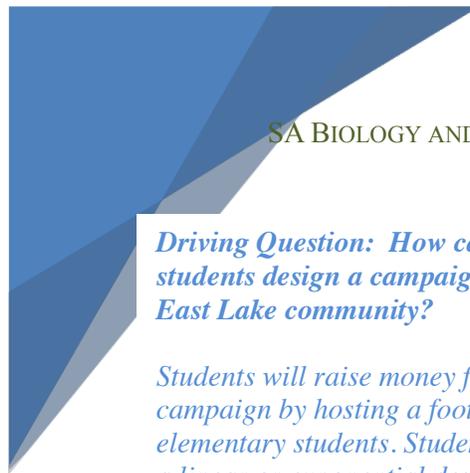
## Service and Social Justice

While there can be instructional benefits to using simulations and fun activities in the classroom, the most effective examples of PBL often engage students in social justice issues or some form of community service. Students are most engaged when they can sink their teeth into a real problem of social justice. It raises the level of student engagement and motivation, while providing an authentic audience. When student work has a purpose other than to get a grade or satisfy the whims of a teacher, students become much more invested in their learning and performance.



### PBL SNAPSHOT SA - INNOVATION & DESIGN IN THE COMMUNITY

*Students worked to meet a unique design challenge. A local member of the community wanted to be able to mow his lawn from his wheelchair. Students worked collaboratively to design a viable solution. Over time, students continued to refine and revise the original design, providing an authentic service to a member of our community.*



### PBL SNAPSHOT SA BIOLOGY AND COORDINATE ALGEBRA

*Driving Question: How can we as Drew SA students design a campaign to foster a healthier East Lake community?*

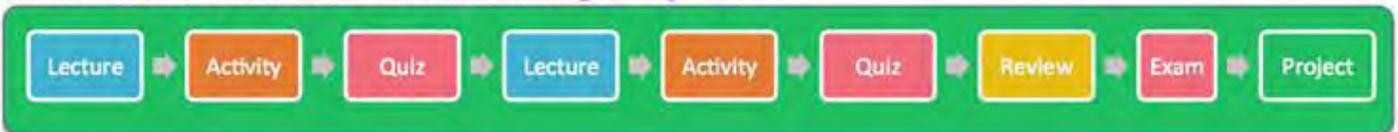
*Students will raise money for a community health campaign by hosting a football tournament for elementary students. Students will decide between a linear or exponential design model to raise money. Students will create a marketing campaign including a video ad to promote the event. Students will write a proposal to the Athletic Director to organize the tournament. Individual students will research several different types of tournaments to compare with others. Student will identify linear and exponential tournament models. Students will interview football professionals to determine which tournament is the most fair.*

*Students will create esthetically crafted exercise structure around Eastlake to promote a healthy environment. Students may include a suggested music playlist based on tempo for each station. Students will interview PE teachers, coaches, personal trainers for ideas of the type of exercise stations needed in the community. Students will work the art teacher to design “esthetically crafted” structures that can sustain Atlanta’s weather conditions. Students will use maps of the community on a coordinate axes to determine the best places to setup the workstation. They will determine parallel and perpendicular streets to provide geometric shapes created by roads. They will calculate the perimeter and area using the distance formula. Based on the student’s discovers, they will determine as a class where to place the workstations. Students will write a proposal to the City Commissioner requesting a building permits*

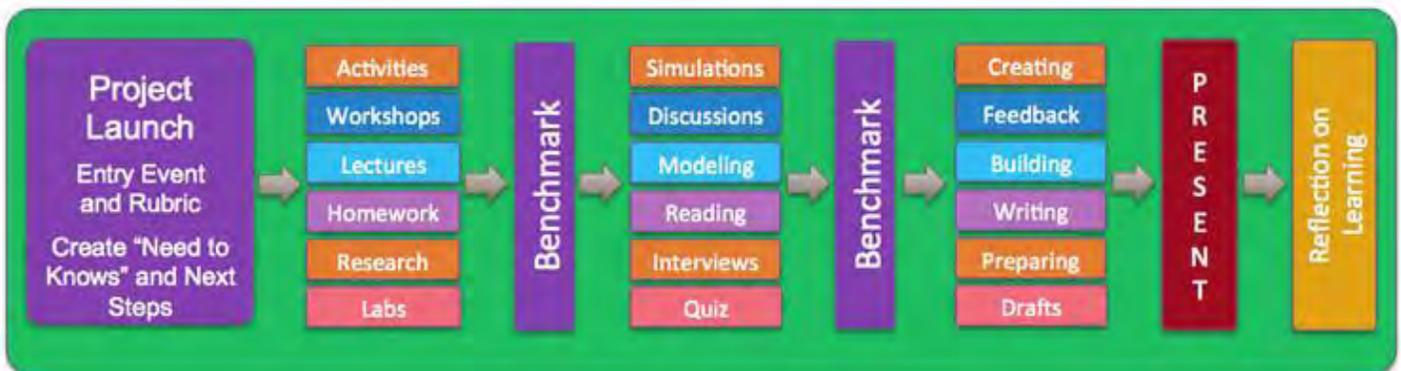
# Research-Based Instructional Strategies

Some may view PBL as a school where students work completely independently without scaffolding or guidance. This is not true for Drew Charter School. While students do engage in inquiry, and instruction is student-driven, students are not “on their own.” All research-based best practices have a place in a PBL school. Direct instruction is not a dirty word! However, it is not the primary instructional strategy used on a daily basis. Best practices are used in harmony to help students master standards, while providing them the opportunity to engage in inquiry. This delicate balance requires high levels of collaboration and extended periods of time for planning and professional development.

## Traditional Unit With Culminating Project:



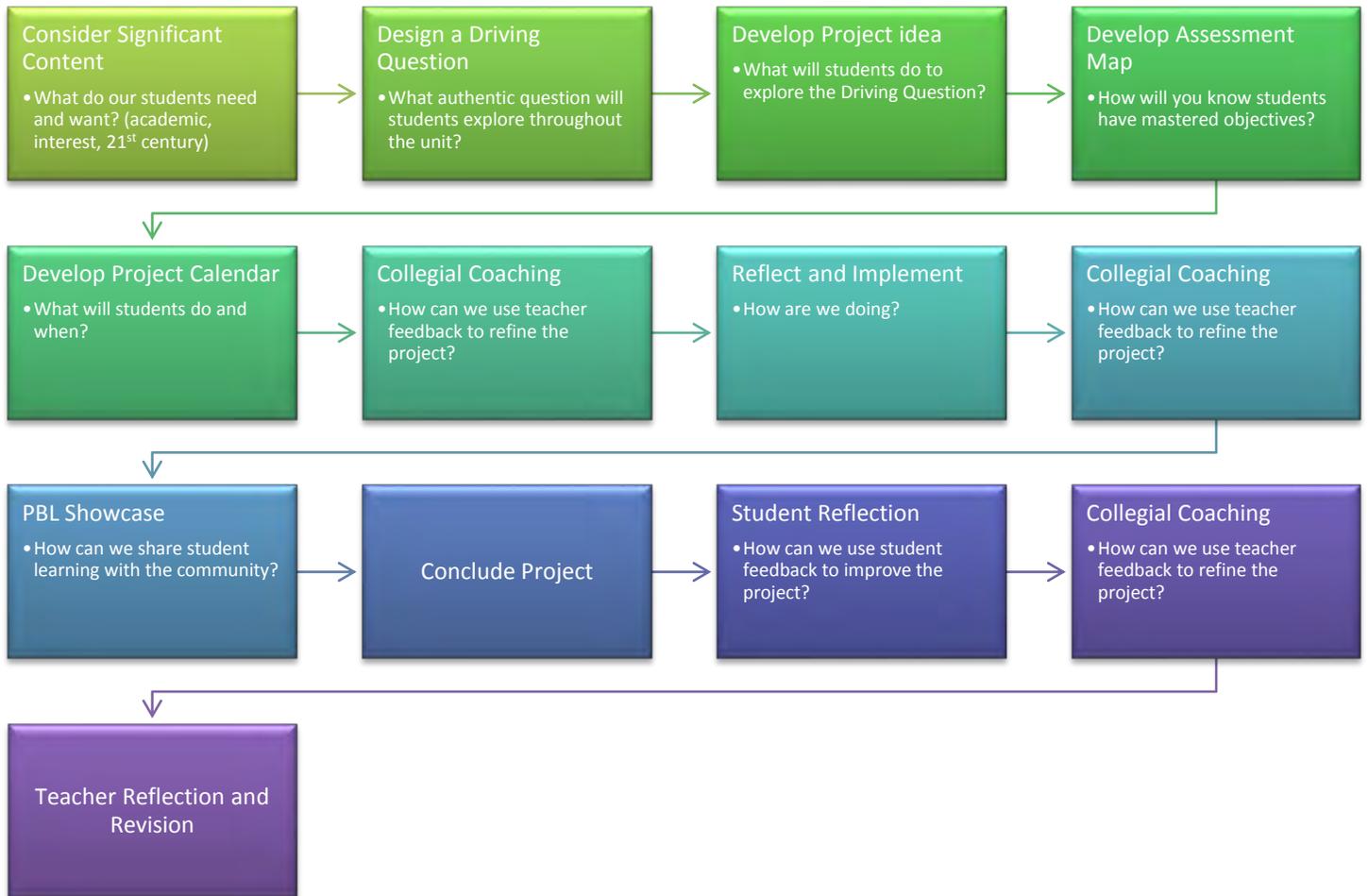
## Project-Based Learning Unit:



# What does a PBL classroom look like at Drew?

Traditional Classroom	PBL Classroom
<ul style="list-style-type: none"> <li>• Students work individually most of the time.</li> <li>• Assessments usually only represent traditional standardized formats (multiple choice tests only).</li> <li>• Learning often takes place through worksheets and workbooks.</li> <li>• Students are often disconnected from the relevance of the content.</li> <li>• Technology is primarily used for rote practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Students frequently work collaboratively in groups</li> <li>• Assessment is varied and authentic</li> <li>• Learning takes place through the activities of the project.</li> <li>• Students are engaged in real-world problems. They understand how the content they are learning relates to the world outside of the school walls.</li> <li>• Technology is used in meaningful ways, much like it is used in the real world.</li> </ul>
What you will see	What you will see
<ul style="list-style-type: none"> <li>• Worksheets, textbooks, and busy work as a primary instructional strategy</li> <li>• Disengaged students</li> <li>• Students sitting in rows for the majority of instructional time.</li> <li>• Lack of authentic student products</li> </ul>	<ul style="list-style-type: none"> <li>• Students working in groups</li> <li>• Students interacting with public partners</li> <li>• Learning taking place outside of the classroom</li> <li>• Engaged students</li> <li>• Facilitators asking probing questions</li> <li>• Facilitators seeking how to help students</li> <li>• Students working collaboratively in project labs</li> <li>• Students using alternative learning space</li> </ul>
What you will hear	What you will hear
<ul style="list-style-type: none"> <li>• “It’s THESE kids”</li> <li>• Teachers talking <i>to</i> students, as opposed to <i>with</i> students</li> <li>• Lack of higher order questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Noisy conversations</li> <li>• Higher order questioning among students and teachers</li> <li>• Thoughtful discourse</li> </ul>

# *PBL Process at Drew*



# *Frequently-Asked Questions*

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- ***How should I plan?***
  - The tools used to plan projects are not as important as the learning students are engaged in. Whether you use the Buck Institute or New Tech Network tools is irrelevant, as long as projects and instruction are well designed to meet the objectives of PBL. Many Drew teachers have found BIE planning tools more effective, but NTN's tools and resources helpful.
- ***How long should projects be?***
  - While tasks and products can be completed in short amounts of time, real inquiry and PBL takes time. Projects typically last from several weeks to a full quarter. They should be long enough to engage in the core principles or essential elements, but short enough to maintain student engagement and ensure the coverage of all standards.
- ***How many projects do I have to do?***
  - Students should always be engaged in the principles outlined above, though there will be gaps between "official" projects.
- ***How will I be evaluated?***
  - Drew Charter uses the Teacher Keys Evaluation System, implemented throughout the state of Georgia, to provide feedback and evaluate teachers and leaders. TKES calls for the implementation of research-based best practices in the classroom, and this is the foundation and heart of PBL. Implementing PBL with fidelity is one way to ensure that the standards of TKES are being met.

# *Resources and Tools*

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- The Buck Institute
  - <http://www.bie.org/>
- New Tech Network
  - <http://www.newtechnetwork.org>
- Edutoopia
  - <http://www.edutopia.org/project-based-learning>
- Teach 21
  - <http://wvde.state.wv.us/teach21/pbl.html>
- Project Foundry
  - <http://projectfoundry.org/project-based-learning-explained/project-based-learning-ideas.html>
- EPals
  - [www.epals.com](http://www.epals.com)
- iEarn
  - <http://collaborate.iearn.org/>

# Glossary

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**6 A's Rubric:** This is a network-created tool to assess the quality of a project idea. Find it in the NTN Resource Library.

**Agency:** An attribute for self-improvement including the development of a growth mindset and taking ownership for one's own learning.

**Authentic:** Has value beyond school. Typically, authenticity requires students to take on a role beyond that of 'student' or 'learner,' either by placing students in a scenario where they simulate tasks performed by adults or by requiring learners to address a challenge or problem facing a particular community group.

**Authentic Product:** A product that has value beyond school and, preferably, an audience outside the school or classroom.

**Backwards Mapping:** A process for planning in which the planner begins by creating the finished product or end, and maps their planning process backward from that point.

**Benchmark:** Steps on the way toward completing products. They are substantial tasks that every group/individual completes in order to mark progress toward finishing products. Benchmarks are used to provide formative feedback.

**BIE:** Buck Institute for Education. As a mission-driven nonprofit organization, BIE creates, gathers, and shares high-quality PBL instructional practices and products and provides highly effective services to teachers, schools, and districts.

**Breadcrumbs:** Clues, hints, or direct instructions for completing a project. Typically found in an entry event, but part of project extensions and twists as well. Designed to elicit learners' need-to-knows.

**College and Career Readiness:** Knowledge, skills, and attributes students need in order to thrive in post-secondary education or training in pursuit of a career.

**College Ready Assessment (CRA):** an individually completed written task that is authentically embedded within a PBL Unit. The task informs the final product of the project or serves as one of the benchmarks along the way. The CRA task elicits all of the indicators in the appropriate Knowledge and Thinking and Written Communication rubrics.

**Conditions for Success:** A set of criteria and standards that set up the context for a school's optimal success in the New Tech Network system.

**Critical Friends:** A tuning protocol that provides a safe way for peers to share their work and get constructive feedback for improvement.

**Culminating Event:** This is the student-generated product made in response to the project's entry event. If the entry event is how the project begins, the culminating event is how it ends.

**Curriculum Map:** This is a course's long-term plan that incorporates standards-based content, course enduring understandings, and school-wide learning outcomes.

**Design Elements:** These are core elements that every network project or problem unit should include. Some commonly accepted design elements are entry events, need-to-know lists, and benchmarks.

**Disciplinary Literacy:** More broadly, the skills (particular to a specific discipline) required to both process information and create comprehensible output of information. Often used to refer just to the reading and writing skills required for a particular discipline. Examples include the proper organization and tone required for writing a lab report in science or the extremely precise and accurate understanding of mathematical terms required for reading a proof.

**Driving Question:** The core question students are answering during the project. Well-crafted driving questions are open ended and allow for a variety of answers.

**Echo:** The Learning Management System used by New Tech Network schools.

**Enduring Understanding:** Concepts, ideas, experiences, or skills students should remember for years after exposure to them. It is broader and more applicable than the driving question, which is project specific. Enduring understandings address essential ideas and central processes that matter outside the classroom/subject area.

**Entry Event:** How projects are launched in the New Tech Network model of PBL. The event should pique students' interests and lay the breadcrumbs for need-to-knows.

**Group Contract:** A document, created and mutually agreed upon by a group, which outlines group norms and responsibilities, as well as consequences for failing to hold to agreements.

**Hierarchy of School Success:** A pyramid outlining the key components of school success, with the most essential components being school culture, purpose, and structure (the bottom three tiers of the pyramid). Instruction (the top of the pyramid), is supported and affected by the bottom of the pyramid. Sometimes called Hierarchy of Needs or Hierarchy of Change.

**Ideation:** The act of forming concepts or ideas. This term is used synonymously with "brainstorming."

**Information Sources:** See "Primary and Secondary Sources."

**Learning Activity:** A scaffold or task designed to address a particular need-to-know. See also "Workshop" and "Scaffolding."

**Learning Outcomes:** See School-Wide Learning Outcomes.

**Literacy Task:** A form of an Individual Assessment of Knowledge and Thinking (IAKT) that evaluated on selected discipline-specific Knowledge & Thinking rubric domains and selected Written Communication rubric domains. Each project or problem unit should include a literacy task.

**IAKT:** See "Individual Assessment of Knowledge and Thinking".

**Individual Assessment of Knowledge and Thinking (IAKT):** A robust reading/ researching/ viewing and writing product that addresses core content, helps students develop disciplinary literacy skills, and addresses Common Core Standards (as appropriate).

**Need-to-Knows (NTKs):** Skills, content, and logistical information required to complete a project. These are identified by learners as unknown, or requiring facilitator support in acquiring and mastering.

**Next Steps:** Concrete, prioritized, action items identified by learners as ways to address need-to-knows.

**NTKs:** See Need-to-Knows.

**Norms:** Mutually agreed upon standards for interaction, outlining how group members should treat each other. Sometimes called agreements.

**NTN:** Acronym for New Tech Network.

**PBL:** Abbreviation commonly used for project-based learning.

**PD Module:** A network-created, self-directed learning experience intended to expand a participant's understanding about an expressed skill or topic.

**Performance Product:** Authentic product that allows learners to show applied understanding of knowledge and skills.

**PrBL:** Abbreviation commonly used for problem-based learning.

**Primary and Secondary Sources:** Information sources used by learners. Primary sources are documents, data, etc. created or written in a particular time period or documents, data, etc. recorded by scientists, professionals, etc. responding to or studying a particular event. Secondary sources are sources that synthesize, interpret, analyze, describe, etc. primary sources.

**Problem Statement:** Statement learners complete that expresses the students' role in the project, the task they will complete, and the reason why the project matters. Usually written as, "How can we as... (who) do... (what) so that... (why)."

**Project Briefcase:** Virtual space in Echo that contains project resources, guidelines, workshops, activities, and places to submit work.

**Project Calendar:** See "Project Map."

**Project Launch:** Event that initiates a project. Sometimes called Project Rollout. See also "Entry Event."

**Project Map:** A document used to plan sequential events within the scope of a project. Potential events to include may be project rollout, benchmarks, assessments, remediation, and opportunities for reflection.

**Project Quality Checklist:** A network tool used to evaluate a project plan. Find it in the NTN Resource Library.

**Rigor:** The depth or complexity of a task as measured by Bloom's taxonomy. Rigor is not identified by the quantity of the work, but the quality.

**Rubric:** A set of leveled criteria for assessing learners' products or performance.

**Scaffolding:** The structures, activities, and processes that assist students in doing something they're not able to do on their own- yet. Scaffolding is temporary and is removed as students develop independence with knowledge and skills. Quality scaffolding is purposeful, interactive, collaborative, supports academic discourse, and is either differentiated or has access points for students at a variety of levels.

**School Wide Learning Outcomes (SWLOs):** College, career, and life readiness skills that go beyond so-called traditional content standards. Mutually agreed upon by school staff and taught and assessed in an NTN school.

**Student Work:** A sample of a student generated evidenced to be used as an artifact for reflection, development, or mastery.

**Product:** Something a student will accomplish, typically in student-facing language. Substantive academic activities which drive projects and, when completed, are the culminating tasks for a particular project.

**Targeted Skills and/or Content:** These are the prioritized skills and knowledge students will focus their work on during the expressed time period.

**Task List/Sheet:** A student-completed document following a project's rollout which serves to direct efforts and maintain accountability of group members.

**TRR:** Abbreviation commonly used for Trust, Respect, and Responsibility.

**Workshop:** An activity or presentation designed to address a particular need-to-know which often occurs in small groups.



**Appendix A.4 - 1**  
**Sample Daily Schedule**

**Kansas City Neighborhood Academy - Sample Daily Schedule**

	<b>Grades 4-6</b>	<b>Grades 1-3</b>	<b>Kindergarten</b>		
8:00-8:10	Homeroom	Instruction	Instruction		
8:10-8:15					
8:15-8:30					
8:30-8:35	Transition				
8:35-9:00	Enrichment (A/B)				
9:00-9:30					
9:30-9:45					
9:45-9:50	Transition				
9:50-9:55	1st Period			Lunch	
9:55-10:00					
10:00-10:10					
10:10-10:15					Transition
10:15-10:30					
10:30-10:35					
10:35-10:45					
10:45-10:50					
10:50-10:55		Transition			
10:55-11:05		Lunch	Instruction		
11:05-11:10					
11:10-11:15	Transition				
11:15-11:20	Transition	Enrichment #1			
11:20-11:25					
11:25-11:30					
11:30-11:50	Lunch	Transition			
11:50-11:55	Transition	Recess			
11:55-12:00		Transition			
12:00-12:05	Recess	Enrichment #2			
12:05-12:25					
12:25-12:30		Transition			
12:30-12:35	2nd Period	Instruction			
12:35-12:45					
12:45-12:50					
12:50-12:55					
12:55-1:00					
1:00-1:05					
1:05-1:20					
1:20-1:30					
1:30-1:35			Transition		
1:35-1:40			Enrichment #1		
1:40-2:00					
2:00-2:05			Transition		
2:05-2:10	Transition	Recess			
2:10-2:25					
2:25-2:30					
2:30-2:35	Enrichment #2	Transition			
2:35-2:40					
2:40-2:45	3rd Period	Instruction			
2:45-2:50			Transition		
2:50-2:55					
2:55-3:00					
3:00-3:05					
3:05-3:10			RTI		
3:10-3:30					
3:30-3:40					
3:40-4:00	Dismissal	Dismissal			



**Appendix A.4 - 2**  
**Draft 2016-17 School Calendar**



Appendix A.4-2 Draft Kansas City Neighborhood Academy 2016- 2017 School Calendar

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

	Professional Development Day (no students)
	School Closed
#	Underlined blue text indicates weather makeup day
	First and Last Day of School

August 2-12	Professional Development (Pre-Planning)
August 15th	First day of school for students
September 5th	Labor day (school closed)
October 10th	Professional Development (no students)
November 14th	Professional Development (no students)
Dec. 19th-Jan. 3rd	Winter Break (school closed)
January 16th	Martin Luther King, Jr. Day (school closed)
February 17th	Professional Development (no students)
March 13th-17th	Spring break (school closed)
May 5th	Professional Development (no students)
May 26th	Last day of school for students
May 29th	Memorial Day
May 30th-June 5th	Professional Development (Post-Planning)



**Appendix B.1-1**  
**Articles of Incorporation**

**AMENDED AND RESTATED  
ARTICLES OF INCORPORATION  
OF  
KANSAS CITY NEIGHBORHOOD ACADEMY**  
a Missouri nonprofit corporation

The undersigned, the President of Kansas City Neighborhood Academy, a Missouri nonprofit corporation, for the purpose of amending and restating the Articles of Incorporation, does hereby make and execute these Amended and Restated Articles of Incorporation. These Amended and Restated Articles of Incorporation supersede the Articles of Incorporation and all amendments thereto.

