

ENROLLMENT PROJECTIONS

Projected grade level and enrollment over the term of the charter:

SCHOOL YEAR	GRADE LEVELS SERVED	YEAR (20XX)
1st	212	YEAR 1 - 2017
2nd	272	YEAR 2 - 2018
3rd	324	YEAR 3 - 2019
4th	363	YEAR 4 - 2020
5th	380	YEAR 5 - 2021

GRADE LEVELS TO PROJECTED TOTAL ENROLLMENT:

THE SCHOOL INTENDS TO BE AT FULL ENROLLMENT IN:

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 revocation after sponsorship. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

CHAIRPERSON SIGNATURE *Jacquelyn Bledsoe* DATE 8-16-16

PRINTED NAME Jacquelyn Bledsoe

EXECUTIVE DIRECTOR/FOUNDER/PRINCIPAL SIGNATURE *[Signature]*

PRINTED NAME Kim D. Jones TITLE/ROLE Founder DATE 8/5/16

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

INITIAL *[Signature]* DATE 8-5-16

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Kansas City Leadership Academy for Young Men (KCLAYM) is an all-male school located in midtown Kansas City, MO, serving grades K-3 during the first year of operation, adding subsequent grade levels each year thereafter, through 12th grade. Kansas City Leadership Academy for Young Men's (KCLAYM) mission is to transform the lives of young men by empowering them with rigorous academics, self-discipline, character, and leadership skills to succeed in society.

Our schools focus is to implement best practices for empowering at-risk minority males; we will achieve this by providing students with educational knowledge, mental health services, mentorship, social and character skills that will inspire them to become leaders in their community. KCLAYM students will have access to mental health services and trauma-informed care through a site based partnership with Comprehensive Mental Health Services that will provide services for our young men five days a week and give them access to after hour's emergency mental health assistance 24 hours a day.

KCLAYM will prepare students for college and career readiness by utilizing a rigorous research based curriculum that leads to academic excellence. The curriculum will be aligned with the Missouri Learning Standards for the State of Missouri including Course Level Expectations and Grade Level Expectations. Our young men will spend the majority of their school day learning in classrooms not exceeding 23 students per classroom. Our professionals will set high achievement goals for students, with the expectation that they *can, will and must* behave, they *can, will and must* achieve, and they *can, will and must* master education. We will utilize various instructional strategies, which will address the specific needs of minority boys. The curriculum offered in the school will be drawn from the most innovative and proven standards-based pedagogy in elementary, middle and eventually secondary education. Every aspect of the school will focus on creative ways to teach minority male empowerment. From the moment students enter the school they will be continually impacted, throughout the day, with becoming educated leaders, respectful citizens, processors, problem solvers and non-violent members of society, having an internal sense of pride.

APPLICATION CERTIFICATION

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Kimberly D. Jones

.....
SIGNATURE

Founder

.....
TITLE/ROLE

February 25, 2016

.....
DATE

A. Education Plan

A.1 Mission, Educational Philosophy, Vision and Goals

Mission Statement

Kansas City Leadership Academy for Young Men's (KCLAYM) mission is to transform the lives of young men by empowering them with rigorous academics, mentorship, self-discipline, character, and leadership skills to succeed in society.

Educational Philosophy

Providing the option of a single-gender school will be a great opportunity for the young men that live in south Kansas City. Providing diverse learning communities is an opportunity to *expand* opportunities for students, not to limit them. It is the desire of KCLAYM to provide an alternative for male students that are not successful in traditional school environments. The advantages and opportunities of attending an all-male school will create a renewed excitement and hope for all stakeholders. The following foundational beliefs are essential in our endeavors to produce a culture of academic achievement and character excellence in a single-sex environment.

Single Gender

KCLAYM believes that single gender education is a viable option for boys (particularly students of color) to learn in an environment that is free from sexual stereotypes.

- Boys gain confidence in their ability to learn when they are not compared with girls, who mature more quickly than boys and who tend to enjoy more success in school.
- Boys will have opportunities to be taught by staff (including a significant number of males) who have been hired because they want and desire to work with boys.
- Curricular materials and books that excite boys will be integrated into all aspects of the school's program.
- Boys will be able to develop their own individual characters and talents without societal pressure starting in elementary.
- Gender stereotyping can cause confusion, distraction, and feelings of failure in boys if they do not fit the masculine profile of the community in which they reside. In particular, disadvantaged minority males tend to feel less masculine if they excel in academics or desire to get involved in arts rather than sports.

Studies focusing on social experiences of Black boys and men report that: ¹“*Schools are critical sites for young minority males as they make meaning of who they are, what they are supposed to do, and how others perceive them. Evidence shows that Black males become disengaged in school during early grades and that it continues to intensify throughout their schooling.*” (Carter, 2003) ²“*From this discourse has emerged an urgency to address the education achievement problems of Black males in early schooling.*” (Davis, 2005)

KCLAYM's single gender environment will empower each young man to excel academically, socially and individually.

¹Carter. *Early Schooling and Academic Achievement*.

² Davis, James Earl. "Early Schooling and Academic Achievement of African American Males." *Early Schooling and Academic Achievement*. 133-34. Print.

Implementing rigorous and relevant curricula and instruction

KCLAYM students will be empowered to utilize their creativity, challenge their thinking and take academic risks in a safe environment.

KCLAYM will implement a balanced literacy program with emphasis on writing and reading across curriculum throughout all content subject areas. Education week reports: ³ “*We teach reading for the first three grades and then after that children are not so much learning to read but using their reading skills to learn other topics. In that sense if you haven’t succeeded by 3rd grade it’s more difficult to remediate than it would have been if you started before then.*”

“*Research found that students who don’t read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty.*” (Hernandez, 2011)

The Rigor and Relevance Framework will be used to guide the selection and development of all curricula, as well as serve as the basis for monitoring and evaluating instructional staff’s classroom delivery.

Developed by the International Center for Leadership in Education and used by many schools across the country, the Rigor and Relevance Framework is a rubric comprised of four dimensions (Rigor, Relevance, Learner Engagement, and Literacy).

All instructional staff and school administrators will be thoroughly trained on the Rigor and Relevance Framework. The Rigor and Relevance Framework will be used to identify instructional strategies that are below standard and provide instruction-specific feed back to classroom instructional staff on how to improve their instruction. Similarly, instructional staff will use the Rigor and Relevance Framework when integrating and reviewing lesson plans and projects. Our research-based literacy and mathematics programs, combined with use of the Rigor and Relevance Framework and a project -based approach to teaching and learning will ensure that each young man will be provided with rigorous, relevant, and individualized instruction.

Research shows that ⁴“*students of color, on average, tend to be disproportionately represented in lower-level classes with lower academic expectations which can give rise to achievement gaps*”. (Great School Partnerships, 2014)

KCLAYM students will meet or exceed state and national academic standards that will help ensure readiness for college and technical trade schools. The comparable national and state standards will be used as minimum benchmarks at each grade level for all subjects. Missouri Learning Standards will be used as requirements. Response To Intervention (RTI) will be implemented in the areas where standards were not met and will be reassessed until standards are met. All of our students will have the following elements provided as part of our school wide plan:

- Before and after school tutoring
- Remediation
- Access to mental health therapist
- B&B time (Brain Breaks) throughout the day
- Male Mentoring
- Best practices for males to thrive in

⁵“*Enrolling students of color in “rigorous” academic programs that hold them to high academic standards is one way that educators may attempt to close achievement gaps and disrupt the self-perpetuating nature of low expectations.*” (Glossary of Education Reform, 2013)

Traditional public schools have continued to struggle to achieve the goals of equity and excellence in educating minority males, KCLAYM will work to achieve excellence in educating minority males.

³ Hernandez, Donald. "Study: Third Grade Reading Level Indicates Student's Chances Of Graduating High School." *The Huffington Post*. TheHuffingtonPost.com, June-July 2011. Web. July 2016. ⁴"Education Reform." *The Glossary of Education Reform*. Great School Partnership, 12 Dec. 2014. Web. 11 July. 2016.

⁵"Rigor Definition." *The Glossary of Education Reform.*, 2013. Web. 11 June. 2016.

Success Mentors

KCLAYM believes that mentoring support, should be ongoing daily and include character development and most importantly, academic mentoring.

⁶*“The presence of committed, successful, minority male adults in educational environments is essential for enhancing minority boys’ academic and social identity development.”* (Davis, 2005)

Each student will be accountable to a school linked mentor. Mentors will work collaboratively with the social worker/ counselor, mental health therapist, and parents to ensure student success. Mentors will encourage and celebrate students’ academic progress, attendance, and behavior. Mentors will keep parents apprised of their son’s progress as a way to encourage family engagement.

[Every Man Needs a Mentor](#) ⁷ *“There are some lessons and bits of wisdom that only a man can impart to another man. Men and women are different. We view and interact with the world differently. So it makes sense for men to seek out other men for guidance on how to navigate life. Unfortunately, it seems like a generation of men went without mentors growing up. We hear on the news about absent fathers and the effect it is having on young men today. Even when a man has a father he can look up to, it takes a village of man mentors to raise a child.”* Providing access to daily mentoring will positively impact KCLAYM’s students holistically.

Character Education

KCLAYM believes to be effective in schools, character education must involve everyone; school, parents, staff, students, and community members. Building character in students must be part of every school day, it must be integrated into the curriculum and the school culture. When all of this happens and everyone unites around developing character, we will see results in our young men.

We believe in the notion of *“Do the best you can until you know better. Then when you know better, do better.”* ~Maya Angelou

Students will be taught character education throughout the school day, through extra- curricular activities, service learning opportunities, and the character education specials class. Building character in our young men will not happen by coincidence. Character building in our students will be strategic and intentional.

Discipline with Dignity is the approach to discipline and classroom management that will be utilized by KCLAYM staff, it is based on the belief that children develop social and character skills in the same way they learn academic skills and concepts. It emphasizes relationship building and a proactive "teaching" approach to discipline rather than regulation and control. Teachers are encouraged to use unity building activities and to control misbehavior in non-punitive ways. *It is counterproductive to take recess from boys, when research shows that they need physical activity.*

Research on schools that *teach* character education daily shows decrease in violence, fewer discipline referrals, improved attendance, less vandalism, higher academic performance and improved parental involvement. ⁸Character. Org research reports:

- *academic test scores improved as much as 10 percent on national standardized math and reading tests.*
- *scores improved 21 percent on state reading tests*
- *scores improved 51 percent on state math tests*
- *suspensions dropped by 70 percent*
- *absenteeism fell by 15 percent.*
- *64 percent of teachers reported less physical violence*

- 75 percent reported an increase in student cooperation
- 92 percent of students felt better about themselves
- more than 90 percent of parents reported an increase in their own communication and problem-solving skills.

Dr. Martin Luther King Jr. stated “*We must remember that intelligence is not enough. Intelligence plus character, this is the goal of true education.*”

For young men to be assets and leaders in our community and within our society, they must embody character skills as well as educational mastery.

⁶ Davis, James Earl. "Early Schooling and Academic Achievement of African American Males." *Early Schooling and Academic Achievement*. 133-34. Print.

⁷ McKay, Brett and Kate. "The Importance of Mentors and Mentorship | The Art of Manliness." *The Art of Manliness*. 2009. Web. 11 July 2016.

⁸"What Works | Character.org." *Character.org*. Web. 09 Aug. 2016.

Providing a safe, nurturing, stimulating learning environment for male students

KCLAYM believes that boys thrive in certain learning environments as such, we are committed to creating an environment that caters to the specific needs of boys based on research. Practices and methods such as regulating the school temperature, allowing more movement, (stress balls, doodling) and incorporating brain breaks will be implemented daily.

Ergonomic Specialist have found that boys learn better and stay more focused when classrooms are kept cool. According to ⁹Sax (2006), *a temperature of 69° F is ideal for boys (too warm and they fall asleep) compared to 75° F for female students.*

¹⁰ *To maintain focus, boys should also be given more opportunities for movement in the classroom (Gurian and Stevens, 2006) including the freedom to sit and stretch out on the floor during parts of the lesson.* ¹¹ *“Boys develop motor skills and other physical abilities before they begin to think about them. They need to be physically active throughout the day.”* (Gurian, 2011).

Brain-Breaks are essential for boys, they are quick, meaningful motor type exercises that keep students awake and focused. Brain Breaks improve behavior, self-esteem, learning readiness and student/staff morale and bonding. These breaks are easily implemented during subject transitions, after direct instruction and anytime to make the learning environment stimulating. ¹² *“Boys are more active than many girls and have trouble sitting still for long periods of time.”* (Katch, 2011)

¹³ *“The most tiring thing you can ask a boy to do is sit down. It's appropriate to expect for kids to sit still for part of the day, but not all of the day.”* (Tobin, 2011)

Due in part to the large number of educators untrained in effectively teaching boys there is a substantial achievement gap between boys and girls. Specific teaching methods on educating males will be studied and applied in order for this achievement gap to be narrowed.

At KCLAYM, we will train staff members on best practices to effectively create a safe, nurturing, and stimulating learning environment that engages boys holistically.

⁹Stanberry, Kristin. "Single-sex Education: The Pros and Cons." *Parenting*. N.p., 19 May 2016. Web. 11 June 2016.

¹⁰Gurian, Michael, and Kathy Stevens. *The Mind of Boys*. 1st ed. San Francisco: Jossey-Bass, 2005. Print.

¹¹Gurian, Michael, Kathy Stevens, Patricia Henley, and Terry Trueman. *Boys and Girls Learn Differently! A Guide for Teachers and Parents*. 10th ed. San Francisco, Calif: Jossey-Bass, 2011. Print.

¹²Tobin, Joseph, Dr., Michael Thompson, Dr., and Jane Katch. "What's the Problem with School?" *PBS*. PBS, 2011. Web. 11 May 2016.

¹³Tobin, Joseph, Dr., Michael Thompson, Dr., and Jane Katch. "What's the Problem with School?" *PBS*. PBS, 2011. Web. 11 May 2016.

Leadership to drive continuous improvement

KCLAYM believes that high-quality school leadership is critical to the long-term success of a school. Our Instructional Leader, along with the school leadership team will create an environment that values professional education, exemplified by an intense focus on improving teaching and learning for boys. The principal will implement and model a professional culture that supports and engages collective responsibility through:

- **Prioritization-** Teaching and learning is the central focus for why we exist. School leadership will implement “**Leadership Capacity**” which values and respects professional practitioners. We will honor our service commitment with excellence to students, parents, community and stakeholders.
We will offer staff development programs to enable our staff to perform their jobs with precision and personalization. We hold the belief that every professional educator and staff member in the building should be a part of creating a safe, helpful and nurturing environment for our students. KCLAYM will expect individual, team, and organizational growth.
- **Alignment-** Making sure the curriculum, instruction, and assessments are all in alignment. Understanding if there is disconnect among these elements, student achievement will not be achieved.
- **Data Analysis-** Will be used to guide professional development and a school wide instructional focus. Utilizing multiple sources of information to assess student performance will ensure that our instructional staff will:
 - Reflect on our own practices
 - Generate new strategies to reach all students
 - Make strategic and practical educational decisions
 - Determine and re-evaluate previous decisions for effectiveness
- **Providing a culture of continuous learning-** Because we are all life-long learners, all staff members can benefit from additional time and support to improve the way we conduct ourselves and deliver quality instruction. Ensuring the curriculum, instruction, and assessments are all in alignment and understanding if there is disconnect among these elements, student achievement cannot be achieved. We will use data analysis to guide professional development and a school-wide instructional focus and knowledge of multiple sources of information to assess student performance.

Staff

KCLAYM believes that every adult in our school is responsible for every student in our school and their academic success. Teachers will view themselves as part of a community of qualified educators who believe that all students can achieve to their greatest level and it is through *collective responsibility* that we will ensure each student’s success.

Staff are committed:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.

Teachers will commit to tailoring their teaching styles and material to respond to the needs of boys’.

Parent Involvement

KCLAYM believes that parents want to be involved. Parents will be contacted about their son's progress and school activities through telephone, notes home, email, text messages, newsletters and Facebook. The school will offer parent workshops, job fairs, PTA and many other ways to garner involvement. Schools that have strong parent involvement report that,¹⁴ *"at every socioeconomic level, children with involved parents perform better in school."* (Bernstein, 2012)

¹⁵ *"It starts with school leaders making it a point to seek out parents, to treat them as respected partners in their children's education, and if necessary, groom some of them to recruit their peers. It can't just be lip service. Everyone from principal to teachers to kitchen staff must go the extra mile and find clever ways to encourage and reward involvement."* (Bernstein,2012)

Ensuring that parents feel welcome, engaged, and respected is paramount to successfully building parent involvement and providing holistic empowerment for our boys. KCLAYM will utilize a variety of ideas to increase [parent involvement](#).¹⁶

Innovation: Trauma informed Care Mental Health

KCLAYM's support will extend beyond the classroom in an innovative collaboration with Comprehensive Mental Health Services. CMHS will identify and screen students for mental health issues and train staff about Trauma-Informed Care. This collaboration is unique in that CMHS will provide an on-site therapist for students five days a week.

During a trauma informed care training, former chief operating officer of Truman Medical Center Behavioral Health Center Marsha Morgan explained, that mental health is the *number one* public health issue of the century. She stated, ¹⁷*"Academic performance is greatly influenced by trauma in a boys' life. It is difficult to teach to a child who has suffered trauma. He must have his educational, emotional, social and mental needs met congruently. Providing a school atmosphere of safety, choice, collaboration, cultural sensitivity, empowerment and trust are keys to success for students that have suffered trauma."*

In relation to our mission and vision, mental health is a necessary component in the schools' approach for holistic success in minority males. According to the National Institute of Mental Health, ¹⁸*"African-Americans and Mexican-Americans youth were significantly less likely to seek treatment than whites, reiterating the need to identify and remove barriers to treatment for minority youth"* noted the researchers. National Survey Tracks Rates of Common Mental Disorders Among American Youth (December, 2009)

¹⁴⁻¹⁵Bernstein, Margaret. "Parental Involvement in Education Leads to Successful Students, Stronger Schools (gallery)." *Cleveland.com*. N.P, 2012. Web. 11 Aug. 2016.

¹⁶Bystrynski, Craig. "26 Ways To Build Involvement - PTO Today." *PTO Today*. Web. 11 July 2016.

¹⁷Morgan, Marsha. "Trauma Informed Care." Trauma Informed Learning Collaborative Training. Comprehensive Mental Health Main Campus, Independence. 12 Aug. 2016. Lecture.

¹⁸"National Survey Tracks Rates of Common Mental Disorders Among American Youth." *Science Daily*. Science Daily/National Health and Nutrition Examination Survey (NHANES), Dec. 2009. Web. 11 July 2016.

Comprehensive Mental Health Services is a local non-profit organization that has been in operation since 1969, serving over 450 people daily. There are several locations in Missouri all certified in behavioral health, mental health and substance abuse issues. Kansas City Leadership Academy for Young Men has been in collaboration with CMHS for two years, both understand the need for trauma and behavioral services in the youth, particularly in minority communities and with young men.

Within the first few meetings with the founder of KCLAYM, the board of CMHS unanimously voted to donate a 41,000 -square foot building to the school as well as becoming a partner with the upcoming school, to assist in fundraising, advertising, and providing a school-based therapist for on-site trauma and mental health services.

The CMHS school based program will offer a range of full comprehensive mental health services in the school. A parent or staff member may refer students, or students may refer themselves. After parental consent is granted, services will begin. Students' information will be kept confidential.

The following services will be provided for referred students:

- **Identification:** Types of behaviors, mental health issues, trauma, emotional disorders
- **Assessment:** Assessments, Interviews and Evidence- Based Evaluations
- **Intervention:** Individual, Group, Psychiatric Evaluations
- **Consultation:** With parents, teachers and providing crisis intervention
- **Facilitation:** Hospitalization and specialty care referrals
- **Training:** Parent and Teacher/Staff trainings on mental health issues and types of trauma
- **Access:** Access to a mental health counselor 24 hours a day, outside of the programs that will operate during school hours
- **Staff:** On-site licensed therapist, psychologist or psychiatrist

KCLAYM believes that having an on-site therapist/psychiatrist trained in diagnosing mental and behavioral disabilities and their effects on males, will increase overall holistic success in students and increase their ability to be successful in life.

Target Population

KCLAYM is *targeting* boys (particularly, minority) who have not had their needs met in a traditional educational setting. There is a crisis level need for immediate intervention with minority male students in the urban core. The intervention must be for the whole child addressing each individual young man's educational, mental, emotional and social needs. *KCLAYM is an alternative to Co-ed not opposition.*

¹⁹*Target population ZIP code statistics:*

Currently, there are approximately 20,000 people living in the 64130 ZIP code. Among the 20,000 populace, just under half of them are between the ages of 0 and 27(48 percent). 60 percent of all households are single parent homes. This more than doubles the national average of the single parent home statistics. 50 percent of all dwellings in this area have the mother as the single parent, leaving 10 percent of homes being led by the father. Due to the well below average presence of married persons and two-parent homes, the families of the young men we will be serving come from non-traditional home environments. According to USA.com, *out of 983 ZIP codes, the 64130 ZIP code ranked in the top tier of 200 that have a populace with less than a high school education level of adults age 25 and over.*

National data demonstrates the urgency to address the underachievement of minority male students crossing all racial and economic barriers. Kansas City, Missouri reflects this problem:

- Homicide was the leading cause of death for Black and Hispanic males in 2013.
- The national ranking per capita for violent crimes was fourth in 2010.
- The graduation rate among minority young men is 43 percent--in the State of Missouri, 56 percent.

- The incarceration rate of minority young men has continued to rise at an alarming rate and be disproportionate from their white counterparts since 2000.
- Households in this area fall below poverty line.
- Many lack basic necessities such as food, housing, and jobs.
- It has been named the Murder Factory for many years

While researching the needs for an all-male school, a study, entitled ²⁰“*Boys are lagging behind girls in all 50 States*” by Ron Claiborne with the Center for Education Policy, revealed some startling data in this area. Consider these stark data points:

- Boys in the urban core, regardless of race, ethnicity, or economic class, are more likely to struggle in reading
- 40 percent of Asian fourth-grade boys who qualify for free or reduced lunch are functionally illiterate
- 37 percent of fourth-grade black boys who do not qualify for free or reduced lunch read at “below basic” proficiency
- Boys are five times more likely than girls to be classified as hyperactive
- Boys are 30 percent more likely to either fail or drop out of school. (National Center for Education Statistics)
- 71 percent of all school suspensions are male students with, 59 percent of those being Black and 42 percent Hispanic

²¹According to the Department of Elementary and Secondary Education, in Kansas City, there were 1,175 males in **grades K-4** suspended in the 2014-15 school year. Out of those suspensions 916 were **Black** males, which is roughly 80 percent. The other 20 percent include Latino minorities.

²²“*For African American males, who are more likely than any other group to be subjected to negative forms of treatment in school, the message is clear: individuals of their race and gender may excel in sports, but not in math or history. The location of Black males within schools - in remedial classes or waiting for punishment outside the principal's office - and the roles they perform within school suggests that they are good at playing basketball or rapping, but debating, writing for the school newspaper, or participating in the science club are strictly out of bounds. Such activities are out of bounds not just because Black males may perceive them as being inconsistent with who they think they are, but also because there simply are not enough examples of individuals who manage to participate in such activities without compromising their sense of self.*” (Noguerra, *The Trouble with Black Boys*)

²³ *KCLAYM will meet the need by utilizing research based strategies:*

- Removing attitudes, misconceptions, stereotypes and inappropriate methods that compromise teaching to males. (*avoid punishment that denies a child teaching methods he needs to be successful, avoid the assumption that boys who don't sit still or focus aren't interested in learning*)
- Recognize learning styles as strengths, adapt our teaching methods in ways that boys' learn best. (*work together in learning activities that promote community*)
- Recognize and use boys' physical energy and kinesthetic learning as an attribute. (*allow daily movement and kinesthetic learning activities*)
- Understand and actively counter racism on a boys' sense of identity and competency. (*provide male role models of color*)
- Build strong, caring relationships with families. (*learn family's hopes, dreams and expectations for their son's, tell them about their child's successes*)
- Practice anti-bias strategies. (*build community among children, foster critical thinking skills-use multicultural books-intervene in hurtful situations with student's, be an advocate for injustices in the learning environment*)

- Educate students about the diversity of the world. (*teach students to relate positively to each other regardless of cultural differences*)

With regard to academic achievement, Dr. Riordan states,²⁴ “specifically, disadvantaged students in single-sex schools, compared to their counterparts in coeducational schools, have been shown to have higher achievement outcomes on standardized test of mathematics, reading, science and civics”. The performance of African-American and Hispanic students in single-sex schools is stronger on all tests, on average scoring almost a year higher than similar students in coeducational settings.

College Board President Gaston Caperton summarized the crisis well by stating, ²⁵“At a time when our nation is committed to reclaiming its place as the world leader in higher education, we can no longer afford to ignore the plight of our young men of color. In a time when 84 percent of the National Basketball Association (NBA) and 64 percent of the National Football League (NFL) are Black males, while only making up 1 percent of doctors, dentist, engineers; and teachers, the time is now, to academically empower young urban men to become successful leaders in every area of our nation’s work force.”

KCLAYM believes in the possibilities, opportunities and hope for a positive future of disadvantaged, young men in Kansas City, Missouri.

¹⁹"CITY--DATA.COM." *CITY--DATA.COM.*, 2015. Web. 12 June 2016.

²⁰Claiborne, Ron. "New study shows boys lagging behind girls in reading." *CBS 030172010*, Print.

²¹"Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary and Secondary Education*. 16 Feb. 2016.

²²"The Trouble with Black Boys - - by Pedro A. Noguera / Education Rights / In Motion Magazine." *The Trouble with Black Boys - - by Pedro A. Noguera / Education Rights / In Motion Magazine*. Web. 12 Apr. 2012.

²³"Race Against Time: Educating Black Boys - Nea.org." *Focus on Blacks*. National Education Association, Feb. 2011. Web. 12 July 2016.

²⁴"A Summary of Research on the Benefits of Single Sex Education | Foundation for Education Reform and Accountability." *A Summary of Research on the Benefits of Single Sex Education | Foundation for Education Reform and Accountability*. Sept. 2006. Web. 15 Aug. 2016.

²⁵Amos, Jason. *THE EDUCATIONAL EXPERIENCE OF YOUNG MEN OF COLOR Minority Males Lag Behind in High School and Beyond According to College Board Report Comments*. Alliance for Excellent Education, 27 June 2011. Web. 12 Apr. 2015.

Vision

Kansas City Leadership Academy for Young Men originated from the belief that disadvantaged young men, although deemed as an at-risk population, can succeed holistically. This will be accomplished by placing them on a path to prepare them for post-secondary success *academically* with access to career professionals throughout their K-12 experience. By empowering and inspiring them through the presence of strong, positive, male role models, providing daily access to mental health professionals, teaching and modeling character, and self-discipline skills, young men will be prepared to face life's challenges.

In five years, KCLAYM will have expanded to seventh grade with a second facility in place and operational. Seventy-five percent of students will be proficient in all content areas. Students will have embodied friendships and they will understand the importance of taking personal responsibility for their education, decisions, mental health, character and leadership skills. There will be a comprehensive sports program involving contact and non-contact sports. There will be clubs and activities such as dance, debate team, math club, book club, chess club, writing/spoken word club and marching band. Staff will have several years of professional training through data teams and will be proficient in collecting/charting data, analyzing strengths and obstacles of data and establishing SMART goals using data. Teachers will continually grow and increase their knowledge base not only for students but also for their own self-growth.

Parents will be heavily involved and their input valued at all times, as authentic communication between home and school will strengthen "trust" which is a critical and important component of our school culture and the mindset of the community for which we are located.

KCLAYM will continue to employ a wide variety of teacher recruitment strategies, utilizing Internet advertising, direct mail, email campaigns, job fairs, open houses and referral programs from surrounding colleges and universities.

In 10 years, KCLAYM will have graduated one class of young men from the 12th grade and will prepare for our second class of graduates. We will watch our starting third graders become alumnae graduates and our starting kindergartners will be freshman in our high school.

In addition to our five-year growth vision, our sports program will be fully developed, with involvement from our local sports teams. Business partnerships will continue to increase benefits for our students by offering jobs, internships and support.

We will have a waiting list with parents and boys' eager to become a part of an educational institution that will embrace them and teach them in an environment of academic excellence, safety, character discipline and self-growth.

KCLAYM goal is to retain all of our students and continually move them through the elementary, middle and high school. We will measure our students' academic achievement through state administered tests, school data, performance of our students compared to KCPS district students, with the goal of outperforming local and state averages in all categories. In our high school, we expect to have 100% graduating seniors, with 100% of them going on to college, trade schools or the military.

Performance Goals

KCLAYM expects that we will be one of the highest performing public charter schools in Kansas City. The school's success goals support our mission and commitment to transform the lives of young men by empowering them with rigorous academics, self-discipline, character, and leadership skills to succeed in society.

In addition to these goals, the Board of KCLAYM will review current performance and will assist in planning our annual goals. During the review, collaboration and strategic planning with the board, the target goals may be set at a more challenging benchmark. All KCLAYM students will be included in state assessment data in each grade level (grades three through seventh in the first five-year charter term). For more information on KCLAYM's goals please see A.7 School Specific Goals and Objectives.

Academic Goal 1:

Students will have made significant gains toward achievement of the Missouri Learning Standards. 70 percent or more of students who have completed three years at KCLAYM will score proficient or advanced on the Map Mathematics and Communication Arts assessments.

Academic Goal 2:

By its fifth year of operation, KCLAYM will earn a Map Performance Index that is equivalent to DESE academic achievement status target of 375 in Mathematics and Communication Arts.

Academic Goal 3:

70 percent or more of boys who have completed three years at KCLAYM will read at or above grade level and achieve over one year of academic growth each year.

Attendance Goal:

The school will meet an attendance goal that meets or exceeds 90 percent of students attending 90 percent of the time and have a close to 90 percent retention rate year to year.

Parent Involvement: KCLAYM will have 80 percent of parents/guardians actively involved with conferences and /or school events as measured by parent surveys.

A.2 Curriculum and Instruction

Philosophical Approach

Students attending KCLAYM will receive intensive and accelerated instruction through the school's curriculum which incorporates best practices for educating disadvantaged young men, emphasizing a Balanced Literacy Program (Fountas & Pinnell-Guided Reading), Mathematics, Project Based Learning, Character Education, and Leadership Skills. School leaders and staff are rooted in a belief that a school should set high expectations for its students and that, with the right structure and support in place, every student can meet those expectations. Our school will be a place where boys feel safe and nurtured, while experiencing a sense of belonging and freedom from the distractions present in a coeducational environment. At KCLAYM the expectation is that our young men will be prepared academically and socially for future opportunities to succeed in college, military service, or trade school.

Curriculum monitoring and alignment is a responsibility of the administration. The principal will monitor student growth and teacher adherence by conducting formal/informal observations and daily walk-throughs. Structuring for monitoring, planning and implementation of curriculum will be done by the professional learning communities at each grade level.

Hands-on instructional approaches will also be an integral part of the curriculum. For example, discovery learning occurs when children interact with their environment. It is through experience, that knowledge is created and understanding is achieved. KCLAYM will instruct through direct instruction and then allow time for students to learn first-hand how to navigate a new skill/concept that will lead to mastery of that skill or concept. Hands-on learning will occur through activities such as multisensory handwriting in kindergarten and first grade. Multisensory handwriting allows students to improve their fine motor skills, experience literacy, and numeracy in multiple ways to create motor memory. Additionally, authentic activities will be used after background knowledge has been developed as another form of hands-on instruction that teachers will incorporate into their daily lesson planning. Examples of these activities are learning about money, writing a letter to a pen pal, participating in the Flat Stanley project or reading and interpreting short stories to promote higher-level thinking skills.

KCLAYM will include use of collaborative instruction, which is student-centered and empowers students to take ownership for their learning. Students already have Foundational knowledge from which to build deeper understandings in an effort to reach the highest levels of Bloom's Taxonomy and one way that collaborative or interactive methods will be employed is through teacher questions.

It will be the norm for teachers to ask questions of their students. Some questions will be more so, at a review or lower level of cognitive difficulty. By design, other teacher-generated questions will be high-level questions designed to challenge students. These higher-level questions will often provoke class discussions. Tactile methods will be intertwined throughout lessons; studies show that boys learn better when they are able to be physically engaged in the lesson.

²⁶*Touch Boys Studies show that 65% of boys can learn better if they are able to work hands on- the learner must DO things for them to have the best chance of learning... learner remembers best the things they experience...enjoys using tools or lessons which involve active/practical participation*

²⁷*"When physical activities are connected to communication, it becomes easier for boys to express themselves. This way the language areas of their brains that lag behind girls in development are also stimulated (Sax) 2006 also states verbal instructions should not be too long or too complex, especially for younger boys. Sax reports that teachers in all-boys schools have found that verbal instructions should be delivered in a loud voice, in a rhythmic pattern, with pauses to give students "wait time" to process what they have just heard. (Magon, Blunt, 2009)*

²⁶Waltz, Chelsea. "Boys vs Girls Learning Styles." *Boys vs Girls Learning Styles*. Prezi, 11 May 2011. Web. June 2016. ²⁷Magon, Angela Josette, and Adrian Blunt, Dr. *Gender, the Brain and Education: Do Boys and Girls Learn Differently*. <https://dspace.library.uvic.ca/bitstream/handle/1828/1411/magon>. Apr. 2009. Web. May 2016.

We want our students to be able to analyze, interpret, explain, organize, synthesize, evaluate and communicate important intellectual experience. The K-8 curriculum will be designed to provide a sequential academic foundation. Cognizant of the need to continually hone necessary skills and intellectual tools for subject mastery, the overall approach in K-8 will be conceptual and problem based driven. When students enter high school, they will have been prepared through the gradual introduction of an integrated study of closely related subjects. This approach will also feature threading of appropriate writing assignments, and public speaking in specific subject areas across the disciplines.

Framework

KCLAYM will use the *Rigor and Relevance Framework* to guide the selection and development of all curricula, as well as serve as the basis for monitoring and evaluating instructional staff's classroom delivery. Developed by the International Center for Leadership in Education and used by many schools across the country, the *Rigor and Relevance Framework* is a rubric comprised of four dimensions (Rigor, Relevance, Learner Engagement, and Literacy). All instructional staff and school administrators will be thoroughly trained on the *Rigor and Relevance Framework*. The *Rigor and Relevance Framework* will be used to identify instructional strategies that are below standard and provide instruction-specific feedback to classroom instructional staff on how to improve their instruction. Similarly, instructional staff will use the *Rigor and Relevance Framework* when integrating and reviewing lesson plans and projects. In summary, our initial adoption of external, research-based literacy and mathematics programs, combined with consistent use of the *Rigor and Relevance Framework* and a project-based approach to teaching and learning will ensure that each young man will be provided with a rigorous, relevant, and an individualized instruction.

Our school will be a place where boys feel safe and nurtured, while experiencing a sense of belonging and freedom from the distractions present in a coeducational environment. Two of the most reliable and evidence-based predictors of student success (e.g., graduation from high school and matriculation to college) are (1) students reading on or above grade-level by grade 3 and (2) students on or above grade level in math by grade 5. All classroom instructional staff and school leaders will be thoroughly trained on Rigor and Relevance Framework, Data Teams, Professional Learning Communities, Differentiated Instruction, Instructional Delivery, Instructional Strategies, Backward Design, and Lesson Planning.

Curriculum Approach

The curriculum will be aligned with the Missouri Learning Standards for the State of Missouri, which now include Course Level Expectations and Grade Level Expectations. Our young men will spend the majority of their school day learning in classrooms not exceeding 23 students per classroom. Our professionals will set high achievement goals for students, with the expectation that they *can, will and must* behave, they *can, will and must* achieve, and they *can, will and must* master education. We will utilize various instructional strategies, which will address the specific needs of boys. The academic expectations are challenging and some students will be unprepared for the challenge; to assist students with *learning challenges* as well as those that may be *gifted and talented* at KCLAYM, we will offer, tutoring, differentiated instruction and other means to support *all* students and ensure empowerment through academic knowledge. KCLAYM will integrate (UDL) Universal Design for Learning, used by DESE for targeting specific strategies and methods that address the needs of all Missouri students including, advanced, disabled and English learners. Staff will use best practices and research based strategies when administering the curriculum.

Curricula Materials

Curricular programs utilized by KCLAYM are all aligned to the MLS, CLE's and GLE's. KCLAYM will allow teachers the autonomy to build upon the materials as foundations to teach the curriculum. All instructional materials will be aligned to required state content and performance standards. The balanced literacy and math curriculum are both research-based (Guiding Reading and Saxon Math curriculum). The supplemental math and reading interventions from Study Island will support the school's RTI program by

helping students who are *below grade level, on grade level, and above grade level*. The science curriculum is a lab-based program (Full Options Science System) which is aligned to state standards. The social studies curriculum is fully integrated with language arts.

Teachers Professional Learning Communities

Teams will meet during horizontal and vertical planning times (Professional Learning Communities) to determine instructional strategies utilizing the curriculum maps. Planning times will also include the discussion of struggling students, commonalities, and alternative strategies for instructional differentiation. Twice per month, during professional development sessions, grade level teams will share progress with the staff, instructional delivery methods that work, as well as review standards alignment. Teachers will update Personalized Academic Plans that will be used as a tool to involve and inform parents and guardians of students' progress.

To ensure students are focused on the standard being taught in each lessons, teachers will use a Topic and "Do Now" format to express the instructional objective. The Topic and "Do Now" are written for the students and relay to the students what they will be able to do at the end of the lesson. At any time, an administrator or another observer should be able to ask and receive an accurate answer from students to three critical questions:

- What are you doing?
- What are you learning?
- Why is this important to your education?

Curriculum

English Language Arts

In order to compete in the 21st century, students must be critical thinkers who are proficient in reading, writing and oral language. The communication arts curriculum will align with *Missouri State Standards and GLE's, as well as the new English language arts standards*. KCLAYM will offer a comprehensive, rigorous, balanced literacy program based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell.

KCLAYM chose the Scholastic Guided Reading Program because of its instructional framework which includes interactive read-aloud and reading workshop mini-lessons in whole-class groups, literature discussion in small groups and individual reading conferences. Students will participate in whole group, small group and individual instruction that are outcome based. Students will be expected to read and write from a variety of genres including regular practice with complex text and its academic vocabulary on a wide variety of topics.

Well-stocked and organized class-room libraries will provide students with expository, narrative, content-rich nonfiction and informational in addition to literature texts at reading levels to meet the needs of a wide range of learners. All students will be monitored, using both formal and informal assessments. The school will utilize Scholastic's Guided Reading Program to provide differentiated teaching that supports students and ensures that, they are making adequate progress in their literacy development.

Students will apply figurative and literal meanings and implications of words in context. They will analyze, synthesize and be able to summarize multiple informational documents to the audience and demonstrate comprehension. Students will compare and contrast aspects of different genres and describe the contributions of major literary movements.

KCLAYM will ensure that shifts in the new *English language arts standards for Missouri* are adhered to. Students will write informational pieces grounded with evidence from the text, using a variety of strategies to develop topics for different purposes to different audiences, including research and well supported conclusions. When writing literary texts, students will use planning strategies and write well organized papers with well-developed plots, characters and settings. Students will use effective structures, proper punctuation, spelling, word choice and grammar.

Students will develop and deliver well organized presentations, with the use of technology, visual aids, and nonverbal elements. Students will clarify a writer's purpose and audience and choose appropriate choice for communication. Students will ask relevant questions of speakers.

There are four areas of literacy that will be continuously integrated into the daily curriculum for every student, regardless of grade level: **Reading, Writing, Speaking and Reasoning**

Reading: Subjects: Social Studies, English, Math, Science

Content (literal and inferential)

To research a topic

To comprehend an argument

To expand one's experience

To determine the main idea of a passage

To gather information

To understand a concept and construct meaning

Writing- Social Studies, English, Math, Science

To take notes

To compare and contrast

To write a response

To explain one's thoughts

To explain one's thinking

To debate one's thoughts with support

To respond to what one has read, heard and viewed

To develop an essay with a formal structure

Speaking- Social Studies, English, Math, Science

To interpret a passage orally

To debate an issue

To make an oral presentation in front of class, peers and community stakeholders

To present a portfolio

To respond to what one has read, heard or viewed

To convey one's thinking using complete sentences

To properly communicate in a manner that allows one to be both heard and understood

Reasoning- Social Studies, English, Math, Science

To compute, interpret and explain a table, graph and chart

To explain and interpret relationships of space and time

To compute, interpret and explain numbers

To use evidence to support one's thinking

Mathematics

The math curriculum will be aligned with Missouri State Standards and GLE's by promoting problem solving, reasoning, and communication, as well as making connections and designing representations across all grade levels. Using the Depth-of-Knowledge levels assigned to each grade level, these skills will be assessed at all levels: 1-recall, 2-skill/concept, 3-strategic thinking and 4- extended thinking.

KCLAYM will implement Saxon Mathematics curriculum for mathematics. KCLAYM teaching methods will also align with the new math standards.

- Focus: deeper learning in two to four areas at every grade level.
- Coherence: concept logically connected from one grade to the next and linked to other major topics at each grade level.
- Rigor: fluency with arithmetic, application of knowledge to real world situations and a deep understanding of mathematical concepts.

All new concepts are developed through hands on activities and rich mathematical conversations that actively engage students in the learning process and building conceptual knowledge. Concepts are

developed, reviewed, practiced and assessed over time. Students will move from concrete, to pictorial and finally to abstract. Students will be assessed during the pre-enrollment process in order to determine a proper individualized plan of study. All students will be working towards the goal of being proficient in algebra by their 8th grade year and being proficient in geometry by their 9th grade year.

Science

The Science curriculum will be aligned with Missouri Learning Standards and GLE's. KCLAYM will implement the Full Option Science System (FOSS) with an emphasis on investigation and hands on experimentation. FOSS has a rigorous literacy foundation which correlates with Missouri Science Grade Level Expectations in providing hands on education in science. We know that students develop a scientific understanding through answering and asking meaningful questions, making observations, gathering data, while conducting careful investigations that at times are relevant to real world investigations and cross-curricular themes. Students will be able to explain their findings by communicating scientific results and arguments. KCLAYM will further connect cross curriculum Missouri Learning Standards in Mathematics by sorting, classifying and comparing objects and using graphs to record data; in English Language, by making predictions and outcomes through text, writing information by using a process and strategies, and use of correct punctuation; in Technology by researching information, making slides, power point and design of scientific graphs and charts. KCLAYM will utilize project-based thematic units in science, beginning in kindergarten and increasing in rigor and emphasis through the k-12 continuum.

Social Studies

The Social Studies curriculum will be aligned with Missouri Learning Standards and GLE's. KCLAYM will implement Scott Foresman Social Studies by Pearson, which has built in skill lessons that are aligned with Missouri Learning Standards. Teachers will also focus on concepts such as Maps, Charts, Timelines, Graphs, Writing and Reading during Social Studies. In alignment with Missouri Learning Standards, students will engage in an inquiry-based approach to historical knowledge and understanding. Students will explore historical issues, problems, patterns, ideas, and people. Social Studies standards will also be addressed through reading, hands-on activities, and technology.

An example includes, a “living museum” where students understand social studies standards by recreating a chosen time period. Teachers will be trained in matching text with readers, enabling them to make content accessible to all students. Social Studies will also be integrated through literacy in an interactive journal that each student will keep. Students will learn to keep organized notes as well as demonstrating that they understand them.

Visual and Performing Arts

The Visual and Performing Arts curriculum will be aligned with Missouri Learning Standards and GLE's. KCLAYM will implement The Silver Burdett “Making Music” by Pearson and the SRA/McGraw-Hill “Art Connections” K-6. The emphasis will be to provide students the learning opportunities in vocal, instrumental music, drama, and art. Enriching the content throughout disciplines will allow all students to engage in a creative way in order to make meaning of the subject matter. Research over the last decade has linked music participation with enhanced brain development, higher performance in other academic courses, better socialization and improved wellness as well as discipline.

In alignment with Missouri Learning Standards students will have an understanding and learn the process and techniques for productions and performances of performing arts. They will learn and understand the elements of different forms in the arts and will show knowledge of vocabulary to explain evaluations of works in visual and performing arts. Students will also understand and have knowledge of performing arts in historical and cultural context as well as, the interrelationships to other core subjects.

KCLAYM regards performing arts as an important component of education; students are able to develop self-presentation, social and academic skills. A child must learn ways to present himself in front of small or big audiences. Some students are not social because of anxieties or self-esteem and self-confidence issues. Performing art helps them overcome those fears and concerns and teaches them poise as well as, a way of socializing with others that share the same love for arts. There are many different benefits of Visual and Performing Arts in education:

- Showing deep self-expression from their hearts
- Becoming in touch with one's emotions
- Becoming connected with one's ancestry and ethnic history
- Developing motivation, concentration, imagination, and teamwork
- Development of interpersonal skills, and compassion
- Parental Involvement

KCLAYM loves arts and plans to develop a school band and orchestra once the school has begun.

Health/ Physical education

KCLAYM will implement The SPARK K-6 Elementary Physical Education program. The Physical Education curriculum will be aligned with Missouri Learning Standards and GLE's. Students will be taught about healthy related living, skill related fitness and wellness. The emphasis is on developing individual student's fitness; rhythm and sport skills while increasing students desire to be active now and in the future. SPARK is designed to be inclusive, active and more fun than traditional PE classes. The curriculum offers detailed lesson plans that align with MLS and include:

- Body Systems
- Personal/Social responsibilities
- Movement
- Use of new vocabulary words
- Math skills
- Communication skills (during debriefing)
- Discipline
- Spatial awareness
- Cardio endurance
- Collaboration

KCLAYM acknowledges the negative social, personal and financial burden that an unfit society produces. The curriculum will provide students opportunities to investigate and apply a healthy lifestyle. A complete physical education program will emphasize choice of non-traditional fitness, leisure, individual and team sports as well as opportunities to improve skills in more traditional, individual, and team activities. These learning opportunities will cultivate in students researching, planning, developing, implementing and monitoring individual fitness plans. Physical Education will also support the learning in literacy, science, and math by integrating the concepts in science and math throughout the fitness plan process using the approaches of balanced literacy to support the students reading and writing needs.

Technology/Computer

KCLAYM will utilize technology throughout the school and align usage with Missouri Learning Standards. Computers will be used for instruction, assessments, student research and communication. The school has a computer lab, but will also have computers on cart for whole class usage. The lab will be used daily for testing, research presentations, projects and instructional resources.

Computers will be the primary form of communication for staff, students' parents and community stakeholders. We will post all information on the school's website and through email. Computers will also be used by teachers for instruction as well as research information from the internet. Each class will be outfitted with a projector, as well as a classroom computer.

The rate at which new information becomes available today is astounding when compared to previous decades. In order to succeed in the 21st century, students must master the ability to use appropriate technologies to process, analyze and present information efficiently and effectively in school, life, and work settings. Students must be able to think analytically and solve problems, if they are to be successful. To that end, KCLAYM will implement the "Techno kid's "technology curriculum. Rather than present and teach computer concepts in isolation, Techno kid's lessons teach computer skills and apply them to core reading, writing, and math objectives. As a result, students gain meaningful reinforcement of key

academic concepts while progressing toward technology literacy. Students learn Microsoft Office including:

- Word, PowerPoint, Publisher and Excel
- Documents, slides, sheets and drawings
- Lessons are integrated into ELA, Visual Arts, Science, Social Studies and Math
- Typing skills

Character Building and Development Education

The objective is to implement a character education program that aligns with our vision and mission with an emphasis on leadership development that allows for a school wide character education focus. The following program puts a major emphasis on leadership skills, positive character traits, improved academic performance, and parental involvement. This program is also aligned with Missouri Learning Standards and GLE's.

KCLAYM will implement "Character Counts", developed by the Josephson Institute-Center for Youth Ethics. The program has four leadership components: Teach, Enforce, Advocate, Model.

Teach

Teach children their Character Counts. Teach them the difference between right and wrong and how to guide their thoughts and actions.

- How their mind works
- Why they and others respond and react the way they do
- How a person's behavior effects those around and closest to them
- Understanding how their behaviors affect not only their emotions, but also their responses and relationships with others
- How to recognize the dissimilar levels of theirs and others' social minds

Enforce

Enforce the Six Pillars of Character

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Praise good behavior and discourage undesirable behavior by imposing fair, consistent consequences.

Advocate

- Be clear and uncompromising that you expect all students to live up to the six pillars of character.

Model

- Model good behavior; make an effort to do the right thing even when it is difficult
- Everything you say and do sends a message about what you value
- How to turn one's behavioral decisions for more productive, fruitful outcomes
- Being considerate of others perceptions and responses to their behaviors
- Learning how to adapt to people and situations, from formal (classroom, workplace) to casual (hanging out, recess)

Provide students a choice of strategies

- The only person whose behavior I can control is my own
- I can be given information, but it's up to me to receive and use it
- All long lasting psychological problems are relationship problems
- We can only gratify our basic, immediate needs and focus on continuing to do so in the future
- Our past has everything to do with who we are today

- All we do is behave- be it good or bad
- Total behavior is made up of: acting, thinking, feeling and physiology
- Total behavior is chosen, but we have control over our acting and thinking

Character development and leadership program

- Word of the week
- Quote of the week
- Monthly guest speaker
- Topics to be covered are: respect, honesty, gratefulness, appreciation, integrity, perseverance, preparation, attitude, courage, self-control, empathy, loyalty, compassion, responsibility, leadership and character

Knowledge and Empowerment Program

Students will be empowered by seeing themselves in a positive light, they will be taught their life value and that of others. They will understand the importance of having vision and direction in life. Students will learn about future career opportunities, learn bonding skills and college preparedness through:

- Assemblies with guest speakers
- Classroom guest speakers
- One on one with mentors
- Meeting with male college students
- Meeting with successful men in the work environment such as, contractors, builders, architects, teachers, politicians, doctors, dentist, nurses, judges, lawyers, firemen, police, barbers, electricians, maintenance workers, chefs, bankers, mechanics, construction workers and clergy
- MIT- (Men in training) summer school session
- Rite of passage programs- Induction of all new students at the beginning of the school year- Passage ceremony into the next grade level
- All new students (entering after school has started) will be assigned a class buddy to help acclimate them into the school environment
- Character trait of the month

Each month KCLAYM will focus on a character trait. The School will use morning affirmations, project based learning projects and school wide themes to teach and reinforce these character traits. Character development will be shared with family members at home to encourage and engage their children to exhibit examples of the Six Pillars of Character.

Community Service Learning Program

Service learning at KCLAYM will integrate service to the community into the academic curriculum, which will develop social skills, civic response and improved academic achievement.

Learning to serve and partake of empowering the community in which students are educated and live, will play an important role in our students' self-esteem, encouragement and empathy for others. Community service projects will be recommended by staff members, students, board members and community members.

The program will create relationships between the school and community. We will build a rapport with area businesses, nursing homes, churches and police. This will build a sense of respect and responsibility for the community. We believe that KCLAYM will help in restoring the urban area that our students live in. One of our goals is to be a part of revitalizing the 64130 ZIP code, which is one of Kansas City's most impoverished, crime ridden neighborhoods, and has been notoriously referred to as the "murder factory."²⁸

²⁸Gabe. "8-Square-Mile "Murder Factory" Profiled By Kansas City Paper." *The Crime Report*. 26 Jan. 2009. Web. Feb. 2016.

²⁹According to Police Chief Darryl Forte and Deputy Chief Cheryl Rose who oversees the city's violent crimes division, in 2015, there were 109 people killed in this ZIP code; of those 63 percent were black males and, the youngest male victims, were ages one and three. ³⁰Damon Daniel, executive director of the Ad Hoc Group Against Crime states, "*As a community we need to create better pathways for educational success. Investing in quality early learning programs ensures Missouri children have the tools needed to succeed in school and in life.*" Education and economic inequality is directly tied to crime, which leads to hopelessness, imprisonment, drugs and violence.

One young man mirrors this epidemic. Shane Ray is a member of the Denver Bronco's NFL team and grew up in the 64130 ZIP code, his mother states, "I had to make decisions quick, I had to get a grip on him quick. I wasn't gonna allow it...I'm not going to go identify my sons body." She had to enroll Shane in a private school, because she had [no options](#).³¹

KCLAYM believes that intentionally targeting the education of minority males from a holistic approach, at an early age will lead to empowerment, success and a sense of pride. Connecting community service to the classroom will maintain and increase engagement in the classroom. The National Service Learning Clearinghouse reports that some benefits of community service are:

- Interest in furthering their education.
- Increased problem solving skills, working with teams and planning.
- Many leaders in public service report that they were inspired and shaped through experiences in community service and volunteering.
- Understanding the importance of being healthy mentally and physically, caring, kind, and responsible for others that can't help themselves.

Service learning activities will consist mainly of field trips and PBL projects that service the surrounding area of the school.

²⁹⁻³⁰Rice, Glenn, and Tony Rizzo. "2015 Was Kansas City's Deadliest Year for Homicides since 2011." *Kansascity*. 31 Dec. 2015. Web. Jan. 2016.

³¹Shane Ray: *Chasing His Father's Ghost While Escaping the 'Murder Factory'* BR Studios, 22 Apr. 2015. Web. June 2016.

Instructional Methods

Kansas City Leadership Academy for Young Men's curriculum and instructional model which is based on the *Rigor and Relevance Framework*, emphasizes the importance of social practices, in particular, the careful orchestration of talk and tasks in academic learning. Research has proven that this model is best suited to underperforming students who can benefit from both the rigor and the holistic school approach.

³²The research of Dr. Cornelius Riordan of Providence College has yielded data to demonstrate that *the effects of single sex school are greater for disadvantaged children and minorities. His extensive review of the literature points toward theoretical rationales, which will be internalized in the KCLAYM model: a greater degree of order and control, more positive same sex student role models, a deduction of sex difference in curriculum and student opportunities, reduction of sex bias in teacher-student interactions, sexual harassment, learning styles, and parent and students engaged in pro-academic choice.*

Boys respond favorably to lessons that involve movement, teamwork, fun competition and use of technology such as: making a video clip, creating a group song or dance, and putting together projects. The school's approach to instruction will foster critical thinking, questioning and reasoning across all disciplines. This approach will also allow for a wide variety of instructional strategies to be employed through **differentiating instruction** to meet the individual needs of students.

KCLAYM will rely on a set of instructional approaches and practices: Teach-Practice-Apply, Project-Based Learning projects, Data-Driven Support Instruction, Differentiated Learning, Balanced/Literacy, and Backwards by Design. All of these methods influence each other and represent practical tools for the administration and teachers to implement our mission, vision, purpose and philosophical foundation.

³²Riordan, Cornelius, Dr. "A Summary of Research on the Benefits of Single Sex Education | Foundation for Education Reform and Accountability." *A Summary of Research on the Benefits of Single Sex Education | Foundation for Education Reform and Accountability*. Web. June 2016.

Teach-Practice-Apply

This method of *gradual release of responsibility*, will serve as a basic differentiated teaching method school-wide. The process itself is differentiated, it works through three tiers of levels, challenging students progressively higher at each level. Multiple strategies may be used with this method during a lesson. When introducing a new topic multi-modal instruction can be used during the ***to*** stage; cooperative learning may be used in the ***with*** stage during student practice time; project-based learning may be used for the ***by*** stage where students apply skills.

Tier 1 Direct Instruction-the ***to*** stage- teacher introduces the basic skill or concept through direct instruction and modeling, using visuals, manipulatives, chants, songs, raps, turn and talk strategies, graphic organizers etc. It is lecture based but allows the teacher to think aloud for students and model for them how to approach the assignment or project.

Tier 2 Direct Guided Instruction- the ***with*** stage- teacher uses guided instruction, with use of small groups, learning centers or workstations. During this stage, students practice what was introduced during direct instruction collaboratively. Within the groups, students will have specific social skills, group interdependence and individual accountability. In some lessons reversing tier 1 and 2 will work better, such as in science, where students can let their creativity flow prior to direct instruction, already having tried to solve or understand a problem or experiment collaboratively.

Tier 3 Self-directed learning- the ***by*** stage- students work independently, through drills, practice and performance assessments or project-based learning. Even kindergartners can do certain types of research on their own and put together a presentation or demonstration for their peers.

This student-centered model can be differentiated at each stage and applied at all grade levels and subject areas.

TO	WITH	BY
Foundation	Implementation	Application
Direct Instruction	Guided Instruction	Self-directed learning
Main lesson	Learning centers	Project-based learning
Teach project presentations	Student practice	Performance assessments
Teacher focused	Group focused	Individual focused
Introduction of skills	Skill building	Demonstrate learning
Teach	Practice	Apply
I do	We do	You do

Project Based Learning

KCLAYM'S defines Project-Based Learning as an instructional approach that uses multifaceted projects as a strategy for educating students. Students will be assigned projects that require them to use diverse skills, such as writing, technology, math, interviewing, collaborating, and public speaking, research, scientific studies, presentations and video documentaries all of which align with the school's mission and vision. Projects may be short and some may expand over several weeks. The projects will address real world problems of which the boys' can relate. They will most times use skills from each subject area to complete a project. Our young men will learn how to use high-level critical thinking skills and demonstrate understanding of a subject using hands-on assignments with cross-curricular approaches. Each grade level will work in teams on multidisciplinary projects, built around real world, relevant questions. Every grade level is required to complete three projects. All PBL projects will rigorously address Missouri Learning Standards while incorporating students' questions and interest. Each PBL project will be grade level appropriate; teachers will narrow down a list of driving questions relating to subject lessons. Students in each class will collaboratively choose the projects and begin the process. These projects are presented to parents, board members, staff and their peers. All projects will include an understanding of the following essential elements:

- Knowledge (key) understanding and skills- projects are focused on student learning goals, MO standards, critical thinking, collaboration, self-management and problem solving skills

- Important, challenging question or problem- a meaningful problem to solve or a question to answer based on the appropriate level of challenge/grade
- Sustained inquiry- students will engage in rigorous, processes of asking questions, finding resources and applying information
- Authenticity- projects will contain real-world context, tasks and tools, high standards, high impact and speak to students' personal interests, concerns, and issues
- Voice and choice of students'- students make many decisions about the projects, including how they work and what they decide to create
- Reflection- teachers and students will reflect on learning, the effectiveness of the project activities, obstacles, and how to overcome obstacles as well as the quality of student work
- Critique and revision- students receive and give feedback on ways to improve their next project and the procedures/processes used
- Public presentation- students publicly explain, display and present their finished projects in and out of the classroom.

Data Driven Support Instruction

³³Research shows that using data in making instructional decisions may lead to improved student performance (Lewis, Harris, Muoneke, Times, 2009; Datnow & Park, 2008; Wayman, Cho & Johnston, 2007).

KCLAYM objectives for data use:

- Engage in quality professional learning weekly to ensure effective instruction and use of data for students
- Assist administration in setting up academic intervention groups
- Analyze classroom assessment and standardized testing data
- Help identify mastery and difficulties for individuals and the class as a whole
- Teachers will collect student data from several sources, such as- student writing samples, projects and responses to quizzes, test and standardized test. This data combined will adjust lesson plans, instructions and classroom collaborative grouping.
- Ensure that all students receive core instruction regardless of their personal data
- Assist students whose data shows some risk by providing them with supplemental targeted instruction
- Students that are very below and are at high risk will receive small group, one on one intensive intervention in addition to the core instruction

Single assessments cannot tell educators all that they need to know to make well-informed instructional decisions, most researchers stress using multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior and performance as well as administrative data and perpetual data from survey and focus groups. ³⁴*When it comes to improving instruction and learning, it is not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).*

KCLAYM staff will use data to improve and drive instruction that empowers male learners.

³³⁻³⁴Lewis, Dale, Robyn Madison-Harris, Ada Muoneke, and Chris Times. "Using Data to Guide Instruction and Improve Student Learning." - *SEDL Letter, Linking Research and Practice, Volume XXII, Number 2*. 2007, 2008. Web. 1 Mar. 2016.

Differentiated Learning

Not every student learns the same or has the same level of abilities; each has a unique style of learning. Differentiated instruction is the method KCLAYM will use to reach all students at their level of learning and understanding. The effectiveness of differentiated instruction benefits all ranges of students from those having *learning disabilities*, to those considered *gifted*. Teachers will differentiate using four ways of instruction:

- **Content:** Introducing the basic content of the lesson using state standards, then differentiate by using Bloom's Taxonomy six levels. (Remembering, understanding, applying, analyzing, evaluating and creating) Students struggling with a skill may focus on remembering and understanding the topic- whereas students that have mastered the skill are asked to evaluate and create on the topic.
- **Process:** Differentiate the process, understanding that every student has a unique learning style and not all require the same amount of support from the teacher. Some may need help from a classroom aide, some may need one-on-one interaction with the teacher and some may do well alone. Visual learners may be given textbooks; others may work online.
- **Production:** This is what students will use to show mastery of the lessons content. This can be done using test, projects, reports and other activities based on teacher and students' collaboration. Some students may give an oral report, some may write a report, others may build or draw something.
- **Learning environment:** KCLAYM will have flexible classroom layouts that allow for individual and group work settings, so that students will feel comfortable in their learning style zone. We believe that the more options students have to learn material, the more they begin to take responsibility for their own learning. Students will begin to understand their own unique way of learning, embrace it, utilize it and at times, learn to step outside of it and try a new way.

Backward Design

Backward design is a practical process in which KCLAYM will use state standards to guide the development of a learning experience, or teaching unit. Learning standards and backward design are both ways to promote consistency in what is taught to students from grade to grade and teacher to teacher. The rationale is that starting with the end goal helps teachers design lessons, problems, projects and assignments and tests that will result in students learning what they were expected to learn for each unit. Collaboratively all teachers will:

- Review the MLS and GLE standards that students are expected to meet for their grade level.
- Teachers will then create a list of skills, knowledge and concepts that students need to learn for each unit.
- Teachers will then design tests and assessments or another demonstration of knowledge that students are to complete to show that they did learn the goals of each unit.
- Teachers will then create projects, lessons, and instructional strategies to move student understanding and skills to meet the unit goals.
- Teachers will check for understanding and progress by using different methods, such as quizzes, and question and answer problems.
- Teachers then review and reflect on each unit plan to determine if the desired learning goals were achieved and give each other constructive feedback on ways to improve.

Instructional strategies that teachers will use:

Teachers will deliver instruction using a variety of instructional strategies. Many of the strategies innately lend themselves to differentiation.

Direct instruction

Direct instruction involves a teacher disseminating information. This method will be used when lessons are centered on basic skills broken into small segments.

- Review previous material- reviewing prerequisite material and making connections to previously learned material, pertinent to the new information.
- Define new objectives; objectives are stated in student friendly terms so students know what they are expected to learn.
- Presenting new material- Modeling (an active demonstration of concepts or skills) so students are specifically taught the new material the way it is to be understood.
- Guided practice- students are given an opportunity to practice while the teacher provides step-by-step help and answers questions.
- Independent practice- this allows students to practice on their own while the teacher corrects and monitors so students can move toward working alone.
- Review- material must be reviewed periodically so that students maintain skills and knowledge.

Indirect Instruction

Indirect instruction requires student involvement in observing, investigating and drawing inferences from data. It encourages students' interest, curiosity and encourages them to solve problems. With indirect instruction, the teacher is there to support students, as they are highly involved in a learning environment that has been designed for inquiry and discovery. The teacher facilitates the learning but does not lecture or lead the learning. Students may explore and request assistance from the teacher.

Reflective discussion

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The student or teacher initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories and illustrations. Students clarify their thoughts and feelings by recreating information and events from the story or film. Questions should elicit personal interpretations feelings.

- Use questions to stimulate reflection and extend comprehension
- Challenge students thinking by inviting them to infer summarize, form conclusions and evaluate selections
- Extend personal responses by considering the views of others
- Share personal thoughts feelings and images evoked by literature selections, films illustration and experiences.
- Generate more ideas
- Encourage students to share their ideas and opinions
- Teach students that their ideas are valued
- Encourage students to utilize correct English speaking skills
- Develops leadership skills

Interactive Instruction

Interactive instruction will allow students to learn from teachers and peers to develop social skills and abilities, as well as organize their thoughts. The teacher will outline the topic, choose the amount of discussion time, size of groups and how students will report and share their techniques. Students and teachers will continually develop their skills in listening, observing, using interpersonal and intervention skills.

Think, Pair, Share

Think-pair-share is a strategy to provide students with information on a given topic assisting them in formulating ideas and sharing the ideas with another student. The learning strategy was developed by Lyman and associates to encourage classroom participation. Think-pair-share encourages a great degree of student response and helps students stay on task.

- Easy to use at a moment's notice
- Think time is built in to the strategy
- Students are actively involved in thinking about concepts presented in a lesson
- Helps student regurgitate and recite information in chunks, rather than trying to retain too much information without processing it throughout the lesson
- Students do not have the pressure of responding in front of the class as a result they are more involved
- Develops speaking and language skills
- Develops relationships amongst students
- Develops leadership skills

Cooperative learning

Cooperative learning strategy addresses social and academic skills by students. It is well researched and reported to show good success in schools. Students are provided with tools to work collaboratively. It is a team approach where success depends on everyone pulling his own weight. Five elements of cooperative learning are:

- Positive interdependence
- Face to face interaction
- Individual accountability
- Social skills
- Group processing
- Develops leadership skills

Jigsaw

Jigsaw is a cooperative learning strategy, where each student is part of a {home} group that specializes in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the home group and teach material to their group members.

- As with a puzzle, each piece, each students part, is important for the completion and understanding of a final product. If each student's part is important, then each student is important.

Purpose:

This strategy further creates social community and educational skills. Jigsaw learning allows students to be introduced to material and still maintain a high level of personal responsibility. The Jigsaw strategy develops teamwork, peer learning and cooperative learning skill with all students. It helps develop a deeper knowledge, not possible if the students were to try and learn all of the material on their own. Finally, since students are required to present their findings to the home group, Jigsaw learning will disclose the students understanding of a concept and reveal any misunderstandings.

- To develop social and educational skills
- To develop team work
- To develop personal responsibility of tasks
- To develop communication skills
- Peer learning
- Develops leadership skills

Brainstorming

Brainstorming is a large or small group activity that encourages children to focus on a topic and contribute to the flow of ideas. The teacher may start by posing a question or a problem or introducing a topic. Students then share possible answers, and ideas. All students' contributions and ideas are accepted without criticism. In the beginning, the boys may be reluctant to speak out in a group setting, however brainstorming is an open sharing activity that encourages all of them to participate. By listening to what others say, they will apply their beforehand knowledge or understanding to accept new information and increase their level of awareness. Teachers should greatly emphasize active listening during these sessions. All students should be encouraged to listen carefully and politely to what their classmates contribute and to politely tell the speaker or teacher if they cannot hear clearly or understand, without conflict. Students may also offer suggestions or responses.

Purpose:

- Keep students focused and attentive to the topic
- Generate a quantity of ideas
- Teach acceptance and respect for individual differences
- To encourage learners to share their ideas and opinions
- To show students that their knowledge and language abilities are valued and accepted
- To practice idea collection prior to beginning a writing task or solving problems task
- To provide an opportunity for students to share and expand existing knowledge by learning from each other
- Develops leadership skills

Scope & Sequence

In the Planning and Development of the KCLAYM curriculum, the principal started with the basic premise that in a classroom, students work toward a goal-but what is that goal? It is of the utmost importance that in the Process of Instructional Planning through Scope & Sequence that we reach far beyond the “how” and begin with the “what”. Utilizing Missouri Learning Standards, Course and Grade Level Expectations, KCLAYM put an emphasis on the following criteria:

- What should your students know, understand, or be able to do?
- How will your students demonstrate their mastery?
- How will you instruct your students so they can reach their highest level of mastery?

Grade 3 Scope and sequence

English Language Arts, Reading Literature, Reading Informational Text, Writing, Speaking and Listening and Language	
August-September-October	1 st Quarter 1-8 weeks

Grade Level Unit 3 rd Grade	ELA Strand	Grade level Missouri Learning Standards	Academic Vocabulary	Assessment
Reading Best Practices				
Reading Unit 1: Great Readers see themselves as readers Writing Unit 1:	Reading Foundational Skills	3.RF.3 Know and apply grade level phonics. 3.RF.3a Identify and know the meaning of the most common prefixes and suffixes.	<ul style="list-style-type: none"> • Adverbs • Common and proper nouns • Adjectives • Suffix • Prefix 	SRI Fall benchmark Good Habits/Great Readers Assessment Handbook

Descriptive Writing		<p>3.RF.3d Read grade appropriate irregular spelled words.</p> <p>3RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3RF.4a Read grade level text with purpose and understanding.</p> <p>3RF.4b Read grade level prose and poetry orally with accuracy appropriate rate on successive readings.</p>	<ul style="list-style-type: none"> • Irregular plurals 	<p>Oral Language behaviors checklist</p> <p>Retention Rubric</p> <p>Checklist of habits, Unit 1</p> <p>Study Island</p>
	Reading Literature	*3RL.9 Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters.		
	Speaking and Listening	<p>3.L.1 engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on 3rd Grade topics and text building on others ideas and expressing their own clearly.</p> <p>3SL.1d Explain their own ideas and understanding in light of the discussion.</p> <p>*3SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
	Language	<p>3.L.1a Explain the function of nouns, pronouns, verbs adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.2.1b Form and use regular and irregular plural nouns.</p> <p>3.L.2 Demonstrate command of the conventions of Standard English;</p>		

		<p>capitalization, punctuation, and spelling when writing.</p> <p>*3.L.2a Use conventional spelling for high frequency and other studied words and for adding suffixes to base words i.e. sitting, smiled, cries, happiness.</p> <p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>		
<p>Reading Unit 2 Great Readers make sense of text</p> <p>Writing Unit 2 Narrative Writing</p>	<p>Reading Information Text</p>	<p>*3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.</p> <p>3.RI.7 Use information gained from illustrations (e.g., where, when, why, and how key events occur).</p>		
	<p>Process Writing</p>	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		
	<p>Speaking and Listening</p>	<p>3.SL.1 engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on 3rd Grade topics and text building on</p>		

		<p>others ideas and expressing their own clearly.</p> <p>3.SL1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
	Language	<p>3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.L.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>		
November-January		2 nd Quarter		
Grade Level Unit 3 rd Grade	ELA Strand	Grade level Missouri Learning Standards	Academic Vocabulary	Assessment

<p>Reading Unit 3: Great Readers Use What They Know</p> <p>Writing Unit 3: Writing to Communicate</p>	Reading Literature	3.RL.9 Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> • Contractions • Irregular Past Tense Verbs 	Running Record
	Reading Informational Text	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 3rd grade topic or subject area.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>		Retelling Rubric
	Process Writing	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Early Reading Behaviors Checklist
	Speaking and Listening	3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 3 rd grade topics and texts, building on others ideas and expressing their own clearly.		<p>Review: Word choice Ideas Conventions Author's Purpose and Point of view</p> <p>Study Island</p>

	Language	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 3rd grade reading and content, choosing flexibly from a range of strategies.</p> <p>3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>		
<p>Reading Unit 4: Great Readers Understand How Stories Work</p> <p>Writing Unit 4: Creative Writing</p>	Reading Foundational Skills	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.3d Read grade appropriate irregularly spelled words.</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> • Prediction • Comparative • Superlative • Possessive Nouns • Irregular Plurals • Alliteration • Rhythm 	<p>SRI Winter Benchmark</p> <p>Checklist of Habits, Unit 4</p> <p>Oral Language Behaviors</p> <p>Running Record</p> <p>Retelling Rubric Review: Word choice Ideas Conventions</p>

				Author's Purpose and Point of view
	Reading Literature	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.5 Refer to parts of stories, dramas, and pies when writing or speaking about a text, using terms such as chapter, scene , and stanza; describe how each successive part builds on earlier sections.</p>		
	Process Writing	<p>3.W.4 With guidance and support form adults, produce writing win which the development and organization are appropriate to task and purpose.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		
	Speaking and Listening	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 3rd grade topics and texts, building on others' ideas and expressing their own clearly.</p>		

		<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
	Language	<p>3.L.3a Choose words and phrases for effect.</p> <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.5b Identify real-life connections between words and their use (e.g, describe people who are friendly or helpful).</p>		
February-March		3 rd Quarter		
Grade Level Unit 3 rd Grade	ELA Strand	Grade level Missouri Learning Standards	Academic Vocabulary	Assessment
Reading Unit 5: Great Readers Read to Learn Writing Unit 5:	Reading Foundational Skills	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<ul style="list-style-type: none"> • Adjectives • Plural Possessive • Glossary • Alphabetical • Proper Nouns 	<p>SRI Winter Benchmark</p> <p>Oral Language Behaviors Checklist</p> <p>Running Record</p>

Informational Writing		<p>3.RF.3d Read grade-appropriate irregularly spelled words.</p> <p>3.RF.4a Read grade-level text with purpose and understanding.</p> <p>3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
	Reading Informational Text	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RI.9 Compare and contrast the most important points and key details</p>		

		presented in two texts on the same topic.		
	Process Writing	<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		
	Speaking and Listening	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
	Language	<p>3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		

		<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
<p>Reading Unit 6: Great Readers Monitor and Organize Ideas and Information</p> <p>Writing Unit 6 Writing to Explain and Learn</p>	<p>Reading Foundational Skills</p>	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.RFR.3b Decode words with common Latin suffixes.</p> <p>3.RF.3d Read grade-appropriate irregularly spelled words.</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.RF.4a Read grade-level text with purpose and understanding</p> <p>3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.RF.4c Use context to confirm or self-correct word recognition and</p>	<ul style="list-style-type: none"> • Prefixes • Root words • Adjectives 	<p>Running Record</p> <p>Retelling Rubric</p> <p>Oral Language Behaviors Checklist</p> <p>Review: Text Features Compare and contrast Inference and Draw Conclusions Author's Purpose and Point of View Sentence Conventions Sentence Fluency</p>

		understanding, rereading as necessary.		
	Reading Literature	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story(e.g., create mood, emphasize aspects of a character or setting).</p>		
	Reading Informational Text	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		
	Process Writing	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort		

		evidence into provided categories.		
	Speaking and Listening	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
	Language	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
April-May			4 th Quarter	

Grade Level Unit	ELA Strand	Grade level Missouri Learning Standards	Academic Vocabulary	Assessment
3 rd Grade				
Reading Unit 7: Great Readers Think Critically About Books Reading Unit 7: Writing an Argument	Reading Foundational Skills	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RF.3b Read grade-appropriate irregularly spelled words. 3.RF. 4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3.RF.4c Use context to confirm or self-correct word recognition and	<ul style="list-style-type: none"> • Glossary • Index • Bold • References • Sources • Dictionary • Encyclopedia • Languages • Synonym 	SRI Spring Benchmark Study Island

		understanding, rereading as necessary.		
	Reading Literature	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.9 Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters. (e.g., in books from a series).</p>		
	Reading Informational Text	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.6 Distinguish their own point of view from that of the author of a text.</p>		
	Process Writing	<p>3.W.1 Write opinion pieces on topic or texts, supporting a point of view with reasons.</p> <p>3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and</p>		

		<p>organization are appropriate to task and purpose.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		
	Speaking and Listening	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
	Language	<p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 3rd grade reading and content, choosing flexibly from a range of strategies.</p> <p>3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>		

KCLAYM will use three processes to allow teachers to make important instructional decisions. The three processes are: **Professional Learning Communities/Professional Development/ Coaching**

Professional Learning Communities

Dufour and Eaker's model of the Professional Learning Communities will be the framework for teachers to work together through vertical and horizontal team planning. Teachers are expected to work together collaboratively and share best practices with one another. Time is set aside throughout the school year for relationships, opportunities and professional development to be planned and implemented.

Throughout the school year, 19 Wednesdays are designated for professional development. These days are designed for curriculum mapping, evaluating student work, analyzing student assessment data, sharpening instructional delivery, strategies, leveling math and reading groups, determining necessary student interventions and creating afterschool tutoring groups.

It will be the responsibility of the principal to provide frequent feedback to classroom teachers. Teachers will be asked to reflect (the principal will use the Protocol-Learning Focus Conversation) on the lesson observed during the post-conference. The principal will conduct unscheduled, informal classroom observations and give feedback through the use of an informal observation rubric, scheduled walkthroughs and anecdotal notes. Informal, unscheduled observations will occur frequently and will last 5-15 minutes. Teachers will receive a written record of the observation. Opportunities for discussion with the principal or the instructional coach following any observation will always be conducted. Formal observations take place a minimum of three times per year and will consist of a pre and post conferences to discuss progress toward professional goals and any additional success and/or concerns. Target observation areas are set using the teacher's individual professional growth plan goals. Prior to formal observations, teachers will submit a lesson plan identifying the lesson's alignment to Missouri's State Standards, GLE's, goals/objectives and activities.

All teachers at KCLAYM are expected to demonstrate quality skills and use effective techniques in dealing with KCLAYM's targeted population of students, and the school culture. In order to encourage and develop their abilities, **Summer Professional Development** will be a critical piece in our school. We want to encourage staff that although this job is big, it is so much more rewarding and that we are always here to assist them in whatever capacity they need.

Before school starts in 2017-2018, the staff will participate in a two-week extensive training program that will focus on teaching methods and curriculum refining overall, as well as gender specific methodologies. They will hear from doctors and other professionals on how the male brain develops, statistics on minority males and impoverished males, cultural lives and their communities and other pertinent information about KCLAYM's population. They will hear from mental health professionals about Trauma Informed Care as well as, meet and ask questions of the full time therapist that will be housed in our school, along with our regular counselor and parent liaison. They will hear what the daily lives of some parents/students consist of; this will further link our teachers, parents, students and the community together. We will use material from "Powerful Instructional Methods" design and use of alternative assessments, collaboration and planning and how to use data to drive instruction. We will review student data and do extensive lesson planning. Preset topics and information for the summer professional development will include:

- Educational expectations
- Time on task
- Lesson plans
- Trauma informed care
- Statistics on impoverished males, surrounding community
- First days of school
- Procedures vs. discipline
- Standard-based lesson plans
- Learning styles
- Differentiated teaching in the classroom

- Motivating the unmotivated
- Curriculum mapping
- Data driven instruction
- KCLAYM achievement statistics
- Learning the School Song, chant, creed
- How to deal with parents
- What their role is in the Rite of Passage program in the beginning of the school year

Professional Development

Kansas City Leadership Academy for Young Men recognizes that standardized, single session professional development does not improve the classroom experience of teachers or students. KCLAYM will design a long-term multi-year plan. Teachers will work collaboratively through the guiding questions developed by the leadership team to bring out background information to use in developing a professional development action plan. KCLAYM understands that teachers need to know what is being asked of them. *All staff must see the need for what we are asking them to do and how it will make a difference for them and for their students.* The staff must possess a high level of commitment and compassion about *-the work-* and feel some sense of urgency and *collective responsibility*.

All classroom instructional staff and school leaders will be thoroughly trained in all curriculum assessments during the summer professional development before the beginning of the school year. Establishing (**SMART GOALS**) Specific –Measurable- Achievable- Realistic- Time goals will give direction and clarity to the entire staff of the multi-year plan, how it will work, and who will be responsible. All professional development will be aligned with the school’s school wide instructional focus and develop common assessments for each unit and lesson. This process will allow KCLAYM to *assess* the professional development program.

KCLAYM professional development model is an ongoing cycle that consists of the following process:

- Collecting and Analyzing Data
- Goal Setting and Student Learning
- Selecting Content and Providers
- Designing Process for Professional Development
- Training/Learning Opportunities
- Collaboration/Implementation
- Ongoing Data Collection-Formative Evaluation
- Program Evaluation-Summative

Each summer teachers will develop an Individual Professional Growth Plan with the goal to establish each teacher’s focus on specific area for improvement, as well as, plan activities to enhance teaching effectiveness and student learning. Goals will be set in conjunction with the principal in a goal-setting conference with each staff member prior to the start of the school year. Each year, teachers will select two to three professional goals to pursue for the year. Goals will be based on the Missouri State Teaching Standards.

Coaching

The Instructional Coach at KCLAYM will play an integral leadership role in the academic success of students by utilizing a framework for organizing instructional delivery, interventions, and providing the school-wide instructional focus for our instructional staff. To help make this process attainable, the instructional coach will focus on the “Big Four.”

- Behavior: How do you manage it in your classroom
- Content Knowledge: How do I enhance my learning opportunities for all students
- Direct Instruction: How do I improve as a professional instructor
- Formative Assessment: How do I implement

The instructional coach will participate, along with the principal in walkthroughs, learning focused-conversations (feedback) with teachers, one-on-one support meetings, planning staff development sessions (along with assisting teachers in planning and facilitating PD's). Supporting and strengthening teachers will have a very powerful impact on the learning environment and individual academic student success.

KCLAYM's IC will assist teachers in their growth as professionals by:

- Building upon teacher's strengths
- Helping teachers achieve potential
- Helping teachers realize their potential

The Instructional Coach will attend weekly PLC meetings and assist the team leaders in organizing their agendas. Along with the principal, the Instructional Coach will analyze classroom data, assessment data and provide strategic planning for individual teachers and teams. The worst consequence of traditional forms of professional development, are ones that fail to recognize that the "expertise" exist among your current staff members. Collective responsibility will be the norm at KCLAYM, we are confident that this very important and rewarding work of improving the lives of our young men by improving the way that teachers teach and interact with students, other staff members, parents/guardians, board members, and the community-at-large will be transformational.

First Sample Lesson Plan **Project Based Learning**

Grade: Third Grade

Course: Mathematics -

Unit Title: A Gardner's Dilemma

Project event: Communities set aside plots of land for local citizens to establish small gardens. Students will design a plan for a family garden plot. The teacher must work to keep the primary focus on the mathematics of the project. The teacher could decide to invite an architect who specializes in landscape design. If an expert is invited to the class, the students should develop questions ahead of time in order to obtain the information necessary to complete their project.

Content Standards:

M.O.3.3.7 name the location of a point on a first-quadrant grid, represent using ordered pairs

M.O.3.4.2 estimate and find the perimeter and area of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools.

M.O.3.4.3 determine the formula the area of a rectangle and explain reasoning through modeling

Performance Objectives:

TLW- find the perimeter and area of geometric shapes, determine the formula for a rectangle, while using appropriate measuring tools. **TLW** design a plan for a garden plot and locate points on a first quadrant coordinate grid.

Driving Question: How does mathematics help us create garden plans?

Thinking and Reasoning Skills:

Students will work together to develop a plan to solve the problem identified in the project. Students will create a visual to be included in their project presentation. These visuals may be made using various technology tools. Students may also use various presentation technologies assist in the project presentation.

Vocabulary Instruction:

Length, width, perimeter, area, coordinate grid, ordered pairs, x-axis-axis

Information Skills- Students will search identified websites to identify plants that will be included in their garden plan.

Communication Skills- Students will share the information found in the websites to create their garden plan and planting guide.

Student Groups:

The teacher should assign students to groups of 3 to 4 students. Lead a discussion identifying the roles necessary to complete this PBL. You will want to keep this simple. Possible roles: Project Manager, Materials Person, Time Keeper, Recorder. These could vary based on the size of groups and roles identified by the group. The teacher should review appropriate group behavior. The teacher may have the groups' role play appropriate and inappropriate behavior. It is important for the teacher to set the expectations for group behavior. The teacher should review the group rubric with the groups at this time. The groups will self- assess at the end of each session that the group works on the PBL.

Rubric:

The **collaboration rubric** will be completed by student's self- assessing their collaboration skills each day they work on their project.

Assessment:

Quizzes/Test, Practice Presentations, Checklists/Observations, Online Test and Exams

Reflections:

Journal Writing, Task Management Chart, Focus Group questions

Resources:

Librarian- may assist you in the collection of resources related to gardening or plants. Make sure the resources are appropriate for third grade students.

Technology- websites that provide students with the growing requirements for common vegetables, herbs, and flowers. The sites may be bookmarked to assist students in the location of these sites.

Materials- Selection of fiction and nonfiction books on plants, flowers, vegetables, assortment of seed packers, centimeter grid paper, colored pencils/markers, rulers, yard or meter sticks, caution tape, inch grid paper, large sheets of poster board (grids would be helpful).

SCORING RUBRIC: There will be a total of 10 Points to assess the performance objective in the summative assessment.

Objective	Score	Level of Response	Result	Comments
Students are able to determine the area and perimeter of geometric shapes using manipulatives, and grids.		BB =Below Basic (0-3 correct) B =Basic (4-6 correct) P = Proficient (7-9 correct) A =Advanced (10 correct)		
Total Points Correct		Total Number of Points Possible	=	Unit Percent Correct Score

Second Sample Lesson Plan
Project Based Learning

Grade: Second Grade

Course: Communication Arts

Unit Title: Trash to Treasure

Project event: Students will collaborate and discover ways to use recycled items. Students will create a new product using at least 50% recycled materials. Students will present their product and the process they used to create it through a multi-media presentation.

Content Standards:

MO 0.2.2.11- Use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers)

MO 0.2.3.3.-access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, and photos)

MO 0.2.3.4- recognize that common objects and events incorporate science (e.g., CD players, Velcro, or weather to solve human problems and enhance the quality of life.

Performance Objectives:

TLW- research recycling through the use of various sources (informational books, guest speakers, internet, etc.) design and create a new product using at least 50% recycled materials. Students will be evaluated for their group work by the collaboration & team work rubric.

Driving Question: What effect does reusing materials to produce another product have on the environment?

Thinking and Reasoning Skills:

Students will demonstrate how reusing products is good for the environment. Students will focus on the project goal, and with teacher guidance, will frame appropriate questions related to the goal, consider possible courses of action, select a plan of action and complete the project.

Vocabulary Instruction:

Recycle, recycling, environment, product, materials

Information Skills:

Students, working in a teacher-led whole group project, use presentation software to illustrate concepts and communicate ideas by utilizing a Power Point Presentation.

Communication Skills:

All team members will be able to explain through the PowerPoint presentation why reusing materials to produce another product is good for the environment.

Student Groups:

Students will be assigned to a 4 or 5 member groups. Groups will be determined according to work habits, student personalities, strengths and weaknesses of the individuals. Each group will give themselves a team name as “Treasure Seekers”, “The Green Team”, “The Recyclers”, etc. Students will understand roles and responsibilities of the group and will sign a **Group Contract**. Student groups will illustrate (using colored markers) on a **Blank Puzzle Piece** what environmental education means to them. Individual puzzle pieces will be connected together to

show that everyone needs to work together to help the environment. The completed puzzle will be displayed in the classroom.

The teacher will share resources with students which will be helpful in researching ideas for the project. Students will record the information in their Daily “Go Green” Journal Log.

Rubric:

The **collaboration rubric** will be completed by students self- assess their collaboration skills each day they work on their project.

Assessment:

Quizzes/Test, Practice Presentations, Checklists/Observations, Online Test and Exams

Reflections:

Journal Writing, Task Management Chart, Focus Group questions

Resources:

Classroom teachers

Title 1 Teacher

Special Ed. Teacher

Technology:

Computers

Microsoft Word

Microsoft Power Point

Digital cameras

Projector

Printer

Materials:

Recycled materials

Books on recycling

Websites on recycling

Rubric of assessments

Scissors, glue, markers, paint, paint brushes etc.

SCORING RUBRIC: There will be a total of 10 Points to assess the performance objective in the summative assessment.

Objective	Score	Level of Response	Result	Comments
Students will research recycling		BB =Below Basic (0-3 correct)		

<p>through the use of various sources (informational books, guest speakers, internet, etc.) design and create a new product using at least 50% recycled materials. Students will be evaluated for their group work by the collaboration & team work rubric.</p>		<p>B=Basic (4-6 correct) P= Proficient (7-9 correct) A=Advanced (10 correct)</p>		
<p>Total Points Correct</p>		<p>Total Number of Points Possible</p>	<p>=</p>	<p>Unit Percent Correct Score</p>

A.3 Assessment

Kansas City Leadership Academy for Young Men-Assessment Matrix					
Standardized and Formal Assessments					
<u>Assessment Methods</u>	<u>Grades</u>	<u>Description</u>	<u>Rationale</u>	<u>Administration</u>	<u>Use of Results</u>
MAP Assessment	3rd Grade	State-approved norm referenced test that are administered annually	Assessments provide Learning outcomes targets for academic expectations and determine to what degree students are meeting Missouri Learning Standards in content subject areas at each grade level	MAP exams occur annually each spring	Teachers and administrators will review end-of-year results so that students, parents, and classroom teachers are informed as to what students should be learning each year in order for students to be on track for college and career readiness
Teacher generated assessments	K-3 rd grade	Teachers will create the KCLAYM teacher generated assessment during grade level meetings based on standards and skills that have recently been covered	To measure mastery of objectives taught over the past week (1 st grade and up or 2weeks for kindergarten)	To be administered at the end of each unit	Continual data will help measure progress; scores will be due to the Principal-Monday morning. The IC will develop and oversee a central database and publish school-wide reports, weekly, monthly, and quarterly
Formative Assessments SRI	K-3 rd grade	SRI is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment.	Research shows that utilizing a multifaceted, balanced assessment approach is the best way to deliver	To be administered quarterly	Teachers will ensure that their instruction meets the needs of all learners

			differentiated instruction		
Formative Assessments SAT 10	1 st -3 rd grade	The SAT 10 is a norm-referenced assessment that evaluates performance not only against other children in the test taker's own grade, but those in other grades as well.	The SAT 10 is used as an indicator of a child's performance on the state mandated test or to determine their readiness to enter the next grade level	To be administered semi-quarterly	Teachers will have access to unique, easy to navigate answer documents to provide a clear road map for students to mark their answers. SAT 10 places an emphasis on assessing foundation skills that are critical to early literacy.
Formative Assessments DIEBLS	Kindergarten	Measures the core components of reading, literature, phonological awareness, alphabetic principle and phonics accuracy and fluency with connected text vocabulary and comprehension, vocabulary and oral language.	Assist in identifying students, that are not progressing as expected in reading. Evaluate pre-reading and early reading skills and readiness.	To be administered semi-annually.	Use of all the measuring assessment data will help form an assessment system of early literacy development that allows educators to quickly and reliably determine student progress.

There will be a strong culture of data driven instruction at KCLAYM. A school-wide Leadership Team will work to establish the school's culture of data driven instruction. The Leadership Team will be composed of teachers and administrators and will conduct *ongoing training* for all of the teaching staff so that they can interpret a variety of data tracking student performance and use that information to adjust teaching to address academic challenges and differentiate instruction. The Leadership Team will assemble quantitative data from the variety of assessments and the teachers will use it to identify areas where they need to spend more time or make adjustments to the curriculum.

Identifying individual student needs

KCLAYM faculty and leadership will identify students' strengths and needs through a thorough evaluation after enrollment. This will include analysis of students' cumulative records, structured interviews with parents and guardians, a Home Language Questionnaire, as well as interviews with former teachers and other educators when possible. The data from transcripts and interviews will be utilized along with the results of the evaluation administered in the weeks prior to the beginning of the

school year or within the first days of school. The evaluation will also include a mathematics placement test, a reading comprehension test, and writing samples to provide further information to faculty and leadership regarding identification of student strengths and needs so each young man has the opportunity to meet or exceed his learning potential. This information will be used to inform services, interventions, and other instructional resources for students.

Commitment to align with MLS

Assessments are viewed as a process rather than a single, snapshot event. Assessments used will be aligned with the Missouri Learning Standards and will be reliable, standardized, valid and practical.

- Reliability will mean few variations in the administration, scoring, or different aspects of the same assessment tool.
- Standardization will mean keeping the format, administration, content, and the environment virtually the same for all students while being mindful of students who have special needs.

KCLAYM is grounded in the belief that all students who are provided access to rigorous college preparatory course work and an emphasis in career readiness, with appropriate scaffolds in a personalized environment, will result in a greater number of students eligible for admission and enrollment requirements for any college or university, trade school, military, entrepreneurial mentorship or four-year higher education institution.

Formative assessments will be given in all subject matter areas to see where students are at and what they have learned, and will be used to check for understanding and to make decisions about a student or group of students' *readiness* to move on. A summative assessment plan will be utilized allowing clear, accurate determination of student mastery. All benchmark assessment testing will occur in our computer lab utilizing testing protocols and proctors.

Use of assessment to drive data

KCLAYM makes use of data to drive instruction. We use daily checks for understanding, more in-depth formative assessments and summative assessments to see what students really know. This information is then used to modify and adjust the delivery of curriculum to meet the needs of our individual students.

Academic needs are assessed through consistent benchmarking, the use of the Scholastic Reading Inventory and SAT 10 testing for reading, and formative and summative assessments created at a classroom level by teachers or teams. We will also use Success Masters for K-8 math remediation, and measured progress online program that gives our teacher's access to a large data bank of MLS related questions that can be used for formative and summative assessments, remedial and enrichment activities, and benchmarking in math. Determining mastery of the Missouri Learning Standards ((RSMo160.045; RSMo160.518) and adjusting instruction to fit the needs of our students are as follows:

We will use the Scholastic Reading Inventory to assess each student's reading level. Formative assessments will be conducted on an ongoing basis and will include common assessments developed and designed by KCLAYM staff. These assessments will be used to inform staff, students and parents of individual student progress on the competencies and learning standards with each core academic area. Other assessment strategies will include chapter tests, quick writes using open ended questions or prompts, exit slips- (quick immediate way to assess if a student understands/comprehends what was taught) as well as, problem solving observation, response journals and conferences).

Grade level and School wide data will be collected by the principal and analyzed by lead teachers and administration to ensure that professional development is rigorous and intentional to ignite continual growth in our students. All professional developments will be data driven with the use of student analysis testing and data.

Assessment Overview

It is important to reiterate that KCLAYM maintains that assessing students' is a process involving many different points in time rather than "one time/higher stakes" assessments. Research shows that utilizing a

multifaceted balanced assessment approach is the best way to deliver differentiated instruction. Moreover, the multiple times and ways of student assessment is consistent with the various instructional strategies previously discussed and reflect the multiple purposes for assessment such as promoting learning, retrieving data to adjust student achievement, evaluation of overall school growth, parent communication of student growth, and meeting the expectations of Missouri Assessment Program (MAP) Grade Level Assessments. Specifically, our regular assessments will provide an opportunity to recognize and celebrate student success in the classroom which will build a sense of team and self-efficacy. KCLAYM will fully participate in the Missouri Assessment Program. The MAP measures student performance in English Language Arts, Mathematics and Science. Both criterion-referenced and norm-referenced standardized assessments will be taken. KCLAYM will utilize a variety of formative assessments that is consistent with our education program outlined in A.2 *Curriculum and Instruction* to monitor student progress towards mastery of the Missouri Learning Standards. In addition to the state assessments, KCLAYM will use the following assessments to determine proficiency.

English Language Arts

In addition to utilizing Fountas & Pinnell's Guided Reading Program, all students in 1st -3rd grades will take the (SRI) Scholastic Reading Inventory assessments in English Language Arts.

Scholastic Reading Inventory

SRI is a research based computer adaptive reading assessment program for students in 1st -3rd grade that measures reading comprehension. The SRI has the ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. SRI, in addition to automatically scoring and analyzing student performance data, provides educators with 21 reports and letters that support universal screening, instructional placement, progress monitoring and AYP reporting needs. Teachers will be able to support a RTI framework, receive accurate Lexile scores, forecast growth toward state standards and demonstrate accountability. Testing will take place pre-enrollment and every month thereafter excluding the month of April (MAP testing).

Math SAT 10

In addition to utilizing the Saxon Math curriculum, all students in grades K-3rd will take SAT 10 math assessment. The SAT 10 is a norm referenced assessment that evaluates performance, not only against other children in the test takers grade, but those in other grades as well. The SAT 10 is used as an indicator of a student's performance on the state mandated test or to determine their readiness to enter the next grade level. Students will take the SAT 10 practice test that simulates the real testing experience. The same type of questions will be posed through multiple choice, short answers and extended responses. Teachers will have access to unique and easy to navigate answer documents to provide a clear road map for students to mark their answers. SAT 10 places an emphasis on assessing foundational skills that are critical to early literacy. We will also use Success Masters for K-8 math remediation, and measured progress online program that gives our teacher's access to a large data bank of MLS related questions that can be used for formative and summative assessments, remedial and enrichment activities, and benchmarking in math.

Science SAT 10

In addition to utilizing the FOSS curriculum for science, all students in grades K-3rd grade will take SAT 10 science assessment. The SAT 10 is a norm referenced assessment that evaluates performance not only against other children in the test takers grade, but those in other grades as well. The SAT 10 is used as an indicator of a student's performance on the state mandated test or to determine their readiness to enter the next grade level. Students will take the SAT 10 practice test that simulates the real testing experience. The same type of questions will be posed through multiple choice, short answers and extended responses. Teachers will have access to unique and easy to navigate answer documents to provide a clear road map for students to mark their answers. SAT 10 places an emphasis on assessing foundational skills that are critical to early literacy.

Check for Understanding

In the course of daily lessons, teachers check for understanding to ensure students are mastering the key concepts being taught. Teachers will be trained on how to incorporate checks for understanding into their daily instruction. Check for understanding can be performed in a number of ways including the use of white boards, a “thumbs up, thumbs down” system, the use of colored pieces of paper signifying yes or no for understanding, and other creative approaches. As each lesson contains a “Do”- telling the student what they will be able to do at the end of the lesson. Teachers will conduct an end of the lesson check for understanding that demonstrates whether or not the student can perform the expected action. Based on analysis of the data obtained, instruction will then be tailored to the needs of small groups of children or individuals, as needed.

Pre-Tests

Teachers will use pre-test at the beginning of a new unit and at the beginning of each quarter to assess student level of knowledge. Instruction will be modified accordingly based on the data obtained.

Benchmark Assessments

All students will be administered SAT 10 reading and math assessments at the beginning of the school year and at the end of each quarter. These assessments are quick, online, independent, and scores immediately available. The SAT 10 assessments in reading and mathematics is preferred due to their emphasis on assessing foundation skills that are critical to early literacy, provide a ranking of all students in a class, track the growth of each students over time, and provide a grade-level equivalency score. All Kindergartners will be tested three times per year using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure early literacy skills and identify students who may be at risk for reading difficulties. They will be tested in the beginning, middle and end of the year. After assessment, students that fall below benchmark will be closely monitored for growth progression. Although, all students will be monitored for growth and need of additional support in the areas of phonemic awareness, phonics, accurate and fluent reading, as well as vocabulary and comprehension.

Data obtained from SAT 10 assessments and State Performance Assessments is used to assess student performance and to provide a look back at the effectiveness of what was taught and how it was taught in the tested content areas. Data follows students from year to year so the receiving teacher knows how the student performed the prior year. Year to year data can be used to identify gaps in teaching when data from a specific teacher consistently shows unusual trends. Teachers will be able to set individual goals and specific learning objectives at each student’s exact grade level as measured by SAT 10 reading and math assessments.

Study Island

Study Island is a web based instructional system which helps students master academic standards in a fun and engaging manner. Study Island builds the system around every states learning standards. Each subject for each grade level will be aligned with Missouri Learning Standards. Sessions will focus on an academic standard for mastering a targeted skill and concept. Students are offered immediate feedback and explanations for each question. Teachers are able to change to different learning formats, such as interactive game mode, standard test format or class response systems. The program offers integrated professional development videos, lesson plans, lesson activities and support materials. The program addresses all ability levels including ELL and special education students.

Study Island RTI program focuses on 3 key areas of implementation:

Utilization

- Differentiated Instruction
- Access to formative and summative assessments
- Increase standards mastery and student achievement

Information

- How to drive instruction
- Improving professional development
- Best practices to providing targeted instruction

Motivation

- Develop a positive school environment
- Increase parent school communication
- Encourage students to be lifelong learners

KCLAYM has a systematic approach to reading instruction that identifies specific dates for benchmarking and progress monitoring. The plan includes actions that will be taken when students score significantly below or above the expected targets. Students identified as needing remedial instruction are placed in the RTI (Response to Intervention) program for assistance in filling the gaps in their learning. The RTI supplemental program is a scientific, evidence based Tier 1,2 and 3 intervention program. KCLAYM will use Study Island RTI intervention system.

Tier 1: Core/Universal-Classroom instruction-Dufour and Eaker

1. What do we expect all students to learn? Curriculum
2. How will we know if and when they've learned it? Assessments
3. How will we respond when some students don't learn? Instruction
4. How will we respond when some students have already learned? Intervention
5. Effective interventions are built on a solid foundation of effective core instruction. School resources should be directed first and foremost to improve Tier 1 core instruction.

Tier 2: Supplemental, Targeted-For approximately 20% of the students

Core + Supplemental

Tier 2 is effective if at least 70-80% of the students improve in their performance (growth is seen in assessment data and the student monitoring system)

1. Where are the students performing now? Achievement level
2. Where do we want them to be? 80% Mastery level
3. How long do we have to get them there? School year/curriculum mapping
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate? Tutoring/pullouts

Tier 3: Intensive, Personalized-for Approximately 5% of the students

Core+ Supplemental+ Intensive Individual Instruction

Students at this Tier will receive individual pull outs with a Para during the school day.

1. Where is the student performing now?
1. Where do we want him to be?
2. What supports has the student received?
3. How much does he have to grow per month/year to get there?
4. What resources will move him at that rate?

MAP

Both criterion-referenced and norm-referenced standardized assessments will be taken. The MAP will be administered annually to third through eighth grade students. The MAP measures student performance in English Language Arts and Math in the 3rd and 4th grade.

It is important to reiterate that KCLAYM maintains that assessment is a process involving many different points in time rather than “one time/high stakes” assessments. Moreover, **the multiple times and ways of student assessment is consistent with the various instructional strategies previously discussed and reflect the multiple purposes for assessment such as promoting learning.** Specifically, our regular assessments will provide an opportunity to recognize and celebrate student success in the classroom building a sense of team and self-efficacy.

Through daily common collaborative planning time, instructors will analyze student work to inform next steps in their instructional practice. Through the process of professional learning communities, necessary interventions for individual students are determined throughout the year.

Parent Involvement

On an individual level, student progress is reported regularly through graded rubrics, progress reports, grade cards, and parent-teacher testing results) and demographic information such as parent-teacher conferences. Individual student data is used to assign students the appropriate academic supports. KCLAYM will involve our parents in the planning of the school program through quarterly parent conferences, parent engagement groups such as the *Parent Teacher Association and School Site Council* meetings with the Principal. KCLAYM will communicate with parents through school mailings and completion of an annual *School Accountably Report Card (SARC)*. These instruments will report our progress academically (e.g. MPI scores, MAP testing results) and demographic information such as ethnic group breakdown, socio-economic levels, and English Language Learner percentages.

Student Level determination

We will determine the “mastery level” of our students in three different ways for three different purposes. **First**, in order to give a broad picture of a student’s performance in a subject area, we will give quarterly and year-end traditional letter grades (A, B, C, D, and F). Grades will be based on percentages of summative assessments, quizzes, homework and daily classroom participation. Establishing this broader picture is important to help determine promotion of a student, to help inform a parent of their child’s overall academic strengths and/or weaknesses, and to give school personnel an overall general impression of the areas of strength and weakness for the student body. The following scale will be used to determine letter grades:

- A=90%-100%
- B=80%-89%
- C=70%-79%
- D=60%-69%
- F=59% and below

Second, (Below Basic-Basic-Proficient-Advanced) will be used for identification of achievement levels on formative and summative assessment. In order to provide a path to academic excellence for each student, it is critical to know their areas of strength and weakness within each subject area. This information will guide curriculum and instructional decisions in the classroom on an ongoing basis and to inform remediation on a student- by- student basis so staff can meet the needs of each individual learner. Teachers will collaborate with one another, administrators, and/or the Instructional Coach to create rubrics that will be used to determine their achievement level for each assessment.

Third, all students will participate in SAT 10 and MAP testing. Teachers will administer both formative and summative assessments throughout the school year. Formative assessments that occur before or during instruction will include teacher-developed and standardized assessments, paper-pencil and performance assessments, and criterion and norm referenced assessments all aligned with the standards. Teachers will be required to administer a summative assessment at the completion of a unit of study in order to assess the academic progress of students.

Promotion Policy

To determine promotion, three criteria will be used: traditional letter grade, norm-referenced test grade, and discretion of Kansas City Leadership Academy for Young Men’s leadership team led by the principal. Regarding the letter grade criteria, students must earn an overall grade of C or above for all core academic classes (i.e., communication arts, math science, social studies).

Student promotion will also be determined by SRI, SAT 10 scores and each student’s **PAP** (Professional Academic Plan) which will be used to track and gauge student growth and monitor goals developed at the beginning of the year. Student attainment of these goals and growth throughout the year will also include a review schedule built into each quarter of intervention and assessment review. In addition, the school will keep parents abreast of student progress towards end-of-year goals and readiness for promotion to the

next grade level. The Principal will make the final decision regarding student promotion in consultation with the student's classroom teacher, parents/guardians, and leadership team. However, with the intervention system and proactive approach, KCLAYM will strive to ensure that every student will be fully prepared for the next grade level every school year.

If KCLAYM fails to reach goals and standards as a school, a grade level or with individual students, immediate corrective steps will be taken, examples are IEP's can be adjusted, more extended day etc. Student who have not attained proficiency in any of the core content subject areas, will be mandated to attend Summer School.

A.4 Kansas City Leadership Academy for Young Men's Daily School Schedule and Calendar

Kansas City Leadership Academy Daily Schedule

The total number of instructional hours will be 1,058 which meet the state requirement of 1,044 hours. Through built-in training time and collective collaboration of our teachers and teacher assistants, we will ensure success for our students and accomplish the purpose of our mission. The sample daily schedule is presented.

Professional Learning Communities will meet twice a week to allow for teachers and staff to work together looking at student work, devising item analysis of assessment data, curriculum mapping, school systems, monitoring testing and activity calendars etc. There are 19 Wednesdays designed for Professional Development activities and 4 other days for parent/teacher conferences.

Calendar days

Based on the 2017-2018 School Year, the first day of school will be August 29th and end on June 14th. The school calendar highlights, holidays, breaks, parent/teacher conference, and professional development. The school days are divided into four quarters that coincide with the Kansas City Public School system which allows for a smoother transition for our families who may have children in both systems. The first quarter is 47 days, second quarter is 39 days, third quarter is 41 days and fourth quarter is 47. The 174 days meets the Missouri Department of Elementary and Secondary Education's requirements of 171.031.1 RSMo. Six emergency make-up days are built into this calendar, should they not be used, or should more than six days be used, the last day of school will be adjusted.

KCLAYM's Board and administrative team will discuss the need for summer school and will adjust the budget as needed as soon as the school is approved.

Describe how the calendar and daily schedule support the education philosophy and academic strategy of the school.

Calendar

- Before & Afterschool tutoring (Academics)
- Training for students (MIT) Men in training)
- Sports/activities
- Project Based Learning Projects
- Teacher training built in
- Collective collaboration time
- Professional Development
- Family time

Daily Schedule

- Brain Breaks during transition to other core content subject areas
- Freedom to move out of their seat during independent practice (i.e., the floor or a quiet space in the room)
- Utilization of Venn Diagrams and other visual and kinesthetic instructional tools during daily instruction
- Rigorous and organized movement (recess)
- Writing across the curriculum daily (academics)
- Character development (specials class) Affirmation
- Morning Affirmations and End of the day Affirmations (as they prepare to go home)
- Reading, Writing, Reasoning skills

A.4 SAMPLE SCHEDULE AND CALENDAR

Sample Schedule-Team 1

Time	Activity	Length of Period
7:00-8:00	Before Care	1 hour
8:00-8:30	Student Arrival, Supervision	30 minutes
8:00-8:30	Breakfast	30 minutes
8:35	School starts	
8:40-8:55	Morning meeting, Affirmations, Announcements, The Pledge of Allegiance	15 minutes
8:55-9:15	School wide D.E.A.R time	20 minutes
9:15-9:20	Brain Break/Restroom Break	5 minutes
9:20-10:50	School Wide Literacy Block (Reading, Writing, Spelling)	90 minutes
10:50-10:55	Brain Break/Restroom Break	5 minutes
10:55-11:50	Team 1 Vertical Planning-Students in Specials	5 minutes
11:50-11:55	Brain Break/Restroom Break	5 minutes
11:55-12:25	Lunch	30 minutes
12:25-12:30	Brain Break/Restroom Break	5 minutes
12:30-12:50	Recess	20 minutes
12:50-1:45	Math	55 minutes
1:45-1:50	Brain Break/Restroom Break	5 minutes
1:50-2:45	Science Investigations	55 minutes
2:45-2:50	Brain Break/Restroom Break	5 minutes
2:50-3:50	Social Studies	55 minutes
3:50-3:55	Prep for dismissal	5 minutes
3:55	Dismissal	
4:00-6:00	After Care	

Explanation for Morning meeting, Brain Breaks, and DEAR

Morning Meeting (use)

- Affirmations
- Announcements
- The Pledge of Allegiance
- Word of the day
- Character trait of the week/month (just a quick reminder for students, this will always be written on the board)

Brain Breaks are quick fun physical activities that can be done in class, between subjects, during restroom breaks or anytime. They can go from seconds to no more than 2 minutes. BB's are fun, easy and a great release of energy.

- Cha Cha slide to the door to line up or back to desk
- Clapping
- Jumping
- Counting steps back to desk
- Dancing/freeze dance

- Mingle Mingle Mingle
- 5,4,3,2,1 game- teacher has students do physical moves in descending order
- Simon Says
- Jump Skip Counting

DEAR (Drop Everything And Read)

Part of KCLAYM's mission is to empower young men with rigorous academics; reading and comprehension are essential to meeting the mission goal.

³⁵*“Research on has shown that silent reading helps brain function more effectively and has many benefits including improved vocabulary, fluency in understanding material and also the students’ reading abilities.”*

³⁶*“It is not simply Black children in general who appear to be failing in the basics — like literacy; it is the boys.”*

Every component of the schedule is incorporated to further the mission and vision of KCLAYM and the boys that we will serve.

³⁵Rashid, Aniq. "Drop Everything and Read." *Drop Everything and Read*. Alliance for Excellent Education, 10 Feb. 2014. Web. June 2016.

³⁶Lynch, Ed.D. Matthew. "Black Boys in Crisis: Why Aren't They Reading?" *The Huffington Post*. TheHuffingtonPost.com, 14 Nov. 2014. Web. June 2016.

Sample Schedule-Team 2

Time	Activity	Length of Period
7:00-8:00	Before Care	1 hour
8:00-8:30	Student Arrival, Supervision	30 minutes
8:00-8:30	Breakfast	30 minutes
8:35	School starts	
8:40-8:55	Morning meeting, Affirmations, Announcements, The Pledge of Allegiance (Broadcast)	15 minutes
8:55-9:15	School Wide D.E.A.R Time	20 minutes
9:15-9:20	Brain Break/Restroom Break	5 minutes
9:20-10:50	School Wide Literacy Block (Reading, Writing, Spelling)	90 minutes
10:50-10:55	Brain Break/Restroom Break	5 minutes
10:55-11:25	Lunch	30 minutes
11:25-11:30	Brain Break/Restroom Break	5 minutes
11:30-11:50	Recess	20 minutes
11:50-11:55	Brain Break/Restroom Break	5 minutes
11:55-12:50	Team 2 Vertical Planning-Students in Specials	55 minutes
12:50-12:55	Brain Break/Restroom Break	5 minutes
12:55-1:50	Math	55 minutes
1:50-1:55	Brain Break/Restroom Break	5 minutes
1:55-2:50	Science	55 minutes
2:50-2:55	Brain Break/Restroom Break	5 minutes
2:55-3:50	Social Studies	55 minutes
3:50-3:55	Prep for dismissal	5 minutes
3:55	Dismissal	
4:00-6:00	After Care	

A day in the life of a third grader at KCLAYM

Cooper is a third grader at KCLAYM. He lives about eight minutes from school. The school bus arrives at his stop at 7:35 A.M. He chatters on the bus with other boys, they are all having fun, but are very well behaved and seated. The bus finally arrives to school at 7:50 A.M. Cooper can't wait to eat breakfast. He exits the bus and the 2nd grade teacher Mr. Cool who is waiting, greets him by name, and gives him a quick, gentle tap on the shoulder, which is a reminder that everything is okay. Several teachers speak to Cooper on the way to the cafeteria. His mentor Mr. Motivate joined him and they talked about how his SRI reading benchmark scores had really improved. Mr. Motivate promises to call Cooper's mom during his break to let her know about the improvements.

The janitor, Mr. Do Right reminds him that he is a Warrior and can accomplish all of his goals for the day. As he walks, he reads the powerful affirmations that are painted on the walls. He also notices the huge picture of a boy his same age, wearing the school uniform correctly and realizes that his shirt is not completely tucked in, he fixes it as he continues.

When Cooper enters the cafeteria, he hears soft classical music and is greeted by the principal Mr. Jones and security officer Mr. Law. He gets his breakfast and sits down to eat. All of the teachers stop by and chat. His favorite person is Mr. Help the school therapist, he meets with Cooper once a week to talk about past hurts that Cooper endured. Today's breakfast is toast, turkey bacon, yogurt, banana or apple, milk and juice. Mr. Jones smiles, gives Cooper a fist bump and gently, but firmly reminds Cooper that Warriors wipe their mouths and clean up their own messes. The decorated, warm colored, cafeteria walls and sounds of music remind him of the nice restaurants that he sees on television.

At 8:25 Mr. Jones announces loudly and firmly that it is time to clean up and prepare for a great, positive, learning filled day. As Cooper walks to class he shakes hands with several staff members and students. When he enters class he is greeted at the door by his teacher Mr. Keeper. He puts his things away and immediately starts on the quick “Do Now” written on the board.

At 8:40 the broadcast comes on and the entire school stands to face the classroom flag and recite the Pledge of Allegiance. Students then sit back down and listen to school announcements, sitting still is sometimes difficult for Cooper, he grabs a very soft nerf ball and squeezes it. Mr. Keeper squeezes one too. Mr. Jones announces that the KC Royals will be at the school tomorrow during the lunch periods to eat with students, then he has all students stand to speak positive, strong, motivating affirmations and greet each other with handshakes. Cooper knows the affirmations by memory, they are the same ones that he sees every day in the school hallway, he even says them at home whenever he wants to impress others, especially his momma.

Mr. Jones announces that it is time for DEAR! Cooper has been reading a good book from the class library named “Muscle Monsters Save the Day”. He really uses his imagination while reading. After DEAR ends, Mr. Keeper plays the YMCA song and they do the famous dance for 1 minute.

At 9:20 literacy block begins and students are busy working at different centers, learning about reading, writing and all of the components. Cooper listens and squeezes his small, nerf ball during the direct instruction time, he pays attention to the lessons, Mr. Keeper physically models each lesson step by step. Everyone listens closely because Mr. Keeper may throw a ball for you to catch and that means you have to tell the class something that you have just learned during the lesson. If you weren’t listening, you simply throw it back and start paying attention. Whenever Mr. Keeper asks a question he gives students time to process and think, then answer. During Literacy block a few boys sit on the floor, some stay at their desk, others sit on soft chairs or small couches to work. Mr. Keeper reminds students that there will be a spelling test tomorrow and that all students must remain in their seats during tests. When the literacy block ends, Mr. Keeper plays the Cha Cha slide and everyone cha cha’s to their seat.

10:55 It is lunch time. Students walk quietly to lunch and this time there is the sound of jazz in the cafeteria. Cooper chooses chicken tacos, salad, fresh mixed fruit, a chocolate chip cookie, chocolate milk and juice. He talks, eats and enjoys the music. Ms. Precious volunteers in the cafeteria, she helps the students. She is enjoying the music too.

11:30 After restroom break, it is time for recess. Cooper plays on the swings, then he plays in the miniature golf area. He usually plays basketball, but he has started to like golf, the gym teacher Mr. Hernandez taught him how to play.

11:55 Back inside Cooper has straightened his uniform again and is ready for Specials class; today he is going to Character Skills class. He really likes this class because he learns how to behave and be a good citizen. He learns skills to help him when he is scared, angry, sad, mad and even really glad. His teacher Mr. Good, has students move around quite often as they act out real life situations and how to best handle them.

12:50 After another BB it is time for math. Cooper did not like math at his old school, but he loves it at KCLAYM because they use many manipulatives, they do group work, he can sit on the floor and work, they watch math videos and if he needs a moment to himself, he can go sit in the think chair. He doesn’t have to write anything in the corner, just sit and he can still hear and watch everything. Two boys are playing around and Mr. Keeper reminds them that they have two choices, either focus or separate. He *never* takes away their recess. Mr. Keeper tells the class to hop back to their seats and count how many

hops were needed (BB). During restroom break Mr. Keeper does math facts with students that are waiting in line for their turn.

1:55 Next it is time for Science, Cooper is chosen to read the steps for his team and present the findings at the end of their experiment. Cooper is excited, everyone cheers him on and he isn't nervous to speak because there are no girls around to make him feel weird. BB time again, this time it is freeze dance. The students dance and then freeze, they laugh at Mr. Keepers pose, he looks so awkward.

2:55 Back at their seats, students begin Social Studies class, they are learning about the civil rights movement and how it helped them. Today is a free choice day, Mr. Keeper gives them the choice to draw or write about what they learned. Cooper went to a corner to work and drew a picture of people marching and wrote words in boxes that tell about the sacrifices the people made.

3:50-3:55 It is time for dismissal, Cooper gathers his homework from the homework shelf and lines up at the door. Mr. Keeper gives each student a high five and a fruit snack to eat on the way home. Cooper gets on the bus and sits by a second grader named Daniel. They can't wait for tomorrow to see the KC Royals! His special class tomorrow is P.E. and Mr. Hernandez is teaching more about the fundamentals of golf and how to swing. After all of that excitement Cooper is very tired, but he can't wait to return to KCLAYM the next day.



KANSAS CITY LEADERSHIP ACADEMY FOR YOUNG MEN'S CALENDAR
2017-2018 SCHOOL YEAR

2017

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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

AUGUST

August 1st -11th Central Office Staff and Administration Team Report
 August 14th -25th Teacher Orientation/New Staff Training
 August 21st -25th Men in Training (MIT) Training for Students
 August 26th Rite of Passage Induction Ceremony
 August 28th 1st Day of School

SEPTEMBER

September 4th Labor Day (no school)
 September 6th & September 20th Half Days (PD) 2:00 p.m. Dismissal
 September 25th Midterm 1st Quarter

OCTOBER

October 4th & October 18th Half Days (PD) 2:00 p.m. Dismissal
 October 27th End of 1st Quarter

NOVEMBER

November 1st - & November 15th (PD) 2:00 p.m. Dismissal
 November 3RD No school Parent Conference
 November 20TH -24TH Thanksgiving Break
 November 29th & December 6th Half Days (PD) 2:00p.m. Dismissal

DECEMBERDecember 18th -January 2nd Winter BreakDecember 4th - Midterm 2nd Quarter**2018**

JANUARY						
S	M	T	W	T	F	S
	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						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
		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						
S	M	T	W	T	F	S
					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

JANUARYJanuary 1st & 2nd Winter BreakJanuary 5th End of 2nd QuarterJanuary 10th & January 24th Half Days (PD) 2:00 p.m. DismissalJanuary 15th – Martin Luther King Holiday**FEBRUARY**February 7th & February 21st Half Days (PD) 2:00 p.m. DismissalFebruary 19th- Presidents DayFebruary 22nd Mid Term**MARCH**March 7th Half Days (PD) 2:00p.m. DismissalMarch 19th -March 23rd Spring BreakMarch 30th End of 3rd Quarter**APRIL**April 4th & April 18th Half Days (PD) 2:00 p.m. DismissalApril 13th No school**MAY**May 2nd & May 16th Half Days (PD) 2:00 p.m. DismissalMay 3rd Midterm 4th Quarter/End of QuarterMay 28th- Memorial Day Holiday (no school)May 30th End of 4th Quarter

JUNEJune 1st Parent Conference- No SchoolJune 13th Last Day of School studentsJune 15th Last Day for Staff**Federal Holidays- No School***

Jan 1	New Year's	Feb 20	Presidents Day	Sept 4	Labor Day	Nov 11	Veterans Day
Jan 2	New Year's	May 29	Memorial Day	Oct 9	Columbus Day	Nov 23	Thanksgiving Day
Jan 16	Martin Luther King Day	July 4	Independence Day	Nov 10	Veterans Day observed	Dec 25	Christmas Day

Midterms:

September 25 th	Midterm 1 st Quarter
December 4 th	Midterm 2 nd Quarter
February 22 nd	Midterm 3 rd Quarter
May 3 rd	Midterm 4 th Quarter

End of Quarters:

October 27 th	End of the 1 st Quarter
January 5 th	End of the 2 nd Quarter
March 30 th	End of the 3 rd Quarter
May 30 th	End of the 4 th Quarter

Parent Conferences

November 2 nd First Semester	Conferences
May 31 st June 1 st Second Semester	Conferences

First and Last Days of School

August 28 th	First Day for Students
June 13 th	Last Day for Students
June 15 th	Last Day for Staff

Summer School-TBD

A.5 Target Population

The student population we anticipate serving are minority male students living in the urban community who have not been successful in the Kansas City Public School District. These students are predominantly African-American/minority students qualifying for free and reduced lunch, English Language Learners, and students with disabilities. KCLAYM expects that a large population of students will enter below grade level, and as such, are dedicated to effectively recruiting and retaining these students. At KCLAYM, we will effectively engage young men in such a way that we can cater to these needs. We are targeting boys who have not had their educational needs met and whose families desire an alternative to traditional educational settings.

We believe that we will serve this student population well and our data-driven instructional methodology will meet the needs of all students who enter our school regardless of their race, ethnicity, socio-economic status, or special learning needs.

³⁷*Based on the 2013-2014 data from the Department of Elementary and Secondary Education, out of 25,439 students, 10,209 have placed their students in charter or private school.*

KCLAYM will give preference to families residing in the 64130 zip code, which is one of the *largest* zip codes in the city, but will also serve male students from within the boundaries of the Kansas City, Missouri Public School District. ³⁸*The average household income in the 64130 zip code area is \$24,266, which is lower than the US average of \$56,604, and the US median household income of \$29,646.* Based on demographic data KCLAYM projects a student population made up of 95% African American male students, 2% Hispanic male students, 1% White male students, and 2% of students with two or more Races. It is projected that 98% or higher of students will qualify for free and reduced lunch under the guidelines of the National School Lunch Program. KCLAYM does acknowledge that other charter schools are opening, some are expanding and some may have struggled to meet enrollment targets. KCLAYM still trusts, that due to the uniqueness (single gender) and the *national, local, crisis* need for holistic approaches to educating and establishing best practices to close the achievement gap for Black/minority males, that KCLAYM will meet and or exceed enrollment at all grade levels. We expect to have a waiting list. Again, KCLAYM is targeting young men that *are not* successful in other schools, we are providing an option for them.

KCLAYM anticipates a low attrition rate per year. First, due to the uniqueness of the program, we will be the first public all male charter school in the state of Missouri as well as the Kansas City area. Statistics from other male schools show daily attendance rates of 98% or higher and attrition at 4% or less. Students enjoy the comfort and safety of being in a single gender school that is completely focused on their needs and learning styles. Students enjoy not having distractions from the opposite sex and the pressures that are involved. Male students need movement and activity throughout the day, our school day implements movement throughout the entire school day. KCLAYM will allay attrition by offering an education model focused on the needs and learning styles of males, building relationships and respect amongst students and their families, keeping class sizes small, assigning student mentors for every student, and expecting personal accountability from students.

If *attrition* occurs, we will take immediate steps to stop it and gain an understanding of why it is occurring, by holding meetings with exiting parents and students. We will also actively recruit more students to replace those students that have left. At KCLAYM it will be understood that students are our customers and our first priority.

³⁷"Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary and Secondary Education*. Feb. 2016.

³⁸Search.com, CLR. (2012). *Kansas City,MO 64130 Demographics Summary*.

— (Neighborhood Link, 2009-2016)_____

Enrollment Data

KCLAYM will open in 2017 with an enrollment of 212 young men, serving Kindergarten through 3rd grade and adding a grade each year thereafter. This enrollment number is very attainable. According to the Department of Elementary and Secondary Education 2014-15 data there are a total of 7,419 **K-4** male students in the KCPSD and charter schools.³⁹

Table A below reflects enrollment projections for KCLAYM during the first five years of operation.
Table A

	Year 1	Year 2	Year 3	Year 4	Year 5	
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Kindergarten	80	80	80	80	80	
First Grade	66	72	72	72	72	
Second Grade	44	60	66	66	66	
Third Grade	22	40	54	60	60	
Fourth Grade		20	36	51	54	
Fifth Grade			18	34	48	
Total number of students	212	272	326	363	380	

Each grade level will have Kindergarten will have 4 sections, 1st grade will have 3 sections, 2nd grade will have 2 sections and 3rd grade will have 1 section. Classroom sizes will be small. Smaller classroom sizes are important for male students. We are committed to viewing students as individual's rather than numbers in a class.

Small classes:

- Teachers are able to give to each student- "Personalization"-the practice of providing high quality instruction and interventions, matched to student's needs
- Strengths and weaknesses are more noticeable
- Learning environment that is conducive for optimum learning
- Students have a voice and feel heard
- Less overwhelming for students with anxiety and learning disabilities
- Students feel more comfortable speaking in class
- Teachers are not overwhelmed
- Teachers can be more creative

Growth and Expansion

KCLAYM intends to start with K-3rd grades in the fall of 2017 and add a grade level each year. Our purpose is to grow and retain our students. We will add more students at the Junior high level, but we will have established the school culture and returning students will be models for the new incoming students. Strategic planning for opening the Junior high school will begin in 2018. We will engage in the process with the sponsor, founder, board members, principal, parents, community stakeholders and our partner Comprehensive Mental Health.

³⁹"Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary and Secondary Education*. Web. Feb. 2016.

Black male achievement is shockingly low. There are many factors that contribute to low achievement and the needs must be addressed holistically. KCLAYM will do just that.

⁴⁰*“To address the low achievement of black males, schools must be willing to accept that there are ways of looking at the world, modes of communication, and approaches to teaching and learning that are unique to black males.”*

⁴¹*“A new report analyzed test scores from the National Assessment of Educational Progress to get at other depressing truths about achievement for African-American men and boys. They are twice as likely as whites to be held back in elementary school, and three times as likely to be suspended from school. That trend follows black men right into adulthood: They are half as likely as white male students to graduate college in four years.”*

⁴²*“The Council of the Great City Schools says the numbers are so bad for black male students that Congress needs to establish a special program.”*

⁴⁰Emdin, Christopher. "Yes, Black Males Are Different, but Different Is Not Deficient." *Education Week*. Feb. 2012. Web. June 2016.

⁴¹⁻⁴²Larry, Abramson. "Report Details Black Male Achievement Gap." *NPR*. NPR, 9 Nov. 2010. Web. 17 May 2016.