The Articles of Incorporation are hereby amended and restated to read in their entirety as set forth below:

**ARTICLE I**

**NAME OF CORPORATION**

The name of the Corporation (the "Corporation") is Kansas City Neighborhood Academy.

**ARTICLE II**

**PUBLIC BENEFIT CORPORATION**

The Corporation is a public benefit corporation.

**ARTICLE III**

**REGISTERED AGENT**

The address of its initial Registered Office in the 120 South Central Avenue, Clayton, Missouri 63105, and the name of its initial Registered Agent at said address is National Registered Agents, Inc.

**ARTICLE IV**

**MEMBERSHIP**

The Corporation shall not have members.

**ARTICLE V**

**PURPOSES**

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes within the meaning of Sections 501(c)(3), 170(c)(2)(B), 2055(a)(2) and

2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(a) of the Code by reason of description in Section 501(c)(3) of the Code. The Corporation's purposes shall include, but not be limited to, operating a charter school in the State of Missouri, which will be a school within the meaning of Section 170(b)(1)(A)(ii) of the Code. To enable the Corporation to carry out such purposes, it shall have the power to do any and all lawful acts and to engage in any and all lawful activities, directly or indirectly, alone or in conjunction with others, which may be necessary, proper or suitable for the attainment of any of the purposes for which the Corporation is organized.

## **ARTICLE VI**

### **PROHIBITED TRANSACTIONS**

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, trustees, officers or other private persons within the meaning of Section 501(c)(3) of the Code, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office, within the meaning of Section 501(c)(3) of the Code.

Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(a) of the Code by reason of description in Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

## **ARTICLE VII**

### **BOARD OF DIRECTORS**

The Corporation will be governed by a Board of Directors. The number of directors that will constitute the Board of Directors will be as from time to time fixed by, or in the manner provided in, the Bylaws.

## **ARTICLE VIII**

### **DURATION**

The period of duration of the Corporation is perpetual.

## **ARTICLE IX**

### **DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute any assets of the Corporation that represent funding from or that were obtained by using federal or state funding to the State of Missouri, Department of Elementary and Secondary Education. The Board of Directors shall distribute the remainder of the assets of the Corporation, if any, to an organization or organizations organized and operated exclusively for charitable, educational, scientific or religious purposes as shall at the time qualify as an exempt organization or organizations by reason of description in Section 501(c)(3) of the Code or to a governmental entity for such purposes. Any of such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

## **ARTICLE X**

### **NO PERSONAL LIABILITY FOR CORPORATE DEBTS**

Neither the directors nor the members, if any, of the Corporation shall be individually or personally liable for the debts, liabilities or obligations of the Corporation.

## **ARTICLE XI**

### **INDEMNIFICATION**

The Corporation shall indemnify and protect any director, officer, employee or agent of the Corporation, or any person who serves at the request of the Corporation as a director, officer, employee, member, manager or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise, to the fullest extent permitted by the laws of the State of Missouri.

The indemnification and other rights provided for by this Article XII shall not be deemed exclusive of any other rights to which a person may be entitled under any applicable law, the Bylaws of the Corporation, agreement, vote of disinterested trustees, or otherwise. The Board of Directors shall have the authority to enter into agreements with the directors and officers of the Corporation and with persons serving, at the request of the Corporation, as directors, trustees, officers and agents of an affiliated corporation or other enterprise, on terms that the Board of Directors deems advisable, which may provide greater indemnification rights than that generally provided by the Missouri Nonprofit Corporation Act; provided, however, that no such further indemnity shall indemnify any person from or on account of such person's conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest, or willful misconduct.

**ARTICLE XII**

**NONDISCRIMINATION POLICY**

The Corporation will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded and made available to students. It does not and will not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

In affirmation of the facts stated above, these Amended and Restated Articles of Incorporation have been signed this 10<sup>th</sup> day of November 2015.



\_\_\_\_\_  
[Dianne Cleaver], President



**Appendix B.1 - 2  
Corporate Bylaws**

**BYLAWS**  
**OF**  
**KANSAS CITY NEIGHBORHOOD ACADEMY**

a Missouri Nonprofit Corporation

501(c)(3) Public Charity

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**ARTICLE I**  
**Purposes and Limitations**

Kansas City Neighborhood Academy (the “Corporation”) is organized and will be operated exclusively for charitable, religious, educational and scientific purposes within the meaning of Sections 501(c)(3), 170(c)(2)(B), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future United States Internal Revenue Law (the “Code”), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described in Section 501(c)(3) and 170(c)(2) of the Code. The Corporation’s purposes include, but are not limited to, any purposes set forth specifically in its Articles of Incorporation, as may from time to time be amended (the “Articles”).

To further the Corporation’s purposes and mission, the Corporation will have and exercise all of the powers conferred by the provisions of the Missouri Nonprofit Corporation Act, as may from time to time be amended (the “Act”), not outside the scope of the Articles.

No part of the net earnings of the Corporation may inure to the benefit of, or be distributable to its Directors, trustees, officers or other private persons, except that the Corporation will 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 the Articles.

No substantial part of the activities of the Corporation may be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation will not participate in or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provisions herein, the Corporation will not carry on any activities not permitted to be carried on: (a) by an organization exempt from federal income tax under section 501(a) of the Code, as an organization described in section 501(c)(3) of the Code; and/or (b) by an organization, contributions to which are deductible under sections 170(c)(2), 2055(a)(2) or 2522(a)(2) of the Code.

**ARTICLE II**  
**Members**

The Corporation will not have members.

**ARTICLE III**  
**Board of Directors**

Section 3.1 General Powers. Other than such rights, if any, reserved for Members, under these Bylaws, the Articles, or the Act, the affairs of the Corporation will be managed by the Board of Directors (the “Board”).

Section 3.2 Number. The number of Directors on the Board will initially be three. The number of Directors may be changed from time to time by resolution of the Board, provided that the number of Directors will be set at not less than three (3) and not more than seven (7). No

decrease in the number of Directors will have the effect of decreasing the term of any incumbent Director.

Section 3.3 Election, Class and Term. The Directors will be elected at the annual meeting of the Board, and their election will be subject to final approval by the Board of Directors of Urban Neighborhood Initiative. In order to provide for staggered terms of office, the Directors will be equally divided, as evenly as possible, into three (3) classes with respect to the time for which they will severally hold office and stand for election. The terms of the Directors in the first class will expire with the annual election to be held at the annual meeting of the Board in the year 2018, the terms of the Directors in the second class will expire at the annual election to be held in the year 2019, and the terms of the Directors in the third group will expire at the annual election to be held in the year 2020; provided that, in any event and irrespective of the expiration of their terms, the Directors of any class will remain in office until their successors have been elected and qualified. At each annual meeting thereafter, the Directors elected and qualified to succeed the Directors of any class will be elected for a term of three (3) years expiring with the annual meeting of the Board occurring the third year thereafter (provided that the Directors of any class will remain in office until their successors have been elected and qualified), so that the term of office of one class of Directors will expire each year. If the total number of Directors is changed, any increase or decrease in Directors will be apportioned among the classes so as to maintain all groups of Directors as nearly equal in number as possible, and any additional Director elected to any group of Directors will hold office for a term which will expire with the term of the Directors in such group.

Section 3.4 Term Limits. Directors may not serve more than three consecutive terms, not including the initial term of a Director named in the Articles that is less than three years. Notwithstanding the foregoing, a Director serving as an elected officer of the Corporation may continue to serve as a Director until his term as an officer ends even if such additional service would otherwise cause the Director to exceed his or her term limit.

Section 3.5 Annual and Regular Meetings. The annual meeting of the Board will be held within 90 days of the end of the fiscal year, which meeting will be held for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If for any year the day fixed for the annual meeting is a legal holiday, such meeting will be held on the next succeeding business day. If the election of Directors is for any reason not held on the day designated herein for any annual meeting, or at an adjournment thereof, the Board will cause the election to be held at a special meeting as soon thereafter as conveniently possible. The Board may provide, by resolution, the time and place, either within or without the State of Missouri for the holding of regular meetings, other than the annual meeting, without notice other than such resolution. These regular meetings will be held approximately on a monthly basis.

Section 3.6 Special Meetings. Special meetings of the Board may be called by the Chairman of the Board (if one has been appointed or elected), the President, or by any two Directors. The person or persons calling a special meeting of the Board may fix any place in the United States, either within or without the State of Missouri, as the place for holding the special meeting of the Board called by them.

Section 3.7 Notice; Waiver of Notice. Notice to the Directors of a special meeting of the Board will be given at least five (5) days prior to the meeting and may be delivered personally, by mail, by facsimile transmission or e-mail, to the address, facsimile number or e-mail address for each Director as it appears on the records of the Corporation. If mailed, such notice will be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If sent by facsimile or e-mail, such notice will be deemed to be delivered when transmitted, with reasonable evidence of successful transmission. A Director may waive any notice required by these Bylaws, before or after the date and time stated in the notice, by written waiver signed by such Director, which waiver will be included in the minutes or filing with the corporate records. A Director's attendance at a meeting waives objection to lack of notice or defective notice of the meeting, unless the Director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting because the meeting is not lawfully called or convened. In addition to providing notice to the Directors, the Corporation shall ensure that notice of the time, date, and place of each meeting, and its tentative agenda, is provided in a manner reasonably calculated to advise the public of the matters considered. Specifically, such notice shall be provided at least twenty-four (24) hours in advance of the meeting and be posted on a bulletin board or other prominent place which is easily accessible to the public and clearly designated for that purpose at the principal office of the Corporation.

Section 3.8 Open Meetings. As a body subject to the Missouri Sunshine Law, RSMo. § 610.010, et seq. (the "Sunshine Law"), the Corporation shall, unless conducting a Board meeting that is closed pursuant to the procedures set forth in the Sunshine Law, conduct all of its Board meetings in open session. In addition to complying with the public notice requirements in Section 3.7, above, the Board shall conduct its meetings in a place reasonably accessible to the public and of sufficient size to accommodate the anticipated attendance by members of the public, and at a time reasonably convenient for the public. Recordings by audiotape, videotape, or other electronic means shall be allowed at open meetings, subject to any guidelines established by the Corporation to minimize the recordings' disruption of the meetings.

Section 3.9 Quorum and Voting. A majority of the Directors on the Board will constitute a quorum for the transaction of business at any meetings of the Board; 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 will be entitled to one (1) vote upon each matter submitted to a vote at any such meeting.

Section 3.10 Manner of Acting. The act of the majority of the Directors present at a meeting of the Directors at which a quorum is present will be the act of the Board, except with respect to any action of the Board requiring a higher level of approval under the Act or the Articles.

Section 3.11 Attendance by Telephone Conference or Similar Communications Equipment. Directors may participate in a meeting of the Board by means of 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 will constitute presence in person at the meeting.

Section 3.12 Action by Unanimous Consent. Any action, which is required to be or may be taken at a meeting of the Directors, may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the Directors. The consents will have the same force and effect as a unanimous vote at a meeting duly held.

Section 3.13 Removal; Vacancies. A Director may be removed with or without cause by a vote of two-thirds of the other Directors then in office. A vacancy on the Board occasioned by the death, incapacity, or removal of a Director may be filled at any meeting of the Directors in accordance with the procedures for regular annual election of Directors. Any Director elected to fill a vacancy on the Board will serve a term expiring as of the scheduled expiration date of the term of his or her predecessor. Any such term of 18 months or less will not be counted for purposes of Section 3.4 of this Article. A vacancy on the Board occasioned by a resolution of the Board to increase the number of Directors may be filled at a special meeting of the Board called for such purpose. Any Director elected to fill a vacancy created by an increase in the number of Directors shall serve until the next annual election of Directors or until his or her successor is elected and qualified.

Section 3.14 Resignation. A Director may resign at any time by delivering a written resignation to the Chairman of the Board or the President. Such resignation will be effective upon receipt unless it is specified to be effective at some other time or upon the happening of some other event.

Section 3.15 Compensation. Directors as such will not receive any compensation for their services as Directors, but by resolution of the Board may be reimbursed for their expenses of attendance at meetings of the Board; provided, that nothing herein contained will be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation for personal services actually rendered.

#### **ARTICLE IV**

##### **Committees of the Board**

Section 4.1 Committees Generally. The Board, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees of the Board, each of which will consist of two or more Directors (and no non-Directors), which committees, to the extent provided in such resolution, will have and exercise the authority of the Board in the management of the Corporation. Other committees not having and exercising the authority of the Board in the management of the Corporation may be designated and appointed by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. The delegation of authority to any committee will not operate to relieve the Board or any member of the Board from any responsibility imposed by law. Meetings of such committees shall be open and conducted in accordance with the requirements of the Sunshine Law, as described in Section 3.8 above.

Section 4.2 Executive Committee. The Board, by resolution adopted by a majority of the Directors in office, may appoint an Executive Committee of 3 or more Directors (and no non-Directors). The Chairman of the Board will serve as Chairman of the Executive Committee; provided that if no Chairman of the Board is elected, the President, if a director, will serve as

Chairman of the Executive Committee. The Executive Committee will possess and may exercise any and all powers of the Board in the management and affairs of the Corporation provided that all actions of the Executive Committee will be subject to the paramount power of the Board and will not conflict with any expressed policies of the Board, except that the Executive Committee will not have the power or authority of the Board to engage in the following acts:

- a. Authorize distributions to members, Directors, officers, agents or employees except in exchange for value received;
- b. Approve or recommend to members, if any, the dissolution or merger of the Corporation, or the sale, pledge or transfer of all or substantially all of the Corporation's assets, subject to any provisions in the Corporation's Articles regarding dissolution;
- c. Elect, appoint or remove Directors or fill vacancies on the Board or on any of its committees; or
- d. Adopt, amend or repeal the Articles or these Bylaws.

The Executive Committee will keep a complete record of its activities and regularly report them to the Board at every meeting thereof. All action taken by the Executive Committee will be subject to revision, alteration or change by the Board, provided that rights of third persons will not be affected thereby.

Section 4.3 Standing Committees. The Board may designate other committees, including a finance committee, an audit committee, and a nomination and governance committee, that will be committees of the Board. Such committees will have two or more Board members serving as members. The Board must approve the appointment of individuals to the committees.

Section 4.4 Absence. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member of a committee member, the other committee members present at any meeting and not disqualified from voting, whether or not such members constitute a quorum, may unanimously appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. A disqualified member is a committee member who has been removed pursuant to the provisions of this Article or who no longer meets the qualifications required to serve on the committee.

Section 4.5 Notice; Waiver of Notice. Notices or Waivers of Notice for all regular or special meetings of any committee will be given in accordance with requirements for regular or special meetings, as applicable, of the entire Board. Notice of regular or special meetings of any committee will be given to the public in accordance with the requirements of the Sunshine law, and as described above in Section 3.7.

Section 4.6 Recordkeeping. All committees will keep regular minutes of the transactions at their meetings and will cause them to be recorded in books kept for that purpose in the office of the Corporation and will report the same to the Board at its next meeting. The

Secretary or an Assistant Secretary of the Corporation may act as Secretary of the committee if the committee or the Board so requests.

Section 4.7 Meetings by Conference Telephone or Similar Communications Equipment. Members of a committee may participate in a meeting of the committee by means of 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 will constitute presence in person at the meeting.

Section 4.8 Committee Action Without a Meeting. Any action which is required to be or may be taken at a meeting of any committee may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the members of the committee. The consents will have the same force and effect as a unanimous vote at a meeting duly held.

Section 4.9 Term of Office. Each committee member will continue to serve in such capacity for so long as he or she continues to meet the qualifications for membership on the committee (including, if applicable, membership on the Board), unless such committee member is sooner terminated, resigns or is removed from such committee by the Board.

Section 4.10 Chairman. One member of each committee will be appointed chairman of the committee as designated by the Board, except that the Chairman of the Board will serve as Chairman of the Executive Committee.

Section 4.11 Removal; Vacancies. A member of a committee may be removed with or without cause by action of the Board (excluding such committee member for purposes of such action, if applicable). A vacancy on a committee occasioned by the death, incapacity, resignation or removal of a committee member will be filled in accordance with the procedures for regular election or appointment of a committee member. Any committee member elected or appointed to fill a vacancy on a committee will serve a term expiring as of the scheduled expiration date of the term of his or her predecessor.

Section 4.12 Quorum. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee will constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present will be the act of the committee.

Section 4.13 Participation by Non-Directors. Although a committee may permit a non-Director or other person who is not a member of the committee to participate in a committee meeting, no person who is not a member of the committee will have any right to vote on any action taken by the committee.

Section 4.14 Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

## **ARTICLE V**

### **Officers**

Section 5.1 Elected Officers. The elected officers of the Corporation will be a President, a Secretary and a Treasurer. The Corporation may also have a Chairman of the Board and such other officers, both active and honorary, as the Board may from time to time deem advisable. Such officers will be elected by the Board at its annual meeting, and they will hold office until their successors are elected at the next annual meeting of the Board and are elected and qualified, unless they earlier die, resign, or are removed from office. Any person may simultaneously hold more than one office, except that the offices of President and Treasurer shall not be held by the same person. Elected officers must be serving concurrently as Directors.

Section 5.2 Appointed Officers. The President may appoint, with the approval of the Board, such assistant secretaries and assistant treasurers as he may deem necessary or advisable.

Section 5.3 Duties of Chairman of the Board. If a Chairman of the Board is elected, the Chairman of the Board will preside at all meetings of the Board at which he may be present and will have such other duties, powers and authority as may be prescribed elsewhere in these Bylaws. The Board may delegate such other authority and assign such additional duties to the Chairman of the Board, other than those conferred by law exclusively upon the President or another officer, as the Board may from time to time determine.

Section 5.4 Duties of President. The President will be the chief executive officer of the Corporation and, if a Chairman of the Board has not been elected, he will preside at all meetings of the Board. He may execute all contracts, deeds and other instruments for and on behalf of the Corporation and will do and perform all other things for and on behalf of the Corporation as the Board will authorize and direct. He will enjoy and discharge generally such other and further rights, powers, privileges and duties as customarily relate and pertain to the office of President.

Section 5.5 Duties of Secretary. The Secretary will cause to be kept complete and correct minutes of all meetings of the Board. He will cause to be issued notices of all meetings in accordance with these Bylaws or as required by law.

When authorized and directed by the Board, he will execute with the President all contracts, deeds, and other instruments for and on behalf of the Corporation. The Secretary will be the legal custodian of all books, deeds, instruments, papers, and records of the Corporation, the inspection of which will be permitted at all reasonable times by any Director or executive officer of the Corporation.

The Secretary will attend to such correspondence as may be incidental to his office, and will perform all other duties and discharge all other responsibilities which customarily relate and pertain to the office of Secretary.

Section 5.6 Duties of Treasurer. The Treasurer will cause to be kept accurate and complete books and records of all receipts, disbursements, assets, liabilities, and financial transactions of the Corporation.

The Treasurer will cause to be deposited all monies, securities, and other valuable effects of the Corporation in such depositories as the Board will authorize and direct and, whenever requested to do so by the President or the Board, will prepare and submit written statements, reports and accounts fully and accurately reflecting the assets, liabilities, and financial transactions and condition of the Corporation.

The Treasurer will perform such other and further duties as the Board may from time to time direct, and he will perform all other duties and discharge all other responsibilities that customarily relate and pertain to the office of Treasurer.

The Treasurer will be released and discharged of all liabilities and responsibility for any monies, securities, and other assets of value committed by the Board to the custody of any person over whom he will have no direction or control.

Section 5.7 Executive Director. The Board may appoint an Executive Director of the Corporation or other chief staff member to manage the administration and operations of the Corporation under the directions of the President, the Board, and the Executive Committee, and to perform such other duties as may be prescribed by the Board. The Executive Director or chief staff member will serve at the pleasure of the Board and will be compensated for his or her services, as shall be approved by the Board. The executive director or chief staff member shall serve as a nonvoting member of the Board.

Section 5.8 Resignation and Removal. Any officer of the Corporation may resign by delivering a written resignation to the Corporation at its principal office or to the Chairman of the Board, the President or the Secretary. Such resignation will be effective upon receipt unless it is specified to be effective at some other time or upon the happening of some other event. If a resignation is made effective at a future date and the Corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the board provides that the successor does not take office until the effective date. Any officer of the Corporation may be removed from office by the Board in accordance with the Missouri Nonprofit Corporation Act and other applicable Missouri law, but such removal will be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer does not in itself create contract rights.

Section 5.9 Vacancies. Vacancies in any elected office occasioned by the death, resignation, or removal of any elected officer will be filled by the Board, and such person or persons elected to fill such vacancy or vacancies will serve for the unexpired term of his predecessor and until a successor is elected and qualified, or until such officer's earlier death, resignation or removal. Vacancies in any appointed office occasioned by the death, resignation, or removal of any appointed officer may be filled by the President, and such person or persons appointed to fill such vacancy or vacancies will serve for the unexpired term of his predecessor and until a successor is elected and qualified, or until such officer's earlier death, resignation or removal.

Section 5.10 Compensation. The compensation, if any, of the officers, will be fixed from time to time by the Board, and no officer will 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 will include only reasonable compensation for personal services actually rendered.

## **ARTICLE VI General Provisions**

Section 6.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Notwithstanding the foregoing, unless otherwise limited by the Board, the President of the Corporation will have the power and authority to execute on behalf of and bind the Corporation with respect to contracts in the ordinary course of the Corporation's business and activities.

Section 6.2 Loans. No loans may be contracted on behalf of the Corporation and no evidences of indebtedness may be issued in its name unless authorized by the Board. Such authority may be general or confined to specific instances. The Corporation is prohibited from making loans (excluding advances made for legal defense made pursuant to Article VII) to its Directors or officers under any circumstances.

Section 6.3 Checks, Drafts, and Similar Instruments. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation will be signed by two (2) of such officers or agents of the Corporation and in such manner as may from time to time be determined by the Board.

Section 6.4 Deposits. All funds of the Corporation will be timely deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 6.5 Custodians. The Board may from time to time designate a bank, trust company or depository as custodian of the funds and properties of the Corporation, which custodian will maintain a record of all receipts, expenditures, income and expenses of the Corporation and/or perform such ministerial duties as the Board by written direction may instruct. The custodian may receive fees for its services as may from time to time be agreed upon by the Board and the custodian.