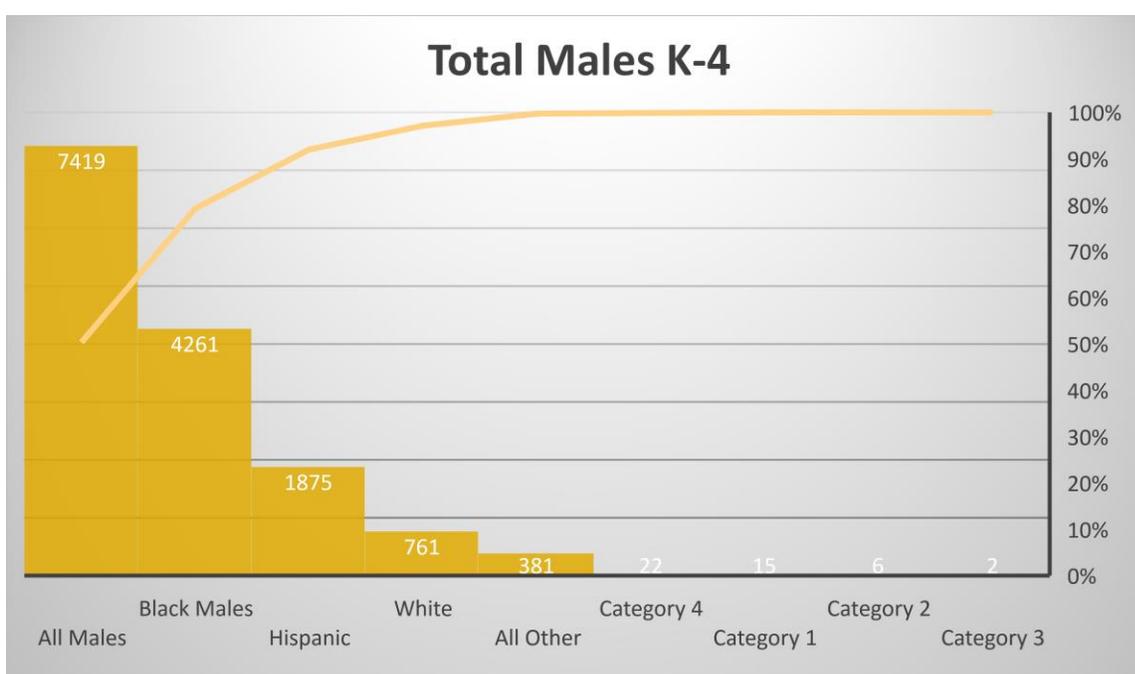
Target Enrollment and Suspension Data For Male Students In Grades K-4 Attending KCPSD & Charter Schools

2014-2015 Data According to DESE⁴³

FREE AND REDUCED

Males	7,419 TOTAL ENROLLED
Males receiving Free and Reduced	6,993

A.5 ENROLLMENT DATA



Explanation of table: In the 2014-15 school year, there were **7,419 K-4** males attending school in KCPSD and Charter schools. The numbers are broken down by race. KCLAYM's goal is to recruit **212** students for the first year, we are confident, we will meet the goal, based on the school's unique mission and vision, as well as the multitude of males attending within the district. We will add a grade level each year and are confident that we will meet the continual growth goals every year.



Explanation of table: There were 1,175 males in **grades K-4** suspended in the 2014-15 school year. Out of those suspensions 916 were **Black** males, which is roughly 80 percent. The other 20 percent include Latino minorities. There is a need for behavioral intervention at the youngest grade levels amongst minorities males. KCLAYM's mission, vision, daily routines, partnerships and all goals are aligned to provide holistic intervention for these students and keep them in school.

⁴³"Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary and Secondary Education*. Web. Feb. 2016.

A.6 Special Student Population

It will be the policy of KCLAYM to provide a Free and Appropriate Public Education (FAPE) to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who are in need of special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973, Title I of the Americans with Disabilities Act, and Civil Rights as outlined and enforced by the U.S. Department of Education Office of Civil Rights (OCR). The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-995, RSMO., and Missouri's State Plan for Part B of the IDEA.

KCLAYM will comply with all State and Federal laws for special education including Child Search/Find efforts. The following procedures will include:

- The establishment of a Student Success Team- The Team will exhaust all general education alternatives before a referral to Special Education is made. The team will consist of the Principal, SPED Coordinator, SPED Teacher, Team Leader, Counselor/Social Worker, Nurse, OT, and CMH Representative.
- The inclusion of testing procedures and evaluation thereof, which allows for the pre-identification of children with disabilities;
- Annual in-service for faculty regarding the identification of children with disabilities;
- The media technology hardware needed to support the needs of special education students.

Students who need services under the IDEA or Section 504 of the Rehabilitation Act of 1973 receive those services in accordance with the IEP (IDEA) or program plan (504). *KCLAYM will use an inclusion model for students with special needs ensuring that required and necessary supports and resources are in place within all classrooms to serve the needs of students with disabilities. However, in cases where full inclusion is not the most appropriate placement, per the student's IEP, other accommodations will be made. The school staff includes resource room teachers, an occupational therapist, school psychological examiner and aides. The school will contract with speech and language therapists as well as other therapists to provide services needed. In the event that the school is not able to meet the needs of a student, it seeks to contract with another provider in a manner consistent with Federal and State stature to provide these services. In addition, any provisions contained herein are subject to state and federal requirements for students with disabilities.*

Homeless Students: The Dean of Students will serve as the Homeless Coordinator and will provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have rights to:

- Immediate enrollment: Documentation and immunization records cannot serve as a barrier to enrollment.
- School Selection: McKinney Vento eligible students have a right to select from the following schools:
 - The school he attended when permanently housed (school of Origin)
 - The school in which he was last enrolled (School of Origin)
 - The school in the attendance area in which the student currently resides (School of Residency)
 - Remain enrolled in his selected school for the duration of homelessness, or until the academic year upon which they are permanently housed. Participate in programs for which they are eligible, including
 - Title 1, National School Lunch Program, Head Start
 - Transportation services- A McKinney-Vento eligible student attending his School of Origin has a right to transportation to and from the School of Origin.

Staffing for students with special needs: One Special Education Coordinator, certified in the State of Missouri will supervise and direct programs for Special Education, Students with Disabilities (504), ELL, and Homeless Students. Specifically, the Coordinator will be charged with; Initial Special Education Evaluations, Re-evaluations for Special Education, Development of IEP's including Transition Plans, Development of Student Assistance Team for 504 referrals, 504 Plans, Child Find requirements ((34 CFR §300.125), ELL, Homeless, Special Education instruction oversight, compliance for all State and School Mandated Assessments, and reporting to State and Federal Authorities for Child Court and Reimbursement needs. The Special Education Coordinator is charged with financial oversight, maintaining, and negotiating contracts for Related Services needed for Special student populations which include but are not limited to: Speech/Language Therapy, Occupational Therapy, Physical Therapy, Assistive Technology, ELL services, Orientation and Mobility Training, Sign Language Interpreting, and Special Transportation.

Data Collection: The Special Education Coordinator will retain student data and prepare reports as mandated by The Missouri Department of Elementary and Secondary Education (DESE). The Alternative Education Coordinator will assure confidential records management. Family Educational Rights and Privacy Act (FERPA) and regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99) will be followed and oversight provided by the Coordinator.

The school will ensure equal access, in accordance with IDEA Section 602 DEFINITIONS (9) FREE AND APPROPRIATE EDUCATION (A) (B) (C) (D). In compliance with 34 CFR §300.750, KCLAYM will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the DSE of residence, KCLAYM will make any necessary data available to the district in a timely fashion. The school will also comply with all Missouri State requirements for reporting.

In compliance with 34 CFR §300.750, , KCLAYM will annually submit all required reports by the appropriate dates due, including, but not limit to, the following:

- VR 9 Count of Students with Disabilities Provided Special Education and the settings in which students with Disabilities are provided services PD-6 Special Education Personnel
- VR 10 Report of Students with Disabilities Exiting Special Education PD-8 Students with Disabilities Suspended for Disciplinary Reasons SEDCAR-1 ASEP Request for IDEA Sub allocation

The Special Education Coordinator, will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall also be provided to the school district of residence and the State Education Department, as required. English Language Learners' proficiency in English will be measured periodically to determine the level of services required.

Transportation

KCLAYM will provide transportation for students who reside 1.5 miles beyond the location of the school. We expect that the majority of our students to come from surrounding neighborhoods within the 64130 zip code area.

If special needs students require transportation as a related service, this will be included within that student's Individual Educational Plan and provided. In addition, some students who are receiving Section 504 Accommodations may be provided transportation as a related service. If that occurs, the type of transportation services to be provided to the child will be included within that child's 504 Plan.

Any Special needs student who's IEP or Section 504 Plan does not include transportation as a related service, then that student's eligibility for transportation will be determined in the same manner as all other KCLAYM students. All address changes are to be reported to the Exceptional Education Coordinator. The Special Education Coordinator will notify the principal and the bus contractor regarding address changes. Parents must transport the student during the waiting period before the new transportation is implemented.

ELL Students

Students with limited English Proficiency/English Language Learners (ELL) will be provided with language instruction services according to their needs during the school day to provide full access to the general education curriculum. A Home Language Questionnaire, included in both English and translated versions will be provided to each potential student during the enrollment process. If the student's home language is not English, KCLAYM's staff will conduct an interview with the student and parent, with every attempt to do this in their native language. An appropriate interview protocol in line with State and Federal Guidelines will be utilized. If the student speaks a language other than English or limited English, KCLAYM will administer the Language Assessment Battery (LAB). A score below the designated proficiency level on the LAB will determine a student's eligibility to receive services to support English language proficiency. The LAB will only be administered once to any pertinent incoming student. If at any time after enrollment, KCLAYM staff suspect limited English proficiency, the student will be tested to determine if services are necessary.

English language learners will be served through an English immersion model. Every effort will be made to ensure that students reach English proficiency with consistent growth. English language learners will receive the same academic content instruction as their English-speaking peers. The amount of instruction in English (both spoken and written) will be modified accordingly for each student to ensure content acquisition. There will be structured time for intensive English language instruction during the school day. Students will receive additional counseling, home visits, and parental counseling as necessary. If the English immersion model is not succeeding with a student, another approach will be implemented, such as pull-out instruction with a certified aide or teacher under contract who speaks the student's native language. KCLAYM will use Language teachers as an additional resource for ELL students.

Procedures to Identify and Serve Gifted and Talented Student's

Upon enrollment to KCLAYM all students will be tested to properly identify their achievement level. Those that are defined as "gifted" will be further tested with The Naglieri Nonverbal Ability Test 2 (NNAT2). KCLAYM will comply with district guides and state standards as defined by the Department of Elementary and Secondary Education.

Gifted is defined as:

Section 162.675. RSMo ⁴³“Those that exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum”. (DESE)

Testing

⁴⁴The Naglieri Nonverbal Ability Test (NNAT2), developed by Pearson Inc., is a standardized test designed to assess the reasoning ability of students ages 5 to 17. The NNAT2 is utilized extensively in the U.S. as an admissions criterion for gifted schools and programs. It is a nonverbal test of general ability commonly used to identify gifted children. The questions on the NNAT2 are composed of shapes and/or symbols, and require few instructions.

Why KCLAYM chose NNAT2?

KCLAYM chose the NNAT2 test because it is considered *culturally neutral* as it contains minimal use of language and directions, and does not require reading, writing, or speaking. Instead, the Naglieri test incorporates abstract shapes and designs, which allow for *unbiased* scoring regardless of a child’s primary language, education, and *socioeconomic* background. The use of only two colors in the Naglieri Nonverbal Ability Test (yellow and blue) contributes to the unbiased nature of the test for students with minimal color vision impairment. It can also be done online.

Identified gifted/talented students will benefit from a highly rigorous curriculum designed to challenge them to think critically, expand their knowledge, learn time management, and enhance their study skills. Classroom learning will be extended by encouraging students to think on a higher level, and promote the study of sophisticated and complex content. KCLAYM will support identified students in learning to deep levels of understanding through:

Instructional Objectives/Strategies

- Differentiated Instruction
- Critical and Creative Thinking Strategies
- Project Based Learning
- Field Trips
- Develop and expand thinking skills

KCLAYM will utilize Resource Room (RRT) – Using this delivery system, 100% of the teacher’s time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week. (DESE)

⁴⁵Section 162.720, RSMo states that school districts may establish programs for gifted children "where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs . . ." and states that the State Board of Education "shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted each year."

^{43,45}"Gifted Education." Missouri Department of Elementary and Secondary Education. 2014. Web. 9 July. 2016.

⁴⁴"What Is the Naglieri Nonverbal Ability Test (NNAT)?" *What Is the Naglieri Nonverbal Ability Test (NNAT)*. Test Prep. Web. 9 July. 2016.

The student success team exist to ensure that every child receives the support and services needed to be successful. The following form contains the procedures and protocols that will be utilized at KCLAYM to identify concerns for students. This team will consist of the following educators: Principal, Instructional Coach, SPED Coordinator, SPED teacher, Team Leader (teacher), Social Worker/Counselor, OT, CMHS representative.

Student Success Team (SST) Referral Form

Teacher Responsibilities:

- _____ 1. Discuss possible strategies/interventions with grade level and team members before referring to SST.
- _____ 2. Obtain referral packer form team leaders.
- _____ 3. Give the vision screening to the nurse and the hearing to Speech. If child fails, SST process will continue.
- _____ 4. Documents all pre-referral strategies prior to SST referral. (attached page)
- _____ 5. Use the intervention web sites listed below as a resource.
- _____ 6. Provide dates of parent contact to discuss classroom concerns and enter into contact log.
- _____ 7. Complete the referral form, staple the completed vision and hearing to the form, and return it to the school counselor.
- _____ 8. Provide copies of the student's report cards, transcript, attendance reports, discipline report and standardized testing information.

Team Leader Responsibilities:

- _____ 1. Notify SST members of the date, time, and agenda of meetings.
- _____ 2. Make copies of referral data for each member of the team.
- _____ 3. Facilitate the SST meeting.
- _____ 4. Make copies of the Individual Success Plan and give it to all staff who are involved in the student's ISP
- _____ 5. Schedule subsequent meetings and notify each team member of the date and time of the meeting. Leader will also provide the team with any new information.
- _____ 6. Provide the Special Education Process Coordinator with completed packet if consideration for Special Education referral is warranted.
- _____ 7. Maintain completed SST referrals and plans in the counselor's office.
- _____ 8. Place each individual student's ISP in their cumulative records folder at the end of the school year.

Research/Evidence Based Intervention Websites

Best Evidence Encyclopedia	http://www.bestevidence.org/
Intervention Central	http://interventioncentral.org
Center on Instruction	http://centeroninstruction.org

Student Success Team (SST) Referral Form

Demographic Information

Student Name _____ **Date of Birth** _____ **Grade** _____ **No. of previous schools** _____

Has this student ever been retained?

School: _____ **Yes** _____ **No** _____ **Grade retained** _____

Background Information

Referring Teacher _____ **SST Team Leader** _____

Dates parents were contacted about concerns:

RTI Student Review Date (Grade level/Team):

Initial SST Meeting Date _____ **Follow-up Meeting Dates** _____

Please attach the following:

___ Discipline Records	___ Benchmark Assessment Data
___ Attendance Reports	___ MAP Scores
___ Report Cards	___ Vision/Hearing
___ Parent Contact Log	___ Documented Health

Concerns(diagnosis/medications)

___ Standardized Testing _____ Transcript

Section 1: Current Services Provided (circle all that pertain to the student and list specific interventions)

Special Education Services: (attach IEP)

Previous Evaluation? **Yes** **No (circle disability)**

Autism

Deaf/Blind

Emotional Disturbance

Hearing Impairment

Cognitively Impaired

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Learning Disability

Language Impaired

Sound System Disorder

Speech/Fluency

Traumatic Brain Injury

Vision Impairment

Young Child with a Development Delay

Speech/Voice

OT/PT

Counseling:

In school: individual small group frequency _____

Outside School: individual small group frequency _____

Name of outside agency _____ frequency _____

Behavior Support Plan: (attach plan)

Date of Implementation _____

Interventions _____

Tutoring:

Type: Peer Tutoring Staff Tutoring Saturday Tutoring

Time: Before School After School During School

Minutes/Frequency offered: _____

Student regularly attends? Yes No

ELL

Type of service:

Individual small group large group

Classroom teacher language usage observation:

Poor moderate fluent

LAB attach scoring sheets

Team Leader Contacts

Team Leader _____

Date Implemented: _____

Instructional Teacher Assistants:

Type of intervention:

Individual small group large group

Minutes/Frequency of Interventions:

Reading levels:

SRI Lexile Scores _____

Reading Levels _____

Reading Support:

Type of intervention:

Individual small group Title 1

Minutes/Frequency:

504 Plan: (attach plan)

Area of concern: _____

Other Services: _____

Section II: Pre-Referral Strategies Implemented

Please write in SMART goal components:

Specific	Measurable	Attainable	Results oriented	Time Bound
Classroom Environment Strategies Utilized		Dates Used		Results
Instructional Strategies Utilized		Dates Used		Results
Communication and Support Strategies Utilized		Dates Used		Results
Behavioral Intervention Strategies Utilized		Dates Used		Results

Section III: Baseline Data

To prepare for the SST meeting, complete a SAMBA for each area of concern by answering these questions about the student you are referring.

- S** Setting: Presented with what task?
- A** An observable behavior: What academic or behavioral skill?
- M** Measurable: How will the skill be measured?
- B** Baseline data: What is the student’s current skill level?
- A** Average peer: What is the skill level of a typical peer?

Example

S _____ **S-Reading**

A _____ **A-Spelling**

M _____ **M-Weekly Test**

B _____ **B-77%**

A _____ **A-80% or above**

S _____ **S-Math**

A _____ **A-Algebraic Expressions**

M _____ **M-Test/Homework**

B _____ **B-18/25**

A _____ **A-25/25**

S _____ **S- Presented with non- preferred activity**

A _____ **A-Defiance**

M _____ **M-Compliance**

B _____ **B-Refusal with words and actions**

A _____ **A-Student changes chart/corrects behavior**

A.7 School-Specific Goals and Objectives

The success of KCLAYM’s academic program will be determined by evaluating the effectiveness of the goals and objectives listed below using the corresponding performance measures. Data analysis compiled for each objective is described below. These outcomes are reviewed and evaluated by the principal to implement the academic program with precision. The expectation is that the program will meet or exceed the program goals and benefit the students.

KCLAYM’s goals are aligned with the school’s educational philosophy which focuses its curriculum on a balanced literacy program utilizing Project Based Learning and addressing students and their families personally and holistically. This instructional process of “personalization” will bridge the learning gap for at-risk students’ by enhancing and celebrating the different learning styles and experiences that they bring to school.

KCLAYM will go beyond academics and create a climate of trust and respect amongst students and their families. These relationships will empower and positively impact the lives of our families. These emphases will set high expectations, as students are equipped to enter the world as contributing, involved citizens, prepared for college and/or career by demonstrating leadership attributes in their respective communities.

We believe that by 2020-2021, KCLAYM will serve as a model for teachers and school leaders from the Kansas City area and beyond to learn best practices in educating at-risk males holistically.

Academic Goal 1: Measured Performance Indicator Goal

By its fifth year of operation, KCLAYM will earn an MPI equivalent to DESE Academic Achievement Status Target of 375 in Mathematics and English Language Arts. In order to attain this goal, KCLAYM will adopt the following benchmarks:

- To demonstrate student growth in key academic areas that are essential to KCLAYM’s mission of pursuing academic excellence. 1.5 years’ worth of academic growth is necessary to prepare the students for a rigorous middle and high school experience that will lead them toward a path of success in their quest for college/career goals.
- In September of every school year, all students will take the SAT 10 and SRI in English Language Arts, Math, and Science. This baseline data will be used in determining student growth over the course of the year.

Timeline:

- **1st year target:** 50% of students will make a full 1.5 year of academic growth or perform at/above grade level in English Language Arts, Math, and Science.
- **2nd year target:** 60% of students who have completed two years at KCLAYM will make a full 1.5 year of academic growth or perform at/above grade level in English Language Arts, Math, and Science.
- **3rd year target:** 70% of students who have completed two years at KCLAYM will make a full 1.5 year of academic growth or perform at/above grade level in English Language Arts, Math, and Science.
- **5th year target:** 75% of students score proficient or advanced on the MAP English Language Arts assessment in every eligible year.

Academic Goal 2: Academic Achievement

70% of the students who have completed three years at KCLAYM will score proficient or advanced on the MAP English Language Arts and Math assessments.

- KCLAYM will administer the SRI & SAT 10 two to three times per year. Staff and school administrators will receive training on data analysis and test administration. Data Teams will be implemented to identify learning gaps and areas of strength to provide the school-wide instructional focus at the classroom and subject area levels. KCLAYM's Board of Directors and sponsor will receive assessment reports from the school after each assessment.

Timeline:

- In the spring of 2018, 3rd grade students at KCLAYM will take the MAP in all required subject areas. We will use data provided by the Missouri Department of Elementary and Secondary Education to measure achievement of this goal.
- **1st year target:** 50% of students score proficient or advanced on the MAP English Language Arts, Math, and Science assessments.
- **2nd year target:** 60% of students score proficient or advanced on the MAP English Language Arts, Math and Science assessments.
- **3rd year target:** 70% of students score proficient or advanced on the MAP English Language Arts, Math, and Science assessments.
- **5th year target:** 40% of students score advanced on the English Language Arts MAP assessment.

Academic Goal 3: Student Growth

Students will demonstrate significant growth monitored by the SAT 10 and SRI assessment cycle. SRI will generate customizable reports that track reading progress, detect trends in reading growth, and compare performance to grade-level standards. SAT 10 utilizes a formative tool *AIMSweb* in conjunction with a diagnostic tool *GRADE*, that will allow all instructional staff to identify the specific strengths and needs of our students while monitoring their day to day progress.

- **Professional Academic Plans (PAP)** will remain active documents as faculty and administration will use them to structure and inform planning at PLC and grade level meetings. One of the most important aspects of PAP is to teach and empower each student to know himself as a learner in order to have the most productive and fulfilling education experience possible. The Professional Academic Plan will also be used as a tool to involve and inform parents and guardians of students' progress.

Timeline:

- **1st year target:** 50% of students will score at or above grade level on their SAT 10 and SRI assessments.
- **2nd year target:** 50% of students who have completed two years at KCLAYM will make a full 1.5 year of academic growth or perform at/above grade level in English Language Arts, and Math on the MAP test.
- **3rd year target:** 60% of students who have completed two years at KCLAYM will make a full 1.5 year of academic growth or perform at/above grade level in English Language Arts, Math, and Science.
- **5th year target:** 75% of students who have been with us for at least three years will score proficient or advanced on the MAP English Language Arts assessment in every eligible year.

Non-Academic Goal 4: Parent Involvement

During the 2017-2018 school year, 80% of parents/guardians will attend a monthly conference and /or school event as measured by:

- In September and May of every school year, KCLAYM will administer a satisfaction survey to every parent and teacher at the school. The survey will be designed and administered in a variety of methods in order to maximize participation.
- Stakeholder satisfaction is essential to the success of KCLAYM. The school's survey will address areas of academic achievement, school climate, safety, school culture, accessibility of staff and individualized attention.
- KCLAYM will invite parents and guardians to participate in their child's school life in a variety of ways including parent-teacher conferences, participation in the Parent Teacher Association, volunteering in the school program, etc. Participation will be tracked and parents who show poor attendance will be contacted by the principal to discuss the need for participation in school events, as outlined in the parent agreement. Parents who are unable to attend conference due to work, transportation, health, or other issues, may reschedule the conference to meet their needs.

Timeline:

- **1st year target:** KCLAYM will maintain a satisfaction rating of 80% and receive responses from 75% of stakeholders.
- **2nd year target:** KCLAYM will maintain a satisfaction rating of 85% and receive responses from 75% of stakeholders.
- **3rd year target:** KCLAYM will maintain a satisfaction rating of 90% and receive responses from 80% of stakeholders.
- **5th year target:** KCLAYM will maintain a satisfaction rating of 95% and receive responses from 85% of stakeholders.

Non-Academic Goal 5: Attendance

Students are engaged in daily learning and support growth through consistent attendance. During the 2017-2018 school year, students will arrive on time daily to learn, as measured by average daily attendance rate exceeding 94%.

Attendance will be tracked in the school's information system and analyzed on a monthly basis. Incentives to improve attendance and tardiness include:

- Daily affirmations that stress the importance of being on time and in attendance
- Spirit wear days
- Personal praise

Interventions for chronic absences or tardiness include:

- Counselor meetings
- Mentor contact with student and families
- Parent meetings
- Home visits

Timeline:

- **1st year target:** Ongoing, home visits, mentor contact, parent meetings, daily affirmations and other interventions for students with attendance challenges, continuing to offer incentives for good attendance.
- **2nd year target:** KCLAYM will maintain a satisfaction rating of 85% and receive responses from 75% of stakeholders.

- **3rd year target:** KCLAYM will maintain a satisfaction rating of 90% and receive responses from 80% of stakeholders.
- **5th year target:** KCLAYM will maintain a satisfaction rating of 95% and receive responses from 85% of stakeholders.

⁴⁶Student and Academic Performance Data for Schools within the 64130 Zip Code area

Name of School	Zip Code	2014 MSIP 5 APR	English Language Arts	Points Possible 16	Points Earned 9	Percent Earned 56.2%
Brookside Charter School K-5	64130	APR Total Points- 58.0/70 Percentage of Points- 82.9	Math	16	9	56.2%
			Science	16	9	56.2%
Genesis School K-8	64130	APR Total Points Possible- 70% - Points Earned- 52.5%	English Language Arts	16	12	75%
			Math	16	12	75%
			Science	16	12	75%
Hogan Prep Elementary	64130	The APR for this district is unavailable. The APR requires 3 years of data				
Melcher Elementary	64130	APR Total Points- 70 - Points Earned- 45%	English Language Arts	16	12	75%
			Math	16	12	75%
			Science	16	12	75%
Carver Dual Language	64130	APR Total Points- 70 - Points Earned- 45	English Language Arts	16	12	75%
			Math	16	16	100%
			Science	16	0	0%

⁴⁶"Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary and Secondary Education*.

A.8 Climate and Discipline

Our mission is to transform the lives of at-risk males by empowering them with rigorous academics, self-discipline, character, and leadership skills to succeed in life challenges. To fulfill the mission, it is imperative that KCLAYM establishes and maintains a climate of safety, discipline and respect for overall success.

Students will go through a one-week training process during the summer to prepare for the school year, this process (MIT) Men In Training will foremost build pride, bonding and provide a basic training of the foundational cores of KCLAYM.

After completion of training, a ceremony inducting new students into the family of KCLAYM will be held for parents, families and community stakeholders, where students will recite the school creed and song and display the character skills that they have learned. This process is the beginning of relationship building with parents and students. It also sets the climate of respect that we expect from all stakeholders.

The climate of respect, discipline and educational success, will be refreshed every morning, when during the morning broadcast, students will recite the pledge of allegiance as well as KCLAYM's affirmations. They will greet their peers and staff by shaking hands while looking each other directly in the eyes and check each other for compliance with the uniform dress code. We are endeavoring to teach the act of brotherhood, respect, discipline and camaraderie. Students will always be reminded to believe that: (I am my brother's keeper) (Each one teach one) (When we know better, we do better) (I can, I must, my future depends on it)

Creating a positive climate is multi-faceted, it is maintaining a safe environment, academic support, discipline, respect and trust. KCLAYM will use the three guiding principles from the US Department of Education to assist in creating a positive school climate of discipline and learning.

Guiding Principle 1: Climate and Prevention- foster positive school climate by engaging all students in learning by preventing misbehavior and intervening effectively to support at-risk students.

Action Steps:

- Engage in deliberate efforts to create positive school climates
- Provide regular training and support to all school personnel, teachers, principals, support staff, and school law enforcement officers on how to engage students and support positive behavior
- Collaborate with mental health associates, child welfare, law enforcement and juvenile justice agencies and other stakeholders to align resources, prevention strategies and intervention services
- Ensure that school security's role, is focused on improving school safety and reducing inappropriate referrals to law enforcement

Guiding Principle 2: Clear, appropriate, and consistent expectations and consequences- We will provide students and parents with clear discipline policies and code of conduct information.

Action Steps:

- Set high expectations for behavior and utilize an instructional approach to school discipline
- Ensure that clear, developmentally appropriate and proportional consequences apply for misbehavior
- Create policies that include appropriate procedures for students with disability and due process for all students.
- Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction and return students to their regular class as soon as possible.

Guiding Principle 3: Equity and continuous improvement- Build staff capacity and proactively, continuously evaluate the schools discipline policies and practices to ensure equity and fairness and promote achievement success for all students.

Action Steps:

- Train all school staff to apply school discipline policies, practices and procedures in a fair equitable manner that does not disproportionately impact students of color, students with disabilities or other students at risk for dropout, trauma, or social exclusion.
- Use proactive data driven and continuous efforts including gathering feedback from families, students, teachers, and school personnel in order to prevent, identify, reduce and eliminate discriminatory discipline and unintended consequences.

Discipline with Dignity Approach

- KCLAYM believes in applying and adhering to a strict discipline policy in order to effectively redirect students when necessary. All KCLAYM students are expected to abide by the rules and regulations set forth by KCLAYM. We hold the belief that every professional educator and staff member in the building should be a part of creating a safe, helpful and nurturing environment for our students. We also believe that every student should be shown respect and given due process. Students have a voice and it will be heard.
- All teachers are expected to implement routines and procedures set by the principal/executive director in order to facilitate successful classroom learning. Effective discipline methods will be used by all teachers and staff, such as verbal praise, and the 100 percent discipline chart. In some cases, if a difficult situation arises in the classroom, a teacher may find it difficult to address the issue effectively. In situations such as this an administrator or security will be utilized to provide support and complete the discipline procedure, ensuring minimal disruption during instruction. When appropriate, parents will be contacted and involved in the disciplinary process. Out-of-school suspensions will be used as a last resort and will be at the discretion of the administration, KCLAYM's goal is to keep students in school. Each issue will be addressed in a case by case dignified manner, with each student given respect and due process, further teaching students that they are responsible and accountable for their actions and are always allowed proper, due process. There will be a consistent series of steps taken upon each infraction made by a student.
- The schools discipline policy will be posted on the school's website. Parents will also be advised of and receive the discipline policy at registration. A code of conduct will be signed at that time. Both parents and students will be expected to indicate their commitment to abide by the policies set forth. KCLAYM staff members will also participate by committing to exhibit exceptional behavior at all times and signing a similar code of conduct contract. Staff members must take ownership of being examples of what it means to be a member of the KCLAYM community. Creating a sense of oneness will be continually promoted in staff, students, families and our stake holders, understanding that we have all signed a contract and have the same goal of oneness and success for each other.

Parent Involvement

- Parents will always be welcome at KCLAYM. They will be involved from the very beginning, during enrollment, parents will meet with administrators and have an opportunity to ask questions and become acquainted with volunteer opportunities that we have for them. Throughout the year there will be parent education seminars, that not only consist of educational knowledge, but also issues that help in parenting skills. Some topics are: raising sons without fathers, information on building a career for themselves, discipline without violence, the effects of positive and negative words spoken to our sons, understanding the male child, healthy meal choices, helping their son stay out of the legal system, creating healthy boundaries and how to maintain a relationship with

your ex for the sake of the child. We also plan on holding job fairs for our parents, parent barbeques, banquets, health fairs. We hold fast to our mission of helping our students holistically, which will have a direct, positive effect on school climate. We know that if parents have needs, most likely, their children have needs. We want to help them succeed for the sake of their sons.

- We will also have ongoing communication to parents, from mentors, teachers and staff via email, the “Shield” school newspaper, quick notes home, technology, phone calls home and text messages. We will gauge parent involvement and satisfaction through parent surveys. There are many ways to keep the lines of communication open with parents and KCLAYM intends to utilize a variety of methods.



The Warriors

Mission Statement

Kansas City Leadership Academy for Young Men’s (KCLAYM) mission is to transform the lives of young men by empowering them with rigorous academics, mentorship, self-discipline, character, and leadership skills to succeed in society.

Vision

Kansas City Leadership Academy for Young Men originated from the belief that our young men, although deemed an at-risk population, can succeed holistically. This will be accomplished by placing them on a path that will prepare them for post-secondary success academically with access to career professionals throughout their K-12 experience. By empowering and inspiring them through the presence of strong, positive, male role models, providing daily access to mental health professionals, teaching and modeling character and self-discipline skills, young men will be prepared to face life’s challenges.

School Colors:	Burgundy and Gold
School Motto:	Where Knowledge and Empowerment Come Together
School Hours:	
Before Care	7:00 a.m.-8:00 a.m.
Breakfast	8:00a.m.-8:30 a.m.
School begins	8:35 a.m.
Students are Tardy after	8:35 a.m.
Dismissal	3:55 p.m.
After Care	4:00 p.m. - 6:00 p.m.



The Warriors

Dear Warrior Nation Families,

Welcome to the brand new opening of Kansas City Leadership Academy for Young Men! We are thrilled that you have chosen our school for your child. We are committed to providing the best educational experience available. Kansas City Leadership Academy for Young Men is the first all-male public charter school in Kansas City, by attending; you and your child will be part of the best of the best and do what others deemed impossible. By this, we mean that your child will have the best teachers, the best curriculum, the best instruction, the best uniforms, the best facilities and the best community support.

At Kansas City Leadership Academy for Young Men, we are highly committed to your child's safety and achievement. We understand that first and foremost, relationship building and trust is a top priority for all of us. From there, the learning will be endless. *Teamwork makes the Team-Work!* We need you to be a part of our team and work together with us to ensure that your child maximizes their potential. You know your child better than anyone and we welcome your suggestions and support. You are always welcome in our school community.

You may wish to refer to the handbook to answer general questions about our school. This handbook remains a work in progress and may be updated from time to time. If you have any suggestions or helpful updates, please let me know.

Our desire at KCLAYM is to collaboratively support academic excellence and personal growth for every student. KCLAYM educators are committed to working with students and families to ensure all students reach their optimal potential.

Communication between home and school is essential in ensuring the best possible education for students. We encourage parents and staff to work together openly and frequently. Please feel free to communicate with me or the staff by telephone, e-mail, or meetings. We value your suggestions, concerns, celebrations, and we recognize the importance of family involvement in student success.

I encourage you to join the PTO in supporting our students and invite you to join the many opportunities to be involved in the KCLAYM learning community.

Please feel free to contact our office manager, administrators, or anyone on our staff with further questions. We are all here to serve you and your child. We're expecting an awesome school year and again, thank you, for choosing Kansas City Leadership Academy for Young Men.

Respectfully yours,

Mr. Mike Jones, Ed.S.

Principal

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Essential Information and Procedures about our School

100% Achievers Club

Goal: Students attaining 100%, in the school wide behavior system, will be recognized in the classroom. These students will be given a chance to participate in a weekly drawing by the Principals office and recognized school wide.

Procedures:

- Each morning, every child begins the day with 100% on their behavior chart
- Every student in each class will be recognized as the “Leader of the Week”-students will be asked to share something about themselves & or family each day, parents or family members will write something special about the student, and a mentor, parent, or staff member will have lunch with the student on the last day of their week of recognition.
- Student behavior will dictate whether or not they remain in the 100% category
- Each negative choice that a student makes will diminish their percentage by 10%. A consequence will be assigned each time the child loses 10%.
- 100%- Great day!!!!
- 90%-Verbal warning
- 80%-time out in the classroom
- 70%- Time out in the Team Leaders classroom with a pass and a phone call (for only 15 minutes, student will fill out a “Think Sheet”) Team Leader will send student back to their homeroom with a pass and a phone call back to homeroom teacher.
- 60%-Parent Phone Call with documentation
- 40%- Parent Conference: Teacher will contact parent again to set up a parent conference which can also include the Team Leader.
- A STUDENT IS NEVER TO BE SENT TO THE OFFICE, even when the online office referral is complete. The student is to go to their Team Leader with the office referral pass.
- If a child becomes a major disruption while waiting in the Team Leaders room that may be grounds for a mandatory parent conference and suspension. If this situation arises, the Team Leader should notify the office immediately so that assistance can be obtained.
- Teachers of special classes will let the homeroom teacher know about individual negative choices the moment the students are picked up.
- The Special Teachers will pair up with other Special Teachers on their floor, and use each other’s classes for timeout when necessary.
- Teachers will keep a chart (visible to the class) with every student’s name and percentage for the day.
- Teachers will keep a weekly spreadsheet with the names of students that have maintained 100% each day for a week.
- Every Friday afternoon, homeroom teachers will turn their 100% student names into the office on a sheet of paper that includes the teacher’s name.
- The office staff will then put all the names in a box for the raffle.
- On Monday morning, the Executive Director & Principal will draw the names of three students that will be rewarded with lunch with the Principal.

Academic Program

Balanced Literacy -90 minutes’ daily

The Guided Reading program is taught in class. Multiple strategies are used, including cooperative learning and one-to-one tutoring. Phonics, phonemic awareness, word attack, comprehension, and study

skill are taught through literature. Students are tested quarterly and placed in ability groups with students at their reading level.

Writing/Language Arts-45 minutes' daily

Writing is taught in all subject areas so students learn to write for many purposes and audiences. As they become more fluent writers, students hone their skills in the mechanics of spelling, punctuation, and grammar. Students also engage in Writer's Workshop that teaches students the writing process.

Mathematics-60 minutes' daily

The Saxon Mathematics curriculum stresses computation as well as a full range of mathematics including data collection and analysis, probability and statistics, geometry, and algebra.

Social Science- 60 minutes' daily

The Scott Foresman Social Studies curriculum offers a variety of ways for students to think critically about key concepts. A project-based program emphasizes the use of children's literature in social studies instruction. Projects and activities are often cross-curricular and are guided by a multicultural perspective and respect for diversity.

Science-60 minutes' daily

The FOSS (Full Option Science System) science curriculum engages students in hands-on explorations, which build their understanding of the key scientific concepts and big ideas that explain our world. The FOSS curriculum supports the proposition that all students learn science by doing science.

Spanish- 55 minutes every day

Students will acquire Spanish skills by learning conversation and culture, with the long-term goal of being able to communicate fluently.

Computer Lab-55 minutes'

Utilizing the technology curriculum, students will become computer literate and technology savvy while at the same time reinforcing National and State academic standards. This powerful combination assists the lab director and classroom teacher with practical computer lab activities and exercises that reinforce not only what is being taught in the classroom, but also what is being tested and measured annually.

Music and Art- 55 minutes'

Music and visual arts are presented as a combination of history, performance, appreciation, and practice, all with a multicultural approach. Instrumental Music will begin in grade 4.

Physical Fitness/Health-55 minutes'

The Spark K-6 Physical Education Curriculum focuses on healthful nutrition and developmentally appropriate objectives in the areas of speed, flexibility, endurance, strength, and agility.

Accidents

Initial treatment is given to pupils with minor injuries when an accident occurs in school. The school will always notify the family when medical care may be needed for an injury or illness. **All families must keep the school informed of changes in their telephone number, and how they can be reached in an emergency.** The Kansas City Leadership Academy for Young Men is not responsible for medical expenses and bills. If an ambulance has to be called due to an emergency, the parent or guardian will be responsible for the cost.

Aggressive Adult Behavior and Interactions

Student safety is our first priority at KCLAYM. There are times in which educators encounter hostile or volatile situations with parents, guardians, caretakers or other adults.

HOSTILE, AGGRESSIVE AND/OR VIOLENT ACTIONS OF PARENTS, GUARDIANS, CARETAKERS OR OTHER ADULTS WILL NOT BE TOLERATED AT KANSAS CITY LEADERSHIP ACADEMY FOR YOUNG MEN. If this behavior is displayed, you will be asked to leave the premises and the police may be notified.

Arrival Procedure

Students are not to arrive to school prior to 7:50 a.m. unless they are enrolled in before care. There is no one on site to supervise children prior to 7:50 a.m. **Students that arrive prior to 7:50 a.m. will not be admitted into the building.** Buses will arrive between 7:50-8:00 a.m. If a bus arrives before 7:50 a.m. students will remain on the bus with the bus driver until 7:50 a.m. at which time a KCLAYM staff member will meet them and escort them off of the bus.

Asbestos

KCLAYM is in compliance with local, state and federal asbestos management regulations. A copy of the Operations and Maintenance (O & M) Manual can be reviewed by contacting the Executive Directors Office.

Attendance

Absent from school is defined as not present or accounted for during classroom instruction. Regular attendance is vital to your child's success. Absences interfere with learning and should be avoided. When students are absent, they cannot recapture the missed instruction. This is true whether the absence is excused or unexcused.

KCLAYM staff must take appropriate action whenever an unexcused absence or tardy occurs, which may include but is not limited to notifying Department of Family Services (DFS). In order for an absence to be considered an EXCUSED absence the child must bring a written note from a parent or guardian, a statement from a doctor, verifying documents for court appearances, or other relevant documentation.

Only persons listed on the student's demographic sheet on the enrollment application will be permitted to check students out from the school. Parents or guardians can call the Dean of Students or come in to the front office and speak with him to verbally confirm an absence. If these notifications guidelines are not followed, the student's absence will be considered unexcused. Parents of students who did not call the school or send a note with their child will be contacted by the attendance office for an explanation of the absence.

Excused Absences

Students are expected to be present every day that school is in session unless there is a valid reason:

- Medical or dental appointment
- Death in the immediate family
- Quarantine by order of the Kansas City Health Department
- Court Summons
- Illness of the student
- Immediate demands of the home which have the approval of the administration or designee
- Absences with prior approval of Administration which are deemed to have educational value

Before and After School Care (draft)

Kansas City Leadership Academy for Young Men has partnered with the _____ Organization to provide a quality experience of before and after Care for our students and families. Students enrolled in the program will have to provide their own transportation to the school. The service will start from 7:00 a.m. to 8:00 a.m. The After Care will start from 4:00 p.m. to 6:00 p.m. Parents or guardians will need to pick up their children, promptly by 6:00 p.m. If you are running late, please notify the Extended Day Coordinator at _____. Late fees will be attached to student accounts after 3 late pickups.

Board of Directors Meetings

KCLAYM Board of Directors meetings are open to the public. The meeting begins at 6:30 p.m. on the third Tuesday of every month. The meetings are held in KCLAYM's Board Room. If the meetings changes for any reason public notice will be given in advance.

Breakfast

Breakfast is served daily in the school cafeteria. Students will be served breakfast between the hours of 8:00 a.m. to 8:30 a.m. Students arriving after 8:15 a.m. will not be provided with breakfast. Free and reduced breakfast and lunch programs are available. For students not eligible for the free and reduced program, parents are required to register on line and pay into the SAP (Student Account Program).

Breakfast and lunch prices will be set prior to the beginning of the school year.

Bus Service (draft)

The Kansas City Leadership Academy for Young Men will utilize _____ Bus Company for student transportation to and from school

Cell Phone Usage

Developments in cell phone technology in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in schools poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. KCLAYM Staff, Administration, Executive Directors, and Board of Directors recognizes the importance of these devices for convenience and the need to have direct communication with their child or children. With that said, elementary students, (K-4th Grade) are allowed to bring cell phones but they cannot be in use nor can they be visible (out in the open) in any classroom. Failure to adhere to this procedure will result in the student having the cell phone confiscated by the Dean of Students. The Dean of Students will make every attempt to contact the parent, the phone will not be released to the student, not even at the end of the day-the parent must come to the campus and pick up the phone from the Dean of Students by 4:30 p.m. If the phone is not picked up by the end of the business day, the phone will be locked away in the front office and the parent must pick the phone up the next day. At no time will KCLAYM's Staff, Administration, or Board of Directors be held financially responsible for, nor replace any phone that is stolen or misplaced.

Chain of Command

There are five steps in place in order to meet the needs of our families in a timely manner. It is our desire to settle your concern at step 1. If you have concerns, please follow these steps: the reason for the chain of command is so that you will be able to build relationships with the teacher that spends the most time with your child. If at any time you feel that your concern is of a serious nature, you may immediately contact the administrator. We take all concerns seriously and want to ensure that students and parents feel that their voices are heard and concerns resolved.

- Step 1: Set up a conference with your child's teacher
- Step 2: Set up a conference with your child's Team Leader, the teacher will also be present at this conference.
- Step 3: Set up a conference with the Dean of Students- Team Leader, and Teacher will be present
- Step 4: Set up a conference with the Principal/Executive Director- Dean of Students, Team Leader, and Teacher will be present at this conference.
- Step 5: The parent or guardian can put in writing, a request to meet with the Hearing Officer of KCLAYM within 48 hours of Step 4.

Change of Contact Information

School records must be up to date at all times. The school must be notified immediately when a change of address or change of telephone number occurs. Please call the front office at _____ and ask for the Office Manager to update your information or send a note with your child.

Change of Name

When a child's legal name changes, a court order showing the change must be submitted to the school. School records cannot be changed without this legal document.

Character Development:

KCLAYM will implement "Character Counts". This character development program was developed by the Josephson Institute-Center for Youth Ethics. The program has four leadership components:

- **Teach**-Children their Character Counts. Teach them the difference between right and wrong and how to guide their thoughts and actions.
- **Enforce**-the Six Pillars of Character- Trustworthiness-Respect-Responsibility-Fairness-Caring-Citizenship. Praise good behavior and discourage undesirable behavior by imposing fair, consistent consequences.
- **Advocate**- Be clear and uncompromising that you expect all students to live up to the six pillars of character.
- **Model**- Good behavior. Everything you say and do sends a message about what you value. Be sure these messages reinforce your lessons about doing the right thing even when it is difficult.

All of these curricula materials are aligned to the Missouri State Standards and GLE's. Each month KCLAYM will focus on a character trait. The School will use morning affirmations, project based learning projects, and school wide themes to teach and reinforce these character traits. Character development will be shared with family members at home and students.

Child Abuse Notification

Every staff member employed at KCLAYM is mandated by law to report any suspected child abuse or neglect. All reports are made confidentially. KCLAYM is not required to notify the parent or guardian of the student that the report is being made prior to making the report.

Community Service

Our Young Men will be involved in community service projects twice a year. Community service is an excellent way of helping students look beyond their own wants and needs and understand their relationship to our community. We look for such an experience to build the student's sense of responsibility. Community service will be connected with a least one curricular unit and will be age appropriate.

Communications

KCLAYM is committed to promoting communication between our staff and our families. Please call our school with any questions or concerns you may have. Listed below are some of the formal ways that our school staff will maintain contact with our families:

Monthly School Newsletter:

"**The Shield**" is a monthly newsletter written by our administrative team for our families. This will be sent out monthly and will keep you informed of upcoming events and information.

Teacher Newsletters:

Teachers will send newsletters specific to their class.

Family Curriculum Nights:

Kansas City Leadership Academy for Young Men will host several family curriculum nights during the school year. This will be another way for you to share in your child's success and learning.

School Visits:

Families are always welcome to visit our school. However, all visitors must sign in at the office and obtain a visitor's pass. Our Security Department or a member of our Administrative Team will escort you to your destination for security reasons.

Corporal Punishment

No person employed by or volunteering for the School shall administer or cause to be administered corporal punishment upon students attending the school. Definitions of Corporal Punishment: www.wikipedia.com-Corporal punishment is forced pain intended to change a person's behavior or to punish them. Britannica Concise Encyclopedia-in infliction of physical pain upon a person's body as punishment for a crime or infraction.

Parent permission **never** exempts KCLAYM's staff from following the no corporal punishment policy. If a parent chooses to personally use corporal punishment with their child, they are required to remove their child from school property to discipline their child in the fashion they deem appropriate. Parents should never use corporal punishment with their child on school grounds. If this were to take place by a parent, it is every staff member's obligation to report this so that the appropriate conversation and action can take place with the parent.

Corporal Punishment is never to be used at any time or with any affiliation to KCLAYM. A staff member may however, use reasonable restraint against a student without advance notice to the Principal or Dean of students, if it is essential for self-defense, the preservation of order, offer the protection off other persons or the property of the school.

Failure to comply with expectations above could result in a personal lawsuit against the staff member administering Corporal Punishment. In the case of this form of lawsuit, KCLAYM would not provide legal defense for the adult because the expectations above clearly delineate that Corporal Punishment is against KCLAYM. Failure to comply with the expectations above may also result in immediate termination of employment.

If you have any questions about what could be considered Corporal Punishment do not do it or ask the Assistant Principal or Principal directly before engaging in the method of discipline.

Dismissal Procedure-draft

To ensure the highest safety for your child during dismissal the following dismissal procedure is in place. We ask that families cooperate with the following procedure at all times.

Bus riders:

At the scheduled time **Kindergarten** bus riders will proceed out of the building and to their buses escorted by their teachers. Teachers in collaboration with the bus driver will assign seating at this grade level (K) and ensure that each of their students is actually on the bus on a daily basis.

At the scheduled time, **grades 1-4** bus riders will proceed out of the building and to their bus escorted by their teachers. Teachers in collaboration with the bus driver will assign seating and ensure that each of their students is actually on the bus on a daily basis. Students are not allowed to go to other classrooms to pick up siblings or other students. Students will meet siblings or other students that they ride the bus with, on the bus. Parents are not come and take their child from the bus or the bus line unless they have first signed their child out in the front office.

Students who are picked up:

At dismissal students who are picked up will be escorted to the designated area where KCLAYM staff members will provide supervision. Students are to stay with staff at all times and not go to other classrooms to pick up siblings or other students. **STUDENTS WHO ARE PICKED UP WILL NOT BE ALLOWED TO LEAVE THE BUILDING AND MEET THEIR PARENTS AT THE CAR.** Students are to wait in the pick-up room until their parent arrives at the front office. When the parent arrives, they will be required to show identification to verify that they are authorized to pick up the student. Once the verification process has taken place, the front office will radio the staff member in the designated area and the child will be sent to the office to meet their parent. If you choose to pick up your child at the end of the day, you must pick up your child between 4:00 p.m.-4:30 p.m. daily. If your child is not picked up by 4:30 p.m. and your child is not enrolled in After-Care, we will notify the KCMO Police Department. At that point the KCMO Police Department may notify the Department of Family Services (DFS) about the situation.

Students who walk:

At dismissal students who walk will be escorted to the designated area where a staff member will provide supervision. Students are to stay with the staff member at all-times and are not to go other classrooms to pick up siblings or other students. Walkers must transition to the parent pick-up room where they will sign themselves out. From there students will leave the building and are free to walk home. Students who walk home together will meet outside in front of the school under a staff member's supervision.

All students and parents will be required to follow all steps in the dismissal procedure as stated about in order to ensure that all of our students are safe at all times. We understand that during the course of the day the method in which your child gets home from school may change. If this situation arises the parent or guardian is responsible for notifying the child's teacher and the front office of these changes no later than 3:00 p.m. We understand that there may be emergency situations. **Transportation method change requests will not be accepted after 3:00 p.m. each day.**

Dress Code Policy (draft)

Creating a safe and orderly learning environment free from instructional distractions for all students is the number one priority of KCLAYM. All students will contribute to creating a safe and orderly learning environment by wearing their school uniforms at all times. This includes the entire school day, field trips, half days, abbreviated schedule days and exam days. **Please read and take notice to the following statements it is a non-negotiable for Kansas City Leadership Academy for Young Men and it must be agreed upon between home and school if the student is to become and stay a "Warrior".**

The staff, administration, executive director, and board of directors at KCLAYM believe that your appearance is a key component of your academic and leadership development. Shoes will be all black soft sole shoe, with no designs nor trimmed in any color

- Students may bring their own tennis shoes for P.E. only-they cannot wear their tennis shoes to school nor during the school day.
- Kindergarten student's pants will have an elastic waist that will not require a belt
- All 1st – 4th grade students must wear a belt to maintain their pants at waist level

Early Dismissal

If, for any reason, your child needs to be excused from school before the regular dismissal time, only an adult on file (the emergency information sheet) as an authorized individual will be permitted to remove your child from school. In an effort to provide quality, uninterrupted instructional time, excessive early dismissals during the school year will not be tolerated.

Elevator Usage

An elevator is provided in our school for adult use only. Students are prohibited from using the elevator unless accompanied by an adult. If a student has a physical or health need that requires them to use the elevator, the student's parent must send a letter to the Principal requesting that an exception be made for their child and indicate the specific need for the exception.

Enrollment/Residency Requirements

Charter school law requires all parents to return an **Intent to Return Form** every year to have your child readmitted for the following year. Intent to Return Forms are sent out via students and mailed to the home in the springtime. Each KCLAYM student must reside within the boundaries of the Kansas City, Missouri School District with an adult who is a resident of the school district. The adult should be the parent, stepparent, or foster parent of the student, the legal guardian of the student, or the person who has physical and legal custody of the child through a court order or placement by an appropriate social service agency. The Executive Director must approve any exception in advance. Students who are enrolled in KCLAYM by providing false residency information or failing to keep residency information current will be removed from the school roster and no longer allowed to attend KCLAYM if they are not able to provide documentary evidence within three (3) school days. KCLAYM does NOT limit admission of students based on: race, ethnicity, national origin, disability, gender, income level, English proficiency, athletic ability or other basis impermissible under the law.

Field Trips

Classroom teachers will plan occasional field trips for a specific educational purpose. A child must have a Field Trip Permission Slip completed and signed by the parent in order for the child to participate. School rules apply while riding the bus and while attending the event. The teacher will also send a notice home prior to each field trip to let parents know what is planned. If for any reason a parent does not wish for his child to participate, arrangements will be made for the child to remain on school grounds with another class.

Fire Drills

To remain in compliance with the state law, fire drills are required once a month. Fire drills should be conducted as if a real fire has been detected in the building. Students are to exit the building in a quiet and orderly fashion. Students are to follow teacher directives to ensure a safe exit from the building. Students should move a safe distance away from the building as indicated by staff, with their assigned teacher. When the all clear-signal is given, students and teachers should return to class by the same route used to exit the building and resume instructional activities. Tornado and earthquake procedures are posted in the classrooms. Students are not to stop by their locker, bathroom or water fountain going to or from a drill.

Hall Passes Procedure for Grades K-4 (draft)

Students are expected to remain in class for the duration of the class period unless it is an emergency or the student requires immediate medical attention. No student will be outside of the classroom during the class period without a hall pass. Teachers are not to use anything other than the designated hall pass when a student is given permission to leave class. No students are permitted in the halls thirty minutes prior to dismissal. Kindergarten students will have restrooms in their classrooms and 1st- 4th grade students will always be under a staff member's supervision.

Homework policy

We believe that students should extend their school experiences through skill reinforcement and enrichment activities at home. Homework assignments should reflect the needs, abilities and interests of students. Building stamina in Reading and Writing will require students' routinely practicing these important concepts during this important developmental stage in their education. We suggest 10 minutes of reading to your child each night, 5 minutes of writing each night, and 10 minutes of computer skill training*

Honor Roll

At the end of each semester KCLAYM honor rolls will be determined and student achievements will be recognized.

The Principal's Honor Roll-will recognize students who have earned a cumulative grade point average of 4.0

The Honor Roll-will recognize students who have earned a cumulative grade point average of 3.0-3.99

HOW TO SEE YOUR COUNSELOR

In addition to your SLC (Small Learning Community), students and parents may utilize the services available from our building guidance counselor. Request forms are available from your administrator.

Labeling Clothing

Items of clothing such as boots, raincoats, hats, gloves and coats should be labeled for young children. This avoids loss and confusion. Student's lost articles are kept in the Lost and Found Box in the front office.

Library Media Center

Parents are invited and encouraged to use the media center resources. The media specialist is available to recommend appropriate titles or provide materials, bibliographies and book lists to parents if requested. Parents may borrow library materials for two weeks. Students may check out the following maximum number of items:

- Kindergarten and 1st Grade-2 items
- Second Grade-Third Grade-3 items
- Fourth Grade- 4 items

Books may be checked out to students for one week and renewed as often as needed. Students may not check out a book if they have a book that is overdue. Parents may arrange to check out materials for a limited time through the library media specialist. This is especially helpful for families that read aloud to their children and need additional books.

Students will be held responsible for lost or damaged items. Fines for damaged, but usable items will be assessed by the media specialist. If the item may no longer be circulated, the student must pay the current replacement cost. Students returning a library item with a missing barcode will be assessed a \$.50 fee.

Students are not allowed to load any software on any computer in the library media center. To protect the library's collection and equipment, food or drink of any kind is prohibited in the library media center.

Library volunteers are always welcome. Please consider sharing your time and talents with the library media center. It will be a busy place! It would be impossible to accomplish everything without the help of volunteer parents, grandparents and neighborhood residents. By contributing a small amount of time weekly or biweekly, you can provide a great service that creates a positive impact on our students. It's a great way to get to know the school, become a positive, visual, role model and perform a valued service by giving back.

Lock Down and Evacuation Procedures

To remain in compliance with the state law and safety regulations, KCLAYM will implement a School Emergency Response Plan and develop a School Emergency Response Team or (SERT Team). The purpose of the School Emergency Response Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. A general evacuation is executed upon hearing the fire alarm or with a verbal command, students would immediately evacuate the building and walk to safety at_____.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans. If a Lockdown is initiated, parents will be updated by calling in to the school voicemail system, which will be updated regularly during the Lockdown. We ask that parents do not call in to try to reach their student so that the phone lines can remain open for emergency contacts with EMT's, Law Enforcement Agencies and the local Fire Department

Lunch Procedure

Breakfast and lunch is served daily. Lunch is served in 30 minute shifts from 11:30 a.m. to 1:00 p.m. Free and reduced breakfast and lunch programs are available. **TO VERIFY THAT YOUR CHILD IS ELIGIBLE TO PARTICIPATE IN THE FREE AND REDUCED LUNCH PROGRAM YOU MUST COMPLETE A FREE AND REDUCED LUNCH APPLICATION BEFORE YOUR CHILD'S FIRST DAY OF ATTENDANCE. This application must be completed at the beginning of every school year.** During the application approval process, it is the parent's responsibility to pay full price for your child's breakfast and lunch. Even if your child is eligible for the free and reduced meals, the charge is not retro- active from when the form was turned into the office.

Students can either bring a lunch or purchase a lunch from the cafeteria during their lunch period. For students not eligible for the free and reduced program, parents are required to send money with their child to pay for their food. This money must be sent with child in an envelope with the child's name and the amount of money clearly marked on the outside of the envelope. The child must give the envelope to the front office staff at which time the money will be counted and your child will receive a receipt.

The Cafeteria Manager will notify students when their account has approximately _____ remaining. Students that have no money in their lunch account will be provided with a peanut butter and jelly sandwich and milk until the balance is paid in full. A student must have a positive balance in their account to be served the regular breakfast or lunch meal. All students will be assigned a lunch card and they must have their lunch card when coming through the serving line. Copies of the monthly menu are available at the front office and will be included in our monthly newsletter. Students with food allergies need to notify the School Nurse and the Cafeteria Manager immediately.

Media

We expect that the media will be interested in what is happening at our school, and we welcome their attention. If for any reason, you do NOT wish your child to be viewed on television or photographed by the media, we need to have the information in writing so that it can be placed in your child's file.

Medical Outbreak

Parents will be notified in writing, e-mail, and phone blast service if a medical condition breaks out in classroom or school-wide capacity. Steps will be taken to ensure the situation is handled in a timely manner.

Medication Administration

School regulations require that all medication be given only by doctor's written orders and dispensed from a pharmacy-labeled container. Medication should only be given in school if times cannot be arranged for all doses to be given before or after school hours.

If medication cannot be given at home and your child must take medication in school, please follow this procedure:

- Have your doctor write orders for the school to dispense medication, and fill out a prescription form giving the following information:
 - Diagnosis
 - Name of drug to be given
 - Dosage

- Any side effects of which the staff should be aware
- The length of time for which the dedication is to be given
- Student's name
- Parent Signature
- Sign the school's written parental permission form
- Bring the medication to the school nurse's office in a pharmacy-labeled bottle (with Measured dispensing tool; if the medication is liquid).
- Parents need to report any communicable diseases that their child might have (e.g., chicken pox, strep throat, ring worm, head lice, impetigo, scabies, scarlet fever). To return to school following these conditions the school needs to receive a note from the doctor saying the child has been treated.

The same procedures apply for non-prescription medications.

Missouri School Immunization Requirements 2017-2018

- All students must present documentation of month, day, and year of each immunization before they attend school.
- All immunizations must be up-to-date before students are permitted to attend classes.
- The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period, so students in all grade levels may receive immunizations up to 4 days before they are due.
- For children beginning kindergarten during or after the 2014-2015 school year, required immunizations should be administered according to the current ACIP Schedule
- To remain in school, students "in progress" must have an Imm.P.14 form on file and must receive immunizations as soon as they become due.
- Religious (Imm.P.11A) and medical (Imm.P.12) exemptions are allowed. The appropriate exemption card must be on file.

Grades- Kindergarten- Immunizations

4-5 DTaP/DTP/DT/Td (1)	3 hepatitis B
3+ polio (2)	1 varicella(chickenpox) or proof
2 MMR (measles, mumps, rubella)	disease(3)

Grades 1-2- Immunizations

4-5 DTaP/DTP/DT/Td (1)	2 MMR (measles, mumps, rubella)
3+ polio (2)	3 hepatitis B

Grade 3- Immunizations

4 DTaP/DTP/DT/Td (1)	2 MMR (measles, mumps, rubella)
3+ polio (2)	3 hepatitis B (4)

1. Last dose on or after fourth (4th) birthday and last dose of pediatric pertussis before seventh (7th) birthday. Maximum needed: six (6) doses.
2. Last dose on or after fourth (4th) birthday. If a combination of IPV/OVP is received, four (4) doses are required. Maximum needed: fourth (4) doses.
3. A statement signed by parent/guardian or physician indicating the month and year the child had chickenpox disease.

4. The ACIP and the Missouri Department of Health and Senior Services recommend Tdap, which contains pertussis vaccine, at age 11-12 years for those who have completed the recommended childhood DTP/DTaP vaccination series and have not received a Td booster dose. However, pertussis vaccine is not required for adolescents for school attendance at this time. A Td booster is required ten (10) years after the last dose of DTaP, DTP, DT, or Td.
5. Students who are 11-15 years of age may receive two doses adult formulation Merck Recombivax Hepatitis B vaccine on the following schedule:
Dose 1, initial visit

Dose 2, 4-6 months after Dose 1

Obscenities/Inappropriate Language/ Directed at a Staff Member

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal or physical conduct reflecting on an individual's sex, race, religion, natural origin, ancestry, age, disability, sexual orientation or any other factor prohibited by law, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment

Parent Advisory Council

The Parent Advisory Council (PAC) meets quarterly to ensure that ideas and concerns of families are heard and addressed in a timely manner. All parents are encouraged to join and participate in the Parent Advisory Council.

Parental Classroom Visitation

We welcome all parents/guardians to visit their child's classes when scheduled by the teacher. In order to provide your child, the highest quality teaching and maximum teaching time allocated for classroom instruction, parents are required to schedule a visitation or observation time directly with the teacher. Upon entrance into the building for a visit or observation, parents are required to sign into the main office, receive a visitor's badge, and be escorted to the classroom by our Security Officer. Upon exiting the building, we ask that you sign out in the main office.

Parents Conferences

An appointment should be arranged in advance if you have a matter that requires one-on-one attention from your child's Teacher, Team Leader, Assistant Principal or Principal. **Teachers' are not permitted to conference with a parent or visitor while responsible for the children in their class.** You may send a written request with your child, e-mail the request, or call the teacher directly during the teachers planning period to set up an appointment. **(It is possible that teachers may not be in their rooms from time to time during their planning period due to meetings, being absent, or attending a scheduled parent conference).** If you cannot reach them, please leave them a voice message and the teacher should return your call in 24 hours from the time that you left your message. If your phone call is not returned by the designated time, your next step is to inform the Office Manager.

Parent Teacher Conferences (draft)

Parent Teacher Conferences will be conducted at the end of the first three quarters. We expect 100% parent participation this conference can also be done by phone or e-mail. Conferences are a time to celebrate all your child has accomplished over the past quarter and set goals for continuous improvement during the next quarter.

Possession of/Production of Pornography:

Defined either in print or electronic version.

Professional Conduct

All parents/visitors are expected to refrain from inappropriate language or activities in the presence of staff and students. Conduct of this nature may result in being removed and not permitted on school grounds. This type of conduct may also result in the KCPD being summoned.

Progress Reports and Grade Card

KCLAYM adheres to a standardized grading scale in order to maintain an equitable reporting system. You will be given specific information about grading policies in each of your classes. Be sure you understand your teacher's expectations. Four-week reports are designed by your teachers to assist you and your parents in keeping track of your grades and progress. They will be sent home halfway through each grading period. **Grade cards are issued every quarter and midterm.** Check your school calendar for these dates.

Pupil Transportation

Students are expected to follow the guidelines and expectations set forth by the school and bus company ensure safe travel to and from school. **Riding the school bus is a privilege.** Students unwilling to comply with the bus riding expectations will be suspended and/or expelled from riding the school bus. Students must ride the bus route assigned to them and should return home on that same bus unless permission to do otherwise has been granted by the Administration. Students must show school identification badges upon request by bus drivers.

Pupil Transportation - Bus Rider Expectations

- Meet the bus at the designated bus stop 10 minutes prior to arrival time
- Wait for the bus off the street or road, loading only under the protection of the stop arm
- Unload safely at the destination and cross a street or road
- Load and unload in turn, never pushing
- Observe the same standards of behavior on the bus as in the classroom (ordinary conversation is permissible)
- No engagement of any behavior which might endanger the safety of passengers
- Remain seated at all times once on the bus, standing only when designated stop is reached and the vehicle is stationary
- No talking to, or any type of behavior that distracts the driver
- Never extend hands, arms, legs or any other body part out the window nor throw anything from the bus.

PUBLIC SCHOOL LAW of MISSOURI SECTION 167.031

Every parent, guardian, or other person in this state having charge, control or custody of a child not enrolled in a public, private, parochial or parish school and between the ages of seven and sixteen years is responsible for enrolling the child in a program of academic instruction which complies with subsection 2 of this section. Any parent, guardian or other person who enrolls a child between the ages of five and seven years in a public school program of academic instruction shall cause such child to attend the academic programs on a regular basis, according to this section. Nonattendance by such child shall cause such parent, guardian or other responsible person to be in violation of the provisions of section 167.061 except as provided by this section. A parent, guardian or other person in this state have charge, control or custody of a child between the ages of seven and sixteen years of age shall cause the child to attend regularly some public, private, parochial, parish or home school not less than the entire school term of the school which the child attends; except that:

1. A child who, to the satisfaction of the superintendent of public school of the school in which he resides, or if there is no superintendent, then the chief executive officer, is determined to be mentally or physically incapacitated may be excused from attendance at school for the full time required, or any part thereof;
2. A child between fourteen and sixteen years of age may be excused from attendance at school for the full time required, or any part thereof, by the superintendent of public schools of the school, or if there is none, then by a court of competent jurisdiction, when legal employment has been obtained by the child and found to be desirable, and after the parents or guardian of the child have been advised of the pending action; or
3. A child between five and seven years of age shall be excused from attendance at school if a parent, guardian or other person having charge, control or custody of the child makes a written request that the child be dropped from the school's roster.

Retention Policy

KCLAYM strongly recommends that children not be retained after first grade due to research indicating that long-term detrimental psychological and sociological effects occur to the child. However, retention of a student is ultimately the parents' decision. Additionally, Missouri Senate Bill 319 states that fourth grade students must be retained if they are reading below the third grade level. In order to comply with Missouri law, we are committed to working with students and parents to accelerate student's learning so that retention will not be necessary.

Retention Guidelines

January:

Initial meeting with parent/guardian(s) and academic team is convened. Results of academic strategies attempted to this point are clearly explained to the parent/guardian(s) in attendance. Retention as a possible outcome is discussed. A plan for further modification strategies is determined.

March:

A second meeting with parent/guardian(s) and the academic team is convened. Results of academic strategies attempted since January are discussed. Retention as a more realistic plan is discussed with the parent/guardian (s) in attendance. A final plan for academic modifications is discussed.

May:

A final meeting with parent/guardian(s) and the academic team is convened. Results of academic strategies attempted since March are discussed. Retention as a more realistic plan is discussed with the parent/guardian(s) in attendance. A final plan for strategies or recommendation is determined.

Remediation Policy

A program of continuing assessment of all students shall determine whether they are mastering skills and competencies established for each grade level as a condition of promotion to the next grade level.

For those students who are found to be in need of remediation in connection with such skill and competencies, their following remediation measures are hereby adopted:

- Five days a week, at the end of the regular school day, such students shall be tutored for thirty minutes in those skills and competencies that have been determined not to have been appropriately mastered.
- Such students shall participate in a mandatory summer school program, which will focus on their areas of deficiency.

Referral to ISS

Students may be assigned to In School Suspension on a periodic basis. In collaboration with the counselors, the student will develop a plan focused on alternative behavioral choices and decision making skills, to be implement while in the room and in his regular class upon their return. The ISS Teacher or Dean of Students Teacher may engage students in such activities as special projects, communication skills, counseling, healthy dialogue, decision making games, tutoring, etc.

Restitution

Students will be responsible for the payment and/or restoring of school or personal property or articles, which have been vandalized, damaged, lost, or stolen. The parent/guardian will be notified.

Registration

A birth certificate, social security card, proof of residency, immunization records, along with a complete enrollment packet, evidence of age and place of birth must be submitted when a child registers for The Kansas City Leadership Academy for Young Men to enter kindergarten, a child must be five years old by July 31st, _____.

Releasing Students

Our procedures for releasing students are as follows:

- Parents or authorized guardians are to report to the main office where verification of identity is conducted. **FOR YOUR CHILD'S PROTECTION, PARENTS OR AUTHORIZED PERSONS MUST PROVIDE A DRIVERS'S LICENSE OR OTHER STATE PHOTO IDENTIFICATION, EVERYTIME IN ORDER TO REMOVE A STUDENT FROM KCLAYM** All parents should have an emergency information sheet on file in the main office, specifying who is authorized to pick-up their child. Any additions or deletions to this sheet must be made in person by the parent who filled out the form. We are unable to modify this information over the phone. If a parent is unable to come to the school to make pick-up changes in person, parents can fax this information to the school as long as the signature on the fax matches the signature on the original student enrollment packet. If you have not filled out an emergency information sheet, please request one in the main office. KCLAYM's staff may release a child during the school day only to a person whom the parent authorizes. Staff will not release your child to someone who does not appear on the emergency information sheet.
- Parents or authorized guardians are asked to sign-out on the early dismissal sheet located in the office.

Request to Excuse Students from Activities

It is required that you send a doctor's note if your child is not to participate in P.E. or go outside during cold/hot weather, due to illness or injury. This note should include the reason your child will not be participating.

Sales/Fundraising

Clubs and organizations may sell items or offer services to raise funds for club/organizations objectives. No student or staff member may sell items for a group that is not directly affiliated with KCLAYM. All fundraising activities must submit the proper documentation and must be approved by the principal prior to the selling of any item. All monies must be turned in on a daily basis to the operations department.

School Closing/Inclement Weather

In the event of inclement weather or a building problem necessitating the closing of school, announcements will be made to select television and radio stations. Parents will also receive communication through our telephone broadcast service system, email, text messages and website.

School Nurse

School health services are available daily to all of our students. There may be health screenings during the school year inclusive of vision and hearing testing. A student who becomes ill must secure a pass from his classroom teacher to see the school nurse. The nurse's office will attempt to contact a parent to pick up the student, if necessary. If contact is made, the student will wait in the nurse's office until the parent arrives. If no immediate parent contact is made, the student will return to class until the nurse's office can notify a parent (unless the illness is severe). Parents may pick up their child from school at any time without prior approval but must sign the student out through the main office.

When emergency health services are needed (i.e. student is bleeding, unconscious, fainting, hyperventilating, suffering an attack of some sort, etc.) the teacher will notify an administrator and nurse for assistance. Parents are urged to communicate any chronic student health problems in writing to the nurse. **Request from a parent or guardian for permission for a child to receive medication during school hours must be accompanied by a written authorization signed by the parent/guardian. All medication, prescription and over-the-counter, to be taken by or administered to a student while at school must be delivered to the health clinic by a parent, guardian, or another assigned adult.** A physician's signature is also required on the form which details the name of the drug, dosage and time interval for the medication which the student is to receive. This form will be handled by the school nurse.

Sexual Harassment

Sexual harassment of students by a fellow student or staff member will not be tolerated. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. This includes verbal comments, sexual name-calling, gestures, jokes, slurs, sexually oriented pictures or letters, and the spreading of rumors of a sexual nature. Every student and staff member has the right to attend school and work in an environment free of sexual harassment, offensive, use of sex oriented jokes, epithets. Such conduct is improper, contrary to school district policy, and unlawful and therefore, prohibited for all students and employees of the school district. Individuals who experience sexual harassment from students or staff members should make clear that such behavior is unwelcome and offensive to them and should report such conduct to an administrator or any staff member. Administrators will fully investigate the concern and will conduct the investigation with full recognition of the rights of all parties involved and will maintain confidentiality of the report and details of such an investigation to the fullest extent possible. There will be no retaliation against or adverse treatment of any student who uses this procedure to resolve a concern.

Sexual Misconduct

A student who forcibly, intentionally, or consensually touches another person's body and/or clothing in a way that constitutes or results in sexual contact. Indecent exposure or sexual gestures constitutes sexual misconduct. Students who engage in sexual misconduct are subject to disciplinary consequences, possible police notification, and charges if warranted.

Tardiness

Children are tardy if they are not in the classroom by _____ a.m. Your assistance in getting your child to school on time is appreciated for the uninterrupted educational program of your and those in his classroom. If they arrive after _____ have them report to the front office for a tardy notice before they go to class. All students are expected to be in class on time. Students who are late for class will be considered truant.

Threatening of School Personnel

This is an intentional, verbal or physical, threat of violence against a staff member by a student possessing an apparent ability to cause harm. This type of threat creates a reasonable fear that such violence may occur.

Telephone Broadcast Service

In our effort to enhance communication between parents and school, KCLAYM is instituting a telephone broadcast system that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used from time-to-time to communicate general announcements or reminders. This service is provided by _____ a company specializing in school-to-parent communications. KCLAYM will continue to report school closings due to snow or weather on radio & TV stations and will use this system as an overlay to the public announcements.

When used, the service will simultaneously call all listed phone numbers in our parent contact list and will deliver a recorded message from the principal or another school administrator. The service will deliver the message to both live answer and answering machines. No answers and busies will be automatically retried twice in fifteen minute intervals after the initial call.

NOTE:

1. This requires NO registration by the parent on the _____ website
2. All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein.

Tornado Drills

To remain in compliance with the state law, tornado drills will be held once a semester. School administration, in cooperation with the City Fire and Police Departments, coordinate the school safety program.

Toys

Toys should remain at home unless there is a special event at The Kansas City Leadership Academy for Young Men requiring students to bring a specific toy. If toys are brought without permission, they will be confiscated and held by the teacher until the parent comes to retrieve the toy.

Transfers/Withdrawals

When transferring to another school or if withdrawing your child becomes necessary, please come to the school to complete the withdrawal paperwork. A minimum of 24-hour notice is needed in order to complete the necessary transfer forms and the transfer of student records.

Visitor Policy

Visitors must always report to the main office when entering the school building unless they are attending a school event that is open to the public. Children in the company of adults must be appropriately supervised. (They may not walk around the building or used restrooms without adult supervision). All visitors will be required to wear a visitor's badge issued by the office and adhere to the following procedures:

- Administration, in its sole discretion, has the authority to exclude any visitor.
- No visitor shall be permitted to interrupt a staff member in the performance of duties, during their working hours, or on school property, whether that interruption is for conversation, visitation, observation or any other reason.
- All guest must be accompanied by an administrator or have an administrators' approval in order to go past the front desk.
- If a visitor needs to give something to a staff member, they are required to leave the item at the front office and the staff member will be notified to retrieve the item from the front desk.
- To minimize interruptions to the instructional environment and to ensure safety, no parents/guardians are allowed to confer with a teacher during instruction.
- All meetings and conversations between parents/guardians and teachers are to be arranged by appointment during a non-instructional period.
- Parents/guardians are allowed to observe in their child's classrooms however, they cannot interrupt the teacher during instruction.
- School staff who observes visitors without proper identification are to report that information immediately to the school office.
- Any party who refuses to follow the aforementioned policy will be reported to the police immediately for trespassing.

Volunteers

Volunteers are an integral part of our school. We recognize the time, expertise, support and assistance they give. Parents and other community citizens are encouraged to volunteer at Kansas City Leadership

Academy for Young Men. All volunteers must pass a criminal background check before performing any volunteer duties on the school campus.

Volunteer Procedures

1. Volunteers must report to the main office upon entering the building.
2. Volunteers must sign in and out on the Volunteer Log Sheet.
3. A volunteer badge must be worn at all times.
4. CONFIDENTIALITY must be kept. Please never discuss a student's grades or progress with anyone. All students have a right to privacy by law according to the Family Educational Rights and Privacy Act (FERPA).
5. Discipline should be handled by the staff and administrators. Please report any behavior concerns with staff and administrators.
6. Please dress comfortably. No shorts, hats, tanks, mini-skirts and other inappropriate clothing are allowed.

Volunteer Expectations

1. Remember you are a role model for our students and should conduct yourself accordingly.
2. Work appropriately and respectfully with all students and staff.
3. Be respectful to our youth and their family's privacy.
4. Don't ignore behavior or actions that you feel are wrong or disrespectful.
5. Maintain a positive and helpful attitude.
6. If you signed up to volunteer and cannot make it, please call the front office and inform front office personnel.

Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. KCLAYM will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

KCLAYM assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

KCLAYM assures that personally identifiable information collected, used, or maintained by the agency for the purpose of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

KCLAYM has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at KCLAYM at any time. Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact the Special Education Department at KCLAYM at _____.

This notice will be provided in native languages as appropriate.

PARENT/STUDENT ACKNOWLEDGEMENT

Parents and students are expected to read and discuss the contents of the Student & Parent Handbook. Parents, your signature acknowledges receipt of the Handbook and certifies that you have read and discussed the contents with the student.

Administrators are required to review the Student & Parent Handbook with all of its employees.

It should be noted that the student's failure to read the Handbook and sign this page will not prevent him from being held accountable for his behavior and receiving consequences described herein.

I, _____ . Certify that on ____/____/____,

(Student's signature)

I reviewed each page of the Student & Parent Handbook. (This will be for students 3rd – 8th Grade)

I, _____ Certify that on ____/____/____

(Parent's signature)

I reviewed each page of the Student & Parent Handbook. (This will be for the parents of K-4th Grade).

Please return this page to Front Office Staff.

Parental/Guardian Expectations for Enrollment 2017-2018

Kansas City Leadership Academy for Young Men is well on its way to becoming one of the truly remarkable school programs in our nation, our families agree that the following program components are necessary to build the kind of learning environment of which everyone can be proud of.

Kansas City Leadership Academy for Young Men Parents/Guardians agrees: **(initial each item.)**

- To support the school's efforts to **remove violent/inappropriate behavior** from the school.
- To support the school by ensuring that my child **complies with all policies** outlined in the Family Handbook a School Code of Conduct.
- To **attend Parent Teacher Conferences.**
- To **volunteer at the school a minimum of ten hours** during the school year.
- To purchase and **maintain the necessary school dress code items** for each child, and to ensure that my child is **dressed in compliance with the dress code policy every day** that they are in attendance at KCLAYM. (All details of the School Dress Code Policy can be found in the Family Handbook. If I do not have a copy of this information, it is my responsibility to obtain a copy from the front office.
- To send my child to school **every day at 8:00 a.m.**; unless legitimately ill.
- To send my child to school **until the last scheduled school day.**
- I will ensure that my child **is not dropped off for school prior to 7:45 a.m.** and I will ensure **that my child is picked up from school by 4:00 p.m. daily.**

I agree to support _____ by following the Program Expectations as outlined in the above

(Student's Name)

Parental/Guardian contract.

Parent/Guardian Signature

Date

Kansas City Leadership Academy for Young Men
Title 1- Home –School Compact
2017-2018

Our School envisions the highest level of success for every student. To accomplish this, administrators, parents, teachers, and students need to work together. **Please read and sign the part of this agreement that applies to you.**

Administrators:

- Will remain open to your concerns and suggestion in order to establish the foundation for a quality school.
- Will encourage all staff members and will support you in your efforts to grow professionally and to demonstrate your Leadership Skills.
- Will enforce all school rules and expectations in a fair and consistent manner
- Will provide you with a school environment that values learning, hard work, caring about each other, cooperation, team work, responsibility and citizenship

Executive Directors Signature

Date

Teachers:

- Will prepare and implement instructional plans and learning activities which provide effective educational program for each student
- Will understand and respect students and parents
- Will deal with discipline problems reasonably, fairly, consistently, patiently and without provocation
- Will notify parents of their student’s progress and any significant changes in their child’s achievement or behavior
- Will solicit the help of parents in solving student learning and discipline problems

All Staff

- Will take time to help students when they request assistance in problem solving by listening, caring, and offering alternatives
- Will model behavior expected of our students (Being in class on time, being prepared for the instructional day, showing respect toward students and co-workers, and being polite and courteous to all personnel)
- Will not tolerate student and adult “put downs” in our school
- Will actively ensure the safety of all students and our co-workers

The Parent/Guardian

- Will establish and maintain, in the home, a positive attitude toward education
- Will display an active interest in their child’s school work and progress through regular communication and visits to the school
- Will Participate in the Parent Teacher Organization at the school
- Will assist their child in being neat, appropriately dressed, and well-groomed
- Will ensure that their child attends school regularly and on time
- Will report and explain to the school any absence or late arrival
- Will cooperate and assist school personnel in developing a plan when their child is involved in a disciplinary matter
- Will become familiar with the Student Code of Conduct, the school and classroom rules, and encourage and assist their child in adhering to them

Parent Signature

Date

The Student

- Will come to school on time every day
- Will attend all classes and be on time
- Will prepare for class with assigned work and appropriate materials
- Will account for his own work
- Will be neat, clean, appropriately dressed in uniform and well-groomed
- Will conduct himself in a safe and responsible manner
- Will show respect for all individuals, workspace and property
- Will seek help from school personnel when experiencing school or personal problems
- Will follow the rules and regulations established by the school, the classroom teacher, and the Student Code of Conduct
- Will assume responsibility for his own actions

Student Signature

Date

This compact is part of a TITLE 1-ESEA effort designed to support and increase parent and community involvement through communication, shared responsibility for high student performance, and building parents' capacity for involvement in school.

Kansas City Leadership Academy for Young Men Student Code of Conduct



The Warriors

Where Knowledge and Empowerment Come together!

Introduction to the Student Code of Conduct

Schools must have reasonable rules for student behavior which are consistently enforced. KCLAYM must maintain safe, positive, educational climates that are conducive to effective learning. Students shall be expected to adhere to appropriate codes of behavior established by the school.

Behavioral expectations for students shall be age appropriate for elementary young men and shall be made clear to students, staff, and parents. Positive school climate shall be encouraged and reinforced with the entire school community.

Students shall be expected to become increasingly responsible for their own behavior as they grow older and work toward the development of the Six Pillars of Character:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Behavior and Discipline

Appropriate discipline shall be administered based upon the seriousness of the inappropriate behavior and shall be progressive. Consequences shall include, but not be limited to, the training and strengthening of student self-control in such a way as to contribute to the academic and social growth of each student.

Unacceptable Behavior

Every student shall have an opportunity to attend school and receive an education without fear of harm or injury to person or property. No person shall be allowed to endanger the safety of other students or staff, damage property, interferes with the educational process or attempt to close the school.

Students who commit any of the following acts shall be subject to corrective measures:

1. Violation of school rules
2. Failure to comply with reasonable request, defiance and /or insubordination
3. Making threats, harassment, bullying, cyber bullying, hazing, intimidation, extortion and/or bodily harm
4. Disrespect for others
5. Obscenity, profanity, or indecency
6. Possession, transfer, use, consumption or sale of narcotics, drug paraphernalia, other restricted substances, or being under the influence of alcohol
7. Possession or under the influence of inhalants
8. Possession or use of a weapon
9. Smoking/and or possession of tobacco products
10. Theft
11. Violation of compulsory attendance law, excessive tardiness and/or absences
12. Unruly conduct
13. Possession of pepper spray or mace
14. Forgery
15. Trespassing
16. Arson
17. Vandalism

18. Violation of KCLAYM Board Policy
19. The use of personal electronic devices that results in a substantive disruption to school; that causes personal harm or embarrassment; and/or that promotes academic dishonesty

Kansas City Leadership Academy for Young Men

ISS Letter of Rules and Regulations

2017-2018

Dear Parents:

This is to notify you that _____ grade _____,

Is temporarily suspended from regular classes at Kansas City Leadership Academy for Young Men for the following reasons:

Effective _____, he will be assigned to KCLAYM's In-School Suspension (ISS) program.

In-school suspension occurs when a student's behavior warrants removal from classes for a period of time, but suspension or expulsion from school is not recommended. It is an alternative to suspension or expulsion and is an effort by the administration to help the student. It gives the student another chance.

Your child will remain on in-school suspension until he meets the following conditions:

1. Completes all assignments prescribed by his or her teachers.
2. Has a conference with his counselor (this is prerequisite before returning back to the classroom, and will be scheduled in conjunction with the Dean of Discipline and the Counselor during the ISS time frame).
3. Makes a commitment to correct the inappropriate behavior by developing an Action Plan with goals. The ISS Teacher will assist in developing the Action Plan and goals with the student.
4. Has a satisfactory conference that includes student, parent, counselor, and a member of the administrative team to discuss reinstatement back into the learning community.

Student In-School Suspension Rules

ISS-definition:

The interruption of classroom attendance and separation from regular school participation by official directive from the building administrator or the designated representative for a period of time not to exceed five (5) consecutive days for each offense. This does not include placing the student in another regular classroom.

1. Student must report to the ISS Office by 8:15 a.m.
2. Daily assignments must be completed on time.
3. Student must stay in designated area and not leave unless permission is granted. Restroom privileges will be granted only during class time when other students are not in the hall.
4. Students may not visit with other students without permission.
5. Students will not be allowed to participate in any extracurricular activities during the period of in-school suspension.
6. Students will be expected to participate in individual guidance sessions during the period of in-school suspension.
7. Students will eat lunch in the ISS room and not in the cafeteria. The ISS Teacher will communicate with the principal on how many students will need lunches via two-way radio. The principal will ensure that ISS lunches are brought to the ISS room (via a cart or some other resource)
8. Students must be out of the building and off the school grounds by 4:00 p.m. each day, unless under the direct supervision of a teacher or an administrator.

B. 1 Governing Body

Kansas City Leadership Academy for Young Men 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 are included as B.1(a). The governing board has adopted a set of corporate by-laws which are included as B.1(b). The bylaws set forth the method of election of officers of the Board, consistent with R.S. MO 355.326. The School is a Missouri nonprofit corporation and has received 501(c) 3 not-for-profit tax exempt status from the Internal Revenue Service included in B.1(c) Documentation of background checks as required by 160.400 RSMo 11 for all prospective board members or assurance of satisfactory completion as a condition of service are included as B.1(d). Documentation of family care safety requests checks as required by 160.400 RSMo 11 for all prospective board members or assurance of satisfactory completion as a condition of service are included as B.1(e).*

Board members believe in the school's mission and vision. They have an understanding of the charter and the importance of providing superb education and financial health for our students. They understand that as board members they are decision making public servants and must maintain integrity, professionalism and public trust as defined in R.S.MO 105.450 for purposes of the financial disclosure requirements. *Kansas City Leadership Academy for Young Men's board understands and agrees to follow the Missouri Sunshine law and Missouri Ethics requirements.* Each board member will undergo background checks and family care safety registry check as required by R.S.MO 160.400. No board members hold office or is an employee of the school; or provides services as required by R.S.MO 160.400.

Kansas City Leadership Academy for Young Men is a public government body and its governing board meetings and board committee meetings are subject to the regulations set in Missouri Revised Statutes 610.010 to 610.030. They include providing adequate public notice, permitting recording of meetings, public accessibility (except as otherwise provided), recording of minutes, including voting records, ensuring minutes are available to the public, rules regarding electronic transmission of messages relating to public business and records of closed meetings. Board meetings will be held on a regular monthly basis with committee meetings being held on and as needed basis. Board officers will include a Chair, a Secretary and a Treasurer. The board is comprised of representatives of the Kansas City community, as well as those that work, or have lived in the community and bring expertise needed to govern the school. Eventually, the board will include a member of the media and sports. Our board members are diverse in gender, age, skill sets, education, life style and economic status. The board will consist of *no more* than nine members and *no less* than three; there are *presently* seven active members. All new board members will go through an orientation session to inform them of KCLAYM's structure, and expectations of them as a board member. Board members are utilizing "Charter School Board University-Second Edition" as a guide. The board will go through formal training with MCPSA. Once KCLAYM has been approved board member terms will be for three years. The board will have standing committees: Executive Committee, Budget and Finance, Governance, Parent and Community engagement and other committees may be added. Kansas City Leadership Academy for Young Men's board will fulfill their fiduciary responsibility, set the school's strategic direction and set policy. *In conjunction with submitting the charter application to the Department of Elementary and Secondary Education for approval, KCLAYM's Board will submit a copy to the Superintendent of the Kansas City Public School District.*

Governance and Management Philosophy

Kansas City Leadership Academy for Young Men's board will be charged with overseeing and managing the school's fiduciary business and affairs. The board is responsible for advocating for the school's mission and monitoring the schools progress toward the mission and its overall vision and purpose for existing. KCLAYM's board is responsible for matters of school policy. Members will maintain confidentiality as it pertains to all discussion conducted in executive session and any other privileged information. All members will abide by board decisions, regardless of individual opinion. Board members will be familiar with Missouri educational laws and will cooperate with legal counsel when given constructive criticism to protect the organization from liability.

KCLAYM board will give the principal authority to properly manage the day to day school operations, according to its organization policies and support all school officials in the performance of their duties and will refer complaints, requests and concerns back to the principal or other appropriate staff members.

The board will use the chain of command to avoid conflict with board, administration and school staff. They will provide advice and counsel to the principal as well as listen to his recommendation before making decisions. Board members will state their opinions responsibly and respect the opinion and right of others without making disparaging remarks internally or externally. The pursuit of facts will be seen vital before reaching conclusions. They will encourage community participation and involvement, make every attempt to recognize conflicts of interest and take a personal interest in education issues.

The board will ensure that KCLAYM adheres to all laws. They will agree that their role does not include day-to-day school operations and that such matters will be entrusted to the principal. Board members commit to:

- Establish and maintain governing policies and procedures
- Fiduciary responsibilities
- Conduct business and organizational planning and resource management for long term success
- Monitor school services and programming for alignment with the school's goals and mission
- Endorse KCLAYM within the community and act in the school's best interest
- Offer honest and transparent criticism of the organization for purpose of growth and development
- Support and evaluate the school leader
- Fundraising efforts
- Ensuring that KCLAYM acts in full accordance with relevant federal, state and local laws and regulations governing public charter schools
- Prepare for, attend and participate in Board and Board committee meetings
- Monitor academic progress
- Assist in developing KCLAYM's strategic plan
- Participate in disciplinary hearings (as needed)
- Hearing complaints filed pursuant to relevant charter school regulations

Grievance Procedures

The following grievance procedures will be in place in the event that a parent or student objects to a board policy or decision or an administrative procedure or practice.

Statement of General Principles

1. Complaints must be fully described by the person with the grievance
2. Proceeding should be conducted honestly fairly and without bias

Proceeding should not be unduly delayed

Procedures-The following is a three level process:

1. The person with grievance attempts to resolve the complaint as close to the source as possible

If the matter is not resolved:

2. The person with grievance notifies the principal in writing as to the substance of the grievance and states the remedy sought. Discussion should be held between the person with the grievance and the Principal and any other relevant party. This level will be informal but either party may request written statements and agreements.

If the matter is not resolved:

3. The principal must refer the matter to the board. A grievance taken to this level must be in writing from the person with the grievance.
 - The principal will forward to the board any additional relevant information.
 - The board will provide a written response to the person with the grievance
 - The board also communicates with any other parties involved or deemed relevant.

Kansas City Leadership Academy for Young Men board decision is final. All parties involved must abide by the decision.



State of Missouri

Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Kansas City Leadership Academy
N01350371

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 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
21st day of October, 2013.





10/21/2013 09:10 FAX

913 451-5178

LATHROP & GAGE

 File Number:

N01350371

Date Filed: 10/21/2013

Jason Kander

Secretary of State

Articles of Incorporation
of
Kansas City Leadership Academy for Young Men

The undersigned individual, for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act, adopts these Articles of Incorporation.

ARTICLE I

The name of the corporation is: Kansas City Leadership Academy.

ARTICLE II

This corporation *is* a public benefit corporation.

ARTICLE III

The street address of the corporation's initial registered office in Missouri is 2345 Grand Boulevard, Suite 2800, Kansas City, Missouri 64108. The name of the corporation's initial registered agent at such address is Registered Agent, Ltd.

ARTICLE IV

The name and address of the incorporator of the corporation are: Patricia Garringer-Strickland, 2345 Grand Boulevard, Suite 2800, Kansas City, Missouri 64108.

ARTICLE V

A. The corporation shall have no members, but in lieu thereof shall have a self-perpetuating board of directors.

B. The first Board of Directors of the corporation shall consist of seven (7) individuals who shall be designated as directors of the corporation by the incorporator.

C. The number of directors to constitute all subsequent boards of directors shall be specified in or fixed in accordance with the corporation's Bylaws, provided that in no event shall such number be less than three.

ARTICLE VI

A. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons; provided, the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and grants in furtherance of the purposes set forth in ARTICLE VII. No substantial part of the activities of the corporation shall be carrying on propaganda or otherwise attempting to influence legislative action. The corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

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LATHROP & GAGE

141003/003

B. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any activities that are not permitted to be carried on by an organization described in section 501 (c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") and *exempt* from tax under section 501 (a) of the Code, which are not permitted to be carried on by an organization contributions to which are deductible under section 170 of the Code, or which are not within the purposes set forth in section 355.025 of the Missouri Nonprofit Corporation Act (or corresponding provisions of any subsequent state corporation law).

ARTICLE VII.

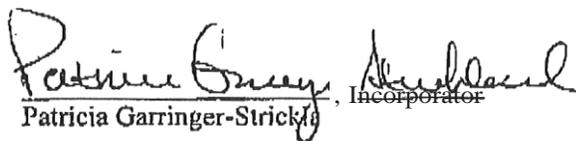
A. The corporation is organized and shall be operated exclusively for purposes that are described in section 501(c)(3) of the Code, to wit: for religious, charitable, scientific, testing for public safety, literary, or educational purposes; to foster national or international amateur sports competition (but not to provide any athletic facilities or equipment); and to prevent cruelty to children or animals. Without limiting the generality of the foregoing, the purposes of the corporation shall be the establishment and operation a private non-profit educational institution for young men in the Kansas City, Missouri metropolitan area in grades kindergarten through twelfth grade.

B. Subject to the provisions of ARTICLE VI and the preceding provisions of this ARTICLE VII, the corporation shall have the purpose of carrying on any lawful activity and shall also have all of the powers accorded to it by the Missouri Nonprofit Corporation Act (or any subsequent state corporation law to which it may be subject).

ARTICLE VIU

Upon the dissolution of the corporation, the Board of Directors of the corporation shall, assets of the corporation which remain after payment of its obligations has been made or provided for, and after return, transfer, or conveyance of assets held upon condition requiring such return, transfer, or conveyance, shall be transferred to one or more not-for-profit organizations whose purposes are substantially similar to those for which the corporation is organized and which at the time of such distribution are described in section 501(c)(3) of the Code and exempt from tax under section 501(a) of the Code.

This document has been signed October 18th 2013. In
affirmation of the facts stated above,


Patricia Garringer-Strickland, Incorporator



State of Missouri

Jason Kander, Secretary of State

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

Articles of Amendment for a Nonprofit Corporation

(Submit with filing fee of \$10.00)

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

1. The name of corporation is: Kansas City Leadership Academy

Name

Charter Number

2. The amendment was adopted on November 12, 2013 and changed article(s) I and V(B) to state as follows:

month/day/year

See attached amendment.

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

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

A. Number of memberships outstanding:

B. Complete either C or D:

C. Number of votes for and against the amendments(s) by class was:

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

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

Class: _____ Number Voting undisputed: _____

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

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

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Patricia Garringer-Strckland

Organizer

November 11, 2013

Authorized signature of office or chairman of the board

Printed Name

Title

Date

Name and address to return filed document:

Name: _____

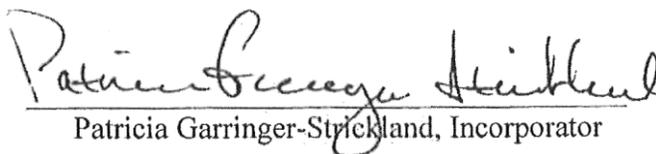
Address: _____

**ARTICLES OF AMENDMENT FOR A NON-PROFIT
CORPORATION**

The undersigned, who is the sole incorporator of the Kansas City Leadership Academy, a newly-created Missouri nonprofit corporation, for the purpose of amending its Articles of Incorporation, hereby certifies the following Articles of Amendment, effective as of November 11, 2013:

1. Article I is hereby amended to state "The name of the corporation is Kansas City Leadership Academy for Young Men.
2. Article V, Section B is hereby amended to state "The first Board of Directors of the Corporation shall consist of seven (7) individuals who shall be designated as directors of the corporation by the incorporator. Thereafter, the method of electing directors shall be set forth in the bylaws.
3. The Amendment was adopted and approved by the undersigned sole incorporator and no other approval pursuant to Section 355.606, RSMo. was required.

The undersigned's consent to the foregoing action shall have the same force and effect as a unanimous vote of the incorporators at a meeting duly held.


Patricia Garringer-Strickland, Incorporator

Bylaws
of
KANSAS CITY LEADERSHIP ACADEMY FOR YOUNG MEN

ARTICLE 1
OFFICES AND RECORDS

1.1 Registered Office and Registered Agent. The initial registered office and the initial registered agent of the Corporation in the state of Missouri shall be as prescribed in the Articles of Incorporation. The initial registered office and the initial registered agent, and any subsequent registered office and registered agent, of the Corporation in Missouri may be changed from time to time by the Board of Directors. The address of the registered office and the name of the registered agent shall be on file in the office of the Secretary of State of Missouri pursuant to applicable provisions of law. Unless otherwise permitted by law, the address of the registered office of the Corporation in Missouri and the address of the office of the registered agent in Missouri shall be identical. If the registered agent is an individual, he or she shall be a Missouri resident.

1.2 Corporate Offices. The Corporation may have such corporate offices anywhere within and without the state of Missouri as the Board of Directors from time to time may appoint or the business of the Corporation may require. The principal office of the Corporation may be determined from time to time by the Board of Directors.

1.3 Records. The Corporation shall keep, as permanent records of the Corporation, minutes of the meetings of the Board of Directors, and of committees of the Board of Directors and a record of all actions taken by the Board of Directors or any committee thereof without a meeting, and the Corporation shall maintain appropriate accounting records. The Corporation shall also keep at its principal or registered office in Missouri such records and information as it may from time to time be required by law to keep at such location, if any. The records of the Corporation shall be maintained in written form or in any other form that is capable of being converted into written form within a reasonable time.

1.4 Corporate Seal. The Corporation may have a corporate seal which shall be in the form prescribed by the Board of Directors. Said seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced.

ARTICLE 2
DIRECTORS

2.1 Powers of the Board. The Corporation shall have no members. Instead, the property and activities of the Corporation shall be controlled and managed by the Board of Directors. The Board of Directors shall have and is vested with all and unlimited powers and authorities, except as may be expressly limited by law, the Articles of Incorporation, or these Bylaws, to do or cause to be done any and all lawful acts and things for and on behalf of the Corporation, to exercise or cause to be exercised any or all of its powers, privileges, and franchises, and to seek the effectuation of its objects and purposes.

2.2 Number, Qualifications, and Tenure of Directors.

(a) The number of directors to constitute the first Board of Directors shall be as prescribed in the Articles of Incorporation. The number of directors to constitute the Board of Directors of the Corporation may be increased or decreased by the Board of Directors at any time and from time to time, but such number shall not be fewer than three and no more than nine.

(b) A director does not need to be a resident of the State of Missouri. A director must be at least 18 years of age.

(c) The following individuals shall constitute the initial Board of Directors:

Kevin Muesenfechter
Leroy Ewell
Robin Dayton
Jacquelyn Bledsoe
Margaretta Heath
Fayon Reynolds
Diana Carter

(d) Each director shall hold office for three years until his or her successor shall have been elected and qualified, unless such director earlier resigns or is removed, or there is a decrease in the number of directors. Any vacancy on the Board resulting from the resignation or removal of any director, or any increase in the number of members of the Board of Directors, shall be filled by a majority vote of the directors (other than any director that is resigning or being removed).

(e) The attendance of a director at any annual, regular, or special meeting of the Board of Directors, such director's written approval of the minutes or written waiver of notice of any such meeting, or such director's execution of a written consent to directors' action in lieu of a meeting shall constitute acceptance of the office of director.

2.3 Board of Director Meetings.

(a) An annual meeting of the Board of Directors shall be held on _____ each year, commencing with the year 2013. If for any reason no meeting of the Board of Directors is held at such time or place, but the directors nevertheless designate a meeting of the Board of Directors held at another time or place as the annual meeting thereof (regardless of when such designation is made), then such meeting shall be considered to be the annual meeting of the Board of Directors. The purposes of the annual meeting shall be to elect directors, officers, to determine actions to be taken to carry out the purposes of the Corporation, and to transact such other business as may come before the meeting.

(b) Regular meetings of the Board of Directors shall be held at such time and place as the Board of Directors may designate from time to time.

(c) Special meetings of the Board of Directors may be called, and may only be called, by or at the request of the Board or any two members entitled to vote at meetings. Such meetings shall be held at such time and place as may be designated in the notice thereof given pursuant to section 2.4.

(d) Actions of the Board of Directors taken at any meeting of the Board of Directors that is held at a time or place other than the time or place at which such meeting is required to be held pursuant to the provisions of these Bylaws shall be valid if notice of such meeting is waived pursuant to the provisions hereof.

2.4 Notice of Board of Director Meetings.

(a) The annual meeting of the Board of Directors contemplated by the provisions of the first sentence of section 2.3(a) shall be held without notice. If, however, a meeting of the Board of Directors is designated by the directors as the annual meeting thereof pursuant to the provisions of the second sentence of section 2.3(a), then notice of such meeting shall be given to the directors by the person or persons who call such meeting at least two days before the date of such meeting.

(b) Regular meetings of the Board of Directors will be held in accordance to the Missouri Sunshine Law Section 610.011. Except as otherwise provided by law, all public meetings of public governmental bodies shall be open to the public for inspection and copying as set forth in sections 610.023 to 610.026, and all public votes of public governmental bodies shall be recorder as set forth in section 610.015.

(c) Notice of each special meeting of the Board of Directors shall be given to the directors by the person or persons who call such meeting at least two days before the date of such meeting.

(d) Notice of any meeting of the Board of Directors may be oral or written and shall state the date, time, place, and purpose of the meeting. Notice of any meeting of the Board of Directors may be communicated in person, by telephone, telecopy, telegraph, or other form of wire or wireless communication, or by mail or private carrier. Oral notice shall be effective, *i.e.*, shall be deemed to be given to the recipient, when communicated. Written notice shall be sent to a director at his or her United States mailing address, telecopy number, electronic mail address, or other address shown on the Corporation's records and shall be effective, *i.e.*, shall be deemed to be given to the recipient, upon the earliest to occur of: receipt of such notice by such director; the fifth day after deposit of such notice in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed; the date shown on the return receipt, if such notice is sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or the thirtieth day after deposit of such notice in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered, or certified postage affixed.

2.5 Meetings by Telecommunications Equipment. Unless otherwise provided in the Articles of Incorporation, any or all members of the Board of Directors may participate in any meeting of the Board of Directors by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other. A director who participates in a meeting in this manner shall be deemed to be present in person at the meeting.

2.6 Quorum; Action of Board. A majority of the directors entitled to vote shall, unless a greater number as to any particular matter is required by law, the Articles of Incorporation, or these Bylaws, constitute a quorum for the transaction of business at any meeting of the Board of Directors. The affirmative vote of a majority of the directors entitled to vote present at any meeting of the Board of Directors shall be the act of the Board of Directors if a quorum is present when the vote is taken, except as may be otherwise specifically provided by law, the Articles of Incorporation, or these Bylaws. Less than a quorum of the Board of Directors may adjourn a meeting successively until a quorum is present.

2.7 Resignation; Removal. A director may resign his or her position at any time. A director may be removed by a vote of two-thirds of the other members of the Board of Directors; provided however that removal of a director that is a member of the Executive Committee shall be subject to Section 2.10(i) and Section 3.2(a) below. Notwithstanding anything to the contrary herein, any director, including any director who is a member of the Executive Committee, may be removed by the circuit court of Jackson County, Missouri, upon petition and showing of good cause in accordance with the provisions of the Missouri Nonprofit Corporation Act.

2.8 Certain Actions. Notwithstanding anything to the contrary contained in these Bylaw or the Articles of Incorporation, the Corporation shall not take any of the following actions without the prior written approval of members of the Executive Committee:

- (a) Change the name or purpose of the Corporation;
- (b) Approving the Corporation's annual budget and operating plans;
- (c) Incurring indebtedness or granting security interests in assets of the Corporation;
- (d) Making expenditures not included in the Corporation's approved budget or operating plan;
- (e) Disposing of any assets of the Corporation, or transferring any rights in any asset of the Corporation by means of sale, lease, grant or other transfer;
- (f) Commencing, settling or disposing of any litigation;
- (g) Entering into any reorganization or merger;
- (h) Removing or taking any action resulting in the removal of any member of the Executive Committee, or terminating or taking any action resulting in the termination of any executive officer of the Corporation; or
- (i) Amending the Articles of Incorporation or these Bylaws.

ARTICLE 3

CHAIRMAN; COMMITTEES OF THE BOARD OF DIRECTORS

3.1 Chairman of the Board. The Board of Directors may designate one of its members to act as Chairman of the Board of Directors, who, if one be elected, shall preside at all meetings of the Board of Directors, and he or she will have and perform such other duties as from time to time may be assigned to him or her by the Board of Directors.

3.2 Committees. The Board of Directors may designate one or more standing or special committees and appoint persons, including at least one voting member of the Board of Directors to serve on them. Each such committee shall have two or more members. Each committee shall have such power and authority as is specified by the Board of Directors upon the establishment of such committee, subject to the Articles of Incorporation and applicable law.

The Board shall have the following standing committees:

(a) Executive Committee. The Board of Directors shall designate from its members an Executive Committee of the Board, which shall initially consist of Fayon Reynolds, Diana Carter, Jacquelyn Bledsoe and Robin Dayton. The Executive Committee shall act on behalf of the Board of Directors, shall have all of the powers of the Board between meetings of the Board of Directors, and shall have the exclusive right to approve certain actions as described in Article 2, Section 2.10 above. Each member of the Executive Committee shall serve for a term of three years (so long as such member remains a member of the Board of Directors), but may be re-appointed by the Board for successive terms. A member of the Executive Committee may resign at any time and may be removed, but only for good cause, by the unanimous vote of the other members of the Executive Committee. As used herein, "good cause" shall include without limitation any breach of fiduciary duty, dereliction of duty, act of personal dishonesty intended to enrich such individual member at the expense of the Corporation, or conviction of a felony.

3.3 Committee Action. Each committee of the Board of Directors shall keep regular minutes of its meetings which shall be kept in the minute books or files of the Corporation. The provisions of Article 2 relating to notice of meetings, actions by written consent in lieu of meetings and participation in meetings by means of conference telephone or similar communications equipment shall apply to committees of the Board of Directors and members thereof. The Secretary of the Corporation may act as secretary for any committee if the committee so requests. Each committee shall adopt a charter setting forth such rules and regulations governing their proceedings as they may deem proper and which are consistent with the applicable provisions of the Missouri Nonprofit Corporations Law, the Certificate of Incorporation and these Bylaws. The board will have standing committees: Executive Committee, Budget and Finance, and Governance, other committees may be added.

ARTICLE 4 **OFFICERS**

4.1 Elected Officers. The officers of the Corporation shall consist of a Chairman, one or more vice-chairs, a treasurer, and a secretary and shall be elected by the Board of Directors and shall hold office until their successors are elected and qualified. In addition, the Board of Directors may elect a chairman, one or more vice-chairs and such assistant secretaries and assistant treasurers as it may deem proper. None of the officers of the corporation need be directors. The officers shall be elected at the first meeting of the Board of Directors after each annual meeting. More than two offices may be held by the same person, except the offices of Chairman and secretary, unless there is only one member.

4.2 Term of Office. Each elected officer of the Corporation shall hold office for a three-year term for which such officer was elected (but no designated term shall exceed three years) and thereafter until his or her successor shall have been elected and qualified, unless such officer earlier resigns or is removed by the Board of Directors. If the Board of Directors does not designate the term for which an elected officer shall serve, such term shall be for three years. There shall be no limit on the number of terms an individual may serve in any office.

4.3 Appointed Officers and Agents. The Board of Directors from time to time may also appoint such other officers and agents for the Corporation as it shall deem necessary or advisable. All appointed officers and agents shall hold their respective positions at the pleasure of the Board of Directors, and they shall have and exercise such powers and have and perform such duties as shall be determined from time to time by the Board of Directors or by an elected officer empowered by the Board of Directors to make such determinations.

4.4 Removal. Any officer or agent elected or appointed by the Board of Directors and any employee may be removed or discharged by the Board of Directors whenever in its judgment the best

interests of the Corporation would be served thereby. Such removal shall be without prejudice to the contract rights, if any, of the person so removed.

4.5 The Chairman.

(a) The chairman may execute all promissory notes, mortgages, contracts, and other instruments, and may cause the seal of the corporation to be affixed thereto, for and in the name of the corporation. The Board may execute powers of attorney from the corporation to such person or persons as the Board may deem fit, in order that the activities or interests of the corporation may be furthered.

4.6 The Vice Chairman. The Vice Chairman, if any, in the order determined by the Board of Directors, shall, in the event of the absence, death, disability, or inability to act of the Chairman (and the Chairman of the Board, if any), perform the duties and exercise the authority and powers of the Chairman of the Board. The Vice Chairman shall have such other authority and powers and perform such other duties as the Board of Directors may from time to time prescribe.

4.7 The Secretary

(a) The Secretary shall have the general authority, powers, duties, and responsibilities of a secretary of a Corporation. The Secretary shall attend all meetings of the Board of Directors, and he or she shall record or cause to be recorded and shall maintain the minutes of all meetings and written consents to action without a meeting of the Board of Directors in minute books or files of the Corporation to be kept for that purpose. The Secretary shall perform like duties for each committee of the Board of Directors when requested by the Board of Directors or such committee to do so. The Secretary shall have the authority and power to authenticate records of the Corporation.

(b) The Secretary shall bear the principal responsibility to give, or cause to be given, notice of all meetings of the Board of Directors for which notice is required, but this shall not affect the authority of others to give such notice as is authorized elsewhere in these Bylaws. The Secretary shall see that all books, records, lists, and information required by the Articles of Incorporation or law to be maintained at the principal office of the Corporation in Missouri or elsewhere are so maintained. The Secretary shall keep in safe custody the seal of the Corporation and, when duly authorized to do so (including authorization given by the Chairman or another executive officer of the Corporation), shall affix the same to any instrument requiring it, and when so affixed, the Secretary shall attest the same by the Secretary's signature. The Secretary shall perform such other duties and have such other authority as may be prescribed elsewhere in these Bylaws or from time to time by the Board of Directors or the Chairman, under whose direct supervision the Secretary shall be.

4.8 The Treasurer

(a) The Treasurer shall have the general authority, powers, duties, and responsibilities of a treasurer of a Corporation and shall, unless otherwise provided by the Board of Directors, be the chief financial and accounting officer of the Corporation. The Treasurer shall have the responsibility for the safekeeping of the funds and securities of the Corporation and shall keep or cause to be kept full and accurate accounts of receipts and disbursements in books belonging to the Corporation. The Treasurer shall keep, or cause to be kept, all other books of account and accounting records of the Corporation and shall deposit or cause to be deposited all monies and other intangible assets of the Corporation in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors (except for assets, such as the Corporation's name, that are not susceptible to such deposit).

(b) The Treasurer shall disburse, or permit to be disbursed, the funds of the Corporation as may be ordered or authorized generally by the Board of Directors. The Treasurer shall render to the chief executive officer of the Corporation or the Board of Directors, whenever asked by either to do so, an account of the financial condition of the Corporation and an account of all transactions of the Treasurer and those under the Treasurer's supervision. The Treasurer shall perform such other duties and shall have such other responsibility and authority as may be prescribed elsewhere in these Bylaws or from time to time by the Board of Directors.

(c) If required by the Board of Directors, the Treasurer shall give the Corporation a bond, in a sum and, if required by the Board of Directors, with one or more sureties satisfactory to the Board of Directors, for the faithful performance of the duties of office and for the restoration to the Corporation, in the case of such Treasurer's death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatever kind in the possession or under the control of such Treasurer that belong to the Corporation. The cost, if any, of said bond shall be paid by the Corporation.

4.9 Duties of Officers May Be Delegated. If any officer of the Corporation shall be absent or unable to act, or if the Board of Directors so elects for any other reason that it may deem sufficient, the Board of Directors may delegate, for the time being, some or all of the functions, authority, powers, duties, and responsibilities of any officer to any other officer or to any other agent or employee of the Corporation or another responsible person.

ARTICLE 5 **INDEMNIFICATION**

5.1 Indemnification Required by Law. The Corporation shall provide to its directors such indemnification as it is required to provide pursuant to the provisions of the Missouri Nonprofit Corporation Act.

5.2 Additional Indemnification.

(a) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than an action by or in the right of the Corporation, by reason of the fact that such person is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another Corporation, limited liability company, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees, taxes imposed by Chapter 42 of the Internal Revenue Code of 1986 (the "Code"), and expenses of correction paid pursuant to Chapter 42 of the Code) and against judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

(b) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action or suit by or in the right of the

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

(c) To the extent that a director, officer, employee, or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in the two preceding paragraphs of this section or in defense of any claim, issue, or matter therein, such person shall be indemnified against expenses, including attorneys' fees, actually and reasonably incurred by such person in connection with the action, suit, or proceeding.

(d) Any indemnification under section 5.2(a) or 5.2(b), unless ordered by a court, shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee, or agent is proper in the circumstances because such person has met the applicable standard of conduct set forth in section 5.2. Such determination shall be made: (i) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit, or proceeding; or (ii) if such a quorum is not obtainable or, even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion.

(e) Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation as authorized in this section.

(f) The indemnification provided by this section 5.2 shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any provision of law, the Articles of Incorporation, other provisions of these Bylaws, any agreement or contract, a vote of disinterested directors, or otherwise, both as to action in an official capacity and as to action in any other capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

(g) The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another Corporation, limited liability company, partnership, joint venture, trust, or other enterprise, against any liability asserted against such person or incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this section.

(h) For purposes of this section, references to the Corporation include all constituent Corporations absorbed in any consolidation or merger as well as the resulting or surviving Corporation.

(i) The provisions of this section are intended to facilitate the Corporation's ability to attract and retain qualified individuals to serve as its directors and officers and at its request as directors and officers or in other capacities for other Corporations or enterprises by providing and maximizing the amount of indemnification that the Corporation is permitted to provide to such persons by the Missouri Nonprofit Corporation Act, and such provisions shall be construed accordingly. The provisions of this section do not limit the Corporation's power to pay or reimburse expenses incurred by a director or officer of the Corporation in connection with appearing as a witness in a proceeding at a time when the director or officer has not been made a named defendant or respondent to the proceeding.

ARTICLE 6

GENERAL

6.1 Checks. All checks, bank drafts, and other orders for the payment of money shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate. If no designation is made and unless and until the Board of Directors otherwise provides, the Chairman, Treasurer or Founder shall have power to sign all such instruments which are executed or made in the ordinary course of the Corporation's business for the Corporation.

Title	Budgeted Expenditures & Contracts	Unbudgeted Expenditures & Contracts
Treasurer/Principal	Up to & including 5,000	Up to & including 2,000
Executive Director	Up to & including 25,000	Up to & including 3,000
ED plus 1 Board member	Up to & including 100,000	Up to& including 25,000
Check Signing	2 Signatures	
Title		
Any authorized check signer	Up to & including 25,000	
School Board	Over 25,000	

6.2 Fiscal Year. For accounting and income tax purposes, the Corporation shall operate on such fiscal year as may be designated from time to time by the Board of Directors.

6.3 Amendments. The Bylaws of the Corporation may from time to time be altered or amended in any respect or repealed in whole or in part, and new Bylaws may be adopted, by a vote of the Board of Directors of the Corporation.

6.4 Interpretation. As used in these Bylaws, the term “and” means “and/or” and the term “or” means “and/or,” as appropriate.

ARTICLE 7
GOVERNANCE PROVISIONS

The Corporation's Governance Policy shall consist of a Conflicts of Interest Policy, a Whistleblower Policy, a Document Retention and Destruction Policy, and a Non-Discrimination Policy, all of which may be referred to collectively as the Governance Policy and each of which may be referred to separately by its individual name, as desired. The Governance Policy is as follows.

7.1 Conflicts of Interest Policy.

(a) Scope. This Conflicts of Interest Policy applies to the Corporation's members, directors, members of any committee appointed by the Board of Directors, officers, staff, and employees (each a "Covered Person").

This Conflicts of Interest Policy is not an exhaustive codification of rules of conduct, as no policy can be. Responsibility for integrity and fairness in all Corporation operations must be fulfilled through individual compliance with the spirit as well as the letter of the law and by careful and thoughtful adherence to the highest ethical standards.

(b) Conflict of Interest Defined. A "conflict of interest" is defined generally as any situation where a person has an existing or potential personal or private interest in any transaction or arrangement which impairs or might reasonably appear to impair his or her ability to act and discharge his or her responsibilities exclusively and solely in the best interests of the Corporation, or which may reasonably be perceived to prevent him or her from being able to act impartially and objectively in choosing between the interests of the Corporation and his or her interests or the interests of some other person. Conflicts of interest are not inherently illegal or to be regarded as a reflection upon the integrity of the individual involved. It is the manner in which the individual and Board of Directors deal with a disclosed conflict that determines the propriety of the transaction.

(c) Violations of Conflicts of Interest Policy. If any member of the Board of Directors, any officer, or any committee member has reasonable cause to believe that a member of the Corporation, director, or officer has failed to disclose any actual or possible conflict of interest, he or she shall advise the Board, who shall then inform the individual in question of the basis for such belief and afford the individual an opportunity to explain the alleged failure to disclose.

After hearing and considering such individual's response and after making any further investigation or review as may be warranted by the circumstances, the Chairman shall report the matter to the Board of Directors. If the board, by the majority vote of all directors (excluding, however, any director if he or she is the person who has allegedly failed to disclose), determines that the individual has failed to disclose an actual or possible conflict of interest, the board, by majority vote, shall take appropriate disciplinary and corrective action.

If the Board of Directors or an officer has reasonable cause to believe that an employee has failed to disclose any actual or possible conflict of interest, the board shall inform the individual in question and discuss the same with the individual in the manner described above, and the board shall be authorized and have the authority to take whatever disciplinary and corrective action respecting such individual as the board deems appropriate. Any such situation and the action taken by the board shall be agreed upon by the Board of Directors.

If any employee becomes aware of any violation of this Conflicts of Interest Policy, such person shall promptly report the same to the Board.

(d) Written Confirmation Statements.

(i) Initial Statements. Each new Covered Person, when first accepting such a position, shall be referred to and advised specifically of the Corporation's Governance Policy and asked to acknowledge the receipt of this policy and affirm that he/she or it has reviewed and agrees to abide by it.

(ii) Annual Statements. Each director, officer, and employee, and each member of any committee who is not a director or officer, shall annually sign a statement, attached as Appendix A, which shall be delivered to the Board of the Corporation.

(e) Periodic Education and Review.

(i) Education. Directors, officers, and employees, and each member of any committee who is not a director or officer, periodically as appropriate, should be educated and re-educated respecting this Conflicts of Interest Policy.

(ii) Review.

(A) To monitor whether the Corporation operates in a manner which will not give rise to conflicts of interest and is in compliance with this Conflicts of Interest Policy, periodic reviews not less frequently than annually shall be conducted.

(B) The results of each such periodic review shall be reported to the full Board of Directors.

(C) When conducting the periodic reviews as provided for herein, the Corporation may, but need not, use outside advisors, provided that each such advisor is independent. If outside experts or advisors are used, such use shall not relieve the directors of their responsibility for ensuring periodic reviews are conducted.

(iii) Corporation Information. No Covered Person shall improperly use or disclose proprietary or confidential information of the Corporation.

7.2 Whistleblower Policy. A director, officer, or employee of the Corporation who: (1)(a) in good faith submits a report to the Board of the Corporation of any serious wrongdoing or possible serious wrongdoing by either the Corporation or any other director, officer, or employee of the Corporation; (b) lawfully provides information, causes information to be provided, or assists in any investigation of the Corporation's conduct that the reporter reasonably believes constitutes such wrongdoing; or (c) files or assists in any action alleging such wrongdoing; and (2) provides such a report or any other information and assistance to: (a) any federal regulatory or law enforcement agency; (b) any member of Congress or any congressional committee; (c) the Board of the Corporation; or (d) any other director, officer, or employee of the Corporation or legal counsel to the Corporation who has the authority to investigate, discover, or terminate misconduct, will not be discharged, demoted, suspended, threatened, harassed, or in any other manner discriminated against (collectively "Retaliatory Actions") as a result of submitting the report or providing information or assistance. In addition, a reporter will not be subjected to any Retaliatory Actions if he or she files, causes to be filed, testifies in, participates in, or otherwise assists in any proceeding which is filed or about to be filed relating to such wrongdoing or possible wrongdoing. Any director, officer, or employee of the Corporation who knowingly takes any Retaliatory Actions against a reporter is subject to discipline up to and including termination of employment.

7.3 Document Retention and Destruction Policy.

(a) Kansas City Leadership Academy for Young Men's board will abide by the state and school laws outlined in the Public School Records Retention Schedule and Missouri Revised Statutes Chapter 109 (Public and Business Records) following Section 255 which authorizes the Local Records Board to establish minimum retention periods for the administrative, fiscal and legal records created by local governments.

(b) A "record" is defined as any "document, book, paper, photograph, map, sound recording or other material, regardless of physical form or characteristics, made or received pursuant to law or in connection with the transaction of official business" (109.210(5) RSMo). This definition includes those records created, used and maintained in electronic form.

(c) Non-Records - Even though records include a broad spectrum of recorded information, not all recorded information is a record. According to Section 109.210(5) RSMo, the following are not records: "...Library and museum material made or acquired and preserved solely for reference or exhibition purposes, extra copies of documents preserved only for convenience of reference, and stocks of publications and of processed documents are not included within the definition of records..." Other examples of non-records include the following materials:

(d) Identical copies of documents maintained in the same file. Extra copies of printed or processed materials (official copies of which are retained by the office of record). Superseded manuals and other directives (maintained outside the office of record). Materials documenting employee fringe activities (blood donors, charitable funds, social and professional meetings, etc.) Work papers and drafts of reports or correspondence. Transcribed stenographic materials. Blank forms. Materials received from other activities that require no action (official copies of which are retained by the office of record). Catalogs, trade journals and other publications or papers received from government agencies, commercial firms or private institutions that require no action and are not part of an action case record. Survey forms

(e) Non-records do not require retention scheduling or destruction authorization or reporting. To control excessive accumulation, it is necessary to keep only current, useful materials and to destroy non-records immediately after needs have been satisfied. Avoid filing non-record material with records.

(f) The Value of Local Government Records. Some records, because of their enduring administrative, fiscal, legal or historical value, should be permanently retained. These records require that special care and consideration be given to their storage conditions and the feasibility of preservation microfilming. Examples of permanent records include year-end reports; minutes; property records such as deeds; and birth, death and marriage records. Most records do not have values that warrant their permanent preservation. Those records with short-term value should, upon reaching end of the retention period, be destroyed.

Retention and disposition of records that are common to many offices are included in the General Schedule. Records unique to particular offices are addressed in individual office schedules

7.4 Destruction of Documents. Destruction of documents after the expiration of the Applicable Retention Period outlined above are as follows: (a) paper files will be shredded; (b) microfilm,

microfiche, audio and video files will be destroyed; and (c) electronic documents will be expunged from the Corporation server.

The destruction of documents will be suspended immediately in the event of litigation, subpoena, or government investigation.

Pursuant to the same motion and vote, it was determined that the officers of the Corporation should be and are authorized and directed to take all such further action as they, in their sole discretion, shall deem to be necessary or appropriate to affect such Governance Policy.

7.5 Non-Discrimination. The Corporation does not tolerate acts of discrimination, including act of discrimination based on gender, race, color, national origin, age, sexual orientation or disability. The Corporation has adopted the Kansas City Public Schools Board of Education's Combined Americans with Disability Act and 504 Policy and the Kansas City Missouri's Board of Education's Comprehensive Non-Discrimination Title IX and Sexual Harassment Policy.

CERTIFICATE

I hereby certify that I am the Secretary of Kansas City Leadership Academy, a Missouri nonprofit Corporation, and the keeper of its corporate records; that the Bylaws to which this Certificate is attached were duly adopted by said Corporation's Board of Directors as and for the Bylaws of the Corporation effective as of _April____, 2013; and that these Bylaws constitute the Bylaws of the Corporation and are now in full force and effect.

_____Fayon Reynolds__FR_____

Name

Secretary

APPENDIX A

Conflict of Interest Statement and Disclosure Form

I hereby acknowledge that I have read the Corporation's Conflicts of Interest Policy and agree to abide by it.

I hereby inform the Board of Directors of the Corporation that I, or my immediate family members, play a fiduciary or leading role with the following organizations(s) which have received support or may seek support from the Corporation.

I hereby inform the Board of Directors of the Corporation that I, or my immediate family members have a significant financial interest or play a leading role in the following organizations(s) which have or may be seeking a business relationship with the Corporation.

Signature: _____ Date: _____

Note: Please inform the Board of the Corporation of any change of status after submission of this form.

B.1(c) Documentation that the applicant is a Missouri nonprofit corporation 501 C 3

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 17 2014

KANSAS CITY LEADERSHIP ACADEMY FOR
YOUNG MEN
C/O LATHROP & GAGE LLP
LISA J HANSEN
2345 GRAND BLVD SUITE 2800
KANSAS CITY, MO 64108

Employer Identification Number:
46-3080306
DLN:
17053322374023
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 21, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

KANSAS CITY LEADERSHIP ACADEMY FOR

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Tamera Rippanda".

Director, Exempt Organizations

B.1 (d) Documentation of Criminal Background checks for all prospective board members or assurance of satisfactory completion as a condition of service.

	<p>Missouri Department of Health and Senior Services P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-8400 FAX: 573-751-8010 RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2906 VOICE 1-800-735-2406</p> <p>Gail Westenberg Director</p>	 Jeremiah W. (Jay) Nixon Governor
03/23/2015	FAMILY CARE SAFETY REGISTRY Registration Notification Registrant Number: 51445031	
<p>ROBIN TERRELL-DAYTON 4200 NE TREMONT CIR LEES SUMMIT, MO 64064</p>		
<p>Dear FCSR Registrant:</p>		
<p>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:</p>		
<p>No finding reported in the background screening.</p>		
<p>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:</p>		
<ul style="list-style-type: none"> • 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 		
<p>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.</p>		
<p>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/.</p>		
		
<p>www.health.mo.gov</p>		
<p>Healthy Missourians for life.</p>		
<p>The Missouri Department of Health and Senior Services will be the leader in promoting, protecting and partnering for health.</p>		
<p>AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER. Services provided on a nondiscriminatory basis.</p>		


Missouri Department of Health and Senior Services

 P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-8400 FAX: 573-751-6010
 RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2988 VOICE 1-800-735-2466

 Gail Vasterling
 Acting Director

 Jemmiah W. (Jay) Nixon
 Governor

10/21/2013

 FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Registrant
 Registrant Number: 63664050

 DIANA CARTER
 PO BOX 11428
 OVERLAND PARK, KS 66207

Dear FCSR Registrant:

On 10/21/2013, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by DIANA CARTER, PO BOX 11428, OVERLAND PARK, KS, 66207. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #192916342, indicated the following:

No finding reported in the background screening.