Section 6.6 Agents and Attorneys. The Board may appoint such agents, attorneys and attorneys-in-fact of the Corporation as it may deem proper, and may, by written power of attorney, authorize such agents, attorneys or attorneys-in-fact to represent it and for it and in its name, place and stead, and for its use and benefit to transact any and all business which said Corporation is authorized to transact or do by the Articles, and in its name, place and stead, and as its corporate act and deed, to sign, acknowledge and execute any and all contracts and instruments, in writing necessary or convenient in the transaction of such business as fully to all intents and purposes as said Corporation might or could do if it acted by and through its regularly elected and qualified officers. The Board will develop policies and procedures for the appointment of such agents, attorneys, and attorneys-in-fact.

Section 6.7 Interpretation. The terms "include", "including" and similar terms shall be construed as if followed by the phrase "without being limited to". The term "or" has, except

where otherwise indicated, the inclusive meaning represented by the phrase “and/or.” The words “hereof,” “herein,” “hereby,” “hereunder,” and similar terms in these Bylaws refer to this Bylaws as a whole and not to any particular provision or section of these Bylaws. The masculine gender, when used throughout these Bylaws, will be deemed to include the feminine.

Section 6.8 Electronic Communications and Signatures. Electronic communications, records and signatures may be used in connection with all matters contemplated by these Bylaws except to the extent prohibited by applicable law. Except as may be specifically set forth herein, the parties may use and rely upon electronic communications, records and signatures for all notices, waivers, consents, undertakings and other documents, communications or information of any type sent or received in connection with the matters contemplated by these Bylaws. An electronically transmitted (but not oral) document will be deemed to satisfy any requirement under these Bylaws or applicable law that such document be “written”, “in writing” or the like. An electronic signature or electronically transmitted signature by any person on any document (properly authenticated) will be deemed to satisfy any requirement under these Bylaws or applicable law that such document be “signed” or “or executed” by such person. An electronic transmittal or communication (but not oral) of a document will constitute delivery of such document. None of the Corporation, any Director or Member may contest the authorization for, or validity or enforceability of, electronic records and electronic signatures, or the admissibility of copies thereof, under any applicable law relating to whether certain agreements, files or electronic records are to be in writing or signed by the party to be bound thereby.

Section 6.9 Conflicts of Interest Policy. The Board will adopt a Conflicts of Interest Policy to govern conflicts of interest situations that may arise from time to time among the Corporation, Directors, and Corporation employees, officers and agents.

Section 6.10 Open Records. As bodies subject to the Sunshine Law, the Corporation, the Board, and any committee established pursuant to Article IV herein, will maintain its records in accordance with RSMo. §§ 610.023 and 610.024 of the Sunshine Law. The Corporation shall appoint a records custodian to be responsible for the Corporation’s records and to handle records requests from the public.

### **Indemnification of Officers and Directors**

The Corporation will indemnify and protect any Director, officer, employee or agent of the Corporation, or any person who serves at the request of the Corporation as a Director, officer, employee, member, manager or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise, for any threatened or pending action, suit or proceeding, by reason of the fact that such person is or was serving in such capacity, against expenses, judgments, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding, including attorneys’ fees, to the fullest extent permitted by the laws of the State of Missouri.

## **ARTICLE VIII**

### **Property Devoted to Corporate Purposes**

All income and properties of the Corporation will be devoted exclusively to the purposes as provided in the Articles and these Bylaws. The Board may adopt such policies, regulations

and procedures governing the management and/or disbursement of funds for such purposes as in its opinion are reasonably calculated to carry out such purposes as set forth in the Articles and these Bylaws.

**ARTICLE IX**  
**Amendments**

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

**CERTIFICATION**

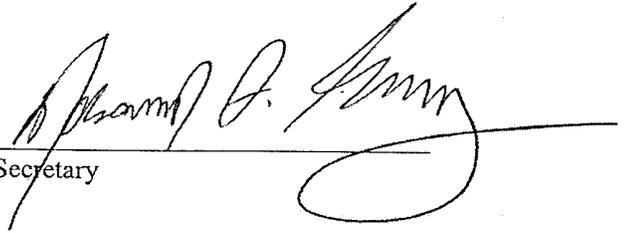
The undersigned, being the Secretary of Kansas City Neighborhood Academy, a Missouri nonprofit corporation, hereby certifies that the foregoing Bylaws are the duly adopted Bylaws of the Corporation.

Effective Date:

11/10/2015

Name:

Title: Secretary

A handwritten signature in black ink, appearing to read "Raymond G. Smith", written over a horizontal line. The signature is stylized and cursive.



**Appendix B.1-3**  
**Documentation of Incorporation**

# STATE OF MISSOURI



Jason Kander  
Secretary of State

## CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

*Kansas City Neighborhood Academy*  
*N000699392*

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, JASON KANDER, Secretary of State of the State of Missouri, do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 6th day of August, 2015.

  
Secretary of State





**Appendix B.1 – 4**  
**The Relationship between UNI and KCNA**

**BYLAWS: Section 3.3 says that directors will be elected at the annual meeting . . .subject to final approval by the Board of Directors of the Urban Neighborhood Initiative. This is a concern!**

More than just a school, the Kansas City Neighborhood Academy (KCNA) is an integral part of a coordinated, comprehensive neighborhood revitalization effort aimed at breaking the cycle of poverty. The effort is based on Purpose Built Communities' proven national model and will support children and families through mixed income housing, cradle to college/career educational opportunities and research-informed wrap around services.

This model has transformed communities across the country, including East Lake in Atlanta, and the KCNA charter incorporates all the key components that helped make East Lake's Charles R. Drew Charter School a nationally recognized success. In East Lake, Drew's academic outcomes have made it one of the State's top performing schools, but its role as one part of a broader, coordinated neighborhood effort has transformed the entire community – with dramatically lower crime rates, astonishing employment gains, higher incomes, and increased private investment in the neighborhood.

The Purpose Built Communities model recognizes that in addition to housing, education, and wrap-around services, there is a critical fourth element to ensure success: A local community quarterback. Per Purpose Built, a community quarterback is a nonprofit that “leads the revitalization by engaging community members, building partnerships, securing funding, and ensuring implementation of the housing, education, and wellness components of the model as part of the community's vision.” Across the country, neighborhood revitalization efforts have failed when there is no such entity to coordinate the entire effort. The iconic graphic below is how Purpose Built Communities consistently presents its model across the country.



This model underscores the need to have a close relationship between the community quarterback and the charter school. In East Lake, Drew's board intentionally reflects the locally-rooted and community-oriented expertise of the East Lake Foundation (by including members of the East Lake Foundation board on the School's board) – thus ensuring the school will be integrated into the larger community initiative.

Here in Kansas City, the Urban Neighborhood Initiative IS the community quarterback. For 3 years UNI has implemented job training programs and job fairs for the community; it leads the City's most significant effort to turn abandoned and dilapidated houses into redeveloped home ownership opportunities; it is actively seeking a transformational mixed-income housing development.

Most importantly, and recognizing how important good schools are to good neighborhoods, UNI has served as the driving force behind the development of the Kansas City Neighborhood Academy. UNI led the community process which selected Drew as the model for the school; UNI created the groundbreaking partnership with KCPS through 18 months of Cabinet-level meetings; and UNI has worked hand-in-hand with Drew and Purpose Built Communities to develop KCNA's charter application. Based on the lessons from East Lake and Drew, UNI is focused on making sure KCNA's curriculum, programming, and services have been carefully and intentionally aligned with the broader neighborhood revitalization effort.

UNI has pledged to the community that, going forward, it will safeguard the community's vision for the school, as well as ensure that the community's needs and interests are reflected in the school on an ongoing basis. Importantly UNI will also actively fundraise on behalf of the school, and provide its expertise and other resources at no cost to the school.

The Urban Neighborhood Initiative is a home-grown, community-driven non-profit organization whose ultimate goal is to break the cycle of poverty in Kansas City's urban core. The school we have proposed is part and parcel of that process, and the charter and its bylaws are intended to create the mechanisms to ensure that our group of organizations remains coordinated and committed to the same vision over the long-run.

We understand that a charter school operates autonomously under its board and school leader. At the same time, as the initiator of the Purpose Built Community effort in our city, UNI must fulfill its role as "community quarterback" for the entire holistic effort – including the school – if we are to remain true the model whose success we seek to implement. Notably, UNI does not appoint KCNA's directors or play a role in their selection process. Only the KCNA board has that authority. This provision merely ensures adherence to the model that has been so successful, and ultimately UNI is simply seeking input through a high level sign off process.



**Appendix B.2 - 1**  
**Board Member Resumes**

## M.A. "Art" Chaudry

### Career Summary

Senior level executive with a record of success and impact in diverse industries and organizations (pharmaceuticals, consumer goods, sports/entertainment, education/culture, financial services, public services and not-for-profit). Leadership provided in growth, mergers, acquisition, restructuring and turnaround environments. Successful in leading multinational teams. Respected community leader skilled at working effectively with a broad range of community, public and private sector stakeholders.

Demonstrated success in:

- P&L Management
- Business and Revenue Development
- Global Initiatives
- Finance and Controllershship
- New Product Development
- Community Development
- Strategic Planning
- Supply Chain Management
- Organization Development
- Change Management
- Business Process Design
- Citizen Focused Services

### Professional Experience

#### **SWOPE COMMUNITY BUILDERS, Kansas City, MO**

**2010 - Present**

*A community development corporation that focuses on comprehensive development efforts to redevelop the social and physical infrastructures of urban communities through residential, commercial, and retail development to improve the well-being of an underserved population.*

#### President and CEO

**2014 - Present**

Provides leadership and defines and implements organization objectives, strategy and business structure to build communities of choice.

#### Chief Operating Officer

**2010 - 2013**

Responsible for day-to-day operations of real estate and community development activities, including oversight of the company's assets and portfolio in both residential and commercial real estate, project management, business development of new opportunities and implementation of business strategies. Value of assets managed is \$100 million.

- Launched the first project in East Village redevelopment, the final phase in the renaissance of east downtown Kansas City, Missouri by completing a multi-family unit of moderate income housing project. Revitalization efforts will eventually encompass \$300 million in additional investments to create mixed income, mix use neighborhood.
- Introduced special needs housing to accommodate veterans and their families, transformed a dilapidated and abandoned area adjacent to Veteran Administrative Medical Center in Kansas City, Missouri.
- Implemented the federally funded Neighborhood Stabilization Program by acquisition, rehabilitation and leasing of abandoned single family homes in the blighted urban core.
- Established a Small Business Advisory Center to provide assistance to clients seeking to start or improve their business operations.
- Improved the occupancy of an 150,000 square feet retail center to 95% by attracting a strategic mix of national and local tenants, resulting in surplus cash flow.
- Achieved 100% occupancy of affordable housing assets.

#### **UNION STATION, Kansas City, MO**

**2007 - 2009**

*A not-for-profit Corporation created through a public/private partnership to operate a multipurpose commercial, retail, educational and cultural complex in a historic urban landmark.*

### Executive Vice President and CFO

Oversaw financial and general management of 37-acre civic asset, anchored by a \$250 million renovated train station. Was accountable for Finance, Treasury, Human Resources, Information Technology, Facilities (over 1 million square feet), Parking, Security, Sales and Guest Services, Retail and Restaurant Operations.

- Achieved a first ever break-even financial year in 2007, a milestone not met since union Station first opened in 1999.
- Rebuilt Finance Department from scratch after it had experienced near 100 percent turnover.
- Hired, mentored and promoted talent especially among women and minorities, and raised awareness for diversity and inclusiveness.
- Implemented state-of-the art financial and ticketing systems.
- Initiated and implemented a major restructuring process in January 2009 to resize the organization for the realities of a deteriorating economy and unsustainable infrastructure.

### **JACKSON COUNTY, Kansas City, MO**

**2003 - 2007**

*Deliver public services to 1 million resident of 17 cities including Kansas City*

### Chief Administrative Officer

Reported to the elected County Executive. Provided leadership in managing people (900), projects and processes to enable responsive, responsible and efficient delivery of services to the citizens of Jackson County. Was accountable for operations in Finance, Purchasing, Human Resources, Management Information Services, Economic Development, Facilities Management, Public Works, Corrections, resource Conservation, and Parks & Recreation Departments.

- Implemented strategic plan to upgrade information systems, infrastructure (servers) and technologies (disc capacity) to management growth while reducing risk to business continuity and expanding E-Government services.
- Addressed deferred maintenance challenges by implementing a 5-year program of targeted priorities to move towards proactive orientation in facilities and planned replacement of aging infrastructure.
- Championed innovations in people development through increased emphasis on training, availability of employee assistance and wellness programs, and a competitive compensation structure.
- Reduced road maintenance costs by 25% through improved construction techniques and a preventive maintenance plan, resulting in a 95% acceptable level of pavement conditions.
- Lead the on time and under budget implementation of an integrated Financial/Purchasing/Human Resource system to incorporate best practices in processes.
- Facilitated the achievement of over two dozen awards recognizing the success of Jackson County in becoming one of the top ten counties in the United States for creating a sustainable community.

### **H&R BLOCK, Kansas City, MO**

**2001 - 2002**

*Diversified financial services company with sales of \$3 billion*

### Vice President – Strategy and Tax product Development

Led the development and delivery of new products and services to achieve corporate objectives. Responsibilities include planning, directing and implementing new business opportunities and other strategies for enterprise wide growth and integration.

- Built a new team of experts to champion innovation, strategic management and business development.
- Defined long-range plan to achieve higher revenues and margins through expansion and integration of activities.
- Established systematic approach to new project development to leveraging core business capabilities.
- Exceed financial goals in managing bank product portfolio, generating a record net income (\$100 MM vs. plan of \$60 MM).

### **KANSAS CITY ROYALS BASEBALL CLUB, Kansas City, MO**

**1997 - 2001**

*Major League Baseball Franchise*

Senior Vice President – Business Operations and Administration

Directed all business operations focusing on improving off-field performance of the Club. Responsibilities include Operations, Finance, Sales and Marketing, Community Affairs, public and Media Relations and Human Resources. Developed Strategies and operating plans that achieved turnaround through the following actions:

- Launched strategic plan that re-established fan support during club's rebuilding program. Plan involved new sales and marketing initiatives, corporate sponsorships, entertainment value, community relations, customer convenience, ethnic markets and organizational development.
- Established organizational development emphasis that built a culture of learning, information sharing, empowerment, balanced decision marketing, constructive conflict management, alignment of values and vision, and innovative rewards & recognition.
- Implemented performance management processes, compensation systems, and career planning to attract and retain talent.
- Sponsored and facilitated greater understanding, acceptance and promotion of diversity, winning coveted media recognition award "Harmony Hero."
- Championed and negotiated a successful strategy with political entities to fund multimillion dollar renovation and revenue enhancement projects for Kauffman Stadium.
- Sustained pro-active community relations, focusing on ethnic and inner-city markets.

**HOECHST MARION ROUSSEL, Kansas City, MO (Sanofi-Aventis)**

**1985 - 1997**

*Fully owned subsidiary of Hoechst AG, with \$10 billion in sales of pharmaceutical products.*

Vice President – Global R&D Finance/Controlling (1996-1997)

Provided leadership and direction that established and managed fully integrated financial project and resource planning; responsibility for forecasting and controlling systems for scientific R&D sites in U.S., Europe, Asia and Latin America. Serviced as business advisor for R&D division with 5500 associates, managing a \$1.5 billion budget.

- Led multi-cultural teams of scientific and finance professionals to restructure R&D operations and generate \$240million in cost savings.
- Provided leadership for establishing a Global Drug Development Center in New Jersey.
- Built a new global controller's function by hiring, mentoring and developing business, technical and managerial talent.

Vice President – Global R&D Planning/Administration (Marion Merrell Dow,) (1990-1996)

Division Controller – (US (Marion labs,) (1988-1990)

Director – Operations and Material Management (1985-1988)

**JOHNSON & JOHNSON (PERSONAL PRODUCTS DIV.), Milltown, NJ**

**1973 - 1985**

*\$420 million in sales of personal care products.*

National Planning Manager (1982-1985)

Superintendent (GROUP Manager) – Sales & Distribution Services (1979 – 1982)

Production Manager (1976-1979)

Manager/Supervisor - Order Processing and Customer Services (1973- 1976)

## **Education**

**M.B.A.** (Management) Loyola University of Chicago. Completed in 15 months while working fulltime.

**B.S.** (Civil Engineering), University of Illinois, Champaign-Urbana. Dean's List.

### Post Graduate Programs/Seminars

Financer for Non-Financial Executives, Columbia University

Financer for Financial Executive, Wharton School of Business, University of Pennsylvania

Logistics Management, Northwestern University

## **Civic and Community Services**

Board of Directors and former Chairman – The Urban League of Greater Kansas City

Board Member – Greater Kansas City Interfaith Council

Board Member – Advancement Board of KU Medical Center & Hospital

Board Member – Urban Neighborhood Initiative (Chamber of Commerce of Greater KC "Big 5")

## **Dianne S. Cleaver**

DCleaver@uni-kc.org

A highly experienced Executive Leader who has demonstrated the ability to work with diverse teams of professionals to achieve organizational goals. Strong management qualifications with an impressive track record of more than 35 years of hands-on experience in behavioral health, human services and education. Areas of strength include policy and program development, management, strategic planning and government and community affairs.

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### EDUCATION AND TRAINING

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Bachelor of Arts in Sociology, Bryn Mawr College, Bryn Mawr PA.

Masters of Arts in Social Psychology, University of Missouri, Kansas City

Psychology License, State of Missouri

Health Policy Fellowship, National Association of Public Hospitals/National Public Health and Hospitals Institute

Mental Health First Aid Trainer Certification

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### PROFESSIONAL EXPERIENCE

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#### Urban Neighborhood Initiative

1/13 to Present **Executive Director**: the Urban Neighborhood Initiative (UNI) was formed as a partnership between the Greater Kansas City United Way and the KC Chamber. UNI is now an independent 501.c.3 dedicated to revitalizing neighborhoods in the heart of the city. UNI works in partnership with neighborhood residents and through collaborative relationships with business, industry, and government and community organizations.

Accomplishments include initiation of multiple programs and initiatives I the organizations focus areas of prosperity, health and safety and education.

#### Symmetry Consulting LLC

3/05 to 12/12 **President**: Educational, human services and management consulting including management and leadership development, program development and support, strategic planning and cultural competence consultation. Consultation work includes:

- Swope Parkway Health Centers-Behavioral Health Department
  - Consulting on clinical and organizational issues

- Serving as Interim Executive during leadership transitions
- The Institute for Research and Reform in Education
  - Key informant interviews and report for analytic review of the Skillman Foundation's (Detroit MI) educational programs
  - Managing comprehensive reform efforts in five comprehensive urban high schools in Milwaukee WI
- Comprehensive Mental Health Inc./Missouri Department of Mental Health—consultation, recommendations and report on eliminating cultural disparities (Nov. 2009 to April 2010)
- Civic Council of Greater Kansas City—Co-facilitating the organization's leadership development program for senior executives (August 2005 to June 2008)
- ReDiscover Mental Health Center—Consultation on CSTAR Substance Abuse Programs (June-Dec. 2007)
- Congressman Dennis Moore's Staff—Facilitating staff planning retreat (June 2007)
- University of Missouri Kansas City Law School—facilitating a diversity dialogue among students and staff (April 2006)

#### Kansas City Missouri School District

11/03 to 3/05 **Chief Administrative Officer:** Responsible for strategic planning, organizational development, government and community affairs, high school reform initiative, special projects, Pupil Services, Admissions Office, School Based/School Linked programs and Truancy Services

5/02 to 10/03 **Consultant/Executive Assistant to the Superintendent:** Provide consultation and assistance to the District Superintendent in the following areas: implementation of management structures to most effectively meet District responsibilities; strategic planning; government affairs; public relations/marketing; and developing and implementing plans to maintain positive, productive working relations with parent, civic and community groups; Specific responsibilities have included: serve as lead administrator on implementation of comprehensive high school reform initiative; advice and assistance to the Superintendent in management reorganization; review and reorganization of the district-wide parent advisory body and overseeing ongoing work related to parental engagement; development of a plan to merge District early childhood programs; development and implementation of policies and procedures for receipt and coordination of philanthropic funds.

#### University of Missouri-Kansas City

5/01 to 4/02: **Senior Policy Fellow and Coordinator Missouri's Initiative for Children and Families:** Lead development and management of Governor Bob Holden's policy initiative to develop a statewide plan promoting healthy and self-sufficient children and families. This effort included working collaboratively with state government, the private

sector and community leaders. Responsibilities included: manage a statewide effort to identify priority outcomes, indicators and strategies for children and families; develop recommendations regarding current programs; assess conditions and develop recommendations regarding coordination and collaboration across state departments and community programs; advice and assistance in development of new initiatives; and assure implementation of mechanisms to evaluate outcomes. Major planning areas were in early childhood education, family mental health and child abuse and neglect.

#### Truman Health System

**12/97 to 5/01: Director of Community Development:** Served in a senior executive capacity for policy and program development for a \$200 million health system. Responsibilities included: leadership in civic and community affairs of the organization; leadership of legislative and governmental efforts at the local, state and federal levels; identification of health related community needs and coordination of services to meet those needs; development of outreach initiatives and programs; management of corporate giving; and management of Minority/Women Business Enterprise initiative for the organization.

Accomplishments included: establishment of a community outreach clinic at Seton Community Center, establishment of a professional lobbying effort; development of policies and procedures for corporate giving program, and attainment of increases in the organization's government allocations at the local and state levels.

#### Swope Parkway Health Center,

**10/85-6/97: Mental Health Director:** Served in a senior executive capacity for a comprehensive community health center and as Director of the organization's Community Mental Health Center (CMHC). Responsibilities included: management of over 100 CMHC staff members; development and maintenance funding sources for CMHC operations; administration of a \$5.5 million dollar budget; leadership for government affairs efforts related to mental health; and development and implementation of new program initiatives. Programs of the mental health center represented a full range of ambulatory mental health services for children, adolescents and adults, residential treatment facilities for seriously mentally ill clients, and residential and outpatient substance abuse treatment and prevention services.

Accomplishments included initiating major program innovations that more than doubled the budget and significantly expanded the array of mental health services including: development and management of day treatment programs for behavior disordered students of the Kansas City Missouri school district, seriously mentally ill adults and dually diagnosed adults; an award winning (national) prevention program for children of seriously mentally ill parents; a federally funded substance abuse prevention program for high-risk youth; two 8 bed residential treatment facilities for seriously mentally ill adults; and an award winning (state) 30 bed residential facility for addicted persons; gaining accreditation for the Center from the Joint Commission on Accreditation of Health Care Facilities; and co-founding of a behavioral health HMO corporation.

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## CIVIC ENGAGEMENT

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### Current

- University of Missouri at Kansas City Board of Trustees
- Institute for Urban Education National Advisory Board
- Loose Foundation Board of Directors, Vice-Chair
- Kansas City Early Childhood Commission, Vice-Chair
- Kansas City Stem Alliance Board of Directors
- Women's Foundation of Greater Kansas City Advisory Board
- Rose Brooks Center (Domestic Violence Prevention/Intervention) Advisory Board
- International Women's Forum Member

### Selected Past Civic Activities

- United Way of Greater Kansas City Board of Trustees, President
- Chair, Jackson County Charter Review Task Force
- United Way of Greater Kansas City Board of Trustees, President
- Kansas City Friends of Alvin Ailey Advisory Board
- City-Wide Campaign to Continue Earnings Tax, Co-Chair
- National Board Member, Girl Scouts of the USA
- American Bar Association's National Commission to Revise the Code of Judicial Conduct
- Chairperson, Starlight Theatre
- Board of Regents, Rockhurst University
- Chairperson, Kansas City Kidsafe Governing Council (child abuse/ neglect prevention)
- Board Member, Kauffman Foundation Youth Development Division
- Chairperson and Co-Founder, Family Resource Center
- Chairperson Wee Friends Child and Family Enrichment Center
- Chairperson, School/Community Advisory Council on Substance Abuse Prevention
- Member, Mayor's Council on Youth
- Member, Head Start Policy Council
- Chairperson, Move Up (formed by the merger of Project Neighborhood and the Ad Hoc Group Against Crime)
- Vice-Chairperson, Kansas City Care Network (Community Health Collaborative)
- Vice Chairperson, Kansas City Friends of Alvin Ailey; Co-Chair of Jamison Partners
- Treasurer, Skill Builders Fund
- Board member, Swope Ridge Geriatric Center
- Member, Mayor's Task Force on Minority Health
- Board Member, Missouri United Methodist Church Foundation
- Chairperson, Missouri Coalition of Community Mental Health Centers

- Chairperson and Founding Member Community Network for Behavioral Health Care
- President, Metropolitan Council of Community Mental Health Centers
- Member, Local Investment Commission, Professional Cabinet and Health Committee
- State Advisory Council on Alcohol and Drug Abuse
- Board Member, Kauffman Community Fund
- Co-Chair, Kansas City Host Committee, National Conference of Black Mayors (1992)
- Commission Member, Jackson County Anti-drug Sales Tax Fiscal Commission (COMBAT)
- Member, Governor’s Review Committee on Purchasing (Dept. of Mental Health)
- Member, Western Missouri Regional Advisory Council for Psychiatric Services
- Chairperson and Founding Member, Statewide Task Force on African-American Issues in Mental Health
- Chairperson, Renaissance West (residential treatment facility for drug abusers)
- Chairperson, Rose Brooks Center (domestic violence intervention center)
- Chairperson, Phil Curls for Missouri Senate. 1984
- Member, Minority Health Issues Task Force (state-wide advisory body)
- Member, Governor’s Advisory Committee on the Medicaid Drug Formulary
- Publications: “Awakening The Dream”, speech published by the Greater Kansas City Community Foundation (1993); “Issues in Mental Health Care for Blacks in Kansas City”, book chapter, The State of Black Kansas City, published by the Urban League of Greater Kansas City (2002).

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#### AWARDS

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- Greater Kansas City Women’s Political Caucus Pillar Award 2010
- “Friend In Deed” Award, Metropolitan Lutheran Ministries, 2003
- House of Menuha, Community Service Award, 2003
- Honorary Inductee, National Jesuit Honor Society, 2002
- Alumnus of the Year, University of Missouri at Kansas City, College of Arts and Sciences, 2001
- STAR Award, Starlight Theatre, 2000
- Truman (Medical Centers) Ball Honoree, 1998
- Speaking of Women’s Health Honoree, 1998
- President’s Award, Kansas City Chapter, Southern Christian Leadership Conference, 1998
- Meet Me in the Middle Peace Coalition, Path Lighters Award, 1998
- GLAD (Gay/Lesbian Alliance) Leadership Award, 1997
- Kindest Kansas Citian Honoree, 1995
- Ark of Friends (Consumers of Mental Health Services) – Professional Service Award, 1992, 1994, and 1995
- Kansas City Globe’s 100 Most Influential Blacks in Kansas City, 1994-1999) Woman of Courage Award – Delta Sigma Theta Sorority, 1993

- Woman of the Year, Missouri Black Legislative Caucus, 1992
- Civic Service Award, Hyman Brand Hebrew Academy, 1992
- Mental Health Services, Award, Research Mental Health Services, 1991
- Community Spirit Award, Comprehensive Mental Health Services, Inc., 1990
- Woman of the Year Award, St. James United Methodist Church

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## ACCOMPLISHMENTS

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- Member of a national policy panel making recommendations on treatment for addiction. (Funded and published by the Robert Wood Johnson Foundation).
- Founding member of CommCare, behavioral health managed care organization
- Founding member of the Statewide Task Force on African American Issues in Mental Health.
- Co-founder of the Family Resource Center (holistic programming for families).
- Steering committee member of County-wide Coalition to increase the mental health levy.
- Commission member on the first Jackson County Anti-Drug Commission, COMBAT. (Engineered many of the treatment policies and procedures in place today.)
- Founding member and former chair of Jackson County Anti-Drug Provider Coalition.
- Founding member and initial convener of Jackson County Treatment Provider Coalition.
- Frequent speaker and workshop presenter on a variety of topics, including women's issues, health and mental health issues and cultural competence.
- Publications: "Awakening The Dream", speech published by the Greater Kansas City Community Foundation (1993); "Issues in Mental Health Care for Blacks in Kansas City", book chapter from The State of Black Kansas City, published by the Urban League of Greater Kansas City (2002).

Ebony Edwards, Ph.D.  
Center for Public Partnerships and Research, The University of Kansas

Ebony.edwards@ku.edu

## EDUCATION

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Ph.D.	Community and Prevention Research, Psychology Dept. Minor: Statistics, Methods and Measurement	The University of Illinois at Chicago Chicago, Illinois	12/2014
M.A.	Community and Prevention Research, Psychology Dept.	The University of Illinois at Chicago Chicago, Illinois	10/2010
B.A.	Psychology	Clark Atlanta University Atlanta, Georgia	05/2007

## GRANTS AND CONTRACTS

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Evaluator	Evaluation of the Kansas Reading Roadmap, \$349,423 <ul style="list-style-type: none"><li>• Kansas Department of Children and Families, Topeka, KS</li></ul>	University of Kansas- Center for Public Partnerships and Research Lawrence, KS	May 2014 – present
Research Analyst	FRIENDS National Center for Community-Based Child Abuse Prevention <ul style="list-style-type: none"><li>• FRIENDS National Center for Community-Based Child Abuse Prevention, Chapel Hill, NC</li><li>• \$214,285 devoted to the development of resources for cost-analysis over 5 years</li></ul>	University of Kansas- Center for Public Partnerships and Research Lawrence, KS	Dec 2014 – present

## RESEARCH AND EVALUTION EXPERIENCE

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Evaluator	Evaluation of the Kansas Reading Roadmap <ul style="list-style-type: none"><li>• Responsibilities include: Revision of logic model and evaluation plan based on program changes; Management and coordination of the evaluation, including oversight of a research assistant and graduate research assistant; Development of a sustainable project management and data collection website; Data collection, maintenance, and analysis of program, site and school data; Develop, conduct and analyze key informant interviews and site visits; Report and publication development and dissemination.</li></ul>	University of Kansas- Center for Public Partnerships and Research Lawrence, KS	May 2014 – present
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Research Analyst	FRIENDS National Center for Community-Based Child Abuse Prevention – Cost Analysis	University of Kansas- Center for Public Partnerships and Research Lawrence, KS	Dec 2014 – present
	<ul style="list-style-type: none"> <li>• Responsibilities include: Review existing state CBCAP programming, policies, and practices; Develop, conduct, and synthesize 10 state CBCAP lead interviews on current funding, budgetary, and data practices; Conduct and produce a comprehensive literature review of cost analysis methodologies and research; Develop technical assistance briefs that outline cost analysis methodologies and cost collection tools.</li> </ul>		
Associate Researcher	Various evaluation projects that include a cost analysis component	University of Kansas- Center for Public Partnerships and Research Lawrence, KS	June 2007 – Dec 2012
	<ul style="list-style-type: none"> <li>• Responsibilities include: Staying up-to-date with current cost-analysis methodology and practice in the social service sector; Assist in conducting and/or provide recommendations to conduct cost-analysis for various projects at the Center.</li> </ul>		
Graduate Research Assistant	Sabine French Research Lab, Psychology Dept.	University of Illinois at Chicago Chicago, IL	Aug 2006 – May 2012
	<ul style="list-style-type: none"> <li>• Responsibilities included: Conducted data analysis on factors affecting minority student academic achievement and psychological well-being in high school and college; Supervised 5-10 undergraduate students each semester; Conducted various research tasks at all stages of research, including managing data in SPSS and developing research protocols.</li> </ul>		
Research Assistant	Cultural Predictors Project	Howard Brown Health Center Chicago, IL	June 2008 – Sept 2008
	<ul style="list-style-type: none"> <li>• Responsibilities included: Recruited participants in the community to be interviewed and uploaded data to web client.</li> </ul>		
Research Assistant	Cool Girls Evaluation, Psychology Dept.	Georgia State University Atlanta, GA	Aug 2005 – May 2007
	<ul style="list-style-type: none"> <li>• Responsibilities included: Administered surveys in elementary &amp; middle schools; Entered data into SPSS; Assisted in development of Evaluation Report.</li> </ul>		
Research Assistant	Girl Power Evaluation, School of Public Health	University of Illinois at Chicago Chicago, IL	Summer 2006
	<ul style="list-style-type: none"> <li>• Responsibilities included: Collected school and missing participant data; Performed observations to evaluate implementation of program.</li> </ul>		

## PROFESSIONAL EXPERIENCE

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Evaluation Specialist and Data Analyst	Community Schools Initiative, Chicago Public Schools	Chicago, IL	Oct 2009 – May 2014
	<ul style="list-style-type: none"> <li>• Responsibilities included: Analyzed program data to ensure compliance with federal guidelines; Designed and implemented a qualitative process evaluation with school and community stakeholders that included recommendations to increase program implementation and sustainability. The resulting framework now guides implementation and support for the district's 100+ community schools; Supported</li> </ul>		

program specialists, staff providing technical assistance to 21<sup>st</sup> CCLC coordinators, in providing school programs with guidance on various aspects of implementation, such as the assessment of needs and development of action plans; Supported district and school-based stakeholders through the creation and facilitation of targeted professional development, including the use of standardized instruments (e.g., YPQA & NYSAN), to support adherence to policy; Designed, created, and managed the production of community school profiles, which summarize data annually for internal stakeholders to inform planning and practice; Designed, created and conducted multiple presentations, workshops, and materials highlighting research and evaluation for local, state, and national dissemination.

Undergraduate Internship Supervisor	Department of Psychology	University of Illinois at Chicago Chicago, IL	Jan 2011 – May 2014
	<ul style="list-style-type: none"> <li>• Responsibilities included: Supervised 10-20 undergraduate student field research projects each semester, to ensure that student work exceeded the internship site’s expectations, and that culminating projects were relevant, sustainable, and delivered in a timely fashion.</li> </ul>		
Research Team Leader	Summer Research Opportunities Program (SROP)	University of Illinois at Chicago Chicago, IL	Summer 2009, Summer 2010
	<ul style="list-style-type: none"> <li>• Responsibilities included: Developed and implemented summer workshop series for undergraduate students from diverse backgrounds. Workshops focused on the phases of research, writing, and presenting, to guide students toward the completion of a summer research project; Acted as a liaison between SROP program staff and students/faculty; Served as a graduate student mentor.</li> </ul>		
Teaching Assistant	Psychology Department	University of Illinois at Chicago Chicago, IL	Aug 2007 – Dec 2010
	<ul style="list-style-type: none"> <li>• Responsibilities included: Instructed weekly discussion sections consisting of 20-30 students every semester for Introduction to Psychology, Writing in Psychology, Undergraduate Statistics, and Advanced Undergraduate Statistics courses.</li> </ul>		

## GRANT WRITING

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University of Illinois at Chicago: Hip-Hop Acculturation Study. (2007). *Research project*. Awarded: \$20,000

## TECHNICAL REPORTS

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**Edwards, E.** & Lazarus, J. (2014). Kansas Reading Roadmap: Interim Evaluation Report.

**Edwards, E.** & Lazarus, J. (2014). Kansas Reading Roadmap: Pittsburg School District Case Study.

Zander, K.J., **Burnside\*, E.**, & Poff, M. (2010). The development of an implementation and sustainability process strategy (ISPS) for the Chicago Public Schools Community Schools Initiative: Findings and recommendations.

Chicago Public Schools. Chicago, IL.

## PUBLICATIONS

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**Edwards, E.** (under preparation). Features of an organized youth activity setting that serve as protective factors against exposure to community violence.

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\*Published previously under former name, Burnside.

## SELECTED PRESENTATIONS

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- Burnside\*, E.**, Ray, A., Egner, C., Mendoza, G., Ortega, E., & Seelig, M. (2014, April). Using Data to Create Greater Educational Equity: Sharing Strategy from the Chicago Public School Community Schools Initiative. Workshop conducted at the biennial national forum for the Coalition of Community Schools.
- Burnside\*, E.**, Naftzer, N., Ray, A., & Seelig, M. (2014, April). Addressing Implementation Quality to Assess Educational Equity: An Introduction to the Chicago Public School Community Schools Initiative's Self Assessment Quality Improvement Rubrics. Workshop conducted at the biennial national forum for the Coalition of Community Schools.
- Zander, K., **Burnside\*, E.**, Ray, A., Naftzer, N., & Diehl, D. (2013, May). Understanding Chicago Public Schools Community School Implementation and Its Relationship to Outcomes: Our Past and Present Evaluations. Paper presented for the quarterly Research Affinity Group meeting for the National Coalition of Community Schools.
- Burnside\*, E.** (2012, June). Can Schools Empower Families? Implications of Empowerment in a Context of Engagement. Paper presented at the biennial International Conference of Community Psychology, Barcelona, Spain.
- Burnside\*, E.**, Ray, A., & Berg, A. (2012, May). Planning to Succeed: How the Chicago Public School Community Schools Initiative Uses Non-Academic Data to Inform Practice. Workshop conducted at the biennial national forum for the Coalition of Community Schools.
- Zander, K., Poff, M., **Burnside\*, E.**, Ray, A., Naftzer, N., & Norbury, H. (2012, April). Development of a Framework and Accompanying Rubric to Assess Community School Implementation and Sustainability Processes. Paper presented at the annual meeting for the American Educational Research Association, Vancouver, BC, Canada.
- Burnside\*, E.** (2011, June). Exploring the School's Capacity to Empower Marginalized Families: A Critical Literature Review. Paper presented at the annual National Black Graduate Conference in Psychology, Miami, FL.
- Burnside\*, E.**, Zander, K., Poff, M., Ray, A., Shwehdi, N., Moralde, J., & Berg, A. (2011, June). Implementing and Sustaining Community-School Partnerships: Implications of an Evaluation of the Chicago Community School Initiative. Roundtable conducted at the biennial meeting for the Society of Community Research and Action, Chicago, IL.
- Zander, K., **Burnside\*, E.**, & Poff, M. (2011, May). Community School Initiative Evaluation. In L. Daley (Chair), *Evaluating Chicago Public School Programs: Perspectives of Internal and External Evaluators*. Symposium conducted at the annual meeting for the Midwestern Psychological Association, Chicago, IL.
- Zander, K., Poff, M., **Burnside\*, E.**, Ray, A., Shwehdi, N., Moralde, J. (2010, October). Collaborative Development of an Implementation and Sustainability Process Strategy for the Chicago Community Schools Initiative. Symposium presented at the annual meeting for the Midwestern Ecological Community Psychology Conference, Champaign, IL.
- Burnside\*, E.**, & French, S. (2010, May). Understanding minority pathways to degree attainment: Implications for research. In **E. Burnside\*** (Chair), *A context of academic persistence for ethnic minority students*. Symposium conducted at the annual meeting for the Midwestern Psychological Association, Chicago, IL.

**Burnside\*, E., & French, S.** (2009, June). The influence of racial and ethnic identity on minority academic disengagement. Poster presented at the Society for Community Research and Action Biennial meeting, Montclair, NJ.

**Burnside\*, E., French, S.** (2008, March). Ethnic differences in the relationships between identity, socialization, and academic disengagement. Paper presented at the Society for Research in Adolescence Biennial meeting, Chicago, IL.

**Burnside\*, E., Broomfield, K.** (2007, June). The effects of a mentoring program on substance use. Poster presented at the Society for Community Research and Action Biennial meeting, Pasadena, CA.

**Burnside\*, E.** (2006, November). Community based participatory research and the development of youth mentoring programs. Powerpoint presented at the national NIMH-COR meeting, D.C.

\*Published previously under former name, Burnside.

## PROFESSIONAL AFFILIATIONS

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Society for Community Research and Action (SCRA, APA Div. 37)

Society for Cost Benefit Analysis

## PROFESSIONAL SERVICE

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University of Illinois at Chicago – Midwestern Ecological Community Psychology Conference Planning Committee

Society for Community Research and Action – Biennial Conference Presentation Submission Reviewer

University of Illinois at Chicago – Psychology Department Diversity Recruiter

## DATA ANALYSIS AND SOFTWARE

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Proficient in Microsoft Office Suite (Word, Excel, Powerpoint); Completed formal training in ANOVA, regression, structural equation modeling (SEM), hierarchical linear modeling (HLM), and Rasch modeling using SPSS, SAS, MPLUS, and HLM; Survey software: Qualtrics, REDCap

# John Pierre James

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## Objective

## Summary

I have over 34 years of experience in the information technology career field. I am currently performing Network infrastructure and audio visual (AV) integration for the entire City of Kansas City Missouri. We monitor, analyze and repair all communication related malfunctions and ensure connectivity for over 3,000 users. I design and maintain all City conference room system to include video conferencing, teleconferencing, presentation systems, speakers, microphones and control systems. I routinely troubleshoot and repair hardware, software and cabling issues. We maintain two large centralized computer room and provide Wi fi and wired communication to every building owned by the City of Kansas City. We partner with AT&T, Time Warner, Google, Sprint and Cisco to meet the computing requirements of the City Manager and all City employees and customers.

## Skills

**SOFTWARE: MICROSOFT OFFICE SUITE, ACROBAT , EXCEED, AVENTAIL, BIOS, PROVISION AND MANAGEMENT: NAVISACCESS, NAVISCORE, NAVISXTEND, TAOS, NAVISRADIUS, NETWORKSIMULATOR, HP OPENVIEW, AVENTAIL, RADIUS, BER TESTER, TDR TESTER, MULTIMETER, TIVOLI, NMC, LOUTUS NOTES, CISCOWORKS, STERLING DIRECT-CONNECT, AT&T I-ADVANTAGE, KRONOS, NUKU, NEW BRIDGE 46020, VITALSUITE, TIVOLI, 3270, OS/390**

**HARDWARE: DELL, GATEWAY, IBM, TOSHIBA, LUCENT, CISCO, NICS, SOFTSWITCH, APX8000, DSLAM, MAXTNT, TERMINATOR, CELLPIPE, WIRELESS COMPONENTS, ROUTERS, SWITCHES, HUBS, CSU/DSUS, MULTIPLEXERS, LINE AMPS, PADS COILS, AS400,**

**TELECOM CABLE MANUFACTURING, INSTALLING AND TESTING : UTP data cable (Cat 3, 5, 5e), COAXIAL (RG-6, RG-59 B/U, RG-11, RG-11 A/U, RG-12 A/U, RG-58) FIBER OPTIC(FC, FDDI, LC, MT, SC, ST) MTP T568A and T568B P cable 10/100/1G Ethernet, as well as advanced 10GB and IP-based wiring schemes Category 6 UTP and Screened Category 5e, FDDI multimode duplex fiber**

**SYSTEMS AND PROTOCOLS: ATM, ISDN, VPN, BROADBAND, BASEBAND, XDSL, FRAME RELAY, VOIP, SONET, TDM, FDM, OSI, TCP/IP, X.25, ETHERNET, SDLC, HDLC, PPP, L2TP, 802.X, SNMPV1&3, SS7, T CARRIER HIERARCHY, MS-DOS, UNIX, (SOLARIS AND HP-UX), WIN (95/98/NT/2000/ME), IBM SNA, SNI,**

## Work

## Experience

**November 2007 -- Present City Of Kansas City, 414 E 12<sup>th</sup> St, Kansas City MO  
Information Technology Network Specialist \ Audio Visual Systems Integrator**

- Specialist provides leadership and coordination of project teams engaged in large, complex or enterprise-wide projects.
- Prepares instructional materials and training curriculum for specialized or complex training
- Performs research, design, configuration, installation, and implementation of applications, network infrastructure equipment, (voice, data, video), Computers, and Microsoft servers.

**January 2002- 2007, DST Systems, 7201 E. 64th Court, Kansas City MO.  
Lead Technical Support Analyst**

- Tasked to create diagrams, and detailed technical information for network management
- Install and repair cabling for clients that terminate in our Data center
- Install, monitor, repair and maintain a high performance level for all network equipment, software, computers and terminals for DST and their Fortune 500 clients

**November 1999 -- September 2001 Lucent Technologies, 7500 COLLEGE BLVD, Overland Park, Ks  
Member Of The Lucent Worldwide Services Consulting Staff**

I was assigned to several customer projects as Technical Training advisor below are some major accounts:

**Telefonica São Paulo city Brazil**

- Trained Telefonica Brazil engineers to provision manage and provide maintenance for a residential customer DSL network.
- Designed and implemented a Computer lab environment for testing and training

**Sprint Network Service Center, 12524 Sunrise Valley Dr, Reston, VA**

- Trained over 100 Internet Service Center personnel to troubleshoot and maintain the Sprint data customer network.
- Provisioned ISDN PRI and IMT Trunks to provide to residential customers.

**Maxcom Telecomunicaciones, Mexico City and Puebla, Mexico**

- Introduced the Open Standards Interconnect (OSI) developed FCAPS model to identify the primary areas of management for which an operation center should have internal support systems: Fault, Configuration, Accounting, Performance, and Security

**Bell Laboratories , Alcatel-Lucent, 600 Mountain Avenue, Murray Hill, NJ**

- Provided on site customer service as technical project manager implementing PathStar integration into the customer's existing network.
- Integrated the Class 5 PathStar switch, with tandem switches, local loops, PSTN/SS7 network, IP/ATM Backbone, CPEs and remote management systems.

**Military  
Experience**

**January 1980 – November 1999 United States Air Force**

**Communications- Computer Systems Control Craftsman**

**333<sup>rd</sup> Technical Training Squadron, Biloxi, MS**

- Master Instructor for Technical Training Command –Revised training to feature in-depth Protocol Analysis of Ethernet, TCP/IP, X.25 well as advanced Network Management and Troubleshooting Techniques.

**Operational Support Group, Riyadh, Saudi Arabia**

- Served in Desert Storm as Transmission facility manager- maintained 24-hour central office used as the focal point between customers and access to the telephone systems, Satellite service, 3 Microwave links (access between sites), and International AT&T.