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

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

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

The statutes found in sections 210.900 et seq., RSMo, allow qualifying persons to contact the FCSR to obtain background screening information for employment purposes only. Each time the FCSR processes a background screening request, you will be provided with the requestor's name, address and the current background screening results provided. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.


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Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
 RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2956 VOICE 1-800-735-2486

Gail Vasterling
 Acting Director



Jeremiah W. (Jay) Nixon
 Governor

10/10/2013

FAMILY CARE SAFETY REGISTRY

Registration Notification
 Registrant Number: 64590500

FAYON V REYNOLDS
 12130 CLUBHOUSE DR
 KANSAS CITY, KS 66109

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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Missouri Department of Health and Senior Services

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 Gail Vasterling
 Director

 Jeremiah W. (Jay) Nixon
 Governor

09/03/2014

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 16277106

 MARGARETTA D HEATH
 7501 E 118TH TER
 KANSAS CITY, MO 64134

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
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1 of 1

Missouri Department of Health and Senior Services

Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-4010
TDD MISSOURI for Hearing and Speech Impaired 1-800-735-2988 VOICE 1-800-735-2988Peter Lyskowski
Acting DirectorJeremiah W. (Jay) Nixon
Governor

04/25/2016

FAMILY CARE SAFETY REGISTRY

Registration Notification

Registrant Number: 65167967

KEVIN MICHAEL MUESENFECHTER
5539 OAK ST
KANSAS CITY, MO 64113

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
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 Peter Lytkovetski
 Acting Director

 Jeremiah W. (Jay) Nixon
 Governor

03/23/2016

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 65150218

 JACQUELYN ADET BLEDSOE
 5603 W 134TH ST APT 1325
 OVERLAND PARK, KS 66209

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
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 Peter Lyskowski
 Acting Director

 Jeremiah W. (Jay) Nixon
 Governor

05/03/2016

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Registrant
 Registrant Number: 15568358

 LEROY MANLEY EWELL
 9717 LYDIA AVE
 KANSAS CITY, MO 64131

Dear FCSR Registrant:

On 05/03/2016, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by LEROY EWELL, 9717 LYDIA AVE, KANSAS CITY, MO, 64131. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #117050823986, indicated the following:

No finding reported in the background screening.

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

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

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

The statutes found in sections 210.900 et seq., RSMo, allow qualifying persons to contact the FCSR to obtain background screening information for employment purposes only. Each time the FCSR processes a background screening request, you will be provided with the requestor's name, address and the current background screening results provided. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

If you are receiving this letter via U.S. mail, please consider helping us conserve resources by calling the FCSR toll-free at 866-422-6872 and providing an email address.

www.health.mo.gov


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Proof of Submission to Kansas City Public School Board

Kimberly Jones <kjones055@gmail.com>

Ms. Clinton,
Please accept this notification for a prospective charter school to be located in Kansas City Missouri.
Thank you.
Kansas City Leadership Academy for Young Men



Sherenna Clinton via kcpublicschools.onmicrosoft.com

May 10

Good morning Ms. Jones,

I am in receipt of your proposal and have forwarded the information to Mr. Tunis.

Thank you,

Sherenna Clinton, M.A. / Executive Administrative Assistant to the Superintendent
Main [\(816\) 418-7616](tel:8164187616) / scClinton@kcpublicschools.org

Kansas City Public Schools / Office of the Superintendent
Office [\(816\) 418-7616](tel:8164187616) / Fax [\(816\) 418-7766](tel:8164187766)
1211 McGee St. Suite 1000, Kansas City, MO 64106
www.kcpublicschools.org

B. 2 Prospective Board Member Resumes

B.2 Governing Board Composition

Board Members

The founding board members were chosen for their desire to be involved, particular expertise, experience in board membership or matters of education, community connections and business. They also demonstrate **quality character** and interest in serving students, particularly males in our population. The founding board is intended to automatically transition into the board of directors upon receiving a granted charter. The Board will attempt to engage parents of students that attend KCLAYM, in all matters of education and future plans. Once the school is operational, the board will meet monthly and dedicate time in every board meeting to review the school's finances and academic progress. All board members have received Kansas City Leadership Academy for Young Men's Handbook which contains the school's charter, Bylaws, Articles of Incorporation, 501c3 documentation, board policies, copies of the Missouri charter law, and any other important documents. This handbook ensures that board members are aware of their duties and responsibilities as public servants on the board of a public institution. When necessary new board members will be admitted through a board vote at which time the new board member will undergo the same process as other members. Board members will make an effort to network with individuals that may have the expertise and a desire to become a board member should there be a vacancy. Although board members have not served on school boards, some do have an understanding of how nonprofit boards operate, as they are, members of other high quality nonprofit boards. All board members are studying best practices for serving on a charter school board. At this time, board members are studying "Charter School Board University-Second Edition" written by Dr. Brian Carpenter. Board members are very eager to continually increase their capacity for good governance. The board will go through formal training with MCPSA once the school is approved. All board members will be expected to attend these trainings, as well as ongoing training at a minimum of five hours per year. There will be annual board retreats for the purposes of reviewing governance roles, board self-evaluations, and strategic planning in collaboration with the school's leadership. Beginning board committees will consist of Executive Committee, Budget and Finance, Governance, Parent and Community engagement and other committees may be added. Board members will make concerted efforts to always engage the community and parents. The founder has already garnered support and excitement with local parents and businesses that are eager to get involved when approval has been granted. The board has two educators that have been involved with planning and will continue to help in areas of curriculum and best practices for educating males.

Solicitation of founding board members

The founder, Kim Jones is a life-long resident of the area and is a graduate of the KCPSD. She knows many members of the community and its surrounding areas. Choosing the founding board members was a task that she took very serious. None were chosen based on friendships or prior knowledge, all were chosen based on their character, involvement in the community, desire to help, financial assistance, loyalty to KCLAYM in its beginning stages, maturity and the ability to not compromise this project. Kim purposely sought members that would not compromise the position of being a board member of KCLAYM based on knowing her. Prior to establishing the 501(c)3 she parted ways with board members that she felt compromised the integrity of KCLAYM. She has always been involved in volunteering for the community and in church, both of which are cornerstones of the community. She has researched and worked on KCLAYM for many years, it is just recently that she has revealed the vision of the school to others. Kim wanted to invite people that would embrace and share in the mission, vision and need to help disadvantaged young men. The founding members are proud, very honored, excited, and are doing their own research on disadvantaged males. They are excited to visit single gender schools and bring their successes and expertise to Kansas City.

Robin Dayton is a lifelong resident of Kansas City. She is senior marketing manager and realtor with White & Associate – Real Estate. Robin possesses skills in strategic orientation and the ability to develop and implement long term marketing strategies, with a proven track record of adding value to growing organizations through improved systematic promotions and advertising operations. She has been recognized for outstanding organizational skills with a focus on bottom line results. She is a business owner, role model, mentor, and volunteer. Robin holds a B.A. degree in Marketing and Finance. She is the board treasurer for the Jackson County MO chapter of The Links Incorporated. Link members contribute more than 500,000 documented hours of community service annually – strengthening their communities and enhancing the nation. The membership consists of nearly 14,000 professional women of color in 282 chapters located in 41 states. In addition to their civic philanthropy, they secure hundreds of thousands of dollars annually, for minority scholarships and renovations of libraries and reading rooms for local educational institutions in this area. Most recently they secured \$100,000 for renovation of Niles Home for at risk children’s library. Robin believes in equipping black youth to use their intellect and spirit of achievement to become successful and productive citizens. Robin’s desire is to continue implementing, aligning, and integrating programs that are responsive to the academic, health, cultural, social awareness, career development, and mentoring needs of youth. We are honored to have Robin Dayton as a board member.

Diana Carter has lived in the Kansas City area most of her life. Diana is a business owner, role model and has worked with male youth. Diana is married to Joe Carter, he is a Franchise Four Member of the Toronto Blue Jays and the winner of two world series championships. They co-founded, The Joe and Diana Carter Foundation which seeks to inspire youth and adults in Kansas City to make positive life choices and chase their dreams. The foundation hosts local events that expose special populations to strong role models to help empower and motivate them. For 16 years, Joe and Diana have contributed to and impacted hundreds of youth throughout Kansas City and Canada. Diana is also a member of The Links Incorporated, where she serves on the board as the financial secretary of the Jackson County MO chapter of The Links Incorporated. Diana is a philanthropist that believes in the power of education and its impact on at-risk children. We are pleased and honored that Diana Carter is the first board member and has remained steadfast in seeing the mission and vision of KCLAYM come to fruition.

Leroy Ewell is a lifelong resident of Kansas City and a graduate of the KCPSD. He has served the community as a Firefighter/EMT/Paramedic in the 64130 zip code area for over 18 years. He holds several licenses and certifications to serve the community in the medical field. Leroy is a prominent figure in the local area, he is very involved in helping the community and local youth. When not protecting and serving the community, he can be found reading to youth in schools, mentoring young men and facilitating local motorcycle rides to support organizations. We are honored that Leroy has a desire to work with KCLAYM and help in collaborating us with the civil servant community.

Jacquelyn Bledsoe grew up in the surrounding area of Kansas City. She has an Educational Specialist degree and is a forty-two-year veteran of education. She has held several positions during her tenure in Detroit, Michigan, the majority were in reading and language arts. Jacquelyn has extensive knowledge of and how to execute curriculum development, assessment, cognitive coaching, professional development and supervision. She was also employed by Macmillan Publishing and Houghton Mifflin Harcourt Publishing and is well versed in curriculum development for struggling students. Jacquelyn has dedicated her life to educating urban youth and is excited to serve as a member of the KCLAYM Board of Directors. KCLAYM is honored and excited to have a professional with her expertise, serve as a board member.

Kevin Muesenfechter is an attorney for the United States Department of Housing and Urban Development, and also has a degree in Finance and banking. He grew up in St. Louis, MO where he was educated in an all-male school. Kevin believes in the idea and choice of attending single gender schools.

His experiences attending a single gender school were positive and unique in that, he was able to learn at an institution that focused solely on the education and best practices for males. We are happy and honored to have Kevin as a board member and will utilize his experiences and ideas as a source of strength and enlightenment for KCLAYM and the young men we will serve.

Fayon Reynolds is a coordinator at Grundfos, the world's largest pump manufacturer. She has a Master's degree in Organizational Leadership. She also serves on the youth and community committee at Grundfos, which organizes volunteer services and paid internships for urban schools. In the past, Fayon developed the youth department and designed a curriculum for a local church of 1,000 members serving infants to teens. Fayon has been a dedicated, faithful board member since 2013. We are thankful and honored that she is a KCLAYM board member.

Margretta Heath is an Education Specialist and held positions in KCPSD for 41 years. She has served as a psychiatric assistant, teacher, instructional coach, vice principal, and principal in traditional and alternative schools within KCPSD. She served as principal for Lincoln Preparatory Academy, which is certified as one of the top ten schools in America according to USA Today magazine. She is well versed in educational law. Her background includes mental health, which is a key component of KCLAYM. She has always been an advocate for taking a holistic approach with students. Margretta's experience and non-negotiable belief, that every child has a right to a quality education, aligns with the mission and vision of KCLAYM. We welcome Margretta's no-nonsense approach to governance, her tenacity, professionalism and expertise to the board.

Appendix B.2 includes B.2(a) resumes for board members. B.2(b) request for information from prospective charter school board members.

Robin M. Dayton

4200 NE Tremont Circle, Lee's Summit, Missouri 64064

Cell: (816) 309-1174 – queendayton@aol.com

SKILLS SUMMARY:

Senior Marketing Manager with strategic orientation and ability to develop and implement long range marketing strategies, with a proven track record of adding value to growing organizations through improved systematic promotions and advertising operations. Recognized for outstanding organizational skills with a focus on bottom line results; considered a creative problem solver, effective communicator and team player.

DEMONSTRATED EXPERTISE

- * Strategic Planning & Business Development
- * Project Coordination
- * Management & SED Reporting
- * Training & Facilitating
- * Residential Real Estate
- * Market Analysis & Promotions
- * Contract Negotiations

EMPLOYMENT HISTORY

White & Associate – Real Estate, Overland Park, Ks 2013 to Present

Reece & Nichols – Real Estate, Lee’s Summit, Mo **1996 to 2013**

Senior Sales Executive

Selected Achievements as Senior Sales Executive at Reece & Nichols:

- ^ Recognized for achieving the level of \$5 Million Dollar Sales Club seven times - demonstrating a proven track record for meeting and exceeding revenue goals
- ^ Proven skills in negotiating and interpreting sales contracts, with solid networking skills in securing and maintaining customer relations
- ^ Developed a successful real estate team including recruiting, training and managing eight (8) sales associates focused on maintaining a 98% client satisfaction rating.
- ^ Demonstrated ability of accomplishing results through strong recruitment and management.

Progressive Business Solutions, Kansas City/Lee’s Summit, MO **1994 to Present**

President/Chief Executive Officer

Selected Achievements as President of Progressive Business Solutions:

- ^ Managed technical assistance engagement for the Missouri Economic Development department in association with P-Strada consulting firm, providing business technical assistance services to disadvantaged businesses.
- ^ Provided consulting services to over 40 developmental and growth stage businesses.

- ^ Performed market research to determine best location for urban core convenience store (Zion Fuels, LLC).
- ^ Facilitated Diversity training for five thousand City of Kansas City, Missouri employees.

Platinum Dezign, Lee's Summit, Mo
President/CEO

2007- present

Selected Achievements as President/CEO of Platinum Dezign:

- ^ Event Planner, coordinating over 200 weddings, retirement parties, engagement parties, event seminars and other well attended events
- ^ Skilled in developing and managing budgets, developing proposals, and creating and executing event timelines
- ^ Ability to build relationships, multi-task and work as part of a team in achieving a first class production
- ^ Oversight responsibility of videotaping and graphics production

United States Postal Service, Kansas City, MO

1984 to 1992

Director of Retail Marketing

Selected Achievements while at US Postal Service:

- ^ Managed and trained over Two hundred employees in new postal retail products & Services
- ^ Maintained inventory of products and developed automated re-ordering system
- ^ Developed Regional marketing campaign for new product roll-out
- ^ Performed staff training on new equipment and facilitated testing for potential employees
- ^ Responsible for debriefing Post Master General and Senior Executive Level management regarding return on investment and market penetration.

PROFESSIONAL & EDUCATION ACHIEVEMENTS

Avila University, Bachelor Science/Bachelor Arts Degree in Marketing, Minor in Finance (1990)

Licensed Realtor, in the States of Missouri and Kansas (1996)

Ewing Marion Kauffman Foundation – FastTrack Facilitator & Life Coach certification (2006) & (2010)

Palestine Senior Citizen Facility, Board Member (2006-2008)

Jackson County Chapter, Links Member – a community service organization (2009)

Jackson County Chapter, Links Chairman of the Fund Development Committee (2010)

Jackson County Chapter, Links Financial Secretary (2013) - Present

Kansas City Young Matrons, Member (2010).

Diana Carter

3000 West 117th Street, Leawood, KS, 66211

Home: (913) 491-4530

disdzine@gmail.com

Education:

1978-1981	Wichita State University	Social Work Major
1998-2000	Johnson County C.C.	Interior Design Associates Degree

Career Experience:

1999-Present	DI's DESIGN Interior Design	Owner
2011-Present	Carter Development CO.	Owner
2008-2011	A Home Run LLC (Developing Company)	Owner

Built 7000 Sq. Ft. Green Eco-Friendly Spec Home on Plaza

Community Service:

1997-Present	Joe & Diana Carter Foundation (Motivational Programs for Youth and Adults)	Founder
2012-Present	Royal Tea Just 4 Me Event	
2011	Links Jazz Extravaganza (Design Chair)	
2010	Fox 4 Love Fund (Home Run LLC Blvd of Dreams Home Tour)	
2009-Present	Jackson County Links Member Nominating Committee Chair Mentoring Children's Program Rachel's Tea House	

1990-2007
Designed Living Spaces for Homeless Unwed Mothers
Fundraiser Tea for Rachel's Tea House
Medical Missions Foundations Volunteer Decorating Committee

Leroy Ewell

9717 Lydia Ave, Kansas City, MO 64131
Home: (816) 942-7763 | Cell: 816-914-7768
Fytfire41@yahoo.com

Summary

Highly motivated Firefighter/EMT/Paramedic with 18 years of experience. Effective at assessing emergencies of all kinds including neurological issues. Exceptional problem solver and decision maker. Extensive hands-on medical experience in high energy on-call environments.

Highlights

- Efficient
- Airway management
- Cool and collected under pressure
- Adept at multiple revival techniques
- Analytical
- Team leader
- Advanced medical terminology knowledge
- Extensive human anatomy understanding
- Resourceful

Experience

Firefighter

April 1998 – Current

- Provided life support services during medical emergencies on scene and en route to the hospital.
- Maintained a state of readiness and alertness for all assignments.
- Collected pertinent information from the patient family and friend's medical records and prescriptions.
- Operated and maintained emergency vehicles in a safe efficient manner while obeying all traffic laws.
- Completed all mandatory education and training classes.

Emergency Medical Technician

Sept 1998 – Current

- Rapidly assess whether life threatening criteria was present and took immediate action.
- Maintain current knowledge of treatment protocols and response requirements.
- Interact with patient's families' hospital staff and the general public.
- Administer infusion medications and intubation.
- Respond to dispatched emergency assignments quickly and safely.
- Perform basic and advanced patient assessments.
- Interpret limited histories and examine patients to identify underlying critical issues.
- Monitor patients for changes and reviewed and revised plans accordingly.
- Inspect vehicle medical supplies and equipment during down time.
- Promote team effort when working with dispatch center public safety agencies and care providers.
- Demonstrate high standards of performance including teamwork communication and compassion.

Paramedic

May 2004 – Current

- Provided and directed fast, efficient Advanced Life Support to the ill and injured utilizing all basic and advanced abilities and techniques, including the placement of peripheral, central and intra-osseous lines, esophageal obturator airways, endo-tracheal intubations, cardiac monitoring and EKG interpretations, defibrillation, and cardio version.
 - Recognized a medical emergency and made reasonable and acceptable differential diagnosis.
 - Performed critical physical examinations in a hospital setting.
 - Anticipated potentially life-threatening occurrences of non-cardiac emergencies and instituted appropriate emergency therapy where essential for the preservation of life.
 - Dealt with medical and emotional needs of any victim of acute illness or injury with the goal of reducing mortality.
 - Responsible for managing and directing all first responders at the scene of a medical emergency such as QRUs, Police Departments, and EMTs.
 - Responsible for patient care; BLS, vital signs, moving of patient, CPR, airway management, broken bone stabilization and ambulance driving.
 - Performed ALS IV and drug administration, intubation, ECG interpretation, IO administration.
-

Additional Experience

Hospital Hours – Emergency (192), ICU (96), Anesthesia (24), Pediatrics (24), Labor & Delivery (24), Cardiac Cath Lab (8),

Education

Firefighter 1&2, CJC (Central Protection Fire Protection District)

Certifications and Licenses

ACLS, PALS, AMLS, PHTLS, CPR, EMT-P Licensed to practice in the State Missouri, National Registry Paramedic Certification

JACQUELYN BLEDSOE

5603 W. 134TH Street – Apt. 1325

Overland Park, KS 66209

Home (913) 499-1144 Cell (313) 595-7930

jbleds2005@yahoo.com

Objective: To promote the use of research-based instruction and assessment in order to effectively implement the English Language Arts curriculum resulting in improved student achievement

Qualified by: Forty-two years of literacy instruction with consistently increasing responsibilities in curriculum development, assessment, professional development, supervision, administration and cognitive coaching using “best practices”

Experience:

August, 2009- *Houghton Mifflin Harcourt(HMH) Publishing Company*

- June, 2010 **English Language Arts Consultant**
 (Retired) Involved in training of trainers and curriculum development in order to support the supplemental use of HMH materials in Detroit Public Schools
- 2005-2009 *Michigan Department of Education, Lansing, Michigan*
Reading First Facilitator
 Provided technical assistance for students, teachers, coaches, administrators and central office personnel in the Detroit Public Schools' Reading First program as well as throughout the state of Michigan to ensure that children read effectively
- 2002-2005 *Detroit Public Schools, Detroit, Michigan*
District Language Arts Instructional Specialist
 Supported literacy instruction by working with administrators, teachers, students, parents, central office staff and community members to raise student achievement
- 1998-2002 *Detroit Public Schools, Detroit, Michigan*
Staff Coordinator – Jamieson Elementary School
 Administrator responsible for Special Education, Headstart, and kindergarten through grade 2 curriculum implementation in high achieving school of 850 students
- 1997-2000 *Marygrove College, Detroit, Michigan*
Adjunct Professor – Master in the Art of Teaching
 Served as an instructor/mentor for teachers in the master's degree program
- 1992-1998 *Detroit Public Schools (Area B), Detroit, Michigan*
Language Arts Instructional Specialist
 Provided instructional support for forty-three schools
- 1987-1992 *Detroit Public Schools, Detroit, Michigan*
Language Arts Teacher – Chrysler Elementary School
 (Designated as “Redbook's Best in Michigan” in 1992)

- 1985-1987 *Macmillan Publishing Company, New York, New York*
Educational Consultant – Midwest Region
- 1984-1985 *Systemic Business Systems, Inc., Dallas, Texas*
Business Instructor
- 1983-1984 *El Centro College, Dallas, Texas*
Communications Instructor
Taught developmental reading and writing courses
- 1981-1983 *Dallas Independent School District, Dallas, Texas*
Reading Teacher – Marsh Middle School
- 1978-1981 *Detroit Public Schools, Detroit, Michigan*
Reading Coordinator – Owen Elementary School
- 1977-1978 *Detroit Public Schools, Detroit, Michigan*
Reading Specialist – Northern High School
- 1974-1976 *Detroit Public Schools, Detroit, Michigan*
Teacher – Doty Elementary School
- 1973-1974 *Detroit Public Schools, Detroit, Michigan*
Reading Consultant – Sherrard Constellation Schools
- 1971-1973 *BRL-Sullivan Publishing Company, Palo Alto, California*
Reading Consultant – Detroit Public Schools
- 1968-1971 *Detroit Public Schools, Detroit, Michigan*
Teacher – Campbell Elementary School

Education:

- 1997 *Wayne State University*, Detroit Michigan
Education Specialist – Administration and Supervision
- 1973 *Wayne State University*, Detroit, Michigan
Master of Education – Reading
- 1968 *Southern Illinois University*, Carbondale, Illinois
Bachelor of Science – Elementary Education

Kevin M. Muesenfechter

2972 Grand Avenue, Kansas City, Missouri 64108, (816) 585-1963, kevin.muesenfechter@gmail.com

Admitted to the Missouri Bar.

WORK EXPERIENCE

Associate Regional Counsel for Housing Finance and Programs, *United States Department of Housing & Urban Development*, Kansas City, Kansas, August 2008 - Present

- Served as Acting Deputy Regional Administrator in 2014
- Lead legal advisor for all matters concerning HUD programs including, but not limited to, the following: Multifamily Housing, Single Family Housing, Community Planning and Development, Public and Indian Housing, Hospitals and Residential Healthcare Facilities.
- Collaborated with officials and staff from the City of Kansas City, Missouri, the Department of Justice, and HUD during 8-year litigation regarding a federal receivership of assets once held by the Housing Economic Development Financial Corporation (“HEDFC”), a non-profit which served at one time as the city’s primary recipient of HOME and CDBG funds.
- Drafted and reviewed performance agreements, motions to the court, and development contracts leading to the construction of residential and commercial facilities in the Beacon Hill neighborhood in the urban core of Kansas City, Missouri, during the HEDFC litigation.
- Experienced with state and federal financing tools such as historic tax credits, low income housing tax credits, tax abatement, state HFA risk share loans, and various bond programs.
- Managed team of attorneys closing more than \$500,000,000 in loans in FY2012 and FY2013.
- Underwrote applications for potential loans to nursing home facilities through HUD’s Section 232 Program.
- Hired by HUD through highly competitive Legal Honors Program.
- Promoted to serve as the youngest Associate Regional Counsel in the country at age of 29.

Corporate Intern, Wal-Mart Stores, Inc., Realty Division, Bentonville, Arkansas, Summer 2007

Underwrote and analyzed financial and operational factors leading to the selection of sites for new and relocated stores. Advised company's Executive Committee to invest \$15 million to relocate an existing store in Texas.

Law Clerk, The Barton Law Firm, Columbia, Missouri, May 2006- May 2008

Worked throughout law school at tax and estate planning firm to help pay for education.

Extern, Missouri Dept. of Economic Development, Jefferson City, Missouri, Spring 2007

EDUCATION

University of Missouri – Columbia, School of Law, J.D., Note and Comment Editor, *Journal of Dispute Resolution*; Graduated May 2008, focusing coursework in Real Estate and Business

University of Missouri - Columbia, B.S.B.A., Cum Laude, Finance & Banking, Real Estate;

Minor, Political Science; Honors College Graduate; Studied Abroad in Bergamo, Italy;

Received Curator's and Bright Flight Scholarships, Graduated in May 2005

COMMUNITY INVOLVEMENT

Board Member of Kansas City Chapter of Federalist Society, Board of Trustees of Alpha Tau Omega Gamma Rho Chapter, Union Hill Neighborhood Association, and Citizens of the World Charter School Community Advocacy Committee

Fayon Reynolds

12130 Clubhouse Drive, Kansas City, Kansas, 66109, 913 961 7534, faereyn@gmail.com

Grundfos Pump Company 2002 – present

CSC Team Lead Partner

D&E Coordinator 5 plus years

Segment Administrator 2 years

Partner Services Representative 4.5 years

Professional Summary

Multi-faceted, efficient and reliable development and engineering coordinator with 10+ years of experience supporting project managers, engineers, managers, sales and customers. Responsible for coordinating all development and engineering events, workshops, seminars and training as well as implementing product data management relevant to: documentation, certifications, agency approvals, product configuration, material master data, purchasing in support of the strategic objectives in the North America region. Highly skilled in tracking details, communicating deadlines, and following-up with internal and external partners to ensure on-time completion within budget and meeting all event requirements.

Core Qualifications

- Proficient in all of the standard office desktop software and design programs.
- Excellent inter-personal, phone and digital communication skills.
- Ability to assist, coordinate, set up, document, evaluate, compile, report, and communicate key aspects of special events, data management, agency approval and purchasing work content.
- Knowledgeable in SAP maintenance, procurement, and data management.
- Analytical skills sufficient to evaluate information from various sources and perform multiple tasks in a dynamic environment.
- Ability to backup and support data management team members as well as coordinate and resolve complex data management issues.
- Knowledge of configuration management principles and familiarity with product data management tools.
- Good communication skills.
- Good organization skills.
- Good people networking skills.
- Good problem solving skills.

Education

Bachelors of Arts - Human Relations

Masters of Arts – Organizational Leadership

Volunteerism

Harvesters - Food Service, annual

Residential Solutions – annual

The Worship Center of Kansas City – Leadership director of the kid’s ministry 5 plus years

Certifications

CPR

Margretta D. Heath

(816) 809- 6669 cell (816) 763-4978 home

Career Objectives

Provide Excellent Leadership to Turn Around Failing Schools by:

- Setting directions and charting a clear course that everyone understands.
- Establishing high expectations.
- Using data to track progress and performance.
- Sharing understanding that underlies a sense of vision or purpose.
- Quality Leadership and rigorous teaching.
- Promoting student achievement and building a solid organizational structure that supports and develops a talented staff.

Non-negotiable

All students must have access to quality education. Quality education is a right not a privilege. My mission is to advocate access to quality education in a professional and aggressive manner.

Education

Park College – Bachelor of Arts Degree-Psychology and Education

University of Kansas City- Masters in Reading Education, Educational Specialist Degree in School Administration and Instruction/Curriculum.

Employment History

1973-1974

Psychiatric Assistant, Western Missouri Health Center: Assisted Senior Psychiatrist in all facets of children and adolescence abnormal behaviors.

1975-1976

Lead Teacher, Banneker Head Start Program: Developed lesson plans and creative activities. Visited parents, train teacher aides in Early Childhood Developmental Strategies.

1977-1978

Lead teacher at KCMC Child Care Development Center: Designed development-appropriate lesson plans for 2-5-year old students, trained staff in Early Childhood Strategies.

1978-1981

Served as Administrator at Christ Temple Pre-School: Prepared USDA reports, teachers' pay roll, tax statements, implemented Early Childhood Curriculum, trained and supervised teachers.

1981-1984

Extensive Substitute Teaching for Kansas City School District: Phyllis Wheatly Elementary School, Richardson Elementary School, James Elementary School, Milton Moore Elementary school, Hale Cook Elementary School, Paseo High School, Lincoln Middle School, East High School and Northeast Middle School.

1985 -1990

Reading Teacher at Northeast Junior High School: Key Results Areas: Planning, Teaching and Learning, Student Relationships, Use of Resources, Climate and Organization.

1991-1992

Reading Resource Teacher at Martin Luther King Jr. Latin Grammar Middle School: Developed and used a planned, systematic approach to the use of people and resources. Assisted in development and assessment of the Magnet Curriculum.

1993-1997

District Curriculum Writer at the Central Office: Established a clear philosophy and set of overarching goals that guide the entire course of studies. Established sequences both within and between levels and assured a coherent and articulated progression from grade to grade occurred. Outlined a basic framework for what every student should know and be able to do; how to do it, when to do it and how to know if it has been achieved. Created interdisciplinary lessons. Selected focus groups to explore methods of assessing essential knowledge/ objectives. Provided focus groups for ongoing revision and improvement of curriculum.

1998-1999

Instructional Coach at Woodland-Edison Elementary School: Increased literacy focus, reduced suspensions and improved relationships. Promoted to Vice Principal /Academy Director position. Organized and assigned resources, determined priorities. Organized and implemented Success For ALL Reading Program.

2000-2002

Assistant Principal at Southeast K-8 Zoo Academy. Established a School Improvement Plan that contributed to the goal of the school. Established high standards for both students and staff performances which lead to the achievement of school improvement.

2003-2005

Vice Principal for Alternative Schools: Teenage Parenting Center and Chester Anderson High School. Insured a safe, caring, drug-free, disciplined, positive, school climate.

2006-2007

Vice Principal at J.A. Rogers Middle School. Ensured that teachers were achieving appropriate interventions to improve their academic achievements. Conducted observations and evaluations of staff and students performance.

2007-2008

Vice Principal at Van Horn High School. Implemented a system that provided assistance to teachers who have been assigned a Professional Improvement Plan. Collected documentation of the progress of teachers. School closed and I was transferred to Lincoln College Preparatory High School.

2008

Vice Principal at Lincoln College Preparatory Academy. Established a college focused environment for juniors (11 graders) and seniors (12 graders). Orchestrated Advanced Placement classes(AP), College credit classes, and International Baccalaureate (IB) classes.

2009-2010

Principal at Lincoln College Preparatory Academy:

- Coordinated the assessment and development of academic programs within the

School with the assistance of Vice principal, Counselors, IB Coordinator and department Chairs

- Prepared and revised as necessary, academic program plans for College Attendance with assistance from Counselors and A+ Coordinator
- Served as a model for teaching, professional achievement, and disciplinarian.
- Managed personnel matters involving academic and non-academic employees including: college visits, testing schedules, scholarship recruiting, multiple budgets, evaluations of staff members, termination and dismissal of faculty evaluations, approval of faculty workload plans and long-range professional development plans.
- Maintained good working relationships with faculty in all academic and non-academic areas.
- Communicated with the IB coordinator, Counselors, Athletic coordinator, and various constituencies within the University, surrounding community and State regarding college-bound students.
- Maintained effective communication between students, faculty, Chairs within the school and Central Office personnel.
- Served as a liaison with relevant professional associations state and accrediting agencies.
- Articulated adherence to rigorous college-bound curriculum in faculty meetings
- Treasurer for the Class of 2010 graduation senior dues and graduation location
- Advance Placement Coordinator

2010-Present

Attended Real Estate School

Attended Paid to Place Internet Sales Classes

W. E. B. DuBois Learning Center Tutor at Belvedere Elementary School

Assistant at Family Life Center Gymnasium

Applying for several Administrator/Teaching- Instructional Coaching Position/Professional Development Trainer.

KIMBERLY D. JONES MA BUSINESS/NON-PROFIT

913-710-9684

E-mail Address: kjones055@gmail.com

EMPLOYMENT HISTORY

2011-Present

Kansas City Leadership Academy for Young Men

- Meeting, collaborating and building relationships with other organizations to further the mission and vision of the school
 - Recruiting students for enrollment while placing in the forefront the academic reputation of the school.
 - Developing and hosting campaigns and fundraising activities with new and innovative ideas
 - Facilitating strategic planning that is indicative for 21st Century education.
 - Negotiated with a local nonprofit organization to gift a 41,000 square foot building to KCLAYM
 - Organized and co-wrote charter school application as required by the Department of Elementary and Secondary Education
 - Developed and co-wrote all necessary handbooks for attachments
 - Help with special events and activities
 - Engage Community Stakeholders with organization
 - Negotiated with and engaged companies for overall school insurance
 - Meet and negotiate with architects, construction companies for renovations
 - Assisted in the development of procuring all necessary supplies for startup of the school such as cost, quality and need.
 - Ongoing relationship building with the political members of the community
-

2004-2008

Teacher Recruiter

Communications Art, Reading Curriculum Coordinator

Derrick Thomas Academy

- Interviewed and scheduled new teachers for hire
- Planned, attended and oversaw all job fairs for the school
- Successfully staffed 40 educators each year for the school
- Oversaw and maintained the yearly return of each teacher for each academy
- Served on leadership team
- Collaborated with Universities to recruit graduating teachers
- Oversaw the implementation of reading and writing for 950 + students and staff grades k8
- Modeled the implementation of reading and writing for staff
- Monitored teacher implementation of the Success for All Reading curriculum
- Monitored teacher implementation of the Language Arts Program
- Observed and evaluated all teachers
- Conducted training for incoming teachers
- Responsible for maintaining reading growth data base for every student K-8 grades

- Responsible for purchasing and maintaining inventory of all reading and language arts curriculum
 - Responsible for relating all curriculum data information to Edison Schools Inc.
-

2003-2004

Elementary School Teacher

Derrick Thomas Academy

Taught fourth grade core classes which included Math, English, Social Studies and Science

- Responsible for planning lessons, character education, and classroom management
 - Lead Teacher of 4th grade teachers
 - Provided daily support to a team of 4 teachers for behavior and curriculum implementation
 - Served on leadership team
-

2002-2003

Project Coordinator, Public Speaker

Metropolitan Organization to Counter Sexual Assault

-
- Advocate for victims
 - Provided daily community presentations at Missouri schools
 - Conducted community awareness speeches daily throughout Kansas City
 - Recruited volunteers
 - Trained volunteers
 - Phone counseling
-

2001-2002

Substitute Elementary School Teacher

Kansas City Missouri School District

-
- Responsible for teaching various grade core classes including Math, English, Social Studies and Science
 - Responsible for planning lessons, character education, and classroom management
-

2000-2002

Assignment Editor

KMBC TV-9

-
- Managed and assigned newsroom stories to reporters and photographers
 - Researched and assisted in deciding stories for the newscast
 - Conducted interviews, worked with public agencies to insure the credibility of stories
 - Responsible for the overall coordination of the newsroom
 - Fielded questions from the public about concerns in the community
 - Communicated information to major networks concerning catastrophes and news events
-

1998-1999

Public Relation Women's Intersport Network for KC,

- Provided public relations work,
 - Wrote press releases which were sent to the media and local companies
 - Created advertisements and flyers that were placed in the community
 - Gave community presentations about the organization
 - Convinced organizations to donate finances for underprivileged girls to participate in local sports and activities
-
-

1996-1997**News/Promotions, KMBC TV-9**

- Wrote scripts and put news stories together
 - Conducted interviews for news stories
 - Answered viewers comments and complaints
-
-

EDUCATION

Master of Arts in Business Administration emphasis in Not-for-profit Administration MidAmerica Nazarene University

Bachelor of Arts, Communications /Marketing

Minor in Women Studies

Avila University

Michael R. Jones Ed.S.**Overland Park, KS 66223****913-963-3254****jones098@gmail.com****DEGREES****Bachelor of Arts in Music Education****Master of Arts in Educational Administration****Ed.S. in Educational Administration****CERTIFICATIONS****K-12 Career Administration State of Missouri****K-12 Instrumental & Vocal Music, State of Missouri****Substitute Teacher- State of Kansas****PROFESSIONAL EXPERIENCE****Present-Kansas City Leadership Academy for Young Men****2012- To Present- Planning Principal**

- Co-wrote school application for approval
- Co-wrote all related appendices for application
- Developed behavioral system for school
- Assisted in fundraising events
- Assisted in all ground level aspects for the development of the school
- Creating relationships with the surrounding community

2011-2012**Renaissance Academy****Principal 6-12**

- Provided leadership, direction, and support to the implementation of the school's instructional and program plans
- Supervised and evaluated a staff of 60, to ensure quality instruction and student achievement
- Supported and monitored the professional development plans of teachers, to continuously improve instruction
- Worked collaboratively with DESE, MU Sponsorship, and Board of Directors to bring the school in compliance in all areas of governance and finance
- Facilitated Professional Development sessions

- Supervised payroll, all activity clubs, and athletics
- Developed and implemented a new Leadership Team & PLC's
- Supervised all IEP's as the LEA
- Supervised student discipline
- Established new business connections within the business community
- Molded effective lesson planning, curriculum mapping, data analysis for all staff
- Supervised and monitored the school's accountability plan
- Lead the charge as the school's gatekeeper of the school's vision and mission

2010-11

Benjamin Banneker Charter School of Technology

Chief Academic Officer

Principal

- Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- Supervise and evaluate staff of 50, to ensure quality instruction and student achievement
- Support and monitor the professional development plans of teachers, to continuously improve instruction
- Ensure that continuous improvement is guided by student academic standards; school performance standards; and data from state, and local assessments
- Provide instructional leadership in advancing proven teaching and learning practices
- Engage parents and community in implementing programs,
- Develop and implement staff development training on instructional strategies, pursuant to the schools **Improvement Plan**
- Responsible for all budgetary spending, preparing required reports and maintaining complete and accurate records.
- Oversee compliance in testing admissions, special education, admissions, and student information systems
- Monitor implementation of the school's vision and mission
- Develop and maintain procedures that provide for the safety and security of staff and students
- Facilitate collaborative planning and problem-solving process

2008-2010

Paseo Academy of Fine Arts and Performing Arts

Arts Program Administrator-Vice Principal

- Provide leadership, direction, and support to the implementation of the school's instructional and program plans for **Paseo High School and Junior High**
- Supervise and evaluate art staff of 90, to ensure quality instruction and student achievement
- Support and monitor the professional development plans of teachers, to continuously improve instruction
- Ensure that continuous improvement is guided by student academic standards; school performance standards; and data from state, and local assessments
- Supervise all operations involving the implementation of all arts programs that are district mandated
- Oversee recruitment for all students and staff to increase enrollment

- Establish and maintain close working relationships with the arts community
- Engage parents and community in implementing programs, including community use of the school site and arts program
- Develop and implement staff development training on instructional strategies, pursuant to the schools **Improvement Plan**.
- Attend School Advisory Committee meetings to provide updates on the arts performance information
- Implement and oversee all disciplinary actions for all students who are enrolled in the Arts Conservatory
- Attend and evaluate all community performances for drama, choir, art, and dance to ensure high standards

2007 to 2008 Olathe School District

Central Office Internship with the Assistant Superintendent

2004 to 2007 Kansas City, Kansas School District

William Allen White Elementary

Principal

- Provided leadership, direction, and support to the implementation of the school's instructional and program plans for Elementary
- Supervised and evaluated staff to ensure quality instruction and student achievement
- Supported and monitored the professional development plans of teachers, instructional coach, reading coach and curriculum coordinators to continuously improve instruction
- Created after school tutoring program for reading and tutored students along with teachers
- Modeled and taught class lessons for struggling teachers
- Maintained a safe, secure learning environment for all staff and students
- Handled all discipline and suspensions
- Handled all student expulsion hearings
- Implemented fire and tornado drills in compliance with the state regulations
- Ensured that continuous improvement was guided by student academic standards; school performance standards; and data from state, and local assessments
- Supervised all operations involving the management of the school, including school funds, district funds, (pertaining to the school) payroll, (pertaining to the school) purchases, inventories, and office operations.
- Maintained accurate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Acted as custodian of such records and all contracts, securities, documents, title 1 papers, books of records, and other papers belonging to the school.
- Ensured compliance with federal, state, district and local regulations and policies
- Established and maintained close working relationships with the District
- Engaged parents and community in planning and implementing programs, including community use of the school site
- Held programs that continually involved parents in their student's education which bolstered parental involvement

2002 to 2004 Derrick Thomas Academy Charter School, Kansas City, Missouri

Academy Director Vice-Principal

- Provided leadership, direction, and support to the implementation of the school instructional and program plans
- Modeled and taught class lessons for struggling teachers
- Assisted the Principal in leading the process of continuous school improvement programs
- Assisted in the interviewing and hiring of staff
- Provided instructional leadership in advancing/data teaching and learning practices
- Coordinated and supervised student activities
- Developed all safety and security procedures
- Implemented fire and tornado drills in compliance with the state regulations
- Created the code of conduct book
- Handled all discipline and suspensions
- Handled all student expulsion hearings
- Coordinated along with staff, field trips, athletic events and general school assemblies
- Communicated effectively with students, staff, administrative and supervisory personnel, parents, and community visitors
- Supported and monitored the professional development plans of lead teachers, house teams and curriculum coordinators to continuously improve instruction
- Prepared the agenda for Board meetings, in consultation with the Board and the Principal.
- Assisted, prepared and submitted recommendations to the Board relative to all matters requiring board actions, placed before the Board necessary and helpful facts, information, and reports needed to facilitate informed decision making.
- Assisted in ensuring the development of specific administrative procedures and programs that support the established Board policies, directives and formal actions
- Executed all decisions made by the Board and Principal
- Ensured that sound plans of organization, educational programs and services were developed and maintained for the Board
- Performed all other duties assigned

2000 to 2002 Kansas City, Missouri School District

Martin Luther King Middle School

Vice Principal

- Wrote reports relative to conferences, suspensions, court reports, etc.
- Oversaw compliance in testing admissions, special education, record keeping
- Assisted the Principal in the screening and selection of staff members for the school
- Coordinated and supervised student activities
- Assisted in the development of safety and security procedures
- Modeled and taught class lessons for struggling teachers
- Maintained a safe, secure learning environment for all staff and students
- Handled all discipline and suspensions
- Handled all student expulsion hearings
- Communicated effectively with students, staff, administrative and supervisory personnel, parents, and community visitors
- Performed all other duties assigned

EDUCATION

- 1984 **Lincoln University** of Jefferson City, Missouri - BME
- 2002 **University of Missouri** of Kansas City, Missouri - MA in Educational Administration
- 2008 **University of Missouri** of Kansas City, Missouri- ED Specialist in Administration

SPECIAL TRAINING

- 2000 Superintendent's Conference in San Antonio, Texas – Summer 2000
- 2000-2001 Principles of Learning Workshop
- 2002 Turning Points 2000 Workshop 2
- 2001-2002 Co-hort Facilitator at UMKC School of Education – Fall 2001 & Spring
- 2010-2011 FEMA Certified in School Response Training
- 2011-2012 SWPBS- School Wide Positive Behavior Support

(i)

(ii) AWARDS AND RECOGNITIONS

1987 EXCELLENCE IN TEACHING AWARD

- 1992 & 1995 Exceptional Achievement and Continuous Contribution to Inst. Music & Arts Programs
- 1998 Who's Who among American Teachers Award
- 2000 KCMSD Employee of the Month - March
- 2000 Acceptance in the KCMSD "Principal's Development Program"
- 2006-2007 Who's Who in Executives and Professional
- 2011 Kindest Kansas Citian Award Recipient

MEMBERSHIPS

National Middle School Association

ASCD

NAESP

Appendix B: Request for Information from Prospective Charter School Board Members for all prospective board members

BOARD MEMBER – Robin Dayton

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume submitted

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.

I confirm that I am at least 18-years-old by January 1, 2013.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

.4. Explain why you would like to serve on the board.

Children are very important to me and nurturing them for successful futures and opportunities is very imperative for them and this nation. I personally have mentored several children to ensure that they have the tools necessary to be successful and productive members of this 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)? Yes I have. Palenstine II senior citizen facility

6. What is your understanding of the appropriate role of a public charter school board member?

My role would be to help set policy and then ensure that the policies and procedure are followed. It is also my responsibility as a board member to "Always" put the Childrens Best interest first

7. What relevant knowledge and experience will you bring to the board? The most relevant experience that I will bring to the board, is that I am the mother of three college graduates, I am also an advocate for our children in this community.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

My /image from year one to four and continuing on, is to watch young men grow from success to success in the areas of academics, emotional stability, socially and to become great problem solvers. I envision phenomenal leaders with a sense of confidence and Pride. because, they are knowledgeable. Equating knowledge with power! I know they will receive a high quality education and skill sets that will prepare them for whatever they decide to do with their lives.

9. What is your understanding of the school's mission and/or philosophy?

Kansas City Leadership Academy for Young Men will influence and positively impact the lives of young men in a safe and nurturing environment. Our Young Men will be empowered, and inspired to become leaders in their respective communities.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The program is project based learning, catering to the different learning needs of boys. The program will address the differences in learning styles and adapt to individual needs. We will use collaborative learning and differentiated instruction. We will definitely adapt our teaching based on the students need.

11. What are the characteristics of a successful school? What specific steps do you think the board of will need to take in the first year or two to ensure that this school is successful?

Providing a safe and well-disciplined environment is critical to a schools success. Respect for all is very paramount in student success. Kansas City Leadership Academy for Young Men will support a learning environment that encourages students to work and think critically and creatively by providing an atmosphere for them to flourish.

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 recommendations

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.

I have only interacted with them through community events and social events as well as church

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 will follow the rules outlined within our bylaws in choosing business people throughout the community.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. (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 director or in direct ownership, employment, contractual or management interest in the educational

service provider?

N/A

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.

Nothing foreseen.

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 address the board members with my concerns verbally and in writing. I would refer to set policy and expect that we would ensure the following of procedures set forth.

PROSPECTIVE BOARD MEMBER: Diana Carter

I. Background

1. See attached Resume
2. I confirm that I will be at least 18 years old by January 1, 2013
3. I became aware of the proposed charter school and the opportunity to serve as a member of its board through the Founder of the school, Kim Jones.
4. I would love to serve on the board because, I have a passion for the betterment for the youth in our country.
5. Yes, I am presently serving on The Links Nominating Committee.
6. My understanding of the appropriate role of a board member is to be a part of helping the school grow through policies.

7. I will bring my experience of doing volunteer work with young kids. My studies of Social Work
8. My image of the school towards the first year is I see children excited about learning.
In four years, I see the boys being a grade level ahead.
9. I see the schools mission as one that will push reading, math, science and technology.
10. I am familiar with the schools proposed educational program. I would describe it as a successful program.
11. I believe the characteristics of a successful school are: safe and a learning environment.
The steps the board will have to take will be to have an adequate school facility, good library and communications with the parents, adequate text books, and computers.
12. Yes, Michael and Robin Dayton, I know through Church.
13. My spouse and I do not know any of the employees at this time.
14. My spouse and I do not know anyone who plans to do business with the school.
15. My spouse and I do not know any employees, owners, or agents of that provider.
16. My spouse and I do not have direct or indirect interest in the educational service.
17. We do not anticipate doing conducting business with the educational provider.
18. I forsee no potential conflicts in the context of my service on the school's board.
19. I would bring the issue up with the board and see to it that the issue is resolved.

Kevin Muesenfechter-Board Member

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume submitted

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.

I confirm that I am at least 18-years-old by January 1, 2013.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Doug Thaman of the Missouri Charter Public School Association

4. Explain why you would like to serve on the board.

I believe cities need excellent education options if they are going to be great places to live, and that your address should not dictate your educational opportunities in life . I also know that many young men are left behind in today's educational system, so I want to help Kansas City Leadership Academy succeed in its mission.

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)?

Yes.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide oversight to the school, to advise its leadership, to ask good questions, to seek out answers, and to help wherever possible in public outreach, fundraising, and other needs the school may have.

7. What relevant knowledge and experience will you bring to the board?

I am an attorney by training with knowledge in matters related to regulatory compliance and real estate transactions. I work on urban development and affordable housing matters, and I have been following and trying to get involved in urban education for some time.

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 the first year, I envision that the school will have full enrollment up to fourth grade. The school will be in the early stages of determining what works when educating young men. Hopefully, the classes will be filled to capacity and the school will be finding its identity.

After four years, the school will be preparing for the creation of a high school and will, be a model of success for educating young men in the Kansas City area, proving that male students can excel when placed in the right environment. The school's test scores will show that the students are performing better than their peers in other schools. Recruitment of new students will be self-sustaining as word of the success spreads.

9. What is your understanding of the school's mission and/or philosophy?

The school is dedicated to providing young men in the urban core with an environment in which they can thrive and succeed. The school will cater its curriculum and teaching style to the needs of young men, which are different than those of young women.

10. Are you familiar with the school's proposed educational program? How would you describe it?

I understand the constructivist model to focus on interactions and project based learning. Because the students work on a concrete project, learning is more concrete and less abstract.

11. What are the characteristics of a successful school? What specific steps do you think the board of will need to take in the first year or two to ensure that this school is successful?

A successful school is a safe place for a student to explore their interests, hone their talents, and gain confidence in their ability to learn in any situation. For KCLAFYM, I think one area that is being neglected in young men is their need to be active and physically fit. I would hope the school would help the kids become their strongest selves. I also hope the school will look beyond the typical classroom environment in order to show the students what life could be like outside of what they see in their day to day lives. Several years in the future (I understand that in the initial years of the school, the kids will be too young for this, but as the school adds 7th graders, 8th graders and high schoolers I hope the kids will be learning tech and science skills related to areas such as computer coding and 3D printing.

In the first year or two, the school will need to establish an identity, gain support from the community, and establish basic operating procedures. The board can help the school do that by participating in events and outreach in urban core neighborhoods and by working with the school's staff to develop standardized operating plans and long term visions and goals. The board can also help the school try to raise funds to expand facilities in order to serve older students.

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 recommendations

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.

16. (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 director or in direct ownership, employment, contractual or management interest in the educational service provider?

N/A

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.

I have been serving on the Community Advocates Committee for Citizens of the World Charter School. In this role I help conduct community outreach in order to spread the word about the school as it prepares to open in 2016.

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 report it to the remainder of the board and the school's executive leadership. I would also review the bylaws of the Board in order to determine how to motion to have that person removed from the board. In the event self dealing is not stopped, I may look to the Missouri Charter School Commission for guidance.

BOARD MEMBER – Fayon Reynolds

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Bachelors of Arts - Human Relations

Masters of Arts – Organizational Leadership, see 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.

True, I am at least 18-years-old by January 1, 2013.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Kim Jones shared her interested in opening a charter school and offered me the opportunity to serve as a member of its board.

4. Explain why you would like to serve on the board.

I have volunteered with the youth for many years and I believe in the mission/vision for this unique educational setting. Our underprivileged families are overlooked for many reasons and I want to help make a difference with young boys by providing a strong educational foundation that will assist them to

conquer challenges that lay ahead in their future. I also help ensure that the total organization is effective in achieving its mission and efficient in using its resources.

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)?

No

6. What is your understanding of the appropriate role of a public charter school board member?

The board members are the main entity accountable for governance, fiscal oversight, and strategic planning among many other responsibilities which impact the ultimate success or failure of the charter school. The board should demonstrate diversity in member's age, perspective, ethnicity, gender and socioeconomic background. It is also beneficial to select individuals with connections to the community, local businesses and supporting leaders. Board members are vital to the success of the charter school.

7. What relevant knowledge and experience will you bring to the board?

I have a heart for the youth and in serving others. I have worked very closely with the youth for many years. I was the director of children's ministry for six years serving kids from infants to thirteen years old at my current church. Volunteering gives me an opportunity to change lives, including my own and it is very rewarding in so many ways. It would be my pleasure to help young boys in their educational experience. I believe my education, personal values, beliefs, life experiences, and maternal instinct would provide positive and helpful input that would benefit the school board.

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?

Renewed hope, restored dreams for the families and the community. By unifying the vision and mission of what the founder has set. By the end of the first year I hope to witness administration, teachers, parents and students excited about their experience at the school. Starting small will provide room for gradual growth over the next four years without compromising the boy's education.

9. What is your understanding of the school's mission and/or philosophy?

To ensure that young boys are well prepared and are well educated by providing the boys with a value of system, standards and a set of ideas that will build their confidence and knowledge. This educational experience will help shape the boy's character to groom them to thrive in life.

10. Are you familiar with the school's proposed educational program? How would you describe it?

I have some knowledge of the educational program which will use hands on methods, visual and auditory tools. I will be learning more about the program as I get more involved in the startup process.

11. What are the characteristics of a successful school?

- A clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessments aligned with state standards
- Frequent monitoring of learning and teaching
- Focused professional development
- A supportive learning environment
- High levels of family and community involvement

What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Monitoring all systems, procedures and policies by acknowledging what worked well, what did not work well to continuously improve each year. Each year will present different challenges and successes, as a board member we must stay focused, connected and open to change to ensure the boys receive the best education possible. I believe the board has a responsibility to do all they can to better these young boys life.

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, I nor my spouse know of any of the prospective board members.

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.

Yes, the founder and I attended the same church for a few years. We also graduated from the same graduate school.

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? If so, please indicate the individuals you know and the nature of the relationship.

No

16. (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 director or in direct ownership, employment, contractual or management interest in the educational service provider?

N/A

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 I do not.

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)?

Make sure the concern is addressed promptly and discussed openly among all board members, then handled with the appropriate actions to ensure everyone understands this behavior will not be tolerated on the board.

BOARD MEMBER – Margretta D. Heath

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume submitted

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.

I confirm that I am at least 18-years-old by January 1, 2013.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school and the opportunity to serve as a member of its board through Kim Jones.

4. Explain why you would like to serve on the board.

My heart is for children. I am especially fond of the “need” that this perspective charter school will address to the community at large. It is exciting to be a part of a school body that will not only educate and empower the future leaders of our community, but I believe whole-heartedly that all students must have access to quality education. Quality education is a right not a privilege.

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)?

No, I have not served on a board of a school district but have for a not-for-profit corporation.

6. What is your understanding of the appropriate role of a public charter school board member?

My role would be to assist as a team member in the setting of policies and programs, supervising, growing the school financially and establishing business and community relationships. My mission is to advocate for The Kansas City Leadership Academy for Young Men as the top charter school in Kansas City, Missouri.

7. What relevant knowledge and experience will you bring to the board?

I have a 30 year career as a school educator and administrator with experience in the Mental Health sector, the collaboration with KCLAYM and Comprehensive Mental Health Services is ground breaking and innovative. I have held a Central Office Position with the Kansas City Missouri School District as a Curriculum Writer and Professional Development Trainer.

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?

My vision is the similar from year one to year four in that I expect to see young men excited to walk into the door each morning. I expect them to have smiling faces with eyes full of dreams the first year and by year four the confidence to place what they are learning in action. My expectation is for them to not only receive the skillset offered in traditional education but the much lacking execution skills to give them the confidence to actualize their dreams.

9. What is your understanding of the school’s mission and/or philosophy?

The mission is not only to educate, but to provide the emotional support necessary for young men to make sound decisions. The staff and its associates will educate and empower our future leaders.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The program is a hands-on approach, catering to the different learning needs of young adolescent boys. The program will address the differences in learning styles and adapt to individual needs.

11. What are the characteristics of a successful school? What specific steps do you think the board of will need to take in the first year or two to ensure that this school is successful?

Safety is always important. The 9 characteristics of high performing schools are:

- 1. Clear and shared focus*
- 2. High standards and expectations for all students*
- 3. Effective school leadership*
- 4. High levels of collaboration and communication*
- 5. Curriculum, instruction and assessment aligned with state standards*
- 6. Frequent monitoring of learning and teaching*
- 7. Focused professional development*
- 8. Supportive learning environment*
- 9. High level of family and community involvement*

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 the other board members other than interaction with board activities.

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. *I attend the same church as the founder Kim Jones and her husband.*

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? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. (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 director or in direct ownership, employment, contractual or management interest in the educational service provider?

N/A

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.

Nothing foreseen.

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 expeditiously draft a letter addressing the board members memorializing my concerns in writing. This letter would request a meeting to address concerns. Pending the outcome of said meeting, I would engage the Missouri Attorney General’s office as this would be an unacceptable practice.

BOARD MEMBER- Jacquelyn Bledsoe

I Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume included

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.

I, Jacquelyn Bledsoe, affirm that I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

The charter school organizers, Kim and Mike Jones, described their vision for a new charter school, Kansas City Leadership Academy, after realizing that I was a retired educator with a variety of experiences that might be valuable in their school setting.

4. Explain why you would like to serve on the board.

I would like to serve on the board because I feel that I have experiences that may be helpful in establishing and governing a new school. In an educational career that spanned over forty (40) years teaching pre-school through master's level college courses and working in the public and private sectors, I feel I bring a unique perspective that may be beneficial in this exciting effort.

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)?

I have not served in the capacity of board member of a school district or not-for-profit corporation before.

6. What is your understanding of the appropriate role of a public charter school board member?

I would make decisions along with other board members to ensure that the goals of the charter school are realized. Using my ability to communicate tactfully and analyze skillfully, I would strive to be an asset on the team.

7. What relevant knowledge and experience will you bring to the board?

I will recall the many roles I was honored to hold throughout my incredible years as an educator to inform my contributions to the group. I will remember the successes and challenges I faced in classrooms as a teacher as well as a learner. I will put my administrator's hat on again to think about the many considerations a day brings for the educational leader. My work on the district level as a reading specialist will help me understand governance on an even larger scale. As a coach of coaches for the State of Michigan who worked closely with researchers from around the country as well as the University of Michigan, I have a wealth of knowledge to share about best practices to improve student achievement.

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?

Students from kindergarten through third grade will read and do math at or above grade level in a safe, clean and orderly learning community where students' needs come first.

After five years, each yearly target will be reached.

9. What is your understanding of the school's mission and/or philosophy?

The mission of the Kansas City Leadership Academy for Young Men is to provide a high-quality education so students become productive citizens in their local community and in the global society.

10. Are you familiar with the school's proposed educational program? How would you describe it?

I am sure I will learn more about the educational program as plans for the school evolve.

11. What are the characteristics of a successful school? What specific steps do you think the board of directors will need to take in the first year or two to ensure that this school is successful?

In my view, some of the characteristics of a successful school include the following:

- *A clear and focused vision*
- *High standards and expectations*
- *Effective leadership*
- *High levels of collaboration and communication*
- *Curriculum, instruction and assessments that align with state and national standards*
- *Frequent monitoring of teaching and learning*
- *Focused professional development*
- *High levels of family and community involvement*

Steps the Board of Directors may take to ensure success in the first year or two may include the following:

- *Monitor the proper use of resources as they relate to the school building and grounds, personnel and school community*
- *Make decisions in the best interest of students*
- *Make sure that laws are obeyed and ethical decisions made in order to advance the purposes and mission of the school*

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 do not know any other prospective board members at this time but I do look forward to meeting and working with them.

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.

I do not know any 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.

I do not know anyone 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? If so, please indicate the individuals you know and the nature of the relationship.

I do not know anyone who proposes to partner with the educational service provider.

16. (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 director or direct ownership, employment, contractual or management interest in the educational service provider?

N/A

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

I foresee no potential ethical or legal conflicts of interest in the context of my service on the board of directors.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaging in self-dealing (i.e. making arrangements involving the school that materially will benefit the board member, his or her friends or family)?

If I became aware of other board members who were engaging in self-dealing, I would approach the Chairman of the Board with my concerns if that person was not involved. Next, I would contact the charter school sponsor to let them know my suspicions. Hopefully the situation could be resolved before a policing agency was needed.

BOARD MEMBER-Leroy Ewell

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume submitted

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.

I confirm that I am at least 18-years-old by January 1, 2017.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school and the opportunity to serve as a member of its board through Kim Jones.

4. Explain why you would like to serve on the board.

I love the youth of Kansas City. I would like to be a part of something great that will impact the city now and in the future. I also want to contribute to young men that are in need of guidance. I truly believe that my experience from growing up in the community and now working and being fully vested in the community will be an asset to the school and the decisions needed to ensure its success.

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)?

No, I have not served on a board of a school district.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that I am part of a legal entity that sets policies and programs and ensures that the policies are followed. I also understand that as a member, I am responsible for seeking financial help from sources to help the school financially. I am really excited and proud to serve on the board.

7. What relevant knowledge and experience will you bring to the board?

I have lived in Kansas City all of my life. I know the city well, I graduated from a local high school in the district and I am going to work to connect the public service community with KCLAYM. I would like to build trust between the community and members of the school.

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 the first and the fourth year, I see the school full of young men of various ages excited about going to school. I see them having self- pride, being full of visions and walking in their purpose for life. I see the school being connected with organizations that offer exciting help for our students and their families.

9. What is your understanding of the school's mission and/or philosophy?

My understanding is that the school's mission is to help young men who are at risk. The term at risk may be offensive to some, but for me it is real. Young minority males are being killed and imprisoned at alarming rates. Many of these boys are very smart academically, but they lack understanding of how to control and display their emotions. They really don't know how to act or what to do, because they have not been taught. KCLAYM will teach them how to act as well as educate them.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The school's education is very hands-on and involved. The school is endeavoring to gear everything towards different learning styles for boys.

11. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Having high expectations for students, showing respect for students and parents. Making sure that the school is led by educators who are passionate and understand the vision that the founder designed.

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 the other board members other than interaction with board activities.

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. I know Kim Jones from growing up in Kansas City.

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? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. (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

director or in direct ownership, employment, contractual or management interest in the educational service provider?

N/A

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.

Nothing foreseen.

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 immediately bring the situation to the entire board. I would remind them that our purpose is not to try and benefit for ourselves, but for the school.

B.1 (d) Documentation of Criminal Background checks for all prospective board members or assurance of satisfactory completion as a condition of service. Diana Carter and Fayon Reynolds have requested updated Family Care Safety Registry notifications. They are still clear although they are dated from 2013, both are involved with ongoing contact with children.



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 1-800-735-2496

Gail Westerting
Director



Jeremiah W. (Jay) Nixon
Governor

03/23/2013

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 51445031

ROBIN TERRELL-DAYTON
 4200 NE TREMONT CIR
 LEES SUMMIT, MO 64064

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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Missouri Department of Health and Senior Services

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 Gail Vasterling
 Acting Director

 Jemmiah W. (Jay) Nixon
 Governor

10/21/2013

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Registrant
 Registrant Number: 63664050

 DIANA CARTER
 PO BOX 11428
 OVERLAND PARK, KS 66207

Dear FCSR Registrant:

On 10/21/2013, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by DIANA CARTER, PO BOX 11428, OVERLAND PARK, KS, 66207. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #192916342, indicated the following:

No finding reported in the background screening.

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

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

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

The statutes found in sections 210.900 et seq., RSMo, allow qualifying persons to contact the FCSR to obtain background screening information for employment purposes only. Each time the FCSR processes a background screening request, you will be provided with the requestor's name, address and the current background screening results provided. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.