**Communication Squadron, Grand Fork ND**

- Facility Manager for Base Central Test Facility which maintained routers, dialup and direct connect modems, CSU/DSU, Cisco 2500s, 3000s, and 4000s.
- Wrote Request for Service orders to AT&T for customers and Provisioned T-1/3 circuits.
- Installed and configured client components and systems in a campus area network.

**Air Support Operation Center, Frankfurt Germany**

System Control Facility manager- Engineered and implemented communication plans to remote customer access and service to any remote location in Europe.

**Communication Squadron, Tinker AFB, OK**

- Automated Digital Information Network Switching Center Technician- Used O-scope, data analyzer, breakout boxes, and patchpanels to monitor, troubleshoot and provide call center customer service for over 144 DS1 links carrying 3456 customer lines.

**Humanity**

Certificate of appointment By the The Free Church of God as Bishop Assistant to the Bishop and Chairman of the Elders Council since June 2010

President of Wendell Phillips Neighbor Association since 2013

Christmas in October volunteer 2014

Wendell Philips Neighborhood Transformation Initiative-Co-OP Leadership team since 2013

Silence the Violence Board Member since 2013

Urban Neighborhood Initiative since 2013

Niles Home committee Member since 2014

Kansas City No Violence Alliance (KC NoVA) Team Lead since 2014

Restorative Justice Neighborhood Accountability Board member since 2013

**Education**

**1990 -1995 Community College of The Air Force**

Associate in Applied Science Electronic Systems Technology  
30 August 1993

Associate in Applied Science Instructor of Technology & Military Science  
28 October 1995

**Specialized  
Training**

CCNA Certification Course  
Apr 2002  
Navis Access DSL  
Aug 2001  
Project Management  
Oct 2000  
Stinger Configuration and Administration  
July 2000  
APX8000 Access Server  
Oct 2000  
Copper Mountain xDSL Overview  
April 2000  
PathStar Access Server  
Mar 2000  
GTI MARC Image Essentials Certificate  
of Completion Aug 2013  
MARC Community Leadership Program  
Certificate of Achievement  
Facilitation Skills Certificate Program  
MARC Problem Solving Certificate  
Program  
MARC Relationship Building certificate  
Program  
New Horizons Interconnecting Cisco  
Network Devices ICND2 May 2013  
MARC Personal Strengths Certificate  
Program  
MARC Community Building certificate of  
achievements  
Leadership at Any Level  
08/08/2013

**ATM Configuration CBX 500**

**Jan 2000**

**Counseling Course Certification**

Dec 1996  
Occupational Instructor Certification  
Aug 1995  
Basic Instructor  
Nov 1994  
T1-T3 Network Training  
Mar 1992  
Systems Control Specialist  
Dec 1985  
Introduction to MS Visio  
05/05/2008  
Visio 2007 Level 2  
08/29/2008  
SQL Basics  
02/02/2009  
Adv. SQL and Stored Procedures  
02/05/2009  
Web Design w/XHTML HTML etc L1  
11/03/2011  
Web Design w/XHTML, HTML L2  
11/14/2011  
Interconnect Cisco Devices L1  
03/11/2013  
Interconnect Cisco Devices L2  
05/06/2013  
Web Content Development  
Dec 2011

**Note**

Detailed Chronological Resume and References are available on request



**Appendix B.2 - 2**  
**Board Member Request for Additional Information Questionnaires**



# SWOPE COMMUNITY BUILDERS<sup>SM</sup>

Member Swope Community Enterprises

June 4, 2015

Dianne Cleaver, Executive Director  
Urban Neighborhood Initiative

RE: KCUNA Charter Development - Governance

Dear Dianne,

In response to the **"Request for Information from Prospective Charter School Board Members"** questionnaire from DESE, I am submitting the following response:

## Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See resume. (Attached)

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Not applicable, I'm an adult.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through my work with UNI "A Top Five Initiative" of the Chamber of Commerce of Grater Kansas City.

4. Explain why you would live to serve on the board.

I have served the Kansas City community in a variety of ways, through different roles and assignments in the public, private and not-for-profit sectors. I see the appointment to the Board as a way of giving back to the community. An association with the Charter School is an opportunity for positive and transformational change. Enabling academic achievement in the urban core is an extension of a mission to build and serve the community.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school? If so,

describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I serve on various not-for-profit Corporation and Boards. The Urban League of Greater Kansas City is one whose vision and purpose aligns well with the charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

An appropriate role of a Board member is to oversee governance and planning, provide fiduciary oversight, promote advocacy and outreach and assist in resource development.

7. What relevant knowledge and experience will you bring to the board?

I am a broad based executive with leadership skills, impacts and positive results in building large and small organizations. My competencies are in operations, finance and general management. I am comfortable at strategic guidance as well as tactical execution and implementation.

My ability to listen, learn and lead has enabled me to build strong coalitions and partnerships to exceed shareholder expectations.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

The success after a year will be to see the full implementation of its operations, engagement of the community and enrolment of students. Over the next four years, the operation will transition to achievement of performance goals, enrolment and staff recruitment. The school will be on a solid fiscal footing, in full compliance of policy.

### **Educational Philosophy**

9. What is your understanding of the school's mission and/or philosophy?

Build a community of teachers, staff, students and families uniting around a common purpose of preparing all students to be successful as students and leaders.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The educational program will align with state and national standards and have a focus on early literacy, and STEAM. Surrounded by high quality wrap around services it will be staffed by a high quality instructional staff.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Characteristic of a successful charter school are academic achievement that exceed its goals and advances its mission.

**Conflict of Interest**

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

We do not know any other members of the board.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

We have no current or past relationships with prospective employees.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

We do not know anyone currently who plans to do business with the school.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider?

We do not know of any management company that will be a service provider to the school.

16. If so, please indicate the individuals you know and the nature of the relationship (If the school does not intend to partner with an educational service provider, write "N/A").

Not applicable.

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

We have no ownership, employment, contractual or management interest in any educational service provider.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

No applicable or known at this time.

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

I do not plan to conduct any business with an education service provider

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

I do not foresee any conflict of interest in my service on the Board.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?

If I become aware of any self-dealing of a fellow Board member, I would immediately and formally inform members of the Board for a thorough investigation and appropriate actions.

I am available to answer questions or elaborate further.

Sincerely,



M. A. "ART" Chaudry  
President & CEO  
Swope Community Builders  
4001 Blue Parkway, Suite 270  
Kansas City, MO 64130

Enc.

**DESE Request for Information from Prospective Charter School Board Members**

**Background**

1. Describe your educational and employment history. You may complete this item by attaching a resume. **(See resume.)**
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **True**
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

**I am Executive Director of the organization that formed the charter school Corporation.**

4. Explain why you would live to serve on the board.

**I am very committed to a quality education for students who live in the heart of the city. I am excited to have the opportunity to partner, rather than compete with our KCPS district in a unique partnership that I believe will be mutually beneficial. I am committed to implementation of the Purpose Built Communities model in our area. This model pairs mixed income housing with a high quality cradle to education pipeline and supportive community services. This charter school will be the first step in building that quality pipeline.**

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

**I have not served on a school board but have served on many not-for profits boards. (See Resume.)**

6. What is your understanding of the appropriate role of a public charter school board member?

**Board member role: establishing policy, strategic direction and expected outcomes; approving a budget; subsequently monitoring the aforementioned; and hiring the school leader.**

7. What relevant knowledge and experience will you bring to the board?

**Extension experience in non-profit leadership, both as an administrator and board member; work as an educational administrator and reform consultant; health and behavioral health experience. See resume for further information**

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

9.

**Year one: enrollment targets met; operating within budget; academic achievement goals would be met; engaged parents; strong school leadership and quality teachers engaged in regular professional development; supportive services provided to student.**

**Year four: enrollment targets met (school continues to grow toward capacity); operating within budget and success at fundraising to augment school services as needed; strong school leadership and teachers with additional academic supports in place; regular, in-depth professional development is ongoing; there is a strong parent organization and parents are engaged; supportive services provided to students**

### **Educational Philosophy**

10. What is your understanding of the school's mission and/or philosophy?

**The school's mission is to serve the families of the neighborhood as an integral part of the community and ensure students achieve at the highest academic levels regardless of race or socio-economic background**

11. Are you familiar with the school's proposed educational program? How would you describe it?

**A focus on language acquisition and literacy, a STEAM curriculum, investment in teacher as leaders**

12. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

**Characteristics of a successful school: Outstanding school leaders and high quality teachers, a budget that invest as much as possible in academic programs, a curriculum aligned with state and national academic standards and high student expectation.**

**Steps the board will need to take, ensure: that the school has high quality leadership; a budget that is focused on academics and an environment and supports designed to attract and retain high quality teachers.**

### **Conflict of Interest**

13. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

**I am helping to establish the initial board so I know the other prospective members. One, Art Chaudry, is a member of the board of directors of the organization establishing the school. The other board member, John James, is the president of the neighborhood association in which we plan to establish the school.**

14. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

**No prospective school employees have been identified.**

15. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

**No**

16. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider?

**The school will partner in some way (exact form to be determined) with Purpose Built Communities.**

17. If so, please indicate the individuals you know and the nature of the relationship (If the school does not intend to partner with an educational service provider, write "N/A").

## Ebony Edwards - Kansas City Neighborhood Academy

### **Background**

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume/CV attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

My husband has attended UNI neighborhood meetings in the past and informed me of the opportunity after hearing about it in a meeting.

4. Explain why you would live to serve on the board.

I believe Kansas City could benefit from additional educational opportunities for K-12 students that are capable of providing an excellent education, especially in neighborhoods where there are few of these opportunities. I believe that with my background and experience I would be an asset towards the development of a school of this caliber, serving such a neighborhood. I offer research and technical assistance related to research, data, continuous quality improvement, school-family relationships, and after-school programs and extended learning opportunities, to name a few.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of the board is to provide governance and planning (such as adopting and monitoring policies and plans), fiduciary oversight (such as monitoring and approving budgets and insurance), advocacy and outreach, and philanthropic leadership.

7. What relevant knowledge and experience will you bring to the board?

I bring to the board some experience in fund development, mainly through grant-seeking, and writing, with some event planning, around funding my own initiatives. I also have some leadership experience in governance structures. My major strength is my career and educational experience where I previously worked for the Chicago Public Schools helping to coordinate training needs and provide evaluation support for the district's community schools. I currently evaluate a early literacy program that focuses both on in-school and out-of-school contexts through the multi-tier system of support model. In general, I focus on results-based planning and evaluation around services that seek to positively impact children, and education has been a major focus.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After one year, students and families will be excited to be a part of the KCNA school community. They will regularly attend school events, there will be a strong and positive identity associated with being a member of this community. Neighborhood organizations such as churches will also show excitement to support the school and its' students. The school will have strong relationships within the community. Within the school, the teachers and staff will be united in a mission to teach students. There will be a strong presence of accountability and desire to achieve excellence. The school will be socially responsible (judiciary, governance, etc.). These same characteristics will continue into the 4 years, with the student body growing with interest in the school. By this time, the school will be able to effectively serve students with all learning needs, including the early intervention of academic/social emotional needs, to ensure the success of all students. Any plans that were put into place during the first year should be on track.

### **Educational Philosophy**

9. What is your understanding of the school's mission and/or philosophy?

The school's mission is to build a community of teachers, students, staff, and families that work together to provide students with a world-class education, preparing them from leadership and adulthood. This includes the ability to teach all students (regardless of educational, remedial need), instill foundational skills that allow for students to build upon them to become academically successful, provide a well-rounded educational curriculum, have high standards for teachers, and provide services outside the typical educational realm that are necessary for their success.

10. Are you familiar with the school's proposed educational program? How would you describe it?

An academic core with a STEAM (science, technology, engineering, arts, math) focus, to ensure students are ready for the 21<sup>st</sup> century. Wrap-around educational services include those from early literacy through college and career readiness. Afterschool programs will allow for extended learning opportunities, including supplemental learning.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Successful schools advance in their mission, meet or exceeds the goals it sets for itself, and increases student achievement. In the first year or two, the board should adopt a strong governance structure, hire an excellent school leader and establish a relationship of trust and support, focus on results, advocate for the school and disseminate the mission, ensure that board members understand their roles and responsibilities, ensure fiscal responsibilities.

### **Conflict of Interest**

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider?

No.

16. If so, please indicate the individuals you know and the nature of the relationship (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

No.

18. (If the school does not intend to partner with an educational service provider, write "N/A"). N/A

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

No.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?

I would discuss situation with fellow board members and with the individual directly, seek advice of legal counsel to ensure next steps are clear, ethical and legally appropriate, engage the rest of the board in working with the board member in question, implement a Code of Ethics to stop such behavior/prevent reoccurrence. If board member is unwilling to change conduct, I would recommend removal of said member.

**Greg Giornelli, Christina Perry and John Majors are the Purpose Built Communities consultants working with the Urban Neighborhood Initiative**

18. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? N/A

19. (If the school does not intend to partner with an educational service provider, write “N/A”).

N/A

20. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. N/A

21. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school’s board? If so, explain. N/A

22. How would you handle a situation in which you believe one or more members of the school’s board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?

**On the front end we need to establish a policy that prohibits this and have board members sign a conflict of interest document indicating that violation of this policy is grounds for dismissal for the board. Should this occur after such a policy is established I would discuss my concerns with the board chair and/or executive committee as appropriate, consult legal counsel and if the facts are borne out move to dismiss the board member.**

## **John James – KCNA – Request for Additional Information**

### **Background**

1. Describe your educational and employment history. You may complete this item by attaching a resume.

I have extensive experience in the information technology field in the private and public sectors, including 20 years of technology work for the United States Air Force. I am currently employed by the City of Kansas City, Missouri in the City's Information Technology Division, where I have worked for seven years. In addition to my work for the City, I am very active in the Wendell Phillips Neighborhood Association and I am a bishop serving the Victory Way Church. My work as a religious leader, neighborhood leader, and public servant, combined with my military background, make me well-suited to the position of board member. I am deeply committed to my community and to improving the lives of the people in that community through education. My complete resume will be forthcoming; highlights of my career include the following:

- a. Retired Air Force (20 years)
    - i. Created college accredited technical courses (e.g. Communications Computer Systems Control)
    - ii. Created technical courses for engineers (e.g. Basic Digital Signaling)
  - b. Earned Military Community College of the Air Force Master Instructor certificate (six consecutive years)
  - c. Lucent Technology Instructor (three years)
  - d. Created operating procedures for the City of Kansas City Information Technology Department
  - e. Hands-on instructor—Instructed on-the-job training for subordinates in the Air Force. Similar training was given to peers, colleagues and new hires in the City's Information Technology Department.
  - f. Community College of The Air Force Associate in Applied Science Electronic Systems Technology
  - g. Community College of The Air Force Associate in Applied Science Instructor of Technology & Military Science
  - h. Community College of The Air Force Occupational Instructor Certification
  - i. Community College of The Air Force Military Basic Instructor Certificate of Achievement
  - j. MARC Community Leadership Program Certificate of Achievement
  - k. MARC Community Building certificate of achievements
  - l. MARC Relationship Building certificate Program
  - m. MARC Facilitation Skills
  - n. Center for Conflict Resolution Neighborhood Accountability Board Certification
  - o. Basic Crime Prevention Through Environmental Design Training
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
    - a. Yes, I am over 18.
  3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
    - a. I am president of the Wendell Phillips Neighborhood Association and a member of the Neighborhood Partners Group of the Urban Neighborhood Initiative. As president of the association, I am aware of such opportunities and obligations.
  4. Explain why you would live to serve on the board.

I have many interest that compel me to serve the education community.

    - a. My family elders charged my generation to obtain for ourselves and make available to the next generation the opportunity for formal education. I have grandchildren currently in

Kansas City Public School. As president of my neighborhood association I have children in my area that are not afforded a choice in education and must grind out a successful career path with what is provided for them.

- b. Everything is tied to having a quality school in your community. The social science of a community hinges on an award winning school in your neighborhood. The domestic home-buying population clearly values the right school. Realtor.com's recent survey of nearly 1,000 prospective home buyers showed that 91 percent said school boundaries were important in their search. It is not only the home-buyers we are trying to lure into the community but I speak to neighbors who are leaving the area in search of better schools for their kids that are becoming school age. Even the affluent neighbors that stay are not helping the community because their school age kids attend none KCPS affiliated schools.
  - c. I believe that my military career, my technical training, technical career, position as a local pastor and my neighborhood leadership role all bring value for the school. I would be honored and dedicated to serving and sharing my experience.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
- a. I have not served on such a board, but as a public servant, I am well aware of the need for service to such organizations. As a person who is deeply interested in both the present and the future of my community and its young people, I believe I have an obligation to serve and to strengthen my community through such work. I have served as a board member of "Silence the Violence" and Restorative Justice Neighborhood Accountability Board
6. What is your understanding of the appropriate role of a public charter school board member?
- a. Develop initial school structure and policies consistent with applicable laws and charter requirements
  - b. Monitor outcomes of the academic program
  - c. ensure that the organization is faithful to the terms of its charter
  - d. Hire, evaluate and terminate (as needed) the chief school leader.
  - e. Approve the budget and provide financial oversight and ensure financial stability.
7. What relevant knowledge and experience will you bring to the board?
- a. Parent/Grandparent,
  - b. Neighborhood leader
  - c. Church Bishop
  - d. Technical instructor
  - e. Retired Air Force member
  - f. Information Technology professional
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
- a. What is your image of how the school will look towards the end of its first year?
    - i. A holistic learning environment intentionally crafted around our intellectual mission.
    - ii. An established sense of spirit and commitment among school teachers and students.
    - iii. A range of active partnerships, particularly with parents, businesses and the community dedicated to the learning process we have demonstrated.
    - iv. Enhanced hope for our community scholars' success.
  - b. What will it be like after four years?
    - i. An established academic institution with consistently improving academic outcomes, scaffolded by the strong support of the parents, community, Kansas City Public School district and the State of Missouri.

- ii. A teaching staff that is positive, enthusiastic, and one that demonstrates a strong belief in our kids.
- iii. A sense of pride for the school from community members and local interest groups.
- iv. A resource to the area in sharing knowledge about learning and change.

### **Educational Philosophy**

9. What is your understanding of the school's mission and/or philosophy?
- a. The educational model is deeply aligned with that of the award-winning Charles R. Drew Charter School in Atlanta, GA.
  - b. The school will exist as part of a coordinated, comprehensive revitalization effort aimed at breaking the cycle of poverty for families living in the Kansas City urban core.
  - c. In the beginning, our primary program (K-3) places heavy emphasis on learning to read. The goals of the school are to provide the educational foundation for students as they prepare for fulfilling lives as civically-minded adults, neighbors and citizens desirous of contributing to a better society. This includes their roles as productive members of the workforce.
10. Are you familiar with the school's proposed educational program? How would you describe it?
- a. STEAM: Science, Technology, Engineering, Art and Math.
  - b. STEAM is not a program, but a philosophy where, content knowledge is interwoven, layered and sophisticated, not experienced in isolation such as in traditional educational settings (separate math time, separate science time, etc.) The "Critical C's" of Collaboration, Cooperation and Communication are emphasized through project-based learning, usually through interdisciplinary (across subjects) activities. Fluent learning instead checking boxes and trying to understand a relationship that may not even be part of the curriculum.
  - c. STEAM provides the underpinnings for every child to be successful in college, work, and life.
  - d. STEAM provides a structure for the staff to have adaptable lesson plans that will flex along with society. STEAM is flexible in the sense that regardless of the direction that education technology heads or the new gadget or platform that emerges, the STEAM framework can accommodate the different elements as they evolve.
  - e. A strong focus on literacy
  - f. A strong focus on professional development
11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?
- a. What are the characteristics of a successful school?
    - i. A clear and shared focus
    - ii. High standards and expectations for all students
    - iii. Effective school leadership
    - iv. High levels of collaboration and communication
    - v. Curriculum, instruction and assessments aligned with state standards
    - vi. Frequent monitoring of learning and teaching
    - vii. Focused professional development
    - viii. A supportive learning environment (caring and committed teachers)
    - ix. High levels of family and community involvement
  - b. What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

- i. Regular assessments to evaluate the execution of quality instruction, grading practices, and administrative monitoring tools.
- ii. Be proactive in identifying needs and providing needed support
- iii. Be open to new concepts and allow for flexibility of approaches
- iv. Read materials and stay abreast of what's happening at the school and of school outcomes.
- v. Continuous monitoring of results

**Conflict of Interest**

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

I have worked with Dianne Cleaver in her role as Executive Director of the Urban Neighborhood Initiative. I also know Ebony Edwards from my work in the neighborhood.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No, we have no knowledge of potential employees and therefore no relationships that might be of concern.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No, we have no such knowledge or information.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider?

No.

16. If so, please indicate the individuals you know and the nature of the relationship (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

No.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

N/A

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?
- a. I would bring my findings to the school's entire board and request an independent investigation to identify potential ethical or legal conflicts of interests, known or unknown.
  - b. As a board member I would also ensure that we handle the findings in-accordance with board policy, protected ethical perception and the guidance of governing bodies.



**Appendix B.2 – 3**  
**Fingerprints, Background Checks, and the Family Care Safety Registry**

## **Fingerprints and Background Checks**

The following Board Members submitted their fingerprints under code 2300:

- Mohamed A. Chaudry

The following Board Members submitted their fingerprints under code 0957:

- John James
- Dianne Cleaver
- Ebony Edwards

## **Family Care Safety Registry Clearances**

Please see the following pages for copies of the Family Care Safety Registry clearances. There is a clearance included for each board member.