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Gail Vasterling
 Acting Director



Jeremiah W. (Jay) Nixon
 Governor

10/10/2013

FAMILY CARE SAFETY REGISTRY

Registration Notification

Registrant Number: 64590500

FAYON V REYNOLDS
 12130 CLUBHOUSE DR
 KANSAS CITY, KS 66109

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
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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/fcst/>.



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 Gail Vasterling
 Director

 Jeremiah W. (Jay) Nixon
 Governor

09/03/2014

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 16277106

 MARGARETTA D HEATH
 7501 E 118TH TER
 KANSAS CITY, MO 64134

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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Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-4010
TDD: 573-751-6400 VOICE: 1-800-735-2988 VOICE: 1-800-735-2988Peter Lyskowski
Acting DirectorJeremiah W. (Jay) Nixon
Governor

04/25/2016

FAMILY CARE SAFETY REGISTRY

Registration Notification

Registrant Number: 65167967

KEVIN MICHAEL MUESENFECHTER
5539 OAK ST
KANSAS CITY, MO 64113

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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 Peter Lytkovetski
 Acting Director

 Jeremiah W. (Jay) Nixon
 Governor

03/23/2016

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 65150218

 JACQUELYN ADET BLEDSOE
 5603 W 134TH ST APT 1325
 OVERLAND PARK, KS 66209

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
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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

05/03/2016

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Registrant
 Registrant Number: 15568358

 LEROY MANLEY EWELL
 9717 LYDIA AVE
 KANSAS CITY, MO 64131

Dear FCSR Registrant:

On 05/03/2016, the Family Care Safety Registry (FCSR) processed a request to conduct a background screening. The request for the background screening was made by LEROY EWELL, 9717 LYDIA AVE, KANSAS CITY, MO, 64131. The requestor was informed that you are registered with the FCSR, and the background screening, confirmation #117050823986, indicated the following:

No finding reported in the background screening.

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

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

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

The statutes found in sections 210.900 et seq., RSMo, allow qualifying persons to contact the FCSR to obtain background screening information for employment purposes only. Each time the FCSR processes a background screening request, you will be provided with the requestor's name, address and the current background screening results provided. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

If you are receiving this letter via U.S. mail, please consider helping us conserve resources by calling the FCSR toll-free at 866-422-6872 and providing an email address.

www.health.mo.gov

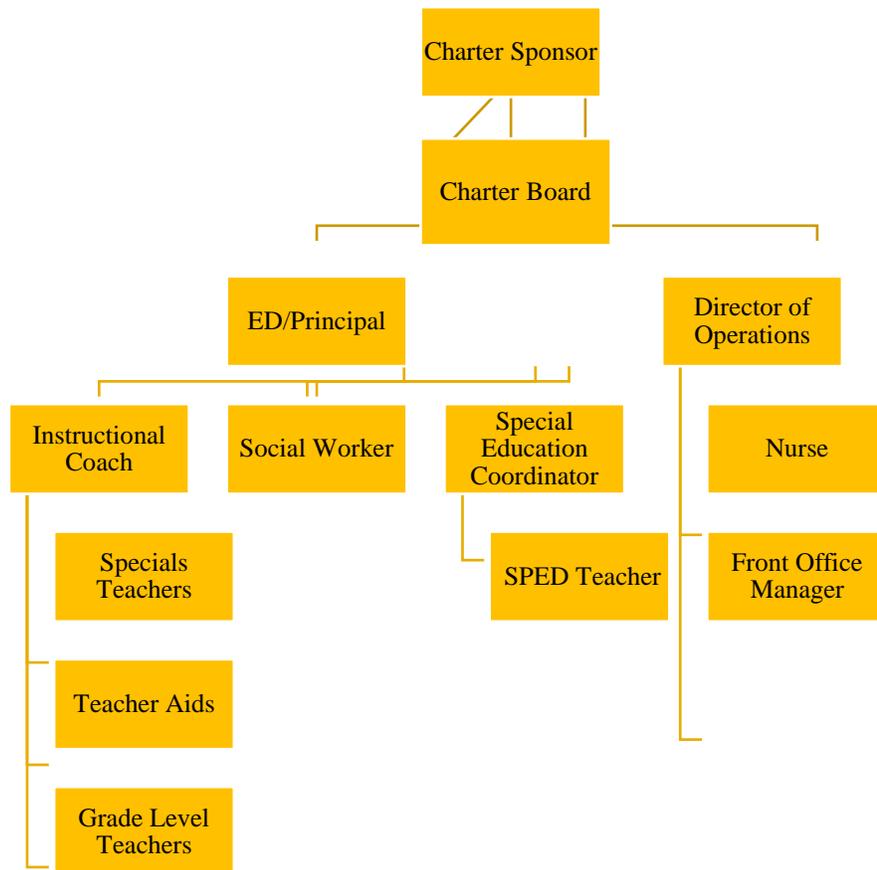

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B.3 Management and Operation

As part of employment qualification at KCLAYM, all employees of the school will undergo background checks and family care safety registry checks as regarded by 160.408.11. before having any contact with students. The School will adopt personnel policies and personnel qualifications covering all employees. *The Management organization chart is attached as Appendix B.3 (a) and job descriptions summaries are in B.3(b).*



Kansas City Leadership Academy for Young Men’s principal has been identified as Michael Jones. He is a native of St. Louis, MO. Mr. Jones holds a B.M.E in music education, M.A.in Education Administration and Ed.S. in Educational Administration.

He began his career in Kansas City Missouri Public Schools over 30 years ago and is a well-known, highly regarded educator and leader in Kansas City. Jones has extensive school leadership experience, serving as a vice-principal and principal in KCPSD as well as local charter schools. He holds a valid Missouri K-12 career principal certification and has extensive training in Incident Command Systems for Schools, which was provided by FEMA and U.S. Department of Homeland Security.

Mr. Jones also holds a current Mental Health First Aid certificate from the Missouri Department of Mental Health. He has been sought out by former leaders of the district and charter school communities to lead failing schools and schools that have climate and discipline issues. He is known for his no excuse approach amongst staff and students. He believes that a child’s home life and behavior does not negate

the responsibilities of educators who must do whatever it takes to ensure students' rights to an education without the allowance of any excuses.

Mr. Jones has worked with three generations and is now seeing his former student's grandkids as students. He has mentored young men and women, many of which still keep in touch with him. His career started as an award winning middle school and high school band leader, his marching band consisted of over 200 or more students every year. He coached football and basketball in the district for eight years. Mr. Jones loves students and has involved himself in every area of public education. Wanting to make an impact on the entire student body he decided to move into administration. Mr. Jones will immerse himself in the academic and character programs of KCLAYM. He will also be responsible for developing and leading the summer professional training session for staff.

Mr. Jones will be the first principal to lead a single gender public or charter school in Kansas City, MO. There are no single gender public/charters to compare. Although he has not led a single gender school, he has led alternative schools all of which had a significant number of at-risk minority males. He has mentored and educated urban at risk children spanning nearly 30 years. He has spent four years researching and co-writing the application for KCLAYM, editing and revising the application, speaking publicly on the schools behalf, and meeting with community members to garner assistance. Mr. Jones has been researching best practices for educating and mentoring minority male learners for many years, long before single gender public schools were even approved. Educating and mentoring African males is a passion for him. He has made many sacrifices to assist in the developmental process of starting Kansas City Leadership Academy for Young Men. Mr. Jones is committed to continuing and furthering his knowledge to ensure the success of KCLAYM.

Staff at KCLAYM:

During the beginning years at KCLAYM staffing will appear differently than in subsequent years. Until the school has reached full capacity some staff will not be evident. Some job functions may be contracted. All staff/teachers hired at KCLAYM must believe that every adult in our school is responsible for every student in our school and their academic success. Teachers will view themselves as part of a community of qualified educators who believe that all students can achieve to their greatest level and it is through **collective responsibility** that we will ensure each student's success.

All staff are committed:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.

Teachers and staff will commit to tailoring their teaching styles and material to respond to the needs of boys'.

Director of Operations-Full Time

Summary of Position Purpose: The Director of Operations under the direction of the board, is the Operational Leader for Kansas City Leadership for Young Men. The Director will ensure that the all necessary resources and systems are in place to support and advance the goals of the school. The Director shall be responsible to the board for the execution of the policies, rules and regulations and directives given by the board. The Director is the authorized representative and signatory for all official matters pertaining to the school, subject to limitations imposed by the school's signature authorization policy.

Direct Supervisor: The Board of Directors

Specific Executive Director Duties

It is expected that the Director of Operations shall:

- Be responsible for procurement of supplies, materials, equipment and inventory
- Manage transportation, foodservices, facilities maintenance, security and third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Manage all aspects of free and reduced lunch program/process including managing the entire application process
- Coordinate technology implementation-training, planning, procurement
- Implement enrollment campaign for students, intent to attend, waiting lists, local marketing initiatives, demographic analysis, coordination with local and regional communications specialists
- Oversee enrollment at school, lead the enrollment process by working with school leadership, secretaries, and teachers
- Work with school personnel to maintain integrity and accuracy of student records including maintenance and tracking of attendance and retention
- Work with school staff to manage reporting and data tracking for all special education programs
- Prepare reports on site operations
- Support all operational logistical projects for start-up operations
- Respond to and resolve routine internal and external inquiries with parent's employees and school organizations
- Attend and participate in all meetings of the board, except when his/her own employment status is being considered.
- Enforce all provisions of applicable municipal, state and federal laws, policies and regulations of the board, make recommendations for any changes of policy or regulation which may be needed.
- Prepare, or direct the preparation of, the annual school budget for the board's consideration and action.
- Administer the budget as approved by the board and interpret it to the community.
- Conduct a program of public relations which will keep the community fully informed of the activities, successes and needs of the school as deemed appropriate. The director shall maintain a cooperative working relationship between the school and the community by regularly attending community and school activities that are vital to the interests of the school and its students.
- Respond to situations requiring discretion because they are not covered by existing board policies, and reporting the action to the board as soon as possible thereafter.
- Assist the board in fulfilling its legislative function for the school in an efficient and just manner.

- Maintain accurate up-to-date records and reports as required by law, the Missouri Department of Elementary and Secondary Education, and/or the board.
- Work with the secretary and chairman of the board to provide an agenda to board members prior to all regular board meetings, with appropriate background information.
- Supervise and evaluate school's non-instructional personnel.
- Perform other duties as may be assigned by the board or as may be required or necessary to implement the policies and regulations of the board.
- Responsible for site level budget monitoring and management with input into budget development
- Review monthly financial reports and update monthly templates
- Report Budget to board
- Work with EdOps to ensure that KCLAYM is continually employing sound financial management
- Coordinate with the grant writers for all federal, state and local grant applications and reporting
- Manage and reconcile schools, petty cash funds
- Developing and maintaining substitute teacher budget
- Assist with year-end audits as well as site audits from state or federal agencies
- Manage day to day activities of designated non-instructional staff
- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.

Professional Competencies

- Able to *simultaneously* lead complicated and intense projects
- Strong communication skills
- Possess notable problem solving skills
- Capable of delegating well and effectively monitoring the progress of team members
- Successful educational leadership experience with the demonstrated ability to recruit, lead, manage, evaluate, and grow a high performing team
- Management of a multi-faceted and highly dynamic organization to achieve desired end goals
- Business expertise related to compliance reporting, educational legal obligations, and budgeting practice
- Able to work under pressure

Educational Background

- Master's degree in business or comparable graduate degree desired

Executive Director/Principal-Full Time

Summary of Position Purpose: The Principal is the Executive Director of Academic Achievement for Kansas City Leadership Academy for Young Men. The purpose of this position is to be the driving force in the successful opening and subsequent development of Kansas City Leadership Academy for Young Men.

Direct Supervisor: The Board of Directors

Responsibilities

- Continuously build a high-performing K-12 school where students start on the road to college, and career readiness by developing character to become serving leaders in their respective communities
- Share leadership responsibilities in the organization to create a K-12 regional network of high-performing public charter schools
- Create a school that is sustainable and scalable for academic success
- Complete all curriculum development

Key Responsibilities:

Purposeful Planning

- Lead purposeful planning building ownership and alignment of all key stakeholders
- Drive fiscally responsible budgeting process aligned with purposeful plan and communicate the purposeful plan
- Build a team that is goal-oriented, purpose-aligned, and focused on the larger vision
- Inspire, motivate, and encourage key stakeholders
- Build strong relationships, communicate, and collaborate with key stakeholders
- Ensure that staff members are engaged in purposeful professional growth developing teacher, school, and network leaders
- Recruit students and staff
- Evaluate all staff members according to written performance indicators aligned with their job descriptions
- Desire to work with male students in a single gender environment
- Substitute Teachers
- Expenditures related to the day to day operations of the school

Leading

- Exemplify and expect core values from self and others
- Execute the purposeful plan
- Drive student achievement results
- Manage time, people and resources efficiently and effectively

- Follow through relentlessly
- Create a loving and positive culture that reflects the core values

Key Characteristics:

- Relentless focus on continuously building a high-performing school
- Love children enough to raise the bar and not accept failure as an option
- Serving Leader able to continually confront the brutal facts, and inspire, equip, and support the team of students and staff to achieve beyond their own expectations
- Strong manager that is able to manage multi-faceted tasks in a rapidly changing and highly demanding work environment
- Systems-oriented, metrics driven, and very organized
- Passion for supporting the work of others
- Personable, professional, strong ability to develop relationships and a strong sense of “team and family”
- Extremely high-energy and self-motivation
- Solution finder
- Innovative and constantly striving for more efficient and effective ways to operate
- Mission Driven
- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys’.

Professional Qualifications

- Ability to mentor, evaluate, and recruit team members
- Master’s degree in Administration with valid Missouri Administration certification, strong writing and communication skills

Key Experiences:

- Successful educational leadership experience with the demonstrated ability to recruit, lead, manage, evaluate, and grow a high performing team
- Management of a multi-faceted and highly dynamic organization to achieve desired end goals
- Elementary principal or other school leadership experience
- Business expertise related to compliance reporting, educational legal obligations, and budgeting practices

Classroom Elementary Teacher-Full Time

Direct Supervisor: Principal

Summary of Position Purpose: A teacher at Kansas City Leadership Academy for Young Men is entrusted with facilitating the instruction and learning of students in their classroom. The teacher's duties include but are not limited to the following:

- Desire to work with male students
- Desire to mentor male students
- Providing an atmosphere where students have the opportunity to fulfill their potential for intellectual and socio-emotional growth
- Developing and implementing daily instructional activities as part of the grade level's curriculum maps, unit plans, and state standards that contribute to a climate where students are actively engaged in meaningful learning experiences
- Identifying, selecting, and modifying instructional resources and teaching methods to meet the needs of a diverse student population including, but not limited to, students with special needs, students whose first language is not English, students who are economically diverse, and students who are culturally diverse
- Ensuring that student growth and achievement is continuous and appropriate for age group and content area
- Evaluating individual student academic progress through regular and varied assessments
- Developing and implementing a system of recognition and rewards for student achievement
- Managing student behavior using positive character development with a loving emphasis
- Providing reasonable vigilance for physical safety and well-being of students, specifically while on campus, and in some circumstances off-campus (i.e., field trips)
- Maintaining effective and efficient student records
- Modeling professional and ethical standards when interacting with students, parents, peers, and community members
- Establishing and maintaining cooperative working relationships with students, parents, peers, and community members
- Communicating frequently with parents through class newsletters, phone calls, emails, in-person conversations, and conferences
- Actively participating in professional development activities provided by the school
- Collaborating with peers to enhance our professional learning community
- Promoting the school in a positive manner
- Performing other duties and responsibilities as directed by the Principal
- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.

- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys’.

Minimum Qualifications:

- Bachelor’s degree in elementary education from an accredited college or university
- Valid Missouri Teacher Certification- K-8
- All candidates must undergo and successfully pass a criminal background check

Preferred Qualifications:

- Master’s degree in elementary education
- Valid Missouri Teaching Certification-K-8; K-12
- 5+ years of direct experience as a core classroom instructor

Character Education Teacher-Full Time

Direct Supervisor: Principal

Summary of Position Purpose: This position will assist in providing a positive school climate reduce discipline referrals, increase academic achievement for all learners, developed global citizens, and improve job satisfaction and retention among teachers. Character education includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. All share a commitment to helping young people become responsible, caring, and contributing citizens.

Duties:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys’.
- Providing an atmosphere where students have the opportunity to fulfill their potential for social and emotional growth
- Developing and implementing service learning activities as part of the grade level’s curriculum and state standards that contribute to a climate where students are actively engaged in meaningful learning experiences
- Identifying, selecting, and modifying instructional resources and teaching methods to meet the needs of a diverse student population including, but not limited to, students with special needs, students whose first language is not English, students who are economically diverse, and students who are culturally diverse

- Ensuring that student growth and achievement is continuous and appropriate for age group and content area
- Evaluating individual student academic progress through regular hands on activities
- Developing and implementing a system of recognition and rewards for student achievement
- Managing student behavior using positive character development with dignity and respect
- Providing reasonable vigilance for physical safety and well-being of students, specifically while on campus, and in some circumstances off-campus (i.e., field trips)
- Modeling professional and ethical standards when interacting with students, parents, peers, and community members
- Establishing and maintaining cooperative working relationships with students, parents, peers, and community members
- Communicating frequently with parents through class newsletters, phone calls, emails, in-person conversations, and conferences
- Actively participating in professional development activities provided by the school
- Collaborating with peers to enhance our professional learning community
- Promoting the school in a positive manner
- Performing other duties and responsibilities as directed by the Principal

Minimum Qualifications

- Bachelor's degree in education or special education from an accredited college or university
- Valid Missouri Teacher Certification- K-8
- All candidates must undergo and successfully pass a criminal background check

Special Education Teacher-Full Time

Direct Supervisor: Principal-Immediate Supervisor-Special Education Coordinator

Summary of Position Purpose: A teacher at Kansas City Leadership Academy for Young Men is entrusted with facilitating the instruction and learning of students in their classroom. The Special Education teacher's duties include but are not limited to the following:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.
- Providing an atmosphere where students have the opportunity to fulfill their potential for intellectual and socio-emotional growth
- Collaborate with the Response to Intervention (RTI) team in developing an RTI model for The Kansas City Leadership Academy for Young Men.
- Developing and implementing Individual Education Programs (IEPs) for students with special needs

- Monitor student progress towards achieving instructional objectives and goals on the IEPs
- Identifying, selecting, and modifying instructional resources and teaching methods to meet the needs of a diverse student population
- Ensuring that student growth and achievement is continuous and appropriate
- Evaluating individual student academic, social, emotional, physical, and behavioral progress regularly
- Managing student behavior using positive character development with a loving emphasis
- Providing reasonable vigilance for physical safety and well-being of students, specifically while on campus, and in some circumstances off-campus (i.e., field trips)
- Maintaining effective and efficient student records
- Modeling professional and ethical standards when interacting with students, parents, colleagues, and community members
- Establishing and maintaining cooperative working relationships with students, parents, colleagues, and community members
- Communicating frequently with parents and classroom teachers through letters, phone calls, emails, in-person conversations, progress reports, and conferences
- Actively participating in professional development activities
- Collaborating with colleagues to enhance our professional learning community
- Promoting the school in a positive manner
- Performing other duties and responsibilities as directed by the Principal

Minimum Qualifications:

- Bachelor's degree in special education from an accredited college or university
- Valid Missouri Teacher Certification- K-8
- All candidates must undergo and successfully pass a criminal background check

Instructional Coach-Full Time

Reports to: Principal

Summary of Position Purpose: The instructional coach will collaborate with the principal to facilitate the instructional program for Kansas City Leadership Academy for Young Men. The Instructional Coach will work directly with teachers-modeling best instructional strategies; providing collaborative and one-on-one support for as needed and/or requested; and implementing appropriate professional development for a successful instructional outcome and high student achievement.

A Planning and Preparation:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.
- Demonstrate knowledge of core content and special education instructional techniques.
- Demonstrate knowledge of pedagogy.

- Collaborate with teachers on assessing students' needs to develop teaching strategies.
- Implement administrative instructional goals.
- Demonstrate knowledge of related instructional and technical resources.
- Design cohesive instructional programs for core curriculum and SPED areas.
- Assess student learning, grades and test scores.
- Facilitate and support instructional team meetings as directed.
- Work in classrooms to provide sustained, job-embedded support by observing, modeling, co-teaching, mentoring, providing feedback, identifying remedial resources and participate in problem-solving with teachers.

B Classroom Environment:

- Create an environment of respect and rapport.
- Assist in establishing a standard of excellence and expectation of high academic achievement.
- Collaborates with teacher in developing classroom procedures, as directed by the administration.
- Assist in and provide guidance to the teacher on the management of student behavior.

C Instruction:

- Communicate clearly and accurately-both orally and in writing, use active listening skills.
- Use questioning and discussion techniques to resolve issues.
- Assist teacher with engaging students in learning an educational activities.
- Proficient in assessing, implementing, modeling and monitoring SPED instruction in the classroom.
- Provide feedback to teachers and students- advise administration on respective educational progress.
- Demonstrate flexibility and responsiveness as it relates to teacher and student learning.

D Professional Responsibilities:

- Adhere to Kansas City Leadership Academy for Young Men contractual responsibilities.
- Reflect on coaching practices-adjusting delivery and technique as needed.
- Maintains accurate records.
- Communicate respectfully with families of students, administration, staff, and community partners.
- Participate in all professional development activities as directed by the administration.
- Be a member of the school's leadership team.

Minimum Qualifications:

- Bachelor's degree in education from an accredited college/university
- Valid Missouri Teaching Certification-K-8
- 5 years of direct experience as a core classroom instructor
- All candidates must undergo and successfully pass a criminal background check

Preferred Qualifications:

- Master's degree in Education, Special Education, Administration, and/or Education Specialist degree
- Valid Missouri Teaching Certification-K-8; K-12
- 10+ years of direct experience as a core classroom instructor

Teacher Assistants/aids- Full Time

Reports to: Principal and Classroom Teacher

Summary of Position Purpose: The essential role of the TA is to assist the classroom teacher with individual students in a one-on-one situation as well as to work with students in small (most of the time) and large groups. The TA will, at the direction of the teacher, grade tests, administer assessments, read aloud to students, input grades in the computer system, call parents, and assist with discipline with specific students identified by the teacher. The classroom teacher will serve as the in-house mentor in which he/she will develop lesson plans and student portfolios collaboratively. TA's will also have the opportunity to lead the class twice a month and whenever the classroom teacher is absent.

- **Duties:**
- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.
- Jointly identify with the grade level teacher no fewer than 5 students (This allows the TA to work with students in pairs as needed and as the situation dictates.) whom he/she will assist each day for the entire year.
- Maintain 5 individual folders/portfolios for 5 students (for the entire year).
- Identify- each quarter- 5 books that he/she will read to and with the students (practice oral reading which is key to increasing students' reading comprehension skills).
- Identify specific time tables to help students master concepts and skills at 80% proficiency or higher.
- Implement an individual **Action Plan for students whose academic achievement level is "Basic"**.
- Use flash cards for reinforcement with Communication Arts and/or Mathematics skills.
- Design and use practice activities in writing, with word recognition, colors, etc- Vocabulary Instruction (not words in isolation) is the expectation.
- Kindergarten and 1st Grade students should know their names, address, parent's names and phone numbers. This opportunity to assist in this critical knowledge area will yield great teaching and learning opportunities in the student's developmental stage.

Desired Qualifications

Bachelor's degree in elementary education from an accredited college or university

Valid Missouri Teacher Certification- K-8

All candidates must undergo and successfully pass a criminal background check.

Minimum Qualifications

Associates Degree in any related field

Office Manager-Full Time

Direct Supervisor-Director of Operations

Summary of Position Purpose: The Office Manager will perform a range of clerical duties in the front office, human resource and attendance office.

- Properly use accounting or bookkeeping principles and procedures.
- Interpret standard accounting and financial statements.
- Perform computational tasks with accuracy and speed.
- Operate standard office equipment including computers and related software applications.
- Type/keyboard at a net, corrected speed of 25 words per minute.
- Read, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain effective working relationships.
- Assist with administrative detail; make special studies, prepare reports, and act as resource to charter staff and community members.
- Assist in the development, evaluation, implementation, revision, and interpretation of policies, programs, and procedures.
- Coordinate departmental or school activities including in-service training programs and business arrangements for student body activities.
- Serve as liaison to district in facilities matters.
- Maintain school's master calendar.
- Perform related duties as assigned.
- To make parents and stakeholders feel welcome
- To show extreme courtesy to parents, students and stakeholders
- To promptly assist the needs of parents, students and stakeholders in a professional manner
- To having a shared commitment to improve the school so that every student learns.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.

Minimum qualification, skills, and abilities

- Previous experience working in a fast pace school environment
- Ability to Multi-task
- Associates, Bachelor's degree in a related field

Must be able to:

- Communicate effectively orally and in writing.
- Meet schedules and time lines.
- Prepare reports, correspondence, statistical analyses, and financial statements.
- Establish and maintain effective working relationships with all levels of staff, students, and the public.
- Operate standard office equipment, including computers and related software applications.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- All candidates must undergo and successfully pass a criminal background check

School Social Worker/Counselor-Full Time

Direct Supervisor- Principal

Summary of Position Purpose: Kansas City Leadership Academy for Young Men's School Social Workers will assist students with academic learning by providing strategic services that identify and address the social/emotional/environmental issues that interfere with the educational process with young men. Working with parents/guardians, teachers, school principal/principal's designee, and community based resources, the school social worker implements strategies that promote students' positive school adjustment. School social workers are considered to be a part of the Department of Student Support Services.

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.
- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community.
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
- Completes psychosocial assessments to assist in the determination of special education services. Determines and implements appropriate therapeutic strategies to effect changes in behavioral – social interactions of students and their families.
- Provides individual and group therapeutic counseling to students and their families.
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication.
- Collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
- Participate as members of the IEP, SST, and other school based teams to develop interventions for promoting students' academic success.
- Serves on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues, and program development for students.
- Provides crisis intervention services.
- Provides social work case management for students and families.
- Provides staff consultation on behavioral/emotional/environmental issues affecting student participation in the learning process.
- Conducts staff development on issues related to social-emotional-environmental factors that impact learning.
- Develops programs to address parent/guardian participation in the school and student engagement in the educational process.
- Conducts classroom meetings, psycho-educational social skills groups, and classroom presentations on identified areas of concern for the students.

- Maintains required clinical records and submits appropriate documents for statistical reports with adherence to program standards in school social work.
- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
- Completes risk assessments on referred students.
- Completes functional behavior assessments on identified students.
- Completes classroom observations.
- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
- Locates and mobilizes community resources to support the educational program.
- Attends meetings and professional development activities as required.
- Perform other duties and assume such responsibilities or special projects as directed by administration.

Qualifications:

- Master's level Social Work. Missouri state licensure of at least LMSW level.
- All candidates must undergo and successfully pass a criminal background check and family care registry check

Special Education Coordinator- Full Time

Direct Supervisor- Principal

Summary of responsibilities: The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain Kansas City Leadership Academy for Young Men's program of services. Responsibilities include: managing special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison for staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Other essentials of this position are analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

Job Responsibilities:

- Consistently seek and share best practices as an active and effective participant that contributes to a professional learning community.
- Communicate regularly with the Director of Special Education about the student population, the evolution of the special education program, and professional development needs of the young men.
- Provide to the Director of Special Education regular updates on student and staff demographics, program development, and any concerns regarding compliance with special education law and regulations.
- Maintain current demographics and documents regarding all students on IEPs, as well as those in the referral process (development, updating, annual reviews, and triennials).
- Manage special education staff and related service providers within the school. Manage parent communications and support sessions regarding their child with special needs.
- Adhere to school management and discipline policies within the classroom and throughout the school campus.

- Provide the principal and other decision makers in the school with information regarding relevant federal, state and local regulations governing special education, including placements, timelines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards.
- Refining curriculum approaches and materials to increase students' involvement and progress.
- Establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with house teams and focusing them on instructional solutions, as well as collaborating with teachers individually.
- Provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties.
- Plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials. To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.

Qualifications:

- Bachelor's degree in Special Education required; Master's degree in Special Education is preferred.
- Undergraduate GPA of 3.0 and above, or successful completion of the ETS PRAXIS II: Education of Exceptional Students (20353) (maybe substituted for a degree in Special Education content).
- Five years of relevant special education classroom teaching experience required. Five years of urban teaching experience preferred.
- Perform other duties and assume such responsibilities or special projects as directed by administration.
- All candidates must undergo and successfully pass a criminal background check and family care registry check.

Elementary Art Teacher-Part Time

Direct Supervisor- Principal

Summary of Position Purpose: The Art Teacher will be responsible for developing in each student an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; to develop aesthetic understandings and appreciations; to discover and develop talents of students in the field of art.

Job Duties:

The Art Teacher will perform all or some of the following Job description:

- Teach knowledge and skills in art, including drawing, painting, lettering, and art history,
- Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
- Demonstrate techniques in activities such as drawing and painting
- Understand the versatility of acrylic paints: dry brushing, staining, layering, underpainting, monoprinting
- Understand a variety of “masters” techniques
- Knows and can apply elements of design and modern principles of art
- Knows the fundamentals and different approaches to drawing media technique
- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys’.
- Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities
- Instruct students in proper care and use of tools and equipment
- Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
- Evaluate each student’s performance and growth in knowledge and aesthetic understandings, and prepare progress reports
- Select and requisition books, instructional materials, tools, instructional aids, and maintain required inventory records
- Plan and present art displays and exhibitions designed to exhibit students’ work for the school and the community
- May sponsor exhibits from outside the school
- Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
- Communicate with parents and school counselors on pupil progress
- Participate in curriculum and other developmental programs, such as after school art club
- Perform any other duties as may be assigned by Administration

Minimum Qualifications

- Two years' work experience as an art teacher.
- Bachelor's degree and Missouri certification in Fine Arts
- All candidates must undergo and successfully pass a criminal background check and family care registry check

Physical Education Teacher-Part Time

Direct Supervisor- Principal

Position : The teacher will put emphasis on developing individual's student's rhythm and sport skills, while increasing students desire to be active now and in the future.

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'.
- Develop effective lesson plans to teach physical education appropriate to the age or grade level
- Teach cognitive concepts about motor skills and fitness
- Observe and inform students of corrective measures necessary for skill and improvement
- Instruct students on importance of regular amounts of appropriate physical activity now and throughout life
- Assess the skill level of students and provide differentiated instruction for various ability groupings
- Offer alternatives during classes to accommodate different levels of fitness
- Explain and enforce safety rules governing sports, recreational activities, and the use of sports and exercise equipment
- Maintain order among students
- Document attendance, grades and other records
- Confer with parents or guardians, teacher and administrators to report on students' progress
- Excellent verbal communication skills
- Strong motivational skills
- Possess patience and extensive knowledge of physical fitness, sports, and exercise
- Perform any other duties as may be assigned by Administration

Minimum Qualifications

- Bachelor's Degree and Missouri certification in Health and Physical Education
- Appropriate license required by state guidelines

- Minimum of two years or more teaching experience
- All candidates must undergo and successfully pass a criminal background check and family care registry check

Computer Teacher-Part Time

Direct Supervisor- Principal

Position: The teacher will teach students computer skills and apply them to core reading, writing, and math in order to succeed in the 21st century.

Instruct and monitor students in the use of learning materials and equipment

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students’.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys’.
- Use relevant technology to support instruction.

- Observe and evaluate student’s performance and development.
- Assign and grade class work, homework, tests and assignments.
- Provide appropriate feedback on work.
- Encourage and monitor the progress of individual students.
- Maintain accurate and complete records of students’ progress and development.
- Provide a variety of learning materials and resources for use in educational activities.
- Identify and select different instructional resources and methods to meet students’ varying needs.
- Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Prepare required reports on students and activities.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.

- Apply appropriate disciplinary measures where necessary.
- Plan, prepare and deliver instructional activities that facilitate active learning experiences.
- Develop schemes of work and lesson plans.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom for class activities.
- Perform any other duties as may be assigned by Administration

Qualifications:

- Bachelor's Degree in Computer Science/Technology, Missouri certification
- All candidates must undergo and successfully pass a criminal background check and family care registry check

Information Technology Director-Full Time-Contractual

Reports to: Principal

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi-node LAN/WAN and telephony) and systems implementation.
- Communicate regularly with school administrators and leaders on school campuses regarding technology issues and concerns.
- Technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFP's, migrations across WAN, LAN, Voice and wireless/mobile platforms.
- Develop and maintain school's website.

Qualifications:

Education: College/technical degree or significant equivalent work experience required.

Preferred skills and work experience:

- Minimum of 5-7 years of technology leadership and management experience.
- CCN preferred, CCIE written and CISSP a plus
- Experience with layer 2 transport such as ATM, Frame Relay, Ethernet, Layer 3 services: MPLS/VPN routing protocols: OSPF, BGP, EIGRP.
- Knowledge of network, security tools, security practices as they pertain to telecommunications, DMZ's, VPN/RAS, Firewalls, IDS/IPS, NAC, MARS, CSA, RADIUS; TACACS and a track record of maintaining solid audit posture.

- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner.
- Ability to analyze complex business/technical problems to define system scope and objectives.
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written, and communications skills.
- Self-motivated team player, able to set priorities and manage to deadlines.
- Excellent trouble-shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.
- Superior project management skills, with strong ability to multi-task.
- Driven for results, with the ability to maintain a sense of urgency and commitment to the goal of achieving results on time and within budget.
- Team player with strong interpersonal and communications skills, high integrity and strong ability to take accountability and follow through.
- Should possess a belief in the power of education to change a child's future and seeing technology as one of those positive avenues for doing so.

Nurse-Full Time

Reports to: Director of Operations

Summary of Position Purpose: The School Nurse is responsible for the medical care of students and provides health care consultation to staff, and parents.

- Provide basic first aid care and emergency care for students and staff.
- Assessing the health status of students and ensuring they have appropriate IHP's and EAP's with collaboration from parents, students, teachers, and physicians.
- Communicating changes in student health status to the principal or CEO/Founder, or counselor.
- Conduct health screenings (hearing, vision, scoliosis, health assessments) and provide for follow-up
- Auditing immunization status of all students in compliance with the Missouri Division of Health and notifying parents of deficiencies and how to comply with immunization requirements.
- Maintaining current health records of all students on the computer and completing appropriate submissions of state reports.
- Complying with the policies of the district and state laws relative to the administration of medicine to students.
- Notifying parents regarding their student's illness or injury, informing parents of action taken and seeking further instructions from parents
- To continually seek out medical practices to meet the needs of all students.
- To having a shared commitment to the health of males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring health practice material to respond to the needs of boys'.

Qualifications:

- Must be currently licensed to practice in Missouri as an LPN, PN, or RN.
- Must be CPR/AED certified
- Must be physically capable of assisting students with health care needs that may require lifting, positioning, transferring, restraining, or transporting within the school environment and during school events.

Spanish Teacher-Part Time**Reports to: Principal****Primary Function:**

Serves the elementary school under the direction of the principal. The teacher is expected to provide for a foreign language educational program and supervision of pupils in grades K-5 or a combination of thereof and assists in other school programs as assigned

Job Responsibilities:

- To continually seek out collaborative and differentiation practices to meet the needs of all students.
- To having a shared commitment to improve the school so that every student learns.
- To having a shared commitment to adapt to academic and behavioral methods that create success for males.
- To respect, encourage, and reward students'.
- To the belief that every student is capable of academic success.
- To the belief that every student is capable of displaying excellent character skills.
- To building meaningful relationships with students and families.
- Commitment to tailoring their teaching styles and material to respond to the needs of boys'
- Teaches knowledge and skills in the Spanish language to elementary students utilizing the course of study prescribed by the District approved curriculum.
- Develops student understanding and appreciation of culture of countries where Spanish language is spoken.
- Adapts curriculum to the needs of the students with varying intellectual abilities, and to accommodate a variety of instructional activities.
- Evaluates each student's progress in oral comprehension, speaking, reading, and writing the Spanish language in relationship to the level being taught, and prepares progress reports.
- Establishes and maintains standards of student behavior required to provide an orderly and productive environment.
- Instructs students in proper care and use of materials and organizes storage areas and controls use of materials, to prevent loss or abuse.
- Selects and requisitions instructional materials, books, etc., and maintains inventory records.
- Maintains professional competence through in-service education activities provided by the district and/or self-selected professional growth activities.

- Participates cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with Kansas City Leadership Academy for Young Men guidelines.
- Communicates with parents, elementary counselor, and principal on student progress.
- Cooperates in school-wide supervision of students during out-of-school activities.
- Participates in faculty and/or district committees and the sponsorship of activities.
- Perform any other duties as may be assigned by Administration

MINIMUM QUALIFICATIONS:

- Missouri Certification
- Bachelor's degree in foreign language preferably Spanish including all courses needed to meet credential requirements.
- All candidates must undergo and successfully pass a criminal background check and family care registry check

Five Year Staffing Plan

	2017-18	2018-19	2019-20	2020-21	2021-22
Student Enrollment	212	272	326	363	380
Administrators					
Principal	1	1	1	1	1
Dean of Students	1	1	1	2	2
Director of Operations	1	1	1	1	1
Operations Staff					
IT Director	1	1	1	1	1
Office Manager	1	1	2	2	2
Maintenance	1	1	1	2	2
Office Manager	1	1	2	2	2
Core Instructional Staff					
Kindergarten	4	4	4	4	4
1 st Grade	3	4	4	4	4
2 nd Grade	2	3	3	3	3
3 rd Grade	1	2	3	3	3
4 th Grade	0	1	2	3	3
5 th Grade	0	0	1	2	3
SPED Teacher	1	1	2	2	2
Support Staff					
Instructional Coach	1	1	1	2	2
Reading Specialist	1	1	1	2	2
Math Specialist	1	1	1	2	2
Counselor/Social Worker	1	1	1	2	2
Librarian	1	1	1	1	1
ELL	1	1	1	1	1
Teacher Aides	4	4	4	4	4

CMHS Coordinator	1	1	1	1	1
Nurse	1	1	2	2	2
SPED Coordinator	1	1	1	1	1
Enrichment Staff					
Art Teacher	1	1	2	2	2
Character Ed Teacher	1	1	1	1	1
P.E. Teacher	1	1	2	2	2
Spanish Teacher	1	1	2	2	2
Computer Teacher	1	1	2	2	2

Spanish Teacher	1	1	2	2	2
Computer Teacher	1	1	2	2	2

The five-year staffing plan reflects conservative estimates yet supports sound operational practice and will enable successful implementation of the school's educational program. In the sixth year of operation, an assistant principal will be identified to assist the principal on continuing support and leadership in working with all staff to successfully implement the school's academic program.

Financial Management

Budgets for our schools will be developed by Edops, Director of Operations and the principal and approved by the Board. Student's academic and social needs and the professional development needs of staff will be supported by sound fiscal oversight and conservatism. The Board will approve all budgets on an annual basis. Budgets for the following school year will start to be developed in the early spring. A working draft will be submitted to the finance committee of the Board for its review. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1 each year. An updated annual report will be published on the schools website.

Systems and Procedures for Financial Management

Procurement: Purchasing of all products and services on behalf of KCLAYM is to be done by the school leadership in conjunction with the school principal.

Absolutely no staff member, board member, or volunteer is to incur any expense in the school's name without the signed approval of either the Director of Operations, or the school principal on an authorized, preprinted KCLAYM Purchase Order form.

All items billed to KCLAYM will require a purchase order form. This form will also be used for all items to be ordered or purchased and billed to KCLAYM, regardless of the actual dollar amount. Additionally, this form will be used for all purchases using a school-issued credit card.

The Director of Operations will prepare monthly balance sheets and statements of activity that will be presented to the Board of Directors at their monthly meetings. Financial records, short and long-term, will be maintained in a manner that complies with public school retention laws and will be coded in a manner prescribed by the Missouri Financial Manual. The Director of Operations will prepare an annual final expenditure report for every federal program operated by the school.

KCLAYM will engage an independent certified public accounting firm to conduct an annual audit. In addition, the school will prepare and submit all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with R.S. MO §162.821 and §165.012.1.

A finance sub-committee will be appointed by the board with members being comprised of those from the board having a financial background, including at least one Certified Public Accountant.

KCLAYM will contract with EdOps for financial services and to track the Free and Reduced Lunch Program for purposes of enrollment, submission of forms and reconciliation. Special education and English proficient enrollment, submission of forms and reconciliation will also be handled by the Director of Operations, EdOps and relevant faculty with oversight from the financial committee and the board.

KCLAYM will file all necessary federal and state tax returns. The school will submit an annual report to its sponsor that provides detailed information about the school's academic program and financial health. The school will also work with DESE to evaluate its academic programs, progress and results; its financial health; and any other information that DESE requires. The school will comply with grant reporting requirements in administering grants it receives.

Financial Policies: All financial policies and internal control procedures are developed and printed within the board policy. Generally Accepted Accounting Principles and the Missouri Financial Accounting Manual will be adhered to by the governing board's finance sub-committee on a monthly basis when reviewing monthly financial statements.

Internal Financial Reports: Financial reports will be generated by the EdOps a corporation that supports over 40 schools and reviewed regularly by the Director of Operations, school principal, and by the Board of Directors.

Accounting System: Kansas City Leadership Academy for Young Men will purchase accounting software to produce its financial reports and link student information to school finances

External Financial Reports: In accordance with R.S. Mo 162.821, the school will be prepared to submit all necessary financial documentation for the Annual Secretary of the Board Report. The executive director will be responsible for reporting the appropriate information, including all information and/or reports to the Missouri Department of Elementary and Secondary Education, the governing board and any other required agencies. The Director of Operations will participate in DESE sponsored finance training.

Insurance: All members of the governing board and administrative staff will be covered under a Directors and Officers Insurance Policy. Additionally, our Liability Insurance policy will cover the school, its staff, and the Board of Directors.

Health and Safety: KCLAYM shall comply with laws and regulations of the state, county or city relating to health and safety, including requirements relating to notification of criminal conduct to law enforcement authorities under 160.405.

Audit: Kansas City Leadership Academy for Young Men will be subject to a full audit by a reputable certified accounting firm every year. In order to obtain a clean audit and to lend integrity to our accounting system, these accounting procedures must be followed by staff, governing board members, and volunteers.

Student Data Management: Student enrollment eligibility, tracking of students' attendance hours, enrollment in special education, student eligibility for services as an English Language Learner, and student eligibility for free and reduced price meals will be the shared responsibility of the executive director, director of operations and finance the school principal. Distribution, collection, and data entry of all required documents will be delegated to office staff. It will be the director of operations responsibility to ensure all payroll, accounting and back office support systems are maintained and accurate as well as to ensure the security and keeping of all student and financial records.

B.4 Staffing and Human Resources

The five-year staffing budget reflects conservative estimates yet supports sound operational practice. It will enable successful implementation of the school's educational program. In the second year, an assistant principal will be identified to assist the principal on continuing support and leadership in working with all staff to successfully implement the school's academic program.

This model allows for an emphasis on prevention, intervention, and extra support at the early developmental years with the inclusion of a para-professional in each Kindergarten classroom. This process will ensure that the youngest students, from the onset, will have their educational, emotional, and social needs met, this process will ensure the success and implementation of our mission. Retention of 98% of this core group is important to sustain a strong starting foundation and growth. The model affirms commitment and stability to families as stated in KCLAYM's mission and educational philosophy.

Recruitment Plan

KCLAYM will hire teachers who are certified to teach in their field and all core teachers will be Highly Qualified Teachers or on track to satisfy those requirements for the Department of Elementary and Secondary Education.

KCLAYM will look for teachers who demonstrate:

- The ability to be mobile in the classroom – to teach to all different levels and to adjust and respond to the needs of the students.
- Commitment to using frequent assessment tools to make sure all boys are progressing and to adapt teaching to address the data revealed in those assessments.
- Commitment to single sex education and to understanding and implementing best practices for educating elementary age young men.

KCLAYM will invest a significant amount of resources to recruit and identify a cadre of highly qualified, effective, and mission-aligned teachers. A wide variety of recruitment strategies, utilizing internet advertising (MOREAP) direct mail, email campaigns, job fairs, open houses, and referral programs from surrounding colleges and universities will be employed.

Job Fairs at HBCU's

KCLAYM will invest additional resources to recruit recent teacher education graduates from the following Historically Black Colleges and Universities:

- Lincoln University
- Harris-Stowe State University
- University of Arkansas at Pine Bluff
- Philander Smith College

The principal will begin recruiting and hiring staff in January of 2017. Recruitment efforts may include hosting multiple job fairs with on-site interviews; attending teaching job fairs at local universities as well as listing job postings on various websites. Aspx solutions software (Applitrack) will be used to streamline the hiring process.

A similar process will occur for recruiting teacher assistants and other personnel as needed. All teacher assistants must be highly qualified and have a background check, fingerprinting and at least 60 hours of college credit or a passing score on the Para Pro Assessment.

During subsequent years, the hiring process will commence in March of the preceding year. Anticipated openings will be posted throughout the state of Missouri on relevant educational job boards, in local newspapers, in career offices of universities in the state of Missouri, and in other high-quality teacher preparation programs throughout the country. Interested and qualified candidates will be invited to

participate in KCLAYM job fair (or an interview if job fairs have already passed and there are still open positions).

KCLAYM seeks to recruit all qualified candidates although, there will be an aggressive and concerted effort launched to attract and develop men from all nationalities. Interaction on a daily basis with positive male role models will send a clear visual and educational message to our students, parents, and the community at large, that men can and do lead cohesively, regardless of race.

The job fair will be led by school leaders and teachers held at KCLAYM. School leaders will screen applicants and determine whether or not they should move on to the next phase of the interviewing process. Candidates who will not move forward, will be notified and thanked for their interest. Candidates who move forward will be invited to model teach a lesson with a class at the grade level they want to teach. A team will observe the lesson and make a determination as to whether or not the candidate would be able to uphold the school's mission by being able to work collaboratively, embrace teaching males, discipline student's with dignity, challenge students to think critically, and reach the highest cognitive domains while providing a stable and nurturing environment.

All staff are provided a staff handbook clearly defining professional standards and information such as bereavement, technology usage, sexual harassment, FMLA, etc. Staff will review and sign their consent to abide by the staff handbook with the Director of Operations prior to the start of school each summer. Teachers and Teacher Assistants will be formally evaluated semi-annually (at a minimum) by the school principal. As new teachers join the staff they will be mentored by veteran teachers, the principal and/or other instructional leaders in the building. Building professional relationships is critical to the success of the school's Professional Learning Community. Hiring will begin in January 2017 in an effort to hire staff members who are aligned with the school's mission. The principal will ensure that all staff will be certified and highly qualified in their area of expertise. *All staff members will be employed by the school and will participate in criminal background checks and Family Care Safety Registry Checks. In accordance with 168.071 RSMo KCLAYM will not employ teachers whose certificate or license has either been revoked or suspended by the Missouri State Board of Education. All employees of KCLAYM are contracted at will.*

Retention

Retaining a high-quality staff is critically important to the success of KCLAYM. To that end, staff will be supported through mentoring, collegiality, a positive working environment, teacher celebrations and a strong Professional Learning Community. Employer and employee relationships will be built on mutual respect, mutual reliance, maintaining positive and productive relationships and establishing clear boundaries. The principal will identify the strengths in teachers and teacher assistants providing opportunities for them to develop their teaching skills, while maintaining a laser focus on student achievement and positive character development. Examples of this would be to implement "leadership capacity" which cultivates natural teacher leaders to lead committees and projects, and empower the staff to take on academic or social projects that they have a passion for. Collective responsibility is the clarion call to all staff members, the feeling of connectedness to something much larger than themselves and in return the organization will recognize the great contribution that each and every staff member makes on a daily basis.

Evaluation

KCLAYM will maintain the highest standards for hiring the best people. Should a teacher's performance fall short of key expectations, (regular attendance, student growth, preparation, and classroom management) they will immediately be placed on a "Professional Improvement Plan" and will be given extra support and attention for the duration of the plan and after its conclusion. High performing teachers, along with teachers who are not meeting expectations, will be identified throughout the year through a performance monitoring system that measures student growth rates combined with teachers' achievement

of school-wide academic and culture goals. The principal and instructional coach will perform classroom observations through both formal and informal processes to provide the necessary information for accurate mid-year and end-of-year reviews to determine retention or termination.

Criteria for Evaluating Teachers

Teachers at KCLAYM will be evaluated frequently and on a variety of criteria. The top four criteria used to evaluate teachers will be: (1) an ability to demonstrate the instructional delivery process, (2) knowledge of differentiated instruction and instructional strategies for all students, (3) classroom management skills and learning environment, (4) individual student growth as measured by KCLAYM's assortment of formative assessments, including SRI benchmark assessments, SAT 10 assessments, as well as the Missouri Assessment Program.

The principal will provide frequent feedback to classroom teachers. Using the Protocol-Learning Focused Conversation, teachers will be asked to reflect on the lesson observed during the post-conference. The principal will conduct unscheduled, informal classroom observations and give feedback through the use of an informal observation rubric, scheduled walkthroughs, and anecdotal notes. Unscheduled, informal observations will occur frequently and will last 5-15 minutes. Teachers will receive a written record of the observation and opportunities for discussion with the principal or instructional coach following any observation will always be conducted. Formal observations will occur quarterly and will consist of a pre and post conference to discuss progress toward professional goals and any additional successes and/or concerns. Target observations areas are set using the teacher's Professional Growth Plan Goals. Prior to the formal observation, teachers will submit a lesson plan identifying the lesson's alignment to Missouri's Show-Me Standards, goals/objectives for the lesson, and activities. The principal will utilize the Missouri Educator Evaluation System as the evaluation tool for formal evaluations.

An interview team that consists of; The Principal, Instructional Coach, Team Leader, SPED Coordinator, Dean of Students, and Counselor will be utilized to hire faculty and staff with final selection being made by the principal. Teachers will hold a valid Missouri teaching license or be in the process of obtaining one. All classified staff providing services for which a license or certification is required will have such license or certification as required by Missouri Law. KCLAYM will strongly pursue teachers and staff with experience serving urban students. Every staff member and faculty hired will believe that all young men can achieve at high levels and will do whatever it takes to propel our students to be successful. Our teachers have the autonomy to use innovative teaching methods for males, be self-reflective and be willing to work and plan collaboratively as well as have a personal commitment to being a lifelong learner.

Each staff member will be subject to an evaluation/professional growth process. This process will include yearly formal evaluations and frequent informal observations. Formal observation will be used to evaluate overall performance and to assess areas of needed growth. Areas of improvement will be determined and administration will provide support and necessary resources for the staff member to make improvements. After time the administration will conduct another formal observation to determine if further action is necessary. More action can include: providing more support and resources, offering pertinent professional development, more collaboration time with other teachers or having a mentor teacher. The formative assessment is to identify job performance concerns and provide employees with tools to improve before the summative observation takes place. Yearly observations can be used to make employment decisions. Teachers will be informed about the element that will be assessed during their yearly summative evaluation. Teacher's will be given advanced notice of when their individual evaluation will take place. They will then have a follow-up meeting with administration to review their results. During this meeting they will be notified if there are concerns that will jeopardize their position or place them on a corrective action plan. Any information or documentation gathered throughout the school year can be used to make employment decisions. It is KCLAYM's goal to maintain all teachers and to help them continually grow. Therefore, substantial measures will be taken to improve staff skills and behavior well before any

negative action is necessary. If for any reason a staff member leaves the school, the vacancy will be made public and the same hiring process will be conducted.



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Kansas City Leadership Academy

For Young Men

Employment Personnel Policies

The board authorizes the Executive Director to establish policies and procedures with respect to personnel issues and benefits. Such policies shall be set forth in writing and published in a Personnel Policy Handbook which shall be presented to the Board for review and approval with such amendments as the board deems appropriate, prior to the 15th day of August each year.

Upon approval by the board, the policies as established in the Personnel Policy Handbook shall be the official policies of the School. The Executive Director may make amendments to the Personnel Policy Handbook and enforce such amendments as policy for a period of no more than thirty (30) days, but the Executive Director shall be required to obtain board approval and ratification of such amendment at the next monthly board meeting. If such amendment is not presented to or approved by the board, then the amendment shall be null and void and the amendment shall have no force as a policy of the school.

DISSEMINATION

All employees will be informed of the existence of these policies and each will receive a copy of the **KCLAYM Employee Handbook** as part of an orientation packet issued on or shortly after the first day of employment. Employees will be asked to sign a **Statement of Acknowledgement and Receipt of the HANDBOOK at Appendix A.**

EQUAL OPPORTUNITY EMPLOYMENT

KCLAYM is an equal opportunity employer and makes employment decisions based on qualifications, performance and abilities, school needs and other lawful considerations. KCLAYM does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, or any other characteristic protected by law. Section 213.055.1

KCLAYM will comply with title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color or national origin in programs and activities receiving Federal financial assistance.

Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.

Reasonable accommodations for qualified individuals with known disabilities will be made unless making such reasonable accommodation would impose undue hardship to KCLAYM.

Our equal employment opportunity policy covers all employment practices, including hiring, promotion, demotion, transfer, recruitment, discipline, termination, compensation and benefits, training and working conditions.

KCLAYM employees with questions, concerns or reports about any type of discrimination at work should discuss such with their immediate supervisor or Executive Director.

Personnel Policies

ABSENTEEISM AND TARDINESS

An absence is defined as failure to report for and remain at work as scheduled. Tardiness is late arrival to work. All employees are expected to report to work on time and as scheduled. Employees of KCLAYM are expected to be reliable and punctual. The Principal must be notified as soon as possible if there is any deviation from the regular work schedule. Unplanned absences can disrupt work, inconvenience other employees, and affect productivity. Poor attendance and excessive tardiness may result in disciplinary action up to and including termination of employment.

Employees of KCLAYM are to call in before 6:00 a.m. to inform the Principal or his/her designee of an absence. Failure to timely call-in may result in disciplinary action or abandonment of the employee's position.

Employees of KCLAYM are to call in and inform the Principal or his/her designee if the employee is going to more than ten minutes late for work. Failure to timely call-in may result in disciplinary action.

Personnel Policies

Alcohol Testing/Post-Accident Drugs

Where an employee holding a safety sensitive position is involved in an accident producing injury, the Charter LEA will require the employee to submit to post injury alcohol/drug testing in the following situations:

Post-accident testing will be utilized after any accident

- Involving the loss of life;
- Resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- Which results in an injury to a person who receives medical treatment;
- Resulting in disabling damage to any motor vehicle or piece of school equipment;
- Resulting from a violation of safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a Charter LEA administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post-accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Assignment of Grades

Student performance is assessed on a continual basis throughout the school year. This evaluation assesses student growth in academic achievement and personal growth. Grades will be assigned based upon student ability, achievement, effort, and cooperation.

A special needs student's IEP team or Section 504 team may determine that his/her academic requirements, including but not limited to the requirements for achieving a specific letter or numerical grade, may be modified or altered.

All decisions regarding grading standards, methodology, and reporting are at the discretion of the principal in consultation with the Executive Director.

We will determine the “mastery level” of our students in three different ways for three different purposes.

First, in order to give a broad picture of a student's performance in a subject area, students will be given quarterly and year-end traditional letter grades (A, B, C, D, F) based on percentage grades of summative assessments given at the end of units and at the end of each quarter. Giving this broader picture is important to help determine promotion of students, to help inform parents of their child's overall academic strengths and/or weaknesses, and to give school personnel an overall general impression of the areas of strength and weakness of the student body. The following scale will be used in determining these letter grades:

- A=90%-100%
- B=80%-89%
- C=70%-79%
- D=60%-69%
- F=59% and below

Second, the school will use (Below Basic-Basic-Proficient-Advanced) for identification of achievement levels on formative and summative assessment. In order to provide a path to academic excellence for all students, it is critical to know their areas of strength and weakness within each subject area. This information will be used to guide curriculum and instructional decisions in the classroom on an ongoing basis and also to inform remediation on a student by student basis to meet the needs of each individual learner. Teachers will collaborate with each other, administrators, and/or Instructional Coach to create rubrics that will be used to determine achievement levels for each assessment.

Third, all students will participate in standardized testing as discussed previously. These tests will be used to give a snapshot of how students are performing compared to a variety of benchmarks: both norm-referenced and criterion-referenced. This information will also enable the staff to measure student, class, and school growth by these benchmarks in a variety of ways enabling celebration of success and to address areas for improvement together as a team.

To determine promotion, three criteria will be used: traditional letter grade, norm-referenced test grade, and discretion of the KCLAYM leadership team led by the principal. Regarding the letter grade criteria, students must earn an overall grade of C or above for all core academic classes (i.e., communication arts, math science, social studies). Regarding standardized test; decisions to promote or retain students in first and second grade will be based on their performance on the SAT 10 and in grades third through eight, the demonstration of proficiency in Reading and Math on the MAP test. Students who do not meet these promotion criteria will only be promoted at the discretion of KCLAYM team led by the principal.

Personnel Policies

BACKGROUND CHECKS

Security of the students, employees and visitors and our school and work environment is a paramount concern of KCLAYM. Prior to engaging any employee who has contact with students, KCLAYM requires the employee to undergo a background check consistent with those used by state-licensed facilities; all such checks must be performed and passed prior to any Employee rendering services. At a minimum a check shall include a Department of Family Services background check, a criminal background check and fingerprinting. The cost of all such security measures is borne by KCLAYM. KCLAYM will not hire any Employee who has any Department of Family Services' claim (a) that would raise concerns about inappropriate behavior with children; (b) where a criminal offense has been committed that would raise concerns about inappropriate behavior with children; (c) where there has been a conviction for any sex-related offense or any other offense indication a lack of acceptable moral character association with children; (d) where there has been a determination of any physical or mental abuse of children; and/or (e) where there has been termination for cause due to inappropriate behavior with children in any project, program and/or location of services of the Employee. Failure of a background check by an employee shall be considered immediate grounds for termination of the KCLAYM employment.

Personnel Policies

CHILD ABUSE POLICY-MANDATED REPORTERS:

Hotline Number: Missouri Children's Division (CD): 1-800-392-3738

KCLAYM supports and maintains environments that are free of child abuse and neglect. The Child abuse Prevention and Treatment Act defines child abuse and neglect as the physical or mental injury, sexual abuse, negligent treatment or maltreatment:

- Of a child under the age of 18
- By a person who is responsible for the child’s welfare and
- Under circumstances which indicate that the child’s health or welfare is harmed or threatened.

The Act defines sexual abuse as the use, persuasion, or coercion of any child to engage in any sexually explicit conduct, or any simulation of such conduct, for the purpose of producing any visual depiction of such conduct, or as rape, molestation, prostitution or incest with children.

A report should be made to the Missouri Children’s Division (“CD”) whenever a person “has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect.” There is no Missouri statute or regulation defining “reasonable cause to suspect”, therefore, all KCLAYM employees and/or volunteers may exercise their professional judgment in determining whether reasonable cause to suspect abuse or neglect exists and, consequently, whether a report must be made to CD.

Child abuse and neglect are illegal. It is against KCLAYM’s policy for employee or volunteer, male or female, to physically, sexually or mentally abuse or neglect, any children under our care. Any employee or volunteer with responsibility for the care of children, who has reasonable cause to suspect that a child has been, or may be, subjected to abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, shall immediately make a report or cause a report to be made, to the Missouri Division of Family Services, Child Protection Division.

COMPUTER SOFTWARE POLICY

The software installed on all computers owned by KCLAYM is the sole property of KCLAYM and copying of all or part of any such owned software is illegal. Original software is to be installed on KCLAYM owned computers exclusively by the designated network administrator or designee. Installation of KCLAYM owned software on an employee owned computer is strictly prohibited.

KCLAYM owned software is the only software to be installed on KCLAYM owned computers, regardless of physical location. Employees are prohibited from downloading illegal files from the Internet. This activity is a violation of School policy and federal law.

The KCLAYM computers shall be used for the business of KCLAYM. The improper use of computer equipment includes, but is not limited to personal emails, personal shopping or personal research.

KCLAYM will consider any violation of the above requirements as a basis for disciplinary action up to and including termination from employment.

CONFIDENTIALITY

KCLAYM will ensure that all employee’s now and in the future will have access to and contact with confidential information relating to ideas, strategies, plans, purposes and/or agendas that KCLAYM may seek to advance. Any reports and information given to or generated by employee shall be considered confidential information both during the term of employee’s employment and thereafter. Employee

promises to hold such information in trust and confidence and to exercise due diligence in protecting and safeguarding such information, as policies and procedures of KCLAYM. Employee promises not to knowingly use or directly or indirectly use for his/her own benefit, or for the benefit of another, any of the confidential information he/she may possess, other than for the purposes contemplated by Employer. Further, employee promises not to disclose any confidential information to any third-party except as may be required in the course of performing services for KCLAYM or by law or by order of a court of jurisdiction. In no event shall employee be deemed a spokesperson for KCLAYM in any manner for the purpose of disseminating information.

Student Information

Employee acknowledges that he/she may or in the future may have access to and contact with confidential information of students, including educational and medical information. Any student information given to employee shall be considered confidential information both during the term of employee's employment and thereafter. Employee promises to hold such information in trust and confidence and to exercise due diligence in protecting and safeguarding such information, as well as, any information protected from public disclosure under federal or state law or by the police and procedures of KCLAYM. Employee promises not to knowingly use or directly or indirectly use for his/her own benefit, or for the benefit of another, any of the confidential information he/she may possess, other than for the purposes contemplated by Employer. Further employee promises not to disclose any confidential information to any third-party except as may be required in the course of performing services for KCLAYM or by law or by order of a court of jurisdiction. Employee further promises that any access to student records, including educational and medical, shall be in compliance with FERPA and/or HIPPA (whichever is applicable). In no event shall employee be deemed a spokesperson for KCLAYM in any manner for the purpose of disseminating student information.

Remedies for Disclosure

Employee understands and agrees that any unauthorized disclosure or use of any confidential information as provided above may result in KCLAYM seeking injunctive relief. Employee promises to give prompt notice to KCLAYM, the Executive Director of Operations, or her designee of any unauthorized disclosure, use or misappropriation of any confidential information. All steps taken by employee relating to remedying disclosure shall be at his/her sole expense. Said unauthorized disclosure, use or misappropriation of any confidential information may result in disciplinary action to include, but not limited to termination.

Return of Confidential Information

After the expiration of employee's Letter of Intent or termination thereof, employee must return all confidential information in his/her possession within five (5) days of receipt of written request from KCLAYM or its designee. Employee agrees that he/she will comply with KCLAYM's instructions regarding the return and disposition of confidential information, including copies of the same. Failure to comply may result in loss of all or part of employee's final pay.

DRESS CODE

Grooming of employees shall be clean, neat and in a manner appropriate for their assignments and in accordance with standards set by KCLAYM. The following clothing is unacceptable and no employees shall wear the following: Beach wear including flip-flop shoes, short shorts, see-through clothing, halter tops or blouses which expose the midriff area, backless sun dresses, and tight-fitting athletic wear worn together with oversized tee-shirts, (male earrings), piercings of any kind, gold chains, and/or any other attire deemed inappropriate by the Principal, or Executive Director. An employee's dress should be neat and clean and his/her conduct should set a positive and professional example for students to model.

E-MAIL, THE INTERNET AND OTHER ELECTRONIC AND TELEPHONIC COMMUNICATIONS

All electronic and telephonic communications systems and all communications and information submitted by, received from or stored in these systems are the property of KCLAYM and are to be used for job-related purposes. The use of voice mail, e-mail and the Internet to communicate or receive inappropriate messages is prohibited. Communication devices shall not be used to transmit vulgar, profane, insulting, or offensive messages such as those of a racial, ethnic, or sexual nature.

Prohibited uses of e-mail and phone mail include but are not limited to soliciting outside business ventures, advertising for personal enterprises or soliciting for non-KCLAYM purposes. KCLAYM retains the right to monitor all of its electronic and communication systems at its discretion, including listening to all voice mail and reading all e-mail messages stored in their systems.

Abuse of electronic and telephonic communications systems, through excessive personal use, or use in violation of law or KCLAYM policies will result in disciplinary action up to and including termination of employment.

Personnel Policies

Employees with Communicable Diseases

An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is likely to transmit the contagious or infectious disease, unless the board or its designee has determined, based upon medical evidence, that the employee:

- No longer has the disease.
- Is not in the contagious or infectious stage of an acute disease.
- Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

Employees with acute or chronic contagious or infectious diseases have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of school employees will be informed. Willful or negligent disclosure of confidential information about an employee's medical condition by staff members will be cause for disciplinary action.

KCLAYM will implement reporting and disease outbreak control measures in accordance with the provision of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators." A copy of which shall be on file in the office of the Principal.

INTELLECTUAL PROPERTY RIGHTS

Employee agrees to communicate and disclose to KCLAYM all inventions, books, computer programs, documentation, software and other copyrightable works (Copyrightable Works) conceived, reduced to practice, made by employee, whether individually or jointly with others, during the term of the employment contract resulting from or related to any work the employee may do on behalf or at the request of KCLAYM. Furthermore, all such Copyrightable Works that employee is required to disclose shall be considered works for hire and will become and remain the exclusive property of KCLAYM.

Resignation

Employees, who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the board as early as possible, but no later than June 1.

Resignations to become effective during the school year require a release by the board and must be considered on an individual basis. Letters of resignation shall be submitted to the Executive Director/designee. The letter should state reasons and an effective date for the resignation.

It is the practice of the administration to recommend to the Board those certificated employees who request to resign after June 1 and prior to July 31 be released from their employment letters when there is good cause determined by the board. After July 31, a certified or non-certified employee may petition the Executive Director to recommend a release from his/her employment letter for extenuating circumstances. Should the Executive Director decline to recommend a release and the certified employee leaves the school, KCLAYM reserves the right to pursue any and all legal options available to it.

SEPARATION PROCESS

Employees who leave the employment of KCLAYM on an involuntary basis will receive payment on the last day worked.

The employee must return all property belonging to KCLAYM at the time of separation. Employee will not receive his/her final pay until all property belonging to KCLAYM, to include but not limited to student records, student attendance records, student grads, computers, keys, laptops, curriculum materials etc. are returned and accounted for by employee's Principal or his/her designee in writing to the Executive Director. Failure to return KCLAYM's property may result in the forfeiture of part or all of employee's final pay.

KCLAYM will conduct an official exit interview with each separating employee. At this time, the employee will be advised of benefit plan provisions and conversion options. A goal of the interview is for the separating employee to provide constructive feedback to improve school operations.

Personnel Policies

Suspension or Termination: Staff

The Executive Director/Principal is authorized to terminate employees pursuant to KCLAYM's status as an "at-will" employer in the State of Missouri. The Executive Director/Principal is authorized to suspend

employees with or without pay while an investigation regarding an employee's performance or actions is being conducted.

Personnel Policies

Nonrenewal/Teacher Nonrenewal

The board of directors may choose to not renew a teacher's employment contract for the coming school year or may choose to terminate a teacher's employment during the term of an employment contract pursuant to its status as an "at will" employer in the State of Missouri.

Personnel Policies

Professional Development

The board encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the school calendar and the proposed budget for that year with estimated cost to be approved by the board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

Professional Development Program

The board shall provide a professional development program to be in compliance with state statutes regarding assistance for beginning teachers.

The school will establish a professional development committee to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school; and review and evaluate the school's staff development program.

Personnel Policies

Staff Conduct

The board requires all staff members to serve as positive role models for all students. The school exists to provide quality; and effective education for all students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

- Properly prepare for student instruction.
- Fully utilize instructional time for learning activities.
- Maintain students under active supervision at all times.
- Assess student performance in a regular and accurate manner.
- Modify instructional goals to meet the needs of each student.

- Comply with administrative directives
- Motivate students to achieve learning objectives.
- Communicate with students in a professional and respectful manner.
- Maintain relationships with students in a professional teacher-student model.
- Review and comply with board policies, regulations, and procedures as well as related building rules and practices.
- Properly operate and maintain district property
- Utilize district technology solely for school district business.
- Maintain required records and submit request reposts in a timely manner.
- Comply with all safety guidelines and directives
- Refrain from the use of profane and obscene language.
- Dress in a professional manner.
- Attend to all duties in a punctual manner

Personnel Policies

Grievance Procedure

Definitions

Grievance- A claim by a nonsupervisory employee or employees that a written board policy or administrative regulation has been violated or misapplied. **This policy is not applicable to the content of performance evaluations nor to decisions of nonrenewal or termination of employment.**

Day- When the dispute resolution policy requires certain action to be taken within a specific number of days, days means working days and specifically excludes weekends and school holidays. In counting days, the day on which the event initiating the time limit is not counted.

Informal Resolution

Employees who believe that a written board policy or administrative regulation has been violated must meet with their immediate supervisor within ten (10) days of the alleged violation. The purpose of this informal conference is to attempt to provide clarification of the issue and, where possible, resolve the dispute.

If the dispute is not resolved within four (4) working days of the informal conference, the employee may initiate the formal procedure by completing an appropriate school dispute form and submitting this form to the employees' immediate supervisor. A completed grievance form must be submitted to the employee's immediate supervisor within ten (10) days of the informal conference.

Step One: Immediate Supervisor

Within four (4) days of receipt of the completed dispute form, the immediate supervisor will schedule a meeting with the employee. Within ten (10) days of this conference, the immediate supervisor will provide the employee with a written response to the dispute.

Step Two: Executive Director's Designee

If the employee is not satisfied with the resolution at step one, or **if the dispute is with the immediate supervisor, the employee may refer the dispute in writing to the Executive Director of Operations.** To proceed to step two, the written dispute referral must be submitted to the Executive Director of Operations within four (4) days of receipt of the step one decision. Upon receipt of the referral, the Executive Director shall designate the Manager of Operations, or a school employee to hear the step two

dispute. Within four (4) days of receipt of the step two referral, the Executive Director's designee shall schedule a conference with the employee and his/her employee representative if desired. Within ten (10) days of the conference the Executive Director's designee will provide the employee with a written response to the dispute.

Step Three: Review by the Executive Director of Operations

If the employee is not satisfied with the resolution of step two, the employee may refer the dispute in writing for the Executive Director's board of directors to review. To proceed to step three, the written dispute referral must be submitted to the Executive Director of Operations within four (4) days of receipt of the step two decision. Within four (4) days of receipt of the written referral, the Executive Director shall schedule a conference with the employee and his/her employee representative, if desired. Within ten (10) days of this conference, the Executive Director of Operations will provide the employee with a written response to the dispute.

Step Four: Board of Directors Review

If the employee is not satisfied with the resolution at step three, the employee may refer the dispute in writing for the board's consideration. To proceed to step four, the written dispute referral must be submitted to the Executive Director of Operations within four (4) of receipt of the step three decision. At the next regular board meeting following submission of the step four referral, the board will consider the dispute and determine whether to conduct a formal review of the dispute. If the board determines that its formal review is not necessary, the decision at step three becomes final.

If the board determines that its formal review is warranted by the dispute, the board will set a date for formal review. At formal review, both parties are entitled to be represented by legal counsel. Procedures for formal presentations of the dispute are determined by the board in its discretion. Within ten (10) days of the formal review, the board will provide the employee with its written decision. The decision of the board is final and binding on all parties.

Miscellaneous Provisions

- Failure of an employee to comply with the timelines provided in the procedures above will result in final rejection of the dispute.
- Failure of the administrator to comply with the timelines provided in the procedures above will result in the dispute being advanced to the next step.
- Neither party to a dispute will be permitted to add witnesses or documentation that was not provided at preceding steps.
- No employee will be retaliated against for the good faith submission and processing of a dispute under these regulations.

Conference Travel and Reimbursement

The board approves reimbursement of school expenses that have been pre-approved by the Executive Director or principal of the school in accordance with signature authorization limitations. This is a non-negotiable, and under no circumstances, can any staff member assume reimbursement cost that does not have administrative pre-approval. Expenses may be reimbursed subject to the following requirements:

The school will reimburse expenses by following the governmental employee's rates as established by IRS Publication 1542.

The Expense reimbursement limitations are as follows:

- Airfare Coach/economy rates
- Hotel \$99/night (or geographically comparable rate)
- Rental Car \$55/day (including tax)
- Mileage \$0.51/mile -Mileage is only reimbursable for travel outside of the employee's home city, or for excessive mileage approved by the CEO
- Meals \$61/day (daily maximum, not a per diem)
- Detailed receipts should be provided for all reimbursable expenses
- Itemized receipts should be provided for all meals
- Meals will be reimbursed for the staff member only if prior approval is secured from the Executive Director
- Alcohol will not be reimbursed
- Staff should contact the Director of Operations pertaining to expenses prior to purchases to insure that the expenditures will be remunerated

The Director of Operations may make amendments to the travel and reimbursement policy and enforce such amendments as policy for a period of no more than thirty (30) days at which time the Executive Director shall be required to obtain board approval and ratification of such amendment or the amendment shall have no force or effect.

Personnel Services: Policy

Staff Letters of Employment

Employment letters will be in writing and will be signed by the employee and the board president, employment letters will include the amount of annual compensation and the days of service. All such employment letters will have opt out provisions for the employee and KCLAYM.

Beginning after the initial one (1) year contract, staff who has demonstrated their competence through performance may be offered additional employment letters.

The board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees will be contracted on a class-by-class basis, not as a percentage of full-time employees. In addition, part-time instructional employees who do not teach at least four hours per day will not be eligible for pension benefits.

Personnel Services: Policy

Instructional Staff Duties, Schedules and Working Hours

The school year will be set annually by the board. The start date, end date, and number of contracted days will be contained in staff employment letters. The length of the teaching day will also be set forth by the board at 7.0 hour work day with a 30 minute duty free lunch.

Instructional staff are required to be on duty during the teaching day. In addition to the teaching day, Instructional staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and board.

Non-Certificated/Support Staff

Not more than 20 percent of the full time equivalent instructional staff positions are filled by non-certificated personnel and all non-certificated instructional personnel are supervised by certified instructional personnel.

Regular attendance is essential in order to maintain a high quality educational program. Non-certificated/support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Additionally, non-certificate/support staff employees work hours may be changed by the administration as needed.

Overtime/Compensatory Time

Non-Certified/support staff employees who work overtime must receive prior authorization from their immediate supervisors. Supervisors are to receive prior authorization from the Executive Director/Principal.

Personnel Services: Policy

Instructional Staff Letters of Employment

Employment Letters will be in writing and will be signed by the employee, the board president and the board secretary. Letters will include the amount of annual compensation and the days of service.

Instructional staff members include probationary teachers, permanent teachers and administrative staff. The probationary period allows a teacher to demonstrate, and the district to assess the teacher's competence. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional letters.

The board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees will be contracted on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided full-time employee benefits. In addition, part-time instructional employees who do not teach at least four (4) hours per day will not be eligible for pension benefits.

Reemployment

The reemployment of teachers shall be considered not later than the regular May meeting of the board. All employees shall be recommended by the Executive Director of Academic Achievement.

Personnel Services: Policy

Substitute Teacher Employment

The board will employ qualified substitutes for all employee groups. The Executive Director of Operations or designee will prepare and submit to the board a procedure for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all requirements as established by the State Board of Education. Rate of compensation shall be according to the annual school budget approved by the board. Records shall be kept by the Executive Director or designee concerning number of days taught by substitutes and the number of funds expended. The board shall be informed concerning this data at periodic intervals.

Personnel Services: Policy

Absences, Leave and Time Off

General Attendance

Regular attendance is essential in providing students with a high quality of instruction. Eligible instructional staff will have available **10** days of sick leave per school year and **2** personal days per school year. Sick days and Personal Days **are not transferrable between employees and cannot be rolled over into the next school year.**

When employees are absent more than 15 days in any semester or more than 30 days per school year, their absence is considered excessive. The Principal/ designee will review each incident of excessive absence and may require the employee to prove medical documentation or may consider disciplinary actions up to and including termination.

Personnel Services: Policy

Absences, Leave, and Time OFF

Family and Medical Leave

The board recognizes that leaves of absence are occasionally necessary due to family or medical reasons. For all **FMLA** purposes, KCLAYM adopts a twelve (12) month leave year beginning on July 1 and ending the following June 30. All full-time employees employed by KCLAYM for the previous twelve (12) months are entitled to family/medical leave for a period not to exceed sixty (60) workdays per leave year. When an employee has an absence (taken as sick leave, vacation leave, personal leave or unpaid leave) AND the absence meets the criteria to be an **FMLA**-qualified absence, KCLAYM may designate such absence as part of the employee's total annual **FMLA** entitlement. If any employee is on a Workers' Compensation absence due to an injury or illness which would also qualify as a serious health condition under the **FMLA**, the same absence may also be designated as FMLA-qualifying and charged against the employee's **FMLA**-protected time entitlement.

KCLAYM shall apply paid leave to an FMLA absence to the extent allowed by law, giving proper notice to the employee. If an employee's accrued paid leave is exhausted but an FMLA-qualifying reason for absence persists, or a new FMLA-qualifying reason for absence occurs, the resulting absences will continue to be protected FMLA leave until the aggregate of twelve (12) work weeks of designated FMLA leave has been reached, but such absences will be unpaid.

Employees who take leave without pay under the provisions of this section shall be entitled to continued participation at KCLAYM's health plan. However, an employee who fails to return to work after the expiration of his or her allowed leave time will be expected to reimburse KCLAYM for those paid benefits, as required by law.

To be eligible for unpaid family/medical leave, the employee must have:

- Been employed at KCLAYM for the previous twelve (12) months, and
- Worked at least 1,250 hours in that twelve (12) month period, and
- Given at least a thirty (30) day notice for foreseeable circumstances.

FMLA-qualified leave includes the following reason:

- Birth and first-year care of the employee's child
- Adoption or foster placement of a child with the employee
- Serious health condition of the employee or the employee's spouse, child or parent

Additional Provisions-Leave for Health-Related Reasons

KCLAYM reserves the right to require certification of the serious health condition of the employee or employee's family member. Employees on **FMLA** designated leave must periodically report on their status and intent to return to work.

FMLA leave may be taken intermittently as required for health of the employee or family member, or as reduced schedule leave in hourly increments. Under circumstances allowed by law, KCLAYM may require instructional employees who request intermittent leave due to medical reasons to take block leave or alternative placement for the period of planned medical treatment.

However, if the intermittent leave equals more than twenty percent (20) of instructional time, special rules apply as set forth by law. When an instructional employee on **FMLA** leave is scheduled to return close to the end of a school term, KCLAYM may elect to use a special rule to prolong the employee's leave until the beginning of the next school term, thus extending the leave beyond the period where an **FMLA** qualifying reason exists. In such an instance, the prolonged leave time is unpaid and is not charged against the employee's annual **FMLA** entitlement. In cases where the special rules for instructional employees apply, the Executive Director may apply those special rules or the general **FMLA** rules as better serves the interest of KCLAYM.

For any employee who is not eligible for the **FMLA** leave, including any employee who has exhausted available **FMLA** time, requests for leave and the use of benefits time shall proceed according to KCLAYM's established policies, and the procedural requirements of the **FMLA** shall not apply where they are not mandated by law.

The board has designated a school administrator to act as **FMLA** Compliance Officer, as part of its compliance program, the School will notify each employee of the name, address and telephone number of the school's **FMLA** Compliance Officer and will provide a statement of commitment to adhere to **FMLA** regulations. The **FMLA** Compliance Officer will regularly evaluate the school's **FMLA** compliance to ensure fair and equitable opportunities for all eligible employees.

SICK LEAVE

When use of sick leave is necessary each employee must notify his/her Principal or his/her designee before the person is due to report to work.

Sick allowance (10) days per school day, may be used in the event of personal illness or injury. Additionally, sick leave provides time off with pay for periods of illness or incapacity resulting from non-occupational injury, as well as for medical, dental or optical examinations or treatment which cannot reasonably be obtained at times other than during the working day. Employees are expected to make every effort to obtain this treatment during non-working hours.

Sick Leave may not be used the first or last day of school, the day before or after a school holiday. There will be no compensation for unused sick leave at the end of the school year.

PERSONAL LEAVE

KCLAYM employees are eligible for two days of personal leave during the academic year. Personal days are to be scheduled in advance to the convenience of KCLAYM and may not be used for the first or last day of school, the day before or after a school holiday, or when your absence would result in a hardship for KCLAYM. Unused personal days will not be accumulated as sick leave allowance.

MATERNITY LEAVE

Maternity leave is treated as short-term disability such that the employee will be paid in accordance with policies governing compensation payments to an ill or otherwise disabled employee for a period up to nine weeks. An employee must first use his/her accrued sick leave and the balance of up to nine weeks will be paid as short-term disability.

BREAVEMENT OR EMERGENCY LEAVE

Each employee is allowed up to three days of leave with pay if a member of the employee's immediate family dies or becomes critically ill. Additional time may be granted, without pay, upon approval of KCLAYM.

MILITARY LEAVE

In accordance with federal law, KCLAYM will grant a military leave of absence if an employee is absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice must be given to the Executive Director of upcoming military service, unless military necessity prevents advance notice or it is otherwise impossible or unreasonable.

Military leave will be without pay. However, any available accrued vacation may be used to help pay for the leave.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

When on military leave for up to 30 days, an employee must return to work on the first regularly scheduled work period after their service ends (allowing for reasonable travel time). If the military leave extends for more than 30 days, the employee must apply for reinstatement in accordance with USERRA and applicable state laws.

When an employee returns from military leave (depending on the length of military service in accordance with USERRA), they will be placed either in the position they would have attained if they had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the employee will be treated as if they had been continuously employed.

JURY SERVICE

KCLAYM employees will be provided full pay during the period of jury service subject to satisfying the following conditions: (1) submission of the jury summons or copy and (2) submission of a certification of completion and the court provided juror fee payment to verify jury service to the supervisor upon return; and (3) subject to provision of items (1) and (2), the employee benefit days will not be charged for jury service.

VOTING TIME

Voting time will be granted in compliance with applicable law.

HOLIDAYS

KCLAYM employees will observe the following paid holidays which are subject to change on school calendar basis:

- Labor Day
- Fall Vacation-Thanksgiving
- Winter Vacation
- Presidents' Day
- Martin Luther Kings, Jr.'s Birthday
- Spring break vacation
- Memorial Day
- Fourth of July (if summer school is in session)

Personnel Policies

Payment of Salary

All instructional and support staff employees will be paid bi-monthly on the 15th and the 30th or 31st of each month. When a pay date falls on the weekend, the pay date will occur on that Friday.

Personnel Policies

Salary Deductions

Withholding Taxes

A federal withholding tax is retained for the Collector of Internal Revenue as payment on federal income tax for the current year. The amount withheld is determined by salary and the number of dependents. No salary check will be issued until all withholding forms are submitted.

A state withholding tax is retained for the Missouri Department of Revenue. The amount withheld is determined in the same manner as the federal income tax. Employees may authorize additional sums to be withheld by notifying the payroll department in writing and completing a

new W-4 form indicating the additional amount to be withheld each pay period. No salary checks will be issued until all withholding forms are submitted.

Kansas City Public School Retirement System (KCPSRS)

All full-time teachers and part-time teachers who work seventeen (17) hours or more per week are members of KCPSRS. Support employees with a teaching certificate are also eligible for membership in KCPSRS.

Medical

Medical insurance payments will be deducted for all employees on a twelve (12) month prorated basis each month.

Additional Deductions

Any staff member may authorize additional voluntary deductions for payment of dependent coverage for medical and/or dental benefits.

Personnel Policies

Workers' Compensation Benefits

Employees who suffer an injury caused by an accident or occupational disease arising out of and in the course of employment ("work-related injury") will receive benefits paid by the KCLAYM according to the Workers' Compensation Law of the State of Missouri ("the Law").

KCLAYM provides a comprehensive worker's compensation insurance program for employees. The worker's compensation program covers injuries or illnesses that happen during the course of regular employment that require medical, surgical or hospital treatment. Subject to legal requirements, workers' compensation insurance begins after a short waiting period, or if you are hospitalized, the benefits begin immediately.

All work-related injuries or illnesses, regardless of how minor should be reported to the Principal or the Executive Director of Operations immediately. Prompt reporting is essential to assure that employees qualify for coverage as quickly as possible.

Worker's compensation covers only work-related injuries and illnesses. Neither KCLAYM nor our insurance carrier will pay workers' compensation benefits for injuries that might happen if an employee voluntarily participates in a n off-duty recreational, social or athletic activity sponsored by KCLAYM.

Employees driving school owned or subsidized vehicles are not covered by this policy when driving such school owned vehicles to or from the home or to or from the work station. Absence from duty resulting from a work-related injury will be compensated according to the law. Employees who receive workers' compensation benefits for lost time from work due to a work-related injury do not earn additional sick leave during their time off for said work-related injury.

Personnel Policies

Group Insurance Benefits

The board directs that medical group insurance coverage for staff members will be provided. The Executive Director or designee will solicit proposals and make recommendations to the board of directors for approval of the insurance provider.

Group health, dental, vision, and workman's compensation will be available to full-time employees. If your area benefits-eligible employee, you may choose to enroll in a single, single plus one dependent, employee and spouse or family contract upon employment. KCLAYM pays the premium for single coverage for health and dental; the employee is responsible for paying the balance of any eligible dependent coverage through payroll deduction. Detailed descriptions of insurance coverage, premiums and eligibility requirements will be made available on site in the administrative office.

Benefits continuation (COBRA)

Under the federal Consolidated Omnibus Reconciliation Act, an employee and covered dependents will have the opportunity to continue health and/or dental benefits for a period of up to 36 months when you are no longer employed by KCLAYM and your group medical or dental insurance terminates, due to your death or because:

- Your employment terminates, for a reason other than gross misconduct;
- Your employment status changes due to a reduction in hours;
- Your child ceases to be a "dependent child" under the terms of the medical and/or dental plan;
- You become divorced or legally separated;
- You become entitled to Medicare

Under COBRA the employee and covered dependents may be allowed to continue individual or Family coverage for a specific period of time by paying the full cost of the plan, plus an Administrative fee. If you are eligible for continuation of medical and/or dental coverage as Mandated by COBRA law, and you wish to enroll, you must notify the Director of Operations within 60 days from the time you are notified of your eligibility.

The contract for medical insurance will be submitted for competitive bidding at least once every three (3) years.

For purposes of this policy competitive bidding means a request for at least three different medical insurance companies' bids and the provision of information about district participants, claims history, and the details of the Charter LEA's existing health insurance policy and proposed modifications.

The contract for an insurance broker (if utilized) will be submitted for competitive bidding at least once every three (3) year, beginning the year after the adoption of this Policy.

For purposes of this policy competitive bidding means a request for at least three different brokerage companies' bids and the provision of information about district participants, claims history, and the details of KCLAYM's existing health insurance policy and proposed modifications.

Personnel Policies

Retirement Compensation

Retirement provisions for all eligible employees will be in accordance with the provisions of the Kansas City Public School Retirement System.

Employees who retire or who have retired and who are eligible for retirement benefits from the KCPSRS plans are eligible to participate in school health benefit programs. In addition, the spouse and /or unmarried dependent children of any employee may also participate in school health benefit programs provided that these family members are receiving or are eligible to receive retirement benefits from the KCPSRS. The retiree must apply for insurance coverage within the first year he/she is eligible to receive retirement benefits.

You may contact the Kansas City Missouri Public School System directly regarding your retirement benefits at (816) 472-5800 or go to their website for information www.kcpsrs.org or email them at kcpsrs@kcpsrs.org

Personnel Policies

NON-DISCRIMINATION & ANTI-HARRASSMENT

KCLAYM recognizes its obligations to ensure that personnel are not subject to unlawful discrimination and/or harassment in any term or condition of employment on the basis of race, color, national origin, sex, gender, age, religion, disability, pregnancy status, sexual orientation, veteran status, or other status protected by law. It is the school's goal to ensure conduct never rises to the level of unlawful behavior. Accordingly, the school prohibits conduct that is inconsistent with the school's values and beliefs even though it may not violate the law.

It is the school's policy to prohibit any unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward an associate because of his or her race, color, sex, gender, religion, age, national origin, disability, pregnancy status, veteran status, sexual orientation or any other protected status. The prohibition applies to all individuals who work for or with the school, including supervisors, personnel (whether employed, contracted, or volunteered), directors, officers, program participants, contractors, vendors, and/or suppliers.

Some examples of prohibited conduct include but are not limited to:

- a. Offensive, sexist, off-color or sexual remarks, jokes, slurs or propositions or comments that disparage a person or group on the basis of race, color, age, sex, pregnancy, gender, creed, disability, religion, national origin, ethnic background, military service or citizenship.
- b. Derogatory or suggestive posters, cartoons, photographs, calendars, graffiti, drawings, other materials, or gestures.
- c. Inappropriate touching, hitting, pushing or other aggressive physical contact or threats to take such action.
- d. Unsolicited sexual advances, requests, or demands, explicit or implicit, for sexual favors

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug-testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy, employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the principal of their conviction. Notification must be made by the employee to the principal within five (5) days of the conviction. Within ten (10) days, the Executive Director/designee will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The Charter LEA (KCLAYM) will institute a drug-free awareness program to inform employees of:

- The dangers of drug and alcohol abuse in the workplace
- This policy to maintain a drug-free workplace
- Available counseling and rehabilitation
- The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverage that is provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

KCLAYM's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Where an employee holding a safety sensitive position is involved in an accident producing injury, KCLAYM will require the employee to submit to post injury alcohol/drug testing in the following situations:

Post-accident testing will be utilized after any accident

- Involving the loss of life;
- Resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- Which results in an injury to a person who receives medical treatment;
- Resulting in disabling damage to any motor vehicle or piece of school equipment;
- Resulting from a violation of safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where the school's administration has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post-accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Any employee who has a question, concern, or complaint of discrimination or harassment based on race, color, sex, gender, religion, age, national origin, disability, pregnancy status, veteran status, sexual orientation, or other protected status is encouraged to bring the matter to the immediate attention of his or her supervisor, a member of management, a board member, the corporate secretary, or outside counsel. Any supervisor or member of management who becomes aware of potential violations of this policy is required to contact the board chair or the secretary immediately.

KCLAYM will implement and comply with the Occupational Safety & Health act of 1970, to assure a safe and healthful working conditions for working men and women, by setting and enforcing standards and by providing training, outreach, education and assistance. 160.405.4

The school prohibits retaliation against anyone for reporting discrimination or harassment, assisting in making a discrimination or harassment complaint or cooperating in a discrimination or harassment investigation. Any person who believes he/she has experienced or witnessed retaliation should immediately notify his/her supervisor, a member of management, legal counsel, a board member, or the corporate secretary.

All reports of inappropriate conduct will be promptly and thoroughly investigated, and the School will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent a recurrence. Any person, whether supervisory, non-supervisory, or member of management, who violates this policy will be subject to the full range of corrective action, up to and including termination of employment or engagement. The school will inform the complaining person of the resolution of the complaint as appropriate.

All complaints will be treated confidentially to the extent practicable for an effective resolution. No individual will suffer adverse employment consequences as a result of making a good faith complaint or taking part in the investigation of a complaint. An individual who knowingly alleges a false claim against another will be subject to the full range of corrective action, up to and including termination.

Corrective Action

The school administers a fair and consistent corrective action for unsatisfactory conduct as it. It is important that all employees are treated fairly and that corrective actions are prompt, consistent, and impartial. The major purpose of a corrective action is to correct a problem, prevent it from happening again, and prepare the employee for satisfactory performance in the future. In that regard and although employment is based on mutual consent and both associates and the school have the right to terminate employment at will, with or without cause or advance notice, the school may use progressive corrective action at its discretion.

Corrective action may include any of the following: 1) verbal warning, 2) written warning, 3) suspension with or without pay, or 4) termination of employment. When deciding which step to take, we will look at the severity of the offense and what action will place a stop to it, the existence of prior performance concerns, and knowledge of the school's policies among other things.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where the school's administration has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post-accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the Charter LEA shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The Charter LEA shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

Disability Accommodations

The school is committed to complying fully with the Americans with Disabilities Act (ADA). We are also committed to ensuring equal opportunity in employment for qualified persons with disabilities. We will not discriminate against any qualified associate or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability or a person's diseases such as AIDS or AIDS-related virus, sickle-cell trait, cancer, heart disease, or other life threatening illnesses or diseases.

Reasonable accommodation is available to a qualified associate or applicant with a disability when the disability affects the performance of job functions or the ability to complete the application process. Associates who believe they require a reasonable accommodation should discuss the accommodation with their supervisor or contact the Director of Human Resources.

Personnel Policies

Conflict of Interest

Schools and other tax exempt organizations have a significant responsibility to earn and to maintain the public trust. Board committee members and employees of KCLAYM have an obligation to ensure that transactions entered into by the school are legal, credible and fair and that protocol is in place so that they are perceived to be legal, credible and fair.

No written policy or guide can cover every situation; therefore, responsibility for integrity and fairness must be fulfilled through individual compliance with the spirit as well as the letter of the law governing nonprofit organizations, including applicable state and federal laws such as IRC § 4958, and by careful and thoughtful adherence to ethical behavior that often goes beyond legal requirements.

This makes it essential to develop and follow practices that identify, disclose and effectively address conflicts of interest, whether actual or perceived, and self-dealing in financial, investment, business and program relationships. Such practices should ensure fairness and the appearance of fairness in all of our

dealings. Board and committee members and employees are expected to act with loyalty to and due care for the school interest's consistent with their respective fiduciary responsibilities.

This policy statement should be viewed as presenting guiding principles, which should inform but not prescribe good judgment. The objective of each person subject to this Policy must be honesty, fairness and integrity in all aspects of business and personal conduct, with full disclosure – erring on the side of openness – in any situations that are, may become, or may be perceived as being conflicts of interest.

A conflict of interest exists when:

An employee, contractor or manager takes part in a decision of the school in which she/he may reasonably be perceived as unable to remain impartial or objective in choosing between the interests of the school and service for personal benefit or gain, or the gain of a family member.

A person has a role on both sides of a transaction with the school, and the person has a financial interest in or has the potential for financial gain or to be perceived as having such potential.

An employee, contractor or manager uses, or permits others to use, for personal benefit or gain confidential information obtained in the course of serving the school in addition, a conflict of interest will be deemed to exist with regard to any transaction involving former employees or managers of the school or other persons who have been in a position to exercise substantial influence over the school at any time during the five (5) years immediately preceding consideration of the proposed transaction.

Notwithstanding any other provision of this Policy, a conflict of interest shall not be deemed to arise solely because of any person's association with a party to arrangements involving grants, gifts, and charitable contributions to the school or agreements to donate services or tangible or intangible goods or property to the school, provided that in any such instance the school has not given any materially valuable benefit or compensation to the other party or parties with whom such person is associated and there is no expectation of such benefit. Even in such circumstances, however, the person who would have a conflict but for this paragraph shall timely disclose the relevant relationship and such disclosure shall be documented. This paragraph does not excuse a conflict of interest grounded on the person having a financial interest in the underlying transaction or arrangement.

Situations in which there is a clear and obvious conflict of interest are relatively easy to identify. The possibility of a potential conflict or the appearance of a conflict of interest can be more difficult to recognize. Because the existence of close friendships and business associations could impair – or be perceived to impair – objective assessment, such relationships should always be disclosed to the board. Disclosure of such relationships, no matter how remote, can alleviate misunderstandings that might arise later.

There are circumstances in which an actual or perceived conflict of interest might be present but the transaction could be permissible legally--and may even be advisable--despite the conflict or its appearance. When these and other analogous situations arise, the procedures and safeguards provided below must be observed.

Employees, contractors and managers should not derive any personal, material advantages from their connections with the school. They should use the school's property only for official purposes and may make no personal use of the school's programs or services in a manner that is not available on a comparable basis to a member of the general public. In connection with their duties at the school, employees, contractors, managers and others in close relationship to them must not accept gifts, favors, or loans. Promotional gifts or meals with a value of less than \$25 are acceptable.

Information about the school that an employee may acquire in the course of his/her duties, and which is not generally known or available to the public, must be treated as confidential and proprietary. Such information should not be used for personal or professional advantage or for purposes detrimental to the school. No person associated with the school may use or allow other to use confidential information acquired through his/her relationship with the school for purposes other than in furtherance of their responsibilities to the school.

II. PROCEDURE

1. Employees should annually complete a disclosure form distributed and collected by the secretary of the board through which such persons identify immediate family¹ members with whom and organizations with which the school has or may have to undertake transactions or arrangements. The form, a copy of which is attached, requires that such persons list all organizations, regardless of governance structure:

(a) in which the person or a member of his or her immediate family serves in a fiduciary, policy-making, or managerial capacity;

(b) in which he/she or his/her immediate family directly or indirectly owns a total of at least thirty five percent (35%) of the voting power, profits interest, or beneficial interest or in which such person or persons have a controlling or material financial interest; and

(c) from which he/she or an immediate family member receives compensation as direct or indirect remuneration for services rendered or substantial gifts or favors. Such persons must update this information during the year by informing the secretary of any new relationships that develop.

The Secretary shall distribute information to all board members and the Executive Director about the organizations identified by each employee.

Before determining if the school may enter the contemplated transaction, more information may be required to ensure that all material facts are known about the underlying transaction, market pricing, and competing providers. Decision-makers should also assess the extent to which additional due diligence is necessary, a more advantageous transaction may be reasonably attainable from the proposed provider or a competitor, or whether independent expertise should be retained to assess the reasonableness of the transaction.

2. The person with the actual or perceived conflict should not be involved in the analysis, discussion or decision-making process. Exceptions may be made when such person has a

1 “Immediate family” is defined as spouse, children, grandchildren, great grandchildren, parents, grandparents and their respective spouse.

2. Relevant and unique experience or perspective and the board president asks such person for his or her information.

3. In order not to inhibit discussion, in most instances, the person with the actual or perceived conflict should leave the area in which the discussion is occurring.

4. Except as otherwise provided, employees should not be in a position to make or influence decisions when they have an actual or perceived conflict of interest.

5. Except as otherwise provided, only the full board may approve or authorize action if there is an actual or perceived conflict of interest involving the Executive Director or principal, in all cases ensuring that

the transaction is in the school's best interests, for its own benefit, and is fair and reasonable. The Executive Director is authorized to permit exceptions to this policy and permit a transaction that would otherwise constitute a conflict of interest, but such exception approvals must be made in the school's best interests, for its own benefit, and after verifying that the transaction is fair and reasonable.

6. Each of the above steps should be recorded in minutes or other record of a meeting at which discussion occurs of a transaction that includes a conflict of interest.

7. The board president and the Executive Director shall ensure that new board and committee members and employees receive orientation that sufficiently apprises them of the details of this policy and applicable procedures and that all employees annually acknowledge that they have read and understood and agree to comply with the policy and its procedures.

8. Any employee who knowingly and intentionally fails to abide by the terms of this Policy or its Procedures shall be subject to discipline up to and including removal or termination.

Personnel Policies

Seclusion and Restraint

The board hereby adopts a no-use policy with respect to seclusion and physical restraint and the use of such discipline and behavior management techniques shall be prohibited except for emergency situations to prevent injury to students or school personnel while awaiting the arrival of law enforcement personnel.

“**Physical restraint**” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight.

“**Seclusion**” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Applicability of this Policy

This policy applies to all school personnel. School personnel assigned to programs not located on School premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

Personnel Policies

Personnel Records

Personnel files on all employees will be maintained in KCLAYM's administrative offices. It is the intent of the board to maintain complete and current personnel files.

The Charter LEA will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts. Employment letter (s) and performance related documents; medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel files(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate school administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Personnel Policies

Safety Sensitive Positions

The following list of positions are hereby classified as “safety sensitive” due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published board policies and regulations:

- Food service employees
- Transportation employees
- Custodial employees
- Maintenance employees (*HVAC, Electrical, Plumbing)
- Any school employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teacher’s aides, lunchroom/playground monitors, etc.

Personnel Policies

Performance Evaluation

The board’s ultimate goal in education is to provide the highest quality educational experience to all students. The school’s evaluation systems for staff contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental students.

Instructional Staff Performance Evaluation

The instructional staff performance-based evaluation is a process endorsed by the board for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every fourth year.

Support Staff Evaluation

The development of a competent support staff is a major objective of the performance evaluation. All supervisors and/or principals will complete an annual written evaluation on all support staff under their supervision.

The following area will be evaluated:

- Job Knowledge
- Quality of work
- Quantity of work
- Dependability
- Cooperation
- Attendance
- Punctuality
- Other area as appropriate for the specific job

This evaluation will be used to improve job proficiency and to determine eligibility for reemployment.

Personnel Policies

Communication with Students by Electronic Media

Employee personal communication with students, in all forms including oral and nonverbal shall be appropriate and consistent with board policy. Personal communication shall be deemed to be inappropriate if such communication is sexual in nature; is sexually suggestive; suggests romantic activity with student or students; or is otherwise inconsistent with board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employees may not communicate with district students via electronic media regardless of whether created or maintained by the employees or students. As restricted in this policy the phrase “electronic media” includes but is not limited to social networks, texting, and e-mails. This policy does not preclude electronic communication between teachers and their siblings and children who may be district students.

KCLAYM will provide official electronic media which may be utilized by employees for communication with students for dissemination of school related information (i.e. homework, practice schedules, supplemental instructional material).

Personnel Policies

Staff Cell Phone Usage

The use of cell phones, iPads and similar personal electronic devices during work time presents a significant safety risk, as well as, adversely impacts work time. For safety and educational reasons, the instructional staff and support staff, except as provided in this policy for transportation employees, are not permitted to use such personal electronic devices during work time. Exceptions will be made for bona-fide school related emergencies.

Bus drivers and other employees driving district vehicles and employees driving while on school business are prohibited from using cell phones, iPads, and related electronic devices while driving. If an emergency occurs, the vehicle should be parked and remain parked in a safe location during the use of the electronic device. Bus drivers and employees driving school vehicles should log those work time emergency calls with date, time, call duration and vehicle location with their supervisor as soon as is practicable.

Personnel Policies

Use of School Property

Employees may be provided access to and use of school property including, but not limited to desks, file cabinets, closets, storage areas, and computers for classroom use. These items remain the property of KCLAYM and are subject to inspection by KCLAYM's administrators:

Personnel Policies

Teaching Standards

KCLAYM's teaching standards include, but are not limited to:

- Ensuring that students are actively participating and are successful in the learning process.
- Monitoring and managing student learning by specific assessment vehicles.
- Student and teacher being prepared and knowledgeable of the curricular content.
- Maintaining students on task behavior.
- Using professional communications and interactions with the school community.
- Remaining current on instructional knowledge.
- Seeking and exploring changes teaching behaviors that will enhance student learning.
- Acting responsibly in the overall mission of the school.
- Creating learning experiences that make the subject matter meaningful.
- Demonstrating knowledge of the subject matter by implementing instruction pertinent to the subject matter.
- Providing learning opportunities that support the intellectual, social and personal development of all students.
- Cultivating the unique skills and talents of every student
- Using a variety of instructional activities of critical thinking, problem solving, and performance skills.
- Creating a positive learning environment that encourages active engagement in learning, positive social interactions and self-motivation.
- Modeling effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.
- Using formal and informal strategies to assess learner's progress.
- Actively seek out opportunities to grow professionally in order to improve academic learning for all students.
- Maintaining effective working relationship with students, parents, colleagues and community members.

Evaluation-test Security

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets. The school testing coordinator will serve as the principal's testing designee and be responsible for the administration and security procedures for each testing site. The principal may select an alternate designee at any time based on the best interests of students.

Teacher Responsibilities for Test Administration

Prior to the administration of any school or state standardized test, the principal's designee will review with the teachers the testing guidelines that they and the students are to follow. The principal's designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples; others may be provided by the principal's designee.

1. Teachers are not to review the test questions or content prior to its being given to the students.
2. Teachers are not to give any assistance to the students during the administration of the test.
3. Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

State Assessments

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered for each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the school office during normal business hours.

APPENDIX A
STATEMENT OF ACKNOWLEDGEMENT OF RECEIPT
OF
KANSAS CITY LEADERSHIP ACADEMY FOR YOUNG MEN

I _____ (Employee Name) acknowledge that I am in receipt of the Kansas City Leadership Academy for Young Men Employee Handbook on _____ (date). This Handbook was explained to me via school administration during Teacher Orientation or by the Director of Operations.

I further understand that this **HANDBOOK** replaces any and all prior verbal and written communications regarding KCLAYM employment policies and procedures, working conditions and benefits.

I have read and understand the contents of this **HANDBOOK** and will act in accordance with these policies and procedures as a condition of my employment with KCLAYM.

I understand that if I have questions or concerns at any time about the **HANDBOOK**, I will consult my immediate supervisor, my Principal, or Executive Director for clarification.

I also acknowledge that APPENDIX A contains an Employment-at-Will provision that states:

This **HANDBOOK** is not a contract for employment, a promise or agreement of employment nor should it be construed as one. KCLAYM or I can terminate our employment relationship at any time, with or without cause, and KCLAYM reserves the right to change provisions in this handbook with or without notice.

Please read this **HANDBOOK** **carefully** to understand these conditions of employment before you sign this document.

_____ **date** _____
Board President

_____ **date** _____
Principal

_____ **date** _____
Employee

B.5 Student Recruitment and Enrollment

Data=Number of Males in Kansas City according to DESE for Kindergarten through fourth grades
broken down based on operating schools

Schools	Total Males	Free/Reduce	White	Black	Hispanic	Male Other
KC District 33	4727	4727	465	2635	1342	285
University Academy	259	203			101	
Alta Vista Charter	118	114	0	0	101	11
Hogan Preparatory	133	133		125		*
Genesis School	117	110	0	111	0	*
Allen Village	130	124		54	65	*
Lee A Tolbert	193	156		176		*
B Banneker	121	121	0	120	0	*
Della Lamb Elem	268	268		175	41	45
Gordon Parks	72	72		51		*
Academie Lafayette	288	61	196	54	11	27
Scoula Vita Nuova	73	69		15	50	*
Brookside Charter	171	165		150		*
Pathway Academy	167	167	20	129	10	*
Frontier School	346	329	29	65	239	13
Hope Leadership	71	71		65		*
Crossroads Academy	113	52	51	44	16	*
Academy for Int. Art	52	51		44		*
Total	7,419	6,783	761	4,013	1,976	381

⁴⁷Excellence Boys Charter Schools located in Brooklyn, New York, is in its tenth year of operation and has a current student population of 444 students Kindergarten through 4th grade. Excellence Boys Charter utilizes a curriculum that has a strong emphasis on a balanced literacy program, math, and character education programs that are closely aligned with KCLAYM'S model which will also focus on balanced literacy, math and character education building. Excellence Boys School has clearly proven that a school that focuses on an all-male, at risk population, located in a poverty stricken neighborhood can achieve and excel beyond expectations in academic achievement. The data below shows their proven success. Data is provided for Elementary and Junior High.

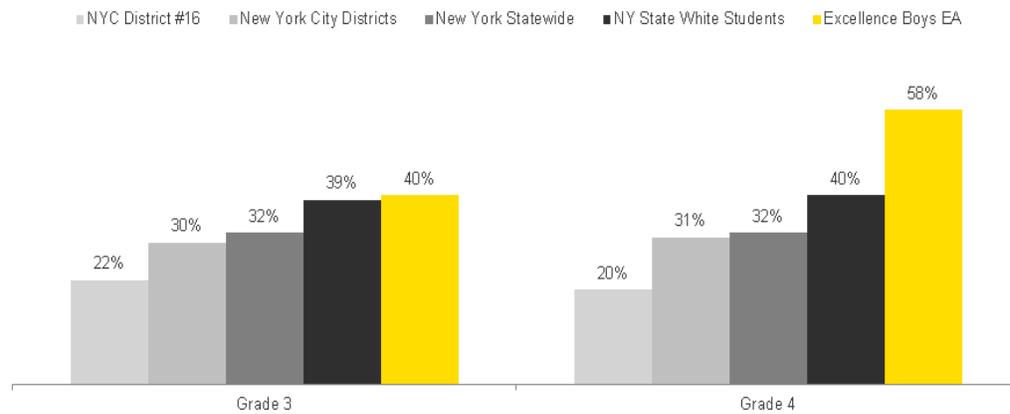
Students

Gender	100% Male
Free & Reduced Lunch	78.8%
Special Needs	16.3%
Race	93% African-American 4% Latino 3% Asian
Geography (Students selected via public lottery)	97% Brooklyn 3% Queens

Excellence Boys Charter School – Elementary Academy ELA

New York State ELA Exam, Grades 3-4, 2014

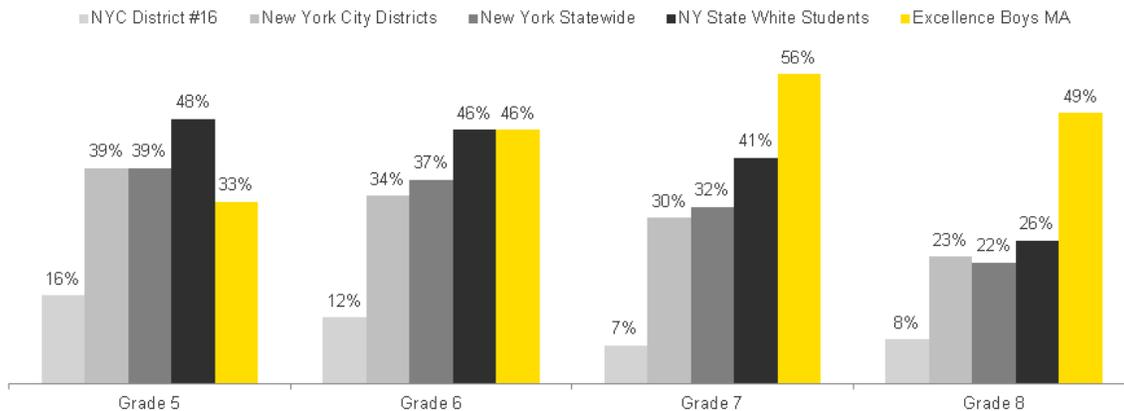
% of Students Scoring “Advanced” or “Proficient”



The students at Excellence Boys Elementary Academy closed the achievement gap in ELA in 3rd and 4th grade by an average of 10 percentage points.

Excellence Boys Charter School – Middle Academy Math

New York State Math Exam, Grades 5-8, 2014 % of Students Scoring “Advanced” or “Proficient”



The students at Excellence Boys Middle Academy closed the achievement gap in Math in 6th, 7th, and 8th grade by an average of 13 percentage points.



⁴⁷"Uncommon Schools." *Uncommon Schools*. N.p., n.d. Web. 19 Oct. 2015.

Student Recruitment and Enrollment

Enrollment

The establishment of KCLAYM is birthed out of a demand to offer parents a school of choice for at risk males in the 64130 ZIP code. Parents have expressed over and over the concerns for the lives of young black men in this area. 78 percent of homes in this zip code are headed by single mothers. Many of their sons have no mentor or role models. Community meetings in the area have garnered their concerns. It is KCLAYM's intent to open the fall of 2017 and serve male students grades K-3. We will then expand one grade level until we are a kindergarten through twelfth grade learning institution. In order to meet its projections, KCLAYM will begin to market the school within the community. In the fall of 2016 board members will begin hosting informational meetings for parents that are interested in attending the school. The meetings will answer questions, present the vision, mission and goals, as well as establish a database for potential students.

Recruitment

KCLAYM has identified a network of organizations, police and fire departments, businesses and individuals to assist us with recruiting. Brochures and flyers will be sent out to homes in the neighborhoods located in the 64130 ZIP code. This will begin upon confirmation of the school charter being granted. KCLAYM's relationships with organizations, institutions, churches and businesses will be utilized in order to ensure that all families have an opportunity to select the school as an option for their sons. The school's mission and vision will be clearly and effectively communicated to the public by personal appearances by the founder, principal, and board members at area churches, which have a very strong impact within the community. A press release will be submitted to all media for the opening. We have connections/contacts within the local news stations as well as radio, which are willing to support us with advertisement once the approval has been granted. We are expecting the school to be populated with majority African-American students, although we expect to receive interest from some Hispanic families in the area. We are prepared to advertise materials in Spanish for them, as well as advertise in their local newspaper. Internet advertising and social networking sites will be utilized as they have proven to be a very effective form of marketing and awareness amongst African-Americans/ minorities. Once charter approval has been granted, an interactive website will be immediately put in place. KCLAYM has web designers to customize all of the school's immediate needs. Our website will contain information about our school, but also information about our partner "Comprehensive Mental Health". We will have links directing website visitors to KCLAYM networking pages for further information about the school and create awareness of services. We have volunteer organizations that will assist with enrollment and to help parents with paperwork.

Admission Timelines and Process

An enrollment process is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. Registration will be accepted through on-line, walk-ins', and mailed enrollment submissions.

KCLAYM will conduct an open enrollment period starting on the first Monday in April ending the last week of May for the following school year for all interested students. Once a completed enrollment packet is received, it will be dated and time-stamped. Once a grade level reaches capacity during the open enrollment period, all other applicants will be placed on a waiting list. KCLAYM shall not charge tuition or fees of any kind as a condition of enrollment. KCLAYM shall not impose any fees that a school district would be prohibited from imposing. KCLAYM shall comply with laws and regulations of the state, county or city relating to health and safety, including requirements relating to notification of criminal conduct to law enforcement authorities under 160.405.

Families shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of accepted students by telephone, mail and email. Those families who do not respond within the 10-day

period will forfeit their right to enroll their student in the school for that school year. If a student drops from KCLAYM, students from the waiting list will be contacted immediately.

Lottery

For students on the waiting list the school will conduct a random public lottery complying with applicable Federal and State laws, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- The lottery will take place within 30 days of closing the open enrollment period.
- The school will enlist the services of the charter sponsor to monitor and verify the fair execution of all activities related to holding the lottery.
- Potential students on the waiting list shall provide contact information to be used if space becomes available.
- Families promoted off of the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond.
- KCLAYM shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families who do not respond within the 10-day period will forfeit their right to enroll their student in the school for that school year.
- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

After the 2017-2018 school is complete, KCLAYM will begin their Kindergarten Round-up during the Spring of 2018. Prospective parents, will need to verify residency, provided immunizations, and their child will take the DIEBELS's assessment.

- Location- KCLAYM campus 5840 Swope parkway, Kansas City, Missouri
- Time and date- (TBA)

Current Students

Parents will need to bring **one** of the following forms after completing their on-line registration to the campus of KCLAYM located at 5840 Swope parkway, Kansas City, Missouri. Time and date (TBA):

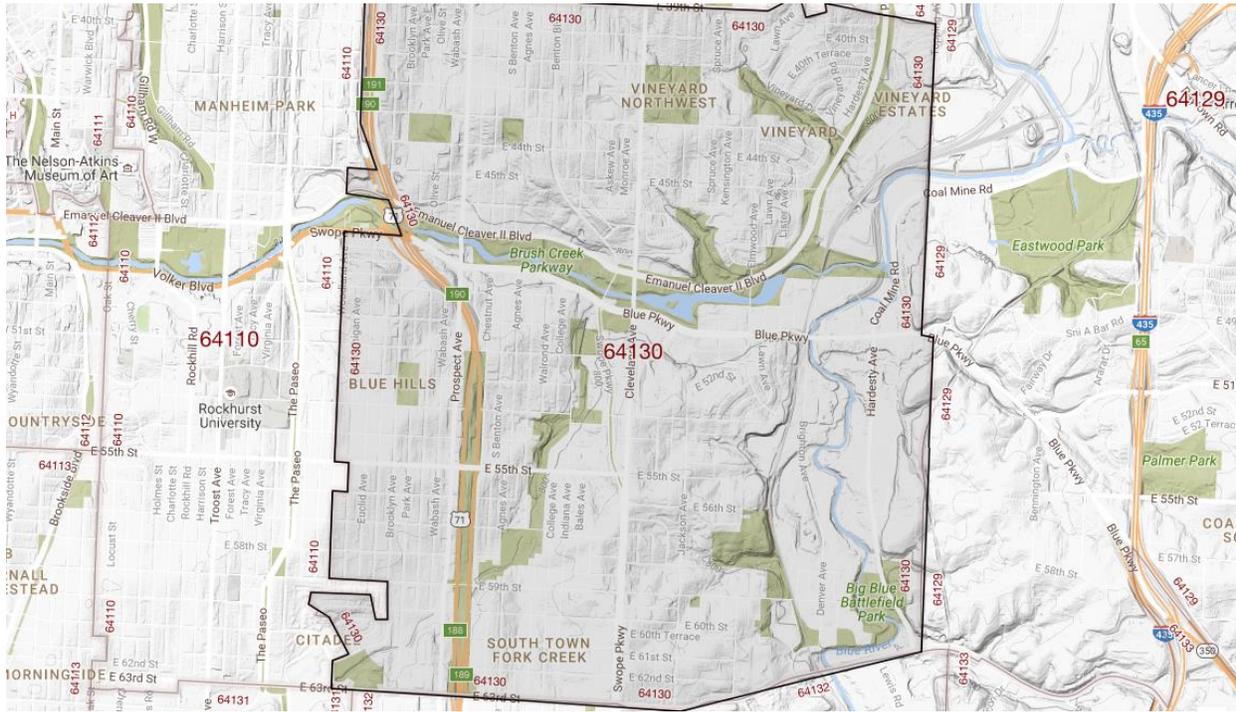
- A current electricity bill (30 days old or less)
- A current gas bill (30 days old or less)
- A mortgage or lease agreement (signed by landlord/mortgage company)
- Parents will have the option of completing their re-registration packet via walk-in at the KCLAYM campus at the designated time and date and bring the above mentioned documentation.

Students New to KCLAYM

New students registering to KCLAYM will be required to (1) complete an on-line registration packet and (2) have two of the following acceptable forms for residency verification and bring that documentation to the campus of KCLAYM located at 5840 Swope parkway, Kansas City, Missouri. Date and Time (TBA).

- A current electricity bill (30 days old or less)
- A current gas bill (30 days old or less)
- A current water bill (30 days old or less)
- A mortgage or lease agreement (signed by landlord/mortgage company)

Map of the 64130 ZIP code area and the surrounding area codes. Town Fork Creek is the neighborhood that KCLAYM is located in.



B.6 Parent and Community and Educator Involvement

Parent engagement: Why Parent Involvement Matters

Students benefit academically when parents and educators work together, but a strong connection between parents and educators does not come about automatically. Both parties may need to learn new roles and skills and develop the confidence to use them.

KCLAYM believes that parent involvement in their child's education only helps them to achieve at even higher levels. It is critical that parents begin to understand the college and career process and the best way to achieve this is to be involved in the school. Parents will be asked to volunteer in a wide variety of activities associated with the school, including sending their child to school properly prepared each day, activating telephone trees that announce important school events, onsite assistance with lunch time, before and after school supervision, and organizing and participating in parent nights.

KCLAYM will track parent participation via parental sign-in-logs and tracked from month-to-month, this documentation will be collected and secured by the office manager. Parent participation will increase by utilizing the following parental involvement activities:

Student and family compact: Once students are enrolled, all parents and students will sign a compact, outlining the responsibilities, rights and expectations of all parties. This compact is created to ensure that families understand and agree to our shared expectations and therefore are able to make an informed decision about enrolling their child.

Letter of partnership and support from the president of Comprehensive Mental Health Services.



Comprehensive
Mental Health Services

March 4, 2015

To Whom It May Concern:

As President/CEO of Comprehensive Mental Health Services, Inc., it is an honor for me to provide this letter of support on behalf of the Kansas City Leadership Academy for Young Men, LLC. This charter school will provide exemplary education for boys and young men, who are at high risk, in an environment of respect and acceptance. The academy's administrators intend to focus on mental health needs of students with which CMHS, Inc. is committed to assist (i.e.: Training, Assessment, Treatment and Prevention).

On a number of occasions, various members of our Executive team have met with Kim Jones, Founder and Director of Operations for KC Leadership Academy for Young Men, and her husband Mike. The Joneses have shared with us, their Mission, Vision, Values and Goals for this important charter school. Their enthusiasm

and careful planning is evident, and demonstrates a profound dedication to bringing superior, multi-level education that is enhanced by a sensitive, knowledgeable and quality approach to building leadership characteristics and skills in young men in the community.

CMHS, Inc. and its Board of Directors were so moved by their Mission, that we made the decision to donate, to them, the building and property at 5840 Swope Parkway in Kansas City, Missouri. We are looking forward to our newfound partnership with the Kansas City Leadership Academy for Young Men. As a partner we agree to place a full-time mental health provider in the school as well as, assist in advertisement and any other area that our assistance is needed.

Sincerely,

Joy Copeland, M.Ed., LPC
President/CEO

CAPITOL OFFICE
 State Capitol, Room 434
 201 West Capitol Avenue
 Jefferson City, MO, 65101-6806
 Tele: (573) 751-3158
 Fax: (573) 526-3969

DISTRICT ADDRESS
 4609 Paseo Blvd, Suite 102
 Kansas City, MO 64110
 Tele: (816) 923-6000
 Fax: (816) 861-2845



MISSOURI SENATE
SHALONN "KIKI" CURLS
 SENATOR, 9th DISTRICT
 Minority Caucus Chair

COMMITTEES
 Agriculture
 Appropriations
 Gubernatorial Appointments
 Jobs, Economic Development & Local
 Government
 Small Business, Insurance &
 Industry
 Transportation, Infrastructure &
 Public Safety
 Joint Committee on Capital
 Improvements and Lease Oversight
 Joint Committee on Corrections
 Joint Committee on MO Healthnet
 Joint Committee on Tax Policy

October 20, 2015

To Whom It May Concern:

As a Democratic Senator representing the 9th district of Missouri, it is an honor for me to provide this letter of support on behalf of the Kansas City Leadership Academy for Young Men. Education is a very important component of our community. As an advocate of charter school expansion, I believe that KCLAYM will provide an excellent public education while simultaneously building character skills for males that are at high risk.

At risk young men are in dire need of male mentorship and better educational opportunities, which will help ensure lowering the incarceration rate and increasing the graduation rate. The school has been in planning and research stages for years. It is now time for Kansas City Leadership Academy for Young Men to become a part of the community. The intricate details of planning and research will provide the tools for young men to become productive citizens, receive an excellent education and learn lifelong character skills.

I am excited to witness the changes in the young men that will attend Kansas City Leadership Academy for Young Men. If you have any questions regarding my letter of support, please feel free to contact me at (573) 751-3158.

Sincerely,

S. Kiki Curls

S. Kiki Curls
 Ninth Senatorial District



September 15, 2015

Kansas City Leadership Academy for Young Men
Attn: Mrs. Kimberly Jones
Kansas City, MO

Dear Mrs. Jones:

It is my pleasure to write a letter in support of the Kansas City Leadership Academy for Young Men in Kansas City, Missouri.

Palestine Senior Citizen Activity Center (PSCAC) would like to create a partnership with the senior citizens and Kansas City Leadership Academy of Young Men's young men to provide programs and services at both locations. PSCAC serves residents who live in Palestine Commons located at 3425 Prospect, DA Holmes Senior Apartments located at 3004 Benton, DA Holmes II located at 3020 Benton and other seniors who live in the third district of Jackson County, Missouri. PSCAC serves seniors who underserved, low income with various needs. This partnership will enhance the lives of both target populations that served by both organizations.

In conclusion, I fully support the efforts of the Kansas City Leadership Academy for Young Men as they become positive influences and make a great impact on the lives of males in the urban core of Kansas City, Missouri.

Sincerely,

Lori Smith, MBA
Executive Director
3325 Prospect
Kansas City, MO 64128

May 5, 2015

Missouri Charter School Association
Department of Elementary & Secondary Education
205 Jefferson Street, PO Box 480
Jefferson City, MO 65102

Re: Kansas City Leadership Academy for Young Men Charter School Application

I am proud and excited to have been asked to write a letter of support for the Kansas City Leadership for Young Men Charter School Application whose vision is designed to meet the specific academic and social developmental needs for all students by providing a life-long commitment from the school, family, and community and allow them to pursue their own personal and professional goals and aspirations.

As a resident and entrepreneur in Kansas City, Missouri for more than thirty years, I understand the need for our young men in our urban core to be placed on a path that will lead them towards College and career Readiness. I am especially supportive of the school's stakeholders who are willing to ensure that our Young Men be empowered, and inspired by the presence of strong, positive male role models necessary to become lifelong learners and Leaders in their respective communities.

My research and review of literature in single-gender education shows that this is a legal option for any K-12 public school, currently, and single-gender classes are offered in kindergarten through 9th grade in urban, rural, and suburban districts across the state. Of all young children, children of color may well be the most underserved. Also, among young children who are potentially or functionally gifted, those from low-income homes are the most likely to be unidentified and as a result not appropriately programmed for, and among those from low-income homes the ones most likely to be overlooked are those who are black.

I am further convinced that offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females, where students are not achieving at expected levels, or as a way to engage parents by offering a choice.

Research further show that the fact that boys and girls learn differently isn't justification for offering single-gender classes. Rather, gender differences are a further reason for teachers to embrace differentiated instruction within coed as well as single-gender classes.

Although experience clearly affects the development and wiring of the brain, growing evidence suggests that gender also seems to be a contributing factor in brain development. In general, researchers agree that boys have a higher physical activity level and develop self-control later than girls. Girls seem to show stronger verbal skills and demonstrate empathy more readily than boys.

This means that there are probably more boys who are more active more often in the classroom and more girls who more often show strengths in using words verbally and in writing.

I also support the Kansas City Leadership Academy for Young Men Charter School Application because the program will offer differentiating in the classroom because structure and connection are two key concepts when examining gender in the classroom. While all students certainly need both, but it seems that teachers need to consider the issue of structure more with boys and the issue of connection more with girls. In general, boys seem to be more successful with increased structure.

My primary reason for supporting The Kansas City Leadership Academy for Young Men Application is to be an encouragement to professionals, parents, and others among the lay public and business community to invest more time, energy, and money in young talented children, especially among the black population, and seeing to it that their gifts and talents are nurtured.

I plan to do my part and I write this letter in support of Kansas City Leadership Academy for Young Men's Application, I am asking that you will also do your part by supporting this application.

You may reach me at (816) 523-7677 or Louiselja@aol.com if you have any questions.

Sincerely,

Mrs. Louise J. Arterbery, President

LJA Enterprise

Host International-Kansas City International Airport

Parent Letter

Mike and Kim Jones worked together at a charter school where the following young mother was a student. She had a very troubled childhood. Mike often helped her find shelter and assisted her social worker in court on her behalf. Mike went on to be an administrator at the high school where she attended. Her mother was a drug addict, she had no relationship with her father and she moved around quite often. She is now the mother of two sons and a daughter. Many former students have reached out to Kim and Mike for help with their sons or themselves. It is because of families such as this, that the Jones's seek to open KCLAYM. The school that the young mothers' oldest son attends is one of the top three charter schools in Kansas City. It is a very good school and state scores prove it, but it's not for every child, this child has not had his emotional and mental needs met. KCLAYM's holistic approach would service this young man's educational and mental needs. Sadly, this young man is only in the **first** grade.

This is Shenique. I spoke to you and Mr. Jones at the landing regarding the school. But now I need some real help with my son. I called and left a message for Mr. Jones and emailed him with no response so now I'm reaching out to you in hopes that you get this. This is critical. My son has been suspended 4x in two months, constant write ups and office visits for various behaviors such as street violence, cursing, fighting, assault etc. However is passing with flying colors! Above grade level! Loves school and his peers! So I'm wondering if the homicides of three of his cousins, one of which he was present has taken over his mind. I don't know but we need help and I know Mr. Jones will help us. Please call me or email me or something, thank you.



Ok. Thanks so much. And he is also suspended until next school year so I'm hoping you guys know of some day programs or something to keep his mind sharp. I look forward to hearing from him.