**Missouri Department of Health and Senior Services**

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010  
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Gail Vasterling  
Director



Jeremiah W. (Jay) Nixon  
Governor

10/14/2015

FAMILY CARE SAFETY REGISTRY  
Registration Notification  
Registrant Number: 65057779

MOHAMED AKHTAR CHAUDRY  
13819 EBY ST  
OVERLAND PARK, KS 66221

Dear FCSR Registrant:

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

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

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

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

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

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

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**Peter Lyskowski**  
Acting Director



**Jeremiah W. (Jay) Nixon**  
Governor

11/06/2015

**FAMILY CARE SAFETY REGISTRY**  
Registration Notification  
Registrant Number: 17561954

JOHN P JAMES  
2536 PARK AVE  
KANSAS CITY, MO 64127

Dear FCSR Registrant:

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

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

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

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

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**Gail Vasterling**  
Director



**Jeremiah W. (Jay) Nixon**  
Governor

10/06/2015

**FAMILY CARE SAFETY REGISTRY**  
Registration Notification  
Registrant Number: 65053421

DIANNE SHARMAYNE CLEAVER  
8217 E GREGORY BLVD  
KANSAS CITY, MO 64133

Dear FCSR Registrant:

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

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

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

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

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**Gail Vasterling**  
Director



**Jeremiah W. (Jay) Nixon**  
Governor

10/15/2015

**FAMILY CARE SAFETY REGISTRY**  
Registration Notification  
Registrant Number: 47281332

EBONY EDWARDS  
4223 TRACY AVE  
KANSAS CITY, MO 64110

Dear FCSR Registrant:

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

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

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

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

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



**Healthy Missourians for life.**

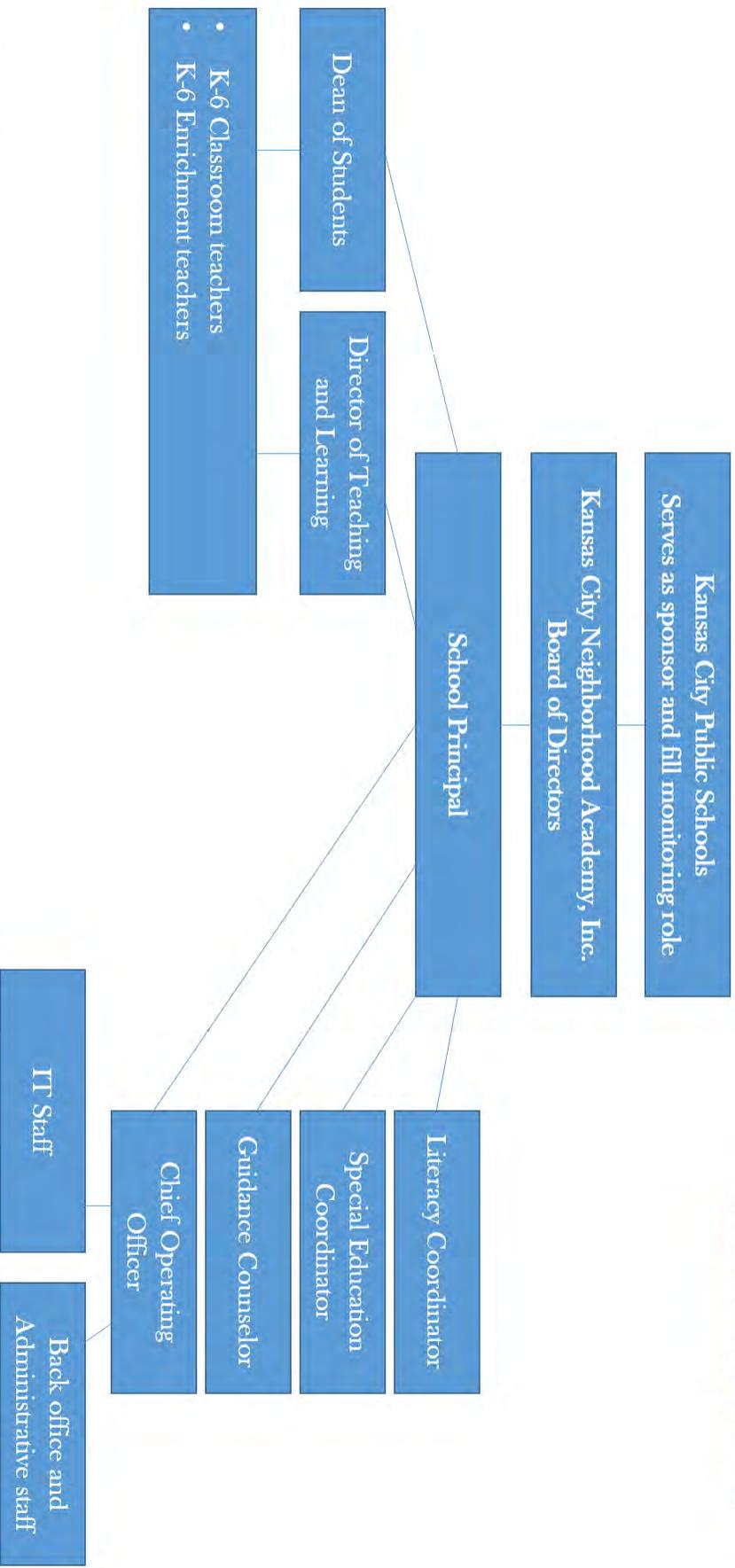
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**Appendix B.3 - 1  
Organizational Chart**

## Appendix B.3 -1 Kansas City Neighborhood Academy Organizational Chart





**Appendix B.3 – 2**  
**Draft Principal Job Description**

**The Kansas City Neighborhood Academy  
Kansas City, Missouri**

**Founding Principal  
Job description and details**

**School description:**

The Kansas City Neighborhood Academy (KCNA) is a neighborhood school for neighborhood children, whose sole purpose is to break the cycle of poverty, with a proven academic model focused on literacy and STEAM (STEM + Arts). The school will be part of a holistic neighborhood revitalization approach where a strong lead organization coordinates to provide the community with mixed-income housing, a cradle-to-college education, and additional "wrap around" services based on community needs. The school is set to open in the 2016-2017 school year. The school will open with grades K-2 and will expand to K-6. Over time, the school and its partner organizations anticipate extending the education downwards to provide a Birth to 6<sup>th</sup> grade continuum of education.

**Our commitment to diversity:**

The Kansas City Neighborhood Academy is an equal opportunity employer. Given our context both as a school and as a part of a holistic neighborhood revitalization effort, we are committed to building a diverse staff. We seek a school leader who has a strong belief in, and experience with, promoting diversity within the school community. We welcome all applicants that meet our criteria and do not discriminate on the basis of race, gender, age, religion, or sexual orientation.

**Position summary:**

The Principal is the instructional leader of the school and holds primary responsibility for ensuring the high-level, academic achievement of all students.

The Principal will guide the instructional vision and develop and manage the school's academic program. In addition, the Principal will hire, support, develop, and evaluate instructional staff.

**Reports to:** The school's Board of Directors

**Responsibilities:**

**1. Planning year, conducted in collaboration with Purpose Built Schools and Drew Charter School:**

- a. Guide the development of the curriculum, school policies, systems, and structures.
- b. Recruit and hire instructional staff.
- c. Develop a relationship with future parents, students, and the local community, including helping to ensure enrollment levels will sustain appropriate financing for the school.
- d. Connect the school community with the larger educational community, including other charter, public and independent schools in the greater metropolitan area.
- e. Identify partners (companies, "artists-in-residence", non-profits, leaders, etc.) that have the potential to amplify the success of the school.
- f. Plan professional development including summer institute for new staff.

## **2. School Opening and Beyond**

- a. Develop, implement and lead the school's academic program in a manner consistent with its charter, supporting the replication of the "Drew Model."
- b. Guide the development, implementation, and ongoing revision of a high-quality, standards-based academic curricula.
- c. Help develop and implement instructional programs, structures, and decision-making processes that support the school's charter.
- d. Recruit, hire, supervise, and support instructional staff.
- e. Lead the faculty in a cycle of ongoing improvement.
- f. Collaborate with Purpose Built Schools staff on all aspects of the implementation of the Drew Model.
- g. Create and implement effective systems that provide ongoing formative feedback to teachers for their professional growth, and conduct yearly evaluations of all instructional staff.
- h. Plan, implement, and support professional development programs for instructional staff as part of the school's overall professional development plan.
- i. Nurture and promote teacher leadership in support of the school's mission and continued growth and sustainability.
- j. Collaborate with the faculty to establish clear student achievement goals and provide the guidance to all instructional staff as they strive to support and fulfill the goals outlined in the school's charter.
- k. Assume responsibility for monitoring student learning: Supervise and delegate the collection and analysis of multiple sources of data and use the results to continually improve learning and engagement among all students.
- l. Implement and maintain high standards for character development built upon the school's stated values.
- m. Oversee and delegate the design and implementation of extracurricular and summer programs, and assure the alignment of the programs with the school's academic mission.

### **Qualifications:**

1. Bachelor's degree required. Masters and doctorate degrees, particularly those demonstrating an emphasis on literacy, are a plus but not required.
2. A minimum of five years of administrative/supervisory experience, including school-based administrative experience. Additionally, experience as a classroom teacher.
3. Demonstrated ability to model shared leadership; experience leading a professional learning community; and the ability to inspire a team around a school's vision.
4. Experience in inquiry-based and/or project-based interdisciplinary learning models or a perceived willingness to learn.
5. Clear understanding of curriculum design and implementation, instructional pedagogies, and whole child development.
6. Evidence of success in impacting student achievement.
7. Demonstrated desire and ability to work in a start-up school environment.
8. Clear and compelling communication skills, including verbal, written, and presentation.
9. A demonstrated ability to build relationships with a diverse group of constituents.
10. A demonstrated ability to leverage technology in a leadership position.

11. Experience in school-based budget preparation and management.
12. Experience with actively involving parents/community in all phases of the school program.
13. Professional Certificate to serve in the role of Principal
14. A demonstrated belief that all children can achieve at the highest levels.
15. A demonstrated passion for working or serving in underserved communities a plus.
16. Demonstrated knowledge and ability to work effectively with individuals and groups from a variety of cultures and backgrounds.
17. Have current authorization to work in the United States.

**Application process:**

Please submit the following by email to [schools@purposebuiltcommunities.org](mailto:schools@purposebuiltcommunities.org):

1. A resume or CV
2. A written educational philosophy statement. Please make sure to address your fundamental beliefs about leadership, teaching and learning, classroom environments and schools. How would you as the founding principal of a charter school put these fundamental beliefs into action? The statement should not exceed 500 words and should be double spaced, in Times New Roman.

Applications received prior to December 5, 2015 will receive a priority review. Applications will continue to be accepted through the end of the day on December 13, 2015.

Candidates who succeed in semifinalist interviews who are invited back for finalist interviews will be requested to submit a list of references with their application. However, there is no need to submit references with your initial application.

Please do not submit any additional materials other than the resume/CV and educational philosophy statement. Additional materials submitted will not be reviewed or considered in the initial application process.



**Appendix B.5 - 1  
Letters of Support**

## CF FOUNDATION, INC.

3445 Peachtree Road

Suite 175

Atlanta, GA 30326

Phone: 404 233-4339 Fax: 404 233-8852

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

August 20, 2015

Dear Members of the Board:

I am delighted to write to you in support of the Kansas City Neighborhood Academy charter application. Through Purpose Built Communities, Charles R. Drew Charter School has had a relationship with the Urban Neighborhood Initiative since 2009 and looks forward to ongoing opportunities to share best practices.

Working collaboratively with the Kansas City Neighborhood Academy design team (including Dianne Cleaver), Drew Charter School has been actively involved in the school planning process in a variety of ways. As you know, Drew is an integral part of the model for holistic community revitalization that dramatically transformed Atlanta's East Lake community. Purpose Built Communities is a nonprofit consulting firm that works with local leaders to transform struggling neighborhoods into healthy mixed-income communities based on the East Lake model. Kansas City Neighborhood Academy will be the first charter school in the Purpose Built Communities network to be explicitly modeled after Drew's successful program.

We recognize the very real potential for Kansas City Neighborhood Academy (KCNA) to apply the principles of Drew Charter School within the Purpose Built model to provide students with the tools to learn, achieve, and succeed. Drew, via Purpose Built Communities, is very excited to support KCNA in its pre-launch year and beyond. We welcome the opportunity to support KCNA leadership through the study of topics such as: hiring and supporting high-quality teachers; developing and sustaining public-private partnerships, designing and implementing a STEAM-based educational program; implementing Common Core; and using data to inform instruction.

As Atlanta's first charter school and now one of the city's top performing elementary and middle schools, Drew Charter School has a history of academic excellence, community partnerships, and family involvement. We believe that Kansas City Neighborhood Academy can reach the same level of success in Kansas City. It is without hesitation that I strongly recommend your favorable decision on the school's charter application. If you have any questions, please contact me at 404-233-4339.

Sincerely,



Cynthia Kuhlman, Ph.D.  
Board Chair, Charles R. Drew Charter School  
Director of Educational Achievement, CF Foundation

## WENDELL PHILLIPS NEIGHBORHOOD ASSOCIATION

KCPS Board of Directors

1211 McGee Street, Suite 1009

Kansas City, MO 64106

Dear Members of the Board,

On behalf of The Wendell Phillips Neighborhood Association, I want to express our enthusiastic support for the proposed Kansas City Neighborhood Academy Charter School.

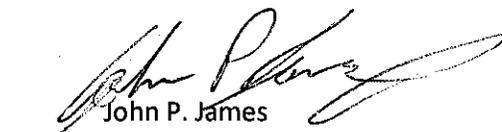
As an Information Technology professional, a grandfather of children in Kansas City Public Schools (KCPS) and graduate of Southeast High School, I know that a good education is vital to the level of success you achieve in life.

Our neighborhood has the land capacity to double in residential density but many realtors and community developers tell us that we just don't have the portfolio to draw the young working families, considered the sustenance for sustainable development. Many of them cite the lack of good schools as the major reasons people don't move into our neighborhood or leave when they have school age children. It is vital to have good schools in our neighborhood to help it grow and thrive.

The Urban Neighborhood Initiative's (UNI's) effort to bring the Purpose Built Community program to our area is a very positive one that seeks to address both quality mixed income housing and high quality education. We feel that this is a unique charter partnership that will create a model school to join Wendell Phillips elementary and Lincoln College Preparatory Academy to produce the most academically accomplished neighborhood in the City, all thriving under the umbrella of the progressively improving Kansas City Public Schools.

I know that good schools are the heart of a healthy neighborhood and we need efforts such as this to provide good education for our children and help rebuild our neighborhoods. Your approval of the KCNA application will give some needed traction to support more opportunity for our young scholars and the revitalization of our neighborhood.

Sincerely,



John P. James  
President



August 19, 2015

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

Dear Members of the Board,

On behalf of Blue Hills Neighborhood Association, I am writing to express support for the Kansas City Neighborhood Academy's charter school application. Blue Hills is an urban core neighborhood and I am a long-time resident. I attended the best Kansas City Missouri School District Schools, Bryant Elementary, now closed, and Lincoln Academy, n/k/a Lincoln College Prep. My education prepared me for advanced military training, college and law school. I worry that today's Kansas City students may not enjoy comparable educational opportunity. My Blue Hills neighbors and I want to see better schools and better results for the students in the Kansas City Missouri School District.

We recognize the critical importance of a first class education and note that the reputation of schools in our area is a factor hindering the vitality and growth of Blue Hills and nearby neighborhoods. The perceived lack of good schools is one of the major reasons people don't move into our neighborhood or leave when they have school age children.

The Urban Neighborhood Initiative's (UNI's) effort to bring the Purpose Built Community program to our area is a very positive one that seeks to address both quality mixed income housing and high quality education. These are some of the reasons that Blue Hills supports the UNI's work toward the establishment of a charter school as part of a holistic neighborhood revitalization effort.

We need both high quality schools and high quality housing in our neighborhood, so Blue Hills supports the UNI's effort to establish a first class school as part of a neighborhood redevelopment effort. Blue Hills likes the fact that this school, while a charter, would be a partnership with the Kansas City School District and that it would be a neighborhood school. And, we are encouraged by the results in Atlanta with Purpose Built Communities and education.

Blue Hills feels that this is a unique charter partnership model that will bring quality education to our neighborhood. We know that good schools are the heart of a healthy neighborhood and we need efforts such as this to provide good education for our children and help rebuild our neighborhoods. Blue Hills requests your favorable consideration of this application and offer our strong support. The UNI is an important initiative that must succeed. This proposal is an integral part of the plan. Please support it so that Kansas City can prove that it meets its commitments to improve the quality of life in the UNI and surrounding neighborhoods.

Sincerely,



---

Paul Tancredi, President  
Blue Hills Neighborhood Association



# IVANHOE NEIGHBORHOOD COUNCIL

Nutter Ivanhoe Neighborhood Center

3700 Woodland

Kansas City, Missouri 64109

Telephone: (816) 921-6611

Fax: (816) 921-3791

E-Mail: [mmay@incthrives.org](mailto:mmay@incthrives.org)

August 14, 2015

## BOARD OF DIRECTORS

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Bill Nulton

Angie Stanland

## EXECUTIVE DIRECTOR

Margaret J. May

Jon Hile, Chairman of the Board  
Kansas City Public Schools  
1211 Mc Gee Street, Suite 1009  
Kansas City, MO 64106

Dear Chairman Hile:

I am writing on behalf of the Board of Directors, staff, and residents of the Ivanhoe Neighborhood Council and I take great pride in unequivocally expressing support for the application submitted by the Urban Neighborhood Initiative (UNI) for the Kansas City Neighborhood Academy charter school.

Since 2001, I have had the blessing and privilege of serving as Executive Director of the Ivanhoe Neighborhood Council. For 14 years, the Ivanhoe board, staff, residents, and I have worked very hard to revitalize the neighborhood and we take great pride in our accomplishments. Having said this, one of the key missing elements in our revitalization efforts is the lack of a quality school in our neighborhood --- in the recent past, the school district, to our dismay, closed both of our schools, Franklin and Richardson elementary schools.

Ivanhoe is very proud to have been one of the Green Impact Zone neighborhoods and, while this initiative was underway, I had the opportunity to visit the Drew School, the Purpose Built school, in Atlanta, GA --- this was an extremely inspiring experience! After viewing all of the children at the Drew School in such a powerful learning environment --- from the nursery, to pre-school, to elementary school age children and having the opportunity to see all of the data that demonstrates the success of the Purpose Built model in the children's academic accomplishments. I left Atlanta intent upon doing my best to see that Kansas City children have the opportunity to have access to one or more schools that employ the Purpose Built model.

At this time, after doing my best in sharing enthusiasm for the Purpose Built model/concept, I am very, very pleased and proud to state how rewarding it is to be able to share with you that all of the neighborhoods that make up the Urban Neighborhood Initiative (UNI) are supportive of and committed to bringing the Purpose Built model/concept to our community through the Kansas City Neighborhood Academy and, equally important, all of the neighborhoods are supportive of the charter school application.

***"A Thriving Community"***

Recently, Mayor James and the new City Council announced that they have set a goal of making our city "the best" --- our Ivanhoe board, staff, and residents are supportive of and willing to do our part in helping our city reach this goal; however, we know this goal cannot be achieved unless all of our children have access to first class, high quality education and they deserve to have this access, as quickly as possible.

We are aware of and we strongly support the KCPS's efforts to improve the quality of education for all children in the city, therefore, we consider it essential for you and your peers on the KCPS board to be receptive of and give approval to the application for the Kansas City Neighborhood Academy charter school. Approval of our application will ensure that the KCPS will achieve its goal more quickly, enhanced by the partnership of the KCPS and the Kansas City Neighborhood Academy.

The lack of first class, high quality schools is the primary reason given by young families with children for not moving into the Ivanhoe neighborhood --- the same reason given by young families with children who move out of the neighborhood. While we have made many improvements in the Ivanhoe neighborhood, we will not be able to fully achieve our revitalization goals unless our children have access to first class, high quality education. Being able to tell young families that their children will have access to the Kansas City Neighborhood Academy will be of great assistance to our neighborhood in increasing the population in Ivanhoe, in addition to providing our children with the first class, high quality education that they deserve.

The Ivanhoe Neighborhood Council urges your favorable consideration and approval of the Kansas City Neighborhood Academy charter school application. Thank you in advance for your support and approval of the application.

Sincerely,

A handwritten signature in cursive script that reads "Margaret J May".

Margaret J May  
Executive Director  
Ivanhoe Neighborhood Council

# Historic Manheim Park

---

**Diane Charity**

Secretary

P.O. Box 32951

Kansas City, MO 64171

816-866-0198

August 18, 2015

Dear Members of the Board

As Secretary of the Historic Manheim Park Neighborhood Association I am pleased to write in support of the charter application of the Kansas City Neighborhood Academy.

As a neighborhood leader in the Manheim Neighborhood, a founding member of Crossroads Academy of Kansas City Charter School, member of KCPD's Office of Community Complaints, neighborhood strategic planning facilitator and longtime community activist, I recognize the critical importance of a first class education!

I'm acutely aware that the scarcity of good schools in our area is a major barrier to the health and growth of our neighborhood. I also know that we need more good schools in our neighborhood and Kansas City, MO. to help it grow and thrive.

We need both high quality schools and high quality housing in our neighborhood, so we support the Urban Neighborhood Initiative's effort to establish a first class school as part of a neighborhood redevelopment effort.

We are encouraged by the successful model in Atlanta on which this school would be based and like the idea of working collaboratively with the Kansas City Public Schools. Our children deserve high quality schools in their neighborhoods along with good affordable housing and all the other elements that comprise a healthy neighborhood.

We look forward to having a high quality school such as this in our community and urge your approval of the KCNA application as an important effort to support students and neighborhoods in the urban core.

Best,



Missouri State Board of education

P.O. box 480

Jefferson City, MO 65102

Dear Members of the Board,

As president of Troostwood Neighborhood Association and a longtime resident of Kansas City's urban core, I am writing to whole heartedly express my support for the Kansas City Neighborhood Academy's charter school application.

I have lived in Troostwood within the 49/63 greater neighborhood since 1992 and prior to that, in a few locations always east of Troost Ave. My daughter attended KCMO public schools and graduated from the best high school in the state of Missouri, Lincoln College Prep Academy. I am so proud of the education she received and of her current success as well as the other young people she went to school with.

When she was in school, I was very involved in PTA/SAC, the parent and teacher organizations. I strongly believed then and now that strong parent involvement in a mixed income and racially diverse and supportive environment are keys to urban school success. Unfortunately, Since my daughter graduated in 2004, the district has been in great turmoil and has lost many of the mid to upper level income families. It seems that families who had options, left. I am delighted to hear things are now beginning to turn around. But it will take time.

As a leader in my neighborhood, it is so discouraging to lose young families who are home owner occupants and wonderful neighbors. Usually, their reason for moving to a suburb is for better schools. It's an ongoing battle. Access to quality education is what all parents want for their children. It's critical for individual success as well as the future of this city and the country.

Professionally, I work in the mental healthcare industry and fully understand the negative impact of poverty, lack of good healthcare, violence and trauma on the lives of children. They cannot thrive or learn in such an environment. Children deserve better. That's why I am in support of The Urban Neighborhood Initiative's effort to bring the Purpose Built Community program to our area. It is one positive way to address both quality education and mixed income housing. It will give people who live in a culture of poverty, role models of how to positively move forward.

I support and speak well of the Kansas City School District and like the fact that the charter would be in partnership with the district as a neighborhood school. Collaboration is critical if we are to achieve the same level of success that the model in Atlanta experienced. I am encouraged by their example. Healthy schools mean health neighborhoods, less crime, strong cities and citizens. Isn't that what children deserve and what we want?

I look forward to the day I can announce to my neighborhood association that a high quality school such as this is in our community. We will celebrate your approval of the KCNA application! Please vote to give our kids a chance at life.