KCLAYM Home to School Compact

Kansas City Leadership Academy for Young Men
Home –School Compact
2017-2018

Our School envisions the highest level of success for every student. To accomplish this, administrators, parents, teachers, and students need to work together. **Please read and sign the part of this agreement that applies to you.**

Administrators:

- Will remain open to your concerns and suggestion in order to establish the foundation for a quality school.
- Will encourage all staff members and will support you in your efforts to grow professionally and to demonstrate your Leadership Skills.
- Will enforce all school rules and expectations in a fair and consistent manner
- Will provide you with a school environment that values learning, hard work, caring about each other, cooperation, team work, responsibility and citizenship

Principal Signature

Date

Teachers:

- Will prepare and implement instructional plans and learning activities which provide effective educational program for each student
- Will understand and respect students and parents

- Will deal with discipline problems reasonably, fairly, consistently, patiently and without provocation
- Will notify parents of their student's progress and any significant changes in their child's achievement or behavior
- Will solicit the help of parents in solving student learning and discipline problems

All Staff

- Will take time to help students when they request assistance in problem solving by listening, caring, and offering alternatives
- Will model behavior expected of our students (Being in class on time, being prepared for the instructional day, showing respect toward students and co-workers, and being polite and courteous to all personnel)
- Will not tolerate student and adult "put downs" in our school
- Will actively ensure the safety of all students and our co-workers

The Parent/Guardian

- Will establish and maintain, in the home, a positive attitude toward education
- Will display an active interest in their child's school work and progress through regular communication and visits to the school
- Will Participate in the Parent Teacher Organization at the school
- Will assist their child in being neat, appropriately dressed, and well-groomed
- Will ensure that their child attends school regularly and on time
- Will report and explain to the school any absence or late arrival
- Will cooperate and assist school personnel in developing a plan when their child is involved in a disciplinary matter
- Will become familiar with the Student Code of Conduct, the school and classroom rules, and encourage and assist their child in adhering to them

Parent Signature

Date

The Student

- Will come to school on time every day
- Will attend all classes and be on time
- Will prepare for class with assigned work and appropriate materials
- Will account for his own work
- Will be neat, clean, appropriately dressed in uniform and well-groomed
- Will conduct himself in a safe and responsible manner
- Will show respect for all individuals, workspace and property
- Will seek help from school personnel when experiencing school or personal problems
- Will follow the rules and regulations established by the school, the classroom teacher, and the Student Code of Conduct
- Will assume responsibility for his own actions

Student Signature

Date

Information Sessions: Information sessions will be held after students have been accepted and after the lottery process, to introduce them to the staff members and answer questions and offer sign-up sheets for different family involvement activities.

Teacher Meetings: All homeroom teachers will meet with every family and have discussions about classroom expectations, activities, and curriculum and answer any questions or concerns. KCLAYM wants to build relationship will be communicated to staff members with families and reiterate the vision, mission and goals. All official communications, policies, and directives of staff interest and concern will be communicated by the Principal, and the Principal will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

Grievance Procedures

The following grievance procedures will be in place in the event that a parent or student objects to a board policy or decision or an administrative procedure or practice.

Statement of General Principles

1. Complaints must be fully described by the person with the grievance
2. Proceeding should be conducted honestly fairly and without bias
3. Proceeding should not be unduly delayed

Procedures-The following is a three level process:

1. The person with grievance attempts to resolve the complaint as close to the source as possible

If the matter is not resolved:

2. The person with grievance notifies the principal in writing as to the substance of the grievance and states the remedy sought. Discussion should be held between the person with the grievance and the Principal and any other relevant party. This level will be informal but either party may request written statements and agreements.

If the matter is not resolved:

3. The principal must refer the matter to the board. A grievance taken to this level must be in writing from the person with the grievance.
 - The principal will forward to the board any additional relevant information.
 - The board will provide a written response to the person with the grievance
 - The board also communicates with any other parties involved or deemed relevant.

Kansas City Leadership Academy for Young Men boards' decision is final. All parties involved must abide by the decision.

Parent Teacher Organization: A parent PTO will be created during the School's first year. This group will meet once a month with the principal to address school culture, concerns and governing procedures. During the group's first year, parents will learn policy procedure; assist the Principal in communicating school philosophy to the broader school community; and establish and promote programs that support the educational, social, and fundraising initiatives of KCLAYM. The operating philosophy of the PTO is to engage as many parents as possible, attend board meetings while assisting the schools' Board of Directors, administrators, and faculty understand parents' concerns, hopes, and interest.

Parent Conferences: Parent conferences will be held to review student performance and progress.

Progress Reports: Parents will receive weekly, quarterly academic reports that outline each student's academic progress. Academic progress will also be tracked by each teacher utilizing the student's PAP (Personalized Academic Plan)

Monthly Newsletter: Every month families will receive a newsletter discussing upcoming events as well as highlighting student achievement.

Parent Phone Calls: All parent phone calls will be returned within one business day.

Educator Involvement

KCLAYM educators play a vital role in parental engagement; predominantly by providing a welcoming attitude towards parents so that they are at ease in engaging in the school system. KCLAYM will focus on three constructs that impact whether parents become involved in their child's school:

- Parent's understanding of what they are supposed to do in relation to their child's education. What should they be involved in?
- Building our parents confidence in their ability to be help to their children such as: conferences, phone calls, e-mails, parent nights and linking them to community resources
- KCLAYM needs and wants parent involvement.

Our staff will take the lead by helping parents to understand what is needed of them to help their child in a clear, understandable language, by approaching the relationship as more of a collaboration/partnership than as a hierarchy. Parents will help most when they feel, capable, accepted and respected. All staff members are encouraged to attend board meetings to receive pertinent information and voice concerns/celebrations through the proper protocols concerning the overall governance and policy decisions that impact their roles as professional practitioners.

Community Involvement

- During the pre-operational year, members of the Board of Directors, the Founder, and Principal will engage with the Town Fork Creek Home Association, 100 Men of Blue Hills advocacy group, and local business located within or near the 64130 zip code. The purpose of these engagements will be to connect with important decision makers in the neighborhood as well as interested families.
- In order to build character, positive self-confidence, and leadership skills, students will be involved in continual community building. Because KCLAYM believes in service to the community and helping those who are in need, students will participate in service learning projects that include walkathons and, community cleanups as well as focus on issues plaguing women, global society and the world, such as abuse, single parenting, elderly care, domestic violence, breast cancer, heart disease, lupus, global warming, national and international issues and always-mental health problems. It is imperative that our young men begin to respect and keep at a forefront issues that afflict women, society and the community, so as to help empower their

fathers, friends, sisters, mothers, grandmothers and others. This component of the school will also foster and build leadership capacity and empathy in our students.

When parents are involved with their child's education increased learning takes place, and student performance on standardized testing rise. Other education benefits include increases in student attendance, reduction of student dropouts, the improvement of student motivation, self-esteem, behavior and more parent and community support of the school.

KCLAYM will develop strategic partnerships with the community and devise ways to solve community issues with the assistance of the students. The Director of Operations will work to ensure the following plans for achieving the initiative for better community involvement:

- Facilitate a job fair on the campus for our parents and community members
- Arrange parental and business community visits to the school
- Develop a volunteer program
- Have informal breakfasts, Q & A sessions, and tours of the school
- Surveys of staff memberships in churches, service clubs, fraternal/sorority organizations
- Allow the school building to serve community activities
- Send out school newsletters

C. Business Plan

C.1 Budget

Kansas City Leadership Academy for Young Men's budget was collaboratively created with Paul Greenwood of EdOps we are committed to ensuring that the school is designed on solid financial footing and continually employs sound financial management. While it is anticipated the school will attract philanthropic giving, the core budget reflects only local, state, and federal money with contingency plans in place to allocate any additional funds. KCLAYM is currently pursuing start-up funding from the Greater Kansas City Community Foundation, IFF Lending Corporation, & Liberty Bank while exploring other grants and preparing for a corporate and individual fundraising campaign in the fall of 2016.

We are taking a conservative, yet reasonable, approach to our financial assumptions based on conversations with both the Missouri Charter Public Schools Association and EdOps. The founding board has had guidance in developing this budget from the joint partnership of Missouri Charter Public Schools Association and EdOps. Kansas City Leadership Academy for Young Men's founding Board has extensive experience managing and overseeing the fiscal health of successful businesses, and nonprofit organizations. The governing Board will include additional professionals with expertise in this area.

Without philanthropic giving, the school can still open in the 2017-2018 school year by opening a line of credit and obtaining a loan for furniture, fixtures, equipment and facility renovations from IFF. The five-year budget allows KCLAYM to carry more than the 3% budget reserves required by the Department of Elementary and Secondary Education and meet the financial and instructional goals without disruption. Projected growth and retention of students in the transition grades of Kindergarten to 1st grade, 5th grade to 6th grade and 8th grade to 9th grade will allow KCLAYM to continue to be creative in implementing necessary staff such as:

- Full time- Reading and Math Specialist- Year 1
- Assistant Principal- Year 3
- Dean of Students-Year 3
- Full time- Mental Health Coordinator-Year 1
- Full time- Registered Nurse-Year 1
- A Full Time-Social Worker/Counselor-Year 1
- Instructional Coach-Year 1

See Appendix C.1 for breakdowns of Revenues, Expenditures by Function, Salaries, Purchased Services, and Year 1 Cash Flow, as well as a 5--Year Budget (proposed charter term).

Contingency Plans

Kansas City Leadership Academy for Young Men's primary focus in planning for financial contingencies related to low enrollment, changing demographics, or other financial challenges is to protect academic programming. The School will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, and seeking guidance regarding potential special education revenue and costs, as well as, performing proper governance oversight via monthly financial reports to the School's Board of Directors.

In the event a serious shift in anticipated revenues or expenditures occurs, school leadership may elect to take one or more of the following courses of action:

- Identify area(s) causing the budget shift and attempt to adjust those factors
- Monitor and identify, in real time, material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact
- Negotiate service contracts with risk-sharing as well as review contracts for possible cost-savings with alternate providers
- Adjust staffing to reflect a higher student-teacher ratio
- Modify expectations regarding extracurricular activities

KANSAS CITY LEADERSHIP ACADEMY

FIVE-YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
Enrollment		212	272	326	363	380
revenues						
5100	Local Revenue		217,270	278,761	334,103	372,023
5300	State Revenue	2,005,637	2,573,270	3,084,139	3,434,180	3,595,009
5400	Federal Revenue	335,217	439,811	527,126	586,954	614,442
5899	GRAND TOTAL REVENUES	2,340,854	3,230,350	3,890,027	4,355,236	4,581,474
xpenditures						
1100	Regular Programs	1,043,697	1,486,245	1,803,733	2,109,731	2,341,027
1200	Special Programs	123,614	192,663	233,301	242,287	248,342
1999	TOTAL INSTRUCTION (K-12 Only)	1,167,311	1,678,908	2,037,034	2,352,018	2,589,369
2100	Support Services - Pupils	231,731	292,977	298,746	304,621	310,604
2200	Support Services - Instructional Staff	21,200	27,200	32,600	36,300	38,000
2300	Support Services - General Administration	25,000	42,500	50,000	55,000	60,000
2400	Support Services - School Administration	101,758	104,263	106,808	109,594	112,522
2500	Operation and Maintenance of Plant Services	261,560	308,110	364,674	396,881	415,533
2550	Transportation	150,000	200,000	250,000	250,000	250,000
2560	Food Services	165,398	222,442	266,603	296,861	310,764
2642	Recruitment and Placement	5,000	6,000	7,000	8,000	9,000
2660	Technology	-	52,324	53,286	54,268	55,269
2998	TOTAL SUPPORT SERVICES	961,646	1,255,815	1,429,717	1,511,525	1,561,691
3800	Community Services	-	-	-	-	-
4000	Debt Service on Building Renovation	145,844	145,844	145,844	145,844	145,844
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	145,844	145,844	145,844	145,844	145,844

KANSAS CITY LEADERSHIP ACADEMY

FIVE-YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
9999	GRAND TOTAL EXPENDITURES	2,274,801	3,080,567	3,612,594	4,009,387	4,296,904
Total Revenue Over/(Under) Total Expenses		66,053	149,784	277,432	345,849	284,569
Beginning Balance, July 1		-	66,053	215,836	493,269	839,118
Ending Balance, June 30		\$ 66,053	\$ 215,836	\$ 493,269	\$ 839,118	\$1,123,687
	opening balance 7/1	\$ -	\$ 66,053	\$ 215,836	\$ 493,269	\$ 839,118
	operating income	\$ 66,053	\$ 149,784	\$ 277,432	\$ 345,849	\$ 284,569
	year end balance	\$ 66,053	\$ 215,836	\$ 493,269	\$ 839,118	\$1,123,687
	debt fund balance	3.10%	7.35%	14.23%	21.72%	27.07%

➤ YEAR 1 CASH FLOW ANALYSIS

	2016-17	2017-18	2018-19	2019-2020	2020-2021
	Projected	Projected	Projected	Projected	Projected
6100 Salaries	696,250	1,044,150	1,297,942	1,536,775	1,736,352
6200 Benefits	196,377	288,225	354,781	416,551	467,075
6300 Purchased Services	16,850	23,350	27,800	30,650	32,000
6400 Supplies & Materials	39,220	50,320	60,310	67,155	70,300
6500 Equipment	95,000	80,200	62,900	58,600	35,300
1111 Total Classroom Instruction	1,043,697	1,486,245	1,803,733	2,109,731	2,341,027
6100 Salaries	72,500	119,850	145,656	148,569	151,541
6200 Benefits	19,314	32,013	38,745	39,268	39,802
6300 Purchased Services	26,500	34,000	40,750	45,375	47,500
6400 Supplies & Materials	5,300	6,800	8,150	9,075	9,500
6500 Equipment	-	-	-	-	-
1221 Total Special Programs	123,614	192,663	233,301	242,287	248,342
6100 Salaries	179,000	223,380	227,848	232,405	237,053
6200 Benefits	44,731	61,097	61,899	62,717	63,551
6300 Purchased Services	8,000	8,500	9,000	9,500	10,000
6400 Supplies & Materials					
6500 Equipment					
2114 Total Support Services-Pupils	231,731	292,977	298,746	304,621	310,604
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	21,200	27,200	32,600	36,300	38,000
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
2213 Total Professional Development	21,200	27,200	32,600	36,300	38,000

6100 Salaries					
6200 Benefits					
6300 Purchased Services	25,000	42,500	50,000	55,000	60,000
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
2311 Total Board Services	25,000	42,500	50,000	55,000	60,000
6100 Salaries	85,000	86,700	88,434	90,203	92,007
6200 Benefits	15,258	15,563	15,874	16,191	16,515
6300 Purchased Services	1,000	1,500	2,000	2,500	3,000
6400 Supplies & Materials	500	500	500	700	1,000
6500 Equipment	-	-	-	-	-
2411 Total Building Principal Services	101,758	104,263	106,808	109,594	112,522
6100 Salaries					
6200 Benefits					
6300 Purchased Services	75,000	82,600	100,180	105,400	109,250
6400 Supplies & Materials	18,000	19,700	21,200	21,400	22,000
6500 Equipment	-	-	-	-	-
2511 Total Business Support Services	93,000	102,300	121,380	126,800	131,250
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	148,560	186,810	221,294	245,081	256,283
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					
2541 Total Operation of Plant Services	168,560	205,810	243,294	270,081	284,283

6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	150,000	200,000	250,000	250,000	250,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
6600 Debt Service	-	-	-	-	-
2551 Total Transportation	150,000	200,000	250,000	250,000	250,000
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	165,398	222,442	266,603	296,861	310,764
6500 Equipment	-	-	-	-	-
2563 Total Food Services	165,398	222,442	266,603	296,861	310,764
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	5,000	6,000	7,000	8,000	9,000
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
2642 Total Recruitment and Placement	5,000	6,000	7,000	8,000	9,000
6100 Salaries	-	40,800	41,616	42,448	43,297
6200 Benefits	-	11,524	11,670	11,819	11,972
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
2661 Total Technology	-	52,324	53,286	54,268	55,269
GRAND TOTAL EXPENDITURES	1,978,957	2,734,723	3,216,750	3,613,543	3,901,060

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ENROLLMENT

KCLA ENROLLMENT						KCLA SECTIONS Per Grade					
YEAR	1	2	3	4	5	YEAR	1	2	3	4	5
K	80	80	80	80	80	K	4	4	4	4	4
1	66	72	72	72	72	1	3	4	4	4	4
2	44	60	66	66	66	2	2	3	3	3	3
3	22	40	54	60	60	3	1	2	3	3	3
4		20	36	51	54	4		1	2	3	3
5			18	34	48	5			1	2	3
TOTAL	212	272	326	363	380	TOTAL	10	14	17	19	20

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-
-
-
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REVENUE CALCULATION

WADA calculation									
	Enrollment	Attendance %	ADA	FRL WEIGHT	LEP WEIGHT	WADA	per WADA payment	less sponsor fee	TOTAL
Year 1	212	94%	199.3	27.20	4.90	231.38	8,800	0.985	2,005,637
Year 2	272	94%	255.7	34.90	6.29	296.87	8,800	0.985	2,573,270
Year 3	326	94%	306.4	41.83	7.54	355.81	8,800	0.985	3,084,139
Year 4	363	94%	341.2	46.58	8.39	396.19	8,800	0.985	3,434,180
Year 5	380	94%	357.2	48.76	8.79	414.74	8,800	0.985	3,595,009

	Year 1		Year 2		Year 3		Year 4		Year 5	
	fil	lep								
Expected %	90%	6%	90%	6%	90%	6%	90%	6%	90%	6%
count	179.35	11.96	230.11	15.34	275.80	18.39	307.10	20.47	321.48	21.43
threshold %	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%
threshold count	70.55	3.79	90.51	4.86	108.48	5.82	120.79	6.48	126.45	6.79
for weighting	108.81	8.17	139.60	10.48	167.32	12.56	186.31	13.99	195.03	14.65
weight	0.25	0.6	0.25	0.6	0.25	0.6	0.25	0.6	0.25	0.6
wada	27.20	4.90	34.90	6.29	41.83	7.54	46.58	8.39	48.76	8.79

	payment	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	727	179	230	276	307	321
TITLE 2	100	212	272	326	363	380
SPED Part B	125	212	272	326	363	380
Food Service	783	199	256	306	341	357

	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	130,389	167,291	200,504	223,260	233,716
TITLE 2	21,200	27,200	32,600	36,300	38,000
SPED Part B	26,500	34,000	40,750	45,375	47,500
Food Service	156,036	200,197	239,943	267,175	279,688

STAFFING WORKSHEET

Kansas City Leadership Academy Staffing Worksheet

SALARIES												
STAFF SALARY WORKSHEET												
ENROLLMENT												
Position	Base Salary	Year 0 Budget	212		272		326		363		380	
			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
Administrators												
Principal	85,000	1.0	85,000	1.0	86,700	1.0	88,434	1.0	90,203	1.0	92,007	2411
Dean of Students	60,000	0.0	60,000	1.0	61,200	1.0	62,424	1.0	63,672.48	1.0	64,946	2114
Director of Operations	60,000	1.0	60,000	1.0	61,200	1.0	62,424	1.0	64,946	1.0	64,946	2511
TOTAL ADMINISTRATORS		2.0	205,000	3.0	209,100	3.0	213,282	3.0	218,821	3.0	221,899	
Core Instructional Staff												
Kinder	45,000	4.0	180,000	4.0	183,600	4.0	187,272	4.0	191,017	4.0	194,838	1111
1st	45,000	3.0	135,000	4.0	183,600	4.0	187,272	4.0	191,017	4.0	194,838	1111
2nd	45,000	2.0	90,000	3.0	137,700	3.0	140,454	3.0	143,263	3.0	146,128	1111
3rd	45,000	1.0	45,000	2.0	91,800	3.0	140,454	3.0	143,263	3.0	146,128	1111
4th	45,000	0.0	-	1.0	45,000	2.0	91,800	3.0	140,454	3.0	143,263	1111
5th	45,000	0.0	-	0.0	-	1.0	45,000	2.0	91,800	3.0	140,454	1111
Literacy Coordinator	50,000	0.0	-	1.0	51,000	1.0	52,020	1.0	53,060	1.0	54,122	1111
Math Coordinator	50,000	0.0	-	1.0	51,000	1.0	52,020	1.0	53,060	1.0	54,122	1111
SPED Coordinator	50,000	1.0	50,000	1.0	51,000	1.0	52,020	1.0	53,060	1.0	54,122	1221
ELL Teacher	45,000	0.5	22,500	0.5	22,950	1.0	46,818	1.0	47,754	1.0	48,709	1221
SPED Teacher	45,000	0.0	-	1.0	45,900	1.0	46,818	1.0	47,754	1.0	48,709	1221
Instructional Coach	50,000	1.0	50,000	1.0	51,000	1.0	52,020	1.0	53,060	1.0	54,122	1111
TOTAL CORE INSTRUCTIONAL STAFF		12.5	572,500	19.5	914,550	23.0	1,093,968	25.0	1,208,565	26.0	1,279,555	
Enrichment Staff												
PE	45,000	0.5	22,500	0.8	34,425	1.0	46,818	1.5	71,632	2.0	97,419	1111
Art	45,000	0.5	22,500	0.8	34,425	1.0	46,818	1.5	71,632	2.0	97,419	1111
Character Ed Teacher	45,000		-		-	1.0	46,818	1.5	71,632	2.0	97,419	1111
Foreign Language	45,000	0.5	22,500	0.8	34,425	1.0	46,818	1.5	71,632	2.0	97,419	1111
Computer Teacher	45,000	0.5	22,500	0.8	34,425	1.0	46,818	1.5	71,632	2.0	97,419	1111
TOTAL ENRICHMENT STAFF		2.0	90,000	3.0	137,700	5.0	234,090	7.5	358,158	10.0	487,094	
Support Staff												
Teaching Aide	25,000	4.0	100,000	4.0	102,000	4.0	104,040	4.0	106,121	4.0	108,243	1111
Librarian	40,000	0.0	-	1.0	40,800	1.0	41,616	1.0	42,448	1.0	43,297	2114
Nurse	45,000	1.0	45,000	1.0	45,900	1.0	46,818	1.0	47,754	1.0	48,709	2114
Social Worker	42,000	1.0	42,000	1.0	42,840	1.0	43,697	1.0	44,571	1.0	45,462	2114
		6.0	187,000	7.0	231,540	7.0	236,171	7.0	240,894	7.0	245,712	
Operations Staff												
IT Director	40,000	0.0	-	1.0	40,800	1.0	41,616	1.0	42,448	1.0	43,297	2661
Office Manager	32,000	1.0	32,000	1.0	32,640	1.0	33,293	1.0	33,959	1.0	34,638	2114
TOTAL OPERATIONS STAFF		1.0	32,000	1.0	73,440	2.0	74,909	2.0	76,407	2.0	77,935	
Total Salaries		*	1,086,500	33.5	1,566,330	40.0	1,852,420	44.5	2,102,845	48.0	2,312,195	

6300 AND 6400

Budget Item						Assumption	Funcio	Expendit
Curriculum	21,200	27,200	32,600	36,300	38,000	100/student	100	1111 6400
Specialist Materials	5,300	6,800	8,150	9,075	9,500	25/student	25	1111 6400
SUBS	6,250	9,750	11,500	12,500	13,000	5 sub days per core staff @	500	1111 6300
Classroom Paper and Supplies	5,300	6,800	8,150	9,075	9,500	25/student	25	1111 6400
Computers/Tablets	20,000	30,000	20,000	20,000	20,000	Assume 1 tablet cart for eve	15	1111 6500
Software	10,600	13,600	16,300	18,150	19,000	50/student	50	1111 6300
Instructional Equipment/Technology	30,000	30,000	30,000	30,000	10,000	5000/new lclassroom(startin	5,000	1111 6500
CLASSROOM equipment	3,000	1,200	900	600	300	300/new classroom	300	1111 6500
Classroom Furniture	30,000	12,000	9,000	6,000	3,000	3000/new classroom	3,000	1111 6500
Library and Media Center	2,120	2,720	3,260	3,630	3,800	10/student	10	1111 6400
Assessment	5,300	6,800	8,150	9,075	9,500	25/student	25	1111 6400
teacher laptops	12,000	7,000	3,000	2,000	2,000	1000/new instructional staff	1,000	1111 6500
SPED OT, PT, SLP	26,500	34,000	40,750	45,375	47,500	1250/sped student	1250	1221 6300
SPED SUPPLIES	5,300	6,800	8,150	9,075	9,500	250/sped student	250	1221 6400
SOFTWARE_SIS	8,000	8,500	9,000	9,500	10,000			2114 6300
Professional Development	21,200	27,200	32,600	36,300	38,000	equals title 2 allocation		2213 6300
INSURANCE-D and O	5,000	7,500	10,000	10,000	10,000			2311 6300
INSURANCE-Workman's Comp	10,000	12,500	15,000	17,500	20,000			2311 6300
Legal	10,000	12,500	15,000	17,500	20,000			2311 6300
Audit	-	10,000	10,000	10,000	10,000			2311 6300
DUES & SUBSCRIPTIONS	1,000	1,500	2,000	2,500	3,000			2411 6300
Principal DISCRETIONARY	500	500	500	700	1,000			2411 6400
BANK/CREDIT CARD	1,000	1,000	2,000	3,000	3,500			2511 6300
SOFTWARE_SUI	5,000	6,000	6,180	6,400	6,750			2511 6300
Backoffice	57,000	63,000	68,000	72,000	75,000			2511 6300
Copier	12,000	12,600	24,000	24,000	24,000	1000/copier/month		2511 6300
MISCELLANEOUS EXPENSE	2,000	3,500	5,000	5,000	5,000			2511 6400
OFFICE SUPPLIES	12,000	12,000	12,000	12,000	12,000	1000/month		2511 6400
POSTAGE	4,000	4,200	4,200	4,400	5,000			2511 6400
INSURANCE-Property and Liability	-	-	-	-	-			2541 6300
Trash	-	-	-	-	-	incorporated into operation of plant projection		2541 6300
Phone/Internet						incorporated into operation of plant projection		
rent						incorporated into operation of plant projection		2541 6300
REPAIRS & MAINTENANCE	-	-	-	-	-	incorporated into operation of plant projection		2541 6300
janitorial	-	-	-	-	-	incorporated into operation of plant projection		2541 6300
UTILITIES-gas/electric	-	-	-	-	-	incorporated into operation of plant projection		2541 6400
maintenance supplies	12,000	15,000	18,000	21,000	24,000			2541 6400
OFFICE FURNITURE	8,000	4,000	4,000	4,000	4,000	2000/new office	2,000	2541 6500
Security	15,000	15,450	15,914	16,391	16,883			2541 6300
Transportation	150,000	200,000	250,000	250,000	250,000	50k/bus	50000	2551 6300
food service costs	165,398	222,442	266,603	296,861	310,764	5/day/student	5	2563 6400
RECRUITMENT EXPENSE	5,000	6,000	7,000	8,000	9,000			2642 6300
IT Support Services	-	-	-	-	-	150/student	150	2661 6300
Debt Service calculation								
Loan	1,500,000							
15 year amorization at 5.375%	145,884							

C.2. Financial Management

Systems and Procedures for Financial Management

Procurement: Purchasing of all products and services on behalf of KCLAYM is to be done by the Director of Operations in conjunction with the school principal.

Absolutely no staff member, or volunteer is to incur any expense in the school's name without the signed approval of either the Director of Operations, or the school principal on an authorized, preprinted KCLAYM Purchase Order form.

All items billed to KCLAYM will require a purchase order form. This form will also be used for all items to be ordered or purchased and billed to KCLAYM, regardless of the actual dollar amount. Additionally, this form will be used for all purchases using a school-issued credit card.

A Finance Committee (sub-committee of the Board) will be appointed by the Board with members being from the board with a financial background. The Director of Operations using financial reporting software will manage the Board approved budget, and track purchases.

The Director of Operations will prepare monthly balance sheets and statements of activity that will be presented to the Board of Directors at their monthly meetings. Financial records, short and long-term, will be maintained in a manner that complies with public school retention laws and will be coded in a manner prescribed by the Missouri Financial Manual. The Director of Operations will prepare an annual final expenditure report for every federal program operated by the school.

KCLAYM will engage an independent certified public accounting firm to conduct an annual audit. In addition, the school will prepare and submit all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with R.S. MO §162.821 and §165.012.1.

A finance sub-committee will be appointed by the board with members being comprised of those from the board having a financial background, including at least one Certified Public Accountant.

KCLAYM will contract with EdOps for financial services and to track the Free and Reduced Lunch Program for purposes of enrollment, submission of forms and reconciliation. Special education and English proficient enrollment, submission of forms and reconciliation will also be handled by the Director of Operations, EdOps and relevant faculty with oversight from the financial committee and the board.

KCLAYM will file all necessary federal and state tax returns. The school will submit an annual report to its sponsor that provides detailed information about the school's academic program and financial health. The school will also work with DESE to evaluate its academic programs, progress and results; its financial health; and any other information that DESE requires. The school will comply with grant reporting requirements in administering grants it receives.

Financial Policies: All financial policies and internal control procedures are developed and printed within the board policy. Generally Accepted Accounting Principles and the Missouri Financial Accounting Manual will be adhered to by the governing board's finance sub-committee on a monthly basis when reviewing monthly financial statements.

Internal Financial Reports: Financial reports will be generated by the EdOps a corporation that supports over 40 schools and reviewed regularly by the Director of Operations, school principal, and by the Board of Directors.

Accounting System: Kansas City Leadership Academy for Young Men will purchase accounting software to produce its financial reports and link student information to school finances

External Financial Reports: In accordance with R.S. Mo 162.821, the school will be prepared to submit all necessary financial documentation for the Annual Secretary of the Board Report. The executive director will be responsible for reporting the appropriate information, including all information and/or reports to the Missouri Department of Elementary and Secondary Education, the governing board and any other required agencies. The Director of Operations will participate in DESE sponsored finance training.

Insurance: All members of the governing board and administrative staff will be covered under a Directors and Officers Insurance Policy. Additionally, our Liability Insurance policy will cover the school, its staff, and the Board of Directors.

Audit: KCLAYM will be subject to a full audit by a reputable certified accounting firm every year. In order to obtain a clean audit and to lend integrity to our accounting system, these accounting procedures must be followed by staff, governing board members, and volunteers.

Student Data Management: Student enrollment eligibility, tracking of students' attendance hours, enrollment in special education, student eligibility for services as an English Language Learner, and student eligibility for free and reduced price meals will be the shared responsibility of the executive director, director of operations and finance the school principal. Distribution, collection, and data entry of all required documents will be delegated to office staff. It will be the director of operations responsibility to ensure all payroll, accounting and back office support systems are maintained and accurate as well as to ensure the security and keeping of all student and financial records.

Federal Programs:

Grants from outside agencies are to be related to the needs and priorities of KCLAYM in the form of program improvement. Outside funds are to be regarded as supplemental in nature, intended to enhance or augment the usual efforts toward desired goals, quality of learning, in-service education, or capital improvement. Grants may lead to research and development that will be of value to the school. All such funds will be deposited, accounted, and reported by the Director of Operations. The Board of Directors directs that the Principal keep financial and program records to document the compliance with all state and federal requirements and to corroborate program success.

All employees of the KCLAYM who plan to apply to an outside agency (private, corporate, or governmental) for grants or other types of funds for the school must obtain approval for the request from the principal or designee before preparing an application. The principal will inform the Board in a timely manner of all approved grant applications.

Grants cannot be requested that would require the school expenditures not budgeted in the current fiscal year. School funds may not be obligated in advance for future years by the terms of a grant without prior Board approval.

If a grant requires participation by children in experimental types of instruction, written permission of the principal and students' parents must be secured.

The Principal may establish regulations for the orderly administration of this policy and procedures for obtaining the review and/or approval of any such applications.

C.3. Facility

Kansas City Leadership Academy for Young Men is currently targeting the 64130 zip code area in Kansas City Missouri. The school is following the guidelines for Department of Secondary and Elementary Education for classroom sizes and compliance with state regulations. Once the charter is granted, a contract will be negotiated and signed, allowing renovation and/or construction to take place in the fall of 2016 through the spring of 2017.

On February 3rd, 2015 an initial conversation with Joy Copland, President and CEO of Comprehensive Mental Health Services and Kim Jones founder of KCLAYM led to an innovative collaboration between Kansas City Leadership Academy for Young Men and CMHS. CMHS's belief in the school mission and vision is strongly supported by their Board of Directors who voted unanimously to gift the land and building located at 5840 Swope parkway, in Kansas City, Missouri to KCLAYM. In addition, CMHS has agreed to offer Trauma-Informed Care for students and parents. Through an Agreement of Gift and Acceptance and Corporation Quit-Claim Deed, Kansas City Leadership Academy for Young Men took sole possession of this location on July 1st, 2015.

KCLAYM has had several conversations with Michelle Gleason, Senior Loan Officer with IFF in St. Louis, Missouri for the purpose of securing a loan for building renovations. Kim Jones has three prospective contracting companies who have come out and toured the facility and will present their versions of cost, timelines, and architectural plans. The following companies are preparing the above mentioned documents:

- Jantsch Architects Inc
- Manning Construction Company
- Cuzco construction

For the 2017-2018 school year, our facility allows us to implement the following space requirements:

- 16 regular education classrooms (2 classrooms per grade level) 800-900 square feet
- 10 specials classrooms- 800-900 square feet
- 1 gym/multipurpose room (and cafeteria) 1,500 square feet
- Computer Lab 700-800 square feet
- Library-800 square feet
- Administrative space for office and operational staff 2,500 square feet
- The school has a functional elevator in place

Both Bids are still current. The board and founder are still seeking bids for renovations. It is the board and founders desire to find the most cost effective and quality companies to collaborate with. Facility Bids for Renovations (a) is Cuzco (b) Jantsch

(A) CUZCO

Kim, based on our walk through and discussion with you and Mike, we have put together a preliminary assessment of what is involved in the renovation of the building. The amount of work and effort varies from one space to another so as an initial look we have assigned an average cost for the entire building.

Scope of work
 demolition as required
 remodeled toilets or new toilet rooms
 new walls/new windows
 new wall, floor, ceiling finishes
 roof repair
 new lift in 2 story section of building
 new doors/hardware as required

mechanical, electrical, plumbing as required with little information and quick building review the preliminary estimate for this scope we believe is as follows: 25,000 sf x \$50 sf = \$1,250,000 to \$60 sf = \$1,500,000. This does not include exterior considerations such as bus entry and unloading, site lighting, parking lot improvement, playgrounds, patio area, etc.

It was mentioned there are no funds presently to carry out the program as envisioned. Furthermore, there are no funds to document a Preliminary program and Plan to present to agencies for approval. Based upon the above information, we estimate architecture/engineering fees for the project to be \$78,000 to \$93,000. The preliminary program and planning effort in an acceptable presentation package we estimate to be \$12,000 to \$15,000. This initial step would take approx. 45 days to prepare. This amount would be part of the total fee stated above. This initial step would have to be paid upon completion of the preliminary program.

Please let me know if you have any questions regarding this preliminary budget.

Jessica Huayaban
Cuzco Painting & Remodeling Inc.

[\(913\) 620-7559](tel:9136207559)



3.24.15

PRELIMINARY COST ESTIAMATE FOR:

KANSAS CITY LEADERSHIP ACADEMY FOR YOUNG MEN

5880 Swope Parkway, Kansas City, Missouri (pro-forma for 350 students.)

1. Class Rooms	B floor	\$45K	
	1 floor	\$45K	
	2 floor	\$45K	(\$135K for classrooms.)
2. Kitchen		\$25K	
3. Dining		\$10K	
4. Playground		\$35K	
5. K Playground		\$12K	
6. Fencing		450 lf x \$45 = \$20,250	
7. Parking Lot		\$20K (Seal & Stripe only.)	
8. Roof		\$20K	
9. Masonry		\$20K	
10. Windows		\$10K	
11. HVAC		\$180K	
12. Blinds		\$12K	
13. Plumbing		\$120K (5 floors x 2 = 10 or \$12K ea.)	
14. Landscaping		\$10K	
15. Painting		36,000 sf x \$4 = \$145K	
16. Electrical		<u>\$60K</u>	
			\$835,250 sub-total
17. Addl. Classrooms		4,000 sf x \$125K = \$500K (75 additional students.)	
18. Gym/Aud.		9,600 sf x \$125K = \$1.2M	
19. Ball fields		<u>\$35K</u>	
			\$1,735,000 sub-total
20. Soft Cost		\$240,160 (20% of 1-17. Incl. A/E of \$106,800 (8%))	
			<u>\$240,160 sub-total</u>
			\$2,810,410 total

Kansas City Leadership Academy for Young Men Pre-Opening Plan

Assignment	Timeline	Responsible for assignment completion
May		
Submit application to Missouri Charter Public School Commission	May 2016	Founder
July		
Submit application to DESE for state board approval	December 2016	Sponsor
December		
Approval from Missouri State Board of Education	December 2016	Sponsor/DESE
Affiliation/ Support MCPSA/MCPSC/Comprehensive Mental Health(partner)	Ongoing	Board/Principal/Director of Operations
Board Training	Immediately upon approval/Ongoing	MCPSA
Establish Board meeting times, making them public according to the Sunshine Law	Pending approval for 2016-17 planning	Board/ Director of Operations /Principal
Begin Marketing/fundraising Efforts	Ongoing	Director of Operations/Board/Comprehensive mental health
Create Website/with upcoming meetings, board member's/ important school information	Immediately/Ongoing	Director of Operations/ Principal/website designer
Establishing financial management procedures/policies/accounts		Board
Applying for startup grants, donations	Ongoing	Director of Operations/grant writer/Comprehensive mental health
RFP for banking	In process	Director of Operations /Board
RFP for insurance policies	In process	Board/Director of Operations
Obtaining Insurance	In progress/Various deadlines	Director of Operations/Board committee
Job descriptions (Drafts)	Complete/Ongoing	Principal ED
Applying for grants	Ongoing	Director Operations/grant writer/Comprehensive mental health
Secure Facility	Complete	Founder
Secure construction companies/Architects	Immediately	Director of Operations /Board
Developing relationships with community	Ongoing	Director of Operations/Board/Principal/Comprehensive Mental Health
Individual and Corporate Request	Ongoing	Stakeholders/Board/Director of Operations/Comprehensive Mental Health

January		
Starting renovation of facility	Ongoing	Director of Operations/Construction company/Board facility committee/
Advertising career postings	Ongoing-till positions are filled	Director of Operations/Principal/hiring committee
Begin interviewing for all staff/ certified/non-certified	Ongoing-till positions are filled	Director of Operations/Principal/hiring committee
Obtain Laptops for enrollment		Director of Operations/Principal/Board/Stakeholders/Comprehensive Mental Health
January		
Enrollment Policy and Admissions materials created and aligned with state laws	Complete	Principal/Attorney
Establish office Space for enrollment	Complete	The Landing Mall management/ Director of Operations
Establish office Space for staff interviews	Complete	Director of Operations/The Landing Mall Management
Establish office Space for pre-testing (students)	Complete	Director of Operations/ The Landing Mall Management
Start accepting enrollment for students	Ongoing	Director of Operations/Principal/ Board members/volunteers
December		
Food service RFP to DESE for approval		Director of Operations
Intensify Advertising/Recruitment/staff and students- newspaper, flyers, radio signage	Ongoing	Director of Operations/Principal/hiring committee/community stakeholders/Comprehensive Mental health
Intensify fundraising	Ongoing	Board/founder/community stakeholders/Comprehensive mental health
January		
Start hiring staff/ certified/non certified	Immediately	Principal/Director of Operations
Board reads every contract for employees	Immediately	Board
Hired employees sign contracts	Immediately	Board/Principal/Director of Operations
Renovations continuing	Ongoing	Director of Operations/board facility committee/Construction company
February		
Work with DESE for Core data/MOSIS access		Director of Operations/Principal
Make list of every <i>single</i> item/equipment/furniture needed for KCLAYM with cost included	Complete	Principal/Staples business interiors team
Create <i>line item budget</i> for everything needed for opening KCLAYM	Complete	Principal/Staples business interiors team
List for supplies/furniture	Complete	Principal/Director of Operations/committee/ Staples business interiors

List of Curriculum needed from Vendors with cost	Completed	Principal
Order Curriculum		Principal
Reviewing budget regularly	Ongoing	EdOps/Director of Operations/Board/Principal
Attendance of all state training, attendance, lunch, ELL Title 1 etc.	Ongoing	Board/Director of Operations/Principal
March		
Ensure the ordering of all items/supplies listed for school preparation	Immediately	Director of Operations/Principal/Staples business interiors
April		
Transportation Vendor solidified for school		Director of Operations/Principal/Board
Uniforms chosen	Complete	Principal
Solidifying <i>student's</i> starting order of uniform pieces-ties, bowties, shirts, pants, dressy vest, sweater vest, shoes, socks-as well as, dress down day spirit wear, ensuring that the logo is on chosen apparel.		Director of Operations/Principal
Solidifying teacher's/staff uniforms. Ensuring ordering capabilities for staff is in place. Dresses, pants, jackets, suits, ties, bow ties, scarves, vest-as well as, dress down day apparel.		Director of Operations/Principal
May		
Complete PD Plan	Partially Complete	Principal/Instructional Coach
Hold open houses		All stakeholders
Arranging all furniture/dusting/cleaning		Volunteers/ stakeholders
Create and distribute flyers		Board and all stakeholders
April/May/June		
School Design Decor		Design team
Completing Landscape/grounds design		Landscape company
Continuing enrollment if needed	Ongoing	All stakeholders
Hiring process, criminal background completed		Principal/hiring team
Contract services completed		Board, Director of Operations
Line of credit, budget projections		Board
July		
Hold Family Picnic for incoming students/staff		Board/all stakeholders/Comprehensive Mental Health/Firefighters/Police
Preparing for MIT camp		Principal/staff
Initial Staff meeting		Principal

Data reporting system in place for DESE reporting compliance		Principal/Director of Operations
Administrators report		Principal
Central office staff reports		Director of Operations
August		
All certified staff hired		Principal
All non-certified staff hired		Director of Operations
All students enrolled		Director of Operations/Board/Principal
MIT men in training camp		Staff/Principal
School uniforms picked up by families/with a picture insert of how uniform is to be worn		Board/ volunteers
Students induction ceremony		Founder/Principal/Staff/Board
Orientation for staff		Principal
Create detailed curriculum lesson plans for first six weeks		Administration, Principal, teachers
School Begins		Principal/Staff

C.6. Closure

Charter school closure is “accountability in action.” It is the cessation of school operations and is triggered by:

- Board relinquishing the charter
- Revocation of the charter by the sponsor
- Revocation of the charter by mutual agreement of the parties
- Non-renewal of the school’s charter by the sponsor

Areas of consideration for school closure include, but are not limited to:

- Academic underperformance
- Financial mismanagement
- Organizational incompetence
- Non-compliance with state statutes
- Non-academic charter violations
- Low enrollment
- Illegal behavior
- Fear for the health and safety of students and staff

The decision to non-renew Kansas City Leadership Academy for Young Men’s charter will be made in the year prior to the last year of the charter to ensure a smooth transition for staff and students.

Revocation by the sponsor can occur at any time:

“If the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet academic performance standards as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.”

RSMO 160.405.7(1)

“At least sixty days before acting to revoke a charter, the sponsor shall notify the governing board of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action. The school’s governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice.” RSMO 160.405.7(3)

“The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Final decisions of a sponsor from hearings conducted pursuant to this subsection are subject to judicial review pursuant to chapter 536.”

RSMO 160.405.7(4)

“A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children.” RSMO 160.405.7(5)

Essential closure steps for the _____ Charter School Office and school boards fall into the following areas:

- Immediate Actions
- Notifications
- Ongoing Closure Duties
- Financial Obligations
- Appeals Process, if applicable
- The responsibility for most closure tasks will belong to the Charter Board of Kansas City Leadership Academy for Young Men. The _____ Charter School Office is responsible for coordinating and overseeing the actual implementation of all steps in the closure process.

Immediate Actions

Notify DESE’s Office of Charter Schools and the Kansas City Missouri School District of the closure decision.

- Provide a copy of supporting documentation.

- Establish a Transition Team

Team members should include:

- School Closure Coordinator(s) representative(s) of the sponsor
- Representatives of the Board of Directors, including chair
- Lead administrator of the school
- Lead finance person
- Faculty representative (i.e. principal)
- Parent/student representative (i.e. Dean of Students)
- Parents (optional)
- Member of local charter support organization (optional)

Communicate with a representative from the local school district for the purpose of coordinating the transfer of student records.

Develop talking points for a single consistent message

- Used to ensure consistent, accurate communications to the school community, the media, and the public

Schedule dates to notify the staff and parents of the school's closure

- Staff and parents are notified prior to media notification
- Staff meeting should occur within 24-48 hours after the official notice of closure has been issued
- Parent meeting should occur within 24 hours after the staff meeting. (It is advisable to offer multiple parent meetings to accommodate varying schedules.)

Schedule dates, times, and locations of school choice fairs for students/parents, and job fairs for teachers

- Issue a press release
- Should be issued by the Board of Directors or the sponsor
- Explain reasons for closure
- Offer assurances and evidence that student interests are the top priority.
- Announce plans, if any, to replace the closing school

Secure the school facility, property, equipment, supplies, and records.

- Secure assets. (responsibility of the Board)
- Consult legal counsel about options and potential liabilities
- Terminate summer school plans for the summer following closure.

Notifications: Written notifications to the school staff, parents, and public (in appropriate languages) provided by the Board, with support from the sponsor.

Staff letter, addressed individually. Letter should include the following information:

- A brief history of the school
- The reason(s) for closure
- Commitment to continuing school operations throughout the closure process
- Information on the scheduled staff meeting concerning the closure
- Timeline for transition details
- Affirmation of the Board's commitment to the staff (i.e. information on a job fair)
- Information related to pay and benefits
- A reminder of the importance of staying in the classroom and servicing students through the end of the school year
- Information on the Transition Team and its faculty point person, including the individual's contact information
- A calendar of important dates between the closure announcement and the end of school
- A plan for assisting students in the transition
- Help Line/Help Site information (800 number and/or website)

Staff meeting.

- Facilitated by Transition Team.

- Staff letter reviewed and rationale for closure discussed
- Staff may voice questions/concerns
- Utilize talking points

Parent letter (in appropriate languages), addressed individually and sent prior to parent meetings(s). Letter may come from the school or the sponsor and should include the following information:

- Brief history of the school
- Reason(s) for closure
- Clear timeline for the closure process
- Date of the last day of regular instruction
- Notification of mandatory enrollment under state law
- Information on the scheduled parent meeting(s)
- The school's commitment to successful transition for students and parents (including information on any school choice fairs planned)
- Procedures for ensuring transfer of student records, as well as notice of the right to access student records under the Freedom of Information law
- Information on the Transition Team and the parent/student point person, including contact information
- Help Line/Help Site information (800 number and/or website)
- Fliers (in appropriate languages) notifying parents of scheduled meetings(s)

Parent meeting(s)

- Purpose-to focus on successfully transitioning students to a school that will provide a demonstrably better education
- Held shortly after the staff meeting at the school site
- Possibly offer multiple dates/times to accommodate parents' varying schedules
- Letter should be discussed. (Have extra copies available.)
- Reasons for closure should be discussed
- Facilitated by Transition Team
- May be attended by the media
- Discuss the closure process
- Talk about educational options
- Assure parents of the privacy of student records and provide information about the transfer of these records
- Provide concise talking points (verbal/written)
- Possibly provide on-site child care
- Possibly provide on-site translators

Media notification- press release to local news outlets (print, radio, television)

- Responsibility of the governing board
- Post release on school and sponsor websites
- Include history of the school; closure procedures/timeline; reason(s) for closure; outline of support for students, parents, and staff; and contact information
- Utilize counsel to dissolve the 501 (c) 3 nonprofit at state and federal levels

Ongoing Closure Duties

Meet regularly with the Transition Team

- Utilize an agenda
- Weekly meetings recommended
- Hold meetings at sites accessible to the school community
- Monitor the school environment through the closure process

Organize school choice fairs for students and parents

- Include local district, charter, and private schools

- Hold at the school or at another location convenient to families
- Request assistance from MCPSA
- Publicize fairs through many means: fliers sent home with students, letters/postcards mailed to parents, e-mail, postings at the school, and postings on the website. (Include date, time, location, purpose, and list of participating schools.)

Monitor staff benefits.

- Responsibility of the Board
- Monitor contributions to the Retirement System.

Inform staff of:

1. Benefits available after closure (e.g., COBRA);
2. Termination date for benefits
3. Schedule for teacher/staff pay

Monitor professional development

- Ensure that professional development continues to meet all state requirements related to professional development and certification/licensure
- Ensure continuation of accurate and timely data reporting

Submissions to include:

1. MOSIS data
2. Core data
3. Annual Secretary of the Board Report
4. Annual audit
5. Federal Programs Reporting
6. Federal Expenditure Report (FER)
7. Annual Performance Report (APR)
8. All requested Sponsor submissions
9. All required DESE submissions

Monitor Transportation

- Avoid disruption of service
- Avoid miscommunication about service

Transfer student records

- Student records are private and must be handled in accordance with privacy rules set forth in the Family Education Rights and Privacy Act (FERPA)
- Ensure that all student records, including IEP's, are up-to-date
- Obtain from the school a complete inventory of all student records, including SPED records, their location, and security measures taken to ensure record safety
- For students enrolling in another school prior to the school closing, records will be transferred in the normal manner. (A priority for the office personnel.)
- For students who have not enrolled in other schools prior to the school closing, records will be transferred to each student's district of residence following the conclusion of the last day of classes

Verify transfer of records

- Records may be shipped or transferred person-to-person. Regardless of how the records are transferred, a verification form with the following information must be maintained, with a copy being sent to the sponsor
- The number of general education records released
- The number of special education records released
- An inventory of all student files
- The date of transfer
- The signature(s) and printed name(s) of the district representative(s) collecting the records
- The signature(s) and printed name(s) of the charter school representative(s) releasing the records

- Both the sponsor and the school will retain a copy of the release for their records

Ensure proper retention of student and non-student records

- All records should be retained according to the public school records retention schedule found on the MO Secretary of State's Website
- All records related to the following should be maintained
- Loans, bonds, mortgages, and other financing
- Contracts
- Leases
- Assets and asset sales
- Grants
- Governance (minutes, by-laws, policies)
- Employees (background checks, personnel files)
- Accounting/audit, taxes and tax status
- Employee benefit programs and benefits

Sponsors will consult with legal counsel about the best way to handle retention of non-student records. This may vary case-by-case. For example, if the governing board chooses to suspend its own operations and close the school (leaving the charter still "alive"), it may be best to have the records remain with the governing board. If, on the other hand, a governing board abandons all responsibilities related to closure, including the handling of records, it may be wise for the sponsor to secure the records. All records must be housed in a locked, fireproof file for safety purposes.

Financial Obligations: The school finance officer should be included in the Transition Team meetings, and should provide a regular update to the team, sponsor and Board on how the financial closeout is progressing.

Scheduling the final audit:

- Scheduled by the Board with an independent auditor
- Ensure that funds are retained to pay the auditors
- Ensure that all records are properly, securely maintained and available to auditors

Termination of vendor contracts

- Compile a list of all current vendors
- Review the termination provisions in each vendor's contract
- Contact each vendor to terminate the contract.
- Instruct vendors to remove all contractor property from the school by a set date
- Retain records of past contracts as proof of full payment
- Maintain utilities long enough to cover the time period required for all closure procedures
- Maintain liability insurance long enough to cover the time period required for all closure procedures

Termination of benefit providers

- Compile a list of all benefit providers, including
- Health insurance
- Life insurance
- Dental plans
- Eyeglass plans
- Cafeteria plans
- 401 (k) retirement plans
- Disability insurance
- Pension plans
- Review the termination provisions in each provider's contract
- Contact each provider to terminate the contract

Development of or update the fixed-assets list (by school finance office)

- List should separate state and federal funds, while noting the source of the funds and the fair market value (FMV) initial and amortized for every fixed asset in the inventory
- For items purchased with federal funds, the school must comply with the guidance in the Education Department General Administrative Regulations (EDGAR) regarding the disposition of property
- Sponsor will retain a copy of this inventory

Establishment of a plan for the disposition of property. Follow school policy regarding disposition of property.

Dispose of property in 2 phases:

- Disposal of the inventory;
- Disposal of real property (i.e., the school building).
- Establish methods and procedures for receipt of payment (e.g., cash, check, credit card) for the disposed inventory.
- Note obligations specific to items purchased with federal funds via the Public Charter School Program (PCSP) grant or Title Programs. Property purchased with PCSP funds must first be offered to charter schools located within the same region as the school that is closing. If the property is offered and offers are declined, the property must be disposed of at auction.

Filing of Federal for 269 or 269a if the school was receiving funds directly from the U.S. Department of Education. (See 34 CFE 80.41)

Compilation of itemized financial statements and lists. After disposition of assets, the school should prepare itemized financial statements.

Sponsors should have access to the following:

- Fiscal year-end financial statements
- Cash analysis
- List of compiled bank statements for the year
- List of investments
- List of payables (with any outstanding payables)
- List of all unused checks (which should be collected and voided)
- List of petty cash
- List of bank accounts (accounts should be closed once transactions have cleared)
- List of all payroll reports, including taxes, retirement, or adjustments on employee contracts
- List prioritizing the payments from the proceeds of the disposal based on the charter governing board's policy

Notification to creditors.

- Request a final accounting from all creditors
- Negotiate a settlement of debts and release from existing obligations
- Maintain all records related to payment of debt

Notification of debtors.

- Prepare a final accounting for all debtors
- Demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency
- Maintain all records related to these debts

Work with DESE to ensure payments stop appropriately and that the school receives all entitled funds.

Appeals Process-Ensuring Fairness and Due Process

Appeals can be of 2 types;

- Procedural, claiming that the sponsor did not follow proper process
- Substantive, claiming that the sponsor made a bad decision on the merits

Common elements of charter school due process in Appeals:

- Written notice

- An opportunity to be heard
- An opportunity to defend the school's rights, with sufficient time to prepare

There is a range of common appeal options, based on the depth of concern in a particular circumstance. Procedures for due process are outlined below:

For a rejected application for a new charter school (minimal deprivation):

- Letter of rejection, including reasons for denial, will be submitted by the sponsor within 90 days. A copy of the letter will be forwarded to the state board of education within 5 business days following denial. RSMO 160.405.2(1) and RSMO 160.405.2(2)
- The denied application, along with the sponsor's written reasons for denial, may be submitted by the applicant to the state board of education. RSMO 160.405.2(3)

For a rejected application for charter school renewal (moderate deprivation):

- Written notice of non-renewal provided by the sponsor, including information about the school's right to appeal, within 60 days of submission
- Summary of non-renewal recommendation presented to charter administration
- Written request for a hearing submitted by the charter school governing board within 2 weeks of receiving the written notification
- Hearing, with oral testimony and written argument, before charter sponsor administration within 2 weeks of the written request from the board
- Written notice from the sponsor of final renewal decision within 2 weeks of the hearing
- If non-renewal is upheld, a Closure Transition Team, consisting of representation from the sponsor, board, and school, shall be appointed to follow the Closure process to ensure a smooth transition for students and staff.

For a revocation of an existing charter (high degree of deprivation):

- Written notice at least 60 days before acting to revoke the charters. The notice shall state the grounds for the proposed action and information about the school's right to appeal. RSMO 160.405.7(3)
- Summary of recommendation to revoke a charter presented to the charter administration
- Written request for a hearing submitted by the charter school governing board within 2 weeks of receiving the 60-day notice. RSMO 160.405.7(3)
- Hearing, with oral testimony and written argument challenging the evidence against the school, before the charter administration within 2 weeks of the written request from the board. Hearing may include the following:
 - Legal representation
 - Written record of the proceedings
 - Right to call witnesses and challenge evidence

Written notice from the sponsor of final revocation decision presented prior to the 60-day final notice.

Revocation shall only be effective at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children. RSMO 160.405.7(5) A Closure Transition Team, consisting of representation from the sponsor, board, and school, shall be appointed to follow the Closure Process to ensure a smooth transition for students and staff.

Kansas City Leadership Academy for Young Men Information Required by Missouri State Law		
Statute	Description	Page Numbers
160.400.2 160.400.4 160.400.5	Located in an eligible district	2,3
160.400.3 160.403	Sponsored by an eligible sponsor	TBA
160.400.7, .8, Charter 355	Missouri non-profit	198-199
160.400.11	Sponsorship fees are in budget	322
160.400.14	Criminal background checks and family care safety registry conducted for all members of governing board	200-206
160.400.15	No board members hold office or is an employees of the school; or provides services	52
160.405.1	Submitted and approved by sponsor	TBA
160.405.1	Submitted copy of application to local school district within five business days	337
160.405.1	Performance contract (covering 160.400-160.425, 160.349)	TBA
160.405.1.(1)	Mission and vision statement for charter	4
160.405.1.(2)	Description of the organizational structure	56...257
160.405.1.(2)	Bylaws of governing body	182-96
160.405.1.(2)	Description of parent, professional educator, community involvement in governance and operations	61-62
160.405.1.(3)	Financial plan for first three years of operation	322-329
160.405.1.(4)	Description of policy for securing personnel services	57
160.420.3.	Personnel employed by charter school shall participate in the retirement system of the school district	300-302
160.405.1.(4) 160.420.1 160.420.2	Personnel policies, including right to remain an employee of the district and non employ instructional personnel with revoked or suspended license	284-312
160.420.2	Noncertificated instruction personnel limited to 20%	295
160.405.1.(4) 160.415.2	Personnel qualifications	257-280
160.405.1.(4)	Professional development plan	30,,292
160.405.1.(5)	Description of grades and ages of students served	2
160.405.1.(6)	School calendar of operation, at least equal to 160.011	85
160.405.1.(7)	Description of pupil performance standards	38-39
160.405.1.(7) 160.405.4 (6)	Description of academic program performance standards including indicators, measures, metrics and targets;	46-49
160.405.1.(7)	Indicators, measures, metrics and targets for academic program performance	46-49

160.405.1.(7) 160.405.1.(8)	Goals on graduation, standardized tests and academic growth	34-39,.46-49
160.405.1.(9)	Description of charter school's educational growth program and curriculum	16-29
160.405.1.(10)	Five year term for the charter	52
160.405.4. (4) 160.405.1.(11)	Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual	64-65
160.405.1.(12)	Health, safety and other legal requirements	200-206
160.405.1.(12)	Description of student discipline policy	128-175
160.405.1.(13) 160.410.1. 160.410.2. 160.410.3. 160.415.11	Description of student admission policy, including no tuition, no fees beyond what school district is prohibited	60,.108
160.405.1.(13)	Description of student admission policy for students with disabilities	42-43
160.405.1.(14)	Description of the school's grievance procedures for parents and guardians	53-54
160.405.1.(14) 160.405.8 160.405.9	Charter School Agreement detailing sponsor intervention, revocation of charter	TBA
160.405.1.(15) 160.405.16.(6)	Closure procedures	67
160.405.1.(15) 160.405.16.(6)	Closure procedures include transition of student records	68,.70
160.405.1.(15) 160.405.16.(6)	Closure procedures include archival of business operations	68-74
160.405.1.(15) 160.405.16.(6)	Closure procedures include transfer or repository of personnel records	71-74
160.405.1.(15) 160.405.16.(6)	Closure procedures include submission of final financial records	71-74
160.405.1.(15) 160.405.16.(6)	Closure procedures include resolution of any remaining financial obligations	71-74
160.405.1.(15) 160.405.16.(6) 160.405.1.(17)	Closure procedures include disposition of charter school assets	71-74
160.405.1.(15) 160.405.16.(6)	Closure procedures include notification plan to parents, district, retirement, state board of education	69-70
160.405.1.(16)	Description of special education and related services available	90-94
160.405.4.(1)	Nonsectarian in programs	284
160.405.4.(1)	Nonsectarian admissions policies	284
160.405.4.(1)	Nonsectarian employment practices	284,.303
160.405.4.(1)	Nonsectarian operations	284
160.405.4.(2)	Comply with state, county, city laws and regulations on health	305

160.405.4.(2) 167.115-167.117	Comply with state, county, city laws and regulations on safety	305
160.405.4.(2) 160.261 167.161 167.164 167.171	Comply with state, county, city laws and regulations on minimum educational standards	23-27
167.518	Comply with state, county, city laws and regulations on academic assessment	33
167.020.	Comply with state, county, city laws and regulations on transmittal of student records	70-71
160.041	Comply with state, county, city laws and regulations on minimum school days and hours	84-87
168.133 160.420.2	Comply with state, county, city laws and regulations on employee criminal history background checks and family care safety registry; all employees	286-287
160.405.4.(4)	LEA complies with all requirements of ESSA as it relates to federal audit requirements	64
160.405.4.(4)	Debt included in repayment plan in financial plan	322-329
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, K-12	16-20
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, early childhood - OPTIONAL	N/A
160.405.4.(6)(a) 160.514	Design a method to measure pupil progress toward pupil academic standards	33-34
160.405.4.(6)(a) 160.514	Establish baseline student performance in performance contract during the first year	TBA
160.405.4.(6)(a)	Collect student performance data	38-39
160.405.4.(6)(a) 160.518	Participate in the statewide assessment	34,.38
160.405.4.(6)(a) 160.522	Complete and distribute annual report card as prescribed	38
160.405.4.(6)(a) 160.410	Provide data required for the student of charter schools	44,.65
160.405.4.(7) 162.670-162.710 IDEA Section 504	Comply with all federal and state laws and regulations regarding student with disabilities	42-43
160.405.4.(8)	Documentation a copy of the application was submitted to local district	336
160.405.4.(8)	Statement outlining reasons for approval by sponsor related to 160.400-160.425 and 167.349	TBA
160.405.14.(1)	Chief financial officer maintains a surety bond	188
160.405.14.(2)	Chief financial officer maintains an insurance policy	65
160.415.1	Collect and report average daily attendance, free and reduce lunch, special education and limited English proficiency pupil count	65

For high risk or alternative schools		N/A
160.405.4.(6)(b)	Performance measures based on mission, curriculum, teaching methods and services	N/A
160.405.4.(6)(b)	Comprehensive academic and behavioral measures to determine student meeting performance standards on a different and specified time frame	N/A
160.405.4.(6)(b)	Annual report shall include comprehensive measures of student progress	N/A
160.405.5.(1)	May include alternatives for students to obtain credit	N/A
For education service providers/charter management organizations		N/A
160.145.7.(1)	Evidence of success in serving similar student population including demonstrated academic achievement, successful management on non-academic school functions	N/A
160.415.7.(2)	Term sheet for duration of service contract outlining the roles and responsibilities of the governing board, school staff, service provider	N/A
160.415.7.(2)	Term sheet for the duration of service contract outlining scope of services and resources provided by service provider	N/A
160.415.7.(2)	Term sheet for the duration of service contract outlining performance evaluation measures and timelines	N/A
160.415.7.(2)	Term sheet for the duration of the service contract outlining compensation structure, including clear identification of all fees to be paid to the service provider	N/A
160.415.7.(2)	Term sheet for duration of service contract outlining methods of oversight and enforcement	N/A
160.415.7.(2)	Term sheet for duration of service contract outlining CMO Investment disclosure	N/A
160.415.7.(2)	Term sheet for duration of service contract outlining conditions for the renewal and termination of the contract	N/A
160.415.7.(3)	Disclose any know conflict of interest between the school governing board and proposed service provider or any affiliated business	N/A
160.415.7.(4)	Disclose and explain any termination or nonrenewal of contracts for equivalent services for any US charter school within last five years	N/A
160.415.7.(5)	Assurance charter school legal council reports to the governing board	N/A
160.415.7.(6)	Process for approval of service provider expenditures intent to bill charter school have prior approval of governing board or designee	N/A