Sincerely,

  
Wanda F. Taylor, President

Troostwood Neighborhood Association



Office of the Mayor

**Mayor Sylvester "Sly" James, Jr.**

29th Floor, City Hall  
414 East 12th Street  
Kansas City, Missouri 64106

(816) 513-3500  
Fax: (816) 513-3518

Kansas City Public Schools  
Board of Education  
1211 McGee  
Kansas City, Missouri 64105

Dear Board Members,

I am pleased to write this letter in support of the unique partnership proposed between the Kansas City Public Schools and the Urban Neighborhood Initiative (UNI) to establish a district sponsored charter school, Kansas City Neighborhood Academy (KCNA). Here in Kansas City, we believe that providing a quality education for our kids is the most important thing we can do to establish an economically and socially healthy city. Quality education allows residents to increase their quality of life. As Mayor of Kansas City, I have long maintained that education is our City's number one economic development tool and I am excited about this opportunity to enhance educational opportunities in Kansas City.

The Urban Neighborhood Initiative is focused on partnering with neighborhoods in the urban core to work toward their revitalization. UNI works to increase prosperity and improve health, safety, and education opportunities in those neighborhoods. The organization's effort to establish a charter school partnership with KCPS is part of its Purpose Built Community initiative, which addresses all three of those areas. The Purpose Built Community model brings together quality mixed income housing, along with first-rate education and community health and wellness services. The Drew School in Atlanta on which the KCNA model is based is one of the highest performing schools in the State of Georgia.

KCNA will serve as part of a comprehensive neighborhood revitalization effort. Therefore, it will be designed to serve children in the surrounding neighborhoods. The school will prioritize language acquisition, as well as literacy and it will offer a unique STEM education model. The school will also include a strong professional learning model that supports teachers as leaders. Another important and unique feature of KCNA is that it proposes to partner with KCPS as its sponsoring organization and its Local Education Authority, which means that students in the school will remain students of KCPS.

It is very important that KCPS remains a healthy and strong district in our city. Strong partnerships between KCPS and community organizations committed to the same goals can only help to improve educational outcomes for urban students. I think that a partnership with the UNI around the establishment of KCNA is one way of doing just that.

Once again, I strongly support this effort and urge your favorable consideration. I thank you for your time and consideration.

Sincerely,

Sylvester "Sly" James Jr.  
Mayor of Kansas City, Missouri

## United Way of Greater Kansas City

801 W. 47th Street, Suite 500  
Kansas City, MO 64112  
tel (816) 472-4289

[www.unitedwaykcc.org](http://www.unitedwaykcc.org)

**LIVE UNITED**



August 20, 2015

Ms. Dianne Cleaver  
Executive Director  
Urban Neighborhood Initiative  
2700 E. 18<sup>th</sup> Street, Suite 261  
Kansas City, MO 64127

Dear Dianne:

United Way of Greater Kansas City is pleased to write this letter in support of the Urban Neighborhood Initiative's (UNI) planning to bring the Purpose Built model to Kansas City's urban core. As one of the first UNI co-chairs, I was there when we first started discussing Atlanta's Purpose Built model as a promising approach in the earliest days of the UNI. It is exciting to see that discussions have turned into planning and action to make Purpose Built Kansas City a reality.

At United Way, a staff member had the opportunity to travel to Atlanta to see the Purpose Built model first hand, including the cascade of positives that have resulted in not only the immediate neighborhood, but also the surrounding area. First, I want to tout the student education results for children from what was once one of Atlanta's most troubling neighborhoods. After ranking for many years among the bottom six or seven out of Atlanta's more than 60+ elementary schools, Purpose Built's elementary school in 2012 was ranked among the top 10 – demonstrating that all children if they get the right supports and opportunities can thrive.

Purpose Built has also established itself as a proven strategy to address another challenge that we gave careful consideration as the UNI board. Namely, how do we attract middle class families back to the urban core? After more than a dozen years to grow its results, Purpose Built in Atlanta demonstrated a terrific track record of bringing and retaining middle class families to that urban core neighborhood, of growing property values, and of increasing the number of businesses locating in the neighborhood – all the types of long-range community development we want for Kansas City's urban core.

United Way is supportive of UNI's charter school application to bring this exciting approach to the UNI neighborhood. Our children who live in the UNI deserve nothing less.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent A. Stewart".

Brent A. Stewart  
President and CEO

Date: August 15, 2015

To: Jon Hile, President, Kansas City School Board

From: Susan Wally, President, PREP-KC

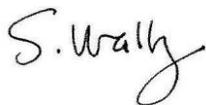
Re: Urban Neighborhood Initiative, Purpose Built Community School

I'm writing in support of The Urban Neighborhood Initiative's (UNI) Purpose Built Community School (PBC). As a charter school that can be sponsored by the School District, I believe this school can be a positive addition to KCPS.

Additionally, because the PBC model includes both quality mixed income housing and the design for a high quality school, it has the potential to, along with other improvements underway in KCPS, attract new families to the district, as well as to serve current residents. It's also important to note that the PBC initiative is based on an academic model that dramatically increased student achievement, and is designed to serve the children who live in the neighborhood.

As a member of the PBC committee that has studied the model and made a commitment to work with KCPS as the sponsor of this new school, I'm hopeful that this concept can move forward with the necessary support.

Thank you for your consideration,



Susan Wally

President & CEO, PREP-KC



# Mt. Pleasant Baptist Church

August 20, 2015

Missouri State Board of Education  
PO Box 480  
Jefferson City, Missouri 65102

Dear Members of the Board,

On behalf of Mt. Pleasant Baptist Church I am pleased to write in support of the charter application of the Kansas City Neighborhood Academy.

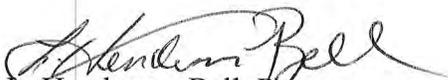
As pastor of this community-based congregation for over thirty years I have witnessed this neighborhood go through many challenges yet remain resilient and we have made it our business to provide resources, particularly in education to support families and sustain growth and stability.

We recognize the importance of education as a pathway to citizenship and personal success; but a quality education is becoming more difficult to obtain in neighborhoods such as the ones I serve. The public school closing and budgets being slashed leaves residents with few options for quality education.

The Urban Neighborhood Initiative's (UNI's) effort to bring the Purpose Built Community program to our area is a very positive one that seeks to address both quality mixed income housing and high quality education. I support that mission and it gives me comfort to know the charter school will work in partnership with the Kansas City School District and that it would be a neighborhood school. We need more strong successful schools in order to give our children the opportunities to succeed in the new economy.

We urge your approval of the KCNA application as an important effort to support students and neighborhoods in the urban core.

Sincerely,

  
L. Henderson Bell, Pastor  
Mt. Pleasant Baptist Church

## LOCATION

2200 Olive Street  
Kansas City, Missouri 64127  
Office: 816.483.3717  
Fax: 816.483.5050  
[www.mtpleasantkc.com](http://www.mtpleasantkc.com)

## PASTOR

L. Henderson Bell

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**JAMES A. HEETER**  
President and  
Chief Executive Officer

Missouri State Board of Education  
P.O. Box 480  
Jefferson City, MO 65102

August 26, 2015

Dear Members of the Board:

On behalf of the Greater Kansas City Chamber of Commerce I am writing to express support for the Kansas City Neighborhood Academy's charter school application.

Nearly four years ago when the KC Chamber launched its initiative to help revitalize a portion of our urban core, we heard from residents that high quality education was critical to their vision for a vibrant community. What has grown from these initial discussions is a self-sustaining, independent non-profit that is highly respected throughout Kansas City – Urban Neighborhood Initiative, Inc (“UNI”).

For these reasons, the KC Chamber is excited to support the KCNA, Dianne Cleaver, the UNI, and, most especially, residents of our urban core in their effort to bring high quality educational opportunities to their neighborhoods through a Purpose Built Community school in partnership with the Kansas City Public Schools.

First class educational opportunities build strong neighborhoods and the Purpose Built Community model chosen for this project has a demonstrated track record of neighborhood transformation. Further, Purpose Built Communities support their neighborhoods not only by offering high quality education options, but also bringing mixed income housing to the area. This housing component is especially important for Kansas City's urban core because of years of disinvestment that have caused blight to cripple the urban core's ability to attract new residents.

Additionally, we recognize the value in the potential of a project that is a partnership between the Kansas City Public Schools and KC neighborhoods. We see a strengthened relationship between neighborhoods and the public school district that serves them as a powerful outcome as a result of this project.

Good schools are the heart of healthy neighborhoods and efforts such as the UNI's Purpose Built Community School provide good education for our children and help rebuild our neighborhoods.

I urge your approval of the KCNA application as an important effort to support students and neighborhoods in the urban core.

Sincerely,

A handwritten signature in black ink that reads 'Jim Heeter'. The signature is fluid and cursive, with a large, sweeping initial 'J'.

James A. Heeter  
President and CEO

Center City Neighborhood Association

3331 Troost Ave.,

Kansas City, MO. 64109

August 25, 2015

Missouri State Board of Education

P.O. Box 480

Jefferson City, MO 65102

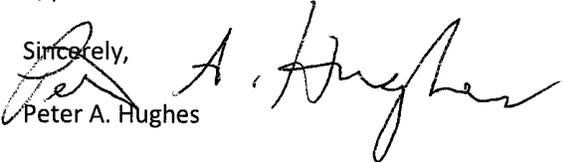
Dear Members of the Board:

On behalf of the Board of Officers of the Center City Neighborhood Association I am writing to express our support for the Kansas City Neighborhood Academy's charter school. As residents of Kansas City's urban core, as longtime neighborhood advocates, and as members of a constituent group in the Urban Neighborhood Initiative (UNI), we want to express our enthusiastic support for this very creative project being put forward by the UNI.

It is well known to us that the idea of a Purpose Built Community and this related Charter School incorporates years of community based planning. The staff of the UNI, their affiliates, and their partners, have all done the hard work of determining those things that are needed to rebuild our urban core. Early in this process, we identified good schools as one of the most important aspects of this rebuilding process. The fact that the UNI plans to partner with the KCMO School District, in this effort, gives this proposal a unique and imaginative aspect that has not been tried before in our community. The broad based consensus process that has led the UNI to this point has been a model effort at community building. We in our Neighborhood ask that you assist us in this very important educational component in the rebuilding of our Neighborhood

We in the Center City Neighborhood ask that the Missouri State Board of Education and the KCMO School Board approve this plan as we move forward. Your support in this matter will be much appreciated.

Sincerely,

  
Peter A. Hughes

Center City Neighborhood Association Board of Officers.

CC: KCMO School Board

Diane Cleaver, UNI

Eddie Tapper, Center City Neighborhood Association



**Appendix C.1 - 1  
Budget**

**KCUNI/Purpose Built Communities**

**FIVE-YEAR OPERATIONAL BUDGET**

		<b>Year 1 Budget</b>	<b>Year 2 Projected</b>	<b>Year 3 Budget</b>	<b>Year 4 Budget</b>	<b>Year 5 Budget</b>
<b>Revenues</b>						
5100	Local Revenue		175,274	224,935	271,675	315,493
5300	State Revenue	1,664,174	2,116,440	2,556,219	2,968,513	3,353,320
5400	Federal Revenue	292,774	375,726	453,799	526,992	595,306
<b>5899</b>	<b>GRAND TOTAL REVENUES</b>	<b>1,956,947</b>	<b>2,667,440</b>	<b>3,234,953</b>	<b>3,767,180</b>	<b>4,264,119</b>
<b>Expenditures</b>						
1100	Regular Programs	980,652	1,145,276	1,493,425	1,741,780	1,892,981
1200	Special Programs	90,175	99,005	218,888	285,698	296,404
1999	TOTAL INSTRUCTION (K-12 Only)	1,070,827	1,244,281	1,712,313	2,027,478	2,189,385
2100	Support Services - Pupils	101,324	164,268	242,601	382,044	389,490
2200	Support Services - Instructional Staff	18,000	23,100	27,900	32,400	36,600
2300	Support Services - General Administration	35,000	55,000	65,000	72,500	80,000
2400	Support Services - School Administration	100,560	103,447	106,372	109,336	112,338
2500	Operation and Maintenance of Plant Services	217,010	262,160	334,999	374,238	409,561
2550	Pupil Transportation	100,000	200,000	200,000	250,000	250,000
2560	Food Services	169,128	217,048	262,148	304,430	343,894
2642	Recruitment and Placement	7,000	8,000	8,000	9,000	10,000
2660	Technology	18,000	24,000	60,938	96,030	100,206
2998	TOTAL SUPPORT SERVICES	766,022	1,057,023	1,307,958	1,629,978	1,732,090
3000	Community Services	-	-	-	-	-
5000	Long and Short Term Debt	-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	-	-	-	-	-
<b>9999</b>	<b>GRAND TOTAL EXPENDITURES</b>	<b>1,836,849</b>	<b>2,301,303</b>	<b>3,020,272</b>	<b>3,657,456</b>	<b>3,921,475</b>
<b>Total Revenue Over/(Under) Total Expenses</b>		<b>120,099</b>	<b>366,136</b>	<b>214,681</b>	<b>109,724</b>	<b>342,644</b>
<b>Beginning Balance, July 1</b>		<b>-</b>	<b>120,099</b>	<b>486,235</b>	<b>700,917</b>	<b>810,641</b>
<b>Ending Balance, June 30</b>		<b>\$ 120,099</b>	<b>\$ 486,235</b>	<b>\$ 700,917</b>	<b>\$ 810,641</b>	<b>\$1,153,285</b>
	opening balance 7/1	\$ -	\$ 120,099	\$ 606,334	\$ 821,015	\$ 930,740
	operating income	\$ 120,099	\$ 486,235	\$ 214,681	\$ 109,724	\$ 342,644
	year end balance	\$ 120,099	\$ 606,334	\$ 821,015	\$ 930,740	\$1,273,384
	dese fund balance	6.54%	26.35%	27.18%	25.45%	32.47%

## KCNA Budget Assumptions

### Summary:

KCNA has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management.

### Five-Year Budget:

#### **Revenue:**

*State:* The budget includes basic formula payments of 8750 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. Kansas City charter schools are each receiving basic formula payments of \$8750 per WADA in the 2014-15 school year, according to their February 2015 DESE payment transmittal calculations. KCUNI has not built any basic formula revenue increases into our five-year budget.

*Local:* From year 2 onwards, the budget assumes Proposition C funding at \$916 per prior year WADA (14-15 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.

*Federal:* Title 1, Title 2, and SPED Part B funding has been projected using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates.

#### **Expenses:**

*Salaries:* Salaries have been projected using KCPS salary schedule information and our desire to have experienced teachers. We have included a 2% yearly salary increase for all KCUNI staff. Please see Staffing Worksheet tab showing the FTE salary increases.

*Benefits:* Benefits have been projected in the following way: 7.45% of salaries for FICA/medicare, 9% retirement, 1.3% unemployment, and 350/month/employee allocation for health/dental premiums

*Classroom Instruction (1111):* Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs. Supplies and materials reflect classroom curriculum and instructional materials (\$100 per student for curriculum, \$25 per student for classroom supplies, \$50/student for software, and one tablet/laptop cart per grade at a cost of 11600/cart).

*Special Education Services (1221):* We have budgeted for additional contracted special education services throughout the five year term, based on a 10% special education student population, and contracted services at \$1,500 per identified student. Supplies are projected at \$25 per identified student.

*Support Services (2114):* The purchased services reflect student information system license fee

*Professional Development (2213):* Congruent with Title 2 funding

*Board Services (2311):* Includes allocations for audit, legal services, and liability insurance based on comps from other charters.

*Building Principal Services (2411):* Salaries reflect principal years 1 through 5. Minimal allocations have been made for discretionary spending as relates to memberships and staff appreciation.

*Business Support Services (2511):* Purchased services includes backoffice financial support and copier lease at 1,000/month per copier.

*Operation of Plant Services (2541):* plant costs projections confirmed with KCPS

*Transportation (2551):* we have made allocations to offer limited transportation in years 1/2, projected at 50K/bus with one bus serving 50 students, but hope to discuss this further with KCPS.

*Food (2563):* KCUNI expects to participate in CEP program, but has nonetheless built in a 5% cushion for food expenses to exceed revenue - and to be conservative have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$6/day per students for 155 days, which is equivalent 90% utilization

*Technology (2661):* Purchased Services include IT support services.

KCUNI/Purpose Built Communities

	<b>2016-17 Projected</b>	<b>2017-18 Projected</b>	<b>2018-19 Projected</b>	<b>2019-2020 Projected</b>	<b>2020-2021 Projected</b>
6100 Salaries	617,000	810,760	1,070,759	1,267,689	1,379,543
6200 Benefits	182,152	233,731	305,601	357,750	386,228
6300 Purchased Services	14,000	18,550	22,950	25,200	28,300
6400 Supplies & Materials	33,300	42,735	51,615	59,940	67,710
6500 Equipment	134,200	39,500	42,500	31,200	31,200
<b>1111 Total Classroom Instruction</b>	<b>980,652</b>	<b>1,145,276</b>	<b>1,493,425</b>	<b>1,741,780</b>	<b>1,892,981</b>
6100 Salaries	50,000	51,000	139,414	186,773	190,508
6200 Benefits	13,175	13,355	37,625	50,326	50,996
6300 Purchased Services	22,500	28,875	34,875	40,500	45,750
6400 Supplies & Materials	4,500	5,775	6,975	8,100	9,150
6500 Equipment	-	-	-	-	-
<b>1221 Total Special Programs</b>	<b>90,175</b>	<b>99,005</b>	<b>218,888</b>	<b>285,698</b>	<b>296,404</b>
6100 Salaries	72,000	121,380	183,808	294,484	300,373
6200 Benefits	21,324	34,388	49,793	78,060	79,117
6300 Purchased Services	8,000	8,500	9,000	9,500	10,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2114 Total Support Services-Pupils</b>	<b>101,324</b>	<b>164,268</b>	<b>242,601</b>	<b>382,044</b>	<b>389,490</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	18,000	23,100	27,900	32,400	36,600
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2213 Total Professional Development</b>	<b>18,000</b>	<b>23,100</b>	<b>27,900</b>	<b>32,400</b>	<b>36,600</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	35,000	55,000	65,000	72,500	80,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2311 Total Board Services</b>	<b>35,000</b>	<b>55,000</b>	<b>65,000</b>	<b>72,500</b>	<b>80,000</b>
6100 Salaries	80,000	81,600	83,232	84,897	86,595
6200 Benefits	18,560	18,847	19,140	19,439	19,744
6300 Purchased Services	1,000	1,500	2,000	2,500	3,000
6400 Supplies & Materials	1,000	1,500	2,000	2,500	3,000
6500 Equipment	-	-	-	-	-
<b>2411 Total Building Principal Services</b>	<b>100,560</b>	<b>103,447</b>	<b>106,372</b>	<b>109,336</b>	<b>112,338</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	80,000	94,000	98,180	105,400	109,250
6400 Supplies & Materials	18,000	22,100	26,480	30,136	34,883
6500 Equipment	-	-	-	-	-

<b>2511 Total Business Support Services</b>	<b>98,000</b>	<b>116,100</b>	<b>124,660</b>	<b>135,536</b>	<b>144,133</b>
6100 Salaries	-	-	26,010	26,530	27,061
6200 Benefits	-	-	8,869	8,962	9,057
6300 Purchased Services	99,010	127,060	153,460	178,210	201,310
6400 Supplies & Materials	12,000	15,000	18,000	21,000	24,000
6500 Equipment	8,000	4,000	4,000	4,000	4,000
6600 Debt Service					
<b>2541 Total Operation of Plant Services</b>	<b>119,010</b>	<b>146,060</b>	<b>210,339</b>	<b>238,702</b>	<b>265,428</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2546 Total Security</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	100,000	200,000	200,000	250,000	250,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2551 Total Transportation</b>	<b>100,000</b>	<b>200,000</b>	<b>200,000</b>	<b>250,000</b>	<b>250,000</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	169,128	217,048	262,148	304,430	343,894
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2563 Total Food Services</b>	<b>169,128</b>	<b>217,048</b>	<b>262,148</b>	<b>304,430</b>	<b>343,894</b>
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	7,000	8,000	8,000	9,000	10,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2642 Total Recruitment and Placement</b>	<b>7,000</b>	<b>8,000</b>	<b>8,000</b>	<b>9,000</b>	<b>10,000</b>
6100 Salaries	-	-	24,449	49,877	50,874
6200 Benefits	-	-	6,489	13,153	13,332
6300 Purchased Services	18,000	24,000	30,000	33,000	36,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
<b>2661 Total Technology</b>	<b>18,000</b>	<b>24,000</b>	<b>60,938</b>	<b>96,030</b>	<b>100,206</b>
<b>GRAND TOTAL EXPENDITURES</b>	<b>1,836,849</b>	<b>2,301,303</b>	<b>3,020,272</b>	<b>3,657,456</b>	<b>3,921,475</b>



KCUNI/Purpose Built Communities

Enrollment 180 231 279 324 366

**FEDERAL REVENUE WORKSHEET**

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
<b>5410-19</b>	<b>Grants-in-Aid -- Unrestricted, Direct</b>					
5411	Impact Aid					
5412	Medicaid					
5413	Federal Disaster Assistance					
5416	Federal Housing					
5417	Federal Flood Counseling					
5418	Reserve Officer Training Corps (ROTC)					
<b>5420-59</b>	<b>Grants-in-Aid - Restricted, Federal Through State</b>					
5421	Child Development Associate (CDA) Grant					
5427	Perkins Basic Grant, Career Education					
5431	Perkins Tech Prep Grant, Career Education					
5435	Workforce Investment Act (WIA) - Federal					
5436	Adult Education & Literacy (AEL) - Federal					
5441	Individuals with Disabilities Act (IDEA)	22,500	28,875	34,875	40,500	45,750
5442	Early Childhood Special Education - Federal					
5445	School Lunch Program	109,933	141,081	170,396	197,880	223,531
5446	School Breakfast Program	50,738	65,114	78,645	91,329	103,168
5447	Special Milk Program					
5448	After-School Snack Program					
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	91,602	117,556	141,983	164,884	186,257
5452	Title I, Part C - Migrant Education					
5453	Title I, Part B - Student Reading Skills Improvement Grants					
5454	Title I, Part F - Comprehensive School Reform					
5455	Title V, ESEA - Innovative Education Programs					
5456	Title Iv, LIFT Grant					
5459	Twenty-First Century Grant					
<b>5460-79</b>	<b>Other Federal Restricted, Through the State</b>					
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
5463	Education for Homeless Children and Youth					
5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships	18,000	23,100	27,900	32,400	36,600
5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
5472	Child Care Development Fund Grant					
5473	National and Community Service Trust Act of 1993					
5475	AIDS Education Grant					
5476	Title I, Part B - Even Start Family Literacy					
5477	Federal Emergency Management Agency (FEMA) Funds					
5478	Vocational Rehabilitation					
<b>5480-89</b>	<b>Other Grants-in-Aid-Restricted, Federal</b>					
5481	Department of Health Food Service Program					
5482	Workforce Investment Act (WIA)					
5483	Head Start					
5484	Pell Grants					
5486	Impact Aid, Restricted Purpose					
5489	Facilities Infrastructure Improvement Grant					
5492	Title I, Part B - Rural Education Initiative					
5497	Other Federal Revenue					
<b>5499</b>	<b>Federal Revenue -- Subtotal</b>	<b>\$292,774</b>	<b>\$375,726</b>	<b>\$453,799</b>	<b>\$526,992</b>	<b>\$595,306</b>

KCUNI/Purpose Built Communities

		WADA used to calculate Prop c	191	246	297	344	366
<b>LOCAL REVENUE WORKSHEET</b>			<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Code	Detail		<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
5113	<b>Prop c</b>			175,274	224,935	271,675	315,493
<b>5140</b>	<b>Earnings on Investments</b>						
	5141 Earnings from Temporary Deposits						
<b>5150</b>	<b>Food Service - Pupils</b>						
	5151 Sales to Pupils						
<b>5160</b>	<b>Food Service - Adults</b>						
	5161 Sales to Adults						
	5165 Food Services - Non-Program						
<b>5170</b>	<b>Enterprise Sources</b>						
	5171 Admissions						
	5172 Bookstore Sales						
	5173 Student Organization Membership Dues and Fees						
	5179 Other Pupil Activity Income						
<b>5180</b>	<b>Community Services</b>						
	5181 Community Services						
<b>5190</b>	<b>Other Revenue from Local Sources</b>						
	5191 Rentals						
	5192 Gifts						
	5195 Prior Period Adjustment						
	5196 Net Receipts from Clearing Accounts						
	5198 Miscellaneous Local Revenue						
<b>5199</b>	<b>Local Revenue - Subtotal</b>		<b>\$ -</b>	<b>\$175,274</b>	<b>\$224,935</b>	<b>\$271,675</b>	<b>\$315,493</b>

KCUNI/Purpose Built Communities

**STATE REVENUE WORKSHEET**

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
	<b>Enrollment</b>	<b>180</b>	<b>231</b>	<b>279</b>	<b>324</b>	<b>366</b>
<b>5310</b>	<b>Foundation Formula, State Aid</b>					
5311	Basic Formula - State Monies	1,649,174	2,048,040	2,468,439	2,862,493	3,230,200
5312	Transportation	15,000				
5314	Early Childhood (3 & 4 Year Old) Special Education					
5317	Career Ladder/Excellence in Education Act					
5319	Basic Formula - Classroom Trust Fund		68,400	87,780	106,020	123,120
5322	Career Education/At-Risk - State Educational and Screening Program					
5324	Entitlement/Parents as Teachers					
<b>5330</b>	<b>State Revenue</b>					
5332	Career Education - State					
5333	Food Service - State					
5337	Adult Education & Literacy (AEL) - State					
5338	Adult Education Special Literacy Grant					
5353	Job Development/Customized Training					
5358	Safe School Initiative Grant					
5359	Career Education Enhancement Grant					
5362	A+ Schools Grant					
5364	eMINTS/METS Classrooms					
5366	MO Department of Natural Resources (DNR) Energy Loans					
5367	MO School Age Children's Health Services Grant					
5369	Residential Placement/Excess Cost					
5371	Readers for the Blind					
5372	State Emergency Management Agency (SEMA) Funds					
5376	Select Teachers As Regional Resource					
5377	MO Department of Natural Resources (DNR) Energy Grant					
5381	High Need Fund - Special Education					
5382	Missouri Preschool Project					
5397	Other State Revenue					
<b>5399</b>	<b>State Revenue - Subtotal</b>	<b>\$ 1,664,174</b>	<b>\$ 2,116,440</b>	<b>\$ 2,556,219</b>	<b>\$ 2,968,513</b>	<b>\$ 3,353,320</b>

**KCUNI/Purpose Built Communities**

**SALARIES**

**STAFF SALARY WORKSHEET  
ENROLLMENT**

Position	Base Salary	180		231		279		324		366				
		Year 0 Budget	No. Emp.	Year 1 Budget	No. Emp.	Year 2 Budget	No. Emp.	Year 3 Budget	No. Emp.	Year 4 Budget	No. Emp.	Year 5 Budget		
<b>Administrators</b>														
Principal	90,000	1		80,000	1	81,600	1	83,232	1	84,897	1	86,595		
Dean of Students	60,000	-		-	-	-	60,000	1	61,200	1	62,424	1	63,648	
Director of Teaching and Learning	60,000	-		-	-	-	-	60,000	1	60,000	1	61,200	1	62,424
<b>TOTAL ADMINISTRATORS</b>		<b>1</b>		<b>80,000</b>	<b>1</b>	<b>81,600</b>	<b>2</b>	<b>143,232</b>	<b>3</b>	<b>206,097</b>	<b>3</b>	<b>210,219</b>		
<b>Core Instructional Staff</b>														
Kindergarten	42,000	3		126,000	3	128,520	3	131,090	3	133,712	3	136,386		
1st	42,000	3		126,000	3	128,520	3	131,090	3	133,712	3	136,386		
2nd	42,000	3		126,000	3	128,520	3	131,090	3	133,712	3	136,386		
3rd	42,000	0		-	3	128,520	3	131,090	2	89,141	2	90,924		
4th	42,000	0		-	-	-	3	128,520	2	87,394	2	89,141		
5th	42,000	0		-	-	-	-	-	2	85,680	2	87,394		
6th	42,000	0		-	-	-	-	-	-	-	2	85,680		
Literacy Coordinator	50,000	0		-	1	51,000	1	52,020	1	53,060	1	54,122		
SPED Coordinator	50,000	1		50,000	1	51,000	1	52,020	1	53,060	1	54,122		
SPED Teachers	42,000	0		-	-	-	1	43,697	1	44,571	1	45,462		
<b>TOTAL CORE INSTRUCTIONAL STAFF</b>		<b>10</b>		<b>428,000</b>	<b>14</b>	<b>616,080</b>	<b>18</b>	<b>800,618</b>	<b>18</b>	<b>814,043</b>	<b>20</b>	<b>916,004</b>		
<b>Enrichment Staff</b>														
Foreign Language	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Band	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Chorus	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Dance	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Engineering	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
PE	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Art	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
Media Specialist	42,000	0.25		10,500	0.25	10,710	0.50	21,848	1	44,571	1	45,462		
<b>TOTAL ENRICHMENT STAFF</b>		<b>2</b>		<b>84,000</b>	<b>2</b>	<b>85,680</b>	<b>4</b>	<b>174,787</b>	<b>8</b>	<b>356,566</b>	<b>8</b>	<b>363,697</b>		
<b>Support Staff</b>														
Guidance Counselor	47,000	0		-	0	-	0	-	1	47,000	1	47,940		
Remedial/Gifted Teacher	42,000	0		-	0	-	1	43,697	2	89,141	2	90,924		
K TA	25,000	3		75,000	3	76,500	3	78,030	3	79,591	3	81,182		
1st TA	25,000	3		75,000	3	76,500	3	78,030	3	79,591	3	81,182		
Literacy Aide	25,000	0		-	0	-	1	26,010	1	26,530	1	27,061		
Social Worker	42,000	1		42,000	1.00	42,840	1	43,697	1.0	44,571	1.0	45,462		
Nurse	47,000	1		-	1.00	47,940	1	48,899	1	49,877	1	50,874		
<b>Operations Staff</b>		<b>7.0</b>		<b>192,000</b>	<b>8.0</b>	<b>243,780</b>	<b>10.0</b>	<b>318,362</b>	<b>12.0</b>	<b>416,300</b>	<b>12.0</b>	<b>424,626</b>		

Office Assistant	30,000	1	30,000	1	30,600	1	31,212	1	31,836	1	32,473
COO	50,000	1	50,000	1	51,000	1	52,020	1	53,060	1	54,122
IT Director	47,000	0	-	-	-	0.5	24,449	1	49,877	1	50,874
Maintenance	25,000	0	-	-	-	1	26,010	1	26,530	1	27,061
<b>TOTAL OPERATIONS STAFF</b>		<b>2.0</b>	<b>80,000</b>	<b>2.0</b>	<b>81,600</b>	<b>3.5</b>	<b>133,691</b>	<b>4.0</b>	<b>161,304</b>	<b>4.0</b>	<b>164,530</b>
<b>Total Salaries</b>		<b>22.0</b>	<b>864,000</b>	<b>27.0</b>	<b>1,108,740</b>	<b>37.5</b>	<b>1,570,691</b>	<b>45.0</b>	<b>1,954,310</b>	<b>47.0</b>	<b>2,079,076</b>

\*

KCUNII/Purpose Built Communities

	Year 1 Budget	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
<b>Administration</b>					
Principal					
Office					
<b>Total Administration</b>	\$0	\$0	\$0	\$0	\$0
<b>Professional Services</b>					
Legal	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Backoffice	\$57,000	\$63,000	\$66,000	\$72,000	\$75,000
Audit		10,000	10,000	10,000	10,000
<b>Total Professional Services</b>	\$72,000	\$93,000	\$101,000	\$112,000	\$120,000
<b>Education</b>					
Substitutes	\$5,000	\$7,000	\$9,000	\$9,000	\$10,000
SPED OT, PT, SLP	\$22,500	\$28,875	\$34,875	\$40,500	\$45,750
<b>Total Education Services</b>	\$27,500	\$35,875	\$43,875	\$49,500	\$55,750
<b>Technology</b>					
IT Support Services	\$18,000	\$24,000	\$30,000	\$33,000	\$36,000
<b>Other</b>					
Janitorial	\$40,000	\$45,000	\$50,000	\$55,000	\$60,000
Copier	12,000	24,000	24,000	24,000	24,000
Transportation	100,000	200,000	200,000	250,000	250,000
Trash	6,000	6,600	7,200	7,800	8,400
Security	-	-	-	-	-
<b>Total Other Services</b>	\$158,000	\$275,600	\$281,200	\$336,800	\$342,400
<b>Total Contractual Services</b>	<b>\$275,500</b>	<b>\$428,475</b>	<b>\$456,075</b>	<b>\$531,300</b>	<b>\$554,150</b>



**Appendix C.1-2**  
**KCNA Cash Flow Analysis**

## Year 1 Cash Flow Forecast-Summary Object Level

	<u>7/1/2016</u>	<u>8/1/2016</u>	<u>9/1/2016</u>	<u>10/1/2016</u>	<u>11/1/2016</u>	<u>12/1/2016</u>	<u>1/1/2017</u>	<u>2/1/2017</u>	<u>3/1/2017</u>	<u>4/1/2017</u>	<u>5/1/2017</u>	<u>6/1/2017</u>
<b>Beginning Cash Balance</b>	<b>\$200,000</b>	<b>\$33,086</b>	<b>\$25,162</b>	<b>\$23,738</b>	<b>\$54,567</b>	<b>\$85,396</b>	<b>\$116,225</b>	<b>\$150,804</b>	<b>\$185,383</b>	<b>\$219,962</b>	<b>\$254,541</b>	<b>\$287,320</b>
<b>REVENUES</b>												
Local	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State	\$0	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289	\$151,289
Federal	\$0	\$0	\$0	\$30,030	\$30,030	\$30,030	\$33,780	\$33,780	\$33,780	\$33,780	\$33,780	\$33,780
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$151,289</b>	<b>\$151,289</b>	<b>\$181,319</b>	<b>\$181,319</b>	<b>\$181,319</b>	<b>\$185,069</b>	<b>\$185,069</b>	<b>\$185,069</b>	<b>\$185,069</b>	<b>\$185,069</b>	<b>\$185,069</b>
<b>EXPENDITURES</b>												
6100 Salaries	\$6,667	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848	\$73,848
6200 Benefits	\$1,547	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242	\$21,242
6300 Purchased Services	\$17,918	\$54,102	\$49,602	\$49,602	\$49,602	\$49,602	\$49,602	\$49,602	\$49,602	\$49,602	\$51,402	\$51,402
6400 Supplies & Materials	\$4,583	\$8,020	\$6,820	\$5,486	\$5,486	\$5,486	\$5,486	\$5,486	\$5,486	\$5,486	\$5,486	\$5,486
6500 Equipment	\$136,200	\$2,000	\$1,200	\$311	\$311	\$311	\$311	\$311	\$311	\$311	\$311	\$311
<b>TOTAL EXPENDITURES</b>	<b>\$166,914</b>	<b>\$159,212</b>	<b>\$152,712</b>	<b>\$150,490</b>	<b>\$152,290</b>	<b>\$152,290</b>						
<b>SURPLUS</b>	<b>-\$166,914</b>	<b>-\$7,924</b>	<b>-\$1,424</b>	<b>\$30,829</b>	<b>\$30,829</b>	<b>\$30,829</b>	<b>\$34,579</b>	<b>\$34,579</b>	<b>\$34,579</b>	<b>\$34,579</b>	<b>\$32,779</b>	<b>\$32,779</b>
<b>Ending Cash Balance</b>	<b>\$33,086</b>	<b>\$25,162</b>	<b>\$23,738</b>	<b>\$54,567</b>	<b>\$85,396</b>	<b>\$116,225</b>	<b>\$150,804</b>	<b>\$185,383</b>	<b>\$219,962</b>	<b>\$254,541</b>	<b>\$287,320</b>	<b>\$320,099</b>



**Appendix C.5-1  
Insurance Quotes**



8/27/2015

**RE: Insurance Coverage for Kansas City Neighborhood Academy  
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for **Kansas City Neighborhood Academy**. Our division specializes in education and charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Missouri as required by law.

Our program utilizes the following carriers which are admitted in the State of Missouri: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Kansas City Neighborhood Academy., the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (includes corporal punishment, athletic participation*)</b>	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
<b>Workers Compensation Workers’ Compensation Part II (Employers’ Liability)</b>	As specified by Missouri Statutes \$1,000,000
<b>Employee Benefits Liability</b>	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
<b>Automobile/Bus Liability including non-owned and hired; underinsured as needed</b>	\$1,000,000 combined single limit
<b>Employment Practices Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Educators Legal Liability (School Leaders E&amp;O and/or Professional Liability)</b>	\$2,000,000 per claim/annual aggregate dedicated limit
<b>Directors &amp; Officers</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Fiduciary Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
<b>Crime</b>	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
<b>Bonds</b>	Can secure a Fidelity and or ERISA bond if required
<b>Property and Boiler Machinery Coverage</b>	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Business Income/Extra Expense</b>	\$300,000 Extra Expense included Business Income as needed based upon cash flow





<b>Student Accident Coverage* (including or excluding football)</b>	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
<b>Cyber Security Liability**</b>	\$500,000 per loss or claim/aggregate limit
<b>Coverage</b>	<b>Limit</b>
<b>Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

**Additional Insureds/Loss Payees:**

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

**Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Missouri Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,185
Directors & Officers / Employment Practices / Fiduciary	\$ 2,813
Property / Contents	\$ 500
Excess \$5 million Limits (follow form over underlying)	\$ 1,872
Workers Compensation/Employers Liability	\$ 5,151
<b>Total Annual Premium</b>	<b>\$ 14,521</b>

Premiums are based upon 1st year projections of 180 students, 22 staff members, \$864,000 payroll, \$50,000 contents

Coverage	Year 5 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 11,642
Directors & Officers / Employment Practices / Fiduciary	\$ 5,950
Property	\$ 625
Excess \$10 million Limits (follow form over underlying)	\$ 4,241
Workers Compensation/Employers Liability	\$ 12,619
<b>Total Annual Premium</b>	<b>\$ 35,077</b>

Premiums are based upon 5th year projections of 504 students, 46 staff members, \$2,020,000 payroll, \$75,000 Contents,



**Tentative Timeline for Insurance Coverages**

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,

**Steve Wightman, ARM**  
Producer



Arthur J. Gallagher & Co.

12444 Powerscourt Drive | St. Louis, MO 63131

Direct: (314) 800-2294 | Fax: (866) 477-3913

[steve\\_wightman@ajg.com](mailto:steve_wightman@ajg.com) | [www.ajgrms.com](http://www.ajgrms.com)

Arthur J. Gallagher Risk Management Services, Inc.





**Appendix C.6-1  
School Closure Plan**

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Notify Parents / Guardians of Closure Decision</b>            Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> <li>1. Assurane that instruction will continue through the end of the school year or the date when instruction will cease.</li> <li>2. Assurance that parents/students will be assisted in the reassignment process.</li> <li>3. FAQ about the charter closure process.</li> <li>4. Contact information for parents/guardians with questions.</li> </ol>	<p>KCNA Principal</p>		
<p><b>Notify School Districts Materially Impacted</b>            Within two days of the decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> <li>1. Possible appeals and timeline for final decision.</li> <li>2. Copy of the letter sent to parents.</li> <li>3. Closure FAQ.</li> <li>4. Information about the plan being developed to ensure an orderly closure process.</li> <li>5. Contact information for questions.</li> </ol>	<p>KCNA Principal</p>		
<p><b>Review Budget</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.</li> <li>2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources.</li> <li>4. Ensure that the school continues to collect revenues included in the school’s budget, if applicable.</li> </ol>	<p>KCNA Chief Operating Officer</p>		
<p><b>Meet with Faculty and Staff</b>            Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> </ol>	<p>KCNA Principal</p>		

<ol style="list-style-type: none"> <li>3. Discuss plans for helping students find new schools.</li> <li>4. Identify date when last salary check will be issued, when benefits terminate, and last day of work.</li> <li>5. Describe assistance that will be provided to faculty and staff to find new positions.</li> </ol>			
<p><b>Send Additional and Final Notifications</b></p> <p>Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the letter to parents after the closure decision is final, include:</p> <ol style="list-style-type: none"> <li>1. The last day of instruction.</li> <li>2. Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations.</li> </ol>			

Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <p>Transition team includes:</p> <ol style="list-style-type: none"> <li>1. KCNA Board Chair</li> <li>2. Sponsor designee</li> <li>3. KCNA Principal</li> <li>4. KCNA Chief Operating Officer</li> </ol> <p>Develop plan, exchange contact information and assign roles.</p>			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students.</li> <li>2. Return or distribution of assets.</li> <li>3. Transfer of student records.</li> <li>4. Notification to entities doing business with the school.</li> <li>5. The status of the school's finances.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>			
<p><b>Submit Final Report</b></p> <p>Submit a final report to DESE detailing completion of the closure plan.</p>			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Maintain Identifiable Location</b>                      Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>			
<p><b>Notify Commercial Lenders / Bond Holders</b>                      Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.</p>			
<p><b>Protect School Assets</b>                      Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>			
<p><b>Maintain Corporate Records</b>                      Maintain all corporate records related to:</p> <ol style="list-style-type: none"> <li>1. Loans, bonds, mortgages and other financing.</li> <li>2. Contracts.</li> <li>3. Leases.</li> <li>4. Assets and asset distribution.</li> <li>5. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>6. Governance (minutes, bylaws, policies).</li> <li>7. Employees (background checks, personnel files).</li> <li>8. Accounting/audit, taxes and tax status, etc.</li> <li>9. Personnel.</li> <li>10. Employee benefit programs and benefits.</li> <li>11. Any other items listed in the closure plan.</li> </ol>			

Determine where records will be stored after dissolution.

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Finalize School Affairs: Governance and Operations (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Notify Employees and Benefit Providers</b>            Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA)            Notify benefit providers of pending termination of all employees, to include:</p> <ol style="list-style-type: none"> <li>1. Medical, dental, vision plans.</li> <li>2. Life insurance.</li> </ol> <p>Consult legal counsel as specific rules and regulations may apply to such programs.</p>			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>			
<p><b>Transfer Student Records and Testing Material</b>            Send student records, including final grades and evaluations, to the authorizer, including:</p> <ol style="list-style-type: none"> <li>1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>2. Student health / immunization records.</li> <li>3. Attendance record.</li> <li>4. Any testing materials required to be maintained by the school.</li> <li>5. Student transcripts and report cards.</li> <li>6. All other student records.</li> </ol> <p>Document the transfer of records to include:</p> <ol style="list-style-type: none"> <li>1. The number of general and special education records transferred.</li> <li>2. Date of transfer.</li> <li>3. Signature and printed name of the charter school representative releasing the records.</li> <li>4. Signature and printed name of the authorizer's representative who receives the records.</li> </ol>			
<p><b>Conduct an Inventory and Plan for Disposition of Assets</b></p>			

<ol style="list-style-type: none"> <li>1. Create a fixed asset list segregating Missouri State and federal dollars;</li> <li>2. Note source codes for funds and price for each purchase;</li> <li>3. Establish fair market value, initial and amortized for all fixed assets;</li> <li>4. Ensure that all liabilities and obligations of the School are paid and discharged to the extent of the School's assets; and,</li> <li>5. Ensure that any unobligated assets be returned to DESSE.</li> </ol>			
<p><b>Document the Disposition of and Transfer of Corporate Records</b></p> <p>KCNA's Board will maintain all corporate records related to:</p> <ol style="list-style-type: none"> <li>1. Employees (background checks, personnel files);</li> <li>2. Loans, bonds, mortgages and other financing;</li> <li>3. Contracts;</li> <li>4. Leases;</li> <li>5. Assets and asset sales;</li> <li>6. Grants</li> <li>7. Governance (minutes, by-laws, policies);</li> <li>8. Accounting/audit, taxes and tax status;</li> <li>9. Employee benefit programs and benefits; and,</li> <li>10. Any items provided for in the closure action plan</li> </ol>			

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Review and Revise School Budget</b></p> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction.</li> <li>Identify acceptable use of reserve funds.</li> </ol>			
<p><b>Maintain IR S 501(c)(3) Status</b></p> <p>Maintain IRS 501(c)(3) status, including:</p> <ol style="list-style-type: none"> <li>Notify IRS regarding any address change.</li> <li>File required tax returns and reports.</li> </ol>			
<p><b>Establish Use of Reserve Funds</b></p> <ol style="list-style-type: none"> <li>Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities: <ul style="list-style-type: none"> <li>Retirement systems;</li> <li>Teachers and staff;</li> <li>Employment taxes and federal taxes;</li> <li>Audit preparation;</li> <li>Private creditors; and,</li> <li>Overpayments from DESE.</li> </ul> </li> </ol>			
<p><b>Notify Funding Sources / Charitable Partners</b></p> <p>Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school's grants that the school will be closing.</p>			
<p><b>List all Creditors and Debtors</b></p> <p>Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ol style="list-style-type: none"> <li>This list is not the same as the contractor list, above, but may include contractors.</li> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> </ol>	<p>KCNA Chief Operating Officer</p>		
<p><b>Notify Creditors</b></p> <p>Notify all creditors of the school's closure and request a final bill.</p>	<p>KCNA Chief</p>		

	Operating Officer		
<p><b>Notify Debtors</b> Contact all debtors and request payment.</p>	KCNA Chief Operating Officer		
<p><b>Itemize Financials</b> Review, prepare and make available the following:  <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> </ol> Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</p>	KCNA Chief Operating Officer		
<p><b>Return State and Federal Funds</b> State and Federal funds or items purchased with State/Federal funds will be returned to the State.</p>	KCNA Chief Operating Officer		
<p><b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.</p>	KCNA Chief Operating Officer		
<p><b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing:  <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol> </p>	KCNA Chief Operating Officer		

Finalize School Affairs: Finance (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<b>Complete Final Financial Audit</b> Complete a financial audit of the school			